

School-Community Based Management (Scbm) As A Predictor Of Adult Educators' Job Attitude And Satisfaction In Adult Education Centres In South-East, Nigeria

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Abstract

The study investigated School-community Based Management (SCBM) as a predictor of adult educators' job attitude and satisfaction in adult education Centres in South-East, Nigeria. The study answered four research questions and tested four corresponding hypotheses. The study adopted a correlation research design. The population for this study comprised 3,991 adult education facilitators in adult learning centres in Abia, Anambra, Ebonyi, Enugu and Imo States of Nigeria. The sample size for this study was 366 facilitators drawn through Taro Yamene minimum sample size procedure. School-Community Based Management Scale (SCBMS), Adult Educators Job Attitude Scale (AEJA) and Adult Educators Satisfaction (AESS) were used for data collection. Face validity was done by three experts in the relevant areas of Adult Education, Administration and Planning as well as Educational Psychology in the University of Nigeria, Nsukka. The internal consistency reliability of .88, .87 and .91 were computed for SCBMS, AEJA and AESS through Cronbach Alpha. Linear regression was used to answer the research questions while t-test regression was used to test the hypotheses at .05 level of significance. Parents Teachers Association management approach to a high extent predicted adult educators' job attitude and to a very high extent predicted adult educators' job satisfaction. Community Based Organizations (CBOs) management approach to a very high extent predicted adult educators' attitude and job satisfaction. The recommended that administrators of adult education centers should constantly liaise with the host communities as well as the parents in the community in order to form synergy in infrastructure, decision and work environment development.

Introduction

School-community management has become a vital part of modern educational governance, especially in the context of adult learning systems in developing nations. This approach fosters collaboration, allowing schools and communities to share responsibilities, make decisions together, pool resources, and hold each other accountable all aimed at improving educational outcomes (Adewale & Ojo, 2022; Epstein, 2018). In the realm of adult education, which focuses on lifelong learning, practical literacy, skill development, and social empowerment, community engagement is increasingly seen as a key driver for enhancing institutional effectiveness and motivating the workforce (Nkwocha & Eze, 2021). Teachers' involvement in decision making in areas like financial matters, conflict resolution, staff welfare, academic activities, and other school-related issues can enhance their attitude (Akinfolarin & Akinwale, 2020).

The Parents-Teachers Association (PTA) can significantly influence how teachers feel about their jobs and their overall satisfaction. It serves as a vital space for parents and teachers to come together, tackling

issues that impact both teaching and learning, while also providing essential material and financial support to enhance the school environment. When teachers sense that parents value their hard work and are eager to back school initiatives, they tend to cultivate a more positive outlook on their roles and enjoy their jobs more. According to Khan (2023), the backing from parents, along with the quality of the curriculum, teaching skills, and school facilities, plays a key role in boosting teachers' job satisfaction. This is crucial because a teacher's job satisfaction is closely linked to how well they perform professionally. A systematic review and meta-analysis by Wartenberg et al. (2023) found that job satisfaction among teachers is tied to several positive outcomes in their careers, while Harrison et al. (2023) highlighted a connection between teacher job satisfaction and the quality of instruction they provide.

Building strong relationships between parents and teachers can really enhance communication and foster a sense of understanding. When parents engage positively in school events, treat teachers with respect, and work together to tackle their children's academic and behavioral challenges, it can lead to a more supportive environment for teachers, reducing stress and boosting their professional morale. The role of the PTA goes beyond just providing financial or material help; it also encompasses emotional, social, and professional support. When a PTA acknowledges the hard work of teachers, gets involved in school decisions, stands by teachers during tough times, and fosters friendly communication between parents and teachers, it can really enhance the school atmosphere. Glaveli et al. (2023) also highlighted how crucial a positive working environment is for teachers' overall job satisfaction. This is especially if there is no community-based intervention.

Community-Based Organizations (CBOs) play a vital role in enhancing teachers' job attitudes and overall job satisfaction by offering various forms of support social, material, professional, and institutional to both teachers and schools. These organizations can take many forms, including local development associations, faith-based groups, non-governmental organizations, community development initiatives, professional associations, and other community entities that promote educational efforts. By getting involved, CBOs can help alleviate some of the challenges teachers face, fostering a more supportive work environment. In their review of studies on teachers' job satisfaction in developing countries, Sahito and Vaisanen (2020) highlighted that support from the community, school administrators, and colleagues are key factors that contribute to teachers' job satisfaction.

