

TITLE PAGE

**TEACHERS SELF-EFFICACY BELIEFS AND JOB
SATISFACTION AS CORRELATES OF THEIR
JOB INVOLVEMENT IN SECONDARY SCHOOLS
IN SOUTHEAST NIGERIA**

BY

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APPROVAL PAGE

This dissertation has been approved for the Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka for the award of Doctor of Philosophy Degree (Ph.D) in Vocational Guidance and Counselling.

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CERTIFICATION

I certify that I am responsible for the work submitted in this dissertation, that the work was done by me and belongs to me accordingly, except as specified in the acknowledgements and references. This dissertation is personal and has not been submitted to this university or any other institution in part or in whole for the award of a degree or any other academic qualification and or certificate.

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DEDICATION

This dissertation is dedicated to my husband,
Dr. Ikechukwu Okafor,
and my children.

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The researcher's profound gratitude goes to God Almighty, who in His infinite love and tender mercies gave her the stamina to finish this work. There were times she felt like discontinuing, but His grace was there to strengthen her.

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ABSTRACT

The study sought to investigate teachers' self-efficacy beliefs and job satisfaction as correlates of their job involvement in secondary

schools in southeast Nigeria. Nine research questions and six hypotheses guided the study. The study adopted correlational survey design. The population of the study was made up of 25,463 secondary school teachers. A sample of 1,800 secondary school teachers was obtained for the study through multi-stage method. Three instruments already validated namely, Self-efficacy Beliefs Scale (SEBS), Job Involvement (JI) and Minnesota Satisfaction Questionnaire (MSQ) were used for data collection. Aggregate scores were used to answer research questions one to three, while research questions four to nine were answered using Pearson Product Moment Correlation Co-efficient. The six null hypotheses were tested at $P < 0.05$ level of significance using t-test of correlation. The findings of this study among other things are that: there is a high negative relationship existing between teachers' self-efficacy beliefs and their job involvement and high positive relationship existing between teachers' job satisfaction and their job involvement. Consequent upon the findings, some recommendations made included (1) Government should put more resources in the institutions concerned in the training of teachers. (2) The government should organize seminars and workshops aimed at helping the teachers to have the requisite skills and knowledge needed for adequate job-involvement.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Secondary school education occupies a very critical place in the Nigerian educational system. It serves as the link between the primary and tertiary levels; and is in fact the pivot on which higher education is built. According to the Federal Government of Nigeria (2004), the broad goals of secondary education shall be to prepare the individual for useful living within the society and for higher education. Laudable and promising as these goals are, their realization lies in the hand of teachers.

The teacher is the key-man in the entire education programme. He is the vehicle through which the subject matter is presented to the students. In fact, the teacher's role as the facilitator of education programme cannot be overemphasized. It is the teacher who interprets and implements the policy as stated in the school curriculum, which is designed to actualize educational goals. Akinpelu (2005) saw the teacher as being of great importance in the success or failure of any and every innovation in education, while Atanda and Lamed (2006) regard the teacher as a professional who imparts skill, knowledge, information and attitude, among others to the learner.

He is essential for the effective functioning of educational system and for improving quality of learning process. The teacher plays a crucial role in constructing the personality of his students. No wonder Olube (2006) described teachers as the important group of professionals for our nation's future.

This central role of the teacher makes his job involvement very important because the entire edifice of education will be shaky if it is weak and ineffective. Job involvement according to Edmund (2015) is the psychological and emotional extent to which you participate in your work, profession and company beyond simply punching in, performing your tasks and punching out. It is also said to be the degree to which an employee is engaged in and enthusiastic about performing their work. Rubina (2004) further defined job involvement as the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization. The quality of educational process and its products is unquestionably affected by the teachers' job involvement. It thus follows that effective job involvement of teachers is a must for educational improvement, which the nation is striving hard to bring about. Mahar (2004) recognized the importance of teachers' job involvement and noted that teachers were principal instruments in awakening the child to cultural values, in preparing him or her for later professional training and helping him adjust normally to his environment.

Teaching is one of the most significant professions in the world. It is the base of all other professions as well as the platform where significant socialization of the students takes place. As a profession, it involves a complex work environment and is also demanding as well as challenging. Ciwar (2007) described teaching as a specialized discipline with a body of skills, knowledge and orientations best fit for the moulding and formation of human character, intellect and capabilities.

Teachers are rarely provided with resources they need to meet the high demands and expectations placed on them. For the teacher to be able to do well in planning, developing and implementing the curriculum in schools, that is, having effective job involvement he must know and trust himself and believe in his potentials. He must also be satisfied with his profession or job. To this end, Capara, Barbaranelli, Steca and Malone (2006) noted that the satisfactions teachers draw from their profession affect their job motivation and job involvement. Shubba (2000) opined that the extent to which an employee's desires or needs are met by the organization determines his work behaviour. It was also observed that how employees feel about their work and results they receive from it directly influence their performance and job satisfaction (Millian & Czaplewski, 2008).

In the nation's educational institutions, teachers' self-efficacy beliefs and job satisfaction are necessary constructs for the

teachers' realization of the objectives and aims of National Policy on Education. This is because, except teachers believe that they are capable of performing their work, they cannot perform even when they possess the requisite skills. Likewise, when teachers are not satisfied, they will not be motivated to carry out their duty. But if the teachers believe in their abilities and are as well given incentives (for them to be satisfied), there are may be adequate job involvement leading to the actualization of the broad goals of secondary education.

In the same vein, in guidance and counselling, there is need for the practicing guidance counsellors to believe in themselves and be provided for. This will likely make them put more effort in their guidance and counselling job.

Self-efficacy beliefs according to Bandura in Pajares (2009) is peoples' judgment of their capabilities to organize and execute causes of action required to attain a designated types of performances. Arnold (2006), further defined the term as the belief that one has the power to produce competence. Hutchson (2006), defined self-efficacy beliefs as the thought or ideas people hold about their ability to perform those tasks necessary to achieve a desired outcome. This would imply that the beliefs teachers in secondary schools have in their capabilities to do the teaching work might affect their level of job involvement (job performance) which

is a measure of how well or how badly somebody does his work or task before him (Onyebuchi, 2010).

Job satisfaction is the degree to which people like their jobs (Rocca & Kostanski in Ghazi 2012). Rotherman and Coetzer (2002) defined job satisfaction as the reaction to a job arising from what an individual seeks in a job in comparison with the actual outcomes that the job provides to the individual. Job satisfaction was also defined by Anyaogu and Nzegbulem (2013) as the pleasurable or positive emotional state resulting from the appraisal of one's job experiences.

In Nigeria, secondary school provides education that prepares the students for useful living within the society and for higher education. A sound secondary education is therefore pivotal to a meaningful development of our youths who are the leaders of tomorrow. However, the realization of this objective of secondary education rests in the hands of the secondary school teachers and as such makes the roles or duties of teachers indispensable. These roles and responsibilities of teachers which will include instructional planning, managing of students' behaviours, interacting with teachers, administrators, working with parents, community service and educational innovations, among others, are so demanding and have continued to increase in both complexity and accountability.

Considering these job roles of the teacher and the continued emergence of new conditions and challenges, the secondary school

teacher needs to master himself, that is, know his abilities and as well be provided with enabling environment to perform his duty. In other words, he needed an environment that encourages his active involvement in his job. Nwagbara (2013) pointed out that in Nigeria the educational system requires innovative, creative and well-educated teachers with the correct attitude and approach towards their jobs. She also opined that these teachers must have a clear perception of their roles and capabilities.

Nwagbara further stated that the teachers must be given appropriate remuneration to keep them on the job happily. Keeping teachers happy on their job might lead to job satisfaction and probably increase in productivity, resulting most likely from their job involvement. Ogun and Okala (2007) supporting the need for good environment for teachers were of the view that the government should improve the working conditions of teachers to enable them give out the best of their services. A well-motivated teacher will likely give quality service to benefit his or her students. In as much as the teachers, knowing their abilities and having the enabling environment is of great essence, such factor as gender play a great role in determining the teachers' job involvement. This is because some people, somehow tend to put more effort in their work than others.

In Nigerian schools, particularly secondary schools where this study was carried out, most secondary school teachers seem to be

no longer committed and dedicated to their job (teaching). Supporting this view, Olaleye (2011) noted that teachers lacked dedication to work. They are not enthusiastic about teaching anymore. Some of them, according to Meador (n.d) are in the profession just to draw a pay cheque. Dedication and commitment are functions of self-efficacy beliefs and job satisfaction, and so the teacher who felt that the school was not conducive for him might not be dedicated and committed to his job.

The researcher who is a secondary school teacher also observed that the situation on ground in public secondary schools in the country does not to some extent encourage the teachers to perform their work as would be expected. In the nation's secondary schools, there is hardly such staff development programmes as older teachers (in terms of experience) teaching and younger ones watching them and vice versa. Even the entire tutorial staff are rarely brought together for teaching on lesson plan and classroom activities. Such things if done might boost the self-efficacy beliefs of the teachers and most likely their job satisfaction leading to adequate job involvement. But because they are hardly practiced, teachers (especially male teachers) find it difficult planning the lessons and not writing lesson notes as well as not entering the classrooms with lesson notes. Some teachers, (mostly females) who write notes, do so, may be to have something to present to supervisors. On this viewpoint, Halilu

(2001), inputs that some teachers make inadequate preparation for their lessons. Among the groups that write their lesson notes, what they do as the case may be is what the researcher might call 'recycling' of the lesson note. It is not surprising that a teacher, for instance, who managed to write the scanty note of lesson in 2007 could be using it till date. What he does is simply transferring contents of the old one into the new one, changing the dates.

As a follow-up, a large number of teachers find themselves faced by circumstances, which they believe, forced them to do their job badly. These circumstances include poor physical working conditions and lack of other educational resources. This weakens the teachers' morale and might lead to little or no research being carried out in any of the topics in the subjects, which some of these teachers have taught for six (6) years (and research is very important especially in science subjects). This perhaps means that the amount of new information or new discoveries made and given to the students will be scanty or limited. In some cases (especially in the senior classes), the students indirectly do the researches as assignments. Asiabaka and Mbakwem (2008) asserted that the cumulative effects of poor facilities result in poor motivation and low morale of teachers, which result in low quality of work.

The teachers (however, some of them) are found not to be eager in covering their scheme of work for each term. Accordingly, in 2001, Ibrahim noted that teachers lack adequate coverage of

expected curriculum content. Perhaps, this is why it is not surprising that they attend school and classes late. There are some schools where teachers will not be attending school until when it is about two or one week to examinations.

Noticed among secondary school teachers is that they have negative attitude towards teaching, if not, why should a teacher get upset at the least provocation to the point of deciding not to go to the class that made him get upset? Shehu and Yakubu (2001) asserted that most teachers develop negative attitudes to their lessons and students. Some other teachers do not mind the classroom situation while delivering their lesson. There might be noise in the class or that the sitting arrangements of the students are not good enough for effective learning, the teacher would not be bothered.

Considering the above scenario, the extent secondary school teachers have been involved in their teaching job may not be said to be satisfactory. This is particularly disturbing when it was realized that one of the broad goals on the National Policy on Education as earlier mentioned is to prepare the individual for useful living within the society and for higher education. The enormous importance universally attached to education, particularly at secondary school level, has continued to attract many researches aimed at examining certain variables that affect teachers' performance (job involvement).

Researchers abroad have long been interested in self-efficacy beliefs of teachers, job satisfaction and their teaching work and so a number of studies have been done in this area. For example, Chacon (2005), and Woolfolk Hay and Davis (2006) in their studies found out that self-efficacy beliefs of teachers have effect on their classroom management as well as performance and motivation. Hussin (2011) found out in a study that there exists a positive relationship between job satisfaction components and job-performance. Despite that, much have been done on self-efficacy beliefs of teachers, job satisfaction and their teaching work abroad, it seems that no research had been carried out in Nigeria on self-efficacy beliefs of teachers and their job satisfaction in relation to their teaching work. The researcher was attracted to critically explore this area, hence the need for the present study, which aims at investigating teachers' self-efficacy beliefs and job satisfaction as correlates of their job involvement in secondary school in southeast Nigeria.

Since this study seems not to have been carried out in secondary schools in the country and teachers' job involvement or teacher factor has always been judged by students' academic achievements, it implies that a gap in knowledge exists, which needs to be empirically filled through research studies hence, the justification for this study. In other words, there is the need to carry out the study at the secondary school level of education in

other to establish the facts, whether or not teachers' self-efficacy beliefs and their job satisfaction have relationship with their job involvement.

Statement of the Problem

In Nigeria, there have been incessant complaints and comments from stakeholders that teachers (especially in public secondary schools), no longer perform their work with enthusiasm. The researcher who incidentally is a secondary school teacher observed that some of the teachers find it difficult spending time to fashion out ways to enhance their performance in the class. They seem to have lost the zeal for the profession.

Teachers' self-efficacy beliefs can either enhance or retard the teachers' accomplishments or performance. Job satisfaction can bring about improvement in teachers' performance as it can lead to positive behaviours. However, often times, such opportunities that could boost the self-efficacy beliefs of the teachers and as well bring about their job satisfaction are not provided. For instance, conferences, workshops and seminars that may boost the self-efficacy beliefs of the teachers and lead to their job satisfaction are not organized regularly. This weakens the teachers.

As a result of the above scenario, most of the teachers lacked commitment and dedication to their job (teaching). Dedication and

commitment to work are functions of self-efficacy beliefs and job satisfaction, therefore the teacher who felt that the school was not conducive for him might not be dedicated and committed to his job. There is therefore the need to find out whether teachers' self-efficacy beliefs and job satisfaction are correlates of their job involvement in secondary schools in southeast Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the relationship among teachers' self-efficacy beliefs, job satisfaction and their job involvement in secondary schools in southeast Nigeria.

Specifically, the study sets out to determine:

1. The self-efficacy beliefs scores of secondary school teachers.
2. The job satisfaction scores of secondary school teachers.
3. The job involvement scores of secondary school teachers.
4. The relationship between self-efficacy beliefs scores and job involvement scores of secondary school teachers.
5. The relationship between job satisfaction scores and job involvement scores of secondary school teachers.
6. The relationship between self-efficacy beliefs scores and job involvement scores of male secondary school teachers.
7. The relationship between job satisfaction scores and job involvement scores of male secondary school teachers.

8. The relationship between self-efficacy beliefs scores and job involvement scores of female secondary school teachers.
9. The relationship between job satisfaction scores and job involvement scores of female secondary school teachers.

Significance of the Study

The findings of this study will be beneficial to many people such as teachers, researchers, and counsellors among others. It will yield empirical data, which will serve as a pool of data for persons that will be involved in this type of study when kept in the library. This study would be very useful to future researchers who may want to conduct their works on similar areas. The data generated from this work will form base-line data for their work.

The secondary school teachers will benefit from the findings of this study. This is because as the government addresses the issues affecting their job satisfaction, they will be better off and will be motivated to carry out their duties with commitment.

Both parents and students will equally benefit from the findings of this study. When teachers' needs are met and an enabling environment provided for them to carry out their work, it is likely they will be committed and dedicated to their work. This will lead to improved teaching and a better academic achievement by the students.

The findings of this study may lead policy makers to making policy that will ensure that the would-be (pre-service) teachers are adequately prepared for their profession. This will make them well equipped to face the challenges of their profession better when they start teaching. Likewise, the policy makers can also make policies to take care of the in-service teachers' professional development and well-being. For instance, the in-service teachers might be granted the opportunity of traveling outside the country for workshops, seminars and conferences. They might even be given car loans.

Guidance and counselling consultants stand to gain from this work. The findings of this study will be a guide to them in their practice. For instance, their understanding that one's action, thinking and feelings are shaped by one's self-efficacy beliefs, will help them to seek better ways and means of handling each client.

Finally, the findings of this study will be a guide to managers of schools. Post Secondary Schools Management Board will be able to know areas they can organize workshops and motivational strategies to help teachers in their self-efficacy beliefs, self-concept and self-esteem; thereby assisting the teachers to increase their job involvement.

Scope of the Study

This study covered teachers' self-efficacy beliefs and job satisfaction as correlates of their job involvement in secondary schools in southeast Nigeria. It investigated the teachers' self-efficacy beliefs and their performance in the class as well as general job satisfaction.

Research Questions

The following research questions were formulated to guide the study.

1. What are the self-efficacy beliefs scores of secondary school teachers in southeast Nigeria?
2. What are the job satisfaction scores of secondary school teachers in southeast Nigeria?
3. What are the job involvement scores of secondary school teachers in southeast Nigeria?
4. What type of relationship exists between self-efficacy beliefs and job involvement of secondary school teachers in southeast Nigeria?
5. What type of relationship exists between job satisfaction and job involvement of secondary school teachers in southeast Nigeria?

6. What is the relationship between self-efficacy beliefs and job involvement of male secondary school teachers in southeast Nigeria?
7. What is the relationship between job satisfaction and job involvement of male secondary school teachers in southeast Nigeria?
8. What is the relationship between self-efficacy beliefs and job involvement of female secondary school teachers in southeast Nigeria?
9. What is the relationship between job satisfaction and job involvement of female secondary school teachers in southeast Nigeria?

Hypotheses

The following null hypotheses were postulated for the study and were tested at 0.05 level of significance.

1. There is no significant relationship between self-efficacy beliefs scores and job involvement scores of secondary school teachers in southeast Nigeria.
2. There is no significant relationship between job satisfaction scores and job involvement scores of secondary school teachers in southeast Nigeria.

3. The relationship existing between self-efficacy beliefs scores and job involvement scores of male teachers is not significant.
4. The relationship existing between job satisfaction scores and job involvement scores of male teachers is not significant.
5. The relationship existing between self-efficacy beliefs scores and job involvement scores of female teachers is not significant.
6. The relationship existing between job satisfaction scores and job involvement scores of female teachers is not significant.
7. Teachers' self-efficacy beliefs and job satisfaction joined together is not significant correlate of their job involvement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of literature related to the study was done. The review was presented under the following subheadings:

Conceptual Framework

Self-efficacy

Self-efficacy beliefs

Job involvement

Job satisfaction.

Theoretical Framework

Theories of Self-Efficacy Beliefs:

Social Learning/Social Cognitive Theory

Self-Concept Theory

Theories of Job Satisfaction:

Motivation-Hygiene Theory (Two-factor theory)

Affect Theory

Theories of Job Involvement:

Hierarchy of Needs Theory

Equity Theory

Theoretical Studies

Sources of Self-Efficacy Beliefs

Effects of Self-Efficacy Beliefs

Self-Efficacy Beliefs and Job Involvement

Factors that Influence Job Satisfaction

Empirical Studies

Self-Efficacy Beliefs and Job Involvement

Self-Efficacy Beliefs and Gender

Job Involvement and Gender

Job Satisfaction and Job Involvement

Job Satisfaction and Gender

Summary of Literature Review

Conceptual Framework

Concept of Self-Efficacy

Self-efficacy has been defined in various ways by different individuals. Self-efficacy is a kind of self-confidence (Kanter, 2006) as well as an individual's level of confidence in and belief about one's capabilities to successfully carry out courses of action, perform and accomplish given tasks, and attain desired performance outcomes (Betz & Taylor, 2001; Nasdele & Pinter, 2000). Bandura, in Nasta (2007) described it as a cognitive

structure created by the cumulative learning experiences in a person's life.

