

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

A sound educational system is the backbone of any developed country, and the school personnel are the crux around which the entire educational system revolves. The success of any educational system depends on the class and ability of the school staff such as the counsellors, social workers, administrative staff and teachers who are requisites to the system and thus, they are important force in the advancement of a society. The role of counsellors in the school system cannot be exaggerated. Counselling is a socially conscientious occupation, highly responsible and officious. It demands scholarly, emotional, physical, rigorous and unrelenting efforts. For counsellors to be able to offer this essential educational service to the students, they must be interested and willing to give meaningfully to the students' personal growth and psychological development. Meaning that, need to be satisfied on the job among counsellor is essential to the improvement of productivity among school counsellor in a developing country like Nigeria.

Satisfaction with a job has always been an important aspect for practitioners, human resource managers and academia. For that reason, job satisfaction much affects major organizational outcomes, such as individual performance, organizational productivity, employee absenteeism, employee commitment, job involvement, and employee engagement (Khagendra, Gopal & Vikas, 2016). However, Oyewumi, Ibitoye and Sanni (2012) and O'Donnell (2014) maintain that in Oyo state, too many counsellors who initially begin their profession with eagerness and optimistic hope are looking for a change in direction after only three to five years, while experienced counsellors suffering from lack of job satisfaction are retiring or leaving the profession to seek other employments where they will be satisfied. Job

satisfaction is indispensable in the lives of counsellors because they form a fundamental reason for working in life. Almost every counsellor works to satisfy his/her needs. Counsellor's job satisfaction is the ability of the counselling job to meet counsellors' needs and improve their job performance. It is important that organizations make sure that employees experience job satisfaction. This is because it will be unhealthy for an organization to allow its workforce to be dissatisfied with their work situation before it speeds up action.

Nwankwo, Anyamene, and Akpojivi (2019) posits that job satisfaction of employees is crucial to the success of any institution. It enhances organizational commitment, organizational citizenship behaviour and employee wellbeing. Counsellors who are satisfied with their jobs usually have a high degree of professional competence. They feel qualified in terms of their knowledge of the subject and counselling skills, and they feel secured about therapeutic processes. The effectiveness of the counselling process depends largely on the job satisfaction of counsellors employed in the system (Moyosola & Abel, 2014). Hence, Khanna (2010) described job satisfaction as a positive attitude by an employee towards his job as well as his personal life. This definition demonstrates that job satisfaction involves activities within and outside the workplace. Thus, how personal lives and associates in the environment are directly and indirectly influenced by work settings. . Statt (2015) defined job satisfaction as the extent to which a worker is comfortable with the rewards the individual gets out of the job, particularly in terms of intrinsic motivation. In the context of the study, job satisfaction is seen as the optimistic attitude one has towards performing a task in one's job.

Job satisfaction has been linked both to situation factors and personal factors. Situational factors include job-related conditions such as pay, opportunities for promotion and working conditions, and characteristics such as task identity, task significance, skill variety, autonomy, and feedback (Nwankwo, Anyamene, & Akpojivi, 2019). On the other

hand, personal factors include personality disposition, traits, locus of control, self-esteem, self-efficacy, marital status and emotions. Positive factors such as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job dissatisfaction among secondary school counsellors.

Secondary school counsellors in Delta and Edo states, Nigeria, have been indifferent to guidance functions in the school system because both government and principals have not given the service the attention it deserves. A visit to most schools in the area of study clearly shows that many schools have no counsellors and where they exist, the counsellor – students ratio does not conform to national standards of one counsellor to five hundred students (Nwankwo, Anyamene, & Akpojivi, 2019). It has also been observed that in most schools counsellors have no private offices where they can attend to their clients. Rather, counsellors are in the general staff room where they attend to general school matters instead of counselling issues. Where the counsellor is fortunate to have a small office, it lacks basic physical facilities. Counsellors are compelled to carry a full teaching load, as well as being a member of students' disciplinary committee or supervise students serving punishments.

Furthermore, Greenglass and Burke (2014) sees that secondary school environments may include both job dissatisfaction and stress for counsellors due to demands from administrators, colleagues, compounded by work overload, student misconduct and a lack of recognition for accomplishments. Although sometimes, job stress creates job dissatisfaction for counsellors, such dissatisfaction may be muted due to factors as low autonomy and self-efficacy. Jepson and Forrest (2015) suggest that most counsellors in secondary schools are not limited to counselling alone but with heavy teaching work load assigned to counsellors and student's attitude toward the profession contributes to counsellors' job dissatisfaction resulting in negative health outcomes, emotional exhaustion, de-personalization, reduced

personal accomplishment, and lower levels of self-efficacy. The consequences of job dissatisfaction are absenteeism from school's work, aggressive behaviour towards colleagues and learners, early exodus from the counselling profession and emotional withdrawal from work.

Moreover, Olayiwola (2013) notes that; it is essential for counsellors who are fundamental part of counselling and guidance services to view themselves as professionally competent in respect to self-efficacy. Self-efficacy is the personal disposition of the job holder. In the definition of Bandura (1997), it is the belief in one's capabilities in executing a course of action, and it affects a person's choice of behaviour, perseverance and facilitate thought patterns. In the context of this study, counsellor self-efficacy is defined as a counsellor's appraisal of his/her own ability to bring about desired outcomes from clients' engagement in the therapeutic process and applying psychological principle in the proper way, and even among those clients who may be difficult or unmotivated. A strong sense of self-efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities, approach difficult tasks as a challenge to be mastered and not as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They heighten and sustain their efforts in the face of failure. They quickly recover from failure and setbacks and attribute failures to insufficient effort or deficient knowledge and skills which are acquire. They approach threatening structure with assurance that they can overcome them. Such efficacious outlook produces personal accomplishment, reduces stress and high vulnerability to depression. A counsellor with low self-efficacy avoids difficult tasks which he views as personal threats.

Trentham, Silvern and Brogdon (2009) posits prediction between self-efficacy and job satisfaction that, people who hold strong self-efficacy beliefs tend to be more satisfied with their jobs and show more commitment and have lower absenteeism. Although there is

evidence demonstrating an association between teachers' self-efficacy and student, little is known about how self-efficacy is related to counsellors' job satisfaction. Counsellors' self-efficacy is one of the most important factors effecting counsellors' job satisfaction during their challenging counselling years. Seyithan (2015) observes that there is a predictor between teachers' self-efficacy and job satisfaction. Hence, Bilali (2013) found that female and male teachers had similar levels of self-efficacy. The study reports that there was no significant difference in the level of sense of efficacy across gender; that is, both female and male teachers had similar levels of self-efficacy.

Klassen and Chiu (2010) report that female teachers had lower self-efficacy than male teachers and found that male teachers had higher self-efficacy than female teachers did. Similarly, Aktaú, Kurt, Aksu and Ekici (2013) used regression analysis to look at biology teachers' self-efficacy and gender in Turkey. Gender accounted for 11.4% of the total variance in education process self-efficacy perception. Counsellors who have high levels of self-efficacy are more open to new ideas, show greater levels of planning and organization, tend to experiment with new counselling strategies with their clients, and have clear goals with higher levels of aspiration (Guskey, 2013). Counsellors with greater self-efficacy have greater desires for counselling and are more likely to continue staying in counselling profession. Although self-efficacy of the counsellor has many benefits in education, yet not much is known about its predictor of counsellors' job satisfaction.

