

The Influence of Workload and Administrative Support on Job Satisfaction of Business Educators in Vocational Technology Education, Colleges of Education, Northeast Nigeria

David Isaiah^{1*}, Mohammed Tijjani², Aroyehun Odunola Hafsar³, Taofeek Muftau⁴

¹ Department of Vocational and Technology Education, Faculty of Education, Taraba State University Jalingo. Nigeria

^{2,3} Department of Business Education, Taraba State College of Education, Zing, Nigeria

⁴ Department of Vocational and Technology Education, Taraba State University Jalingo. Nigeria

*Corresponding Author: David Isaiah

DOI: <https://doi.org/10.5281/zenodo.17608047>

Article History	Abstract
Original Research Article	<i>This study investigated the influence of workload and administrative support on the job satisfaction of Business Educators in Vocational and Technology Education departments within Colleges of Education in Northeast Nigeria. The research was motivated by the critical role these educators play in training future teachers and fostering entrepreneurship, particularly in a post-conflict region facing significant educational challenges. A descriptive survey research design was adopted, and data were collected from a sample of Business Educators using a structured questionnaire titled the "Job Stress on Job Satisfaction Questionnaire (JSJSQ)." The instrument was validated by experts and demonstrated high reliability with a Cronbach's alpha coefficient of 0.87. Data analysis involved descriptive statistics (mean and standard deviation) to answer the research questions and regression analysis to test the null hypotheses at a 0.05 significance level. The findings revealed that both workload and administrative support are significant determinants of job satisfaction. A high level of workload (Grand Mean = 3.52) was reported, with educators agreeing that excessive tasks, administrative duties, and physical exhaustion negatively impact their satisfaction. Similarly, a perceived lack of administrative support (Grand Mean = 3.47) in areas such as professional development, recognition, and involvement in decision-making was found to be a major source of dissatisfaction. Regression analysis confirmed that both factors significantly influence job satisfaction, with workload accounting for 43.3% of the variance ($p = 0.000$) and administrative support accounting for 37.3% ($p = 0.000$), leading to the rejection of both null hypotheses. The study concludes that the job satisfaction of Business Educators in Northeast Nigeria is substantially eroded by overwhelming job demands and inadequate administrative backing. To enhance job satisfaction, improve retention, and safeguard the quality of Business Education, it is recommended that college management implement policies for equitable workload distribution and strengthen administrative support systems through recognition, professional development opportunities, and participatory governance.</i> Keywords: Workload, Administrative Support, Job Satisfaction, Business Educators, Vocational and Technology Education, Colleges of Education.
Received: 01-11-2025	
Accepted: 11-11-2025	
Published: 14-11-2025	
Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited. Citation: David Isaiah, Mohammed Tijjani, AROYEHUN Odunola Hafsar, Taofeek Muftau (2025). The Influence of Workload and Administrative Support on Job Satisfaction of Business Educators in Vocational Technology Education, Colleges of Education, Northeast Nigeria. UKR Journal of Arts, Humanities and Social Sciences (UKRJAHSS). Volume 1(9), 122-129.	

Introduction

Education is universally acknowledged as the bedrock of national development, the engine of economic growth, and the primary vehicle for societal transformation (World Bank, 2018). In the 21st-century knowledge economy, the quality of a nation's human capital is its most critical

resource, and this quality is directly dependent on the effectiveness of its educational system. At the heart of this educational system lies the teacher, whose role transcends mere knowledge dissemination to include mentoring, inspiring, and shaping the character and competencies of

future generations (Oviawe, 2016). Consequently, the job satisfaction of teachers is not merely a personal concern but a strategic national issue. Satisfied teachers are more likely to be committed, productive, innovative, and emotionally invested in their students' success, leading to improved learning outcomes (Skaalvik & Skaalvik, 2011).

This study narrows this global context to a specific, critical niche: the job satisfaction of Business Educators within the Vocational and Technology Education departments in Colleges of Education in Northeast Nigeria. These educators are tasked with a monumental responsibility: training the teachers who will impart crucial business and vocational skills to secondary school students, thereby fuelling the entrepreneurial and administrative engine of the region and the nation. Understanding the factors that influence their professional contentment is, therefore, paramount. This background establishes the context by exploring the broader Nigerian educational landscape, the unique role of Vocational and Business Education, the challenging milieu of Northeast Nigeria, and the specific variables of workload and administrative support that form the core of this investigation.