It is the individual's judgment or belief concerning how successfully he will be in handling difficult cases he is likely to face in the future (Senemoğlu, 2005). Seifert (2004) was of the opinion that self-efficacy is a construct synonymous with confidence. Self-efficacy is also seen as the confidence that "I can as against helplessness, which is the feeling that I cannot" (Stipek 2002).

Considering the definitions so far stated, the construct would mean having trust in one's ability to do things and be successful. It is the idea that "I can do a thing" as opposed to "I cannot". The individual is of the view that he can carry out a given task to completion. It also can be said to refer to one's perceived ability to carry out or perform a given task in order to reach a desired goal.

Concept of Self-Efficacy Beliefs

Self-efficacy beliefs are thoughts or ideas people hold about their ability to perform those tasks necessary to achieve a desired outcome (Hutchison, Follman, Sumpter & Bordner, 2006). The beliefs held by the individual about his efficacy or competence are stated in the concept of self-efficacy, hence self-efficacy beliefs. Self-efficacy beliefs can be said to be the opinions individuals have concerning their abilities to carry out their work or any engagement successfully. It is the believing in oneself to bring about change

either positively or negatively in any given situation. This is an indication that a person's self-efficacy beliefs can lead to either successful completion of work or failure in completing the works, depending on one's level of self-efficacy beliefs.

Self-efficacy beliefs of teachers would mean the beliefs of teachers as related to their capabilities to produce an effect on the students' learning. It is all about the beliefs of these teachers in their potentials to bring about learning in both fast learning and slow learning students. It also concerns the teacher's judgment of his capabilities to bring about the desired outcome of students' learning as they go about their teaching job, even among students who might be difficult.

Concept of Job Satisfaction

Job satisfaction or employee satisfaction has been defined in many different ways. Due to its popularity within the field of occupational and organizational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. According to Sempene, Rieger and Roodt (2002) job satisfaction is the result of individuals' perception and evaluation of their job influenced by their own unique needs, values and expectations, which they regard as being important to them. Hulin and Jude (2003) noted that job satisfaction includes multidimensional psychological responses to an individual's job,

and that these personal responses have cognitive (evaluative), effective (or emotional), and behavioural components. Charlie (2010) submits that job satisfaction is proportional to the feelings of happiness and commitment in the minds of employees about their job.

Job satisfaction is also defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values, and is also the extent to which people like (satisfaction) or dislike (dissatisfaction) their job (Wikipedia, 2015). The term also refers to the fulfillment acquired by experiencing various job activities and rewards (Peretonode in Anyaogu & Nzegbulem, 2013). Falkenburg and Schyns (2007), in their own opinion, see job satisfaction as a result of behavioural cycle; it can be seen as a cause of behaviour, or it can be seen as part of a regulation system in which an evaluation of results leads to decision concerning whether or not change are made. A further definition of job satisfaction is that it is a sense of the workers appraisal of the extent to which the work environment fulfills the individuals' needs (Dawis and Logquist, 1984). It is the individuals' feeling concerning his or her work, which can be affected by a multitude of factors.

Ivancervich and Matterson (2002) believe it is an individual's total feeling about his job and the attitudes they have towards various aspects or facets of their job.

Job satisfaction having been variously defined might also be said to mean one being satisfied or contented with his job in relation to the work itself, aspects or facets (examples salary, condition of service and working environment) and fulfilling his own personal desires. Simply put, job satisfaction would refer to a feeling of happiness the individual has about his work or job based on a number of factors. For instance, the individual might be satisfied with his job on the basis that it suits his ability or personality; or that the condition of service is pleasant and the working environment conducive enough. The term could equally be said to connote a situation in which one is pleased with his job to the extent that he is so committed and dedicated to his work that he lets go certain things to ensure he achieves optimum success.

Concept of Job involvement

Job involvement is the degree to which an employee is engaged in and enthusiastic about performing his work. It is the degree to which a person identifies with his or her job, actively participates in it, and considers his or her performance important to self worth (Uzondu n.d). Eni, (2011) saw it as the workers ability to accomplish job loads associated with his job demand. Job involvement is therefore a measure of how well or how badly somebody does his work or task before him (Onyebuchi, 2010). Job involvement could as well be regarded as the degree of

performance of one's task or job. Job involvement of teachers is thus regarded in this study as the degree at which the teachers perform the job roles associated with teaching. Teachers' job involvement could be either adequate or poor.

Theoretical Framework

Theories of Self-efficacy

There are some theories that guide self-efficacy (beliefs). These are: social learning theory and self-concept theory.

Social Learning/Social Cognitive Theory By Bandura (1977, 1986)

Albert Bandura propounded this theory in 1977 and he remains the major proponent of this theory. However, in 1986, he altered the label of this theory from social learning to social "cognitive", hence social cognitive learning both to distance it from prevalent social learning theories of the day and to emphasize that cognition plays a critical role in people's capability to construct a reality, self-regulate, encode information, and perform behaviours (Pajeres, 2009). The key idea in this theory is that learning takes place through observation and imitation of others as models.

This theory was developed to account for how people learn by imitation (Nnachi, 2007). It describes the acquisition of skills that are developed exclusively or primarily within a social group

(Wikipedia, 2012). In Bandura's model of social learning, self-efficacy is seen as a cognitive structure created by the cumulative learning experiences in a person's life.

The theory is very applicable to this study. No man is an island; people live in the midst of others and interact with other people. The secondary school teacher lives in the midst of other people as well as work in the midst of other teachers and other people. As he carries out his duties, he learns from colleagues through observation and imitation of role models. As he gathers these experiences from other teachers, he develops the belief that he can or cannot successfully perform his teaching work. The experiences learnt influence his cognition and behaviour in line with the social learning theory, which emphasizes learning through observation and imitation.

In the theoretical studies on self-efficacy beliefs, (as in sources of self-efficacy beliefs) one of the sources of self-efficacy beliefs is learning from other people's experiences. Self-efficacy beliefs are said to develop through learning from other people's experiences. Observing others perform their tasks successfully can improve a teacher's beliefs in his or her own capabilities to perform in similar ways, and helps encourage persistence in his own efforts.

Self-Concept Theory by Rene Descartes (1644)

It was Rene Descartes that proposed self-concept theory as far back as 1644. This theory seeks to explain how people perceive and interpret their own existence from clues they receive from external sources, focusing on how these impressions are organized and how they are active throughout life.

There are many assumptions about self-concept theory. One of such assumptions is that no person is born with a self-concept. Self-concept is believed to develop as a person grows old. This simply means that our perceptions towards ourselves can be shaped and can be altered, and can be affected by environmental factors. In this sense, self-concept is actually a product of socialization and development (Sincero, 2014). This perhaps is the reason why self-concept is said to be learned.

The theory suites this present study because the way people perceive themselves can affect the way they behave. The successes and failures of the teachers depend on the way they perceive themselves. For example, if the teachers perceive themselves as having the ability to carry out a task successfully, they will be motivated and determined until they achieve the anticipated success. In this way their self-efficacy beliefs are formed.

Theories of Job Satisfaction

A number of theories guide job satisfaction. The most common and prominent among these theories are: motivator-Hygiene theory popularly known as two-factor theory, and affect theory.

Motivator-Hygiene Theory (Two-Factor Theory) By Herzberg (1959)

This theory was propounded by Frederick Herzberg and his colleagues in 1959. They formulated this theory in an attempt to explain satisfaction and motivation in a workplace. According to this theory, satisfaction and dissatisfaction are driven by different factors, namely, motivation and hygiene factors respectively. Satisfaction and dissatisfaction according to this theory are not two opposite ends of the same continuum, but instead two separate and at times, even unrelated concepts.

Such factors as achievement, recognition, work itself, responsibility, and advancement were found to lead to job satisfaction. These satisfiers, also regarded as motivators were what could fulfill the individual's need for self-actualization, growth and consequently stimulation to perform better on their job. On the other hand, factors related to job content such as pay, company policy, working condition, interpersonal relations, administration

and security among others are regarded as hygiene factors prevent dissatisfaction.

This theory has a place in this work because when the hygiene factors are present, that is high, even though they do not necessarily bring satisfaction, but prevent dissatisfaction, the teachers will most likely be doing their job but without much involvement. If the satisfiers (motivators) are present the teachers will be stimulated to perform better on their job, which is an indication of commitment and dedication to one's job, showing positive job involvement.

Despite the fact that the theory has a place in this study, there seem to be some shortcomings which called for another theory, that to an extent took care of the shortcomings. Noted in the theory was that it was inadequate, because job satisfaction is also influenced by personal characteristics of the worker, and not only motivating and hygiene factors. It did not consider individual differences, conversely predicting that all the employees will react in a similar manner to changes in motivating and hygiene factors. Also researches have been unable to reliably empirically prove the model. It was suggested that Herzberg's original formulation of the model may have been a methodological artifacts. Again it does not specify how motivating/hygiene factors are to be measured.

Affect Theory by Locke (1976)

Edwin, Locke in 1976 propounded this theory of job satisfaction, which was said to be the most famous of all the other theories of job satisfaction. The basic idea in this theory is that job satisfaction is determined by a difference between what one wants from one's job and what one perceives it as offering or entailing. Another idea in the theory is that how much one values a given facet of work, (for instance the degree of autonomy in a position) moderates how satisfied or dissatisfied one becomes when expectations are or not met. When an individual values one facet of a job, his satisfaction is more greatly affected both positively (when expectations are met) and negatively (when expectations are not met), compared to one individual who does not value that facet. For example, if Mr. A values autonomy in the workplace and Mr. B is indifferent about autonomy, then Mr. A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Mr. B. This theory further states that too much of a particular or one facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

The relevance of this theory to this study cannot be overstressed. This is because when a teacher's expectation from his teaching work is met, he becomes satisfied, happy and is willing to put in his best in his job. However, if the discrepancy between what he expects from the job and what he actually receives is enormous,

the teacher becomes unhappy and dissatisfied and this will likely result to less job involvement.

This theory did not only consider the impact of job and job related factors on employees' job satisfaction, as was the case in Herzberg's theory but also consider personality variables. Therefore, it could be taken that the theory tried to highlight some important facts missing in the motivator-hygiene factor. For instance, Locke believed that any work situation had the potential to be satisfying or dissatisfying and not that two distinct conditions contribute to job satisfaction and dissatisfaction, as did Herzberg. Considering this noted differences, this aspect of the work is anchored on Affect Theory.

Theories of Job Involvement

As a matter of fact, there is no theory specifically designated theory of job involvement, but to explain job involvement, motivation theories are used. Therefore, in this study the following motivation theories were used. They are hierarchy of needs theory and equity theory.

Hierarchy of Needs Theory by Maslow (1943)

This theory was propounded by Abraham Maslow in 1943. Maslow was of the opinion that within every individual there exists a hierarchy of five needs namely, physiological, safety, social,

esteem and self-actualization needs. The focus of this theory is that a worker is motivated when his needs are satisfied. Another idea in the theory is that the level of hierarchy a person is currently on is the one that should be gratified for the person to be motivated. If on the other hand a person had passed a particular level of the hierarchy, gratifying that need will not motivate the person. Therefore, to motivate someone, you need to understand what level of the hierarchy the person is on currently and focus satisfying those needs at or above that level.

This motivational theory has a place in this study. A motivated teacher will likely be dedicated and committed to his work, which is a sign of positive job involvement that might result to adequate job involvement.

This theory fails to consider the cognitive process of the employee. It also lacks in clear definition and conceptual understanding of self-actualization and higher order needs (esteem and self-actualization) are said to be satisfied internally, how then does one whose duty it is to motivate know that they have been gratified. These inherent defects resulted to the choice of equity theory.

Equity Theory by John S. Adams (1960s)

Adams J. S. developed this theory in the 1960s. The theory shows how individuals view fairness in regards to social

relationships such as with an employer. The individuals identify the amount of input from a relationship compared to the output to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. This theory suggests that if a person thinks there is an inequality or an imbalance between two individuals, the person is likely to be distressed and may be demotivated because the ratio between the input and the output are not equal.

For example, consider two employees who do the same job and receive the same pay and benefits. If one gets pay raise for doing the same work as the other, the less benefited individual becomes demotivated. However, if the two should get pay raises and new responsibilities, then the feeling of equity will be maintained and both motivated to performing or getting involved in their job with commitment.

This theory has a place in this work. When teacher 'A' for instance, sees that teacher 'B' and herself are treated equally, that is, that there is no favouritism between them, each is motivated to get involved in her teaching job with commitment. The same salary raises, level and recognition among others given to the teachers are to satisfy their needs and maintain equity. Therefore, this theory seems to be a better anchor for job involvement.

Theoretical Studies

Sources of Self-Efficacy Beliefs

Self-efficacy beliefs can have powerful effects on job involvement of teachers and as such it would be important to identify its origin. According to Labone (2004), not much is known about the sources of teachers' self-efficacy beliefs. However, Bandura's social cognitive theory provided some general guidance about possible sources of teachers' sense of efficacy. This theory proposed that self-efficacy beliefs are developed and increased primarily through four major sources of information. These are: (a) past accomplishments also referred to as mastery experiences or active attainments, (b) vicarious learning experiences through observing the performance of role models and modeling them, (c) verbal persuasion, also called social persuasion such as social influences in response to one's abilities and encouragement from others and (d) emotional arousal or emotional cues or physiological factors.

Past Performance Accomplishments: This is regarded as the most powerful and important source of self-efficacy beliefs. Dawes, Horam, and Hackett (2000) and Lane, Jones and Stevens (2002) are of the opinion that past performance accomplishments tend to be the most powerful and dependable predictors of self-efficacy beliefs. This is because it is based on one's own mastery

experiences. Individual's mastery experiences affect self-efficacy beliefs through the cognitive processes of such information.

For the teacher, this mastery experiences come from actual teaching accomplishment with the students. If a teacher repeatedly perceives his teaching performance to be a success, which then contributes to the expectations that future performances will likely be proficient, his self-efficacy beliefs will be raised. If these experiences are perceived as failures, self-efficacy beliefs will be lowered. Focus on success provides more encouragement and enhances self-efficacy beliefs more than focus on one's failures. It is also noted that performance accomplishments on difficult tasks, tasks attempted without external assistance, and tasks accomplished with only occasional failures carry greater efficacy value than tasks that are easily accomplished, tasks accompanied with external help, or tasks in which repeated failures are experienced with little sign of progress (Feltz & Lirgg, 2001).

Vicarious Learning: Vicarious learning or vicarious experiences are those in which the target activity is modeled by someone else (Tschannen-Moran & Woolfolk Hoy, 2013). When persons are in doubt or unsure of their abilities in a certain area, or have no experience in the area, their beliefs may be influenced by their

perception of the outcomes experienced by others who have performed similar tasks.

Modeling is experienced as “if they can do it, I can do it as well”. When we see someone succeeding, our own self-efficacy beliefs increase, where we see people failing, our self-efficacy beliefs decrease (Wikipedia, 2013). Self-efficacy beliefs can depend on the extent to which individuals see similarities between themselves and those whom they observe. Accordingly, Tschannen-Moran & Woolfolk Hoy (2013, p.85) asserted that:

when the model differs in ways that seem salient to the observer, for example in terms of the level of experience, training, gender or race, then even witnessing a very competent performance may not enhance self-efficacy beliefs of the observer.

This could be true of some people but to some others, it is not so. There are individual differences, therefore an observer might decide to disregard the differences between him and the observed (model) and be concerned about the performance of the model, especially in a situation in which he has little experience with which to form a judgment of his own competence in a particular area. In this way, a competent performance can enhance the self-efficacy beliefs of the observer.

Verbal Persuasion: Verbal persuasion has to do with verbal interactions that individuals receive about their performances and

prospects for success from important others. In the teaching context, these important others would include colleagues, parents, principals (administrators) and members of the community at large. This source of self-efficacy beliefs generally manifests as direct encouragement or discouragement from another person. Essentially, it involves convincing people that they have the ability to succeed at a particular task; hence (Bandura in Nasta 2007) posit that guidance and positive suggestions from others can assist in correcting performance in areas needing improvement which are producing unsuccessful results.

Emotional Arousal: Emotional arousal (emotional cue) is another source of information that can impart self-efficacy beliefs. People often rely to some extent, on their emotional reactions to situations or tasks to help determine if they can cope and be successful at it (Bandura in Nasta, 2007). Emotional arousal adds to a feeling of capability or incompetence. High negative emotional arousal often debilitates performance, whereas positive emotional arousal can raise performance. Negative emotional arousals such as headaches, shakes, pains, fatigue, or pounding heart, feeling flushed and sweating palm among others can lead to fear and consequently cause people to doubt their competence, thereby weakening their self-efficacy beliefs. Positive emotional arousals and anxiety towards a task can lead people to be more motivated

to perform successfully and increase feelings of satisfaction from the task. This increases one's self-efficacy beliefs. Pointing to the impact of positive and negative emotional arousal on self-efficacy beliefs, Tschannen-Moran & Woolfolk Hoy, (2013) stated that feelings of joy or pleasure a teacher experiences from teaching a successful lesson may increase self-efficacy beliefs, yet high levels of stress or anxiety associated with fear of losing control may result in lower self-efficacy beliefs.

Effects of Self-Efficacy Beliefs

Self-efficacy beliefs influence how people feel, think, motivate themselves and behave (Bandura in Nasta 2007). The beliefs are said to be strong predictors of related performance (Elliot, Isaacs & Chungani, 2010) and also contribute significantly to level of initiation and performance (Bandura & Locke, 2003). Self-efficacy beliefs have positive influence in a variety of settings including schools (Thoresen, Bono & Patton in Capara, Barbaranetti, Stecca & Malone, 2006). They are powerful drives influencing motivation to act, the efforts put forth in an endeavour and persistence of coping mechanisms in the face of setbacks (Tschannen-Moran & Woolfolk Hoy, 2013). Self-efficacy belief has powerful effects on learning, motivation and performance (Lunenborg, 2011).

In the educational realm, self-efficacy beliefs can affect teaching work either negatively or positively depending on the

teacher's level of self-efficacy beliefs. Teachers who have low sense of self-efficacy beliefs often do not expect to be successful with certain students, they therefore put less efforts in preparation and delivering of instruction and easily give up at first sign of difficulty, even if they actually know of strategies that could assist these students if applied (Tschannen-Moran & Woolfolk Hoy, 2013).

