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Original Research Article

Assessment of Computer Studies Teachers' Job Satisfaction in Private Secondary Schools in New Bussa Metropolis, Niger State

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ABSTRACT
A teacher that is satisfied with his/her job is equipped with collection of best teaching practices and it could also be noted that improvement of classroom instruction is largely dependent upon teachers' satisfaction with his/her job. The study assesses "computer studies teachers' job satisfaction in private secondary schools in New Bussa metropolis, Niger state". The design for the study was qualitative wherein participants were extensively interviewed. Four (4) research questions guided the study. The sample selected for the study comprises of ten (10) computer studies teachers from seven (7) private schools in New Bussa metropolis. The interview questions were written in interview protocol proforma to guide the researcher in interviewing each teacher and the important observations were recorded in detail on the last pages given in the same proforma. The interview process of each teacher was recorded using mobile phone sound recorder and each recording was transcribed after the completion of every interview. An inductive thematic analysis conducted on the transcripts were used to generate codes which were converted into potential themes, then those potential themes and relevant data were merged and all transcripts themes and data were reviewed and analysed descriptively. The findings of the study showed that computer studies teachers were satisfied with the support and collaboration, recognition and feedback, ability to balance work and personal life that the computer teaching job accorded them. However, the computer studies teachers were not satisfied with their work environment, professional development, career growth and salary/pay. Specifically, the teachers' job satisfaction level in the study area was found to be relatively above average. Furthermore, it was found that computer teachers' job satisfaction can be improved by providing necessary facilities which help them bring out better academic performances in their students.

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INTRODUCTION

For over two decades, teachers in Nigeria under the aegis of the Nigerian Union of Teachers (NUT) have been consistent in various demands and requests including a separate condition of service and salary structure for teachers in various levels of education in the country, however, many of these demands have not been implemented. This scenario has made the profession unattractive; hence, the qualified teachers are leaving the profession for greener pasture in other sectors. This is evidenced by UNESCO (2019) report that the total number of teachers available in Nigerian secondary schools is far below the needed for efficiency and effectiveness in the delivery of instructions. The total number of teachers available in Nigeria in 2019 was 513,000 while in 2021, 788,200 teachers was proposed to be needed (UNESCO, 2019). This shows that Nigeria needs to increase its teaching workforce on yearly basis, if its sustainable development goals of education for all could be achieved by 2030. However, instead of increasing the teaching workforce, it has been reported that many teachers are leaving the profession for better professions as such, the academic performances of the students have been bedeviled by loss of the teaching staffs to greener professions. Morakinyo (2013) believe that the load of the work of getting better academic performances in students lies on the teachers, a fact supported by Dornyei (2019) who stressed that the achievement of successful schooling largely depends on the quality of teaching force. Furthermore, Adair (2019) reported that quality teaching, measured by teachers' performance through students' performance in secondary schools is an output of many variables wherein the teachers' job satisfaction is prime. The term 'satisfaction' is often used to describe a condition an individual found his/her self after a particular occurrence. In the world, teachers' career satisfaction has been an issue of concern for many years. Hence perennial factors, such as student academic performance, helping students, positive relationship with colleagues and self-growth have been associated with teachers' career satisfaction (Akiri, 2014). Alarm and Farid (2011) reported that motivation of teachers is very important as it affects teachers' job satisfaction directly and this correlatively affects students' academic performance. This fact is supported by the conclusion of Marques (2020) that teacher motivation, satisfaction and job performance are interdependent. Dornyei (2019) further reported that teachers' satisfaction with his/her job affects students directly as they found a strong positive correlation between teacher job satisfaction and students' academic performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affect his/her job satisfaction which affects his/her job performance and consequently affects the students' performance. In many countries including Nigeria, teaching profession is considered as 'profession of the last resort' where individuals find themselves after they fail to secure better professional courses. This is because teachers are among the least paid occupation in Nigeria. More so, secondary school teachers have now found that Teachers with more experience and higher education earn more and are more likely to quickly find exit route from secondary school teaching to better jobs such as teaching in tertiary institution of learning which offers better job satisfaction. As such, many teachers pursue higher education with the consequence of absenteeism and divided attention to students.