The second independent variable that is important to this study is the prediction of Locus of control of counsellors on their job satisfaction. Locus of control (LOC) in the opinion of Rotter (1966) refers to the people' beliefs about whether they control the outcomes in their lives (internal locus of control) or the outcomes are controlled by factors such as luck and other people (external locus of control). It also refers to an individual's generalized expectations about where control over subsequent events resides. In other word, who or what

is responsible for what happens. Locus of control formulation classifies the generalized beliefs, on who or what influences things along a bipolar dimension from internal to external control: "Internal control" is the term used to describe the belief that control of future outcomes resides primarily in oneself while "external control" refers to the expectancy that control is outside of oneself, either in the hands of powerful other people or due to fate/chance. Similarly, Spector, (2008) suggests that people with internal LOC should be more jobs satisfied because they are less likely to stay in a dissatisfied job and are more likely to be successful in an organization. Igbeneghu and Popoola (2011) defined Locus of control as a persona variable which refers to individuals' perception of the main causes of events in life. In the context of this study, locus of control refer to how counsellors perceive the causes of their job satisfaction or dissatisfaction.

A link between locus of control and job satisfaction was addressed by Dollinger (2016) who concluded that people having external locus of control were more dissatisfied, have low levels of participation and motivation within work settings. Chen and Silverthorne (2008), keep up that people with an internal and not external locus of control tend to be more satisfied with their jobs. Broadly speaking, people who believe that the consequences of what they do are within their reach have a high level of job satisfaction. Across professions, the locus of control has a relatively well established influence on how employees perceive their situations and whether they experience stress as a result. Individuals for whom control resides in external phenomena, such as a boss or a chance, are more likely to experience higher levels of stress or job dissatisfaction in response to a difficult situation than those who perceive control to live within them.

Similarly, Hsul (2016) maintain that male workers had a higher degree of internal locus of control than female workers. Again, Lahey (2016) add that men tend to have internal locus of control than women in relation to job satisfaction. Similarly, Heidi and Allison

(2014) see that male people with internal LOC should be more job satisfied because they are less likely to stay in a dissatisfied job and are more likely to be successful in an organization than the female people with external locus of control. In other words, internal locus of control could have a positive or negative impact on counsellors' job satisfaction. People with internal locus of control believe they control their own destiny. They tend to be convinced that their own skill, ability and efforts find the bulk of their life experiences. In contrast, people with the external locus of control believe that their lives are determined mainly by sources outside themselves like fate, chance luck or powerful others. Recognizing that school counsellors work from an internal or external LOC which transcends to different levels of self-accountability behaviour, job satisfaction and performance result across counsellors will vary. LOC in the workplace differentiates counsellors who believe they can exercise control over their work and their environment through their own actions; counsellors who are about self-reliant. The distinguishing difference in the belief of personal control between internals and externals will affect their job satisfaction.

More so, Pretorius and Rothmann (2016), advance that an internal locus of control is associated with job satisfaction and an external locus of control with job dissatisfaction among workers. Individuals with Internal locus of control who ascribe achievement to events under their control, experience more job satisfaction than individuals who believe that they have no control over events determining their achievements. Individuals with a low external locus of control tend to experience satisfaction with most of the aspects that determine employees' job satisfaction, except about opportunities to express one's ability, receiving recognition and task variety. Muhonen and Torkelson (2014) posit that research on gender and locus of control has produced inconsistent results. Previous findings on gender differences in the locus of control have varied outcomes. As Schultz and Schultz (2015) point out, significant gender differences in locus of control have not been found for adults in a U.S.

population. However, Ademola (2013) noted that there was specific gender-based differences for specific categories of item to assess locus of control.

Another variable that is important to this study is the prediction of marital status of counsellors on their job satisfaction. Olatunji and Mokuolu (2014) define marital status as the state of being single, separated, divorced, widowed or married. In this study, marital status means the condition of an individual being married, single, divorced or widowed. Marital status is the personal status of each person to the marriage laws or customs of a country. The categories of marital status identified in the Principles and Recommendations for Population and Housing Censuses, are: (1) single (never married); (2) married; (3) widowed and not remarried; (4) divorced and not remarried; and (5) married but separated. Several personal characteristics, such as age, gender, and marital status, have been reported to affect job satisfaction.

Although Oshagbemi, (2013) posit that marital status predict job satisfaction from time to time. However, there are not enough studies to draw any conclusion about the prediction effect of marital status on job satisfaction but the limited research conducted on this area consistently indicates that married employees are more satisfied with their jobs than are their unmarried co-workers (Mohammad, Haque & Rashid, 2013). The reason may be that marriage imposes increased responsibilities that may make a steady job more valuable and important. And job satisfaction is required to have a steady job. Many, in such cases, strive to cope up or adjust them with the facets they are dissatisfied with. Olatunji and Mokuolu (2014), observe that married people experience less stress and job satisfaction than their single counterparts. In the same vein, Goh, Koh and Low (2016) assert that married people are more satisfied with their jobs than single people. There is a dearth of literature about how marital status predict job satisfaction among counsellors in Delta and Edo States, Nigeria. Regarding secondary school counsellors, there is little or no empirical studies on the

joint prediction of self-efficacy, locus of control and marital status on job satisfaction. This gap in knowledge required to be filled by the present research.

### **Statement of the Problem**

A number of factors contribute to the job satisfaction of workers in any organisation. These include the nature of the job and achievement, recognition, responsibility and advancement, status and security. These factors are also applicable to the counsellors in the school system. The level of job satisfaction contributes to how effective an individual performs his or her job. Job satisfaction has been linked to personal factors. Personal factors include personality disposition, traits, self-esteem, self-efficacy, locus of control and marital status may have positive or negative impact on counsellors' job satisfaction. Positive factors such as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job dissatisfaction among secondary school counsellors.

These problems tend to have negative effects on the degree of counsellors' job satisfaction. These include: current pressure from working with more challenging students and needs, increased administrative and managerial tasks, time constraint, shortage of funds, increased counsellor-student ratios, inadequate facilities, which might have affected negatively on the counsellor self - efficacy, locus of control and marital status. Job satisfaction at work is pliable. This means that it might not be a continuous experience. Hence, a counsellor who is satisfied with his/her work today might be dissatisfied with it tomorrow or vice versa.

Counsellors self-efficacy, locus of control and marital status can either enhance or retard their job satisfaction. Job satisfaction can bring about improvement in counsellors' performance as it can lead to positive behaviours. The researcher who was a school counselor

in the past observed that some of the counsellors find it difficult spending time to fashion out ways to enhance their self-efficacy, locus of control and marital stability. They seem to have lost the zest for the profession. However, these deficiencies are expected because they lack the enabling environment as well as the necessary working material resources.

This implies that consistent research is required to ascertain the job satisfaction status of secondary school counsellors' at a particular period. The prediction of self-efficacy, locus of control and marital status of counsellors on job satisfaction have not been systematically investigated in Nigeria. The study of job satisfaction among teachers has been widely researched. The studies have indicated that majority of teachers are satisfied with their jobs, however, little is known about job satisfaction of school counsellors. To this extent, it becomes imperative to investigate how Self-Efficacy, Locus of Control, and Marital status Predict Counsellors' Job Satisfaction in Delta and Edo States, Nigeria.

### **Purpose of the Study**

The purpose of this study was to determine self-efficacy, locus of control, and marital status as predictors of counsellors' job satisfaction in Delta and Edo States, Nigeria. Specifically, the research sought to investigate:

1. The self-efficacy scores of the secondary school counsellors.
2. The locus of control scores of the secondary school counsellors.
3. The marital status distribution of the secondary school counsellors in the area of the study.
4. The job satisfaction scores of the secondary school counsellors?
5. To what extent secondary school counsellors' self-efficacy predict their job satisfaction.