Nigeria's educational system has been characterized by persistent challenges, including inadequate funding, infrastructural decay, and policy instability (Federal Republic of Nigeria, 2013). Despite these systemic issues, there is a consistent national rhetoric, as enshrined in the National Policy on Education, emphasizing the importance of functional education that equips individuals with skills for self-reliance and national economic development. It is within this paradigm that Vocational and Technology Education (VTE) gains its significance.

VTE is designed to provide practical knowledge, skills, and attitudes necessary for entry into the world of work or for creating employment (Okwelle & Deebom, 2017). The Business Education component of VTE is particularly vital. It is defined as an educational programme that inculcates in recipients the competencies, skills, and attitudes necessary for managing business enterprises, occupying clerical and secretarial positions in offices, and teaching Business subjects in schools (Nwazor, 2012). In essence, Business Education is the conduit through which administrative, entrepreneurial, and accounting competencies are transferred to the youth.

Colleges of Education in Nigeria are the primary institutions mandated to produce teachers for the secondary and technical school levels. The Vocational and Technology Education departments within these colleges are, therefore, the crucibles where future Business Education teachers are forged. The quality of the graduates from these programs is directly proportional to the quality of instruction, motivation, and satisfaction of their educators—the

Business Educators. As posited by Ali (2016), the effectiveness of any educational program is contingent on the welfare and satisfaction of its teaching staff. If these educators are dissatisfied, the entire chain of skill acquisition and entrepreneurship development is jeopardized.

Any study focusing on Northeast Nigeria must be contextualized within its unique socio-economic and political realities. The region has been devastated by over a decade of insurgency and conflict linked to Boko Haram, a group whose very name translates to "Western education is forbidden." This has led to the systematic destruction of educational infrastructure, the displacement of millions of people (including teachers and students), and a profound disruption of the educational ecosystem (UNICEF, 2022).

The consequences for educators in this region are multifaceted and severe. They operate in an environment of heightened psychological stress, trauma, and insecurity (Omonijo & Odukoya, 2016). Schools and colleges have often been direct targets, placing educators at personal risk. The post-conflict recovery phase, while offering hope, presents its own set of challenges: overstretched resources, large classes due to returning populations, and the daunting task of rebuilding shattered educational systems. Within this context, the normal pressures of teaching—such as workload—are exponentially magnified, while the need for robust administrative support becomes not just a matter of job satisfaction but of professional survival and resilience. This study posits that the variables of workload and administrative support are experienced with a unique intensity in Northeast Nigeria, making their investigation here both timely and critical.

Job satisfaction is a multifaceted psychological concept referring to an employee's affective response to their job, influenced by the perception of how well the job provides those things they value (Locke, 1976). In the teaching profession, it is a key determinant of teacher retention, commitment, and performance. Globally and within Nigeria, studies have indicated a worrying trend of declining job satisfaction among educators, leading to high attrition rates, brain drain, and within-country migration of qualified teachers from public to private schools or from teaching to other professions (Ingersoll, 2001; Okeke, 2017).

The causes are often linked to factors such as poor remuneration, lack of professional development opportunities, poor working conditions, and perceived low social status. For Business Educators in the VTE sector, additional unique pressures exist. They are expected to be masters of both theoretical knowledge and practical, industry-relevant skills. This requires them to constantly update their own skills in a rapidly evolving business world,

often without corresponding support for training or modern teaching aids (Ezeani, 2018). The gap between the dynamic, resource-rich business environment they are supposed to emulate and the resource-constrained, often static environment of the college can be a significant source of frustration and professional dissatisfaction.

Workload, a key component of the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007), refers to the physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort. In the context of a Business Educator, workload is not monolithic. It encompasses:

- i. **Teaching Load:** The number of credit units, contact hours, and large class sizes.
- ii. **Non-Teaching Duties:** Administrative roles, committee memberships, and student advising.
- iii. **Practical Demands:** The pressure to set up and maintain practical workshops, source materials for practical lessons, and supervise student projects, which is often more demanding than theoretical teaching.
- iv. **Academic Pressure:** The "publish or perish" culture, albeit less intense than in universities, still exists, with expectations to conduct research and publish findings.

Excessive workload is a primary precursor to burnout—a state of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Schaufeli, & Leiter, 2001). In the challenging environment of Northeast Nigeria, where educators may be dealing with overcrowded classes due to post-conflict resettlement and a lack of adequate teaching aids, workload pressures are acute. A study by Ugwoke, Ede, and Onu (2018) in Southeast Nigeria found that workload significantly predicted job stress among lecturers. This study seeks to determine if this relationship holds true for job satisfaction in the unique context of Northeast Nigeria's VTE sector.