A strong sense of self-efficacy beliefs supports advantage in initial task engagement, motivating, efforts and resilience in front of the difficulties related to teaching career (Stephanou, Gkavras & Dounkeridou, 2013). Self-efficacy beliefs are said to influence how people feel, think, motivate themselves and behave. Accordingly, Pintrich and Schunk, (2002), and Skaalvik and Skaalvik, (2007) argued that self-efficacy beliefs of teachers positively influence their own behaviour and motivation, and student's achievement. Teachers with high sense of self-efficacy beliefs, for example evince greater control over the teaching/learning process (Jesus & Lens, 2005). Jesus and Lens, (2005) further pointed out that "in turn, the synthesis of this high control expectations over teaching/learning process and high efficacy expectations contribute in their high success expectations, which is positively related to their own future success".

Teachers' self-efficacy beliefs also affect teaching. For instance, Kulinna and Gothran (2003) and Stephanou and Tsapakidou (2007b) were of the view that teachers with high sense

of self-efficacy beliefs, in comparison to teachers with low sense of self-efficacy beliefs are more likely to use new curriculum materials to change instructional strategies and to use multiple and different teaching styles in their classes to better meet the needs of their students. Self-efficacy beliefs of teachers not only influence teachers' behaviours; they have high correlations with students' achievements and attitude (Ross in Senemoğlu, Demirel, Yağci & Ustündag, 2009). Ashton in Senemoğlu, Demirel, Yağci & Ustündag, (2009) claimed that no other teacher property is as influential in students' achievement as self-efficacy beliefs and it is pointed out that there are significant differences between teachers with high self-efficacy beliefs and teachers with low self-efficacy beliefs in terms of in-class behaviours. Teachers with high sense of self-efficacy perception create a warm classroom atmosphere, which supported students' needs. This makes the students have a feeling of being accepted and safe, and to score better in tests than those having teachers with low self-efficacy perception that spend work times to convince students demonstrating undesired behaviours (Gibson & Dembo in Senemoğlu, Demirel, Yağci & Ustündag, 2009).

Also reported of the impact of self-efficacy beliefs of teachers is the fact that teachers who have high sense of self-efficacy beliefs tend to report higher overall satisfaction with their jobs, display greater efforts and motivation, take extra roles in their schools and

are more resilient across the span of their career (Labone, 2004 & Wheatley, 2005). Teachers with high self-efficacy beliefs are more likely than teachers with low sense of efficacy to implement didactic innovations in the classroom and to use classroom management approaches and adequate teaching methods that encourage students' autonomy and reduce custodial control, to take responsibility for students with special learning needs, to manage classroom problems and to keep students on task. These teachers with high self-efficacy beliefs are more enthusiastic for teaching, are open to new ideas and are willing to test various teaching methods to satisfy their students' needs (Rose & Gray, 2006). Such teachers develop positive teaching attitude and take more responsibilities in teaching.

Collective efficacy beliefs lead to higher resilience to stressors and higher performance accomplishments in teachers, likewise teachers with high sense of self-efficacy beliefs have higher resilience to stressors and higher performance accomplishments (Klassen & Chiu, 2010). Self-efficacy beliefs positively influence intrinsic interests, self-satisfaction and job satisfaction (Klassen, Bong, Usher, Chong, Huan, Wong & Georgiou, 2009).

Self-efficacy beliefs of teachers influence students to increase their learning motivations, to create a higher level of sense of self and to develop better personal management skills. These beliefs promote students' sense of efficacy; foster their inducement in

class activities (Hogaboam-Gray & Hannay, 2001) and their efforts in facing difficulties. Also, students' achievements and motivations are affected by teachers' self-efficacy beliefs. Supporting the effects of self-efficacy beliefs of teachers on students, Guo, Piasta, Justice and Kaderavek (2010) found out that these beliefs are significant predictors of children's vocabulary gains in high quality, emotionally supportive classrooms.

Teachers with high self-efficacy beliefs teach well because of their self-confidence in their competence and quality of motivating students. These teachers are more open to criticisms, are more questioning and employ students-centered teaching strategies whereas teachers with low self-efficacy beliefs prefer teacher-centred strategies and are more dependent on course books (Tschannen in Senemoğlu, Demirel, Yağci & Ustündag, 2009). They set attainable goals, persist in the face of students' failure, are willing to offer special assistance to low achieving students and design instruction that develops students' self-perceptions of their academic skills (Silverman & Davis, 2009). Woolfolk Hoy and Davis (2005) accordingly argued that these teachers, because they feel efficacious about their instructions, management and relationships with students may have more cognitive and emotional resources available to press students towards completing more complex tasks and developing deeper understanding.

Self-efficacy beliefs have some other effects on the teachers' behaviours. Teachers who have high self-efficacy beliefs are more motivated than those with low self-efficacy beliefs. This enhances their work. It is evident that self-efficacy beliefs affect thought patterns and effective reactions to tasks that challenge personal capabilities (Pajares & Schunk, 2005; Skaalvik & Bong, 2006). Thus teachers with high self-efficacy beliefs are able to attain personal accomplishments and well-being, reduce stress, and less vulnerable to depression, experience less negative emotions in teaching and are more effective in meeting the needs of culturally diverse students (Tucker, Porter, Reinke, Herman, Ivery, Mack & Jackson, 2005). On the other hand, people whose self-efficacy beliefs are low face difficulties in commitments to the goals they choose to pursue, blame themselves for their failures, believe that things are tougher than they really are, (a belief that fosters anxiety and stress as they engage in a task) are slow to recover after failures or set-backs and easily fall victims to depression (Fiori, McIlvane, Brown & Antonucci, 2006, Staphanou, 2004).

Also one other effect of self-efficacy beliefs is that people who have that focus on the opportunities worth pursuing and view obstacles as surmountable, likewise the teachers. Through ingenuity and perseverance they figure out ways of exercising some control even in environment of limited opportunities and many constraints (Bandura, 2000). Tschannen-Moran and Hoy

(2007) stated that self-efficacy beliefs of teachers affect teacher's willingness and insistence, his adherence to profession, determining the objectives, his efforts to conduct research, and to put it in other words – his resistance and achievement when things go wrong.

Self-Efficacy Beliefs and Job involvement

Job involvement, which is a measure of how well or badly someone does his work or task before him could be affected by the person's self-efficacy beliefs. Self-efficacy beliefs provide foundation for human motivation, well-being and personal accomplishment (Wikipedia, 2013). They are said to play a significant role in determining human behaviour. Therefore, there might not be any doubt that teachers' self-efficacy beliefs have critical influence on their job involvement. These teachers perform at levels consistent with their self-efficacy beliefs.

According to Barling and Beattie (2013), people will perform better when they believe they have the skills necessary for success. Belief in one's ability is a powerful drive influencing motivation to act, the effort put forth in the endeavour and the persistence of coping mechanisms in the face of setbacks (Tschannen-Moran & Woolfolk Hoy, 2013). A strong sense of self-efficacy beliefs influences personal accomplishments in many ways. For instance, people with high sense of self-efficacy beliefs face

difficult tasks as challenges to be mastered rather than as threats to be avoided. Such attitude fosters interest and deep engrossment in activities. People who possess these qualities are said to maintain a task-diagnostic focus that guides effective performance. It thus follows that teachers' high sense of self-efficacy beliefs will bring about effective performance in their teaching work.

As self-efficacy beliefs bring about motivation, and the motivation enhances work, it might not be out of place to say that definitely when teachers' sense of self-efficacy beliefs is high; their level of performance will as well be high. There will be success because these teachers seek and adopt strategies that will help them accomplish their teaching tasks. On the other hand, if there is low level of self-efficacy beliefs, the teachers' level of job involvement will be low.

Lunenburg (2011) opined that self-efficacy beliefs affect learning and performance in three ways: self-efficacy beliefs influence the goals that employees (teachers) choose for themselves. Teachers having low self-efficacy beliefs will set relatively low goals for themselves, while those having high sense of self-efficacy beliefs will set high personal goals. Challenging goals raise the level of motivation and performance success (Gibbs, 2013). The teachers, like other people will perform at levels consistent with their self-efficacy beliefs.

Teachers who have high sense of self-efficacy beliefs generally work hard because they believe that their efforts will be fruitful, but those whose self-efficacy beliefs are low, will not work hard in performing complex tasks because they do not believe that their efforts will bring success. Also in the face of new and difficult tasks, teachers who believe in their capabilities to accomplish an activity will always persist in their efforts even when there are problems, while those of low self-efficacy beliefs will simply give up. It is to this end that Bandura and Locke (2003) concluded that self-efficacy beliefs are powerful determinants of job involvement. The stronger the individual's self-efficacy beliefs, the high the resilience to stressor and the higher their performance accomplishments.

When teachers' sense of self-efficacy beliefs is high, the teachers have reduced stress, are less vulnerable to depression and they experience less negative emotions. The implication of this is that the teachers are better placed to do their work well. Accordingly, Fredrickson (2001) asserted that teachers who experience positive emotions might generate more teaching ideas and strategies that might contribute in developing 'broad-minded coping' skills that help them achieve their goals like teaching well and helping students to learn. This increases their level of job involvement. However if the teachers have low level of self-efficacy beliefs, they will have stress, be depressed and will

experience negative emotions which will in turn reduce their level of job involvement.

Self-efficacy beliefs affect and sustain teachers' commitment to school and to their job satisfaction. These beliefs promote teachers' firm commitment to their profession. Their satisfaction results in academic performance. Job satisfaction brings about high job involvement (Currall, Towler, Judge & Kohn, 2005). A teacher that is satisfied will definitely put in his best in his teaching work so as to enhance his performance.

There is a reciprocal effect between self-efficacy beliefs of teachers and their levels of job involvement. Evidence shows that the repeated experiences of success they have with students contribute to their robust sense of efficacy. Teachers' satisfaction with their performance increases their self-efficacy beliefs (Ozerkan, 2007).

Myers, (2006) was of the view that high-won achievements increase self-efficacy beliefs. It is however clear that the foregoing is simply the opinions of authors and theoretical formulations that are yet to be empirically documented. This present study will attempt to empirically document the fact that self-efficacy beliefs of secondary school teachers have relationship with their levels of job involvement.

Those teachers who believe in their capabilities to perform the task of teaching will work harder and persist in order to

successfully reach the goal. They will visualize success scenarios and this enables them to nurture students capable of great academic strides. Hence, Dennis (2005) asserted that great things are accomplished by talented people who believe they will accomplish them.

Theoretical Studies

Factors that Influence Job Satisfaction

Several factors influence job satisfaction. These factors may be related to the job or the individual. They include pay, security, rewards, work itself, low stress, opportunities, relationship with supervisor, relationship with co-workers, application of skills and abilities, humour/having fun at the workplace, responsibility, recognition, working condition, success, age and gender, education, experience, autonomy, organizational climate and so on.

Factors Related to the Job

Pay: Salaries and wages are important factors that lead to job satisfaction. Even though money is not always the main cause of job satisfaction, money not only helps individual attain their basic needs but also is instrumental in providing upper-level needs satisfaction. Employee satisfaction is directly related to financial gain (Wikipedia, 2015).

Security: According to Frederick (2015), employees enjoy their work more when they are not worried about losing their job. In these days of unemployment, it might not be out of place to say that workers will be satisfied with the work that has job security. Job security ranked first among the factors that led to job satisfaction, (Frederick). Security is an important need of the workers and therefore gives job satisfaction.

Rewards: It is always good to reward workers or employees based on performance and positive behaviour. When workers receive rewards for a job well done, they often feel more satisfied with their jobs (Ray, 2015). Incentives that include bonuses, pay raises, a few extra paid vacation and even getting a better office space can significantly increase workers' job satisfaction. Accordingly, Frederick (2015) observed that employees are more satisfied when they feel they are rewarded fairly for the work they do.

Work Itself: Feldman and Arnold (1985) were of the view that the work itself plays a significant role in attaining job satisfaction. Employees are most satisfied when they find their work interesting (Human Resources Management in Ray, 2015). Giving workers a certain amount of autonomy allows them to develop their own challenges and find ways to overcome obstacles. This leads to a

more satisfying work experience. Challenges and diversity in work could keep work interesting.

Low Stress: Employees who feel continuous stress and pressure to perform at work may develop apathy, fatigue, muscle tension, headaches, substance abuse and high blood pressure. Job satisfaction increases when employees can enjoy stress-free environment in which they know they are appreciated and they are not in fear of losing their job if they make a mistake (Ray, 2015).

Opportunities: People expect advancement or promotional opportunities to be provided by the employing organization. If people think that they will have much promotional opportunities they will be satisfied but if not they will be affected adversely. Going on courses makes one happy with his job, which results to job satisfaction.

Relationship with Co-workers: Interaction with co-workers is an important factor in job satisfaction. In the view of Hermer (n.d), when employees like their co-workers and find commonalities among their peers and supervisors, they tend to be more satisfied at work. When employees connect with co-workers and develop personal relationships they are usually happier at work.

Supporting this view, Aydogdu and Asikgil (2011) asserted that isolated workers disliked their jobs.

Safe-working Condition: Workers tend to be satisfied with their job if they find out that they are provided with safe working condition. Supervision: Job satisfaction increases when employees have good relationship with their immediate supervisors. People feel better about their jobs when they are allowed to have input into the decision-making process of their organization. Jackson (1983) opined that job satisfaction increased as participation in the schools decision making process increased. The way in which subordinates perceive a supervisor's behaviour can positively or negatively influence job satisfaction. A supervisor who is perceived as more approachable and responsive is more likely to increase job satisfaction on the subordinate employees than a superior that is antisocial, and unfriendly (Aydogdu & Asikgil, 2011).

Working Condition: When employees have good physical environment there is the tendency that they will be satisfied with their job. It is in this view that Voydanoff (1978), asserted that working conditions contributed to the job satisfaction of managers and labourers. Providing good physical working conditions like cleanliness of the working place, adequate tools and equipment,

enables employees to carry out their job easily, comfortably and efficiently which are pointers to job satisfaction.

Organizational Climate: Organizational climate of the work environment is an important factor to job satisfaction. Employees tend to be more satisfied when there are open lines of communication between the employees and the top level officials as well as when there is less of hierarchical structure in the organization.

Autonomy/Responsibility: This is regarded by Hackman and Lawler (1971), as core contributor to job satisfaction. When workers or employees are allowed greater or increased input into how and when they apply their skills and abilities to complete a task, they have greater sense of responsibility for the outcome of their work. This in turn may increase their job satisfaction. Increased autonomy can give employees a greater sense of responsibility ... (Society for Human Resource Management, 2015).

Application of Skills and Abilities: Workers want to be able to use their skills and abilities in a way that contributes to the organization. They want to be challenged on their job. Vroom (1964) was therefore of the opinion that individuals derive satisfaction from their jobs when they are allowed to use their skills

and abilities. Supporting this opinion, Staines and Quinn (1979), on the other hand noted that workers were dissatisfied with their work because they lacked the opportunity to use their skills. Workers want to use their skills and abilities in a variety of ways and therefore would want variety of challenging tasks to demonstrate their skills and abilities as this gives them satisfaction. The National Business Research Institute (2015) recommended that employers should offer jobs with increasing level of leadership and responsibility and give promising employees a role in interesting projects.

Success/Achievement: This is also called task identity. When employees have completed a task successfully, they have feeling of satisfaction. A worker's feeling of achievement (success), progress and accomplishment makes him satisfied. Herzberg (1966) found out that achievement was a strong determinant of job satisfaction.

Recognition: Recognition concerns external validation that a worker receives for his accomplishments. As workers' efforts are appreciated through such avenues as promotion, award, higher pay, praise and feedback, they feel happy and consequently satisfied with their jobs. In fact recognition of employees was considered as a condition necessary for building or maintaining job satisfaction (Hackman & Lawler, 1971).

Factors Related to Individual

Experience: Cano and Miller (2005) found that work experiences have profound effect on the individual employee. Work experiences make individuals to respond favourably or satisfactorily and vice versa to their work. High experienced employees have high satisfaction (Push Pakumari, 2015).

Age and Gender: Age is one of the individual factors affecting job satisfaction. It was discovered that job satisfaction increased with age. The conclusion was that older workers are more satisfied than younger ones (Pushipakumari, 2015). Gender is another individual factor affecting job satisfaction. The largest economic study about gender and job satisfaction was performed in 1977 by Clark. Data obtained from 1991 British Household Panel Survey (BHPS) pointed that the job satisfaction of women were higher than men (Aydogdu & Asikgil, 2011).

Education: This also influences job satisfaction. It was observed that graduates of career oriented disciplines were, more satisfied with their jobs than other graduates. The highest level of job satisfaction was reported by the individuals in agriculture and education with 64% in each category being very satisfied with their jobs (Andres and Grayson, 2002).

Benefits of Job Satisfaction

Research studies have concluded that there is a relationship between job satisfaction and performance of the employees. Hence, job satisfaction or dissatisfaction is an important concern of any organization or the management. High job satisfaction may lead to improved productivity, decreased turnover, improved attendance, reduced accidents, less job stress and less unionization as shall be seen in the following discussions.

Job Productivity: There has been controversy on whether or not there is any positive relationship between satisfaction and productivity. Majority of people believe that there is a positive relationship, but research evidence concludes that there is not strong relationship between the two. According to the research findings of Vroom (1964), the correlations were small and inconsistent, thus no firm conclusions could be made about this relationship. Aydogdu and Asikgil (2011) affirmed this by asserting that the relationship between job satisfaction and productivity is a very weak one. However, Srivesta, Salipante, Cummings, Notz, Bigelow and Waters (1977) maintained that the factors that contribute to job satisfaction also lead to increased productivity. This implies that there is a positive relationship between job performance and satisfaction. Lawler and Porter (1975) in their own studies found that there is more evidence to suggest that job

performance leads to job satisfaction and not the other way round. To them, on the completion of a job an individual receives rewards (both intrinsic and extrinsic). If the employee perceives that the rewards are consistent with the job performance, this will lead to increased performance. An employer who is a poor performer will get fewer rewards and will be less satisfied with his job experience. "A happy worker it is said is a productive worker", is not always wrong. If employees receive rewards, which have both intrinsic and extrinsic value as was the notion of Lawler and Porter (1975), and they feel that their rewards are equitable, they will be satisfied and this will lead to greater job performance.

Employee Turnover: Job satisfaction has effect on determining staying in or leaving the organization (Aydogdu & Asikgil, 2011). High employee turnover is a matter of concern for the management of any organization as it disrupts the normal operations and continuous replacement of employees who leave the organization is costly and technically undesirable. Managerial concern is mostly for the turnover, which arises because of job dissatisfaction. The employer thus tries to keep the employees satisfied on their jobs to minimize the turnover. Though, high job satisfaction in itself cannot keep the turnover low but considerable job dissatisfaction will definitely increase the employee turnover. The employee turnover is affected by certain other factors also, in

addition to job satisfaction. Commitment to the organization is one such factor, some workers, however dissatisfied they are with their jobs, they cannot imagine themselves working anywhere else. Another important factor is the better opportunities of employment. Even if the people are highly satisfied with their jobs, they are willing to leave if there are better opportunities available anywhere else. If no other opportunities are available, the employee will stay where they are, irrespective of dissatisfaction. On the overall basis however, one can say that there is an important role played by job satisfaction on employee turnover.

