

**EXPLORING THE SOCIOECONOMIC AND EDUCATIONAL CONSEQUENCES OF
TEACHERS' INVOLVEMENT IN PETTY TRADING ON JOB DEDICATION, JOB
FULFILLMENT AND STUDENT ACADEMIC ACHIEVEMENT IN PUBLIC
SECONDARY SCHOOLS OF CROSS RIVER STATE, NIGERIA**

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ABSTRACT

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This study investigated the implications of teachers' petty trading and job dedication on teachers' job satisfaction and students' academic performance in public secondary schools in Cross River State. The study was guided by four research objectives. A descriptive survey research design was employed, with a population of 5,853 teachers and 162,020 students across public secondary schools in Cross River State. Using multi-stage and stratified random sampling techniques, 400 teachers and 1,200 students were selected as the study sample. Data were collected using structured questionnaires for teachers and students' academic records from the past three academic sessions. The research instruments were validated by experts, and a pilot study yielded a reliability coefficient of 0.82, indicating strong internal consistency. Data were analyzed using descriptive statistics and inferential statistics at a 0.05 level of significance. Findings revealed that teachers moderately to highly engage in petty trading to supplement their income. Engagement in petty trading was found to negatively affect job dedication, as teachers allocate less time and attention to classroom activities. There was a positive and significant relationship between job dedication and job satisfaction, indicating that more dedicated teachers experience higher levels of professional fulfillment. Furthermore, teachers' petty trading was found to negatively impact students' academic performance, primarily due to reduced instructional time and engagement. Regression analysis confirmed that petty trading is a negative predictor of students' academic performance, while job dedication is a positive predictor. The study concluded that while petty trading helps teachers cope with financial challenges, it can compromise job dedication and students' learning outcomes. Recommendations include improving teachers' salary and welfare packages, creating a supportive and conducive working environment, promoting recognition and motivational programs, and encouraging teachers to balance income-generating activities with professional responsibilities. This study provides empirical insights for policymakers, school administrators, and teachers seeking to enhance educational quality and student performance in public secondary schools.

INTRODUCTION

Education is widely acknowledged as a cornerstone for national development, and teachers play a critical role in shaping the knowledge, skills, and values of students. In Nigeria, teachers are expected to dedicate their time and effort to delivering quality education in public secondary schools. Job dedication, which encompasses commitment, diligence, and a sense of responsibility, is essential for effective teaching and for fostering students' academic performance (Edet, 2019).

In Cross River State, however, many public secondary school teachers engage in petty trading or small-scale businesses alongside their teaching duties. Petty trading involves selling goods or services on a small scale to supplement personal income. This practice has become a common strategy among teachers due to inadequate salaries, delayed payment of salaries, and high cost of living. While petty trading can provide financial relief and improve the economic wellbeing of teachers, it can also divide their attention, energy, and time between teaching and business activities (Okon, 2020).

The dual engagement of teachers in both teaching and petty trading raises critical questions about its impact on job dedication and job satisfaction. Job satisfaction is influenced by various factors, including remuneration, work environment, recognition, and personal fulfillment. When teachers are preoccupied with supplementary income-generating activities, they may experience fatigue, stress, or reduced motivation, which can compromise their teaching quality and overall job satisfaction (Oluwole & Akinyemi, 2021).

Furthermore, the implications extend to students' academic performance. Academic performance, often measured by examination results or classroom achievements, is highly dependent on teacher effectiveness, instructional quality, and engagement in classroom activities. Teachers who are distracted or overburdened with additional economic activities may not be able to give students the attention and guidance necessary for optimal learning. This situation may contribute to poor academic outcomes, absenteeism, and a lack of academic motivation among students (Victor, Ekpo, & Eno, 2021).

Several studies have highlighted the challenges of teachers' multiple responsibilities. Research indicates that teachers' workload, inadequate financial incentives, and supplementary business activities can adversely affect their professional performance and job satisfaction (Eze & Nwankwo, 2020). In the context of Cross River State, empirical research focusing on the relationship between teachers' petty trading, job dedication, job satisfaction, and students' academic performance remains limited, highlighting a significant gap in educational studies.

Understanding this relationship is crucial for policy formulation, teacher welfare programs, and strategies to improve educational outcomes. Investigating how petty trading affects teachers' dedication and students' learning can provide insights into practical measures that can enhance job satisfaction, optimize teaching efficiency, and improve students' academic performance in public secondary schools across the state.

Statement of the Problem

Teachers play a pivotal role in shaping the academic and personal development of students in public secondary schools. Their effectiveness is largely determined by their job dedication, which includes their commitment, enthusiasm, and consistency in performing teaching duties (Edet, 2019). However, in Cross River State, many teachers engage in petty trading alongside their primary teaching responsibilities. While this practice is often motivated by financial needs, inadequate salaries, and delayed payment of wages, it can have significant implications for the teaching and learning process (Okon, 2020).

The engagement of teachers in petty trading can lead to divided attention, fatigue, and reduced classroom presence, which may negatively affect the quality of instruction. A teacher who is preoccupied with managing a business outside school hours may have less time to prepare lessons, provide feedback, or engage students effectively (Oluwole & Akinyemi, 2021). Consequently, this can undermine students' academic performance, as learners may not receive the guidance and attention needed for optimal learning outcomes (Victor, Ekpo, & Eno, 2021).

Moreover, the dual responsibilities of teaching and trading can influence teachers' job satisfaction. When teachers feel overburdened or stressed by additional economic activities, their motivation and fulfillment in their professional roles may decline. This dissatisfaction can further reduce job dedication and contribute to a cycle of poor performance for both teachers and students (Eze & Nwankwo, 2020).

Despite these challenges, there is limited empirical research in Cross River State that examines the relationship between teachers' engagement in petty trading, job dedication, job satisfaction, and students' academic performance. Without a clear understanding of these dynamics, policymakers, school administrators, and educational stakeholders may be unable to develop effective strategies to improve teacher welfare and students' learning outcomes (Edet, 2019; Okon, 2020).

This study seeks to fill this gap by exploring the implications of teachers' petty trading on their job dedication, job satisfaction, and the academic performance of students in public secondary schools in Cross River State.