6. To what extent econdary school counsellors' locus of control predict their job satisfaction.
7. To what extent secondary school counsellors' marital status predict their job satisfaction.
8. To what extent secondary school counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction.
9. To what extent secondary school male counsellors' marital status predict their job satisfaction.
10. To what extent secondary school male counsellors' self-efficacy predict their job satisfaction.
11. To what extent secondary school male counsellors' locus of control predict their job satisfaction.
12. To what extent secondary school male counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction.
13. To what extent secondary school female counsellors' marital status predict their job satisfaction.
14. To what extent secondary school female counsellors' self-efficacy predict their job satisfaction.
15. To what extent secondary school female counsellors' locus of control predict their job satisfaction.
16. To what extent secondary school female counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction.

### **Significance of the Study**

The findings of this study will be beneficial to many people. This includes; educational planners, guidance counsellors, future researchers and the public. The findings of

this study will show to educational planners the prediction of self-efficacy, locus of control and marital status on counsellors job satisfaction in secondary school counsellors. It will also expose those factors that bring about job satisfaction which equally affects counsellors' self-efficacy, locus of control and marital status. This knowledge will help the planners to end sources of job dissatisfaction among counsellors with a view of improving their satisfaction as well as their self-efficacy and locus of control. The findings of this study will furnish the educational planners with a range of information concerning those problems which affect counsellors' happiness and productivity. Such knowledge will instigate the educational planners to re-examine counsellors 'programmes with a view of improving their satisfaction and self-efficacy, locus of control.

Guidance counsellors will find the findings of this work beneficial since it presents them with the knowledge of the prediction of self-efficacy, locus of control and marital status on counsellors job satisfaction in secondary school counsellors. This will serve as a base for improving counsellors overall performance. Counsellors will be sensitized on how to develop a healthy self-efficacy, strong locus of control and not to allow their current martial status to determine their job satisfaction. Also, issues affecting the job satisfaction of counsellors will be addressed, they will be better off and will be motivated to carry out their respective jobs in the counselling profession.

This study will empirically add to the existing literature on prediction of self-efficacy, locus of control and marital status on counsellors job satisfaction in secondary school counsellors since there is relatively little work in this area. It will also pave a way for further studies on the relationship between job satisfaction and related topics and also serve as a reference point for further researchers.

Finally, the finding of this study will be a guide to managers of schools. Post secondary school management board will be able to know areas they can organize workshops, seminars and conferences to help counsellors in their self-efficacy, locus of control and marital status; thereby assisting the counsellors to enhance their job involvement.

### **Scope of the Study**

The scope of the study is delimited to self-efficacy, locus of control, and marital status as predictors of counsellors' job satisfaction in Delta and Edo States, Nigeria. The study is limited to secondary schools male and female counsellors. Its content scopes are self-efficacy, locus of control, and marital status as predictors of counsellors' job satisfaction. The independent variable is self-efficacy, locus of control, and marital status while job satisfaction is the dependent variable. The geographical scope of the study is Delta and Edo States, Nigeria.

### **Research Questions**

The study were guided by the following research questions:

1. What are the self-efficacy scores of the secondary school counsellors in Delta and Edo States, Nigeria?
2. What are the locus of control scores of the secondary school counsellors in Delta and Edo States, Nigeria?
3. What are the marital status distribution of the secondary school counsellors the area of the study in Delta and Edo States, Nigeria?

4. What are job satisfaction scores of the secondary school counsellors in Delta and Edo States, Nigeria?
5. To what extent secondary school counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?
6. To what extent secondary school counsellors' locus of control predict their job satisfaction in Delta and Edo States, Nigeria?
7. To what extent secondary school counsellors' marital status predict their job satisfaction in Delta and Edo States, Nigeria?
8. To what extent secondary school counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction in Delta and Edo States, Nigeria?
9. To what extent secondary school male counsellors' marital status predict their job satisfaction in Delta and Edo States, Nigeria?
10. How do secondary school male counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?
11. To what extent secondary school male counsellors' locus of control predict their job satisfaction in Delta and Edo States, Nigeria?
12. To what extent secondary school male counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction in Delta and Edo States, Nigeria?
13. To what extent secondary school female counsellors' marital status predict their job satisfaction in Delta and Edo States, Nigeria?
14. To what extent secondary school female counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?
15. To what extent secondary school female counsellors' locus of control predict their job satisfaction in Delta and Edo States, Nigeria?

16. To what extent secondary school female counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction in Delta and Edo States, Nigeria?

### **Hypotheses**

The following null hypotheses were tested at 0.05 levels of significances.

1. Secondary school counsellors' self-efficacy do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
2. Secondary school counsellors' locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
3. Secondary school counsellors' marital status do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
4. Secondary school counsellors' marital status, self-efficacy and locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
5. Secondary school male counsellors' marital status do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
6. Secondary school male counsellors' self-efficacy do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
7. Secondary school male counsellors' locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
8. Secondary school male counsellors' marital status, self-efficacy and locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
9. Secondary school female counsellors' marital status do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
10. Secondary school female counsellors' self-efficacy do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

11. Secondary school female counsellors' locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.
12. Secondary school female counsellors' marital status, self-efficacy and locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature for the study under the following sub-headings:

#### **Conceptual Framework**

Job Satisfaction

Counsellor Self-Efficacy

Locus of Control

Marital Status

#### **Theoretical Framework**

Expectancy Theory by Vroom

Self-Efficacy Theory by Bandura

Attribution Theory by Heider

#### **Theoretical Studies**

Locus of Control of Secondary School Counsellors

Other related studies on Locus of Control and Job Satisfaction

Differences between Internal and External Locus of Control

Sources of Self-Efficacy

Self-Efficacy and Job Satisfaction

Self –Efficacy of School Counsellor

Causes of Job Satisfaction

Marital Status and Gender Job Satisfaction

## **Empirical Studies**

Locus of Control of Secondary School Counsellors

Locus of Control as Predictor of Job Satisfaction

Self-Efficacy as Predictor of Job Satisfaction

Marital Status as Predictor of Job Satisfaction

Job Satisfaction of Secondary School Counsellors

## **Summary of Review of Related Literature**

### **Conceptual Framework**

In this section the researcher discuss the various concepts in the study. They are discussed under the following subheadings.

### **Job Satisfaction**

Job satisfaction is so important in that its absence often leads to weariness and reduced job productivity as well as job commitment. Locke (2006) defines the job Satisfaction as an enjoyable or optimistic emotional state, resulting from the evaluation of one's job or job experiences. Fajana (2013) refers to job satisfaction as the general job attitude of employees. It is therefore significant for workers to be content or satisfied with their work, given the amount of time they give to it through their working lives. Educational institutions should hold the belief that if their employees are satisfied with their jobs, they will translate that satisfaction into high productivity. Judge (2007) defines job satisfaction as a sentimental or exciting response toward various facets of one's job. Job satisfaction is positively correlated with motivation, job involvement, organizational citizenship behaviour, organizational commitment, life satisfaction, mental health, and job performance. Job satisfaction is a worker's sense of achievement and success on the job(Khagendra, Gopal & Vikas, 2016).

Job satisfaction further implies enthusiasm and happiness with one's work. Armstrong (2006) views job satisfaction as the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. Kaliski (2017) opines that job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment. Statt (2015) defines job satisfaction as the extent to which a worker is comfortable with the rewards the individual gets out of the job, particularly in terms of intrinsic motivation. In the context of the study, job satisfaction is seen as the optimistic attitude one has towards performing a task in one's job.

