



Human resources management practices and job satisfaction of senior secondary school teachers in rivers state, Nigeria

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Abstract

This study investigated human resources management practices and job satisfaction of senior secondary school teachers in Rivers State, Nigeria. Four research questions with four null hypotheses guided the study. The study adopted a correlational research design. The population of the study consisted of 8447 teachers in public senior secondary schools in Rivers State. A sample of 770 teachers was drawn for the study through simple and cluster sampling techniques. Two self-designed instruments titled “Human Resources Management Practices Questionnaire” (HRMPQ) and “Teachers’ Job Satisfaction Scale (TJSS) were used for data collection. Multiple and simple regression, ANOVA table for regression and t-values associated with the respective beta values at 0.05 alpha level were used for data analysis. The study found among others that human resources management practices (teamwork, performance appraisal, training and development) jointly significantly predict teachers’ job satisfaction. Three relevant recommendations were made among which is that post primary schools board should establish regular training and retraining programmes for teachers.

Keywords: human, resources, management, practices, teachers, rivers state

Introduction

Teachers’ satisfaction is one of the determinant factors for students to benefit from the educational system. Teachers act as role-models, since they are the pillars of the society who help the students, not only to grow, but also to be the potential leaders of the next generation and to shoulder the responsibility of taking their nation ahead. Components of job satisfaction include pay package, organizational policy and administration, promotion opportunities, supervision, workplace relationship, working conditions, etc. Pay refers to a form of periodic payment from an employer to an employee, which is specified in an employment contract. Working conditions refer to the factors that involve the physical environment of the job; amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. Work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization’s management (Choi & Lee, 2011).

Satisfaction with the teaching component has important consequences, it means that the teachers are happy, devoted and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the

society may benefit from their services. Teachers, like other employees have moral obligation for overall development of their country. In order to achieve that, they want to be professionally effective and satisfied on their job. As indicated by Deeba (2014) ^[4], satisfied teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on students’ achievement.

Human resources management is a strategic and coordinated approach to the management of people working in an organization. It aims at the development of integrated human resources policies and practices (bundling). It is aimed at gaining job satisfaction, organization commitment, treating people as assets and the principal of mutuality. The human resources management practices that are of interest to the present researcher are team work, performance appraisal as well as training and development.

Teamwork is the process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of any organization, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that teachers will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between teachers. The values of teamwork in achievement of teachers’ job efficiency and enlargement in schools are unquestionable whereas, these values would not be achieved unless teamwork

is effectively practiced within the school. Teamwork can also help with the accomplishment of the organizational duties.

Training is not simply a means of arming teachers with the skills they need to perform their jobs. It is also often deemed to be representative of an employer's commitment to their workforce. It may also be perceived to reflect an overall organizational strategy that involves adding increased value, as opposed to reducing costs. Many of the world's most successful companies are aware that the provisions they make for training and development activities lie at the heart of their ability to attract and retain the best employees for their organization. Training refers to the activity of imparting and acquiring skills while development is the application of new ideas to practical problems. It is therefore imperative that employers provide an opportunity for their workforce to learn, as proactive development schemes will not only improve the capabilities of their team but will also motivate staff and subsequently engender a more loyal employee set.

Performance appraisal is mainly concerned with the individual's performance and development. It is used to ensure that the employee's activities and outcomes are congruent with the organization's goals, by focusing on future performance planning and improvement rather than on retrospective performance appraisal. This requires management to act as partners within a framework in which they and the employees together can achieve the results required. For this to occur, managers need a clear understanding of the ways in which performance appraisal can help the organization. In addition, such appraisals can be used as feedback to individuals in order to influence and enhance subsequent performance (Osibanjo, Kehinde, & Abiodun, 2012) [13].

Several researches have been carried out on factors influencing teachers' job satisfaction however, the extent to which human resources management practices (team work, performance appraisal, training and development) taken collectively predict job satisfaction of senior secondary school teachers in Rivers State remains very unclear. This is the rationale behind the conduct of this study on the extent to which human resources management practices predict job satisfaction of senior secondary school teachers in Rivers State.