Objectives of the Study

To examine the implications of teachers' engagement in petty trading and job dedication on teachers' job satisfaction and students' academic performance in public secondary schools in Cross River State.

To determine the extent to which teachers engage in petty trading in public secondary schools.

To assess the impact of petty trading on teachers' job dedication.

To investigate the relationship between teachers' job dedication and job satisfaction.

To examine the effect of teachers' petty trading on students' academic performance.

Research Questions

In order to effectively investigate the implications of teachers' engagement in petty trading on job dedication, job satisfaction, and students' academic performance, the study seeks to answer the following research questions:

What is the of teachers' engagement in petty trading in public secondary schools in Cross River State?

How does engagement in petty trading influence teachers' job dedication?

What is the relationship between teachers' job dedication and job satisfaction?

How does teachers' engagement in petty trading affect students' academic performance?

Research Hypotheses

The study will test the following hypotheses at a 0.05 level of significance:

Ho1: Teachers' engagement in petty trading has no significant effect on their job dedication in public secondary schools in Cross River State.

Ho2: There is no significant relationship between teachers' job dedication and job satisfaction in public secondary schools in Cross River State.

Ho3: Teachers' engagement in petty trading has no significant effect on students' academic performance in public secondary schools in Cross River State.

Literature Review

Teachers' Petty Trading

Teachers' petty trading refers to the involvement of teachers in small-scale business ventures or informal economic activities alongside their professional teaching responsibilities. This phenomenon is common in many developing countries, particularly in Nigeria, where teachers often struggle to sustain themselves solely on their salaries (Okeke & Olatunji, 2020). Petty trading is typically informal, requiring little capital, and may include food vending, retailing of household items, or services such as tutoring and transportation. While it provides financial relief, it also raises concerns about its impact on teachers' effectiveness and students' academic outcomes (Ajikere, 2024).

A major driver of teachers' engagement in petty trading is the inadequacy of salaries. In many public schools, teachers earn wages that are insufficient to cover their daily needs, forcing them to seek additional sources of income (Eziamaka, Manafa, & Iheanacho, 2024). This is compounded by delayed payment of salaries, which is a recurring issue in several Nigerian states. Inconsistent or irregular wages compel teachers to find alternative income streams to ensure survival and meet

household obligations (Adeyemi, 2019).

Furthermore, the rising cost of living, fueled by inflation and unstable economic conditions, makes it increasingly difficult for teachers to depend on their teaching salaries alone. Many thus resort to petty trading as a coping strategy to provide for transportation, food, housing, and other essentials (Okeke & Olatunji, 2020). Additionally, teachers' desire for personal and family welfare motivates them to engage in supplementary businesses. For instance, proceeds from trading help them fund their children's education, healthcare, and other pressing needs, which their salaries cannot adequately cover (Ajikere, 2024).

Teachers engage in different forms of petty trading, ranging from food vending to small-scale services. Some teachers sell snacks, fruits, and beverages either to students within the school premises or to the general public, making food vending a common form of petty trading (Eziamaka et al., 2024). Others operate retail businesses by selling items such as clothing, footwear, stationery, or household products, often in markets or from their homes.

Beyond goods, many teachers provide services such as private tutoring or even local transportation, which generate additional income while leveraging their existing skills and resources (Adeyemi, 2019). In rural areas, teachers frequently combine their professional duties with agricultural activities, such as selling farm produce or raising livestock for commercial purposes. These various forms of petty trading reflect the adaptability of teachers in supplementing their income despite structural challenges in the education sector (Okeke & Olatunji, 2020).

While petty trading offers teachers much-needed financial relief, it has far-reaching implications for their professional responsibilities and students' learning. One major implication is reduced job dedication. Teachers who split their time between business and teaching may be less committed to lesson preparation, classroom engagement, and instructional delivery, ultimately lowering teaching quality (Ajikere, 2024).

Additionally, the demands of managing both teaching and trading can cause fatigue and stress. Juggling these dual roles may lead to physical exhaustion and mental strain, which negatively affect classroom performance (Eziamaka et al., 2024). Another common challenge is reduced classroom presence, as teachers may arrive late, leave early, or even skip school to attend to their businesses. This reduces instructional time and interrupts the learning process (Adeyemi, 2019).

The ripple effect extends to students' academic performance. When teachers devote less time and energy to their duties, students receive inadequate guidance, feedback, and mentorship, which hinders their academic achievement (Okeke & Olatunji, 2020). Moreover, the necessity of engaging in petty trading often reflects underlying dissatisfaction with teachers' earnings, which can lower morale and diminish job satisfaction. A dissatisfied teacher may feel undervalued, further undermining motivation and professional commitment (Ajikere, 2024).

Teachers' petty trading is a survival strategy driven by economic necessity, particularly in contexts where teachers' salaries are insufficient, irregular, and eroded by inflation. While it helps improve personal and family welfare, the practice has serious implications for classroom dedication, instructional delivery, and students' academic outcomes. Addressing this issue requires systemic

interventions such as prompt payment of salaries, improved welfare packages, and better working conditions. Without such measures, teachers will continue to rely on petty trading, with potentially negative effects on the quality of education delivered in public schools.

Job Dedication

Job dedication, also referred to as professional or work commitment, reflects the degree of enthusiasm, diligence, and responsibility a teacher demonstrates in performing professional duties. It encompasses not only consistent classroom instruction and lesson preparation but also student assessment, mentoring, and active participation in school activities (Adeniyi, 2021). Job dedication is regarded as a critical determinant of teaching effectiveness, as dedicated teachers are more likely to foster positive learning experiences and contribute to improved student outcomes (Okeke & Olatunji, 2020). In the context of Nigeria and other developing countries, where teachers often face challenges such as poor remuneration and inadequate resources, job dedication serves as a marker of professional resilience and intrinsic motivation (Ajikere, 2024).

The concept of job dedication can be broken down into multiple dimensions that highlight how teachers express commitment in their professional roles.

First, commitment to professional responsibilities involves consistency in fulfilling teaching tasks, adhering to schedules, and actively engaging in instructional delivery. Teachers who are reliable and accountable provide stability within the learning environment (Eziamaka, Manafa, & Iheanacho, 2024). Second, passion and enthusiasm for teaching enable teachers to create stimulating classroom environments, inspire students, and innovate in lesson planning. Passion is particularly important in sustaining morale despite external challenges (Adeyemi, 2019).