Absenteeism: Gruneberg (1979), suggested that the relationship between job satisfaction and absenteeism is quite complex as some people may be dissatisfied with their jobs, but feel morally constraints to attend every day. It would also seem likely that employees, out of fear of being fired, would not demonstrate too much absenteeism behaviour. It has however been conclusively proved that there is an inverse relationship between job satisfaction and absenteeism. When satisfaction is high, absenteeism is low and when satisfaction is low, absenteeism is high. Less satisfied employees are more likely to be absent from work due to avoidable reasons. This is known as voluntary absenteeism as against unavoidable absenteeism, which is due to illness or other emergency reasons. Management must be

concerned with voluntary absenteeism, because it is related to job satisfaction. Absenteeism can be modified by certain factors. People who believe that their work is important have lower absenteeism as compared to those who do not feel that way. Moreover, it is important to remember that while job satisfaction will not necessarily result in low absenteeism (because of unavoidable absenteeism), but low job satisfaction will definitely bring about high absenteeism.

Safety: When people are dissatisfied with their jobs, company and supervisors, they are more prone to experience accidents. The underlying reason is that dissatisfaction takes one's attention away from task at hand and leads directly to accidents that most likely could have been avoided. A satisfied worker will always be careful and attentive towards his job, and the chances of accident will be less (Internet Resources, 2015).

Life Satisfaction: Job satisfaction contributes to overall life satisfaction (which means how satisfied personnel are with their life). Job satisfaction tend to influence life satisfaction, this was evidenced by a study in which satisfied teachers expressed contentment with life.

Occupational or Job Stress: This is related to job satisfaction. Highly satisfied workers tend to be free of anger, tension, anxiety, fear, chronic depression,. Fatigue and impaired work performance, thereby having less job stress. Such employees will probably become more hardworking which will result to improved unit performance and organizational effectiveness.

Union Activities: Satisfied workers are generally not interested in unions and they do not perceive them as necessary. Job satisfaction has proved to be a major cause of unionization. The employees join union because they feel that individually they are unable to influence changes, which would eliminate the cause of job satisfaction. If the level of dissatisfaction becomes high, it might result in strikes.

Mental and Physical Health: Gruneberg (1979) was of the view that there was a relationship between job satisfaction and mental health. Personnel who are highly satisfied tend to have better mental and physical health. Better mental and physical health personnel can learn new job-related tasks more quickly, have fewer on the job accidents and file fewer grievances (Aydogdu & Asikgil, 2011). People whose interests match their occupations will most likely enjoy job satisfaction and good mental health.

Other Benefits of Effects of Job Satisfaction: In addition, there are a number of other effects brought about by high job satisfaction. For instance, employees who have high satisfaction or positive attitude towards their jobs do not prefer early retirement. Likewise highly satisfied employees are willing to put effort on the organization's behalf and an intention to stay with the organization for a long time.

Empirical Studies

Relationship between Self-efficacy Beliefs and Job Involvement

Some scholars have carried out research work on self-efficacy beliefs in different areas like nursing, sports and teaching. Most of them made interesting observations in the course of their studies. Khurshid, Qasmi and Ashraf, (2012) carried out studies on the relationship between teachers' self-efficacy and their perceived job-performance. They used 75 teachers of Federal Government Schools, Islamabad, 40 were males while 35 were females. Also used in the study were 225 students. Teacher Job Performance Scale (TJPS) and Teacher Efficacy Scale (TES) were used for data collection. For data analysis, Alpha reliability coefficient of teachers' self-efficacy calculated yielded .88 for the entire items. Following the result of the studies they concluded among other things that:

- there is a positive relationship between teachers' self-efficacy beliefs and job-performance.
- female teachers have higher self-efficacy beliefs, which invariably leads to their higher performance than males.

Barling and Bealtie (2011) in their study on self-efficacy beliefs and sales performance used a questionnaire to measure self-efficacy beliefs and response-outcome expectations using 200 insurance sales representatives. Regression analyses were computed on a different sample of 97 insurance sales representatives using four separate dependent variables (calls-per-week, number of policies sold, sales revenue and a composite performance index on which actual sales commission was based). They found out that there was a correlation (but no casual relationship) between self-efficacy beliefs and sales performance.

Adu, Tadu and Eze (2012) carried out a study on the teachers' self-efficacy, (that is belief in one's ability) as correlates of secondary school students' academic achievement in southwestern Nigeria. They conducted the study using 61 schools; 1612 teachers and 5100 students. Teachers' self-efficacy Questionnaire and Students' Achievement Test were used to collect data from the teachers and students used in the study respectively. Applying both descriptive and inferential analyses, they discovered that there was a positive relationship between teachers' self-

efficacy beliefs and students' academic performance, hence the conclusion that teachers' self-efficacy beliefs was a potent predictor of improving students' academic performance in selected secondary school subjects.

In their study on teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievements, Caprara, Barbaraneli, Steca and Malone (2006) used over 2000 teachers in Italian junior high school. They administered self-report questionnaires to these teachers. They analytically discovered that teachers' self-efficacy beliefs have positive influence over a student's academic achievement as well as a reciprocal influence between teachers' self-efficacy beliefs and students' academic achievements. Their study also revealed that teachers self-efficacy beliefs help them to effectively handle various tasks, obligations and challenges related to their professional role. They also found out that teachers with high sense of self-efficacy beliefs were more likely to be able to create the conditions and to promote the interpersonal networks that nourish and sustain their work satisfaction.

Senemoğlu, Demirel, Yağci and Ustündag (2009) in a study on elementary school teachers' self-efficacy beliefs: A Turkish Case used 97 elementary school teachers (64 females and 33 males). In the study, which was carried out in Turkey, they sought to investigate the elementary school teachers' self-efficacy beliefs

concerning teaching behaviours. They found out that the teachers' self-efficacy beliefs were high, showing that the teachers held a strong belief that they had the knowledge and skills of effective teaching behaviours.

Sridhar and Hamid (2008) carried out a study in India in which they examined and compared the teacher efficacy of higher primary school teachers in India and Iran. The participants were 447 teachers, with females numbering 290 and males 157. These teachers were selected from both private and government-owned primary schools in both nations. Using ANOVA for the analysis of data, they concluded among other findings that teachers from the two countries performed their teaching work in such a way that influenced student's learning. This in a way could have been the result of adequate or better job involvement.

Self-Efficacy Beliefs and Gender

In Malaysia, Al Miskry, Baker and Mohamed (2009) carried out a study on gender difference and career interest among undergraduates: Implications for career choices. In carrying out their studies, they used all the third and second year undergraduates attending public universities in Malaysia from which they got a sample of two hundred and thirty-eight students used in the study. Fifty-eight (58%) percent of the responses were female students and about forty-two (42%) percent were male

students. The findings of their study, among other things suggested that self-efficacy beliefs were one of the factors that influenced career interest patterns of university students. The result of the MANOVA test used in finding the difference of career interests between male and female students showed that there were significant differences in career interest patterns between male and female students.

Kiran Sungur and Osman (2014), in their study in Turkey titled An Examination of Gender Differences in Middle schools student's science self-efficacy beliefs and its sources used 1915 elementary 8th grade students (905 females and 1010 males). They used one way ANOVA for the analysis of data and the result indicated that there is not a significant mean differences between boys and girls at the .05 significant level ($F(1,1913) = 305, P = 58$).

Morgan and Hoy (2014) conducted a study on the differential antecedents of self-efficacy beliefs of novice and experienced teachers in Williamsburg. They used 255 teachers who were graduate students of Ohio and Virginia Universities respectively. 170 were females and the remaining 85 were males. Their age ranges as well as teaching experiences were 21 to 57 years and 1 to 29 years respectively. Teachers' Sense of Efficacy Scale (TSES) as well as items that assessed perception of support and dissatisfaction with professional performance, demographics and

information about the teaching context was used to collect data from these teachers used in the study. Correlational analyses were used to examine the antecedents of teachers' self-efficacy beliefs, while multiple regression analysis was used to explore the differential impact of the various sources of self-efficacy among novice and career teachers. They found out among other things that demographic variables such as race and gender were not found to be systematically related to the self-efficacy beliefs of either novice or career teachers.

Job Involvement of Secondary School Teachers

Ranjitham (2015) in his study on job involvement of higher secondary school teachers in Ngapattinam District of Tamilnadu State used a sample of 500 teachers. Kanugo's job involvement scale was used for data collection, while mean and standard deviation scores were used for data analysis. Results obtained from the study among other things, showed that job involvement of higher secondary school teachers was high, which was a proof that these teachers have adequate job involvement.

Job Involvement and Gender

Ueda (n.d) carried out a research study on organizational citizenship behaviour in a Japanese Organization: The effect of job involvement, organizational commitment and collectivism. He used

a total of 131 employees (84 clerical workers and 47 university professors). Of all the participants, 69 were male and 59 persons were females (3 were unknown). 48 persons were less than 40 years old and 79 persons were 40 or more than 40 years old (4 persons were unknown). The instrument used for data collection was questionnaire patterned according to an ordinary Likert 7-point scale. For data analysis, he used means, standard deviations, internal consistency reliabilities (Cronbach and Alpha) and correlations. Results of the findings included that:

- The Cronbach's Alpha for each of the variables was higher than the conventional value (0.7).
- Gender had a significantly negative correlation with job involvement and effective organizational commitment although it has a positive correlation with collectivism. However, men had higher job involvement and effective organizational commitment, but women were more collectivistic.

In his study on the influence of employees' sex, number of dependants and family responsibility on job involvement, Ekore (2004) used 200 participants drawn from two multinational corporations in Ibadan. He adopted the ex-post factor design for the study and used questionnaire for data collection. The findings of the study showed that females were found to be more involved

in their job than male workers that participated in the study. It was thus concluded that there were no justification for the gender stereotype that encouraged the deliberate exclusion of females from certain jobs in organizations. The need for gender sensitive policies was recommended for management of organizations.

Mandy, Carin and Paul (2003) did a study on gender differences in the influence of professional tenure on three work attitudes namely; career salience, organizational commitment and job involvement. 220 men and 125 women working in high-level jobs in a large multinational organization used in the study were administered written questionnaire. They used hierarchical regression analyses and controlling for differences between men and women in age, the presence of children and number of working hours for data analysis. The results, among other things proved that there was no significant gender difference in the three work attitudes.

Akinbode (2011), in a study he entitled "gender", tenure and organizational factors as predictors of various aspects of "job involvement" in Nigeria, used 504 workers. The number was made of 285 (56.5%) males and 219 (43.5%) females sampled from seven departments of some selected public and private organizations in Lagos and Abuja metropolis. Results of t-test for the independent data and MANOVA showed that there was a statistically significant difference in the emotional, cognitive and

overall job involvement of male and female workers. The study further revealed that the interaction between gender and tenour was significant on behavioural job involvement and the overall job involvement.

Lorence (1987), in Houston conducted a study captioned: A test of "gender" and "job" models of sex differences in job involvement. The study was done using cross-sectional and panel data from the 1972 to 1973 and 1977 Quality of Employment Surveys. Analyses of the data obtained showed that women were found to be more involved in their job than men. The findings also indicated that women became more involved in their jobs over the period of study whereas men's subjective involvement decreased.

In a study by Uzongu (n.d) on perceived level of job involvement as a predictor of withdrawal behaviours of public service employees in Nigeria, three States namely, Abia, Anambra and Imo were used with a sample of 1200 employees. Out of that number, 900 were men and 300 women drawn from Ministries of Agriculture, Health, Finance, Education and Youths, Sports and Culture of the three States. The participants' ages ranged from 21 to 45 years with a mean age of 33 years, while their working experiences on the job ranged from 4 to 18 years with a mean of 11 years. A 10-item questionnaire for measuring job involvement and daily attendance registers (used in collecting data for incidence of absenteeism and lateness) were used for data collection. In

analyzing the data multiple regression and multivariate analysis of variance (MANOVA) were used. The findings of the study included that gender has statistically significant influence on levels of job involvement as determined by differences in absenteeism and lateness; with males scoring being more on absence behaviour (mean = 4.61) $F(1,1198) = 10.29, p < .001$) than females (mean = 4.22) $F(1,1198) = 11.50, p < .001$.

Relationship Between Teachers' Self-efficacy Beliefs and Job Involvement

John (2007) in Kentucky did a research work on an assessment of teachers' self-efficacy beliefs and job satisfaction of earlier career Kentucky agriculture teachers in which teachers' job performance (job involvement) was measured in the context of students' engagement, instructional practices and classroom management. The design of the study was descriptive-correlational research. He used 80 teachers for the study. At the end of the study, results showed that female teachers were found more involved in their job of teaching than the male teachers, hence they were said to be more efficacious with teaching.

Olayiwola, (2011) carried out a study on self-efficacy as predictor of job-performance of public secondary school teachers in Osun State. He used 600 teachers on whom he administered questionnaire on self-efficacy scale and job performance scale. In

the study, he analyzed the data using percentages, correlation and linear regression analysis. Results of the study showed that 95% of the teachers were rated low on job performance, while 90% were rated low on self-efficacy. The study further revealed that there were significant correlations between job-performance and self-efficacy ($r = .849$ $p < .05$). The result also showed that self-efficacy significantly predicted job-performance ($R = .72$, $F^{sub}(1572)^{sup} = 1477.214$; $P < .05$). The study finally concluded that teachers would perform very well on their jobs if they have self-efficacy.

Job Satisfaction and Job Involvement

The relationship between job satisfaction and job involvement (job performance) has been critically assessed in a variety of organizational settings. Many of these studies found that a positive relationship existed between job satisfaction and job involvement (Pushpakumari, 2015). Job involvement has great importance and significance in organizational development and is said to aid productivity. Job satisfaction on the other hand is of great importance because it seems to affect overt organizational behaviour. According to Werner (2007), only satisfied employees seem more likely to display positive behaviour that contributes to the overall functioning of the organization. It thus follows that job

satisfaction affects job involvement; and in like manner teachers' job satisfaction will influence their job involvement.

A happy employee is widely acknowledged worldwide to be more productive than an unhappy one (Gesinde & Adejumo, 2012). This is likely to be true of a teacher who is happy (satisfied) with her job of teaching. Such a teacher is satisfied with virtually everything that is associated with teaching and perhaps would create a conducive atmosphere within the school to carry out her job in order to achieve a lot towards the realization of the goals of secondary education.

Pushpakumari (2015), gives evidence to this asserting that a highly satisfied workforce is an absolute necessity for achieving high level of performance advancement of an organization. A satisfied teacher lives to extend more effort to her teaching job performance, works harder and better. The teacher that feels a satisfaction about the job is motivated to put greater effort to the job involvement. This will increase the overall performance of the school.

Job satisfaction can affect job involvement levels, employee willingness to participate in problem-solving activities, and the amount of effort employees' put in to perform activities outside their job description. When people are satisfied with the work they are doing, then their job feels less like work and is a more enjoyable experience. Those who are satisfied in their jobs usually

do not find it difficult to get up and go to work. This would mean that satisfied teachers will perceive teaching as enjoyable experience, wake up on time and go to work/school, and will put in more effort in their work for the success of education.

According to Pushpakumari (2015), a person with a high level of job satisfaction holds positive attitude towards his or her job. This positive outlook often spreads to co-workers and can have a positive experience on everyone's performance. If the secondary school teacher has high level of job satisfaction, he will have positive attitude towards his teaching work. The tendency is that this disposition is likely to affect other teachers positively towards a deeper and better involvement in their teaching job.

Mosadeghrad, Ferlie and Rosenberg (2008) pointed out that job satisfaction and commitment are critical to retaining and attracting well qualified personnel. Employees cannot be committed to their job without being satisfied with their job. When well qualified personnel are attracted to and retained in an organization, the goals of such an organization is likely to be attained. As well qualified teachers are found in the teaching field due to job satisfaction, they will likely be committed to their job, which results to the development of the education programme.

In the field of nursing, job satisfaction can also impact on patients safety productivity and performance (job involvement), quality of care, retention and turnover, commitment to the

organization and profession (Robinson & Griffiths, 2008). In the teaching profession, job satisfaction is able to also impact productivity, performance and commitment of the teachers in the secondary schools. Since there is probably going to be better job involvement and commitment to the teaching work, there is also the assumption that secondary school students produced (as per after school certificate examination) will likely be of value to the nation. These students have received sound education that will make them better leaders of tomorrow.

Job satisfaction is related to teachers' effectiveness. When employees are motivated through the provision of opportunities for personal growth, recognition, promotion opportunities, good image for the profession and conducive environment among other things they may become satisfied. With this, the teachers are led into a psychological process that gives their activities purpose and direction needed to stimulate them towards higher job involvement through the discipline and willingness to perform assigned task and enthusiasm that drives them towards the achievement of the goals of National Policy on secondary education.

It is argued that performance causes satisfaction and satisfaction cause performance. An employee who performed his job well might receive rewards for a job well done and this will make him feel more satisfied with his job. Incentives that include

bonuses and pay raises often can help employees overcome poor attitudes towards other less enjoyable areas of their work.

The teacher who receives such incentives as a better office space and a few extra vacation days will have increased job satisfaction and increased job satisfaction could in turn lead to increased performance. In this type of relationship therefore, job involvement of the teachers will be enhanced for the success of the education programme.

To increase productivity in organization there is need to provide employees with jobs that are challenging and demanding. Recent studies on job involvement show that such involvement enhances the individual's satisfaction, while at the same time increasing productivity for the organization (Hall and Lawler, 2000). Facing challenging and demanding tasks by the teachers in the course of performing their duties will make the teachers satisfied as that will spur them into doing their very best towards achieving much for the well-being of the students.

Job satisfaction reduced stress, which can affect job performance or job involvement, mental well-being and physical health. Accordingly Aydogdu and Asikgil (2011), opined that personnel who are highly satisfied tend to have better mental and physical health. Personnel who have better mental and physical health can learn new job related tasks more quickly. Teachers who are highly satisfied will also experience reduced stress, be less

vulnerable to depression, frustration and will experience less negative emotions, and consequently will perform their job better. It is in this view that Fredrickson (2001) asserted that teachers who experience positive emotions might generate more teaching ideas and strategies that might lead in developing 'broad-minded coping' skills that help them achieve their goals such as ensuring good teaching and learning process. This behaviour will bring about increased level of job involvement. If on the other hand these teachers experience negative emotions they are most likely going to have reduced level of job performance because they have dissatisfaction.

Job satisfaction leads to commitment to one's work. Teachers' satisfaction can motivate their firm commitment to their duty and profession. Commitment is regarded as attachment to his job. Therefore, it can be argued that as teachers become satisfied they get committed to their job that is willing to work. It might be on this basis that Emani (2012) asserted that job satisfaction seems to affect overt organizational behaviour.