### **Counsellor Self-Efficacy**

The concept of self-efficacy does not indicate the actual skills that a person may have, but the degree of individual belief in them. In short, Bandura (2009) defined self-efficacy as the degree to which individuals consider themselves capable of performing a particular activity. It is a generative mechanism responsible for integrating cognitive, behavioural, and social resources in such a way that, it in part, determines people's actions, the decision to engage in a task, to put forth effort, and to persevere under difficult conditions. Moyosola and Abel (2014) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. In the context of this study, self-efficacy is define as the belief an individual has in one's ability to undertake any task with competency

Counsellor self- efficacy is an assessment of individual's own capability to bring about desired outcomes from students' counselling session and learning, even among those students who may be difficult or unmotivated. Oyewumi, Ibitoye and Sanni (2012) defined

counsellors self-efficacy as a counsellor's 'judgement of individual own capability to bring about desired outcomes from students' engagement and learning, even among those students who may not be difficult or unmotivated.' However, a counsellor with low self-efficacy avoids difficult tasks which one views as personal threats. Such counsellors usually has low aspirations and weak commitment to the goals they have set for themselves in their chosen profession. Bandura (2009) stated that there are four main sources of a person's self-efficacy: mastery experiences, vicarious experiences, social (verbal) persuasion, and somatic and emotional states in judging one capability (physiological arousal).

Larson and Daniels (2009) defined counsellor self- efficacy as a counsellor's beliefs or evaluation of his or her capacities to effectively counsel a client in the near future. Hence, Gkolia, Belias, and Koustelios (2016) opine that counsellor's self-efficacy is strongly related with job satisfaction, which provides motives, vision and opportunities for flexible and adaptive behaviour in the counselling session. In the context of this work, counsellor self-efficacy can further be described as personal judgment of one's capabilities to organize and execute course of action to attain success and satisfaction in the counselling profession.

### **Locus of Control**

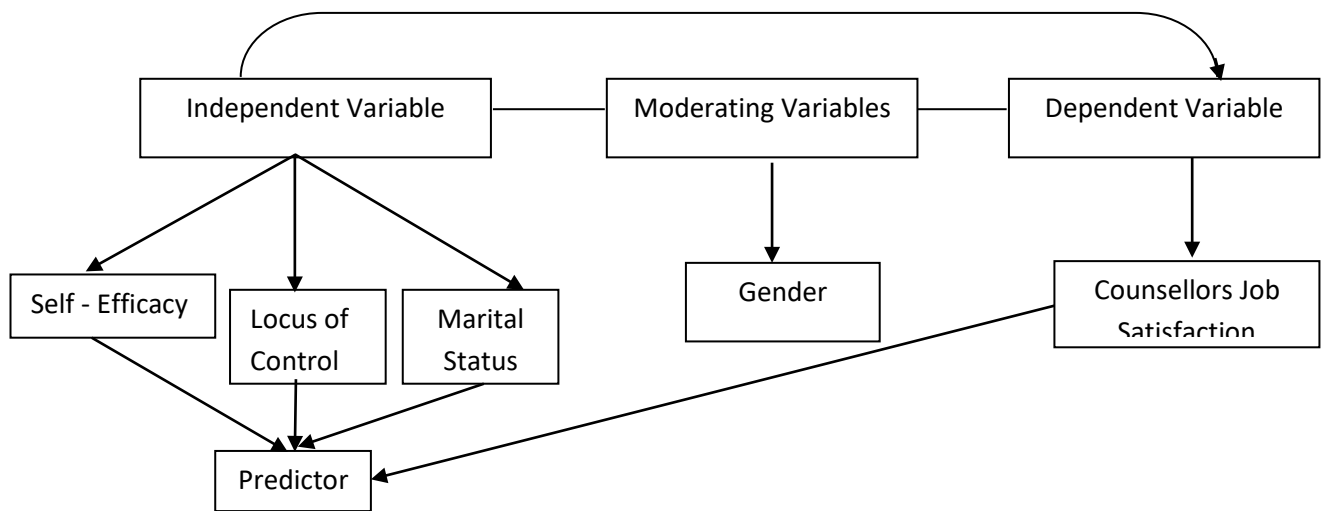
It is a psychological concept that refers to how strongly people believe they have control over the situation and experiences that affect their lives. Igbeneghu and Popoola (2011) define Locus of control as a persona variable which refers to individuals' perception of the main causes of events in life. Locus of control is a belief system regarding causes of person's experiences and factors affecting success or failure (Barzegar, 2011). Locus of control is seen as a predictor of many behaviours such as one's job satisfaction (Dilmaç, Hamarta & Arslan, 2009). Locus of control structure shows a distribution on dimensions of internal (influenced by inside forces) and external locus of control (influenced by outside

forces such as chance or other people) (Akin, 2011). A person who has internal locus of control believes that his/her success/failure are reason of his/her efforts and abilities. If she/he has external locus of control, s/he thinks that her/his success or failure is because of fate or luck (Sarıçam & Duran, 2012).

Locus of control is divided into two; internal and external locus of control. According to the internal-external locus of control construct, persons with internal expectancies for control of reinforcement believe that their own behaviour determine the reinforcement they receive. These persons are called internals. A person with internal locus of control attributes change to himself and to his actions. They believe and act as if they control their own futures and see themselves as effective agents in determining the occurrence of reinforcing events in life. In contrast, a person who believes in external control of reinforcements attributes their outcomes to chance, luck, fate, powerful others, and so on. These people are called externals. A person with external locus of control attributes changes to external sources, and believes that powerful forces such as fate, luck, chance, powerful others, social constraints, or instructions are important factors determining the occurrence of reinforcing events in his life. A person with external locus of control believes that reinforcement does not depend on his actions or behaviour, but is the result of luck, chance, fate, as under the control of powerful others or is unpredictable because of great complexity of forces. Simply put, locus of control refers to an individual's perception about the underlying main causes of events in his/her life. In the context of this study, locus of control refer to how counsellors perceive the causes of their job satisfaction or dissatisfaction.

## **Marital Status**

Marital status can be view as a coin, meaning one can either be married or unmarried. Simon (2012) defines marital status as the various relationship configurations (married, separated, and cohabiting) or the lack there of (never married, divorced, and widowed). Marital status is the personal status of each individual in relation to the marriage laws or customs of a country. Marital status indicates whether a person is legally married or not. Marital status according to Standard Classification of Marital Status (2011) refers to a persons' conjugal status in relation to marriage laws in Singapore. The standard further classified marital status according to some certain criteria which include single, married, widowed, separated, divorced and not reported. Also, Olatunji and Mokuolu (2014) define marital Status as the state of being single, separated, divorced, widowed or married. In the context of this study, marital status is used to refer to whether the counsellor is single or marriage as it relate to job satisfaction.



**Figure 1: Conceptual Representation of the Research**

The independent variable in the study were self-efficacy, locus of control and marital status which served as the predictive variable on job satisfaction among counsellors. The moderating variable was gender while the dependent variable is job satisfaction which is being predicted. It is dependent on the independent variable.

### **Theoretical Framework**

In this section, the researcher reviewed Expectancy Theory by Vroom, Self-Efficacy Theory by Bandura and Attribution Theory by Heider which give support to the study.

### **Expectancy Theory by Vroom**

Vroom's valence theory was propounded in 1964. Vroom's theory is referred to as valence, instrumentality and expectancy theory. This theory posits that situational and personality variables combine to produce a feeling of either satisfaction or dissatisfaction in employees. Vroom speculated that expectancies were a reflection of an employees presumption that an effort would lead to good performance and this, in turn, would culminate in good reward. Five important components of the expectancy theory are job outcomes,

expectancy, instrumentality, valence and force. Job outcomes are the things an organization can provide for its workers. These include pay, promotion, and vacation time. Theoretically, there is no limit to the number of outcomes. They are usually thought as reward or positive experiences, but sometimes, the experiences could be negative. For example, it may not be pleasant to be transferred to a new location. Outcomes could also be intangible in the form of feelings of recognition or accomplishment.