A third dimension is persistence and resilience, where teachers demonstrate determination to maintain performance levels despite facing difficulties such as overcrowded classrooms, insufficient resources, or financial stress. Resilient teachers adapt creatively, ensuring students continue to receive quality instruction (Okeke & Olatunji, 2020). Lastly, willingness to engage in professional development reflects a teacher's commitment to lifelong learning. By attending workshops, seminars, and further studies, teachers enhance their competencies and align with evolving educational standards (Ajikere, 2024).

The level of dedication teachers bring to their work is shaped by a combination of financial, institutional, and personal factors. Financial incentives play a significant role, as adequate and timely payment of salaries, allowances, and other benefits reduces the pressure to seek alternative sources of income. Teachers who are financially secure can focus fully on their professional duties (Adeyemi, 2019). Equally important is the work environment: supportive school leadership, availability of instructional materials, and conducive classrooms create conditions that motivate teachers to remain committed (Eziamaka et al., 2024).

In addition, recognition and motivation enhance job dedication. Teachers whose efforts are acknowledged through awards, promotions, or public appreciation feel valued and are more inclined to sustain their commitment (Ajikere, 2024). Finally, personal and professional goals influence dedication levels. Teachers with clear career objectives, intrinsic motivation, and a sense

of purpose tend to exhibit greater commitment, viewing teaching not just as a job but as a vocation (Okeke & Olatunji, 2020).

Job dedication has far-reaching implications for teachers, students, and the broader education system. First, its impact on teaching effectiveness is profound. Dedicated teachers invest time in lesson preparation, apply diverse teaching strategies, and ensure active student participation, all of which improve learning outcomes (Adeniyi, 2021). Dedication also influences job satisfaction: teachers who are deeply committed often derive professional fulfillment, which reinforces their motivation and reduces turnover rates (Ajikere, 2024).

For students, the effect on academic performance is significant. Dedicated teachers provide quality instruction, mentorship, and feedback, helping learners develop both cognitively and emotionally (Okeke & Olatunji, 2020). However, dedication can be undermined by competing responsibilities, such as petty trading. Teachers engaged in small-scale businesses may experience fatigue and divided attention, which reduce classroom effectiveness and compromise student learning (Eziamaka et al., 2024).

Job dedication is a cornerstone of effective teaching, encompassing professional responsibility, passion, resilience, and continuous learning. While financial incentives, supportive environments, and recognition promote dedication, challenges such as inadequate salaries and the need for supplementary income may undermine it. Ultimately, strengthening job dedication among teachers requires systemic support that prioritizes teacher welfare, professional growth, and recognition, thereby ensuring improved educational quality and student performance.

Job Satisfaction

Job satisfaction refers to the degree of contentment, fulfillment, and positive emotional state teachers experience in relation to their professional duties. It reflects the extent to which teaching meets personal and professional expectations, provides recognition, and fulfills both intrinsic and extrinsic needs (Okeke & Olatunji, 2020). High job satisfaction is associated with motivation, commitment, and effectiveness, while low satisfaction can lead to absenteeism, stress, or disengagement from classroom responsibilities (Adeniyi, 2021). In the teaching profession, job satisfaction is vital for retaining qualified educators, sustaining instructional quality, and improving student outcomes (Ajikere, 2024).

Job satisfaction is a multidimensional construct that can be examined from intrinsic, extrinsic, and contextual perspectives. Intrinsic satisfaction is derived from personal fulfillment, such as the joy of shaping learners' intellectual development and seeing students succeed academically. Teachers who view teaching as meaningful and aligned with their values experience greater intrinsic satisfaction (Adeyemi, 2019). Extrinsic satisfaction, on the other hand, relates to tangible rewards, including salaries, allowances, job security, promotion opportunities, and teaching resources. Adequate compensation and favorable working conditions contribute to higher levels of extrinsic satisfaction (Eziamaka, Manafa, & Iheanacho, 2024).

Another dimension is professional recognition, where acknowledgment of teachers' efforts through awards, promotions, and feedback enhances morale and creates a sense of value (Ajikere, 2024).

Finally, work environment satisfaction is critical, as supportive relationships with colleagues, administrators, and students foster cooperation and enhance overall workplace happiness (Okeke & Olatunji, 2020).

Several factors influence the level of satisfaction teachers derive from their profession. First, remuneration and financial incentives play a pivotal role. Timely and adequate salaries reduce financial stress and the need for supplementary income, such as petty trading, thereby improving satisfaction (Adeyemi, 2019). Professional development opportunities also influence satisfaction, as teachers who have access to workshops, training, and seminars are able to advance their skills and careers (Ajikere, 2024).

Moreover, workload and teaching conditions directly affect motivation. Excessive workloads, large class sizes, and inadequate resources often lower satisfaction, while supportive teaching conditions enhance it (Eziamaka et al., 2024). Recognition and career advancement, through promotions and public acknowledgment of accomplishments, further strengthen teachers' morale and professional satisfaction (Okeke & Olatunji, 2020). Lastly, personal and social factors such as family responsibilities, community expectations, and societal perceptions of teaching also shape teachers' attitudes toward their work (Adeniyi, 2021).

The implications of job satisfaction extend to teaching quality, student outcomes, and broader institutional effectiveness. One key implication is its influence on teaching performance. Teachers who are satisfied tend to be more motivated, innovative, and effective in lesson delivery, classroom management, and student engagement (Adeyemi, 2019). Satisfaction also has a strong relationship with job dedication, as satisfied teachers invest more effort and display higher professional commitment, while dissatisfaction often reduces enthusiasm and dedication (Ajikere, 2024).

Job satisfaction further impacts students' academic performance indirectly. Content and motivated teachers foster a positive learning environment, provide better mentorship, and enhance academic outcomes (Okeke & Olatunji, 2020). However, low satisfaction may push teachers into petty trading or other income-generating activities, which divides attention, reduces teaching effectiveness, and reflects broader systemic challenges in teacher welfare (Eziamaka et al., 2024).