The implication is that satisfied teachers will put in their best in their teaching so as to increase their performance, hence Curral, Towler, Judge and Kohn (2005) opined that job satisfaction brings about high job involvement. That Government's National Policy on secondary education and innovations made in education (teaching) can be successfully implemented will depend on level of satisfaction

and job involvement of the teachers. Organ, Podsakoff and Mckenzie (2005), noted that the ability of an organization to innovate and successfully implement business strategy and to achieve competitive advantage depends on how much employees are involved in their jobs and are satisfied. It is when the teachers are satisfied with their job that they can put in all effort in their work towards the implementation of the said goals and innovations.

When teachers are satisfied, there may be reduction in some acts of indiscipline exhibited by them. Such acts of disciplinary problems as lateness to school, absenteeism, truancy and even unpreparedness for their class work or lesson minimizes. One will discover the teachers will start attending school on time, stop going home or wherever before school closes for the day, attend school regularly (all things being equal, that is no sickness, death or any serious issue that cause absence) and prepares their lessons because they are satisfied with their job. In light of this situation the satisfied teachers are motivated to extend effort to improve their job involvement (performance).

The foregoing discussion is however the views of authors and theoretical formulations that have not been empirically documented. Therefore, the researcher in this present study will attempt to empirically document the fact that job satisfaction of

secondary school teachers has relationship with their job involvement.

Numerous research works have been conducted on job satisfaction in different fields of human endeavour, which will include medicine, business and teaching. Very interesting and important findings were made from these studies as shall be seen in this present study.

Pushpakumari (2015) carried out study on the impact of job satisfaction on job performance: an empirical analysis. He used 223 employees drawn from three employee groups, namely professionals, managers and non-managers from twenty private sector organizations covering five industries. The country used for the study was Sri Lanka and the five industries used were Banking, Ceramics, Milk powder, Insurance and News Paper. Among the 223 employees, 43% was made up of females, while 57% was made up of males within the age range of 20-40 years. Two different questionnaires were used to collect data on job satisfaction and performance of the employees. For data analysis correlation coefficient was used. For interpreting job satisfaction and job performance levels, the following scale classification 0-1.7 low level, 1.8 -3.4 medium levels and 3.5-5 high level. From the result of the study, the following observations were made: there is a significant impact of job satisfaction on performance of employees in private sector organizations.

Employees who are higher in levels tend to derive more satisfaction from intrinsic rewards while, employees who are in lower levels to derive more satisfaction with extrinsic rewards. Higher level employees are more satisfiers than lower level employees in private sector organizations. Employees who are in highly competitive industries are more satisfied with their jobs than employees who are in less competitive industries. Professionals and managers are willing to extend more effort to the job than non-managers. Older employees are more satisfied than younger employees in private sector organizations.

In his study on the relationship between job involvement, job satisfaction and organizational commitment among lower-level employees, Emani (2012) used a total number of 100 lower-level employees of Mercedes Benz South Africa, East London. Three hypotheses guided the study. A questionnaire consisting of four parts was used for data collection. Pearson Product Moment Correlation and Multiple Regression were used for data analysis. Results of the findings indicated that though both job satisfaction and job involvement are strongly associated with organizational commitment, job satisfaction accounts for a higher proportion of variance in organizational commitment. Intrinsic job satisfaction, extrinsic job satisfaction and overall job satisfaction were found to be significantly and highly inter-correlated, an indication that they are all equally associated with organizational commitment.

Siddiqui (2014) studied relationship between job involvement and job satisfaction: A study on medical doctors working in the government medical college in the state of Uttar Pradesh. Survey design was used in the study and for the collection of data, two questionnaires were used. One null hypothesis as well as one alternative hypothesis guided the study. 150 doctors of age 20-65 years who served in three government-owned hospitals were used in the study. Data collected were analyzed using correlational matrix and regression analysis. Some pertinent findings were revealed by the study, they included that: Job involvement has a positive relationship with the level of job satisfaction among the selected sample of doctors.

Higher level of job involvement is instrumental in eliminating, or at least considerably reducing, the negative outcomes, normally associated with job dissatisfaction like absenteeism, turnover and physical and mental health problems.

Haggling (2005), in a research studied predictors of counselors' job satisfaction, career commitment and job involvement of college counsellors. The study was carried out in Hangzhou Xiasha with a total number of 102 college counsellors. Five research questions and three hypotheses guided the work. A questionnaire was used to collect data on the three variables under study. Result showed that support from the supervisor has a higher degree of correlation with the job involvement of the

counselors. The result also showed that the counselors' job autonomy has significant positive correlation with their job satisfaction, job commitment and job involvement.

Ali, Zaman, Tabassum and Igbai (2011) conducted a research study in Pakistan titled "a study of job satisfaction of secondary school teachers". A sample of 200 secondary school teachers drawn from a population of 1,500 teachers was used. For the data collection, the Minnesota Satisfaction Questionnaire (MSQ) was used, while mean scores, t-test and standard deviation were used in analyzing the data. The findings of this study showed that the teachers were satisfied with their teaching job. However, the findings further showed that the male teachers were more satisfied than the female teachers.

Job Satisfaction and Gender

Gumbang and Suki (2010) carried out a study on differences between job satisfaction, organizational commitment and gender. In their survey study, they used 112 employees (54 males and 58 females) in Labuan. For the analysis of data, mean scores and t-test mean comparison were used. The result of the finding showed that both male and female employees in Labuan have the same level of job satisfaction.

Kaiser (2005) conducted a research study on gender-job satisfaction difference across Europe: an indicator for labour

market modernization. The study covered the 14 member states of the European Union. In this 14 member states of the European Union, women's relative to men's level of job satisfaction was compared by using data of the European Household Community panel. The European Community House panel (ECHP) is a longitudinal EU-15 data set for the years 1994 to 2001. The data was processed by EUROSTAT while the field studies were carried out by the respective EU-member states. The findings of the study showed that Denmark, Finland and the Netherlands did not show significant gender-job satisfaction differences, but in contrast however, Portugal men were more satisfied with their jobs than women. Meanwhile, in the vast majority of the investigated countries, female workers showed a significantly higher level of job satisfaction.

Teacher-Gender Job Satisfaction and Job Involvement

Gozinapa and Azaniou (2013) investigated the impact of female teachers' job involvement on productivity, which was measured based on job satisfaction. The study was carried out in Rawalpindi. The study was qualitative but for coding, they converted the research into quantitative research. For the data collection, they made use of 7 points Likert scale and a questionnaire containing 25 questions. In their data analysis, statistical tools were employed. Their sample of study was 50

female school teachers while the population was all the teachers. The result of the study showed that there was a positive relationship between the female teachers' job involvement, productivity and job satisfaction. The result showed that the women were satisfied.

Newby, Earthman and Carlton (2015) carried out a study on job satisfaction of middle school principals in Virginia. In their survey study, 188 principals were used. Out of this number 92 were male principals and 97 female principals. He administered them the individual datasheet, which was for demographic variables such as age and gender; and the Minnesota satisfaction questionnaire that was used to measure job satisfaction. Twenty dimensions of the job of principal was measured. After data analysis, the findings of the study showed among other things that: the general satisfaction score for the respondents resulted in a mean of 3.65 (SD = .57). The male and female principals scored 3.56 (SD = .52) and 3.74 (SD = .61) respectively, showing that both male and female principals were satisfied with their position as middle school principals, even though females were more satisfied than males.

Summary of Literature Review

The review on related literature centred on three major concepts of the study namely self-efficacy beliefs, job satisfaction

and job involvement. They were discussed under the following subheadings: conceptual framework, theoretical framework and empirical studies.

Conceptually, the meanings of self-efficacy beliefs, job satisfaction and job involvement were considered. Many scholars defined self-efficacy beliefs in different ways; but all of them seem to agree that self-efficacy beliefs are opinions people have concerning their abilities to carry out a given task successfully. In the same vein, several scholars have defined job satisfaction in different ways, yet they all appear to agree that it has to do with one's reaction to his job, which is as a result of what one seeks in a job compared to what he actually receives from the job. Similarly, job involvement is defined in different ways, and one of the definitions is that it is the worker's ability to accomplish job roles associated with his job demand.

Under theoretical framework, theories that lend meaning to the study were also reviewed. Among the theories reviewed were the theories of self-efficacy beliefs, job involvement and job satisfaction.

Review of theoretical and empirical studies were also done. In one of the studies examined self-efficacy beliefs as determinants of job satisfaction and students' academic achievements: A study at school level proved that self-efficacy beliefs could have relationship with job involvement. Also discovered from the review

was that job performance leads to job satisfaction, the argument being that job performed well and rewarded could lead to one being satisfied with his job.

The researcher however, noticed at the end of the review of the related literature that the majority of the studies, particularly on empirical basis appeared to be done abroad. Also noticed was that none seemed to have investigated the relationship between the two variables and job involvement, (to the knowledge of the researcher) within Nigeria generally and southeast of Nigeria in particular. A vacuum in literature thus seems to exist in this area of knowledge. It was in the attempt to provide the apparent missing link empirically within Nigeria and to fill the gap in knowledge that formed the choice of the present study: Teachers self-efficacy beliefs and job satisfaction as correlates of their job involvement in secondary schools in southeast Nigeria.

CHAPTER THREE

METHOD

This chapter is concerned with the method and procedures that were used in conducting the study. Specifically, it described the following:

Research Design, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis

Research Design

The research design used for this study was correlational survey design, which is a type of descriptive research design concerned mainly with describing events as they are without manipulation of what is being observed. Correlational study seeks to establish what relationship exists between two or more variables. According to Akuezuilo and Agu (2006), it usually indicates the direction and magnitude of the relationship between the variables and uses a special group of statistics known as correlation co-efficient for the analysis of data.

Area of the Study

The study was carried out in southeast Nigeria. Southeast was a name given to one of the six geopolitical zones in the

country in the 1990s. it is made up of five States, namely Abia, Anambra, Ebonyi, Enugu and Imo. The local language in these states is Igbo and they are mostly dominated by Christians.

Population of the Study

The population comprises all the 25,463 secondary school teachers in the public secondary schools in southeast Nigeria. The records obtained on teachers in the five States that made up the southeast, showed that the teachers numbered 25,463. A breakdown of the population to show the number of teachers in each of the five States were as follows:

Abia State - 3,491 in 2013/2014 session (Secondary Education Management Board, Umuahia, 2014)

Anambra State – 4,948 in 2013/2014 session (Post Primary School Services commission, Awka 2014).

Ebonyi State – 2,828 in 2013/2014 session (Secondary Education Board, Abakaliki 2014).

Enugu State – 8,096 in 2012/2013 session (Post Primary School Management Board, Enugu 2014).

Imo State – 6,100 in 2013/2014 session (State Education Management Board, Owerri 2014).

Sample and Sampling Technique

A sample of 1,800 teachers was used for this study and was obtained through multi-stage method. The procedures used to obtain the participants were as follows: First, three States used out of the five States in the southeast of Nigeria were obtained through simple random sampling. Secondly, all the education zones within the sampled State were sampled and in each education zone, (except for Ebonyi State where ten schools were sampled in each education zone, because if five schools should be sampled, the number of teachers in each education zone will not be up to 200 so as to get the 600 teachers needed from the State), five schools were sampled also by simple random sampling.

Finally, to obtain the 1,800 teachers she used in the study, the researcher had to use disproportionate stratified random sampling. By this, 20 teachers were selected in each of the sampled school irrespective of the number of teachers in such a school. The population size distribution and location of teachers as well as the distribution size and location of the sampled teachers were shown in Appendices A and B.

Instrument for Data Collection

Three instruments were used to collect data for this study. These were Self-Efficacy Beliefs Scale (SEBS), Job Satisfaction Questionnaire, known as Minnesota Satisfaction Questionnaire

(MSQ) and Job Involvement (JI). The SEBS, which was developed, by Sherer, Maddox, Mercandante, Prentice-Dunn, Jacobs and Rogers in 1982 was in two (2) parts – A and B. Part A sought for personal data of the participants such as age, name and sex; while part B contains 30 items with five points rating scale ranging from Agree strongly (AS), Agree moderately (AM), Neither agree nor disagree (Na/Nd), Disagree moderately (DM) to Disagree strongly (DS). Each of these responses was assigned scores as follows: AS – 5 points, AM – 4 points, Na/Nd – 3 points, DM – 2 points, and DS – 1 point.

The Job Involvement Scale (JI), developed by Lodahl and Kejner (1965), had 20 items. It was designed with options ranging from strongly agree, agree, disagree to strongly disagree. Each of the options has scores assigned to it as follows: Strongly Agree – 1 point, Agree – 2 points, Disagrees – 3 points and strongly Disagree – 4 points. The scale was divided into two (2) parts – A and B. Part A was used to collect data about the teachers used in the study. Part B contains the items used to assess teachers' job involvement.

Minnesota Satisfaction Questionnaire was developed by Weiss, Dawis, England and Lofquist in 1967. It was designed to measure job satisfaction. The instrument has two parts. The first part regarded in this work as part A, is on demographic information, while the second part (part B), has statements

relating to job satisfaction. Each statement has options and each of the options has scores assigned to it as follows: very satisfied – 5 points, satisfied – 4 points, I am not sure – 3 points, dissatisfied – 2 points and very dissatisfied – 1 point.

Validation of the Instrument

The three instruments used in the study, namely Self-Efficacy Beliefs Scale (SEBS), Job Satisfaction Questionnaire (MSQ) and Job Involvement Scale (JI) were originally developed by Maddox and Mercandante, Weiss, Dawis, England and Lofquist, and Lodahl and Kejner respectively. They were all revalidated in Nigeria. Ayodele (1998) revalidated the SEBS, while Mogaji (1997) revalidated both JI and MSQ for Nigerian use. The researcher therefore, adopted the instruments and as such did not do any validation.

Self-Efficacy Beliefs Scale (SEBS): In 1998, Ayodele provided the psychometric properties for the Nigeria samples; and the mean scores obtained were as follows:

Males (n = 61) = 77.93

Females (n = 61) = 78.25

M & F (n = 122) = 78.97

He obtained the concurrent validity coefficient of .23 by correlating SEBS with mathematics anxiety Rating Scale. Scores

higher than the mean scores indicate adequate and high self-efficacy beliefs while scores lower than the mean scores indicate inadequate or poor self-efficacy beliefs.

Minnesota Satisfaction Questionnaire (MSQ): It was in 1997 that Mogaji provided the psychometric properties for Nigerian samples. The norms, which are the mean scores are follows:

Scales	American Samples	Nigerian Samples
	M&F(n=1,723)	M&F(n=600)
I	47.14	40.22
E	19.98	18.32
G	74.85	65.13

Correlating the general satisfaction scale of MSQ with the overall score on job description index, the concurrent validity coefficient obtained by Mogaji for Nigerian samples was .50. Scores higher than the norms indicate adequate job satisfaction in the particular component of the measure, while scores lower than the norms indicate dissatisfaction.

Job Involvement Scale (JI): Mogaji in 1997 obtained the concurrent validity of JI by correlating it with the scales of Job Description Index as follows:

JDI Scales	American Samples	Nigerian Samples
Work	29	23
Pay	-	-.09
Promotion	.38	-.09
Supervision	.38	-.09
Co-workers	.37	-.011

The mean scores were:

American Samples

M(n=70):42.62

Nigeria Samples

M&F(n=600):41.76

Scores lower than the mean scores indicate adequate job involvement of the client.

Reliability of the Instrument

The three instruments (SEBS, JI and MSQ) have good psychometric properties. They also have good internal consistency reliability. For SEBS, Cronbach Alpha internal consistency reliability coefficient of .86 was reported, while for JI, Sperman-Brown internal reliability of .72 and .80 for females and males samples were reported and the coefficient reliability obtained after a test-retest interval of 72 days was .90. For the MSQ the 72 day interval test retest reliability co-efficient provided for Nigerian samples are presented as follows:

Scales	American Samples	Nigerian Samples
I	.86	.69
E	.80	.82
G	.90	.94

Though the reliability of these instruments were done, but for the fact that the researcher adapted the three instruments, there was need to repeat their reliabilities. Using Cronbach's Co-efficient Alpha, their reliabilities were as follows: 0.86 for SEBS, 0.81 for JI, and 0.76 for MSQ.

Method of Data Collection

The researcher, with the help of research assistant in each State and one tutorial staff in each of the secondary schools used for the study distributed copies of the SEBS, MSQ and JI to teachers in those schools. As a result of the nature of the job of the participants (teachers), time was given to them to respond to all the statements in the SEBS, MSQ and JI. Meanwhile, the researcher pleaded with the research assistants and the tutorial staff in each school to ensure that twenty teachers got the instrument and responded to the statements accordingly. The research assistants and the tutorial staff were to be collecting the instrument till the agreed date that the researcher will come to collect them. On the day of collection, the researcher went to the

collection points as agreed. She discovered that in some schools not every teacher returned his or her own instrument. This made 24 copies to be missing. At the end, 1,776 copies were collected and used for the study.

Method of Data Analysis

For the data analysis, the researcher made use of aggregate scores, Pearson Product Moment Correlation, t-test of correlation and regression analysis. Research questions 1 to 3 were answered using the aggregate scores while Pearson Product Moment Correlation was used to answer research questions 4 to 9. The t-test of correlation was used to test hypotheses 1 – 6 at $P < 0.05$ level of significance, while hypothesis 7 at the same level of significance was tested using regression analysis.

For the interpretation of correlation coefficient, Onunkwo (2002:216) have it that;

0.8 to 1.0 (negative or positive) = Very high relationship

0.6 to 0.8 (negative or positive) = High relationship

0.4 to 0.6 (negative or positive) = Average relationship

0.2 to 0.4 (negative or positive) = Low relationship

0.0 to 0.2 (negative or positive) = Very low or no relationship

The negative relationship will have a figure with minus sign (-), while positive relationship will have a figure with positive sign (+).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected from field for this study were analyzed and the summaries were presented in tables to highlight the findings. The presentation was done sequentially starting with the answers to the research questions and then the testing of the null hypotheses.

Research Question 1

What are the self-efficacy belief scores of secondary school teachers in Southeast Nigeria?

Table 1: Range of scores on the self-efficacy beliefs of teachers

Range of scores	N	%	Remark
Below 76.97	362	20.20	Inadequate self-efficacy belief
76.97 and above	1414	79.80	Adequate self-efficacy belief
Total	1776	100	

Table 1 shows that 362 (20.20%) of the teachers who scored below 76.97 have inadequate self-efficacy beliefs while 1414 (79.80%) of the teachers who scored 76.97 and above have adequate self-efficacy beliefs.

Research Question 2

What are the job satisfaction scores of secondary school teachers in Southeast Nigeria?

Table 2: Range of scores on the job satisfaction of teachers

Range of scores	N	%	Remark
Below 65.13	1183	66.60	Dissatisfaction
66 and above	593	33.40	Adequate Satisfaction
Total	1776	100	

Table 2 shows that 1183 (66.60%) of the teachers who scored below 65.13 have dissatisfaction while 593 (33.40%) of the teachers who scored 66 and above have adequate satisfaction.