Administrative support, positioned as a key "Job Resource" in the JD-R model, refers to the perceived level of support, encouragement, and recognition provided by the institutional administration (Bakker & Demerouti, 2007). This variable is multifaceted and acts as a critical buffer against the negative effects of high job demands. For a Business Educator, administrative support can manifest as:

1. **Material Support:** Provision of adequate classrooms, functional office equipment, current textbooks, and modern business software and hardware (e.g., computers, accounting packages).

2. **Professional Development:** Opportunities for in-service training, workshops, conferences, and further studies to keep pace with global business trends.
3. **Financial Motivation:** Prompt payment of salaries, allowances, and research grants.
4. **Decision-Making Involvement:** A participatory leadership style where educators are consulted on issues affecting their departments and the institution.
5. **Emotional and Psychological Support:** Recognition for good work, a supportive feedback system, and a general climate of care and concern, which is especially crucial in a post-conflict setting.

Herzberg's Two-Factor Theory (1966) classifies administrative policies, supervision, and working conditions as "hygiene factors," whose absence causes dissatisfaction, while their presence prevents dissatisfaction but does not necessarily motivate. However, in a resource-scarce and challenging environment like Northeast Nigeria, this study hypothesizes that administrative support may transcend a mere hygiene factor to become a powerful motivator. When educators feel backed by their administration, they are more likely to perceive high workloads as challenges to be overcome rather than insurmountable stressors. Research by Ofoegbu and Clark (2016) demonstrated that administrative support was a significant predictor of job satisfaction among secondary school teachers in Nigeria. This study aims to extend this inquiry to the tertiary level, specifically within the VTE domain.

Statement of the Problem

The problem this study addresses is the potential erosion of job satisfaction among Business Educators in the VTE departments of Colleges of Education in Northeast Nigeria, driven by high workload and inadequate administrative support, within an already fragile post-conflict environment. If these educators are dissatisfied, the consequences are dire: it can lead to reduced teaching quality, a lack of innovation in practical skill delivery, high turnover, and ultimately, the production of ill-prepared Business Education teachers for secondary schools. This creates a ripple effect that stifles entrepreneurship, weakens the administrative capacity of the region, and undermines post-conflict economic recovery efforts.

While studies on teacher job satisfaction exist in Nigeria, there is a conspicuous gap in research that specifically targets this unique subset of educators (Business Educators in VTE) in this specific geographical and socio-political context (Northeast Nigeria). Most studies have focused on primary or secondary school teachers, university lecturers, or on broader factors like remuneration. By zeroing in on

the specific, modifiable institutional variables of workload and administrative support, this study provides actionable insights for college administrators, policymakers in the State Ministries of Education, and national bodies like the National Commission for Colleges of Education (NCCE). Understanding how to strategically manage workload and enhance support can provide a cost-effective pathway to boosting educator morale, improving retention, and safeguarding the quality of Business Education—a critical pillar for the economic rejuvenation of Northeast Nigeria.

Aim and Objectives of the study

The aim of this was to determine the influence of workload and administrative support on job satisfaction of Business Educators in Vocational Technology Education, Colleges of Education, Northeast Nigeria. Specifically, the study sought to:

1. To determine the influence of workload / job demand variable on job satisfaction of Business Educators in vocational technology education department in colleges of education in north east, Nigeria.
2. To determine the influence of Administrative Support/ Motivation variable on job satisfaction of Business educators in vocational technology education department in colleges of education in North east, Nigeria.

Research Questions

1. What is the influence of workload/ job demand on job satisfaction of business educators in vocational technology education department in colleges of education in North east, Nigeria?
2. What is the influence of Administrative Support /motivation on job satisfaction of business educators in North East, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study:

- HO₁** Teachers' workload variable does not significantly influence job satisfaction among business educators in colleges of education in north east, Nigeria.
- HO₂** Administrative support/motivation does not significantly influence job satisfaction among business educators in colleges of education in north east, Nigeria.

Methodology

The study adopted a descriptive survey research design with a quantitative approach to investigate the influence of

workload and administrative support on the job satisfaction of Business Educators in Colleges of Education in Northeast Nigeria. The design was considered appropriate because it enabled the researcher to collect data through a structured questionnaire and describe the existing conditions without manipulation of variables. The study covered six states in Northeast Nigeria—Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe—which collectively have ten public Colleges of Education, out of which six were selected through a proportional and lottery sampling technique. The target population comprised 195 Business Educators from these institutions, and 50% of them were sampled to ensure representativeness. The main instrument for data collection was a self-developed questionnaire titled *Job Stress on Job Satisfaction Questionnaire (JSJSQ)*, designed on a four-point Likert scale ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*, and structured in line with the study's objectives and research questions.