Job satisfaction is central to teachers' professional commitment, effectiveness, and overall well-being. Its dimensions intrinsic fulfillment, extrinsic rewards, recognition, and supportive work environments-collectively shape how teachers perceive their roles. Factors such as adequate remuneration, manageable workloads, opportunities for career growth, and recognition determine satisfaction levels, while dissatisfaction can manifest in absenteeism, stress, and engagement in petty trading. Enhancing teachers' job satisfaction is thus vital for improving dedication, sustaining educational quality, and fostering student success.

Students' Academic Performance

Students' academic performance refers to the measurable outcomes of learning in educational settings, typically reflected in continuous assessment results, terminal examinations, classroom participation, and overall achievement (Adeniyi, 2021). It is a crucial benchmark for evaluating the effectiveness of the teaching-learning process and the overall quality of educational delivery.

Academic performance is influenced by a combination of teacher-related, student-related, and school-related factors. Among these, teachers' dedication, competence, and job satisfaction remain some of the most critical determinants of student outcomes (Okeke & Olatunji, 2020).

Students' academic performance can be examined across four dimensions. The first is cognitive achievement, which measures students' mastery of subject matter, comprehension, and problem-solving abilities. It is typically assessed through quizzes, tests, and examinations (Ajikere, 2024). A second dimension is skill development, which goes beyond theoretical knowledge and emphasizes practical application, analytical thinking, and competencies relevant to the curriculum.

A third dimension is classroom participation and engagement, where students' active involvement in class discussions, group activities, and other learning tasks signals a higher level of academic involvement (Adeyemi, 2019). Finally, consistency and progress highlight students' performance over time, measuring growth, improvement, and sustained academic achievement across school sessions (Eziamaka, Manafa, & Iheanacho, 2024).

Several interrelated factors determine the level of academic success among students. First, teacher effectiveness is paramount. A teacher's subject knowledge, pedagogical strategies, classroom management, and dedication directly influence how well students learn (Okeke & Olatunji, 2020). Teachers distracted by supplementary income activities, such as petty trading, often devote less time and energy to lesson preparation and student engagement, thereby reducing learning outcomes (Ajikere, 2024).

The learning environment also plays a critical role. Class size, availability of instructional materials, and adequacy of school facilities influence how students grasp lessons and apply knowledge (Eziamaka et al., 2024). Additionally, student-related factors, including motivation, study habits, health, and socio-economic status, contribute significantly to performance. Students from disadvantaged backgrounds may face barriers such as lack of study resources or inadequate parental support, affecting their academic outcomes (Adeyemi, 2019).

Furthermore, parental and community support strengthens performance by providing resources, monitoring attendance, and motivating students to remain focused on learning. Finally, curriculum and assessment practices also influence outcomes. A well-structured, relevant, and fairly administered curriculum enhances performance, while rigid or overloaded curricula may overwhelm learners (Adeniyi, 2021).

The implications of academic performance extend beyond individual learners to teachers, schools, and the broader educational system. First, it serves as an indicator of teaching quality, reflecting the extent to which teachers' methods, dedication, and competence produce positive results (Okeke & Olatunji, 2020). Student performance is also influenced by teachers' job dedication and satisfaction: dedicated and satisfied teachers tend to prepare lessons effectively, engage students actively, and provide timely feedback, leading to improved academic outcomes (Ajikere, 2024).

However, the effect of teachers' petty trading cannot be overlooked. When teachers allocate significant time to business ventures, classroom preparation and engagement may suffer. This reduction in instructional quality can hinder students' understanding and lower examination

performance (Eziamaka et al., 2024).

Student performance has policy and intervention implications. Monitoring and improving teacher welfare, ensuring timely payment of salaries, providing adequate teaching resources, and supporting teachers' professional development are critical strategies to enhance student achievement (Adeyemi, 2019).

Students' academic performance is a key measure of educational effectiveness, reflecting the interplay of teacher, student, and environmental factors. Its dimensions cognitive achievement, skill development, engagement, and progress highlight the multifaceted nature of learning outcomes. Teacher dedication, satisfaction, and focus are particularly important, as distractions such as petty trading can reduce instructional quality and hinder students' growth. Improving teacher welfare, strengthening learning environments, and fostering community support remain essential strategies for enhancing academic performance and ensuring educational success.

Theoretical Framework

This study is anchored on Maslow's Hierarchy of Needs Theory (1943), a psychological framework of human motivation which suggests that individuals are driven to satisfy needs arranged in a hierarchical order. These range from the most basic physiological needs to higher-level self-actualization needs. According to Maslow, human motivation follows a progressive pattern, where lower-order needs must be met before individuals can fully pursue higher-order aspirations (Maslow, 1943; Omolayo & Akinola, 2020).

The hierarchy is structured into five levels. The physiological needs include the basic requirements for survival, such as food, clothing, and shelter. Safety needs encompass personal security, financial stability, and stable employment. Social needs involve a sense of belonging, relationships, and social interactions, while esteem needs include recognition, respect, and self-worth. At the highest level are self-actualization needs, which represent the fulfillment of personal potential, creativity, and professional growth (Ajikere, 2024).

Applied to this study, Maslow's theory provides a lens to understand why teachers may engage in petty trading. In contexts where salaries are insufficient or irregular, teachers often prioritize the satisfaction of physiological and safety needs through supplementary income-generating activities (Adeyemi, 2019). When these fundamental needs remain unmet, teachers are more likely to focus on financial survival rather than professional responsibilities. This, in turn, can reduce job dedication and negatively influence their job satisfaction (Okeke & Olatunji, 2020).

Furthermore, Maslow's framework suggests that when lower-order needs dominate attention, higher-order needs-such as professional recognition, continuous learning, and self-actualization-are neglected. Consequently, teachers may show less commitment to professional growth, which can compromise teaching effectiveness and students' academic performance (Eziamaka, Manafa, & Iheanacho, 2024). Thus, Maslow's theory underscores the importance of meeting teachers' basic and security needs to enable them to achieve higher levels of professional fulfillment and educational delivery.

Empirical Review

The empirical review examines existing studies related to teachers' petty trading, job dedication, job satisfaction, and students' academic performance. Reviewing these works provides a foundation for understanding the interrelationships among these variables and highlights gaps that the present study seeks to address.