A teacher that is satisfied with his/her job is equipped with repertoire of best teaching practices such as strategies, procedures, and approaches in presenting, implementing and assessing classroom instruction in accordance with the objectives set. They are imbued with values, attitudes and dispositions that foster a classroom atmosphere of mutual trust for individual characteristics, especially student's needs, interests, and abilities (Salandanan 2015). It could also be noted that improvement of classroom instruction is largely dependent upon teachers' satisfaction with his/her job (Melrose, 2011). Adversely, the dissatisfied teachers are boring in class and do not relate with the students in the way a satisfied teacher does. According to Uchefunna (2011), teaching and learning depends on teacher, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher. Anobi (2016) recognizes that as a true educators, teacher are always learning; and teachers need to continue to define the meaning of competency, instead of doing a little as possible within the meaning of the law. Teaching is seen to be valuable only in relation to the quality of learning that takes place. According to Hackman and Oldham (2012), requirements of job satisfaction are pay, work environment and condition, promotion, colleagues which are effective to bring about the indices of job satisfaction which include job commitment, job involvement, efficiency and attitude to teaching. Hackman and Oldham (2012) went on to report that teachers' job satisfaction is shown in teachers' job performance and students' higher performance. According to Marques (2020), motivation, satisfaction and performance are interdependent of each other. Job satisfaction is a decisive factor that determines the general efficiency of an organization. It is therefore the contention of this study to find out whether or not teachers' job satisfaction in New Bussa results in teachers' absenteeism from school, aggressive behaviour towards colleagues and learners, early exit from teaching profession and psychological withdrawal from the teaching profession with consequent effects on students' academic performances.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Gbadamosi (2013) contended that the more favourable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization According to Robbins and Judge (2019), job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job, while an unsatisfied person holds negative feelings. Thus this study seeks to find the level of job satisfaction among the computer studies' teachers in New Bussa metropolis, Niger State.

Purpose of the Study

This study seeks to assess computer studies teachers' job satisfaction in private secondary schools in New Bussa metropolis, Niger state. To achieve this, the project seeks to specifically:

determine the perception of computer studies teachers' about their job and job satisfaction

assess the competency levels of computer studies teachers with various ICT skills and how they affect their job satisfaction level

examine the the dimensions of job satisfaction of computer studies teachers' and how do they affect their job and their job satisfaction level

ascertain the level of computer studies teachers' job satisfaction

make recommendations based on the findings

Research Questions

The study is guided by the following research questions:

What is the perception of computer studies teachers about their job and job satisfaction?

What are the dimensions of job satisfaction of computer studies teachers' and how do they affect their job and their job satisfaction level?

What are the competency levels of computer studies teachers with various ICT skills and how do they affect their job satisfaction level?

What is the level of computer studies teachers' job satisfaction?

MATERIALS AND METHODS

This study is centred on computer studies teachers in private secondary schools in New Bussa metropolis, Borgu local government of Niger state which, Nigeria. New-Bussa has seven recognised private secondary schools with total numbers of ten qualified computer teachers. Considering the few number of participants involved in the study, the study adopts qualitative research approach through in-depth interviews of subjects. After every interview, data were fully transcribed. An inductive thematic analysis was conducted on transcripts using a six-phase procedure adopted in Sahito and Vaisanen (2006). The codes were then generated and converted into potential themes, then those potential themes and relevant data were merged and all transcripts themes and data were reviewed and analysed descriptively. These were transcribed and the transcriptions were thematically analysed to answer the research questions raised in this study. It should be noted that the schools have been assigned codes (S1 ... S7) and the teachers are assigned codes (Teacher T1 ... T2) to ensure anonymity and confidentiality of the responses supplied.

RESULTS AND DISCUSSION

To determine demographic characteristics of the respondents, the items in Section A of the teachers' questionnaire were analysed about the respondents' sex, type of school, religion, years of teaching experience and educational qualification for teachers.

Table 1(a): Number of teachers selected from each school

Schools	Frequency	Percent	Valid Percent	Cumulative Percent
S1	2	20.0	20.0	20.0
S2	2	20.0	20.0	40.0
S3	2	20.0	20.0	60.0
S4	1	10.0	10.0	70.0
S5	1	10.0	10.0	80.0
S6	1	10.0	10.0	90.0
S7	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table 1(b): Distribution of respondents according to Gender

		Frequency	Percent
Valid	Male	5	50%
	Female	5	50%
	Total	10	100.0

Table 1(b) shows that the respondents selected consist of equal percentage of male and female teachers (50%). This was not planned for but fortunately, it happened thus. This implies the respondents have equal percentage of both gender.