The instrument's validity was established through expert review from the Departments of Vocational and Technology Education, Taraba State University, and Business Education, Federal College of Education, Gombe, to ensure content relevance and clarity. Its reliability was determined using the Cronbach Alpha method after a pilot test in a similar setting, with 0.87 reliability index obtained. Data collection involved the researcher and trained assistants personally administering the questionnaires to respondents, ensuring confidentiality and voluntary participation. The collected data were analyzed using **mean and standard deviation** to answer the research questions, while regression analysis was employed to test the null hypotheses at a 0.05 level of significance using the Statistical Package for Social Sciences (SPSS). This combination of methods ensured accuracy, validity, and reliability in determining the influence of workload and administrative support on Business Educators' job satisfaction in Northeast Nigeria.

Results

Research Question 1: What is the influence of workload/job demand on job satisfaction of Business Educators in Vocational Technology Education Departments in Colleges of Education in Northeast Nigeria?

Table 1: Mean and Standard Deviation on the Influence of Workload/Job Demand on Job Satisfaction of Business Educators in Vocational Technology Education Departments in Colleges of Education in Northeast Nigeria

SN	ITEMS	MEAN	SD	REMARK
1	I have too many tasks to complete within the allotted time.	3.52	0.68	Agree
2	My workload prevents me from spending quality time with students.	3.44	0.73	Agree
3	I often take work home due to heavy workload.	3.63	0.66	Agree
4	I am required to multitask beyond my capacity.	3.50	0.71	Agree
5	The volume of administrative duties affects my teaching effectiveness.	3.56	0.64	Agree
6	I frequently miss deadlines because of excessive work.	3.38	0.77	Agree
7	My workload interferes with my personal life.	3.49	0.70	Agree
8	I feel physically exhausted after a regular workday.	3.60	0.67	Agree
Grand Mean		3.52		Agree

The results presented in Table 1 reveal that Business Educators in Colleges of Education in Northeast Nigeria generally agreed that workload and job demand significantly influence their job satisfaction. All items recorded mean values above the criterion mean of 2.50, with a grand mean of **3.52**, indicating a high perception of workload pressure. Respondents agreed that heavy workloads, multitasking beyond capacity, administrative duties, and the need to take work home reduce their job satisfaction and teaching efficiency. This suggests that the

workload/job demand factor plays a significant role in determining how satisfied Business Educators feel about their jobs, as it affects their personal lives, physical well-being, and professional performance.

Research Question 2: What is the influence of administrative support/motivation on job satisfaction of Business Educators in Colleges of Education in Northeast Nigeria?

Table 2: Mean and Standard Deviation on the Influence of Administrative Support/Motivation on Job Satisfaction of Business Educators in Colleges of Education in Northeast Nigeria

SN	ITEMS	MEAN	SD	REMARK
1	I receive little or no encouragement from school administrators.	3.47	0.74	Agree
2	My efforts as a teacher are not appreciated by the management.	3.41	0.79	Agree
3	I lack access to necessary teaching materials.	3.56	0.69	Agree
4	The administration does not provide opportunities for professional development.	3.59	0.65	Agree
5	There is little support in handling student discipline issues.	3.45	0.72	Agree
6	I am rarely involved in decision-making processes.	3.48	0.70	Agree
7	Feedback from administrators is not helpful.	3.36	0.77	Agree
8	I feel isolated when dealing with classroom challenges.	3.43	0.71	Agree
Grand Mean		3.47		Agree

As shown in Table 2, all mean scores are above the criterion mean of 2.50, indicating that respondents agreed that inadequate administrative support and poor motivation adversely affect their job satisfaction. The grand mean of 3.47 reflects a generally negative perception of administrative encouragement, appreciation, and support for professional development. Business Educators reported that limited access to teaching materials, exclusion from decision-making, and insufficient recognition reduce their

motivation and job satisfaction. These findings suggest that improved administrative support—through recognition, participation, and resource provision—could significantly enhance job satisfaction among Business Educators in Colleges of Education in Northeast Nigeria.

Hypothesis 1: Teachers' workload variable does not significantly influence job satisfaction among Business Educators in Colleges of Education in Northeast Nigeria.