A number of studies have investigated the link between teachers' petty trading and job dedication. Akanbi (2019) found that teachers in public secondary schools who engage in petty trading tend to demonstrate lower classroom engagement due to the time and energy invested in supplementary activities. The study revealed that divided attention between teaching and trading negatively affects lesson preparation and classroom management. Similarly, Okoro (2020) reported that teachers involved in informal businesses often arrive late to school or leave earlier than expected, thereby reducing instructional time and disrupting the teaching process. The study emphasized that if not properly managed, petty trading compromises teachers' professional commitment. Umeokafor and Onyekwere (2018) added that teachers' engagement in income-generating activities is largely driven by financial constraints. Although such activities support livelihood, the researchers observed that excessive involvement results in stress, fatigue, and diminished classroom dedication. Collectively, these findings suggest that while petty trading may provide financial relief, it often undermines teachers' ability to remain fully committed to their professional responsibilities.

Scholars have also highlighted the close relationship between job dedication and job satisfaction. Ololube (2006) noted that teachers who demonstrate high levels of dedication are more likely to experience professional satisfaction, particularly when adequate resources, recognition, and career advancement opportunities are available. In contrast, Eze and Okoye (2019) observed that dissatisfaction with salaries and working conditions lowers teachers' dedication to teaching, thereby reducing classroom effectiveness and negatively influencing students' performance. Ogunleye (2017) reinforced this view, arguing that job satisfaction serves as a motivational force that sustains teachers' professional commitment. Teachers who feel fulfilled, recognized, and rewarded are more likely to maintain high levels of dedication to their work. These studies indicate that dedication and satisfaction reinforce each other, while dissatisfaction and poor working conditions undermine both.

The connection between teachers' petty trading and students' academic performance has also received empirical attention. Olayemi (2018) found that students in schools where teachers frequently engage in non-teaching activities, including petty trading, recorded lower levels of academic achievement. This was attributed to reduced instructional time, inadequate feedback, and limited teacher-student interaction. Similarly, Umar and Bello (2020) established a significant negative correlation between teachers' engagement in secondary businesses and students' performance in national examinations. Their study revealed that when teachers are preoccupied with income-generating ventures, the quality of lesson delivery is compromised. In a related study, the Global Academic Group (2019) pointed out that overcrowded classrooms and large student populations, when coupled with teachers' divided attention due to petty trading, contribute to poor classroom management and reduced academic achievement. These studies collectively highlight how economic activities undertaken by teachers, though often necessary for survival, can

indirectly undermine students' learning outcomes.

Finally, empirical evidence also demonstrates the relationship between job satisfaction and students' academic performance. Akinwale and Ojo (2017) observed that satisfied teachers are more likely to use effective teaching strategies, inspire students, and provide personalized attention, leading to improved student outcomes. Drawing from Maslow's and Herzberg's motivational principles, several studies confirm that when teachers' needs are adequately met, their job satisfaction increases, resulting in higher instructional quality and improved learning achievements. Conversely, Akpan (2016) found that dissatisfaction among teachers often manifests in absenteeism, low classroom engagement, and poor teacher-student interaction, all of which negatively impact students' academic performance. These findings underscore the importance of teachers' job satisfaction as a critical determinant of academic success.

The reviewed studies consistently reveal that teachers' engagement in petty trading, though motivated by financial necessity, has the potential to reduce job dedication and compromise students' academic performance. Furthermore, the research highlights the strong interconnection between job dedication and job satisfaction, both of which play a vital role in shaping teaching effectiveness and student achievement. However, while many of these studies explore isolated relationships among the variables, fewer have examined them collectively within a single framework. This gap underscores the need for further research into how petty trading, job dedication, and job satisfaction interact to influence students' academic performance, which forms the focus of the present study.

Research Methodology

The study adopts a descriptive survey research design. A survey design is considered appropriate because it enables the collection of data from a large population and facilitates the analysis of relationships among variables. It also allowed the researcher to make inferences about the phenomena under study without manipulating any variables. This design is particularly suitable for investigating teachers' petty trading, job dedication, job satisfaction, and students' academic performance simultaneously. To strengthen the design, correlational analysis was employed to determine the relationships among key variables, specifically the association between teachers' petty trading and job dedication, the link between job dedication and job satisfaction, and the effect of teachers' petty trading on students' academic performance. The population of the study comprises all public secondary school teachers and students in Cross River State. According to statistics from the Cross River State Ministry of Education (2025), there are 5,853 teachers and 160,020 students enrolled in public secondary schools across the state. This population is considered large and diverse, thus necessitating an appropriate sampling strategy to ensure representativeness. The sample size for the study consists of 400 teachers and 1,200 students. This represents about 8% of the teacher population and 2% of the student population, which is considered adequate to ensure representativeness while keeping the study manageable. To select the sample, a multi-stage sampling technique was adopted. In the first stage, six Local Government Areas (LGAs) were randomly selected from the 18 LGAs in Cross River State to ensure geographic spread. In the second stage, ten public secondary schools were randomly chosen from each of the selected LGAs, giving a total of 60 schools. In the third stage, teachers and students were selected using stratified random sampling. Stratification was based on teaching subjects for teachers and

class levels for students, ensuring that participants reflect the diversity of the population. The study employed two primary research instruments. The first is a structured questionnaire designed for teachers. The questionnaire collected data on teachers' involvement in petty trading, their level of job dedication, and their job satisfaction. Responses were measured using a 5-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The second instrument is students' academic records, which was obtained from school authorities. These records included students' results from the past three academic sessions and served as an objective measure of academic performance. To ensure validity of the instruments, the questionnaire underwent face and content validation by experts in educational management and research methodology. Their feedback was used to refine the items for clarity, relevance, and alignment with the research objectives. Necessary adjustments were made to improve the validity of the instrument before full administration. The reliability of the instruments was determined through a pilot study involving 40 teachers and 100 students drawn from schools not included in the main study. The data collected from the pilot were analyzed using Cronbach's Alpha method. A reliability coefficient of 0.70 was obtained and considered acceptable for internal consistency, thereby confirming the reliability of the instrument. Questionnaires were administered directly to the teachers in the selected schools, while students' academic records were retrieved from the school authorities with proper authorization. The data collection process lasted between four and six weeks to allow for follow-ups, clarifications, and retrieval of all administered instruments. For data analysis, both descriptive and inferential statistics were employed. Descriptive statistics, including mean, frequency, percentage, and standard deviation, were used to describe teachers' engagement in petty trading, levels of job dedication, and job satisfaction. Inferential statistics were applied to test the hypotheses. The Pearson Product Moment Correlation Coefficient (PPMC) was used to determine the relationships between teachers' petty trading, job dedication, and job satisfaction, as well as their impact on students' academic performance. Multiple regression analysis was applied to examine the predictive effect of teachers' petty trading and job dedication on students' academic performance. All hypotheses will be tested at the 0.05 level of significance to ensure statistical precision.

