

## **Impact of Job Environment on Performance of Private School Teachers in Birendranagar**

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### **Abstract**

*Many researchers claim that competencies and thus performance of teachers depend upon their attitude towards job related factors experienced by them. However, this relationship is unknown in our context. This study thus explores if the attitudes and satisfaction of the teachers working in private schools of Birendranagar toward salary, work policy, social environment, career development opportunity and work life balance have any relationship with job performance. This research uses multiple regression analysis to arrive at the conclusion based on the data collected from 104 samples of teachers from thirteen private schools who were selected using convenient sampling method. Survey was done using a questionnaire developed after review of the literature in national and international contexts. Performances of the samples were established based on the rating by the principals of the respective schools on different relevant dimensions. We found that salary had significant impact on the performance whereas the other independent variables—work policy, social environment, career development opportunities and work life balance were not found having significant relationship on job performance. This study helps the school principals and administrators understand a roadmap for good performance management and build performance oriented culture by ensuring positive workplace experience in employees. If the guidelines have word limitation, do accordingly. If not around 200 words is okay.*

**Key words :** *performance, attitude, salary, social environment, work policy, career growth opportunity, work life balance*

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## **Background**

Teacher's performance is an important issue in overall institutional performance of education centers. This subject comes in the purview of performance management. According to Gregory and Mifner (2009) performance of teachers is influenced by their attitude towards their profession. A regular review of teacher's performance provides information about his or her competence and aspirations that are largely influenced by their job attitudes (Dixon and Sagas, 2007). The quality of service of these organizations predominantly depends up the attitude of teachers toward their jobs, social environment, institutional policy, management and other contextual factors (Emslie & Hunt, 2009). Attitudes are summary judgment of an object or event which aid individuals in structuring their complex social and physical environment that eventually determine their behavior in personal and professional situations (Bowen & Ostroff, 2004).

In Nepal, the relevance of the study of job related attitude and its impact on performance is justified by the opinion given by the teachers of private schools. Teachers are underpaid in most of the cases, they are easily fired, and their job conditions are subject to discretion of managers or owners (Rising Nepal, August 11). According to an article published in The Himalayan Times recently, less than five percent of 200,000 teachers and staffers of private schools have been regularly receiving their salaries. The existing scenario testifies that the job of private teachers in Nepal is much vulnerable. According to the report of Ministry of Education, Science and Technology (2018), the number of teachers working in private schools in the country is about 87000 which accounts to 27 percent of the total teachers and out of them, the male and female teachers constitute 54 and 45 percent respectively.

Very limited studies have been found on job attitude and performance relationship in private schools, especially in the context of Nepal. This study is expected to fill the existing research gap in emerging the private schools. The study begins with examination the teachers job attitude toward work environment and its impact on their performance with reference to teachers of private schools at Birendranagar, Surkhet. The following are the objectives of the study:

1. To identify the status of the job attitude in the teachers in terms of salary, social environment, work related policy, works life balance and career growth opportunity.
2. To explore the performance status of teachers generally measured in terms of competencies at core job duties, initiation, social and administrative support, affinity with job and creativity.
3. To establish the relationship between overall job attitudes and job performance.

## **Review of literature**

Job performance, which refers to the degree to which an individual executes his roles with reference to certain specified standards set by the organization, is central to any organization (Obasan, 2012). Performance is about the behavior of employee, it is execution of duties or any task of an organization (Aguinis, 2014). Performance includes two dimensions like: task performance and contextual performance. Task performance is related to the ability of employee to execute the specific job responsibilities. It describes how efficiently or effectively the employee performs his/her task. It is influenced by ability and skills. Task performance includes behavior such as technical and social. Contextual performance is defined as behaviors that contribute to organization effectiveness by providing a good environment in which task performance can occur (Aguinis, 2014). It supports

organizational environment and influenced by personality. Contextual performance, according to him, includes behavior such as enthusiasm, improvement orientation and job involvement.

