



**PRINCIPALS' INSTITUTIONAL SUPPORT SERVICES AS
PREDICTORS OF TEACHERS' JOB SATISFACTION IN PUBLIC
SECONDARY SCHOOLS IN ANAMBRA STATE**

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ABSTRACT

The study investigated principals' institutional support services as predictors of teachers' job satisfaction in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at the 0.05 level of significance. The population of the study comprised 7,248 teachers from the 267 public secondary schools in Anambra State. A proportionate stratified sampling technique was used to draw 726 teachers for the study. A researcher-developed instruments titled "Principals' Institutional Support Services Questionnaire (PISSQ)" and "Teachers' Job Satisfaction Scale (TJSS)" were used for data collection. The instruments were subjected to face validation by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistency of the instruments was determined using Cronbach's alpha, yielding overall reliability indices of 0.81 for PISSQ and 0.78 for TJSS. The instruments were administered by the researcher with the help of five research assistants, resulting in a 99% return. Simple regression was used to answer the research questions and test hypotheses. The study's findings revealed, among others, that principals' welfare, in-service training and information and communication services are strong predictors of teachers' job satisfaction in public secondary schools in Anambra State. It was also found that principals' welfare, in-service training and information and communication services are significant predictors of teachers' job satisfaction in public secondary schools in Anambra State. Based on the findings, it was recommended, among

other things, that the Ministry of Education should increase funding to enable principals to procure innovative devices that enhance the provision of ICT services and facilitate teachers' job satisfaction in secondary schools.

KEYWORDS: Principals, Institutional Support, Services, Teachers, Job Satisfaction.

INTRODUCTION

The school's overall success and students' achievement depend on teachers' job satisfaction. Satisfied teachers are more devoted and commitment to performing their instructional duties to attain predetermined goals. Teachers' job satisfaction is the contentment and happiness derived from various facets of work conditions and roles. Alaribe, Ughamadu and Okaforcha (2025) noted that teachers' job satisfaction refers to the degree of contentment teachers experience concerning their professional responsibilities, environment and rewards. Teachers' job satisfaction is the pleasurable emotional state that stems from the work environment and experience. Onyali and Alaeke (2025) posited that teachers' job satisfaction stems from the inherent enjoyment of a given work situation or condition. Continuing, Onyali and Alaeke asserted that teachers' job satisfaction is the feeling of happiness towards work roles and results in learning institutions. Teachers' job satisfaction is the fulfillment of expectations, the nature of responsibilities and exceeding expectations in an organization. Nwanna (2022) described teachers' job satisfaction as the inner pleasure, fulfilment, approval, contentment, agreement, happiness, liking, and an undying spirit that someone has towards the performance of a given task or effort, demonstrated in the course of doing something. The author added that when a worker is satisfied, they will be happy to discharge their duties effectively in the work environment, and the reverse will be true if they are not satisfied.

Teachers can be satisfied with their jobs when they are appreciated for outstanding performance, the school environment is supportive, there is a work-life balance, and there is job security. Nzekwe, Ikediugwu and Egboka (2025) noted that teachers' job satisfaction could be assessed through promotion opportunities, salaries, workload, school administrators' attitudes toward teachers and colleagues, available facilities, communication system, and feelings about the teaching profession. The authors added that teachers who are satisfied with their jobs are more likely to remain in the teaching profession, attend class regularly, cover their scheme of work and put extra effort into improving students' academic achievement. Teachers who are satisfied with their jobs are more likely to display high morale at work, show resilience and collaborate with staff and school management. Teachers who are

satisfied with their jobs are more likely to arrive early to work, prepare and deliver their lessons, control student behaviour in the classroom, work hard to complete their scheme of work, and show a willingness to perform the duties assigned to them by principals. On the contrary, teachers who are dissatisfied with their job are more likely to arrive late to work, exhibit absenteeism, deliver their lessons with ill-prepared lesson notes, allow learners to misbehave in the classroom, feel demoralized to complete their scheme of work and show unwillingness to perform duties assigned to them by principals.