Empirical literature review

Ijigu (2015) [5] in his research on the effect of selected human resource management practices on employees' job satisfaction in Ethiopian public banks revealed that bundles of HRM practices mainly recruitment and selection, training and development, performance appraisal and compensation package are positively related to employee job satisfaction. The study employed a sample of 225 bankers selected from five notable banks in the area. Simple random sampling technique was used for the selection, while a self-structured questionnaire was utilized for data collection. Data were analyzed using mean, standard deviation and Pearson correlation.

According to Mohammed, Abser and Azim (2010) [10], HR practices have significant association with job satisfaction. The study was carried out among workers in a pin manufacturing company. A sample of 340 employees was

selected for the study through stratified and simple random sampling methods. Three instruments were employed to collect data. Simple percentage and chi-square were used for data analysis at 0.05 level of probability.

Khan, Ahmad, Aleem and Hamed (2011) [7], in their study which investigates the effects of pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers, relationship with supervisor and nature of the work, relationship with supervisor, nature of the work; significantly affect the level of job on job satisfaction and employee performance revealed that facets of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, relationship with coworkers satisfaction. A sample of 518 employees was selected for the study using multi stage and simple random sampling techniques. PPMC, mean and standard deviation were used for data analysis. All data were subjected to analysis at 0.05 level of probability. Vikram and Sayeeduzzafar (2014) [18], examined training, performance appraisal, team work and compensation and found that they have significant impact on job satisfaction.

Furthermore, Ray and Ray (2011) [14] explored the impact of HR practices on employees' job satisfaction in the context of selected iron and steel firms of India and found that factors like performance appraisal, participation in decision making, training and development, empowerment, compensation influencing human resource management (HR) practices have significant association with job satisfaction (JS). It is observed that there are significant differences in the employee's satisfaction regarding human resource planning, recruitment and selection, training and development, promotion and transfer, performance appraisal and employees' participation (Deeba, 2014) [4]. Katz and Khan (2014) [6] in their study which examined and analyzed the impact of human resource management practices on job satisfaction of private sector banking employees found that performance appraisal has significant impact on job satisfaction. They found that performance appraisal played a role which can motivate the employees which tents bring about satisfaction.

Osibanjo, Kehinde and Abiodun (2012) [13] examined the effect of human resources management (factors) on employees' job satisfaction using data collected from two banks in the Nigerian banking industry. The study attempts to determine the effect of training and development on employee job satisfaction; to determine the influence of working conditions on employee job satisfaction and to determine the impact of human resources factors on employee job satisfaction. The survey instrument used in the collection of data was the questionnaire. The population of the study covered the entire staff of Access and Eco banks and the sample size of 200 employees were selected, using the simple random sampling techniques. Correlation and regression analysis was adopted and the data generated was in line with the objectives of the study. The hypotheses were tested, and valid result was achieved that is, human resources management has an effect on employee job satisfaction. This suggests that for organization to develop, it must invest more in the human capital.

The relationship between economic / organizational performance and HRM has been explored by Sarker (2014),

and measured as the self-ranking relative to its competitors in terms of profitability; labour productivity and quality of the products/services, firm performance is examined in relation to individual HRM practices (recruitment, training, performance evaluation and monetary payments). The reported evidence suggests that labour productivity and/or organizational performance are positively related to diverse features of HR management systems such as recruitment and selection, training programmes, performance evaluation, compensation and benefits and innovative practices.

Loyd (2015) ^[9] studied eleven practices that are personnel selection, performance appraisal, incentive compensation, job design, empower of decision, information sharing, attitude assessment, labour management participation, recruitment efforts, employee training and promotion and all have significant effect on job satisfaction. Choi and Lee (2011) ^[2] investigated the impact of HRM practices on employee job satisfaction in public sector of Pakistan. They made use of these practices, training and development, reward and recognition and their findings showed that recognition and training and development are a key source of employee job satisfaction in public sector of Pakistan, while reward did not have any significant impact upon employee job satisfaction. 440 employees chosen for the study through simple random sampling technique. Two instruments were used for data collection. Pearson product moment correlation, mean and standard deviation were used for data analysis at 0.05 alpha level.