What triggers deliberate human actions in an organization came in limelight from around the middle of twentieth century. A number of motivational theories were developed as a result of such studies. This research is also grounded on the same theoretical background. Herzberg, as cited in Seibel (1993) identified factors causing job satisfaction and dissatisfaction. According to him, factors like company policy and administration, supervision, relationship with supervisor, working conditions, salary, relationship with peers, personal life, relationship with subordinates, job security and status are dissatisfiers. But the elements like achievement, recognition, advancement, work itself, personal growth and responsibility create job satisfaction. Herzberg also claimed that if a manager or supervisor has to improve job performance of his or her subordinates, stress must be given to improve motivational factors. Kirunda (2004) found that rewards directly affect performance of teachers, when the employees are satisfied with different elements of rewards they are likely to produce good performance. It was concluded that performance based reward affects the performance of teachers in private secondary schools. Kirunda outlines timely payment, social and competence based justice, ethical concerns and cost of living factors as the major issues in reward management.

School teachers are satisfied with responsibility for their work, the relationships they had with students and colleagues, supervision, and the work itself (Ouma, 2007). Social aspects of jobs like good peer treatment, collaborative ambiance, positive communication and supporting attitude among the members create positive experience contributing to improved performance of teachers (Nadeem, Rana, Maqbool, Naz & Ali, 2011 Follow the APA format). Kagonda (2010) concluded that if teachers are not satisfied with their salaries, this significantly affected their performance. However, satisfaction with other factors such as working environment, less stress of work, appreciation from management and clear working policy and guideline can still keep them motivated and happy. Clear work structure, defined jobs and standard work process significantly impact employee's attitude toward the job and hence their performance (Hulleman & Barron, 2010)

Work life balance is becoming a major issue and a matter of concern for individuals as well as organizations as life today has become so complex at home as well as at work that it has affected the quality of life and career attainment among attainment among women (Wu Melissa 2013, Vakta, 2014). If the employees can balance their personal, family and professional life, do not have to work under pressure, can give time for personal interests and recreation and specified hours of work, they feel less stress at workplace and consequently accept the expected performance from management (Wu Melissa, 2013). Opachl & Dunnete (1996) revealed that working conditions were highly important factor together salary, training and career development opportunities. Muo (2013) asserts that non-monetary factors are in most cases not less important than the monetary rewards. In-service training of teachers, good working conditions and promotional opportunities to play significant role in motivating teachers to step up their job performance (Marks & Printy 2003). It is equally important to consider the physical environment of the workplace for good performance of teachers. Even though the teachers expressed quite positive attitude toward the compensation, and operational aspects of their job, they strongly criticized the working condition such as broken furniture, dirty toilets, dusty office and work station (Kelvin, 2016).

Bakker & Schaufeli (2008) identified a number of environment related factors that include career advancements, organizational culture, peer relations and nature of work itself in relation to job performance. Factors like monetary rewards, social environment, comfortable working hours and career growth opportunities were examined amongst teachers who worked at secondary-level education schools to reveal how their performance was affected by those factors (Nadeem et al., 2011). Forsyth & Polzer (2018) also found positive relationship between teacher's job experiences and their performances specially the impact of pay and working conditions on expected work place behavior.

The researcher has selected various factors related to salary, work policy, social environment, work life balance and career growth opportunities as the independent variables and job performance as evaluated by superiors as the dependent variable. Table 1 Where is Table 1? describes the various items used to measure independent and dependent variables. The components included in measuring dependent variables cover both task and contextual performances. Measurement of performance follows opinion based approach as the response of the superiors at workplace, either the respective school principals or the supervisors.

The study was based on the survey amongst the private school teachers in Birendranagar. As a causal study, this research attempts to discover the relationship between the teachers' attitude towards a number of job related factors and their performance on the jobs. The teachers were the unit of analysis who were given standard questionnaire to fill. Field survey was conducted with the assistance of two students of MUSOM.

## **Methods**

The population consists of all the teachers who are working in the private schools located at Birendranagar, Surkhet. According to the report of the concerned government unit, there are approximate 81 private schools in Birendranagar. Refer to the source Out of them this study included 13 private schools for this study. Sample has been chosen out of the school teachers who were working in private school in Birendranagar. All together researchers selected 104 samples. The sampling method used here is convenience because of easiness of the work, and expected representativeness of the all types units of the study. The research team is it a collaborative work? conducted sampling in two steps (two stage sampling)—first the team selected the mentioned private schools based on convenience of access through personal relation and second we asked the school management for the list of the teachers from which we selected some teachers as the sample from each of the schools with an attempt to balance demographic profile as far as possible (judgmental sampling). Data were collected using five point Likert scale for every independent and the dependent variable.