One of the key ways Community-Based Organizations (CBOs) make a difference is by providing essential teaching and learning resources. In many schools, especially those in under-resourced areas, teachers often struggle due to a lack of instructional materials, classroom furniture, teaching aids, and other necessary facilities. CBOs can step in by donating books, teaching supplies, computers, furniture, and various educational resources. This kind of support can help alleviate teachers' frustrations and streamline classroom instruction. When educators have the tools they need to do their jobs effectively, they are more likely to foster a positive attitude towards their work and feel more fulfilled. This aligns with the findings of Sahito and Vaisanen (2020), who noted that having access to resources and a supportive work environment plays a crucial role in teachers' job satisfaction. Moreso, it was found that being part of professional learning communities can greatly enhance teachers' job satisfaction by fostering collaboration, ongoing learning, and mutual support (Ikegbusi & Egwu, 2024). It was shown that when teachers come together for collective support, they can tackle various challenges be it pedagogical, emotional, or even technological especially in schools that lack resources (Varanasi et al., 2024). This kind of support can really boost teachers' job satisfaction, as those who feel backed up are more likely to feel appreciated and fulfilled in their roles.

Community-Based Organizations (CBOs) can play a significant role in boosting teachers' job satisfaction by enhancing the relationships between schools and their communities. When teachers, parents, community leaders, and local organizations work together positively, it helps clear up misunderstandings and fosters collaboration in meeting students' educational needs. A strong support system from the community can reassure teachers that they're not in this alone; instead, they're part of a larger educational team. This sense of community support is especially crucial, as it has been recognized as a key factor influencing teachers' job satisfaction, particularly in developing countries (Sahito & Vaisanen, 2020).

In Nigeria, the importance of community support really shines through recent studies on teachers' job satisfaction. For instance, Oguntibeju (2025) highlighted that teachers' job satisfaction and performance are influenced by the working conditions and social environment around them. Similarly, Okemakinde (2025) pointed out teachers' experiences goes beyond just school administration and government efforts; it also requires the involvement of the broader community surrounding the school.

Community-Based Organizations (CBOs) play a vital role in enhancing teachers' job satisfaction and overall attitude towards their work. They do this by offering valuable educational resources, opportunities for professional growth, recognition for their efforts, social support, a voice in decision-making, and fostering stronger partnerships between schools and the community. These contributions can help alleviate work-related stress, boost teachers' sense of professional value, and deepen their commitment to education. However, the impact of CBOs hinges on how consistent, adequate, and fair the support they provide is. Therefore, it's essential for CBOs, school leaders, teachers, parents, and government agencies to collaborate effectively to create an environment that nurtures positive attitudes among teachers and ensures lasting job satisfaction.

Job attitude and job satisfaction play a crucial role in shaping how educators perform, feel motivated, and commit to their organizations. Essentially, job attitude captures how teachers feel about their work think enthusiasm, emotional investment, and alignment with the goals of their school. On the other hand, job satisfaction measures how fulfilling and rewarding they find their roles (Judge & Klinger, 2021; Ibrahim & Mohammed, 2023). Studies show that when educators work in supportive environments, they often experience greater intrinsic motivation, lower stress levels, and a higher level of engagement in their work (Bentea & Anghelache, 2019).

Adult educators, especially in developing countries like Nigeria, often face tough challenges such as lack of funding, poor instructional materials, rundown learning environments, and minimal professional recognition. These factors can really affect their mental well-being and overall job satisfaction (Ogunode et al., 2022). However, effective management between schools and communities can help ease these issues by boosting resources, offering social support, and establishing participatory structures that make educators feel appreciated and empowered (Musa & Ademola, 2020). A strong partnership with the community can create a sense of belonging, enhance communication among individuals, and cultivate a shared vision for the success of adult learning centers.

In adult learning centers, collaborating with the community goes beyond just ticking off an administrative box; it's a vital strategy to ensure that educational programs truly resonate with the local culture, socio-economic conditions, and the developmental needs of the community. When communities get involved, it can take many forms like mobilizing resources, joining advisory committees, providing support for teaching materials, and keeping an eye on the quality of instruction. When communities take an active role in school management, adult educators often find themselves with stronger support, greater recognition, and a sense of shared responsibility. These elements are crucial for enhancing morale and job satisfaction (Okeke & Mbah, 2020; Musa & Ademola, 2020).