Some teachers display undesirable behaviour, which could indicate dissatisfaction with their jobs in public secondary schools in Anambra State. Okafor, Ughamadu, and Enwezor (2025) asserted that teachers' job dissatisfaction manifests in high rates of absenteeism, truancy, disloyalty, insensitivity to students' discipline, nonchalance toward school extracurricular activities, voluntary turnover, and overall poor service delivery in public secondary schools in Anambra State. Umeh, Agu, Ezema, and Chibuko (2025) asserted that manifestations of job dissatisfaction, such as irregular class attendance, absenteeism, reduced instructional effort, and attrition from the teaching profession, have become increasingly visible in public secondary schools in Anambra State. Continuing, Umeh et al noted that persistent job dissatisfaction among teachers threatens not only student learning outcomes but also the production of skilled manpower needed for the state's social, economic, and technological advancement.

Institutional support services provide resources and implement programmes to meet staff's physical, personal, emotional, and social needs. Garuba and Obadara (2024) noted that institutional support services are the assistance and facilities provided to facilitate the implementation of educational policies, the attainment of educational goals, and the promotion of the effectiveness and efficiency of the educational system. Institutional support services include encouragement and the provision of opportunities for staff to develop their skills and meet their needs for effectively handling personal and work demands in secondary schools. According to Ezeaku and Uketui (2024), institutional support services encompass various aspects, such as financial aid, training, mentorship, facilities, and guidance, to ensure the success and well-being of staff within a particular institution or community. Garuba and Obadara (2024) identified the components of institutional support services as information and communication technology services, in-service training, welfare services, and library services. This study centred on welfare, in-service training, and information and

communication services because of their direct roles in promoting well-being, developing skills, and ensuring the availability of innovative devices for secondary school teachers.

Welfare services are the provision of essential benefits to staff to improve their health, safety, and well-being in the workplace. Agu, Ezeaku, Onu and Ezenwaji (2025) asserted that welfare services are the social, physical, and intellectual facilities and policies that institutions provide to improve employees' quality of work and life in an organization. Continuing, Agu et al. asserted that the provision of welfare services, such as modern office facilities, housing allowances, health care coverage, and transport allowances, can directly influence teacher effectiveness and satisfaction. Welfare services include organizing fitness programmes for staff, providing canteen services, providing office facilities, rendering medical assistance, and offering counselling services, among others. Osim and Nnaji (2024) asserted that welfare services include housing/accommodation, medical services, advisory services, a secure work environment, retirement benefits, good work conditions, periodic free work days or leaves, satisfactory salaries, leave allowances, promotion arrears, hazard allowances, overtime, and other related monetary incentives. Welfare services provide facilities and support to create a comfortable work environment in secondary schools. Providing welfare services to teachers tends to make them happier, more willing to remain in the school system, and more positive in their attitude towards their work in schools.

In-service training is any professional development programme undertaken by staff during the period of employment to acquire new skills and upgrade their knowledge of executing tasks in the workplace. Some essential in-service training programmes include workshops, seminars, conferences, mentoring, job rotation, coaching, and orientation, among others. Ubabuike and Obi (2025) asserted that in-service training programmes include: refresher courses, symposia, sandwich programmes, part-time and full-time programme study, and study leaves, among others. It is through in-service programmes that teachers can upgrade their skills to cope with constant changes in education policies and practices in learning institutions. In-service training enables teachers to keep pace with changes in the educational institutions and society that affect the teaching profession.

Information and communication technology is the gathering, storage, retrieval, and use of information through electronic devices, platforms, software, and other technological means. ICT services, such as modern facilities like desktops, audio-visual devices, laptops, internet connectivity, projectors, cameras, printers, and scanners, can enable teachers to effectively

plan and deliver their lessons in the classroom. Ekwue, Mayah and Obasi (2025) asserted that the provision of ICT and its adoption by teachers can enable them to effectively handle teaching tasks such as lesson preparation, classroom management, self-study and collaborative learning, research activities, and effective communication among the actors in the teaching and learning process. ICT services can enable teachers to prepare lesson materials and make them accessible to students from anywhere at any time. Animba, Chukwu and Ezema (2022) asserted that ICT services are delivered through technological tools and communication aids integrated into lessons to enhance engagement. Furthermore, Animba et al asserted that this kind of service provided through computers, internet, projectors, and audio-visual aids, amongst others, not only helps in lesson preparation and presentation, it enhances feedback from students from different locations.

