



# **Maslow's Hierarchy of Needs Theory: Relationship Between the Higher Needs and Teachers' Service Delivery in Public Secondary Schools in Rivers State, Nigeria**

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## **ABSTRACT**

The study examined Maslow's hierarchy of needs theory: Relationship between the lower needs and teachers' service delivery in public secondary schools in Rivers State, Nigeria. Three research questions and three hypotheses guided the study. The population of this study comprised of 268 public secondary schools in Rivers State. The schools have a population of 8,452 teachers. The sample for the study comprised 1,268 teachers which represents 15% of the population. The simple random sampling technique was used to select the sample. The two self designed research instruments used for data collection were 'Maslow Need Hierarchy Theory Scale (MNHTS)' and 'Teachers Service Delivery Index (TSDI)'. Two experts in measurement and evaluation from the Department of Educational Psychology, University of Port Harcourt determined the validity of the instrument. Cronbach alpha statistic was used to determine the reliability of the instrument. The reliability coefficients for Maslow Need Hierarchy Theory Scale (MNHTS) and Teachers Service Delivery Index (TSDI) were 0.88 and 0.81 respectively. Research question 1-5 were answered using linear regression analysis. Hypotheses 1-5 were tested using the degree of difference associated with linear regression. The study revealed that there is a significant positive high relationship between esteem needs and teachers service delivery in secondary schools in Rivers State, Nigeria. It was recommended that multi-national companies should improve the aesthetic outlook of public secondary school classrooms, staff quarters and teachers' offices so as to make the schools look prestigious and meet teachers' esteem needs.

**Keywords:** Public secondary school, teacher, service delivery, higher needs

## **INTRODUCTION**

The structure of education in Nigeria reveals that secondary school occupies the second level on the stratification. According to the Federal Government of Nigeria (2014) the broad goals of secondary education include to prepare learners for integration into society and pursuit of tertiary education. Public secondary schools are provided and distributed within communities to ensure that learners who complete the basic level of education can have easy access to secondary schools where they can be absorbed. Furthermore, the quality of learners admitted into institutions of higher learning in Nigeria is determined by the quality of secondary school delivery (Ebong, 2006). The importance of secondary education in Nigeria cannot be overemphasized. The realization of the importance of secondary school delivery in the development of Nigeria may have led to government's sustainable involvement in the establishment of secondary schools. The secondary schools that are owned and funded by the government are known as public secondary schools (Achuonye, 2008). Public secondary schools are not established for profit

maximization. They are rather established by government to increase citizens' access to either free or affordable secondary education.

Although households might make some private contributions toward the funding of public secondary schools, the government undoubtedly bears the sole responsibility of funding public secondary schools. Schools are formal institutions where teachers and learners converge for the business of teaching and learning (Okumbe, 2018). This implies that no school can exist meaningfully without the participation of teachers. A school without a teacher is like a house without a door. A teacher seem to be the door through which learners enrolled into a school pass in order to return to the society as transformed individuals ready for integration into society and pursuit of higher education. Teachers are trained to teach and ensure that learners learn. This implies that a teacher does not just take responsibility for his/her performance as a teacher but also for the performance of the learners (Harrison, 2018). A teacher's job is therefore to teach and guide learners to learn. This perhaps explains why Awotua-Efebo (2005) argued that if the learners have not learnt, a teacher has not taught. In the same vein, the Federal Government of Nigeria (2014) added that the quality of education in any society corresponds to the quality of her teachers. The implication of this is that every society that wants to achieve its educational and national development goals must ensure that her teachers are trained and re-trained.

Teacher education programmes were initiated in Nigeria to cater for the need for training and development of teachers for the Nigerian schools. The establishment of teacher education programmes also implies that anyone who does not possess at least, the minimum qualification offered by the different teacher education programmes cannot be seen as a teacher. According to Okeke, (2015), the minimum qualification to become a teacher is the Nigeria Certificate in Examination (NCE). The duties of a teacher cannot be performed haphazardly – it is done systematically and professionally. To carryout the systematic process of teaching, a teacher is expected to possess requisite knowledge the subject matter, learners' needs and uniqueness, teaching methods as well as good knowledge of the application of pedagogy and utilization of educational technology (Afe, 2017). This clarification is necessary because some persons think that anyone (particularly an untrained and uncertified person) who wakes up any day and enters a classroom to teach is a teacher. Teaching therefore is a profession and a specialization (Dike & Williams, 2014). Ololube, (2004) added that in order to join the teaching profession, one must undergo the rigour of teacher education programmes.