Table 1(c): Distribution of respondents according to the Educational Qualification

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
NCE	1	10.0	10.0	10.0
B.Ed	1	10.0	10.0	20.0
M.Ed	0	0	0.0	0.0
B. Sc and above. (With Educ/PGDE)	2	20.0	20.0	40.0
B. Sc and above. (No Educ. /PGDE)	6	60.0	60.0	100.0
Total	10	100.0	100.0	

Table 1(c) shows that 1 (representing 10%) of the respondents have National Certificate in education (NCE), only 1 (representing 10%) of the respondents have bachelor's degree in education (B.Ed), while only 2 (representing 20%) do not have an education degree (HND, BSc. in other fields) but had Post Graduate Degree in Education (PGDE/PDE) or equivalent while the remaining 6 (representing 60%) had no education certificates. This implies that higher percentages (60%) among the respondents have NO certificates in education and are not certified teachers based on Teachers' Regulation Council of Nigeria (TRCN) recommendation.

Table 1(d): Distribution of respondents according to the years of teaching experience

Years of teaching experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	2	20.0	20.0	50.0
	4	1	10.0	10.0	60.0
	5	1	10.0	10.0	70.0
	9	1	10.0	10.0	80.0
	14	1	10.0	10.0	90.0
	15	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Table 1(d) shows the respondents' years of teaching experiences. The teachers (respondents) were shown to possess teaching experience ranging from 2 to 15 years. This show that the study selected fair representative sample of the population which makes them suitable for the study.

Table 1(e): Distribution of respondents according to age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	2	20.0	20.0	20.0
	27	1	10.0	10.0	30.0
	28	1	10.0	10.0	40.0
	29	1	10.0	10.0	50.0
	30	2	20.0	20.0	70.0
	35	1	10.0	10.0	80.0
	40	1	10.0	10.0	90.0
	45	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Table 1(e) shows the respondents' ages. The teachers (respondents) were shown to be within the range of 26 and 45 years showing that the respondents possess considerable varying age range which makes them fair representative sample of the population as such, suitable for the study.

Research Question 1: What is the perception of computer studies teachers about their job and job satisfaction?

Table 2: Perception about Job and Job satisfaction as computer science teachers

Code	Code/theme of perception of job satisfaction	Code/theme for challenges
S1 (T1)	Imparting the students, love for the teaching job, students performances now and in tertiary institution	Inadequate equipment/ facilities
S1 (T2)	Students' performances	Inadequate salary and equipment/ facilities
S2 (T1)	Facilities, Payment, Students' performances	Work load is much as the school depend much on ICT
S2 (T2)	Facilities, Payment, environment, Students' performances, Many ex-students are now in ICT	Teaching expectation by management as theory based
S3 (T1)	Students' performances	Inadequate equipment/ facilities
S3 (T2)	Imparting the students, Students' performances	Inadequate equipment/ facilities
S4 (T1)	Students' performances	Payment, Workload, Inadequate equipment/ facilities
S5 (T1)	Interest in teaching computer, Ability to teach computer practically	Inadequate equipment/ facilities
S6 (T1)	Students' improvement practically and performances	Inadequate equipment/ facilities, Lesson notes writing
S7 (T1)	Students' improvement practically and performances, better than public schools in teaching computer, Teaching computer keeps me updated	Inadequate salary and equipment/ facilities, Workload

From the theme of the teachers' responses to perception about Job and Job satisfaction as computer science teachers as presented in table 2, one theme was recurrent in almost all the teachers, every computer teacher feel satisfied when their students' perform excellently academically in computer studies in internal and external exams. Furthermore, teachers that have graduated students from secondary schools perceive that computer studies' teachers get satisfied with "after secondary school" interest and performances of their students with ICT as many of their students go on to become ICT experts.