Some teachers are yet to be adequately supported to satisfy their personal, social, emotional and professional needs in public secondary schools in Anambra State. Okafor, Ughamadu and Enwezor (2025) averred that most teachers are not given the opportunity for training and retraining to gain more knowledge and acquire basic teaching skills in public secondary schools in Anambra State. Ofojebe and Kene-Chiedu (2021) asserted that in-service teacher training receives less attention, which makes it difficult for teachers to cope with and use instructional videos, projectors, modern laboratory apparatus, and constant innovations in teaching in public secondary schools in Anambra State. Some secondary schools lack sufficient computers, poor internet connectivity, and the necessary software, hindering teachers' access to ICT services in performing their duties in public secondary schools in Anambra State. Some teachers in public secondary schools in Anambra State are not provided with adequate sanitary, recreational, and medical facilities to improve their welfare. Ughamadu and Ezechinwoye (2024) asserted that where there is inadequate provision for support services, teachers will be less committed and less satisfied to give their best at work, thereby promoting performance and enhancing the moral development of their students in public secondary schools in Anambra State. It is against these problems that this study was undertaken.

Purpose of the Study

The purpose of the study is to investigate principals' institutional support services as predictors of teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the study sought to investigate:

1. Principals' welfare services as predictors of teachers' job satisfaction in public secondary schools in Anambra State.
2. Principals' in-service training services as predictors of teachers' job satisfaction in public secondary schools in Anambra State.
3. Principals' information and communication technology services as predictors of teachers' job satisfaction in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' welfare services on teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the predictive value of principals' in-service training services on teachers' job satisfaction in public secondary schools in Anambra State?
3. What is the predictive value of principals' information and communication technology services on teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

1. Principals' welfare services do not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.
2. Principals' in-service training services do not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.
3. Principals' information and communication technology services do not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

METHODS

The study adopted a correlational research design. The population of the study comprised 7,248 teachers from the 267 public secondary schools in Anambra State. A proportionate stratified sampling technique was used to draw 726 teachers for the study. Researcher-developed instruments titled "Principals' Institutional Support Services Questionnaire (PISSQ)" and "Teachers' Job Satisfaction Scale (TJSS)" were used for data collection. The researcher structured the two sets of instruments based on insights from the literature and expert consultation. PISSQ measured institutional supports among principals in public secondary schools in Anambra State. PISSQ has three Clusters A-C. Cluster A contained 8 items on welfare services, Cluster B had 10 items on in-service training services and Cluster

B chad 7 items on technical skills. PISSQ had 25 items placed on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. TJSS contained 20 items designed to elicit information on teachers' job satisfaction. The instrument was structured on a four-point scale of Always (A), Seldom (S), Rarely (R), and Never (N), with weights of 4, 3, 2, and 1, respectively. Weighted 4, 3, 2, and 1, respectively.

The instruments were subjected to face validation by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistency of the instruments was determined using Cronbach's alpha, yielding overall reliability indices of 0.81 for PISSQ and 0.78 for TJSS. The researcher and five research assistants used a direct data-collection method. A total of 726 copies of instruments were distributed, and 722 copies of questionnaires were properly completed and successfully retrieved, indicating a 99 percent return rate. At the end of the exercise, duly completed and retrieved copies of the instruments were used for data analysis. Data collected were analyzed using simple linear regression to answer the research questions and test the null hypotheses. For the research questions, the coefficient r and the size of the relationship were interpreted using the correlation coefficient recommended by Alsagr (2021), as follows.

Predictive Value	Interpretation
.00- .19	Weak Prediction
.20- .39	Fair Prediction
.40- .69	Moderate Prediction
.70- .89	Strong Prediction
.90-.99	Very Strong Prediction
1	Perfect Prediction

RESULTS

Research Question 1: What is the predictive value of principals' welfare services on teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Principals' Welfare Services as a Predictor of Teachers' Job Satisfaction.