While there are certainly benefits to school-community management, there's still a noticeable lack of empirical research in Nigeria that looks at how it affects job attitudes and satisfaction among adult educators. Most of the studies out there tend to focus on formal basic and secondary school settings, which leaves a big gap in our understanding of adult learning environments. Recent research highlights the need for more evidence on what factors really influence the work experiences and morale of adult educators (Akor & Edeh, 2023). That's why this study aims to explore how school-community management can predict job attitudes and satisfaction among educators in adult learning centers. The results are anticipated to offer valuable, data-driven insights for policymakers, adult education administrators, and community stakeholders, ultimately helping to strengthen Nigeria's adult education system.

Statement of the Problem

Adult learning centers in Nigeria are vital for tackling illiteracy, encouraging lifelong learning, and equipping marginalized groups with essential skills. However, how well these centers function really hinges on the dedication, enthusiasm, and overall satisfaction of the adult educators who provide the instruction. Lately, various reports have highlighted ongoing issues facing these centers, particularly concerning poor

infrastructure, a lack of teaching materials, inconsistent funding, and a general lack of societal appreciation for adult education programs. These systemic challenges have led to dwindling morale, negative job attitudes, and lower job satisfaction among adult educators. Many of them feel that their work environment isn't supportive, which can have a detrimental impact on their performance, commitment, and desire to stay in the adult education field.

While school-community management is recognized worldwide as a powerful way to boost educational quality and create supportive work environments, its application in adult learning centers across Nigeria seems to be lacking and inconsistent. In many of these centers, community engagement often boils down to occasional visits, random contributions of resources, or only stepping in during emergencies. The ideal scenario of participatory governance, where communities actively take part in decision-making, resource gathering, and monitoring, is still largely untapped. This situation raises important questions about whether adult educators feel that the current level of community involvement is enough to improve their work experiences, motivation, and overall job satisfaction.

Moreover, most of the research on school-community relationships in Nigeria has mainly concentrated on primary and secondary education, which has created a notable gap in our understanding of adult learning environments. We know very little about how the management practices between schools and communities influence the job attitudes and satisfaction of adult educators, even though these elements are crucial for effective education. This lack of insight poses a challenge for policymakers, adult education leaders, and community stakeholders who are trying to create evidence-based strategies to enhance the working conditions and motivation of adult educators.

The main issue this study addresses is the unclear and underexplored relationship between school-community management and how it affects adult educators' job attitudes and job satisfaction in adult learning centers. Without solid evidence to back this connection, initiatives to enhance adult education might miss the mark or not be as effective as they could be. This study aims to bridge that important gap by examining how school-community management can predict adult educators' job attitudes and satisfaction in these learning environments.

Purposes of the Study

The study investigated School-Community Based Management (SCBM) as a predictor of adult educators' job attitude and satisfaction in adult education centres in South-East, Nigeria. Specifically, the study investigated

1. The predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job attitude.
2. The predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job satisfaction.
3. Community Based Organizations (CBOs) management approach on adult educators' job attitude.
4. Community Based Organizations (CBOs) management approach on adult educators' job satisfaction

Research Questions

The following research question were addressed

1. What is the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job attitude?
2. What is the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job satisfaction?
3. What is the predictive power of community Based Organizations (CBOs) management approach on adult educators' job attitude?
4. What is the predictive power of community Based Organizations (CBOs) management approach on adult educators' job satisfaction?

Hypotheses

The following hypotheses tested at .05 alpha level guided the study

1. Parents Teachers Associations (PTAs) management approach does not significantly predict adult educators' job attitude.
2. Parents Teachers Associations (PTAs) management approach does not significantly predict adult educators' job satisfaction.
3. Community Based Organizations (CBOs) management approach does not significantly predict adult educators' job attitude.
4. Community Based Organizations (CBOs) management approach does not significantly predict adult educators' job satisfaction