A special programme known as SANDWISH teacher programme has been designed to offer suitable opportunity for persons may be currently teaching in a school but do not posses any certification from a teacher education offering institution (Okeke, 2015). Until such persons acquire such certification, they would not be recognized as professional teachers. Some educationists argue that a trained and certified teacher will be more effective than an untrained and certified person recruited to render the services of a teacher. The services rendered by teachers are quite demanding. Teachers' services delivery refers to all that a teacher does as his/her contribution towards the achievement of the educational goals of a school (Nzewi, 2016). The educational goals of any school are aligned to the national educational and development goals of the society. Thus, teachers' services delivery can be seen as a teacher's duties that if performed effectively would lead to the achievement of national educational and development goals. The importance of teachers' service delivery to national development cannot be overemphasized. The services delivered by teachers may be teaching and none teacher or on classroom and off classroom services (Nzewi, 2016).

Classroom services are all the services a teacher performs in the classroom to enhance delivery of instructions and effective learning. Classroom services include; classroom management, delivery of instruction, interaction with learners, motivation of learners, assessment of learners, answering questions that may be posed by learners, implement and evaluate educational programmes at classroom level, and others (Afe 2017). The off classroom services rendered by teachers include; development of scheme of work from the syllabus, writing of lesson note, marking of students' examination/test script and grading students, filing of diary of work, design of instructional materials, and others. In a nutshell, teachers services that are classified as teaching services refers to services that has to do with preparation of lesson,

delivery of lessons, assessment of students, text and instructional materials, grading and recording students' test/examination scores, and others (Awotua-Efebo, 2005). On the other-hand, none teaching services rendered by teachers refers to activities that are administrative in nature. They include the duties of a form teacher (marking of register and overseeing all activities of teachers and students in a class), duties of a Head of Department, school committee participation, performing the duties of a school secretary, and others.

There is need to ensure that teachers' service delivery is done effectively and qualitatively (Alozie, 2017). Educationists have asserted that one way to maintain quality teachers' service delivery is by motivating teachers (Adiele & Abraham, 2017). Teacher motivation refers to the use of intrinsic and extrinsic or monetary and none monetary incentives to ensure that the idiosyncratic needs of teachers are met as a reward for their services (Okorie, 2009). The onus is on the government and administrators of public secondary schools to ensure that teacher' needs are catered for. Needs refers to the things that if provided for a teacher will motivate him/her. Needs are the expectations that employees bring to the workplace. It is what they demand from the employer for demanding for their services (Egbo & Okeke, 2009). The employer is obligated to meet the needs of the employee as the employee is obligated to render various services. The first step towards meeting the needs of teachers should be to identify their needs. This is because what may seem as a motivator for an employee in a different industry may not be a motivation for teachers who work in the education industry. Furthermore, the needs of individuals changes from time-to-time (Stonner & Freeman, 2011). To ensure that the needs of teachers can be easily identified, Abraham Maslow propounded what is known as 'Maslow's Hierarchy of Needs Theory'. This theory explains that human needs are stratified into five distinct levels (Tsav, 2018).

Sequel to the proposition of Maslow's Hierarchy of Needs Theory', human needs include physiological need, safety need, social need, esteem need and self-actualization need (Kaur, 2013). These are arranged in an ascending order and divided into lower and higher needs. The lower needs include; physiological need, safety need and social need while the higher needs include; esteem needs and self-actualization needs. Maslow's Hierarchy of Needs Theory explains that employees will be motivated as long as these needs are satisfied (Peretomode, 2012). However, the foremost need on the lower stratum must be satisfied before a subsequent need can be given consideration when trying to motivate employees. The implication of this is that if a person's need is physiological need and you ignore it and attempt to satisfy the safety need, the person won't be motivated because until his physiological needs are met, he has no interest in his safety needs. This also applies to the satisfaction of lower and higher needs. The higher needs are seen as needs that are less extrinsic or monetary in nature. It appears that there has being a lot of emphasis on teachers' lower needs than on the higher needs (Peretomode, 2012).