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Welfare Services	722	.749	.607	.606	.32568	Strong

Table 1 shows that the predictive value of principals' welfare services on teachers' job satisfaction is 0.749 with a coefficient of determination of 0.607. This shows principals' welfare services can account for 60.7% changes in teachers' job satisfaction. The regression coefficient r of 0.749 indicated that principals' welfare services is a strong predictor of teachers' job satisfaction in public secondary schools in Anambra State.

Research Question 2: What is the predictive value of principals' in-service training services on teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Principals' In-Service Training Services as a Predictor of Teachers' Job Satisfaction.

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
In-service Training Services	722	.726	.584	.583	.29987	Strong

As shown on Table 2, the predictive value of principals' in-service training services on teachers' job satisfaction is 0.726 with a coefficient of determination of 0.584. This shows 58.4% changes in teachers' job satisfaction could be attributed to principals' in-service training services. The regression coefficient r of 0.726 indicated that principals' in-service training services is a strong predictor of teachers' job satisfaction in public secondary schools in Anambra State.

Research Question 3: What is the predictive value of principals' information and communication technology services on teachers' job satisfaction in public secondary schools in Anambra State?

Table 3: The Summary of Simple Regression Analysis on Principals' Information and Communication Technology Services as a Predictor of Teachers' Job Satisfaction.

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Information and Communication Technology Services	722	.741	.658	.657	.32776	Strong

Result in Table 3 indicates that the predictive value of principals' information and communication technology services on teachers' job satisfaction is 0.741 with a coefficient of determination of 0.658. This shows principals' information and communication technology services can explain 58.4% changes in teachers' job satisfaction. The regression coefficient r of 0.741 indicated that principals' information and communication technology is a strong predictor of teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis One: Principals' welfare services do not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Table 4: The Summary of Simple Regression Analysis on Principals' Welfare Services as a Significant Predictor of Teachers' Job Satisfaction.

Predictor	n	R	r ²	F	P-value	Remarks
Welfare Services	722	.749	.607	535.560	.000	*S

*Significant

Table 4 revealed that the simple regression coefficient (r) of 0.749 is the predictive value of principals' welfare services on teachers' job satisfaction, while the r² is 0.607. This shows principals' welfare services can make contributions of 60.7% changes in teachers' job satisfaction. The F (1/722) =535.560 and the p-value of 0.000 is less than 0.05. Therefore, since the p-value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' welfare services is a significant predictor of teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis Two: Principals' in-service training services do not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Table 5: The Summary of Simple Regression Analysis on Principals' Welfare Services as a Significant Predictor of Teachers' Job Satisfaction .

Predictor	N	R	r ²	F	P-value	Remark
In-service Training Services	722	.726	.584	461.122	.000	*S
*Significant						

Result in Table 5 revealed that the simple regression coefficient (r) of 0.726 is the predictive value of principals' in-service training on teachers' job satisfaction, while the r^2 is 0.584. This shows principals' in-service training can account for 58.4% changes in teachers' job satisfaction. The F (1/722) =461.122 and the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' in-service training is a significant predictor of teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis Three: Principals' information and communication technology services do not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Table 6: The Summary of Simple Regression Analysis on Principals' Information and Communication Technology Services as a Significant Predictor of Teachers' Job Satisfaction.

Predictor	n	R	r ²	F	P-value	Remark
Information and Communication technology Services	722	.741	.658	402.133	.000	*S

*Significant

Table 6 revealed that the simple regression coefficient (r) of 0.741 is the predictive value of principals' information and communication technology services on teachers' job satisfaction, while the r^2 is 0.658. This shows 6.58% changes in teachers' job satisfaction could be explained by principals' information and communication technology services. The F (1/722) =402.133 and the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' information and communication technology services is a significant predictor of teachers' job satisfaction in public secondary schools in Anambra State.