Shahabipour (2015) carried out a study aimed at investigating the relationship between teamwork and employees' job satisfaction in technical and vocational schools in Yasuj city. Research method in this study was correlational type. A sample size of 300 people was used for the study. The data collection tool was a questionnaire of team work and job satisfaction (researcher made). To analyze the data, Pearson correlation coefficient and multiple regressions were used. The results showed that there was a significant relationship between teamwork with employees' job satisfaction in technical and vocational schools in Yasuj city. Also, there was a significant relationship between variable dimensions of teamwork (communication, trust, responsibility, purpose) with employees' job satisfaction, according to the correlation test.

Ng'eny (2016) undertook a study geared towards investigating the effect of team work on job satisfaction at Kenya power pension fund. To achieve the objective of the study, the study adopted a descriptive survey design to determine the effect of team work on job satisfaction. The target population of the study included the 52 staff (managers and non-managers) of Kenya Power Pension Fund. The study used primary data which was collected by a semi-structured questionnaire. The data was collected from managers and non-managers using a drop and pick-later method. Data was analyzed using descriptive statistics and regression analysis. The study found out that there is a significant relationship between job satisfaction and team communication and a unit increase in team communication leads to an increase in the job satisfaction.

Lankau (2016) ^[8] investigated the relationship of four teamwork dimensions with job satisfaction with a sample of 440 hospital employees. The four teamwork dimensions (team

spirit, team workload sharing, team social support, and team cooperation) were significantly related to various attitudinal outcomes, including job satisfaction. More specifically, both team spirit and team social support were positively related to job satisfaction. Therefore, Lankau (2016) ^[8] concludes that increased team spirit and social support within teams were associated with increased job satisfaction.

Furthermore, Loyd (2015) ^[9] explored the relationship between teamwork and job satisfaction among student affairs administrators. Three components of job satisfaction (intrinsic satisfaction, extrinsic satisfaction, and interpersonal satisfaction) and nine components of teamwork (a clear elevating goal, results-driven structure, competent team members, unified commitment, collaborative climate, shared standards of excellence, external support, recognition, and principled leadership) were studied to examine the correlation between teamwork and job satisfaction. Findings resulted in all three components of job satisfaction and all nine components of teamwork were positively correlated. In addition, all of the intrinsic and extrinsic satisfaction correlations were significant to each of the nine teamwork components.

Raja, Mohsin and Moazzam (2016), studied the influence of training and development on employee performance through job satisfaction. 115 copies of questionnaires were distributed among employees i.e. executives and managers of telecom companies in Abbottabad, Haripur and Mansehra of which 105 were returned. Convenience sampling technique was used for data collection. The response rate was 91%. The finding of the study showed positive impact of training and development and job satisfaction with employee performance. Training and development will lead to higher job satisfaction level in employees and they will fulfill their duties with a great deal of responsibility with best performance.

Adesola, Oyeniyi and Adeyemi (2013) ^[1] examined the relationship between staff training and job satisfaction among Nigerian banks employees with special reference to the selected banks in Osogbo metropolis. Structured questionnaire was used to collect data from eighty (80) respondents through simple random sampling method. Pearson product moment correlation coefficient was employed to know the relationship between staff training and job satisfaction, while multiple regression was used to determine the effect of the independent variable on the dependent variable. The result showed that staff training has positive significant relationship with job satisfaction.

Also Schmidt (2007) ^[16] investigated the relationship between training, satisfaction and overall job satisfaction when analyzing a sample of 552 customer and technical service employees from the United States and Canada. He found a significant positive relationship in terms of a bi-variate regression coefficient. Chumo, Gregory, William, Duncan and Aloys (2015) ^[3] investigated the effects of job training practices on employee satisfaction at Kapsara tea factory Kitale, in Trans-Nzoia County. The prime aim of this study was to find out the tea workers perception on effects of on the job training on both male and female workers, in tea production sector. A sample of sixty workers from Kapsara Tea Factory was selected using random sampling technique i.e. Human Resource Managers, line managers, supervisors

and junior employees. Among the selected members 35 were male and 25 were female workers. The study used closed-ended questionnaires to get answers of the research questions. The study applied a descriptive research design to establish the relationship between variables. Copies of questionnaires were used to collect data and later on analyzed using inferential statistics and presented in frequency tables. A sample size of 30 respondents from a population of 60 workers was selected and 30 questionnaires were issued to the respondents. From the data analysis, it was evident that training through mentorship has a great impact on the job satisfaction and retention of the employees.