Teachers' self esteem and self-actualization needs are essential needs that if they are not satisfied could cause job disengagement amongst teachers. The self esteem needs has to do with how a teacher perceives him/herself, and how he/she perceives the way his/her peers, subordinates and super-ordinates perceive him/her (Nwuju, & Uzoaru, 2010). The way teachers perceive the way they are treated at workplace and the feeling they get from the condition of their workplace could enhance or deplete their self-esteem. Self-esteem and self-confidence are interwoven components of esteem needs. Self esteem of teachers therefore include; the need to feel respected, recognition, promotion and status, prestige and fame. Esteem need include the need to undertake a prestigious task, work in a prestigious workplace and receive a prestigious reward for work-done (Chika & Chidiebele, 2012). The self actualization needs are also intrinsic in nature. It refers to a person's need to realize his/her full potential – it is a strong desire to live for something worthwhile and accomplish all that one can accomplish, become all that one can become all that one can be, reach the peak of one's career. Sequel to the ascending order of arrangement of human needs in Maslow's hierarchy of needs theory, self-actualization need is the highest or final need of man (Chika & Chidiebele, 2012). The other needs appear to be steps necessary for reaching the point where all that a person cares about is what he can achieve not the reward he can get for his/her achievement.

A teacher with self-actualization has a strong desire to make his/her wealth of knowledge and experience count. Such teacher may desire to become a school principal so that with administrative freedom and

resource certain envisaged positive changes can be initiated and implemented for better school delivery. A teacher with self-actualization may have a strong desire to pursue the acquisition of a higher degree or a degree in other disciplines, with the hope that it would enable him/her to harness one's full potential (Peretomode, 2014). More experienced teachers with higher needs might have a self-actualization need to be assigned duties where they are required to mentor beginning teachers. Job enrichment and job enlargement can be helpful tools for meeting teachers' self-actualization needs (Abraham, 2003). Higher needs of teachers (esteem and self-actualization needs) could have a possible relationship with their service delivery (Okorie, 2009). Such possibility explains why educationists are interested in determining whether or not higher needs have a positive or negative relationship with teachers' service delivery. An entire school programme can fail if teachers' service delivery is negatively impacted by the management of teachers' higher needs, as postulated by Maslow's Hierarchy of Needs Theory (Abraham, 2003). While it is plausible to attempt to satisfy the higher needs of teachers, care must be taken to ensure that teachers' service delivery is not adversely affected. It is in line with this backdrop that this study will be conducted.

### **Statement of the Problem**

There is no doubt that teachers have idiosyncratic needs that they expect their employer to meet as a reward for their services. The need to cater for the needs of teachers cannot be overemphasized. The Maslow's Hierarchy of Needs Theory, offers a plausible framework for identifying and satisfying the needs of employees (including teachers). The theory explains that human needs are divided into lower needs (physiological needs, safety needs and social needs) and higher needs (esteem and self-actualization needs). Educationists have recommended the application of Maslow's Hierarchy of Needs Theory as a framework for meeting the needs (expectations) of teachers. It appears that while the government appears to accuse teachers of poor service delivery despite efforts to meet their needs, the teachers persistently accuse the government and public secondary school administrators of failure to meet their needs. This situation is worrisome because continues amidst an worrisome rise in the rate of; delinquent behaviour amongst secondary school students, examination malpractice, failure rate and poor quality of secondary school leavers raises concerns over whether or not teachers' service delivery has been effective.

Who is responsible for the unsatisfactory outcomes of public secondary school delivery? There answer to this question remains uncertain as stakeholders appear to be divided in their view of whether teachers' service delivery, government's perceived failure to meet the needs of teachers or both factors should be blamed for the unsatisfactory outcome of secondary school delivery. It appears that all efforts towards meeting the needs of teachers have been directed towards the lower needs. Could this be the reason why despite government's claim of her several efforts towards meeting the needs of teachers, teachers continue to accuse the government and public school administrators of insensitivity towards their needs? This question is what bothers the researcher. Sequel to this backdrop, this study critically examined a possible relationship that may exist between the application of Maslow's hierarchy of needs theory to satisfy higher needs and teachers' service delivery.