DISCUSSION

The finding of the study revealed that principals' welfare services are a strong predictor of teachers' job satisfaction in public secondary schools in Anambra State. Principals' welfare services improve the physical and mental well-being of teachers, who are strong predictors of their job satisfaction in public secondary schools in Anambra State. This agreed with the findings of Gbawa and Dimkpa (2024), which showed a strong positive correlation between welfare services and teachers' job satisfaction in public senior secondary schools. The agreement between the findings could be attributed to the similarity of the participants and the secondary schools in which the studies were conducted. Principals who prioritize teachers' welfare make teachers feel valued and supported, thereby increasing their job satisfaction in public secondary schools in Anambra State. It was also found that principals' welfare services are a significant predictor of teachers' job satisfaction in public secondary schools in Anambra State. This affirmed Nwanna's (2022) finding that there was a significant relationship between the welfare package and job satisfaction among secondary school teachers. This also supported the findings of Gbawa and Dimkpa (2024), who found a significant correlation between welfare services and teachers' job satisfaction in public senior secondary schools. Principals' welfare services are geared toward meeting teachers' needs, which could account for their significant role as a predictor of job satisfaction in public secondary schools in Anambra State.

The study found that principals' in-service training services are a strong predictor of teachers' job satisfaction in public secondary schools in Anambra State. This finding could be explained by the fact that in-service training services enable teachers to enhance their skills and knowledge, which strongly contribute to their job satisfaction in public secondary schools in Anambra State. This upheld the finding of Ofojebe and Kene-Chiedu (2021), which showed a strong positive correlation between teachers' in-service training and job satisfaction in secondary schools. This finding also supported that of Ezeaku and Uketui (2024), which revealed a very high positive correlation between staff professional development support and lecturers' job satisfaction in colleges of education. Principals' in-service training services can address specific performance gaps among teachers, thereby giving them a sense of fulfillment and satisfaction with their jobs in public secondary schools in Anambra State. Further results indicated that principals' in-service training services are a significant predictor of teachers' job satisfaction in public secondary schools in Anambra State. This finding concurred with that of Ezeaku and Uketui (2024), which indicated a

significant correlation between staff professional development support and lecturers' job satisfaction in colleges of education. Principals' in-service training services prepare teachers for higher roles, improve their performance, and, consequently, enhance their job satisfaction in public secondary schools in Anambra State.

It was discovered that principals' information and communication technology services are strong predictors of teachers' job satisfaction in public secondary schools in Anambra State. The possible reason for this finding is that principals' information and communication technology services provide a platform for teachers to make their lessons more interactive and fun, which can account for the strong predictor of their job satisfaction in public secondary schools in Anambra State. This finding differed from that of Attar and Sweiss (2010), who found a weak positive relationship between information and communication technology adoption and employees' job satisfaction. The difference in time span could explain the disagreement with the findings. Teachers' access to the information and communication technology services provided by principals can enable them to automate the tasks of managing student attendance, preparing and delivering lessons, and processing results, which can lead to their job satisfaction in public secondary schools in Anambra State. It was also revealed that principals' information and communication technology services are significant predictors of teachers' job satisfaction in public secondary schools in Anambra State. This finding refuted that of Attar and Sweiss (2010), which found an insignificant relationship between information and communication technology adoption and employees' job satisfaction. Principals' information and communication technology services enable teachers to access information and personalize instructional activities to meet the diverse needs of learners, thereby enhancing their job satisfaction in public secondary schools in Anambra State.

CONCLUSION

Based on the findings, it was concluded that principals' institutional support services are significant positive predictors of teachers' job satisfaction in public secondary schools in Anambra State. Principals' institutional support services enable teachers to effectively meet their personal and professional needs, which can ultimately lead to their job satisfaction in public secondary schools in Anambra State. Teachers who receive institutional support in terms of welfare, in-service training and ICT services feel valued and happier in public secondary schools in Anambra State.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Principals should develop a welfare programme that aligns with teachers' personal and professional needs to improve their job satisfaction in secondary schools.
2. The Ministry of Education should organize periodic in-service training programmes for teachers to acquire new skills and update their knowledge, thereby improving their job satisfaction in secondary schools.
3. The Ministry of Education should increase funding to enable principals to procure innovative devices that enhance the provision of ICT services and facilitate teachers' job satisfaction in secondary schools.

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