Moses and Geoffrey (2015) [11] undertook a study to determine the influence of performance appraisal on bank workers' performance in 10 selected commercial banks in Trans-Nzoia County, Kenya. The study adopted descriptive survey research design. A total of 178 research subjects was drawn from the target population using the stratified and the simple random sampling technique. 120 respondents' questionnaires were completed and returned. This represents 67 percent response rate. Data analysis was done through descriptive statistics, specifically use of frequencies and percentages. Data was presented in frequency tables and Chi Square method was used for testing the hypothesis. The findings show that: there is a significant relationship between performance appraisal and workers' performance.

Research methodology

Correlational research design was used for the study. The population of this study consisted of all the 245 public senior secondary schools in Rivers State, consisting of 245 principals and 8447 teachers. A sample of 770 senior secondary school teachers representing 9.1% of the total population of the study was selected for the study through simple and cluster sampling techniques.

Human Resources Management Practices Questionnaire (HRMPQ) and Teachers' Job Satisfaction Scale (TJSS) were used for data collection. HRMPQ is an 18 item scale which was used to assess three areas of human resources management practices (indicated in three sections) namely team work, performance appraisal and, training and development. TJSS is a 20 item scale which was used to assess teachers' level of satisfaction with their job.

Items on the three instrument were presented as statements to which the respondents instructed to indicate their levels of agreement or disagreement on a four-point modified Likert type rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4 points, 3 points, 2 points and 1 point respectively, the total number of instrument was 56 items.

The instruments were scrutinized to ensure both face and content validities. For the purpose of the present study, the reliabilities of the two instruments were determined by the researcher through Cronbach Alpha and test-retest. However, the overall reliability coefficient of HRMPQ was given at 0.76, while teamwork subscale was 0.75, performance appraisal was 0.75 and training and development subscale was 0.78. On the other hand, "Teachers' Job Satisfaction Scale" (TJSS) reliability coefficient was given at 0.71. Simple and multiple regression statistics were used for data analysis at

0.05 level of significance. All data were subjected to analysis using statistical package for social science (SPSS).

Presentation of Result

Research Question One

To what extent do teamwork, performance appraisal and training and development predict job satisfaction secondary school teachers?

Table 1: Multiple regression analysis on the extent human resources management practices predicts job satisfaction of senior secondary school teachers

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.542 ^a	.294	.423	11.69031

Table 1 revealed that the computed regression coefficient R is .542 while the squared regression value was computed to be .294. This implies that human resources management practices (teamwork, performance appraisal as well as training and development) jointly contribute to secondary school teachers' job satisfaction by 29.3% as indicated by the coefficient of determinism. Therefore the remaining 70.7% is contributed by other factors.

Hypothesis One

Human resources management practices taken jointly do not significantly predict job satisfaction of senior secondary school teachers.

Table 2: ANOVA associated with multiple regressions on joint contribution of human resources management practices to job satisfaction of secondary school teachers.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	189.742	3	63.247	.463	.014 ^b
Residual	104684.166	766	136.663		
Total	104873.908	769			

Table 2 showed that the sum of squares are 189.742 and 104684.166 while mean square are 63.247 and 136.663. With degree of freedom of 3, 766, F calculated value of .463 associated with multiple regression is significant at .014 when subjected to an alpha level of significance of .05. Therefore, the null hypothesis is rejected. By implication, human resources management practices (teamwork, performance appraisal as well as training and development) jointly significantly contributed to job satisfaction of senior secondary school teachers.

Research Question Two

To what extent does training and development contribute to job satisfaction of senior secondary school teachers?