The research has used multiple regression analysis in order to establish the relationship between dependent and independent variables. Since there are number of independent variables in study of their impact on the dependent variable, multiple regression is the suitable choice. Multiple regression analysis refers to a set of techniques for studying the straight-line relationship among two or more variables. Multiple linear regression estimates the  $\beta$ 's on the equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where,

Y = Dependent variable

$\beta_0$  = Y intercept

$\beta_1$  to  $\beta_5$  = Regression coefficients

X = Independent variable

$\epsilon$  = Error term

T test has been used to study in the test of the significant of beta ( $\beta$ ) values of regression equation. In order to test the significant of the multiple regression coefficient (R), F-test has been used. This establishes strength of regression equation and hence relationship of the variables.

### 1. Result and Discussion

Table 2 shows that the respondents have the highest level of agreement with item number four (Reward are competitive and adequate compared to schools earning). Here the mean value of the rating of item is 4.10. Similarly, the mean value of ratings in item number two, five, three and one are 3.56, 3.19, 3.17 and 2.89 respectively. The aggregate average value of mean i.e. the average mean value of all items is 3.38. The value is above the average 2.5. Therefore, respondents feel quite well with reward factor.

**Table 2: Mean and Standard Deviation for Measures of Salary**

S.N.	Statement	Mean	Std. Deviation
1	My salary tallies with my qualification.	2.89	1.17
2	My organization does justice with me with regard to salary and benefits based on my job responsibility.	3.56	1.06
3	My salary is paid on time.	3.17	1.34
4	Reward are competitive and adequate compared to schools earning.	4.10	1.12
5	I am very happy with my salary based on cost of living.	3.19	1.33
<b>Average Total</b>		<b>3.38</b>	<b>1.20</b>

Source: Field Survey, 2020

Table 3 shows that the respondents have the highest level of agreement with the statement one (The way I am treated in this school is good) and the least agreement with the statement five (There is open and positive communication culture). The mean value for statement one is 4.39 where the mean value for statement five is 4.16. The mean values are 4.34, 4.24 and 4.20 for statement two, four and three respectively. With regard to social environment, the average aggregate mean is 4.27, which indicates that the respondents are quite satisfied with social environment.

**Table 3: Mean and Standard Deviation for Measures of Social Environment**

S.N.	Statement	Mean	Std. Deviation
1	The way I am treated in this school is good.	4.39	0.51
2	My colleagues are friendly with me and seek collaborations whenever necessary.	4.34	0.61
3	My superior is friendly with good sense of humor.	4.20	0.79
4	My Superior listens to my problems and assists me in solving them.	4.24	0.76
5	There is open and positive communication culture.	4.16	1.05
<b>Average Total</b>		<b>4.27</b>	<b>0.74</b>

Source: Field Survey, 2020

In case of work related policy variable, statement five (Terms of work on my job are clearly explained to me) has the highest mean value, that is 4.02 whereas the statements one (The recruitment and selection policy is well defined and practiced) and three (I was offered an appointment letter on this job) have the least value that is 3.75 in each case. Similarly, a statement 2 has 3.90 mean value, four has 3.84 and statement six has 3.77 mean value. The total average mean value is 3.84 and this indicates that the respondent's attitude toward existing work related policy is quite positive.

**Table 4: Mean and Standard Deviation for Measures of Work Policy**

S.N	Statement	Mean	Std. Deviation
1	My school has clear structure of work relationship.	3.75	1.03
2	My organization has clear operating policy.	3.90	0.91
3	I have clear working guideline based on the policy.	3.75	1.22
4	Terms of works are clearly defined for me.	3.84	1.01
5	I have clear understanding of methods and process if completing every task of my job.	4.02	1.12
6	My organization has well defined reward and punishment polices.	3.77	1.21
<b>Average Total</b>		<b>3.84</b>	<b>1.08</b>

Source: Field Survey, 2020

With regard to work life balance, there are six different statements were used. In the Table 5, statement three (I successfully balance my personal, family and social life) has the highest, that is 3.92 whereas statement two (I have sufficient time for rest and relaxation) has the least mean value of 3.63. Similarly, item one, six, four and five have 3.83, 3.82, 3.80 and 3.76 mean values respectively. Accordingly, attitude of the respondents towards work life balance is quite good because the aggregate average value of the concerned mean is 3.79.