Research Question 3

What are the job involvement scores of secondary school teachers in Southeast Nigeria?

Table 3: Range of scores on the job involvement of teachers

Range of scores	N	%	Remark
Below 41.76	421	23.70	Adequate job involvement
41.76 and above	1355	76.30	Inadequate job involvement
Total	1776	100	

Table 3 reveals that 421 (23.70%) of the teachers who scored below 41.76 have adequate job involvement while 1355

(76.30%) of the teachers who scored 41.76 and above have inadequate job involvement.

Research Question 4

What is the relationship between the teachers' self-efficacy beliefs and their job involvement?

Table 4: Pearson r on teachers' self-efficacy beliefs and their job involvement

Source of variation	N	Self-efficacy Beliefs r	Job involvement r	Remark
Self-efficacy beliefs	1776	1.00	-0.69	High negative r
Job involvement	1776	-0.69	1.00	

Table 4 indicates that there is high negative relationship of -0.69 existing between the teachers' self-efficacy beliefs and their job involvement

Research question 5

What is the relationship between the teachers' job satisfaction and their job involvement?

Table 5: Pearson r on teachers' job satisfaction and their job involvement

Source of variation	N	Job Satisfaction r	Job involvement r	Remark
Job Satisfaction	1176	1.00	-0.79	High positive r
Job involvement	1176	-0.79	1.00	

In Table 5 it was observed that there is high positive relationship of 0.79 existing between the teachers' job satisfaction and their job involvement.

Research question 6

What is the relationship between the self-efficacy beliefs and job involvement of male teachers?

Table 6: Pearson r on male teachers' self-efficacy beliefs and their job involvement

Source of variation	N	Self-efficacy beliefs r	Job involvement r	Remark
Self-efficacy beliefs	646	1.00	-0.66	High negative r
Job involvement	646	-0.66	1.00	

Table 6 reveals that there is high negative relationship of -0.66 existing between the male teachers' self-efficacy beliefs and their job involvement.

Research Question 7

What is the relationship between the job satisfaction and job involvement of male teachers?

Table 7: Pearson r on male teachers' job satisfaction and their job involvement

Source of variation	N	Job Satisfaction r	Job Involvement r	Remark
Self-efficacy beliefs	646	1.00	0.80	Very High positive r
Job involvement	646	0.80	1.00	

Table 7 indicates that there is very high positive relationship of 0.80 existing between the male teachers' job satisfaction and their job involvement.

Research Question 8

What is the relationship between the self-efficacy beliefs and job involvement of female teachers?

Table 8: Pearson r on female teachers' self-efficacy beliefs and their job involvement

Source of variation	N	Self-efficacy Beliefs r	Job Involvement r	Remark
Self-efficacy beliefs	1130	1.00	-0.71	High negative r
Job involvement	1130	-0.71	1.00	

Table 8 shows that there is high negative relationship of -0.71 existing between the female teachers' self-efficacy beliefs and their job involvement.

Research Question 9

What is the relationship between the job satisfaction and job involvement of female teachers?

Table 9: Pearson r on female teachers' job satisfaction and their job involvement

Source of variation	N	Self-efficacy Beliefs r	Job Involvement r	Remark
Self-efficacy beliefs	1130	1.00	0.77	High positive r
Job involvement	1130	-0.71	1.00	

Table 9 shows that there is high positive relationship of 0.77 existing between the female teachers' job satisfaction and their job involvement.

Testing the Null Hypotheses

Null Hypothesis 1

The relationship existing between the teachers' self-efficacy beliefs and job involvement is not significant.

Table 10: t-test of correlation on teachers' self-efficacy beliefs and their job involvement

N	r	df	Cal. t	Crti.t	$P \geq 0.05$
1776	-0.69	1774	40.15	1.96	S

Table 10 indicates that at 0.05 level of significance and 1774 df, the calculated t 40.15 is greater than the critical t 1.96. Therefore, the first null hypothesis is rejected. The high negative relationship existing between teachers' self-efficacy beliefs and their job involvement is significant.

Null Hypothesis 2

The relationship existing between the teachers' job satisfaction and job involvement is not significant.

Table 11: t-test of correlation on teachers' job satisfaction and their job involvement

N	r	df	Cal. t	Crti.t	$P \geq 0.05$
1776	0.79	1774	54.27	1.96	S

Table 11 reveals that at 0.05 level of significance and 1774 df the calculated t 54.27 is greater than the critical t 1.96. Therefore, the second null hypothesis is rejected. The high positive relationship existing between the teachers' job satisfaction and their job involvement is significant.

Null Hypothesis 3

The relationship existing between male teachers' self-efficacy beliefs and job involvement is not significant.

Table 12: t-test of correlation on male teachers' self-efficacy beliefs and their job involvement

N	r	df	Cal. t	Crti.t	P _≥ 0.05
646	-0.66	644	12.58	1.96	S

Table 12 reveals that at 0.05 level of significance and 644 df the calculated t 12.58 is greater than the critical t 1.96. Therefore, the third null hypothesis is rejected. The high negative relationship existing between the male teachers' self-efficacy beliefs and their job involvement is significant.

Null Hypothesis 4

The relationship existing between the male teachers' self-efficacy beliefs and job involvement is not significant.

Table 13: t-test of correlation on male teachers' job satisfaction and their job involvement

N	r	df	Cal.t	Crit.t	P _≥ 0.05
646	0.80	644	33.84	1.96	S

Table 13 indicates that at 0.05 level of significance and 644 df, the calculated t 33.84 is greater than the critical t 1.96.

Therefore, the fourth null hypothesis is rejected. The high positive relationship existing between the male teachers' job satisfaction and their job involvement is significant.

Null Hypothesis 5

The relationship existing between the female teachers' self-efficacy beliefs and job involvement is not significant.

Table 14: t-test of correlation on female teachers' self-efficacy beliefs and their job involvement

N	r	df	Cal.t	Crit.t	$P \geq 0.05$
1130	0.71	1128	33.86	1.96	S

Table 14 reveals that 0.05 level of significance and 1128 df, the calculated t 33.86 is greater than the critical t 1.96. Therefore the fifth null hypothesis is rejected. The high negative relationship existing between the female teachers' self-efficacy beliefs and their job involvement is significant.

Null Hypothesis 6

The relationship existing between the female teachers' job satisfaction and job involvement is not significant.

Table 15: t-test of correlation on female teachers' job satisfaction and their job involvement

N	r	df	Cal.t	Crit.t	P \geq 0.05
1130	0.77	1128	40.53	1.96	S

Table 15 it is observed that 0.05 level of significance and 1128 df, the calculated t 40.53 is greater than the critical t 1.96. Therefore the sixth null hypothesis is rejected. The high positive relationship existing between the female teachers' job satisfaction and their job involvement is significant.

Table 16: Regression Analysis on Teachers' Self-Efficacy Beliefs, Job Satisfaction and Job Involvement in Enugu State

Variables	N	R	R Square	Adj R Square	B	Beta	df	%	Cal.F	Crit.F	Remarks
SES&JSS	1775	021	000	001			1773	0.10	0.39	3.00	ns
SES					0.002	0.005					
JSS					0.013	0.024					

Table 16 shows R square adjusted of 0.001 in the model for self-efficacy, job satisfaction and job involvement of teachers. This means a predictive power of 0.10%. Specifically, at 0.05 level of significance, 2df numerator and 1173df denominator, the calculated FO.39 is less that the critical F3.00. Therefore, the teachers' self-efficacy beliefs and job satisfaction put together do not significantly correlate with their job involvement in Enugu State.

Summary of the Findings

From the analysis the following findings were made:

1. As 362 (20.20%) of the teachers have inadequate self-efficacy beliefs, 1414 (79.80) of the teachers have adequate self-efficacy beliefs.
2. As 1183 (66.60%) of the teachers who scored below 65.13 have dissatisfaction, 593 (33.40%) of the teachers who scored 66 and above have adequate satisfaction.
3. As 421 (23.70%) of the teachers have adequate job involvement 1355 (76.30%) of the teachers have inadequate job involvement.
4. There is high negative relationship of -0.69 existing between the teachers' self-efficacy beliefs and their job involvement.
5. There is positive relationship of 0.79 existing between the teachers' job satisfaction and their job involvement.
6. There is high negative relationship of -0.66 existing between the male teachers' self-efficacy beliefs and their job involvement.
7. There is very high positive relationship of 0.80 existing between the male teachers' job satisfaction and their job involvement.

8. There is high negative relationship of -0.77 existing between the female teachers' self-efficacy beliefs and their job involvement.
9. There is high positive relationship of 0.77 existing between the female teachers' job satisfaction and their job involvement.
10. The high negative relationship existing between the teachers' self-efficacy beliefs and their job involvement is significant.
11. The high positive relationship existing between the teachers' job satisfaction and their job involvement is significant.
12. The high negative relationship existing between the male teachers' self-efficacy beliefs and their job involvement is significant.
13. The very high positive relationship existing between the male teachers' job satisfaction and their job involvement is significant.
14. The high negative relationship existing between the female teachers' self-efficacy beliefs and their job involvement is significant.
15. The high positive relationship existing between the female teachers' job satisfaction and their job involvement is significant.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATION

In this chapter, the findings of the study were discussed. In doing this, the result of the research questions and hypotheses were organized and discussed under themes. The implications and limitations of these findings were stated and some recommendations made. In addition, some possible areas for further researches were presented. Finally, summary ended the chapter.

Discussions of the Findings

The discussions of the findings centered on the following subheadings:

1. Self-efficacy beliefs of secondary school teachers.
2. Job satisfaction of secondary school teachers,
3. Job Involvement of secondary school teachers.
4. Relationship between self-efficacy beliefs and job involvement of secondary school teachers
5. Relationship between job satisfaction and job involvement of secondary school teachers.
6. Relationship between teachers' gender self-efficacy beliefs and job involvements.
7. Relationship between teachers' gender job satisfaction and job involvement.

Self-Efficacy Beliefs of Secondary School Teachers

The findings of this study showed that the school teachers have adequate self-efficacy beliefs. In other words, the self-efficacy beliefs of secondary teachers were high, meaning that the secondary school teachers have high sense of self-efficacy beliefs. A possible explanation for this result might be due to repeated experience of success they had with students and their satisfaction with their performances, which increase their self-efficacy beliefs.

This present study is consistent with the prior study by Senemoglu, Demirel, Yagci and Ustundag (2009), which reported that teachers' self-efficacy beliefs were high. This showed that the teachers held a strong belief that they had the knowledge and skills of effective teaching behaviour.

Job Satisfaction of Secondary School Teachers

Another finding of this study was that teachers were found to have dissatisfaction with their work. This result might not be surprising considering the state of the nation and the working conditions of the teachers in various States. Very significantly, the findings showed that a greater number of teachers showed dissatisfaction. This may indicate that secondary school teachers are just there in the schools because they had no better option. Since there existed job dissatisfaction, it implies that career counsellors have a platform by which they can talk and discuss with managers of education and also the principals of secondary schools on ways to ensure and maintain teachers' job satisfaction. If teachers are satisfied with their job, better job involvement or job performance can be expected because the relationship between job satisfaction and job involvement is positive and significant.

This present finding is contrary to the previous studies, which showed among other things that secondary school teachers were

satisfied with their teaching job. (Gesinde and Adejumo, 2012, Ali, Zaman, Tabassum and Igbai, 2011).

Job Involvement of Secondary School Teachers

The findings of this study again revealed that teachers who have inadequate job involvement were many. Analytically, 1355 (76.30%) of the teachers have inadequate job involvement, while 421 (23.70%) have adequate job involvement. This finding is a pointer to the fact that only very few teachers are actually involved in their teaching job, while a larger number are not involved in their job. This probably implies that many teachers are not performing their teaching job as it should be. It might be said that they are not working hard.

One of the reasons may be due to the prevailing circumstances or situations under which teachers perform their duties. For example, in some schools there are not enough tables and chairs, and in some other schools, their laboratories are not well-equipped. All these could make the teachers not to be committed and dedicated to their work. Other possible reasons for the inadequate job involvement of teachers might be that teaching job does not suit their personality traits, and lack of necessary resources (as noted before), adequate incentive, requisite skills and knowledge, which would have helped to improve the quality of education given or rendered to the students. This finding does not

collaborate study like that of Ranjithan (2015), which showed that higher secondary school teachers had high job involvement.

Relationship Between Teachers' Self-Efficacy Beliefs and Job Involvement of Secondary School Teachers

It is also discovered in this work that the findings showed a high negative relationship between teachers' self-efficacy beliefs and job involvement. It was also found out that the high negative relationship existing between teachers' self-efficacy beliefs and their job involvement was significant. This finding is contrary to the views of Fredrickson (2001) who was of the opinion that teachers who have high self-efficacy beliefs tend to be stress free and as such have increased job involvement. The teachers are better placed to do their work as they can now come up with new and more ideas that help them teach well for students' better performance. The study also contradict that of Olayiwola (2011) which indicated significant correlation between self-efficacy beliefs and job involvement.

There exists a possible reason that might help to explain why the findings of the present research are so. It might not be out of place to say that as long as the government does not care much for the teachers, it will be difficult for them to be serious with their work. They will always lack the zeal for working hard. One other

reason could be that no amount of self-efficacy beliefs can produce success when the requisite skills and knowledge are absent.

Relationship Between Job Satisfaction and Job Involvements of Secondary School Teachers

The study equally showed a significant positive relationship between the teachers' job satisfaction and their job involvement. This result might be an indication that the teachers were happy with their teaching work. Satisfied teachers, most likely put in more efforts to their teaching work in order to achieve productivity. They enjoy, and are actively involved in their work. For instance, these satisfied teachers, often create conducive atmosphere within the school to ensure that they put in their best in their job for maximum productivity or achievement.

This finding affirms those studies that showed that significant positive relationship existed between job satisfaction and job involvement (Hagging, 2005 and Siddiqui, 2014).

Relationship Between Teacher-Gender Self-Efficacy Beliefs and Job Involvement

The findings of this study revealed that high negative relationship existed between male and female teachers' self-efficacy beliefs and their job involvement. The high negative relationship was found to be significant. The reason for this result could be that neither the male or female teachers had the adequate

and necessary professional knowledge and skills needed for their job. It could also be that their work load and responsibilities are now much than ever, and yet no adequate provision for them to meet up with these demands. As there was no gender difference observed, it showed that both female and male teachers in these states experience almost the same thing in their teaching job. Having observed in this study that there is negative relationship existing in both male and female teachers' self-efficacy beliefs and job involvements, it would be of great benefit to the would-be teachers if the government puts more resources in the institutions concerned in the training of teachers.

The findings of this study do not agree with the study by John (2007) which showed gender difference. In this study, female teachers were found to be more involved in their teaching job than males, hence they were said to be more efficacious. The findings of this present study was again found to be contrary to study carried out by Khurshid, Qasmi and Ashraf (2012), which indicated that female teachers were found to have high job involvement than their male counterparts.

Relationship Between Teacher-Gender Job Satisfaction and Job Involvement

The findings of this present study established that there exists a very high positive relationship between female and male

teachers' job satisfaction and job involvement. The study equally showed that the very high positive relationship was significant. One stands to reason that for the males and the females used in the study, their teaching job is a central life interest, in other words, teaching is a major source of satisfaction of important needs; so they were satisfied.

This indicated that these teachers were involved in their jobs actively. Since there was an indication of job satisfaction based on the place of teaching job in their lives, their job involvement will be high. The present study disagreed with the findings of JoeAnn, Newby, Earthman and Carlton (2015) whose study indicated that female principals were satisfied and actively involved in their job than their male counterparts. The study also agrees with Gozinapa and Azanioy (2013) as the study showed that female teachers were satisfied with their job.

Conclusion

The study investigated teachers' self-efficacy beliefs and job satisfaction as correlates of their job involvement in secondary schools in southeast Nigeria. The following conclusions were drawn from the findings of this present study:

- * The teachers were found to have adequate self-efficacy beliefs.
- In other words, secondary school teachers have high sense of

self-efficacy beliefs, which can motivate them into making great achievement in their work, if other necessary conditions are made available to them.

- * The teachers were shown to have job dissatisfaction. It thus follows that for teachers to be satisfied with their teaching job, the government should try to provide them with such things as good condition of service as well as adequate pay. It is likely that when teachers are adequately taken care of, they will be satisfied and be better involved in their job.
- * The study revealed that teachers' self-efficacy beliefs related negatively with their job involvement.
- * The findings also indicated high positive relationship between teachers' job satisfaction and job involvement and as such teachers should be encouraged so that they remain satisfied and motivated to expend more efforts to improve their performance for quality productivity.

Implication of the Study

From the findings emanating from this work, there is no doubt that they have far-reaching educational implications for the teachers in particular and the educational practice in general. Some of the obvious implications of the study are as follows:

The result of this finding showed that the teachers had adequate self-efficacy beliefs. This has educational implication for

the students. In the academic context, teachers who have adequate self-efficacy beliefs do well to take seriously their share of responsibility in nurturing the self-efficacy beliefs of their students, these could be achieved by providing the students with challenging tasks and meaningful activities. As these students master the challenging tasks and meaningful activities, they develop a robust sense of self-efficacy to face their academic work which will result in their doing well academically.

Another educational implication of the findings of this study is that, since the teachers had adequate self-efficacy beliefs, they are more likely to be open to new ideas and willing to test various teaching methods to satisfy their students' needs. They will be more willing to take responsibility for students with special teaching needs, be open to criticisms, persist in the face of students' failure, be willing to offer special assistance to low achieving students and design instruction that develops students' self-perceptions of their academic skills. Equally, having adequate self-efficacy beliefs will cause the teachers to focus on the opportunities worth pursuing and view obstacles as surmountable, and through ingenuity and perseverance they figure out ways of exercising some control even in environment of limited opportunities and many constraints. In the face of all these, there will be a sound educational system and practice in the nation.

In addition, the study has relevance for guidance counsellors in secondary schools. This is because the guidance counsellors would have known that in counselling students for a choice of career for instance, should encourage them to choose the subjects/courses they believe they have the ability for.

Finally, since majority of the teachers have job dissatisfaction, if teachers are provided with motivating factors such as sound pay packages, quick promotion, congenial atmosphere and fair rewards among others, they are likely to have high job satisfaction leading to high job involvement and productivity.

Recommendation

Consequent upon the findings and implications of this study, the following recommendations have been proffered:

- The government should provide teachers with the necessary resources as well as give them adequate incentive as motivators needed for effective and adequate job involvement as well as job satisfaction. Likewise, the government should organize seminars and workshops aimed at helping the teachers to have the requisite skills and knowledge needed for adequate job involvement.
- Workshops, conferences and seminars should be organized by the managers of secondary education in the various

states for their serving teachers to enhance and maintain their self-efficacy beliefs as well as their job satisfaction.