Data Presentation, Analysis and Interpretation

Table 4.1: Extent of Teachers' Engagement in Petty Trading in Public Secondary Schools

Item	SA	A	N	D	SD	Mean	Std. Dev
I engage in petty trading to supplement my income	120	180	40	40	20	3.80	0.92
I spend considerable time daily on petty trading activities	100	150	60	60	30	3.54	1.01
Petty trading sometimes interferes with my teaching schedule	40	3.27	1.08	80	140	50	90
My petty trading is a major source of livelihood support	110	160	50	60	20	3.68	0.95

I only engage in petty trading occasionally	70	100	80	100	50	2.97	1.12
Grand Mean	3.45						

The results in Table 1 reveal that teachers in public secondary schools in Cross River State engage in petty trading to a moderate extent. The highest mean score ($M = 3.80$, $SD = 0.92$) indicates that most teachers agree they engage in petty trading to supplement their income. Similarly, a considerable number of teachers affirmed that petty trading serves as a major source of livelihood support ($M = 3.68$). However, engagement levels appear lower in terms of frequency, as reflected in the mean score for occasional trading ($M = 2.97$).

The findings suggest that while petty trading is a common practice among teachers, its intensity varies. Many teachers rely on petty trading to cope with financial challenges arising from inadequate salaries, which aligns with earlier studies (Umeokafor & Onyekwere, 2018; Akanbi, 2019). However, the moderate grand mean ($M = 3.45$) shows that not all teachers are heavily involved, and the extent of trading is influenced by personal financial needs, workload, and individual coping strategies.

The data indicate that teachers' engagement in petty trading is significant enough to warrant attention, as it may affect classroom dedication and, consequently, students' academic outcomes.

Research Question 2: How does engagement in petty trading influence teachers' job dedication in public secondary schools in Cross River State?

Table 4.2: Influence of Petty Trading on Teachers' Job Dedication

Item	SA	A	N	D	SD	Mean	Std. Dev
My involvement in petty trading reduces the time I dedicate to lesson preparation	110	160					
	60	50	20	3.66	0.98		
Petty trading sometimes makes me arrive late or leave school early	120	150	50	60			
	20	3.68	1.01				
Trading activities leave me fatigued, reducing my classroom effectiveness	100	140	70				
	60	30	3.48	1.05			
I occasionally miss co-curricular or administrative duties due to trading	90	130	80				
	70	30	3.35	1.07			
Despite engaging in petty trading, I still remain dedicated to teaching	80	120	90				
	80	30	3.23	1.09			
Grand Mean	3.48						

The results in Table 2 demonstrate that teachers' engagement in petty trading negatively influences

their job dedication to a moderate extent. The highest mean ($M = 3.68$, $SD = 1.01$) indicates that many teachers agree trading activities cause them to arrive late or leave school early, thereby reducing instructional time. Similarly, reduced time for lesson preparation ($M = 3.66$) emerged as a strong concern, suggesting that income-generating activities often compete with professional responsibilities.

Fatigue from trading ($M = 3.48$) and occasional absenteeism from co-curricular or administrative duties ($M = 3.35$) further highlight the strain on dedication. Interestingly, some teachers maintained that they remain dedicated despite trading activities ($M = 3.23$), showing that personal discipline and time management may moderate the impact of trading.

The grand mean of 3.48 reflects a moderate but noticeable negative influence of petty trading on teachers' job dedication. This aligns with the findings of Akanbi (2019) and Okoro (2020), who reported that divided attention between teaching and trading compromises classroom management and teacher effectiveness.

The evidence suggests that while petty trading helps teachers supplement their income, it often undermines their professional dedication by reducing instructional time, lesson preparation quality, and energy levels, all of which may have downstream effects on student learning.

Research Question 3: What is the relationship between teachers' job dedication and job satisfaction in public secondary schools in Cross River State?

Table 3: Pearson Correlation between Teachers' Job Dedication and Job Satisfaction

Variables	Job Dedication	Job Satisfaction
Job Dedication	1.000	0.72
Job Satisfaction	0.72	1.000

The results in Table 3 indicate a strong positive correlation ($r = 0.72$, $p < 0.05$) between teachers' job dedication and job satisfaction. This implies that teachers who are more dedicated to their professional duties are more likely to experience higher levels of satisfaction in their jobs. Conversely, teachers who are dissatisfied with their work due to factors such as inadequate remuneration, lack of recognition, or poor working conditions tend to exhibit lower levels of job dedication.

The upward trend in the scatterplot further supports this observation, showing that increases in job dedication correspond to increases in job satisfaction. This finding aligns with the studies of Ololube (2006) and Ogunleye (2017), which emphasized that job dedication and satisfaction are mutually reinforcing. Dedicated teachers derive a sense of fulfillment and recognition from performing their duties effectively, while satisfied teachers are motivated to maintain high levels of professional commitment.

The evidence suggests that policies and interventions aimed at enhancing teachers' satisfaction through fair remuneration, recognition, and conducive work environments are likely to foster higher job dedication, which in turn can positively influence teaching effectiveness and student outcomes.

Research Question 4: How does teachers' engagement in petty trading affect students' academic performance in public secondary schools in Cross River State?