The second component of this theory will result in a specified level of performance (outcome or sets of outcomes). Simply put, it is a conviction by an individual that a particular act will be followed by a specified outcome. The probability of success ranges from zero (no chance) to one (certainty). Zero (0) means absolute conviction that the effort will not result in the attainment of the goal or outcome. The subjective probability of one (+1.00) implies that the person is absolutely sure that the effort will result in the specified outcomes. Other levels of certainty lie between zero (0) and one (+1.00). Vroom (1964) believes that expectancy and valence combine multiplicatively to determine motivation or force, that is,  $\text{motivation} = e \times x \times v$ . The importance of this aspect is predicated on the fact that for an individual to be motivated, valence and expectancy must be present. Zero valence or zero expectancy will result in a zero outcome. For example, an individual may desire to do well but if the person lacks the confidence that the effort will yield good results the person may not be motivated to work hard.

The third element of the theory is the instrumentality. It is the perceived relationship between the outcomes as sequel to the employee's inputs. For instance, in the school system, when the counsellor has worked hard, there could be a reduction in delinquent behaviour among the senior secondary students which, in turn results in improved performance in the school certificate examinations. This could be instrumental in considering the counsellor for accelerated promotion. If this actually happens, then it means that instrumentality is high.

Valence is the fourth component of expectancy theory. It describes an individual's preference for an object, issue or task. It refers to the perceived positive or negative value, worth or attractiveness that a person ascribes to potential outcomes, rewards or incentives for working in an organization. Valence can also be described as the degree of perceived attractiveness or repulsiveness of an object, outcome or rewards. Attractiveness may vary from desirable (+) to very undesirable (-). It must be stressed, at this juncture, that valence is a subjective phenomenon since people working in the same establishment may differ in orientation towards outcomes or rewards. For example, the promotion of a counsellor in the school system might be very undesirable if it implies that the counsellor be transferred to a very remote village. These results in an approach – avoidance conflict with a positive and negative valence.

The final element of the expectancy theory is force. It refers to the amount of pressure within the person to be motivated. The larger the force, the greater the hypothesised motivation. Indeed, the notion of expectancy is crucial to job satisfaction. People must perceive a relationship between how hard they work and how well they perform. If expectancy is low, it makes so difference to them whether they work hard or not because effort and performance seem unrelated. In counselling, job expectancies are high; the more contacts the counsellor makes clients the higher the result attained. This may also stimulate greater job satisfaction in counsellors because of their avowed altruistic intentions. It is believed that fulfilled job expectation results in a positive emotion. Vrooms theory opines that level of performance varies directly with an individuals need for achievement, reward and the anticipated satisfaction from an outcome. This theory is related to the study because satisfaction is explained as a function of the relationship between the work situation and the worker itself. The valence force theory of Vroom conceptualized job satisfaction in terms of attractiveness of a particular job for a person and his expectations about the reward he will

obtain from that job. Due to the inability of Vroom theory to relate self-efficacy and locus of control to job satisfaction among counsellors, hence the need for another theories.

### **Self-Efficacy Theory by Bandura**

Self-efficacy theory is an important component of Bandura's social cognitive theory, which suggests high inter-relation between individual behaviour, environment and cognitive factor. The theory was propounded in 1986, Bandura (1986) stated, efficacy beliefs influence how people feel, think, motivate themselves, and behave. Self-efficacy aids individuals in succeeding at tasks. Although knowledge and skills are required, Bandura reported those requirements wasn't necessary to guarantee success. Two people may have similar educational backgrounds and skills, but one may not succeed at a similar task because of a difference in level of self-efficacy.

Bandura (1986) stated there are four main sources that influence a person's self-efficacy: mastery experiences, vicarious experiences, social (verbal) persuasion, and somatic an emotional state in judging ones capabilities (physiological arousal). The first, and most effective, is through "mastery experiences," or successes at tasks. Mastery experiences increase one's self-efficacy, while failures may inhibit its development. The best mastery experiences should take time and effort to accomplish. People who experience only quick and easy successes may be defeating themselves. If a more challenging task arises, it may cause the person to become frustrated and stresses, thereby decreasing his or her self-efficacy.

The second source of strengthening self-efficacy is through "vicarious experiences provided by social models." Observing the successes of others similar to oneself contributes positively to self-efficacy. The opposite is also true. Observing the failures of others similar to oneself may decrease self-efficacy. The third source of strengthening self-efficacy is through "social persuasion." Self-efficacy can be influenced if told by others that they "have

what it takes to succeed.” Self-efficacy can also be diminished if told by others they do not possess the skills for success. It is far easier for social percussion to decrease self-efficacy than increase it (Bandura, 1986).

The final source of self-efficacy is built through “somatic and emotional states in judging one’s capabilities”. This is how people react to situations, whether physical or mental. “Somatic indicators of personal efficacy are especially relevant in domains that involve physical accomplishments, health functioning, and coping with stressors.” Relieving stress and enhancing physical status can aid in increasing self-efficacy (Bandura, 1986).

The self-efficacy theory is related to counsellor job satisfaction, Bandura (1986) described counsellors with a low level of efficacy as being less committed to the counselling profession than those teachers with higher efficacy. Because of their lack of commitment, the counsellor with a lower sense of efficacy also spend more time on non-academic activities than do highly efficacious counsellors. Highly efficacious counsellors are more likely to provide assistance to students who have difficulty learning and praise students for success. Lower efficacious counsellors, on the other hand, are more apt to give up on students that do not learn quickly and criticize their failures. Highly efficacious counsellors have more satisfied with their job and to remain in the counselling profession. Due to the inability of self-efficacy theory to relate locus of control to job satisfaction among counsellors, hence the need for another theory.

### **Attribution Theory by Heider**

Attribution theory is a social psychology theory developed by Fritz Heider in 1958. The theory is concerned with the ways in which people explain (or attribute) the behaviour of others or themselves (self-attribution). This theory explores how individuals "attribute" causes to events and how this associated perception affects their usefulness in an

organization. Many years ago, the social psychologist Heider (1958) introduced the term "attribution" to refer to explanations people give for their own or another person's action believes. When attribution is based on an internal factor, it is called dispositional attribution and when it is based on the external factor, it is called situational attribution. An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image. That is, they will attribute their successes or failures to factors that will enable them to feel as good as possible about themselves.

Attribution theory have been, largely speaking, social psychologists, concerned with the general processes characterizing how and why people in general make the attributions do, whereas the locus of control theorists have been more concerned with individual differences. Significant to the history of both approaches was the contributions made by Be Heider, in the 1970s. Prior to this time, attribution theorists and locus of control theorists had been largely concerned with divisions into external and internal loci of causality. Heider (1958) distinguished between two general categories of explanation, internal and external. Internal attributions implicate characteristics of the individual (such as ability, attitudes, personality, mood and effort) for having caused a behaviour, whereas external attributions implicate external factors (such as the task, other people or luck) for causing an event or outcome to occur. He established that successes and failures are interpreted by an individual within this causal framework. The distinction between stable, non-variable causes (such as innate ability for internal attributions and inherent task difficulty for external attributions) and unstable, variable causes (such as effort and luck respectively) was combined with his internal/external dimension to form a basis for classifying the performance attributions made by individuals.