Methods

The study adopted a correlation research design. The population for this study comprised 3,991 adult education facilitators adult learning centres in Abia, Anambra, Ebonyi, Enugu and Imo States of Nigeria (State Agency for Mass Literacy, Adult and Non-formal Education [Anambra, Abia, Ebonyi, Enugu & Imo], 2022 and 2023). The sample size for this study was 366 facilitators drawn through Taro Yamene minimum sample size procedure. School-Community Based Management Scale (SCBMS), Adult Educators Job Attitude Scale (AEJA) and Adult Educators Satisfaction (AESS) were used for data collection. School-Community Based Management Scale (SCBMS) is a 20-item measure structured with response options of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1). The SCBMS has the clusters that measured Parents Association (PTAs) management approach and community Based Organizations (CBOs) management approach with ten items in each. The Adult Educators Job Attitude Scale (AEJA) and Adult Educators Satisfaction (AESS) have ten items each and were structured with response options of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) respectively. Face validity was done by three experts in the relevant areas of Adult Education, Administration and Planning as well as Educational Psychology in the University of Nigeria, Nsukka. The internal consistency reliability of .88, .87 and .91 were computed for SCBMS, AEJA and AESS through Cronbach Alpha. Linear regression was used to answer the research questions while t-test regression was used to test the hypotheses at .05 level of significance.

Results

Research Question 1: What is the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job attitude?

Table 1: linear regression of the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job attitude

Model	R	R Square	Adjusted R Square
1	.800 ^a	.640	.658

Data on table 1 showed that regression and regression square coefficients are .800 and .640 respectively. The coefficient of determinism of 64% showed that Parents Teachers Association management approach to a high extent predicted adult educators' job attitude. The 36% variance in adult educators' job attitude is not attributed to Parents Teachers Associations (PTAs) management approach.

H₀₁: Parents Teachers Associations (PTAs) management approach does not significantly predict adult educators' job attitude.

Table 2: t-test associated with linear regression of the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job attitude

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.725	1.141		16.408	.000
	PTAs	.869	.034	.800	13.609	.000

Data on table 2 showed that the t-test associated with linear regression is 13.609. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, Parents Teachers Associations (PTAs) management approach significantly predicted adult educators' job attitude.

Research Question 2: What is the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job satisfaction?

Table 3: linear regression of the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.952 ^a	.906	.906	1.64575

Data on table 3 showed that regression and regression square coefficients are .952 and .906 respectively. The coefficient of determinism of 90.6% showed that Parents Teachers Association management approach to a very high extent predicted adult educators' job satisfaction. The 9.4% variance in adult educators' job satisfaction is not attributed to Parents Teachers Associations (PTAs) management approach.

H₀₂: Parents Teachers Associations (PTAs) management approach does not significantly predict adult educators' job satisfaction.

Table 4: t-test associated with linear regression of the predictive power of Parents Teachers Associations (PTAs) management approach on adult educators' job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.805	.593		1.358	.175
	PTAs	.974	.017	.952	56.542	.000

Data on table 4 showed that the t-test associated with linear regression is 56.542. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, Parents Teachers Associations (PTAs) management approach significantly predicted adult educators' job satisfaction.

Research Question 3: What is the predictive power of community Based Organizations (CBOs) management approach on adult educators' job attitude?

Table 5: linear regression of the predictive power of Community Based Organizations (CBOs) management approach on adult educators' job attitude

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936 ^a	.877	.876	1.89026

Data on table 5 showed that regression and regression square coefficients are .936 and .877 respectively. The coefficient of determinism of 87.7% showed that community Based Organizations (CBOs) management approach to a very high extent predicted adult educators' job attitude. The 12.3% variance in adult educators' job attitude is not attributed to community Based Organizations (CBOs) management approach.

H₀₃: Community Based Organizations (CBOs) management approach does not significantly predict adult educators' job attitude.

Table 6: t-test associated with linear regression of the predictive power of Community Based Organizations (CBOs) management approach on adult educators' job attitude

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	1.539	.677	2.273	.024
	CBOs	.953	.020	.936	.000

Data on table 6 showed that the t-test associated with linear regression is 48.410. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, Community Based Organizations (CBOs) management approach significantly predicted adult educators' job attitude.

Research Question 4: What is the predictive power of Community Based Organizations (CBOs) management approach on adult educators' job satisfaction?

Table 7: linear regression of the predictive power of Community Based Organizations (CBOs) management approach on adult educators' job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.922 ^a	.850	.849	2.08663

Data on table 7 showed that regression and regression square coefficients are .922 and .850 respectively. The coefficient of determinism of 85% showed that community Based Organizations (CBOs) management approach to a very high extent predicted adult educators' job satisfaction. The 15% variance in adult educators' job satisfaction is not attributed to community Based Organizations (CBOs) management approach.