- The government should enrich the teaching profession so that the teachers can develop their self-efficacy beliefs and what is more, be more engulfed in their job for a better educational system and practice.
- Teachers as role models should believe in themselves by developing abilities and engaging in modeling practices that will influence students' sense of self-efficacy beliefs and learning.
- Having observed in this study that there is negative relationship existing in both male and female teachers' self-efficacy beliefs and job involvements, it would be of great benefit to the would-be teachers if the government puts more resources in the institutions concerned in the training of teachers.
- Government should not relent in ensuring that teachers are satisfied with their teaching job since both male and female teachers' job satisfaction has positive relationship with job involvement.

Suggestion for Further Studies

Realizing that in Nigeria, there is dearth or little or no work on this study, the researcher, therefore suggests that further researches be carried out to cover the following:

- (1) A replication of the study could be carried out in the three states using location (urban, semi-urban and rural teachers).
- (2) The same study could be carried out in the entire five states in the southeast Nigeria.
- (3) The same work could be carried out in each of the remaining states of Nigeria.
- (4) There could also be a replication of the study involving all the states of Nigeria.
- (5) The study could be carried out on either all the female or male teachers in the country.

Summary of the Study

This study investigated teachers' self-efficacy beliefs and job satisfaction as correlates of their job involvement in secondary schools in southeast Nigeria. Literature related to the study was extensively reviewed. Nine research questions were answered and six null hypotheses were tested at 0.05 significant level.

The population of the study was 25,463 teachers while the sample size was 1800 teachers. The instruments for data collection were SES, MSQ and JI that were already validated. Data collected were analysed using aggregate scores, Pearson Product

Moment Correlation and t-test of correlation. Research questions 1 to 3 were answered using the aggregate scores, while Pearson Product Moment Correlation was used to answer research questions 4 to 9. The six null hypotheses were tested at $P < 0.05$ level of significance, using t-test of correlation. Some of the findings were as follows:

1. The teachers have adequate self-efficacy beliefs.
2. The teachers have job dissatisfaction.
3. There is a high negative relationship of -0.69 existing between the teachers' self-efficacy beliefs and their job involvement.
4. There is a high positive relationship of 0.79 existing between the teachers' job satisfaction and their job involvement.

Consequent upon the findings, some recommendations were made. Some of these recommendations included that:

- Career counsellors in schools can organize forums to talk and discuss with managers of education and principals on ways to ensure and maintain teachers' job satisfaction.
- Workshops, conferences and seminars should be organized by managers of education in the various states for their serving teachers to develop their self-efficacy beliefs as well as their job satisfaction.

Suggestions for further studies were also put forward, one of which was that a similar study be conducted to cover all the states of Nigeria.

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APPENDICES

Population Size Distribution and Location of Teachers

Anambra State

Aguata Zone		Male	Female	Total
1	Urban Girls Sec. School, Ekwulobia	5	21	26
2	Comm. Sec. School, Isuofia	4	23	27
3	Comm. Sec. School, Oko	2	28	30

4	Comm. Sec. School, Umunze	4	16	20
5	Girls Sec. School, Igbo-Ukwu	4	21	25
				128

Awka Zone		Male	Female	Total
1	Comm. Sec. School, Amansea	0	26	26
2	Girls' High School, Agulu	6	25	31
3	Girls Sec. School, Umudioka	3	29	32
4	Girls' Sec. School, Abagana	10	28	38
5	Comm. Sec. School, Mgbakwu	5	16	21
				148

Nnewi Zone		Male	Female	Total
1	G. T. C. Ihiala	3	17	20
2	Girls' Sec. School, Ozubulu	6	27	33
3	Girls Sec. School, Nnewi	1	34	35
4	Nnewi High School, Nnewi	5	27	32
5	Nigeria Sci & Tech College, Nnewi	8	14	22
				139

Ogidi Zone		Male	Female	Total
1	Comm. Sec. School, Obosi	2	25	27
2	Cave City Sec. School, Ogbunike	5	28	33
3	Girls' Sec. School, Oba	3	18	21
4	Gov't. Tech. School, Nkpor	4	28	32
5	New Era Sec. School, Nteje	5	17	22
				135

Onitsha Zone		Male	Female	Total
1	Urban Girls' Sec. School, Onitsha	2	34	36
2	Comm. Sec. School, Okpoko	1	20	21
3	Compr. Sec. School, Onitsha	3	31	34
4	Comm. Sec. School, Odekpe	4	18	22
5	Gov't Tech. College, Onitsha	10	33	43
				156

Otuocha Zone		Male	Female	Total
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1	C. H. S., Nsugbe	10	20	30
2	Comm. Sec. School, Omor	8	12	20
3	Comm. Sec. School, Umueze Anam	4	17	21
4	Comm. Sec. School, Nando	10	12	22
5	O Comm. Sec. School, Umumboo	9	13	22
				125

Ebonyi State

Abakaliki Zone		Male	Female	Total
1	Com'd Sec. School, Nduruku	16	10	26
2	Army Day Sec. School, Abakaliki	13	33	46
3	Izzi High School, Ishieke	11	29	40
4	Boys Sec. School, Iboko	10	14	24
5	Comm. Sec. School, Mgbalukwu	14	27	41
6	Gov't Tech. College, Abakaliki	16	48	64
7	Comm. Sec. School, Amofia Ngbo	10	15	25
8	Comm. Sec. School, Odomoke	7	13	20

9	Special Sec. School, Igbeagu	13	10	23
10	Model Boys' Sec. School, Ezzamgbo	15	18	33
				342

Afikpo Zone		Male	Female	Total
1	Ohabuiké Sec. School	14	9	23
2	Gov't. Sec. School, Owutu Edda	12	14	26
3	C. H. School, Uburu	9	11	20
4	Comm. Sec. School, Ugwuegwu	6	34	40
5	Girls' Sec. School, Afikpo	14	9	23
6	Emohia Itim Sec. School	16	11	27
7	Girls' M. S. S., Ishiagu	9	27	36
8	Comm. Sec. School, Onomike	14	9	23
9	Comm. Sec. School, Ohaisu	7	13	20
10	Comm. Sec. School, Igbeledoha	14	8	22
				260

Onueke Zone		Male	Female	Total
1	Comm. Sec. School, Amuzu	11	16	27
2	Izzkworo High School	9	11	20
3	Comm. Sec. School, Umuoghara	14	26	40
4	Comm. Sec. School, Oshiegbe	6	20	26
5	Girls High School, Ezillo	21	27	48
6	Comm. Sec. School, Nkalagu	5	18	23
7	U. S. S. Ndufu-Echara	11	10	21
8	Comm. Sec. School, Oriuzor	25	34	59
9	Comm. Sec. School, Ndufu Alike	31	11	42
10	Comm. Boys High School, Ezilo	7	16	23
				329

Enugu State

Awgu Zone		Male	Female	Total
1	B. S. S Awgu	9	11	20
2	Urban Sec. School, Oji-River	14	26	40
3	G. H. School, Inyi	1	22	23
4	Comm. Sec. School, Ugwuoba	2	41	43
5	Comm. Sec. School, Mgbowo	10	24	34
				118

Agbani Zone		Male	Female	Total
1	C. S. S., Emene	10	36	46
2	Girls S. S. Uwani	20	36	56
3	Comm. Sec. School, Ubahu	6	18	24
4	Comm. Sec. School, Ugwuaji	3	25	28
5	Maryland Sec. School, Enugu	4	21	25
				179

Udi Zone		Male	Female	Total
1	Compr. High School, Udi-Abia	11	37	48
2	C. S. S., Nsude	16	38	54
3	G. H. S., Nachi	5	17	22
4	Comm. Sec. School, Awghum	10	21	31
5	Comm. Sec. School, Agbudu	8	14	22
				177

Nsukka Zone		Male	Female	Total
1	Compr. Sec. School, Diogbe	11	14	25
2	Comm. Sec. School, Obimo	15	29	44
3	Edem-Ani High School, Edem	11	35	46
4	B. S. S., Nsukka	20	42	62
5	Comm. Sec. School, Okpuje	12	22	34
				211

Enugu Zone		Male	Female	Total
1	Umuchigbo C. H. S., Iji-Nike	3	26	29
2	Girls Sec. School, Abakpa Nike	10	12	24
3	Girls Sec. School, Isiroto Emene	12	43	55
4	New Haven Boys Sec. School, Enugu	28	42	70
5	Com. Sec. School, Iva-Valley, Enugu	15	57	72
				249

Obollo-Afor Zone		Male	Female	Total
1	Comm. Sec. School, Unadu	17	13	30
2	M. C. S. S., Ekposhi	8	17	25
3	Comm. Sec. School, Alor Agu	11	17	28
4	Comm. Sec. School, Umuogbo-Agu	14	10	24
5	C. H. S., Okpo	17	28	43
				152

Sample Size Distribution and Location of Teachers

Anambra State

Aguata Zone		Male	Female	Total
1	Urban Girls Sec. School, Ekwulobia	5	15	20
2	Comm. Sec. School, Isuofia	4	16	20
3	Comm. Sec. School, Oko	2	18	20
4	Comm. Sec. School, Umunze	4	16	20
5	Girls Sec. School, Igbo-Ukwu	4	16	20

100

Awka Zone		Male	Female	Total
1	Comm. Sec. School, Amansea	0	20	20
2	Girls' High School, Agulu	6	14	20
3	Girls Sec. School, Umudioka	3	17	20
4	Girls' Sec. School, Abagana	10	10	20
5	Comm. Sec. School, Mgbakwu	5	15	20
				100

Nnewi Zone		Male	Female	Total
1	G. T. C. Ihiala	3	17	20
2	Girls' Sec. School, Ozubulu	6	14	20
3	Girls Sec. School, Nnewi	1	19	20
4	Nnewi High School, Nnewi	5	15	20
5	Nigeria Sci & Tech College, Nnewi	8	12	20
				100

Ogidi Zone		Male	Female	Total
1	Comm. Sec. School, Obosi	2	18	20
2	Cave City Sec. School, Ogbunike	5	15	20
3	Girls' Sec. School, Oba	3	17	20
4	Gov't. Tech. School, Nkpor	4	16	20
5	New Era Sec. School, Nteje	5	15	20
				100

Onitsha Zone		Male	Female	Total
1	Urban Girls' Sec. School, Onitsha	2	18	20
2	Comm. Sec. School, Okpoko	1	19	20
3	Compr. Sec. School, Onitsha	3	17	20
4	Comm. Sec. School, Odekpe	4	16	20
5	Gov't Tech. College, Onitsha	10	10	20
				100

Otuocha Zone		Male	Female	Total
1	C. H. S., Nsugbe	10	10	20
2	Comm. Sec. School, Omor	8	12	20
3	Comm. Sec. School, Umueze Anam	4	16	20
4	Comm. Sec. School, Nando	10	10	20
5	O Comm. Sec. School, Umumboo	9	11	20
				100

Ebonyi State

Abakaliki Zone		Male	Female	Total
1	Com'd Sec. School, Nduruku	16	4	20
2	Army Day Sec. School, Abakaliki	7	13	20
3	Izzi High School, Ishieke	9	11	20
4	Boys Sec. School, Iboko	5	15	20
5	Comm. Sec. School, Mgbalukwu	14	6	20
6	Gov't Tech. College, Abakaliki	16	4	20
7	Comm. Sec. School, Amofia Ngbo	10	10	20
8	Comm. Sec. School, Odomoke	7	13	20

9	Special Sec. School, Igbeagu	13	7	20
10	Model Boys' Sec. School, Ezzamgbo	15	5	20
				200

Afikpo Zone		Male	Female	Total
1	Ohabuike Sec. School	11	9	20
2	Gov't. Sec. School, Owutu Edda	12	8	20
3	C. H. School, Uburu	9	11	20
4	Comm. Sec. School, Ugwuegwu	6	14	20
5	Girls' Sec. School, Afikpo	14	6	20
6	Emohia Itim Sec. School	15	5	20
7	Girls' M. S. S., Ishiagu	2	18	20
8	Comm. Sec. School, Onomike	7	13	20
9	Comm. Sec. School, Ohaisu	9	11	20
10	Comm. Sec. School, Igbeledoha	14	6	20
				200

Onueke Zone		Male	Female	Total
1	Comm. Sec. School, Amuzu	9	11	20
2	Izzkworo High School	8	12	20
3	Comm. Sec. School, Umuoghara	13	7	20
4	Comm. Sec. School, Oshiegbe	6	14	20
5	Girls High School, Ezillo	10	10	20
6	Comm. Sec. School, Nkalagu	3	17	20
7	U. S. S. Ndufu-Echara	11	9	20
8	Comm. Sec. School, Oriuzor	5	15	20
9	Comm. Sec. School, Ndufu Alike	10	10	20
10	Comm. Boys High School, Ezilo	2	18	20
				200

Enugu State

Awgu Zone		Male	Female	Total
1	B. S. S Awgu	5	15	20
2	Urban Sec. School, Oji-River	8	12	20
3	G. H. School, Inyi	1	19	20
4	Comm. Sec. School, Ugwuoba	2	18	20
5	Comm. Sec. School, Mgbowo	4	16	20
				100

Agbani Zone		Male	Female	Total
1	C. S. S., Emene	5	15	20
2	Girls S. S. Uwani	11	9	20
3	Comm. Sec. School, Ubahu	6	14	20
4	Comm. Sec. School, Ugwuaji	2	18	20
5	Maryland Sec. School, Enugu	2	18	20
				100

Udi Zone		Male	Female	Total
1	Compr. High School, Udi-Abia	8	12	20
2	C. S. S., Nsude	10	10	20
3	G. H. S., Nachi	5	15	20
4	Comm. Sec. School, Awghum	3	17	20
5	Comm. Sec. School, Agbudu	6	14	20
				100

Nsukka Zone		Male	Female	Total
1	Compr. Sec. School, Diogbe	8	12	20
2	Comm. Sec. School, Obimo	12	8	20
3	Edem-Ani High School, Edem	4	16	20
4	B. S. S., Nsukka	15	5	20
5	Comm. Sec. School, Okpuje	8	12	20
				100

Enugu Zone		Male	Female	Total
1	Umuchigbo C. H. S., Iji-Nike	3	17	20
2	Girls Sec. School, Abakpa Nike	10	10	20
3	Girls Sec. School, Isiroto Emene	6	14	20
4	New Haven Boys Sec. School, Enugu	8	12	20
5	Com. Sec. School, Iva-Valley, Enugu	9	11	20
				100

Obollo-Afor Zone	Male	Female	Total
1 Comm. Sec. School, Unadu	8	12	20
2 M. C. S. S., Ekposhi	5	15	20
3 Comm. Sec. School, Alor Agu	4	16	20
4 Comm. Sec. School, Umuogbo-Agu	9	11	20
5 C. H. S., Okpo	3	17	20
			100

SEBS MANUAL

The SEBS was adapted for the use of professionals in Nigeria after several years of research at standardizing it in order to enhance its suitability and relevance for Nigerians. This short version of the SEBS manual reflects the outcome of adaptation.

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NO 31: April, 1999

Self-Efficacy Beliefs Scale (SEBS)

Authors: M. Sherer, J. E. Maddox, B. Mercandante, S. Prentice-Dunn, B. Jacobs & R. W. Rogers

Purpose: To measure self-perceived:

- a. Competence and effectiveness in work performance
- b. Efficacy in handling social relationships

Description:

The 30-item inventory is designed to measure the social component of self-efficacy from both interpersonal and intrapersonal perspectives. The concept of self-efficacy is predicted on the assumption that the individual's deep-rooted expectation of his or her capabilities directly affects the cognitive, affective and psychomotor components of the individual's abilities and the outcome of performance. The SEBS emphasizes the outcome of the performance in relation to the self and others within a social matrix.

Administration

SEBS should be administered individually or in groups after establishing adequate reports with the client. Please encourage and follow the instruction at the top at the test form. You (the professional) may need to help young or semi-literate clients to carry out the instruction. There is no time limit for completing SEBS.

Scoring

There is direct scoring, reverse scoring and inert scoring of the items.

- b. Direct scoring: Add together the values of the numbers shaded in the relevant items. For example, if in items 6,7,8,9,10,11 the numbers shaded are 3,2,5,4,2,1 respectively, the score for the 6 items is 3-2-5-4-2-1 = 17.
- c. Reserve scoring: Change the values of the numbers from 1,2,3,4,5 to 5,4,3,2,1 respectively and add together the reversed values of the numbers shaded in the relevant items. For example, if in items 14,15,16,17,18,19 the numbers shaded are: 3,2,5,4,2,1 respectively, the score for the 6 items is: 3-4-2-5 = 19
- d. Inert scoring: Inert items otherwise called filler items, are items added to the test form to enhance its face validity and the client's positive attitude to the test. The inert items should NOT be scored.
- e. Direct Score items:
2,4,10,12,15,16,19,23,27,28
- f. Reserve score items:
3,6,7,8,11,14,18,20,22,24,26,29,30.
- g. Inert Items: 1,5,9,13,17,21,25. these 7 items SHOULD NOT BE SCORED.

- a. Final score: Add together the result of the direct and the reverse score items to obtain the final score.

Psychometric Properties

1

Sherer et al (1982) provided the original psychometric properties for American samples while Ayodele (1998) provided the properties for Nigerian samples.

Norms

The norms reported here are the mean scores obtained by Nigerian Youths.

Males (n=61) = 77.93
 Females (n=61) = 78.25
 M & F (n=126) = 78.97

Reliability

Sherer et al. (1982) reported Cronbach alpha internal consistency reliability coefficient of .86

Validity

Ayodele (1998) obtained a concurrent validity coefficient of .23 by correlating SEBS with Mathematics Anxiety Rating Scale – Revised (Plake & Parker. 1982).

Interpretation

The Nigerian norms of means scores are the basis for interpreting the scores of clients. Scores higher than the norms indicate adequate and high social self-efficacy while scores lower than the norms indicate inadequate or poor self-efficacy.

References

1. Ayodele E. E. (1998). *Evaluation of correlates and Mathematics anxiety*: Unpublished M.Sc Research Project. Department of Psychology, University of Lagos.
2. Plakes, B. S. & Parker, C. S. (1982). The development and validation of a revised version of the mathematics anxiety scale. *Educational and Psychological measurement*, 42, 551-557.
3. Sherer, M. Maddox, J. E. Mercandante, B., Prentice-Dunn S., Jacobs, B. & Rogers, R. W. (1982). The self-efficacy scale: construction and validation. *Psychological Reports*. 51, 663-671.

SEBS

NAME: Sex: Age: Date:

INTRODUCTION

Here is a series of statements about your personal traits. Each statement represents a commonly said belief. Read each statement and decide to what extent it describes you, SHADING one of the numbers in front of the statement. This is not a test, so there is no right or wrong answers. Work quickly and ensure that you respond to ALL the statements truthfully to reflect how each best describe your feeling as you really are, and not as you would like to be.