Attribution Theory of the locus of control describes how the individual's explanation, justification and excuses about self or others influence on job satisfaction. It incorporates cognitive theory and self-efficacy theory in the sense that it emphasizes that counsellors'

current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviours. According to attribution theory, the explanations that people tend to make to explain success or failure can be analysed in terms of three sets of characteristics: First, the cause of the success or failure may be internal or external. That is, we may succeed or fail because of factors that we believe have their origin within us or because of factors that originate in our environment.

Second, the cause of the success or failure may be either stable or unstable. If we believe cause is stable, and then the outcome is likely to be the same if we perform the same behaviour on another occasion. If it is unstable, the outcome is likely to be different on another occasion. Third, the cause of the success or failure may be either controllable or uncontrollable. A controllable factor is one which we believe we ourselves can alter if we wish to do so. An uncontrollable factor is one that we do not believe we can easily alter.

In general, this means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck (Heider, 1958). A major concept in the study of attribution theory is locus of control, whether one interprets events as being caused by one's own behaviour or by outside circumstances. A person with an internal locus of control, an "internal," for example, will believe that her performance on a work project is governed by her ability or by how hard she works. An "external" will attributes success or failure by concluding that the project was easy or hard, the boss was helpful or unhelpful, or some other rationale. In general, an internal locus of control is associated with optimism and physical health. People with an internal locus of control also tend to be more successful at delaying gratification. Individuals with an internal locus of control attribute success to their own efforts and abilities.

## **Theoretical Studies**

In this section the researcher reviews work on the locus of control, effect of locus of control on job satisfaction, studies on differences between internal and external locus of control, sources of self-efficacy, self-efficacy and job satisfaction, studies on self –efficacy of school counsellor, causes of job satisfaction, marital status and gender job satisfaction.

### **Locus of Control of Secondary School Counsellors**

Spector (2008) reveals that those who have the internal locus of control are more committed to their respective organizations than those who have external locus of control. Similarly, Kinick and Vecchio (2014) report that individuals who have internal locus of control are likely to be more committed to their organization than those who have external locus of control. Studies have shown that job satisfaction and locus of control are different but related. Luthans (2012) highlights the differences by stating that job satisfaction is mainly concerned with the employee's attitude toward the job, while locus of control is mainly concerned with employees' internal or external locus toward the job.

Tett and Meyer (2013) report that a strong relationship between job satisfaction and locus of control. This implies that job satisfaction and locus of control are capable of influencing each other. This finding suggests that workers who are relatively satisfied with their jobs may likely have internal locus of control and will be committed to their jobs, while on the other hand, workers who are relatively not satisfied with their jobs have external locus of control. The decision to remain with or leave an organization ultimately, is reflected in employees' absenteeism and turnover statistics. Individuals who are not satisfied with their jobs or who are not committed to the organization are more likely to withdraw from the organization either occasionally through absenteeism or permanently through turnover. T Coleman, Irving, and Cooper (2013) conduct a study on the relationship between workers

locus of control and organizational commitment. The results revealed that internal workers locus of control is related to affective commitment, while external work locus of control was associated with continuance commitment.

### **Other Related Studies on Locus of Control and Job Satisfaction**

Park and Kim (2013) have conducted two studies to investigate the relationship between behaviour patterns, locus of control and academic achievement. The first study analyzed behaviour patterns, and locus of control in university honoured students holding scholarships comparing with low achievers. Findings from the first study revealed that high achievers showed higher internalized locus of control and lower externalized locus of control. The focus of the other study was on interrelationship between locus of control and academic achievement in three groups: Korean, Chinese, and Korean- Chinese students.

A 40- item questionnaire relating to locus of control, personal demographics including gender and accumulative average was used. Findings showed a tendency toward internalized locus of control in favour of Korean students. The study also showed the positive relationship between internalized locus of control, academic achievement, and achievement, which was in favour of Korean students too.

Rotter (1954) says that people with an internal locus of control are more likely to: be attentive to opportunities in the environment to improve the attainment of their goals, engage in actions to improve their environment, place a greater emphasis on striving for achievement, and be more inclined to develop their own skills. Ray (2013) says that the development of locus of control is hypothesized to progress from a more external locus of control to a more internal locus of control as one matures. Cummins (2015) examines the relationship between social support and locus of control in determining job satisfaction levels and stress. Those with an internal locus of control developed ways to shield stress while those

with an external locus of control relied on supervisory support to reduce stress. Individuals with an internal locus of control were shown to be more satisfied with their jobs regardless of stress levels while those with an external locus of control tended to be less satisfied with their jobs due to stress.

More so, Oesterman (2013) says that external locus of control is correlated with less job satisfaction. Halloran, Doumas, John, & Margolin (2011) find that Individuals expressing a more internal locus of control believes that their behaviour is directly related to the outcomes because they have control over their environment. Leone and Burns (2013) say that locus of control is a construct that measures the degree to which individuals believe they are responsible for the consequences of their behaviour. Judge and Bono (2011) find that there is a positive prediction (of 0.32) between internal locus of control and job satisfaction. John, and Leta (2012) find that the internal/external locus of control impacts job satisfaction.

Additionally, research indicates that locus of control relates to many other work-related perceptions. Stella and Peter (2017) report that counsellors with the internal locus of control are more successful in coping with difficulties inherent in relating with students with foreign culture. HsuI (2016) posits that male culinary arts workers had a higher degree of internal locus of control than female culinary arts workers. Internal locus of control was significantly and positively correlated with employee job satisfaction. Heidi and Allison (2014) report that in order to prevent job dissatisfaction and retain employees, employers need to keep up with changing values related toward work. It is important to stay in tune with current employee values.

Many studies have revealed that individuals with internal locus of control have less difficulty in expressing their feelings; they have more self-confidence and are less in need of others' approval; they take more care of their physical and mental health than those with

external locus of control do. It was also found that compared to those with internal locus of control, people with external locus of control experience more anxiety, stress and depression, thinking that they cannot prevent favourable events from happening (Ashby, 2012). Numerous studies that focused on internal and external locus of control as a personal trait indicate that the effects of the internal locus of control orientation on the personality are more positive compared to external locus of control orientation. On the other hand, external locus of control belief refers to low self-esteem, depression, headaches, other psycho-physiological disorders and psychopathology (Küçükkaragöz, 2008).

Strickland (2010) maintains that individuals who attribute outcomes of events to their behaviour are more determined to change unpleasant events that happen to them, while those attributing to external forces such as luck or fate are less insistent and less striving (Küçükkaragöz, 2008). Internals believe that the probability of goal attainment is directly proportional to their efforts and their ability to learn from repeated experience. On the other hand, externals do not see the relationship between their efforts and the ultimate results of these efforts. External-locus-of-control individuals attribute a high probability to luck as a determinant for significant events and less likely to set goals that are more difficult for themselves (Bernardi, 2011).

Another difference between these two-different locus of control manifests itself in their causal attributions to successes and failures. Internal-locus-of-control people accept responsibility for events and external-locus-of-control individuals blame their environment for failures (Bernardi, 2011). While Anderson (2007) asserts that internal-locus-of-control individuals display more active behaviour against problem-solving, Silvester (2012) states that individuals, who attribute the causes of their failures to themselves and controllable behaviour, have a higher level of job motivation and development. The most apparent

differences between the job behaviour of internals and externals appear in organizational factors such as job satisfaction, job involvement, motivation and stress.

Many studies have found that employees, who attribute causes of good performance to their own control; confident with their efficiency and competence; capable of making decisions to solve problems and taking necessary steps, that is, internal-locus-of-control individuals, have a higher level of job satisfaction, job involvement and motivation (Solmuş, 2012). Likewise, Spector (2008) maintains that the level of job satisfaction of internal locus-of-control employees is higher; they hold their job for a longer period of time; they are usually paid more, and they have a higher status.