Table 4: Relationship between Teachers' Petty Trading and Students' Academic Performance

Variables	Mean	Std. Dev	Remark
Teachers' petty trading	3.48	0.95	Moderate engagement
Students' academic performance	2.91	0.88	Average performance

Correlation Analysis:

Variables	Students' Academic Performance
Teachers' Petty Trading	-0.61

The results in Table 4 indicate that teachers' engagement in petty trading has a moderate prevalence ($M = 3.48$) among public secondary school teachers in Cross River State. The mean score for students' academic performance ($M = 2.91$) suggests that performance is average but could be influenced by teachers' professional engagement.

The Pearson correlation coefficient ($r = -0.61$, $p < 0.05$) shows a strong negative relationship between teachers' petty trading and students' academic performance. This implies that higher involvement in petty trading by teachers is associated with lower student achievement. The downward trend in the scatterplot reinforces this finding, demonstrating that as teachers devote more time and energy to income-generating activities, students' academic outcomes tend to decline.

These findings align with previous studies, such as Olayemi (2018) and Umar and Bello (2020), which reported that teachers' preoccupation with non-teaching activities reduces instructional time, feedback, and attention given to students. Consequently, students' understanding of subject matter and overall learning outcomes are negatively affected.

The data suggest that while petty trading may serve as a necessary financial supplement for teachers, it has unintended adverse effects on classroom engagement and students' academic performance. Educational policymakers and school administrators need to consider interventions that reduce the necessity for teachers to rely heavily on supplementary income while maintaining high levels of instructional quality.

Hypotheses Testing

Hypothesis 1 (Ho1): Teachers' engagement in petty trading has no significant effect on their job dedication in public secondary schools in Cross River State.

Table 5: Pearson Correlation Analysis of Teachers' Petty Trading and Job Dedication

Variables	Job Dedication	Teachers' Petty Trading
Job Dedication	1.000	-0.57
Teachers' Petty Trading	-0.57	1.000

The results in Table 5 reveal a negative correlation ($r = -0.57$, $p < 0.05$) between teachers' engagement in petty trading and their job dedication. This indicates a moderately strong inverse relationship, meaning that as teachers' involvement in petty trading increases, their level of job dedication tends to decrease.

The scatterplot further illustrates this trend, showing that teachers who devote substantial time and energy to petty trading are more likely to exhibit lower commitment to lesson preparation, classroom management, and professional responsibilities. These findings are consistent with previous studies (Akanbi, 2019; Okoro, 2020; Umeokafor & Onyekwere, 2018), which emphasized that excessive engagement in non-teaching activities can compromise teachers' focus and dedication.

Since the p-value is less than 0.05, the correlation is statistically significant. Therefore, the null hypothesis (Ho1), which states that teachers' engagement in petty trading has no significant effect on their job dedication, is rejected. This implies that petty trading is a significant factor influencing teachers' professional commitment, with higher engagement in trading associated with lower job dedication.

Hypothesis 2 (Ho2): There is no significant relationship between teachers' job dedication and job satisfaction in public secondary schools in Cross River State.

Table 6: Pearson Correlation Analysis of Teachers' Job Dedication and Job Satisfaction

Variables	Job Dedication	Job Satisfaction
Job Dedication	1.000	0.72
Job Satisfaction	0.72	1.000

The results in Table 6 indicate a strong positive correlation ($r = 0.72$, $p < 0.05$) between teachers' job dedication and job satisfaction. This suggests that teachers who are more dedicated to their professional duties are likely to experience higher job satisfaction. Conversely, teachers with low job satisfaction—due to factors such as poor remuneration, lack of recognition, or inadequate

teaching resources-tend to demonstrate lower levels of dedication.

The scatterplot further illustrates this relationship, showing a clear upward trend where increases in job dedication correspond to increases in job satisfaction. This finding aligns with previous studies (Ololube, 2006; Ogunleye, 2017; Eze & Okoye, 2019) which established that job dedication and satisfaction are mutually reinforcing. Dedicated teachers feel a sense of fulfillment and motivation, while satisfied teachers are more likely to invest time and effort into their teaching responsibilities.

Given that the p-value is less than 0.05, the correlation is statistically significant. Therefore, the null hypothesis (Ho2), which states that there is no significant relationship between teachers' job dedication and job satisfaction, is rejected. This confirms that a meaningful, positive relationship exists between job dedication and satisfaction, highlighting the importance of supportive work conditions and teacher motivation in enhancing professional commitment.

Hypothesis 3 (Ho3): Teachers' engagement in petty trading has no significant effect on students' academic performance in public secondary schools in Cross River State.

Table 7: Pearson Correlation Analysis of Teachers' Petty Trading and Students' Academic Performance

Variables	Students' Academic Performance	Teachers' Petty Trading
Students' Academic Performance	1.000	-0.61
Teachers' Petty Trading	-0.61	1.000

The results in Table 7 reveal a strong negative correlation ($r = -0.61$, $p < 0.05$) between teachers' engagement in petty trading and students' academic performance. This indicates that higher levels of teachers' involvement in petty trading are associated with lower student achievement. Teachers who spend substantial time and energy on income-generating activities often have less time for lesson preparation, classroom interaction, and providing feedback, which negatively affects student learning outcomes.

The scatterplot confirms this inverse relationship, showing a clear downward trend: as teachers' petty trading increases, students' academic performance declines. These findings align with prior studies (Olayemi, 2018; Umar & Bello, 2020; Global Academic Group, 2019), which highlighted that non-teaching engagements by teachers reduce instructional quality and classroom effectiveness, ultimately impacting students' results in examinations and assessments.

Since the p-value is less than 0.05, the correlation is statistically significant. Therefore, the null hypothesis (Ho3), which states that teachers' engagement in petty trading has no significant effect on students' academic performance, is rejected. This finding underscores the need for interventions that minimize excessive non-teaching commitments among teachers while ensuring that students receive optimal instructional support.

Discussion of the Findings

The study investigated the relationships among teachers' engagement in petty trading, job dedication, job satisfaction, and students' academic performance in public secondary schools in Cross River State. The findings provide insights into the extent of teachers' involvement in supplementary income activities and the implications for professional commitment and student outcomes.

The first research question examined the extent of teachers' engagement in petty trading. The results revealed a moderate level of engagement, with many teachers indicating that petty trading serves as a necessary means of supplementing their income and supporting their livelihoods. This finding aligns with Umeokafor and Onyekwere (2018), who noted that financial pressures, such as low salaries and delayed payments, compel teachers to seek additional income through informal business activities. While petty trading provides economic relief, the data suggest that the frequency and intensity of engagement vary, depending on personal financial needs, workload, and time management.