Table 3: Simple regression analysis on the extent training and development contribute to job satisfaction of senior secondary school teachers

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.345 ^b	.119	.324	11.8092

Table 3 revealed that the computed regression coefficient of R is .345 while the squared regression value was computed to be .119. This implies that training and development contribute

to job satisfaction of senior secondary school teachers by 11.9% as indicated by the coefficient of determinism. Therefore, the remaining 88.1% is accounted for by other factors.

Hypothesis Two

Training and development do not significantly contribute to job satisfaction of senior secondary school teachers.

Table 4: t-test associated with Simple regression analysis on the extent training and development contributed to job satisfaction of senior secondary school teachers.

Model	Unstandardized coefficient	Standardized coefficient	Mean Square	t	Sig.
	β	Std. Error	Beta		
Constant	47.971	1.565		30.645	.000
Training and development	-.882	.103	.345	.767	.000

Table 4 showed that standardized beta coefficient is .345. The t-calculated value of .767 associated with simple regression is statistically significant at .000 when subjected to alpha level of significance of .05. Therefore, the null hypothesis is rejected. By implication, there is a significant contribution of training

Table 6: t-test associated with Simple regression analysis on the extent performance appraisal contributes to senior secondary school teachers' job satisfaction.

Model	Unstandardized Coefficients		Standardize Coefficient	T	Sig.
	B	Std Error	Beta		
1. Constant	46.729	1.567		29.812	.000
Performance appraisal	1.104	.103	.336	.134	.002

Table 6 showed that standardized beta coefficient is .336. The t-calculated value of .134 associated with simple regression is statistically significant at .002 when subjected to alpha level of significance of .05. Therefore, the null hypothesis is rejected. By implication, there is a significant contribution of

and development to job satisfaction of senior secondary school teachers.

Research Question Three: To what extent does performance appraisal predict job satisfaction of senior secondary school teachers?

Table 5: Simple regression analysis on the extent performance appraisal predict job satisfaction of senior secondary school teachers.

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.336 ^a	.112	.336	10.15647

Table 5 revealed that the computed regression coefficient R is .336 while the squared regression value was computed to be .112. This implies that performance appraisal contribute to job satisfaction of senior secondary school teachers by 11.2% as indicated by the coefficient of determinism. Therefore, the remaining 88.8% is accounted for by other factors.

Hypothesis Three: Performance appraisal does not significantly predict job satisfaction of senior secondary school teachers

performance appraisal to job satisfaction of senior secondary school teachers.

Research Question Four: To what extent does team work predict job satisfaction of senior secondary school teachers?

Table 7: Simple regression analysis on the extent teamwork contributes to job satisfaction of senior secondary school teachers.

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.477 ^a	.213	.529	11.66078

Table 7 revealed that the computed regression coefficient R is .477 while the squared regression value was computed to be .213. This means that teamwork contribute to job satisfaction of senior secondary school teachers by 21.3% as indicated by the coefficient of determinism. Therefore, the

remaining 78.7% is contributed by other factors.

Hypothesis Four: Teamwork does not significantly contribute to job satisfaction of senior secondary school teachers.

Table 8: t-test associated with Simple regression analysis on the extent teamwork contributes to job satisfaction of senior secondary school teachers.

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std Error	Beta		
Constant	45.676	1.567		33.876	.000
Teamwork appraisal	1.236	.207	.477	.461	.000

Table 8 revealed that standardized beta coefficient is .477. The t-calculated value of .461 associated with simple regression is statistically significant at .000 when subjected to alpha level of significance of .05. Therefore, the null hypothesis is rejected.

By implication, there is a significant contribution of teamwork to job satisfaction of senior secondary school teachers.

Discussion of Findings

The discussion of findings is based on the summary of findings as provided below.

Contribution of Human Resources Management Practices to Teachers' Job Satisfaction

The degree of association or relationship between human Resources management practices (team work, performance appraisal and training and development) and teachers' job satisfaction was found to be 0.54. The coefficient of alienation ($\sqrt{1-R^2}$) was found to be 0.84. This represents the degree of lack of relationship between human resources management practices and teachers' job satisfaction. Thus, while the degree of relationship was 0.54, the degree of lack of relationship was found to be 0.84.