Table 3: Job satisfaction levels of teachers in various dimensions of Job satisfaction

Dimensions	Agreement Frequency
Work Environment	S2(T1), S2(T2), S4(T1), S5(T1)
Support and Collaboration	S1(T1), S1(T2), S2(T1), S2(T2), S3(T1), S3(T2), S4(T1), S5(T1), S6(T1), S7(T1)
Professional Development	S2(T1), S2(T2), S3(T1)
Recognition and Feedback	S1(T1), S1(T2), S2(T1), S2(T2), S3(T1), S3(T2), S4(T1), S5(T1), S6(T1), S7(T1)
Career Growth	S2(T1), S2(T2), S7(T1)
Balancing Work and Personal Life	S1(T1), S1(T2), S2(T1), S2(T2), S3(T2), S4(T1), S5(T1), S6(T1), S7(T1)
Pay (Payment Incentives of Teachers)	S2(T1), S2(T2)

Table 3 shows the various dimensions of job satisfaction as gathered in literature and the teachers that were satisfied with each of the dimension in their current schools. It could be seen that the entire teachers were satisfied with the recognition and feedback computer teaching job accorded them. Also, the entire teachers were satisfied with the support and collaboration they get from colleagues even though some of the teachers expected more support from the school management. More so, only S3(T1) was dissatisfied with how the teaching job helped him balance work and personal life. Furthermore, it could be seen also that only teachers from S2 were satisfied with almost every dimensions of job satisfaction stated (including work environment, professional development career growth and payment incentives or salary).

Table 4: Levels of Job satisfaction

CODE	Job Satisfaction Rating (1…10)
School 1 (T1)	7
School 1 (T2)	6
School 2 (T1)	8
School 2 (T2)	9
School 3 (T1)	8
School 3 (T2)	5
School 4 (T1)	6
School 5 (T1)	8
School 6 (T1)	5
School 7 (T1)	4
Mean	6.6

Table 4 shows the job satisfaction levels of the computer teachers in the various schools on the rating scale of 1 to 10 as indicated by the teachers. It was seen from the table that the two teachers in S2, S3(T1), S5(T1) S1(T1), S1(T2) and S4(T1) were the ones that can be stated as having satisfaction levels above 5.5, hence they are the ones that can be assumed to be satisfied with the computer teaching job. The satisfaction levels of the teachers in S2 seem to be the highest. T1 in S3 and S5(T1) also had the same satisfaction level with S2(T2).

Discussion of findings

Based on findings, the teachers selected for the study were drawn from different sociocultural/academic background as they were from seven different private schools of varying socioeconomic background. They were both male (50%) and female (50%). Furthermore, the teachers used in the study had various educational qualifications – National Certificate in Education (NCE - 10%), Bachelor of Education (B.Ed. - 10%), other Bachelor's degree (such as B.Sc., BTech.) with PGDE (20.0%) and other Bachelor's degree (such as B.Sc., BTech.) without PGDE (40.0%). This implies a good percentage of the teachers (60%) were adequately certified teachers based on The National Policy on Education (2004) and the Teachers' Registration Council of Nigeria (2005). As such, the study shows that the TRCN's relentless effort to ensure all teachers are certified was found to yield result in the study area. Conversely, table 1(d) shows that teaching experiences of the respondents fell between 2 and 15 years which show that the interviewees consist of varying degree of teaching experiences and makes them suitable for the study. Also, the ages of the teachers (interviewees) were shown to be between age 26 and 45 years which implies the interviewees possess considerable varying age which show that the study selected fair representative sample of the population which makes them suitable for the study.

The thematic analysis presented in table 2 about the teachers' perception about job satisfaction shows that computer teachers feel satisfied when their students' perform excellently academically in computer studies in internal and external exams, in computer related studies secondary and post-secondary school. This is similar to the findings of Yakubu (2022) that reported that academic performance in the students is shown to be a function of teachers' job satisfaction. This was why S1(T1) submitted that she got satisfied with excellent results of the students in WAEC, NECO and other external exams. As such, it can be inferred that, computer teachers that are not satisfied with the computer teaching job often found solace in the academic performances of the students. In fact, computer teachers love teaching computer to students in the hope of seeing them doing what they taught them was the confession of S5(T1).