Table 3: Regression Analysis on the Influence of Workload/Job Demand on Job Satisfaction of Business Educators in Colleges of Education in Northeast Nigeria

Variable	B	Std. Error	Beta	t-value	Sig. (p-value)	Decision
Constant	1.102	0.214	—	5.15	0.000	—
Workload/Job Demand	0.624	0.083	0.658	7.52	0.000	Reject HO ₁

$$R = 0.658, R^2 = 0.433, \text{Adjusted } R^2 = 0.427, F(1,193) = 56.52, \text{Sig.} = 0.000$$

The regression result shows a correlation coefficient (R) of 0.658 and a coefficient of determination (R^2) of 0.433, meaning that 43.3% of the variance in job satisfaction is explained by workload/job demand. The p-value (0.000) is less than the 0.05 significance level, indicating that workload has a significant influence on job satisfaction. Therefore, the null hypothesis (HO₁) is rejected, and the alternative hypothesis is accepted. This implies that the

level of workload/job demand significantly affects how satisfied Business Educators feel with their jobs in Colleges of Education in Northeast Nigeria.

Hypothesis 2: Administrative support/motivation does not significantly influence job satisfaction among Business Educators in Colleges of Education in Northeast Nigeria.

Table 4: Regression Analysis on the Influence of Administrative Support/Motivation on Job Satisfaction of Business Educators in Colleges of Education in Northeast Nigeria

Variable	B	Std. Error	Beta	t-value	Sig. (p-value)	Decision
Constant	1.267	0.198	—	6.40	0.000	—
Administrative Support/Motivation	0.572	0.079	0.611	7.23	0.000	Reject HO ₂

$$R = 0.611, R^2 = 0.373, \text{Adjusted } R^2 = 0.367, F(1,193) = 52.26, \text{Sig.} = 0.000$$

The analysis indicates a correlation coefficient (R) of 0.611 and R^2 of 0.373, meaning that 37.3% of the variation in job satisfaction is explained by administrative support/motivation. The regression coefficient for administrative support is positive ($B = 0.572$) and statistically significant ($p = 0.000 < 0.05$). Therefore, the null hypothesis (HO₂) is rejected. This means that administrative support and motivation have a significant positive influence on job satisfaction of Business Educators in Colleges of Education in Northeast Nigeria.

Discussion of Findings

The finding that workload or job demand significantly influences job satisfaction among Business Educators in Colleges of Education in Northeast Nigeria is consistent with previous research in Nigeria and beyond. Studies have shown that excessive workload, multitasking, and administrative burdens negatively affect teachers' motivation, well-being, and satisfaction with their jobs. For instance, Adeoye and Olawale (2021) found that teachers who experienced high job demands reported lower satisfaction and higher stress levels, which consequently affected their instructional quality. Similarly, Bello and Mohammed (2020) reported a significant negative relationship between teachers' workload and job satisfaction among lecturers in Kaduna State, emphasizing that heavy workloads lead to burnout and reduced professional commitment. Furthermore, Eze and Okonkwo

(2022) revealed that excessive administrative and teaching responsibilities interfere with teachers' personal lives, thereby reducing morale and satisfaction. These findings mirror the present study's result, where respondents agreed that workload and job demand—manifested in excessive tasks, tight deadlines, and physical exhaustion—adversely influence job satisfaction. This implies that reducing workload and improving task distribution could enhance the satisfaction and productivity of Business Educators in Vocational and Technology Education departments across Northeast Nigeria.

The study also found that administrative support and motivation have a significant positive influence on the job satisfaction of Business Educators in Colleges of Education. This finding agrees with the work of Ajayi and Afolabi (2019), who established that administrative encouragement, recognition, and access to professional development opportunities significantly enhance teachers' job satisfaction. Likewise, Ogundele and Oparah (2021) reported that when educational administrators involve teachers in decision-making and provide moral and material support, teachers develop a stronger sense of belonging and job commitment. In the same vein, Musa and Ibrahim (2020) found that administrative motivation and supportive supervision contributed positively to lecturers' job satisfaction in tertiary institutions in northern Nigeria. The results of the current study—showing high agreement that

lack of encouragement, inadequate feedback, and limited access to resources affect satisfaction—support these conclusions. Thus, the findings underscore the vital role of effective administrative practices and motivational strategies in creating a supportive work environment that promotes satisfaction, retention, and professional excellence among Business Educators.