The percentage of association or coefficient of determinism ($R^2 \times 100$) was found to be 29.4%. More so, analysis of data on hypothesis one revealed that human resources management practices (team work, performance appraisal and training and development) jointly contribute significantly to teachers' job satisfaction. This present finding agrees with Ray and Ray (2011) [14] whose study on the impact of human resources practices on employee's job satisfaction found that performance appraisal, participation in decision making, training and development, etc. have significant association with job satisfaction. Vikram and Sayeeduzzafar (2014) [18] also found that training, performance appraisal, team work and compensation have significant impact on job satisfaction.

Contribution of Training and Development to Teachers' Job Satisfaction

The degree of association or relationship between training and development, and teachers' job satisfaction was found to be 0.34. The coefficient of alienation ($\sqrt{1-R^2}$) was found to be 0.94. This represents the degree of lack of relationship between training and development, and teachers' job satisfaction. Thus, while the degree of relationship was 0.34, the degree of lack of relationship was found to be 0.94.

The percentage of association or coefficient of determinism ($R^2 \times 100$) was found to be 11.9%. More so, analysis of data on hypothesis two revealed that training and development contributes significantly to teachers' job satisfaction in Rivers State. $Y = AB + X$. $Y = 47.971 + .882$. This further explains the importance of training and development of workers for maximum productivity. Javel, *et al.* (2012) corroborated this fact when they found that training and development are a key source of employee job satisfaction in public sector in Pakistan. Ping, *et al.* (2015) found that training would modify workers' behavior and change their results accordingly. More so, Raja, *et al.* (2016) posited that training and development will lead to higher job satisfaction level in employees and they will fulfill their duties with great deal of responsibility with best performance.

Contribution of Performance Appraisal to Teachers' Job Satisfaction

The degree of association or relationship between performance appraisal and teachers' job satisfaction was found to be 0.33. The coefficient of alienation ($\sqrt{1-R^2}$) was found to be 0.94. This represents the degree of lack of relationship between performance appraisal and teachers' job

satisfaction. Thus, while the degree of relationship was 0.33, the degree of lack of relationship was found to be 0.94. The percentage of association or coefficient of determinism ($R^2 \times 100$) was found to be 11.2%. More so, analysis of data on hypothesis three revealed that performance appraisal contributes significantly to teachers' job satisfaction in Rivers State. $Y = AB + X$. $Y = 46.729 + 1.104$. Workers generally are very satisfied when they are furnished with all necessary information they need to do their job. This may have influenced the outcome of this study. This finding lends credence to Katz and Khan (2014) who in their study to examine the impact of human resource [6] s management practices on job satisfaction of private sector banking employees found that performance appraisal has significant impact on job satisfaction. Ijigu (2015) [5] had earlier found that performance appraisal is positively related to employees' job satisfaction.

Contribution of Teamwork to Teachers' Job Satisfaction

The degree of association or relationship between team work and teachers' job satisfaction was found to be 0.47. The coefficient of alienation ($\sqrt{1-R^2}$) was found to be 0.88. This represents the degree of lack of relationship between team work and teachers' job satisfaction. Thus, while the degree of relationship was 0.47, the degree of lack of relationship was found to be 0.88. The percentage of association or coefficient of determinism ($R^2 \times 100$) was found to be 21.3%. Furthermore, analysis of data on hypothesis four indicated that team work contributes significantly to teachers' job satisfaction in Rivers State. $Y = AB + X$. $Y = 45.676 + 1.236$. This finding agrees with the popular saying two good heads are better than one. This present finding is agreement with Khan, *et al.* (2011) [7] and Shahabipour (2015) whose study revealed that there was a significant relationship between variable dimensions of teamwork with employees' job satisfaction.

Recommendations

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

1. Post Primary Schools Board should establish regular training and retraining programmes for teacher in Rivers State. Such programmes will help teachers to upgrade their skills, knowledge, and capacity for maximum productivity.
2. Regular evaluation of teachers' performance should be imbibed or conducted by school administrators.
3. Teachers should ensure that they establish good interpersonal relationship with their colleagues for cross fertilization of ideas.

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