### **Differences between Internal and External Locus of Control**

Janssen and Carton (2009) investigate the effects of locus of control on procrastination. Forty-two college students were given an academic locus of control scale and a college homework assignment. Analyses revealed that the individuals with internal locus of control began working on the assignment sooner than students with external locus of control. Also, the students with internal locus of control completed and returned the assignment sooner than students with external locus of control. Wang and Anderson (2010) examine the differences in excuse-making and blaming by subjects with internal versus external locus of control. In the first study, they took 39 individuals with internal locus of control and 30 individuals with external locus of control and examined various excuses in three situations and also assigned blame for cheating and lying in other situations. Wang and Anderson report that individuals with external locus of control were more likely to use excuses than individuals with internal locus of control.

Also, Ray (2013) argues that the individuals with external LOC assigned less blame for cheating and lying. In the second study, 24 internals and 32 externals divided blame

among themselves, another person and no one to blame in ten situations. People with external LOC assigned more blame to the other person compared to themselves, but approximately the same blame to no one. Those with external LOC were more likely to blame others they were also more sensitive to be blamed. An individual's locus of control as a concept has a significant effect on their daily lives. Those with an external locus of control believe that their direct actions do not impact outcomes they encounter. Individuals, in turn, are less likely to do what it takes to take advantage of the possibilities that life presents. This is due to the possible motivational, emotional, and cognitive deficits an external locus of control creates. People with external locus of control are more likely to experience from others both physical and mental ailments because they believe they have no control over their situation. Those with internal locus of control believe that hard work and personal abilities will lead to positive outcomes. The individuals will be more likely to meet challenges and achieve success in their impending endeavours.

Literature reviews show that individuals with internal locus of control and external locus of control vary in several ways, predominantly in terms of their cognitive activity and environmental mastery (Dollinger, 2016). Since they are more insightful to their situations, individuals with internal locus of control appear to wield more control over their lives. Individuals with an internal locus of control are more prepared to obtain and make use of information that is significant to their goals. Individuals with an internal locus of control are more likely to take responsibility for their actions, are not usually affected by the opinions of others, and generally do better at activities when they can work at their own speed.

By comparison, individuals with external locus of control are more likely to blame outside influences for their mistakes and credit their successes to luck, chance or fate rather than to their own actions. They are affected by the opinions of others, and the status of the opinion-holder is also taken into, while people with internal locus of control pay closer

attention to the content of the opinion regardless of who is saying it. If counsellors are flourishing in their jobs, then their locus of control interrelated to career achievement is likely to be internal as well as controllable (Flowers, Milner, & Moore 2003). If counsellors are ineffective with their job, then their locus of control is likely to be attributed to external factors.

### **Sources of Self-Efficacy**

Bandura (1977) identifies four ways in which self-efficacy is learned and how self – efficacy expectations are acquired. These are through, mastery experiences, vicarious experiences, social persuasion and physical/affective status.

**Mastery Experience:** The most effective way of creating a strong sense of self-efficacy is through mastery experiences. Enactive mastery, defined as repeated performance accomplishments (Bandura, 1982), has been shown to enhance self-efficacy more than the other kinds of cues. The manner in which accomplishments are received has an influence on an individual's self-efficacy expectations and actions. Successes build a strong belief in one's personal efficacy, while failures undermine it. Furthermore, while positive mastery experiences increase self-efficacy, negative ones (failures) tend to decrease self-efficacy. When people experience only easy successes, they come to expect quick results. Failure discourages them; therefore, some setbacks serve a useful purpose in teaching that success usually requires sustained effort.

**Vicarious Experiences:** Beliefs are often acquired through observation and interpretation. In observing the modelling behaviours of others, the learner can reflect on past experiences with such behaviour and make meaning of its relevance in a new situation (Bandura, 1977). The impact of modelling on perceived self-efficacy is strongly influenced by perceived similarity to the models. Modelling is more effective when the models succeed after overcoming

difficulty than when they exhibit initially facile performances (Bandura, Adams, Hardy & Howells, 1980). Through their behaviour and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. Its effects also are enhanced when the modelled behaviour produces clear results or consequences and when there is similarity between the subject and the model in terms of age, capability, and other personal characteristics (Bandura, 1977a).

Self-modelling is a special type of vicarious experience often involving videotaped feedback in which the individual's mistakes are edited out. This promotes the idea of perfection as the individual can see herself/himself performing the task correctly.

**Social Persuasion:** People's beliefs about self are influenced by the messages conveyed by others. Verbal persuasion is believed to influence efficacy perceptions in some situations, but it is viewed as less effective than modelling or enactive mastery (Bandura, 1982). People who are verbally persuaded that they possess the skills and capabilities to master a given activity are likely to show more determination and sustain it. Verbal persuasion promotes people to develop skills and lead them to try harder to succeed. According to Bandura (1977a), individuals who have been persuaded that they lack capabilities, tend to avoid challenging activities that cultivate potential and they give up quickly in the face of adversity.

**Physical/Affective Status:** Stress and anxiety have a negative effect on self-efficacy. Bandura and Adams (1977) found that in anxiety-producing situations, modelling yielded higher self-efficacy and performance than psychological desensitisation. Some people interpret their stress reaction and tension as signs of vulnerability to poor performance. Bandura (1977a) states that mood also affects people's judgments of their personal efficacy. By reducing stress reactions and altering people's negative emotional proclivities of their physical state, self-efficacy beliefs can be modified.

### **Self-Efficacy and Job Satisfaction**

Efficacy perceptions still predict subsequent job satisfaction, even in studies where efficacy perceptions have been altered. Bandura (1977a) notes that although active mastery yields the greatest increase in self-efficacy, correlations between self-efficacy and performance remain high for non-enactive modes such as modelling. Several studies have found self-efficacy to be a better predictor of subsequent job satisfaction and performances than past behaviour (Bandura, 1977a; Bandura, 1982). Studies conducted by Feltz (2013) provided some evidence that as experience with a task increases, past performance becomes more predictive than self-efficacy. It needs to be noted that Feltz's study involved a task in which subjects were unable to observe their performance and no feedback was provided. Under these circumstances, self-efficacy may have lacked veridicality. Locke, Frederick, and Bobko (1984) find that when past performance was controlled, self-efficacy was a significant predictor of subsequent performance. The correlation between self-efficacy and past performance was however higher than the correlation between self-efficacy and future performance.

### **Self –Efficacy of School Counsellor**

Ramin and Erhan (2015) note that the school counsellors have stated that their feeling themselves to be efficient in their profession has utmost significance in terms of the people they serve. It is very imperative for psychological counsellors who are a fundamental part of modern counselling and guidance services to view themselves as professionally competent. In other words; the higher a psychological counsellor's self-efficacy is, the more effective and efficient counselling and guidance he/she carries out (Asarli, 2012). Not only do the

victorious and unproductive experiences affect self-efficacy, but also self-efficacy affects victorious and unproductive experiences.

In the opinion of Ozguven (2011) counsellors' level of readiness for professional life, the tasks expected to be realized by them, skills and efficacies, the tasks which they believe that they can succeed in have the potential to help the area of psychological counselling to improve. Ozyurek (2013) makes equivalent statements with Ozguven in his work. According to Ozyurek, there are not enough studies about school counsellors' perception of their efficacy level who account for the greater scope of psychological counselling.