### **Aim and Objectives of the Study**

The study examined Maslow's hierarchy of needs theory: Relationship between the higher needs and teachers' service delivery in public secondary schools in Rivers State, Nigeria. Specifically, it:

1. Examine the relationship between esteem needs and teachers' service delivery in public secondary schools in Rivers State, Nigeria.
2. Investigated the relationship between self-actualization needs and teachers' service delivery in public secondary schools in Rivers State, Nigeria.

### **Research Questions**

3. What is the relationship between esteem needs and teachers' service delivery in public secondary schools in Rivers State, Nigeria?
4. What the relationship between self-actualization needs and teachers' service delivery in public secondary schools in Rivers State, Nigeria?

**Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between esteem needs and teachers’ service delivery in public secondary schools in Rivers State, Nigeria.

What the relationship between physiological needs and teachers’ service delivery in public secondary schools in Rivers State, Nigeria?

**H<sub>02</sub>:** There is no significant relationship between self-actualization needs and teachers’ service delivery in public secondary schools in Rivers State, Nigeria.

**METHODOLOGY**

The research design that guided the study was correlational survey. The population of this study comprised of 268 public secondary schools in Rivers State. The schools have a population of 8,452 teachers. The sample for the study comprised 1,268 teachers which represents 15% of the population. The simple random sampling technique was used to select the sample. The research instruments utilized for data collection in this study were of two set of scales. The first is titled: Maslow Need Hierarchy Theory Scale (MNHTS). The second instrument is titled: Teachers Service Delivery Index (TSDI). The two sets of instrument were used to elicit responses from respondents. The scale (MNHTS) has two sections A and B. Section A covered information on instructions on how to fill the items while section B consists of 25 items drawn from the research questions. More so, (TSDI) comprised 25 items drawn from research questions. The scales adopted the modified likert scale of;

- Strongly Agree (SA) = 4
- Agree (A) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

Two experts in measurement and evaluation from the Department of Educational Psychology determined the validity of the instrument. Cronbach alpha statistic was used to determine the reliability of the instrument. The reliability coefficients for Maslow Need Hierarchy Theory Scale (MNHTS) and Teachers Service Delivery Index (TSDI) are 0.88 and 0.81 respectively. The reliability indices for the subscales of physiological needs, safety needs, social needs, self-esteem needs and self-actualization needs are 0.86, 0.74, 0.87, 0.89 and 0.74 respectively. Research questions 1-2 were answered using linear regression analysis. Hypotheses 1-2 were tested using the degree of difference associated with linear regression.

**PRESENTATION**

**Research Question 1:** *What is the relationship between esteem needs and teachers service delivery in public secondary schools in Rivers State?*

**H<sub>01</sub>:** There is no significant relationship between esteem needs and teachers service delivery in public secondary schools in Rivers State.

**Table 1: Pearson Product Moment correlation between esteem needs and teachers’ service delivery**

Variables	N	r	S i g .	D e c i s i o n
Self-esteem needs				Significant Positive high relationship
Teachers service delivery	4	1 6 . 7	0 0 . 0 1	

Table 1 showed that the Pearson Moment Correlation coefficient was calculated to be 0.70. This showed that there is a positive high relationship between esteem needs and teachers service delivery in public secondary schools in Rivers State. By implication, an increase in the independent variable leads to a corresponding moderate increase in the dependent variable. The calculated probability value of 0.01 is less than the critical probability value of 0.05. Therefore, the null is rejected. By implication there is a significant relationship between esteem needs and teachers service delivery in public secondary schools in Rivers State.

**Research Question 2:** *What is the relationship between self-actualization needs and teachers service delivery in public secondary schools in Rivers State?*

**H<sub>02</sub>:** There is no significant relationship between self actualization needs and teachers service delivery in public secondary schools in Rivers State.

**Table 2: Pearson Product Moment correlation between self actualization and teacher’s service delivery**

V a r i a b l e s	N	R	S i g .	D e c i s i o n
Self-actualization				Significant Positive high relationship
Teachers performance	1 , 2 4 8	. 7 9 0	. 0 1	

Table 2 showed that the Pearson Moment Correlation coefficient was calculated to be 0.79. This showed that there is a positive moderate relationship between self-actualization needs and teacher service delivery in public secondary schools in Rivers State. By implication, an increase in the independent variable leads to a corresponding high increase in the dependent variable. The calculated probability value of 0.01 is less than the critical probability value of 0.05. Therefore, the null is rejected. By implication there is a significant relationship between self-actualization needs and teachers’ service delivery in public secondary schools in Rivers State.