**Table 5: Mean and Standard Deviation for Measures of Work Life Balance**

S.N.	Statement	Mean	Std. Deviation
1	I do not need to work in pressure.	3.83	1.17
2	I have sufficient time for rest and relaxation.	3.63	1.06
3	I successfully balance my personal, family and social life.	3.92	1.10
4	I can easily manage my time for my daily works interest and hobbies.	3.80	1.06
5	I get time for leisure and entertainment every week.	3.76	1.02
6	I get fixed work hour and not forced to work beyond that.	3.82	1.12
<b>Average Total</b>		<b>3.79</b>	<b>1.09</b>

Source: Field Survey, 2020

The last independent variable is career growth opportunity. In this case I have included 4 different items. All the respondents have rated these items in 5-point rating scale. Table no. 4.10 shows mean values of each the statements and aggregate mean value.

In Table 6 statement four (My supervisor is providing effective feedback that helps to improve my performance) has the highest mean value, i.e. 4.12, whereas item three (My organizational has no long term career development policy) has the least mean value i.e. 2.89. Similarly, statements one and two have the mean values of 3.69 and 3.78 respectively. The aggregate mean value of all items is 3.62. Accordingly, the attitude of the respondents towards career growth opportunity is above average.

**Table 6: Mean and Standard Deviation for Measures of Career Growth Development**

S.N.	Statement	Mean	Std. Deviation
1	My organization conducts periodic training and development program.	3.69	1.03
2	My organization has promotional opportunities based on my experience and performance.	3.78	1.00
3	My organizational has long term career development policy.	2.89	1.28
4	My supervisor is providing effective feedback that helps to improve my performance.	4.12	1.15
<b>Average Total</b>		<b>3.62</b>	<b>1.12</b>

Source: Field Survey, 2020

Job performance is only one dependent variable in this research. Job performance has been measured with nine different items as shown Table 7. The rating on these statements were one by the superiors at the workplace—either principals or designated supervisors. Statement four (She/he has responsive and supportive attitudes) has the highest mean value is 4.25 whereas an item nine (She/he brings in creative ideas for the betterment of the institution as a whole) has the least mean value that is 3.87. Similarly, item eight, one, seven, five, two, three, and six have mean values of 4.12, 4.12, 4.11, 4.02, 4.01, 3.97 and 3.97 respectively. Accordingly, the total average value is 4.05. This result shows that the performance of all the respondents is quite well as the total average value (4.05) is quite high than the average value (2.5).

**Table 7: Mean and Standard Deviation for Measures of Job Performance**

S.N.	Statement	Mean	Std. Deviation
1	She/he shows sincerity and responsiveness in the job.	4.12	0.62
2	She/he works hard and always continuously focuses on improving the result.	4.01	0.70
3	She/he regularly follows specified working guidelines.	3.97	0.71
4	She/he has responsive and supportive attitudes towards student.	4.25	0.68
5	She/he has good team work skills and is cooperative with colleagues.	4.02	0.68
6	She/he supports in administrative jobs.	3.97	0.71
7	She/he has improvement oriented attitude at job.	4.11	0.60
8	She/he actively involves in duties assigned to her/his beyond	4.12	0.63
9	She/he brings in creative ideas for the betterment of the institution as a whole	3.87	0.75
<b>Average Total</b>		<b>4.05</b>	<b>0.67</b>

Source: Field Survey, 2020

## 2. Relative Impact of the Factors on Job Performance

Relationship between the job factors (independent factors) and job performance has been studied using multiple regression analysis. Table 8, 9 and 10 show the various statistics associated with regression analysis.