H₀₄: Community Based Organizations (CBOs) management approach does not significantly predict adult educators' job satisfaction

Table 8: t-test associated with linear regression of the predictive power of Community Based Organizations (CBOs) management approach on adult educators' job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	1.876	.751	2.498	.013
	CBOs	.948	.022	.922	.000

Data on table 8 showed that the t-test associated with linear regression is 43.174. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, Community Based Organizations (CBOs) management approach significantly predicted adult educators' job satisfaction.

Discussion of Findings

The finding of this study showed that PTA management approach to a high extent predicted adult educators' job attitude. The hypothesis showed that PTA management approach significantly predicted adult educators' job attitude. The findings indicate that strong management strategies within Parents Teachers Associations (PTA) can create a nurturing environment, promote teamwork, and improve working conditions. This, in turn, boosts the positive job attitudes of adult educators. Additionally, the hypothesis supports the idea that the way PTA is managed plays a significant role in shaping these educators' job attitudes. The finding of this study buttressed that of Akinfolarin and Akinwale (2020) which showed that teachers' involvement in decision making in areas like financial matters, conflict resolution, staff welfare, academic activities, and other school-related issues can enhance their attitude. The finding is in support of that of Varanasi et al., (2024) showed that when teachers come together for collective support, they can tackle various challenges be it pedagogical, emotional, or even technological especially in schools that lack resources.

The finding of study showed that PTA management approach to a very high extent predicted adult educators' job satisfaction. The hypothesis showed that Parents Teachers Associations (PTAs) management approach significantly predicted adult educators' job satisfaction. The findings show that the way the Parents Teachers Association (PTA) is managed plays a major role in predicting job satisfaction among adult educators. The hypothesis was confirmed, indicating that effective PTA management characterized by supportive collaboration, inclusive decision-making, and the provision of necessary resources can significantly boost adult educators' satisfaction with their jobs. The finding of this study corroborated with that of Musa and Ademola (2020) which showed that effective management between schools and communities can help ease these issues by boosting resources, offering social support, and establishing participatory structures that make educators feel appreciated and empowered.

The finding of this study showed that community Based Organizations (CBOs) management approach to a very high extent predicted adult educators' job attitude. The hypothesis showed that Community Based Organizations (CBOs) management approach significantly predicted adult educators' job attitude. The results show that the way Community-Based Organizations (CBOs) manage their operations plays a major role in predicting job satisfaction among adult educators. The findings also confirm that CBOs' management style significantly influences their job attitudes. This suggests that when CBOs adopt effective, participatory, and supportive management practices, it not only boosts adult educators' satisfaction but also encourages a more positive outlook towards their work. The finding of this study is in agreement with of Khan (2023) which reported that the backing from parents, along with the quality of the curriculum, teaching skills, and school facilities, plays a key role in boosting teachers' job satisfaction.

The finding of this study showed that community Based Organizations (CBOs) management approach to a very high extent predicted adult educators' job satisfaction. The hypothesis showed that Community Based Organizations (CBOs) management approach significantly predicted adult educators' job satisfaction. This finding suggests that the way Community Based Organizations (CBOs) manage their operations through effective participation, supportive leadership, proper resource allocation, and acknowledgment of adult educators can foster a positive work environment. This, in turn, boosts job satisfaction among adult educators, which helps to explain why the management strategies of CBOs are strong predictors of their job satisfaction. The finding of this study aligned with that of Bentea and Anghelache (2019) showed that when educators work in supportive environments, they often experience greater intrinsic motivation, lower stress levels, and a higher level of engagement in their work. The finding of this study is consistent with that of Oguntibeju (2025) which highlighted that teachers' job satisfaction and performance are influenced by the working conditions and social environment around them.

Conclusion

Based on the findings of this study, it was concluded that School-Community Based Management (SCBM) to a high extent are determinants adult educators' job attitude and satisfaction in Adult Education Centres in South-East, Nigeria. The study also concluded PTA and CBOs are indispensable in the promotion of adult educators' job attitude and satisfaction.

Recommendations

The recommended that administrators of adult education centers should constantly liaise with the host communities as well as the parents in the community in order to form synergy in infrastructure, decision and work environment development.

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