**DISCUSSIONS**

**Relationship between Esteem Needs and Teachers Service Delivery in Public Secondary Schools**

This finding of the study revealed that there is a significant positive high relationship between self-esteem needs and teachers’ service delivery in public secondary schools in Rivers State. This is in line with Okorie (2012) who stated that teachers motivation is cardinal to guaranteed quality education and as such influence quality output in the educational system. Without efficient and effective teachers in secondary educational system, qualitative learning output cannot be achieved. This accounts for the reason why they should be motivated properly in other to enhance quality output in every sector of the education system. The reasons asserted above are fully enshrined in the Federal Government of Nigeria (2014) which expresses that no nation can rise above the quality of its teachers. If the quality of the present stock of teachers in Nigeria is inadequate, inefficient and ineffective and teaching in low esteem, then, raising the level of societal enlightenment and the educational standard may be in jeopardy hence, the need for motivation of teachers should be given priority attention in Nigerian budget. Teachers’ motivation has great relationship with quality output in that it adds value and quality to the educational system by raising its standards to the expected output.

Teachers’ motivation also had positive relationship with other variables like quality performance, enhancement of quality educational outcomes, quality instructional delivery, teachers’ job satisfaction and their productivity. All these are indicators and pointers that teachers’ motivation leads to higher and better outputs. Airing these views on the relationship of staff motivation on teachers’ performance, Mannug (2013) opined that a motivated staff is responsive of the definite goals and objectives he must achieve, thereby directs their efforts in that direction. Markides (2018) was of the view that motivation of staff causes a school or an organization to be very successful because well motivated workers are always looking for best practices to do a work. Therefore, it is necessary for organizations to motivate their workers. Also, to get the teachers to do their best in their work even in strenuous circumstances, is one of the most challenging tasks to the principals. This could only be made possible through effective motivation. When teachers are motivated, they bring out the best in them and their output is always high. It is worthy of mention here that when teachers are motivated they influence the educational system positively, (Sergiovanni & Starratt, 2008). Motivated teachers also tend to perform their tasks effectively and efficiently, and all the educational goals will be attained with positive outputs. The outputs from the school system will be total persons, competent, vibrant and educated individuals that will contribute greatly towards societal development and sustainable rational development. Again, teachers’ motivation will enhance the general tone of the schools for effective administration.

### **Relationship between Self-Actualization Needs and Teachers Service Delivery in Public Secondary Schools**

The finding of the study revealed that there is a significant relationship between self-actualization needs and teachers' service delivery in public secondary schools in Rivers State. In line with the finding, motivation that propels behaviour may be in form of needs, motives, desires, that drive the individual to act in such a way as to reduce desires or tension. The motivational level of employee responses to opportunities, responsibilities and organizational rules and regulations is in line that motivation is seen as fuel which provides energy for human action. To a large extent, the variations in intensity, quality and direction of the ongoing behaviour of a worker is determined by motivational conditions. Therefore, motivation involves a chain of reactions starting with felt needs resulting in wants sought, which gives rise to tension thereby causing action towards achieving goals and finally satisfying the wants.

Awotua (2006) opined that, without motivation there would be no purpose and organized behaviour by individual either at work or elsewhere. Motivation is the willingness to do something, and is conditioned by this action's ability to satisfy some need of individual. At this level people work for self fulfilment, simply the tendency for him (the individual) to become actualized in what he is potentially dedicated to. This dedication there comes as a result of proper application of motivation.

### **CONCLUSION**

Sequel to the findings of the study, the researcher concluded that Maslow's Hierarchy of Needs Theory is a framework for maintaining a positive relationship between teachers' higher needs and their service delivery.

### **RECOMMENDATIONS**

The following are hereby recommended:

1. Multi-national companies should assist to improve the aesthetic outlook of public secondary school classrooms, staff quarters and teachers' offices so as to make the schools look prestigious and meet teachers' esteem needs.
2. Teachers should be promoted regularly to meet their esteem needs of being perceived as high ranking staff.
3. Government should give teachers incentives for undertaking self development programmes as a way of meeting their self actualization need.

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