This is further corroborated by the fact that the computer teachers perceive their satisfaction with the computer teaching job could be better aided if the school provided adequate equipment and facilities. Because it was revealed from observation and response of the teachers that the major challenges of the teachers were that of inadequate equipment and facilities. It was only in school (S2) that the teachers did not mention inadequate equipment and facilities as major challenges and the reason for it was obvious from the observation of the researchers. The researcher observed that school (S2) had the necessary equipment and facilities required in computer lab of secondary schools. Their computers and networking systems were state of the art devices. However, in many of the other schools except S1, it was observed that their computer labs were not adequate enough. As such S5(T1) stated point blankly that there are no enough equipment and facilities in their school and their computer lab is not wide enough. Other themes that could make the computer teachers perceive better satisfaction with the teaching job include allowing the teachers to use differentiated teaching method from that of the other teachers. This is what S2(T2) meant when explaining that "the way the management perceived teaching "computer studies" is the same with other subjects. They think it is theoretical and expect teachers to

teach the same way and want to evaluate them the same way they evaluate other teachers. Hence, they expect too much from them coupled with the ICT services they offer other teachers and the school at large". This was corroborated by S6(T1) that sees "lesson note writing as a major challenge". According to her, "to both teacher and students, writing lesson note is tiring". Salary also came up as the major challenge of S7(T1). It should be noted that all these themes aligned with the findings of Sahito & Vaisanen (2016) and Candidus and Phyllis (2018) as perception of teachers on job and job satisfaction.

In a bid to answer research question 2, table 3 which explains the teachers' satisfaction with the various dimensions of job satisfaction was presented. It was reported that the entire teachers were satisfied with the recognition and feedback computer teaching job accorded them. All of them were also satisfied with the support and collaboration they get from colleagues even though some of the teachers expected more support from the school management. Conversely, only S3(T1) was dissatisfied with how the teaching job helped him balance work and personal life. Furthermore, it could be seen also that only teachers from S2 were satisfied with almost every dimensions of job satisfaction stated (including work environment, professional development career growth and payment incentives or salary). The reason for the gross satisfaction enjoyed in S2 was not farfetched as S2(T2) did not mince words in stating that "you cannot compare S2 with any other school here in Kainji. Talk about teaching resources and welfare packages in terms of salary and other emolument". Therefore, S2 is a dream school for any teacher in New Bussa (Kainji). The researcher learnt that when even federal government is still dragging back and forth with the labour union about increment in salary due to the fuel subsidy removal currently experienced in the country, the school has implemented new salary structure which makes their salary more than Lecturer 1 (L1) of the two federal government owned colleges of agriculture in New Bussa Metropolis. S2(T1) stated categorically without mincing words about payment incentives they receive in the school that "Compared with other private schools, none like here". In fact, concerning suggestion for improvement, S2(T2) did not mince words to state that "Other private schools are advised to pay well like they do here. With that, many computer teachers will not go out in search of greener pasture. Because no matter what interest you have in the teaching job, salary matters if the interest is to be sustained". Whereas what was reported in other schools was similar to that of S6(T1) that use the popular slogan to explain the situation, she said "the reward of teachers is in heaven". According to her, "not only private school is the payment of teachers is inadequate", she went on to say "but private schools' own is worse, the salary doesn't motivate them at all". This is similar with the report of Knox (2011) that reported that the pay factor ranks at the 45.62 percentile compared to the normative sample data as such teachers' Pay were classified as below average while work itself was categorized as slightly below average. Yakubu (2022) also reported that reported that the teachers' overall job satisfaction was generally low ($\mu = 2.46$ on a rating scale of 1 to 5).