The numbers stand for:

- 1 = Disagree strongly
- 2 = Disagree moderately
- 3 = Neither agree nor disagree
- 4 = Agree moderately
- 5 = Strongly agree

- 1. I like to grow houseplants. 1 2 3 4 5
- 2. I can communicate with my students who are difficult to deal with 1 2 3 4 5
- 3. I can give correct reinforcements to ensure sustained positive behaviours in my students 1 2 3 4 5
- 4. I can prevent anything that will cause disciplinary problem in the class ... 1 2 3 4 5
- 5. Heredity plays a major role in determining one's personality 1 2 3 4 5
- 6. I can make my students keep classroom rules. 1 2 3 4 5
- 7. I manage the class time very well. 1 2 3 4 5
- 8. I can prepare and use instructional materials very well. 1 2 3 4 5
- 9. I like to cook. 1 2 3 4 5
- 10. I can teach in a way that the set objective will be actualized. 1 2 3 4 5
- 11. I can use teaching methods and techniques to achieve related behaviour to be learnt by the students. 1 2 3 4 5
- 12. I can lead my students to discovery and research. 1 2 3 4 5
- 13. There is some 1 2 3 4 5
- 14. I can give each student extra time and opportunity to be successful. ... 1 2 3 4 5
- 15. I am able to lead my students in a manner they can produce original products. 1 2 3 4 5
- 16. I can make my students to develop creative ability. 1 2 3 4 5
- 17. I like science 1 2 3 4 5
- 18. I can ensure students' concentration and participation in the lesson. ... 1 2 3 4 5
- 19. I can make my students start being early to school. 1 2 3 4 5

20. I can develop creative ideas to change inappropriate teaching environment in a positive way. 1 2 3 4 5
21. If I were an artist, I would like to draw children. 1 2 3 4 5
22. I can provide improvised materials to make my lessons interesting. 1 2 3 4 5
23. I can evaluate my students' academic achievements fairly. 1 2 3 4 5
24. I can teach in such a way to ensure students' active interest and enthusiasm about learning. 1 2 3 4 5
25. I very much like to ride horses. 1 2 3 4 5
26. I can teach difficult topics in ways that they will not be difficult for students to understand. 1 2 3 4 5
27. I can develop students' interests in reading through activities I organize. 1 2 3 4 5
28. It is difficult for me to use new innovations in teaching easily. 1 2 3 4 5
29. I give special attention to slow learners. 1 2 3 4 5
30. I can attend to every relevant question during my lessons. 1 2 3 4 5

JI MANUAL

The JI was adapted for the use of professionals in Nigeria after several years of research at restandardizing it in order to enhance its suitability and relevance for Nigerians. This short version of the JI manual reflects the outcome of adaptation.

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NO 24: September, 1997

Job Involvement (JI)

Authors: T. Lodahl & M.. Kejner (1965)
 Purpose: To measure job involvement

Description:

The 20-item inventory is designed to measure what the authors described as the "the extent to which a person's work performance affects his/her self-esteem". Job involvement is also the extent to which a person is also attached and engrossed in his/her general employment circumstances and the concept is distinct from of job satisfaction and job motivation.

Administration

JI should be administered individually or in groups after establishing adequate support with the clients. Please encourage them to read and follow the instruction at the top at the test form.

You (the professional) may need to help young or semi-literate clients to carry out the instruction. There is no time limit for completing JI.

Scoring

There is direct scoring, reverse scoring and inert scoring of the items.

(e) Direct Scoring: Add together the values of the numbers shaded in the relevant items. For example, if in items 7, 8, 9, 10, 11 the numbers shaded are 3, 2, 4, 1, 2 respectively, the score for the items is 3+2+4+1+2 = 12.

(f) Reserve Scoring: Change the values of the numbers from 1, 2, 3, 4 to 4, 3, 2, 1 respectively and add together the reversed values of the numbers shaded in the relevant items. For example, if in items 14, 15, 16, 17, 18 the numbers shaded are: 3, 2, 4, 1, 2 respectively, the score for the 6 items is: 2+3+1+4+3 = 13.

(g) Direct Score items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 20

(h) Reserve score items: 10, 13, 14, 16, 17, 18, 19.

(i) Add together the results of the direct score and the reverse score items to obtain the overall job involvement score.

Psychometric Properties

Lodahl and Kejner (1965) provided the psychometric properties for American samples while Mogaji (1997) provided the properties for Nigerian samples.

Norms

The norms reported here are the mean scores obtained by workers in the general population.

American Samples	Nigerian Samples
M(n=70): 42.62	M&F(n=600): 41.76

Reliability

Lodahl and Kejner (1965) obtained Spearman Brown internal reliability coefficients of .72 and .80 for females and males respectively. The coefficient of test-retest reliability obtain in an interval of 72 days is 90.

Validity

Current validity was obtained by correlating JI with the scales of job Descriptive Index (Smith et al. 1969)

JDI Scales	American Samples	Nigerian Samples
Work	.29	23
Pay	-	-.09
Promotion	.38	-.09
Supervision	.38	-.09
Co-workers	.37	-.11

Interpretation

The Nigerian norms or means scores are the basis for interpreting the scores of clients. Scores *lower* than the norms indicate adequate job involvement. This means that the higher the score the poorer the job involvement of the client.

References

1. Lodahl, T. & Kejner, M. (1965). The definition and measurement of job-involvement. *Journal of Applied Psychology*, 49, 24-33.
2. Mogaji, A. A. (1977). *Effects of organizational climate on employees' commitment, involvement and motivation in some Nigerian manufacturing industries*. Unpublished Ph.D Thesis, University of Lagos.
3. Smith, P. C., Kendall, L. M. & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand-McNally.

J.I.

NAME: Sex: Age: Date:

INTRODUCTION

The following are statements designed to find out your attitude to your present job. It is not a test, so there are no right or wrong answers. Please read each statement and carefully SHADE the appropriate number to the right of the statement you are feeling to your job.

The numbers stand for:

- 1. = Strongly agree
- 2. = Agree
- 3. = Disagree
- 4. = Strongly disagree

- 1. I stay extra time to finish my lesson. 1 2 3 4
- 2. I have other activities more important than filling school diaries. 1 2 3 4
- 3. Often times, I like teaching students whenever they are free so as to cover my scheme of work. 1 2 3 4
- 4. I usually give students marks on tests I did not conduct because of many tests that are involved in continuous assessments. 1 2 3 4
- 5. I usually derive joy entering topics I did not teach in the diary. 1 2 3 4
- 6. I usually help in teaching subjects that have no teachers to teach them, especially those related to my discipline. 1 2 3 4
- 7. Sometimes, I lie away at night to prepare my lessons adequately. 1 2 3 4
- 8. I make sure students do not come late to school whenever I am on duty. 1 2 3 4
- 9. I feel depressed whenever I fail in anything concerning my teaching. 1 2 3 4
- 10. Marking students' examination scripts thoroughly is a waste of time to me. 1 2 3 4
- 11. I consider it hopeless checking students thoroughly when invigilating them during examination. 1 2 3 4
- 12. I hardly solve student's academic problems outside their lesson periods. 1 2 3 4
- 13. I always like to teach my lesson except when I am sick. 1 2 3 4
- 14. I avoid accepting extra responsibilities so as to finish my work. 1 2 3 4
- 15. I always keep my students' continuous assessment records up to date. ... 1 2 3 4
- 16. I overlook students who put on wrong uniforms. 1 2 3 4
- 17. I always do revision for my students before their examinations. 1 2 3 4
- 18. I used to care more about teaching, but now would rather go to my private job than teach my students extra lesson. 1 2 3 4
- 19. I always give notes to my students on every topic I have taught them. 1 2 3 4
- 20. I use to compute my students' results diligently. 1 2 3 4

MSQ MANUAL

The MSQ was adapted for the use of professionals in Nigeria after several years of research at restandardizing it in order to enhance its suitability and relevance for Nigerians. This short version of the MSQ manual reflects the outcome of adaptation.

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NO 21: September, 1997

Minnesota Satisfaction Questionnaire (MSQ)

Authors: D.J.Weiss, R.V. Dawis, G.W.
 England & L. H. Lofquist (1967)
 Purpose: To measure job satisfaction

Description:

The 20-item inventory is the short version of the 100-Item inventory earlier developed by authors. According to the authors, MSQ is designed to assess job satisfactoriness, which is the fulfillment a worker derives from his or her input into the job environment and job satisfaction which is the fulfillment the job environment provides a worker. Three components of the fulfillment may be obtained with the inventory. They are: -

- (a) Intrinsic Satisfaction (I)
- (b) Extrinsic Satisfaction (E)
- (c) General Satisfaction (G)

Administration

MSQ should be administered individually or in groups after establishing adequate rapport with the clients. Please encourage them to read and follow the instruction at the top at the test form. You (the professional) may need to help young or semi-literate clients to carry out the instruction. There is no time limit for completing MSQ.

Scoring

- (a) The items are scored directly by adding together the values of the numbers shaded in the relevant items that constitute each of the three components. For example, if in items 7, 8, 9, 10, 11 the numbers shaded are 3, 2, 4, 5, 1, 2 respectively, the score for the six items is $3+2+4+5+1+2 = 17$.
- (b) I. Items: 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20.
- (c) E. Items: 5, 6, 12, 13, 14, 19.
- (d) G. Items: All the 20 items.

Psychometric Properties

Weiss, et al, (1967) provided the psychometric properties for American samples while Mogaji (1997) provided the properties for Nigerian samples.

Norms

The norms reported here are the mean scores obtained by workers in the general population.

Scales:

American Samples M&F(n=1723)	Nigerian Samples M&F(n=600)
I 47.14	40.22
E 19.98	18.32
G 74.85	65.13

Reliability

Weiss et al, (1967) reported a one-week interval test-retest reliability coefficients of .89, a one-year interval coefficient of .70 and the median of the Hoyt internal reliability coefficient presented below for the American samples. The 72-day interval test-retest reliability coefficient provided for Nigerian samples are [resented below.

Scales:

American Samples	Nigerian Samples
I .86	.69
E .80	.82
G .90	.94

Validity

By correlating the general satisfaction scale of MSQ with the overall score on job Descriptive Index (Smith et al. 1969) the concurrent validity coefficients obtained by Wanous (1974) for American samples = .71 and by Mogaji (1997) for Nigerian samples = .50

Interpretation

The Nigerian norms or means scores are the basis for interpreting the scores of clients. Scores higher than the norms indicate adequate job satisfaction in the particular component of the measure, while scores lower than the norms indicate dissatisfaction.

References

1. Mogaji, A. A. (1977). *Effects of organizational climate on employees' commitment, involvement and motivation in some Nigerian manufacturing industries*. Unpublished Ph.D Thesis, University of Lagos.
2. Smith, P. C., Kendall, L. M. & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand-McNally.
3. Wanous, J. P. (1974). A casual-correlation analysis of the job satisfaction and performance relationship. *Journal of Applied Psychology* 59, 139-144.
4. Weiss, D. J., Dawis, R. V., England, G. W., Lofquist L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire*: IRC University of Minnesota.

MSQ

NAME: Sex: Age: Date:

INTRODUCTION

The following are statements designed to find out how you feel about your present job. It is not a test, so there are no right or wrong answers. Please read each statement and carefully SHADE the appropriate number to the right of the statement to indicate how you feel about your job.

The numbers stand for:

- 1 = Very dissatisfied
 2 = Dissatisfied
 3 = I am not sure
 4 = Satisfied
 5 = Very satisfied

1. How do you feel being busy teaching all the time? 1 2 3 4 5
2. Allowing you alone to teach your subject makes you feel 1 2 3 4 5
3. Being allowed to do other things in the school from time to time apart from teaching make you feel 1 2 3 4 5
4. As a teacher, how do you feel given the chance to be somebody in the community? 1 2 3 4 5
5. How do you feel concerning the way your principal handles her/his workers? 1 2 3 4 5
6. The competence of your principal makes you feel 1 2 3 4 5
7. How do you feel when you do any teaching related job that is not against your conscience? 1 2 3 4 5
8. The fact that teaching provided steady employment make you 1 2 3 4 5
9. How do you feel helping other teachers? 1 2 3 4 5
10. When given the chance to teach other teachers, especially new ones, you feel 1 2 3 4 5
11. How do you feel given the chance to use your abilities in the classroom? .. 1 2 3 4 5
12. The way the policies of Education Boards are put into place makes you feel 1 2 3 4 5
13. How do you feel about your salary as a teacher and amount of work you do as a teacher? 1 2 3 4 5
14. As a teacher, the chance to go for in-service training makes you feel 1 2 3 4 5
15. How do you feel when given the freedom to take decision concerning how to deliver your lesson? 1 2 3 4 5
16. How do you feel when given the chance to try your own

- method in teaching your lesson 1 2 3 4 5
17. The working condition in your school make you feel 1 2 3 4 5
18. How do you feel about the way fellow teachers get along with each other? 1 2 3 4 5
19. How do you feel when you receive praise because teach well 1 2 3 4 5
20. How do you feel when you make accomplishments in your teaching job?... 1 2 3 4 5

Frequencies**JOB SATISFACTION SCORE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.00	6	3	3	3
	32.00	3	2	2	5
	33.00	13	7	7	1.2
	35.00	20	1.1	1.1	2.4
	36.00	12	7	7	3.0
	37.00	6	3	3	3.4
	38.00	50	2.8	2.8	6.2
	39.00	46	2.6	2.6	8.8
	40.00	184	10.4	10.4	19.1
	41.00	42	2.4	2.4	21.5
	42.00	26	1.5	1.5	23.0
	43.00	33	1.9	1.9	24.8
	44.00	44	2.5	2.5	27.3
	45.00	80	4.5	4.5	31.8
	46.00	50	2.8	2.8	34.6
	47.00	56	3.2	3.2	37.8
	48.00	35	2.0	2.0	39.8
	49.00	46	2.6	2.6	42.3
	50.00	49	2.8	2.8	45.1
	51.00	39	2.2	2.2	47.3
	52.00	51	2.9	2.9	50.2
	53.00	31	1.7	1.7	51.9
	54.00	40	2.3	2.3	54.2
	55.00	44	2.5	2.5	56.6
	56.00	37	2.1	2.1	58.7
	57.00	18	1.0	1.0	59.7
	58.00	48	2.7	2.7	62.4
	59.00	28	1.6	1.6	64.0
	60.00	3	2	2	64.2
	61.00	3	2	2	64.4
	62.00	14	8	8	65.1
	64.00	9	5	5	65.7
	65.00	16	9	9	66.6
	66.00	21	1.2	1.2	67.7
	67.00	5	3	3	68.0
	68.00	8	5	5	68.5
	69.00	6	3	3	68.8

JOB SATISFACTION SCORE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	3	2	2	69.0
	71.00	29	1.6	1.6	70.6
	72.00	29	1.6	1.6	72.2
	73.00	145	8.2	8.2	80.4
	74.00	75	4.2	4.2	84.6
	75.00	26	1.5	1.5	86.1
	76.00	17	1.0	1.0	87.0
	77.00	13	7	7	88.8
	78.00	11	6	6	88.4
	79.00	8	5	5	88.9
	80.00	14	8	8	89.6
	81.00	6	3	3	90.0
	83.00	5	3	3	90.3
	84.00	9	5	5	90.8
	85.00	11	6	6	91.4
	86.00	3	2	2	91.6
	87.00	4	2	2	91.8
	88.00	5	3	3	92.1
	89.00	16	9	9	93.0
	90.00	9	5	5	93.5
	91.00	5	3	3	93.8
	92.00	20	1.1	1.1	94.9
	94.00	9	5	5	95.4
	95.00	18	1.0	1.0	96.4
	96.00	3	2	2	96.6
	98.00	8	5	5	97.0
	99.00	10	6	6	97.6
	101.00	12	7	7	98.3
	103.00	3	2	2	98.4
	104.00	8	5	5	98.9
	114.00	4	2	2	99.1
	116.00	5	3	3	99.4
	121.00	9	5	5	99.9
	129.00	2	1	1	100.0
Total		1776	100.0	100.0	

Correlations

Correlations

		JSSCORE	JISCORES
JSSCORE	Pearson Correlation	1	789
	Sig (2-tailed)		335
	N	1755	1755
JISCORES	Pearson Correlation	789	1
	Sig (2-tailed)	335	
	N	1755	1776

[DataSet2] C:\Users\gnc\Documents\MRS.ONYIA FEMALE.sav

Correlations

		JSSCORE	JISCORES
JSSCORE	Pearson Correlation	1	802
	Sig (2-tailed)		673
	N	646	646
JISCORES	Pearson Correlation	802	1
	Sig (2-tailed)	673	
	N	646	646

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Correlations

		JSSCORE	JISCORES
JSSCORE	Pearson Correlation	1	771
	Sig (2-tailed)		167
	N	1130	1130
JISCORES	Pearson Correlation	771	1
	Sig (2-tailed)	167	
	N	1130	1130

RELIABILITY

/VARIABLES = SEBS1 SEBS2 SEBS3 SEBS4 SEBS5 SEBS6 SEBS7 SEBS8 SEBS9
 SEBS10 SEBS11 SEBS12 SEBS13 SEBS14 SEBS15 SEBS16 SEBS17 SEBS18
 SEBS19 SEBS20 SEBS21 SEBS22 SEBS23 SEBS24 SEBS25 SEBS26 SEBS27
 SEBS28 SEBS29 SEBS30

/SCALE (ALL VARIABLES) ALL

/MODEL = ALPHA

RELIABILITY

SCALE:ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	No. of Items
.860	30

RELIABILITY

/VARIABLES = JI1 JI2 JI3 JI4 JI5 JI6 JI7 JI8 JI9 JI10 JI11 JI12 JI13 JI14 JI15 JI16
 JI17 JI18 JI19 JI20 JI21

/SCALE (ALL VARIABLES) ALL

/MODEL = ALPHA

RELIABILITY

SCALE:ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	No. of Items
.806	21

REGRESSION

[DataSet7] C:\Users\gnc\Documents\MRS. ONYIA 2.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	JSSCORE, SESSCORES ^b		Enter

a. Dependent Variable: JISCORES

b. All requested variables entered

Model Summary

Model	R	R Square	Adjusted R Square	STD Error of the Estimate
1	.021 ^a	.000	.001	9.59046

a. Predictors: (Constant), JSSCORE, SESSCORES

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.388	2	35.694	.388	.678 ^b
	Residual	163075.094	1773	91.977		
	Total	163146.481	1775			

a. Dependent Variable: JISCORES

b. Predictors: (Constant), JSSCORE, SESSCORES

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.545	1.744		41.587	.000
	SESSCORES	.002	.012	.005	.173	.863
	JSSCORES		.017	.024	.769	.442

a. Dependent Variable: JISCORES

**TEACHERS SELF-EFFICACY BELIEFS AND JOB
SATISFACTION AS CORRELATES OF THEIR
JOB INVOLVEMENT IN SECONDARY SCHOOLS
IN SOUTHEAST NIGERIA**

BY

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