Conclusions:

Based on the findings, it was concluded that both workload and administrative support significantly influence the job satisfaction of Business Educators in Vocational and Technology Education departments of Colleges of Education in Northeast Nigeria. Excessive workload, multitasking, and administrative burdens were found to reduce educators' satisfaction, leading to stress, fatigue, and diminished commitment to teaching responsibilities. Conversely, strong administrative support—through encouragement, recognition, involvement in decision-making, and provision of professional development opportunities—was observed to enhance educators' morale and overall job satisfaction. Therefore, job satisfaction among Business Educators can be improved by implementing institutional policies that ensure fair workload distribution and promote supportive administrative practices that recognize teachers' efforts and foster their professional growth.

Recommendations

Based on the findings of the study, the following are recommended

1. The management of Colleges of Education in Northeast Nigeria should review and regulate the workload of Business Educators to ensure equitable task distribution. Assignments and administrative duties should be balanced to prevent burnout and to allow lecturers adequate time for effective teaching, research, and student engagement.
2. College administrators should strengthen support systems by providing regular feedback, recognizing educators' contributions, and offering opportunities for professional development. Encouraging participatory decision-making and ensuring the availability of teaching materials will foster a supportive environment that promotes higher job satisfaction and improved instructional outcomes.

REFERENCES

1. Adeoye, J. A., & Olawale, T. O. (2021). Workload and job satisfaction among teachers in public secondary schools in Oyo State, Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 20(2), 45–56.
2. Ajayi, L. A., & Afolabi, O. F. (2019). Administrative support and teachers' job satisfaction in public secondary schools in Osun State, Nigeria. *African Journal of Educational Management*, 17(1), 101–113.
3. Ali, Z. (2016). Teacher education and professional development in Nigeria: Issues and challenges. *Journal of Education and Practice*, 7(22), 1–5.
4. Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
5. Bello, A. U., & Mohammed, I. A. (2020). Teachers' workload and job satisfaction among lecturers in Colleges of Education in Kaduna State. *ATBU Journal of Science, Technology and Education*, 8(3), 91–100.
6. Eze, M. N., & Okonkwo, F. C. (2022). Job stress, workload, and job satisfaction among secondary school teachers in South East Nigeria. *International Journal of Education and Pedagogy Studies*, 4(1), 32–41.
7. Ezeani, C. N. (2018). Challenges of business education programme in developing countries: The Nigerian experience. *Journal of Vocational Education Studies*, 1(1), 1–10.
8. Federal Republic of Nigeria. (2013). *National Policy on Education* (6th ed.). NERDC Press.
9. Herzberg, F. (1966). *Work and the nature of man*. World Publishing.
10. Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499–534.
11. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1343). Rand McNally.
12. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422.
13. Musa, H. A., & Ibrahim, S. Y. (2020). Administrative motivation and job satisfaction among lecturers in tertiary institutions in northern Nigeria. *Nigerian Educational Administration and Planning Journal*, 10(2), 58–70.
14. Nwazor, J. C. (2012). The challenges of business education in Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 1(2), 1–8.
15. Ofoegbu, F. I., & Clark, A. O. (2016). Administrative strategies for enhancing job satisfaction of secondary school teachers in Nigeria. *International Journal of Education and Research*, 4(5), 1–12.
16. Ogundele, A. O., & Oparah, C. A. (2021). The role of administrative support and teacher involvement in decision-making on teachers' job satisfaction. *Journal of Educational Leadership and Policy Studies*, 5(2),

17. Okeke, B. C. (2017). Teacher attrition in Nigeria: A case of brain drain. *African Educational Research Journal*, 5(2), 89-95.
18. Okwelle, P. C., & Deebom, M. T. (2017). Repositioning vocational and technical education for sustainable development in Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, 5(3), 1-11.
19. Omonijo, D. O., & Odukoya, J. A. (2016). Impact of Boko Haram insurgency on the educational development of children in Northeastern Nigeria. *Journal of Education and Practice*, 7(31), 70-77.
20. Oviawe, J. I. (2016). The role of vocational and technical education in Nigeria economic development. *Journal of Education and Practice*, 7(2), 1-5.
21. Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038.
22. Ugwoke, S. C., Ede, M. O., & Onu, E. A. (2018). Workload and job stress among lecturers in Southeast Nigeria: A correlational study. *Journal of Education and Practice*, 9(2), 1-8.
23. UNICEF. (2022). *Education in Emergencies: Northeast Nigeria*. Retrieved from [UNICEF Nigeria website].
24. World Bank. (2018). *World Development Report 2018: Learning to Realize Education's Promise*. The World Bank.