General dissatisfaction was also reported with professional development and career growth opportunity wherein only S2(T1), S2(T2), S7(T1) and S3(T1) reported satisfaction with these dimension. A point that is important to note about S1 was that from observation, S1 possesses facilities that is close to that of S2. Also it is noteworthy to state that full staffs in S1 such as S1(T1) earn salary that is close to that of S2 even though their part-time staff such as S1(T2) earn meager salary that is just barely above the salary paid in other school. however, the two computer teachers there were females. More so, the full staff, S1(T1) stated that "they haven't provided full support". She went on to say "she had an opportunity once. she went for a seminar/course once which helps in her better interaction with her students". However, her colleague, that is S1(T2) "Computer subject is a rapidly changing field however we are not provided with opportunity to move with the pace. The progress she made here as a computer studies teacher is not encouraging and it makes her dissatisfied". The point being driven at here is that female teachers tend to be complacent with professional and career development as compared with the male computer teachers that seem to invest in personal development whether or not the school pay them for the resources expended. This was seen in the words of S2(T2) that acknowledged that "they take on personal development trainings in courses such as AI, MS educator and the school compensates them after the trainings". Also, S3(T1) stated categorically that they made him examination officer of the school as computer studies teacher and that makes him satisfied and that has really improved his professional skill as a teacher. It is therefore noteworthy to state that the male teachers tend to be more inquisitive computer studies teachers which alone might make them satisfied with the teaching job. Work environment was another job satisfaction indices that majority of the teachers were not satisfied with. Only teachers in S2 rated all three sub-elements (working condition, classroom environment and facilities) as ok. Majority of the other teachers rate only classroom environment as ok while S4(T1) and S5(T1) rated both working condition and classroom environment as ok. This was also observed quietly in the various schools. Meanwhile, teachers in S1 were expected to rate their facilities as ok as it was earlier stated, however, S1(T1) only rated their classroom and working condition as perfect

while S1(T2) only rated their classroom environment as being perfect. It is believed that if there were male teachers in S1, there is a chance such male teacher will be enthusiastic in putting the resources of the school to maximal use which would make other teachers (female inclusive) satisfied with the facilities the school has. This assertion was made because it was observed that virtually all the male teachers in the various schools were put in charge of examination in their various schools based on the impact the schools they had on the school and this they all confessed is improving their thirst for professional development. In comparison with other findings, Knox (2011) reported that the factors of job satisfaction uncovered as strengths in School A include colleagues and career advancement. This is contrary to the findings in this study.

In answering research question 3, table 4 shows the job satisfaction levels of the computer teachers in the various schools on the rating scale of 1 to 10 as indicated by the teachers. The mean satisfaction level was 6.6 which is greater than 5.5 the minimum expected satisfaction level on the rating scale of 1 to 10. More specifically, 7 out of the 10 teachers, that is, S2(T1), S2(T2), S3(T1), S5(T1) S1(T1), S1(T2) and S4(T1) were the ones that can be stated as having satisfaction levels above 5.5, hence they are the ones that can be assumed to be satisfied with the computer teaching job. More so, the satisfaction levels of the teachers in S2 seem to be the highest. T1 in S3 and S5(T1) also had the same satisfaction level with S2(T2). This was contrary to the findings of Yakubu (2022) that reported job satisfaction level of 2.46 on a rating scale of 1 to 5. It is to be noted that Yakubu (2022) also conducted the study on selected teachers of various subjects in secondary schools in the same New Bussa metropolis also. Based on this premise, it could be deduced that computer teachers had better satisfaction levels compared with teachers of other subjects.

CONCLUSION

The results of the findings of this study showed that computer teachers were satisfied with the support and collaboration and the recognition and feedback they get from other students, parents, teachers and the school at large. They were also satisfied with the ability to balance work and personal life that the computer teaching job accorded them. However, the computer teachers were not satisfied with their work environment, neither were they satisfied with the professional development, career growth and salary/pay which the computer teaching job is offering them. On the average however, the results gathered in this study showed that the computer teachers' job satisfaction in the study area was found to be relatively above average while the male computer teachers were shown to be more satisfied with the computer teaching job (compared with their female counterparts) that affords them the ability to develop in their computing career and profession. Furthermore, the findings of this study and earlier ones showed some noteworthy results which private school administrators could act on. One is that computer teachers' job satisfaction can be improved by providing necessary facilities which help them bring out better academic performances in their students and computer teachers' job satisfaction can also be achieved by providing platform that will help the teachers develop in the chosen career and profession. It's suggested that more research that this study be carried out on a wider scope, for example in Niger state, Nigeria. Furthermore, the concept of job satisfaction among computer teachers can be extended to both private and government owned schools.

RECOMMENDATIONS

Based on the findings from this project, it is recommended that:

Every school should try to employ both male and female computer teachers to improve satisfaction levels of the teachers.

Private school administrators should provide adequate working condition for the teachers which will target the teachers' career and professional development.

Computer teachers should be adequately remunerated with salary and other allowances to improve their job performances.

School administrators are enjoined to make the promotion exercise of teachers regular and attractive to the teachers.

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