The second research question and Hypothesis 1 explored the effect of teachers' petty trading on job dedication. Correlation analysis indicated a moderately strong negative relationship ($r = -0.57$, $p < 0.05$), confirming that higher engagement in petty trading is associated with reduced professional commitment. Teachers reported that time spent on trading reduces the hours available for lesson preparation, classroom interaction, and participation in school activities. These findings are consistent with Akanbi (2019) and Okoro (2020), who observed that involvement in non-teaching activities compromises instructional quality, reduces classroom engagement, and increases fatigue. Therefore, petty trading, while economically necessary for teachers, has unintended consequences for their dedication to professional responsibilities.

The relationship between job dedication and job satisfaction was addressed through the third research question and Hypothesis 2. The results showed a strong positive correlation ($r = 0.72$, $p < 0.05$), indicating that teachers who are more dedicated to their work are more likely to experience higher job satisfaction. Conversely, dissatisfaction with salaries, recognition, or work conditions can diminish commitment. This finding supports Ololube (2006) and Ogunleye (2017), who emphasized that job satisfaction and dedication are mutually reinforcing. Teachers who feel fulfilled and recognized are motivated to maintain high levels of professional engagement, whereas dissatisfaction can undermine commitment and reduce instructional effectiveness.

The fourth research question and Hypothesis 3 examined the effect of teachers' petty trading on students' academic performance. A strong negative correlation ($r = -0.61$, $p < 0.05$) was observed, indicating that greater engagement in petty trading corresponds with lower student achievement. Teachers' preoccupation with income-generating activities reduces instructional time, feedback provision, and classroom guidance, which are crucial for students' learning. These findings corroborate studies by Olayemi (2018) and Umar and Bello (2020), who reported that students in schools with teachers frequently engaged in non-teaching activities tend to perform poorly academically.

The study highlights a chain of relationships: teachers engage in petty trading primarily due to

financial necessity, which negatively affects job dedication. Reduced dedication, in turn, influences job satisfaction and classroom effectiveness, ultimately impacting students' academic performance. The findings are also supported by Maslow's Hierarchy of Needs Theory, which posits that unmet physiological and safety needs may lead teachers to prioritize income-generating activities over professional growth and self-actualization. Unless basic needs are adequately addressed, higher-order needs such as professional fulfillment and commitment may be compromised, affecting both teacher performance and student outcomes.

While petty trading serves as an economic coping mechanism for teachers, it presents significant challenges to maintaining high levels of job dedication, satisfaction, and student achievement. The findings underscore the importance of addressing teachers' financial and professional needs to enhance instructional quality and educational outcomes in public secondary schools.

Conclusion

This study examined the relationships among teachers' engagement in petty trading, job dedication, job satisfaction, and students' academic performance in public secondary schools in Cross River State. The findings indicate that teachers engage in petty trading primarily as a response to financial pressures, including inadequate salaries, delayed payments, and the rising cost of living. While these activities provide economic relief, they have notable implications for professional performance and student outcomes.

The study revealed that engagement in petty trading negatively affects teachers' job dedication. Teachers who divide their attention between classroom responsibilities and income-generating activities demonstrate reduced commitment to lesson preparation, classroom management, and participation in school activities. This reduced dedication is linked to lower job satisfaction, highlighting the interdependence between professional commitment and personal fulfillment.

Furthermore, the study established a negative relationship between teachers' petty trading and students' academic performance. Excessive involvement in non-teaching activities reduces instructional time, feedback, and guidance, which adversely impacts students' learning outcomes. In addition, the positive correlation between job dedication and job satisfaction suggests that policies and interventions that enhance teacher motivation, recognition, and work conditions can strengthen professional commitment and, consequently, improve student performance.

While petty trading serves as a necessary financial coping strategy for teachers, it has unintended consequences for instructional quality, professional fulfillment, and student achievement. Addressing the underlying financial and professional needs of teachers is essential for ensuring high levels of job dedication, job satisfaction, and optimal academic outcomes in public secondary schools.

Recommendations

Based on the findings of this study, it is evident that teachers' engagement in petty trading significantly affects their job dedication, job satisfaction, and students' academic performance. Consequently, a range of strategies is recommended to mitigate these challenges and enhance

educational outcomes in public secondary schools in Cross River State.

At the policy level, government and educational policymakers should prioritize improving teachers' remuneration and ensuring the timely payment of salaries. Adequate financial compensation would reduce teachers' reliance on petty trading as a necessary means of supplementing income. In addition, introducing financial incentives, allowances, and welfare support would motivate teachers and enhance overall job satisfaction. Improving working conditions, including providing sufficient teaching resources, creating conducive classroom environments, and managing teacher workloads, would further support teachers' professional commitment and effectiveness.

School administrators also have a critical role to play. Monitoring teachers' engagement in non-teaching activities can help ensure that classroom responsibilities remain a priority. Schools should foster professional development by organizing workshops, seminars, and training programs to enhance teachers' instructional skills, boost confidence, and reinforce dedication to teaching. Recognition systems, such as awards, promotions, and positive feedback, can further motivate teachers and strengthen their sense of fulfillment in the profession.

Teachers themselves are encouraged to adopt effective time management strategies to balance income-generating activities with their teaching responsibilities. Engaging in continuous professional development and collaborating with colleagues can improve teaching effectiveness, reinforce job dedication, and increase satisfaction. By prioritizing classroom engagement while responsibly managing personal financial needs, teachers can maintain high standards of instructional delivery.

Furthermore, parents and the broader community can support the teaching and learning process by recognizing teachers' professional efforts and providing additional learning resources. Active collaboration with school authorities to monitor student performance and offer guidance where necessary can mitigate the potential adverse effects of teachers' divided attention on students' academic outcomes.

Reducing the negative impact of petty trading on teaching effectiveness requires a coordinated effort from policymakers, school administrators, teachers, and the community. Addressing financial, professional, and motivational needs will enhance teachers' job dedication and satisfaction, creating a more supportive learning environment and improving students' academic performance in public secondary schools.

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