**Table 8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 <sup>a</sup>	.184	.142	.43349

a. Predictors: (Constant): Salary, Social Environment Factors, Work Policy Factors, Work Life Balance Factors and Career Growth Opportunity Factors.

The model summary in Table 8 shows that 18.4% of changes in job performance is explained together by independent variables. Table 9 shows ANOVA and associated F-test with corresponding p value.

**Table 9: ANOVA<sup>b</sup>**

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	4.072	5	0.814	4.334	.001b
Residual	18.039	96	0.188		
<b>Total</b>	<b>22.111</b>	<b>101</b>			

a. Predictors: (Constant): Salary, Social Environment, Work Policy, Work Life Balance and Career Growth Opportunity.

b. Dependent Variable: Job Performance

ANOVA findings in Table 9 shows respective F value (d. f.5,96) of 4.334 and the p-value of 0.001 which is less than 0.05(p<.05). By rule, at 5% level of significance, the F value is significant



( $p=.001<.05$ ). Therefore, we conclude by rule at least one explanatory (independent) variable has significant linear relationship with response variable (job performance) and the fitted linear model is valid. Based on the Table 10, regression equation is derived as

$$Y = 2.608 + 0.147X_1 + 0.104X_2 + 0.044X_3 + 0.013X_4 + 0.078X_5$$

**Table 10: Coefficients<sup>a</sup> of Determination**

Model	Unstandardized Coefficients		Standardized Coefficients		
	Beta	Std. Error	Beta	T	Sig.
1 (constant)	2.608	.406		6.424	.000
Salary	.147	.073	.221	2.013	.047
Social environment	.104	.118	.115	.880	.381
Work policy	.044	.091	.085	.487	.627
Work life balance	.013	.084	.023	.154	.878
Career growth opportunity	.078	.060	.129	1.303	.196

a. Dependent Variable: Job performance

Significant at <0.05 level

The constant (=2.608) shows that factors related to salary, social environment, work policy, work life balance and career growth opportunity are all rated as zero, value of job performance would be equal to 2.608.

### Result of Hypothesis Test

In the Table 10, p values associated with all the independent variables except salary are greater than 0.05 ( $p>0.05$ ). Therefore, we conclude that only the variable salary has significant relationship with job performance (p value is .047, less than 0.05), whereas, the relationship of other independent variables with job performance is insignificant although the direction is positive in all cases (p values in all cases are greater than 0.05 as indicated in Table 10).

### 3. Conclusion

The study aimed to determine job attitude and its impact on their performance in private schools. The study used factors of salary, social environment, work policy, work life balance and career growth opportunity as the predictors to investigate job performance among teachers in the private schools in Birendranagar, Surkhet.

Salary has the most significant relationship with job performance in private schools Birendranagar, Surkhet. Reward is the most influencing factor to job performance. Similarly, career growth opportunity, social environment, work policy and work life balance had positive relationship toward job performance.

Rewards fundamentally include financial compensation that fulfills the basic needs of the teachers. Previous researches in other countries have also concluded that baseline rewards are indispensable for

threshold performance (Kirunda 2004). Concerned policy makers need to address the issues of rewards for desirable organizational outcomes. As compared to reward other job related factors included in the study such as social environment, work policy, work life balance are less important with regard to their link to performance. However, policy makers must consider career growth opportunity and good social environment as important variables contributing to good performance.

Basic task of a manager is to identify the employees' strengths and talent and streamline their efforts for best performance. Understanding employee attitude is essential in this course since it has strong impact on performance. Therefore, this study recommends that management must create workplace environment where employees have right attitude and ensure that all the attitude building blocks are in line with the desirable performance. This should be in iterative fashion. Hence, management should ask employees for feedback on a semi-annual or annual basis concerning job satisfaction and relevant factors so that management takes timely actions to avoid poor performance and encourage good performance. This demonstrates that management value employee inputs and thus can solicit feedback via face to face interview or through survey. Management should meet their employees at least monthly to obtain updates, discuss job related issues and concern and review performance goals and objectives. Regular staff meeting not only provides opportunities to strengthen the employee employer relationship but also let the employee know that their work is important and critical to the success of the organization in order to raise the satisfaction which in turn is expected to impact the job performance.

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