Self-efficacy impacts on many variables such as the quality of services that are provided, a person's motivation, one's performance, venturing into a new work, and continuity in a work s/he began, feeling of fatigue when he/she makes a mistake, his/her giving up or keeping on and job satisfaction (Bandura, 1993). Girgin (2009) examines the self-efficacy of primary school counsellors and expressed that as the age goes up, self-efficacy declines in male teachers based on the gender variable. Based on the study result, there are significant differences between the means they received from the self-efficacy scale according to the counsellors' professional seniority and this difference is between those whose length of service is six to ten years and over eleven years and 0 to five years in support of six to ten years and over eleven years. On the other hand, when the means concerning psychological capital, job satisfaction and burnout are analysed, it is seen that there is no statistically meaningful difference among the points according the professional seniority.

It is established that self-efficacy levels of the school counsellors whose length of service is up to five years are lower than those with a length of experience of six to ten years and eleven to fifteen years (Celikkaleli, 2009). Contrary to these results, there is no significant difference among the psychological consultation means of the psychological

consultants in Sali-Bilgic (2011)'s study. Guven (2007) reaches some data supporting this result and determined that self-efficacy levels of school psychological consultants working at secondary level are higher. According to the results of the study, it is seen that there are significant differences according to the means they obtained from the self-efficacy, psychological capital, job satisfaction and burnout scales as to the undergraduate major they graduated from in support of those graduating from the Guidance and Psychological Counselling department.

Karckay (2013) determines a significant difference among the self-efficacy points in support of the graduates of the Guidance and Psychological Counselling department. In the study, they analysed the self-efficacy levels of school psychological consultants graduating from different departments yet working as school psychological consultants. Nevertheless, in some of the studies carried out on counsellors graduating from different departments yet working as school psychological consultants (Ozgun, 2007), there is no significant difference in terms of the department finished from and their self-efficacy points. The results of the study indicate that there is a significant and positive correlation between self-efficacy and job satisfaction ( $p < .01$ ); When the literature is looked through, there are some stating that there is positive correlation between psychological capital and job satisfaction (Akçay, 2012; Luthans, 2007), a positive correlation between self-efficacy and job satisfaction and a negative correlation between job satisfaction and burnout.

In the opinion of Oyewumi, Ibitoye and Sanni (2012), counsellors with high assurance in their capabilities approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They heighten and sustain their efforts in the face of failure. They quickly recover from failure and setbacks. They attribute failures to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening structure with

assurance that they can overcome them. Such efficacious outlook produces personal accomplishment, reduces stress and lower vulnerability to depression (Bandura, 2001). However, a counsellor with low self-efficacy avoids difficult tasks which he views as personal threats. Such counsellors usually have low aspirations and weak commitment to the goals they have set for themselves in their chosen profession. Bandura (1994) stated that there are four main sources of a person's self-efficacy: mastery experiences, vicarious experiences, social (verbal) persuasion, and somatic and emotional states in judging one capability (physiological arousal). The first and most effective source is "mastery experience" or successes at tasks.

Counsellors that are highly self-efficacious have more motivation to remain in the counselling profession than counsellors with low self-efficacy (Whittington, McConnell & Knobloch, 2003). Less efficacious counsellors are more likely to experience burnout and leave the profession (Bandura, 1993). Thus, secondary school counsellors that have low counselling self-efficacy may find it very difficult to enjoy job satisfaction. It cannot be disputed that self-efficacy has been a much more consistent predictor of behaviour and behaviour change than has any of the other closely related expectancy variables. For example, self-concept (Graham & Weiner, 2013). Collins (2012) concludes after a research, that ability was related to job satisfaction but regardless of ability level, workers with high self-efficacy tackled more problems correctly and reworked more of the ones they missed.

In the same vein, Bouffard, Parent, Lariv and Egrave (2011) find that counsellors with high self-efficacy engaged in more effective self-regulatory strategies at each level of ability. Self-efficacy regulates the way in which an individual perceives his or her competence. This perception influences an individual's ability to complete a task and a set, attainable goal. According to Pajares (2017), research studies have demonstrated that self-efficacy affects the level of motivation, learning, and achievement. Covey (2014), after conducting a research on

the importance of self-efficacy to job satisfaction, which allow individuals to fully experience themselves and their sense of self-worth, and this enables them to deal effectively with others from a position of quiet inner strength.

### **Causes of Job Satisfaction**

The large volume of research attempting to determine what causes or influences job satisfaction is varied and extensive. Researchers have investigated how salary, gender, age, job seniority, job diversity, life satisfaction, supervision, remaining in current position, race and various other factors affect job satisfaction (Brown, 2010; DeMato & Curcio, 2011; Greenberg & Baron, 2013). The following factors affect job satisfaction.

**Salary:** Greenberg and Baron (2013) state that a fair and equitable pay system contributes to job satisfaction. Miceli and Lane (2011) found that workers who perceived that their company had a fair method of determining wages and of paying workers accordingly were more satisfied with their job. In addition, Solly (2013) finds that the salary was a good indicator of job satisfaction. Additional research indicated that workers' perception of pay equity and satisfaction is influenced by whether workers think their salary is comparable to other people with similar credentials and jobs. Hence, Solly interviewed subjects regarding their job satisfaction and these researchers found that the best indicator of workers' job satisfaction was their subjective perception that they were being treated fairly. The implications of this and other research are that an equitable salary and the perception of fairness are major factors that contribute to job satisfaction.

Nevertheless, additional research indicated that salaries were not an important factor in job satisfaction. Spector (2007) states salary is more closely related to the facet of salary satisfaction than to overall job satisfaction. Therefore, Spector theorized that by comparing the salary and the salary satisfaction of people with different jobs there would be minimal

correlation of the two variables. Researchers studied the salary level and salary satisfaction for three different groups of employees who all held different jobs, and it was determined that salary and salary satisfaction  $r = .17$ , which confirmed the hypothesis (Spector, 2007). Additional support for this theory was established when Solly (2013) finds that the salary and salary satisfaction had a  $r = .50$  for mental health professionals who held the same jobs. In general, it can be postulated that monetary rewards will always affect workers' job satisfaction when a culture places high value and prestige on the acquisition of material goods and services.

**Gender:** Kramen-Kahn and Hansen (2014) state that women are more satisfied with their jobs than males, and Black and Holden (2011) indicate that men are more satisfied with their job than females. Although the literature regarding gender differences is voluminous but inconsistent, sex differences continue to be a common variable that is studied. Research has shown there are gender differences related to job satisfaction. Black and Holden (2011) find that male psychologists were more satisfied with their opportunity for advancement, pay level, and the respect they received than their female colleagues. Other researches find that female therapists indicated they received more compensation from their jobs, and it was determined that females had better coping skills than male therapists (Kramen-Kahn & Hansen 2014).

In addition, Lee, Mueller, and Miller (2015) find that females were more satisfied with their job compensation than their male counterparts, and working conditions provided more job satisfaction for males than females. However, other literatures revealed that if certain job characteristics are held constant, the gender difference in job satisfaction will be small. In a study of 51 male and 51 female college faculty members who were equal in degree, faculty rank, and department assignment, only a small difference between men approval and women approval of co-workers and satisfaction with supervision was found

(Smith & Plant, 2012). Witt and Nye (2008) conducted a meta-analysis of gender differences regarding job satisfaction and found no significant results. Weaver (2011) conducts a seven-year longitudinal survey of job satisfaction that included gender. Weaver also found very little gender differences in job satisfaction and the gender differences that were found were attributed to the disparity in education, salary and job tenure.

**Age:** Age is a factor that has consistently been shown to be related to job satisfaction, although the association between these two variables is not totally understood. Most studies have shown that job satisfaction increased with age, or that job satisfaction vacillated or fluctuated with age. Bernal, Snyder, and McDaniel (2010) find that job satisfaction increased for both males and females as they got older. Brush, Moch, and Pooyan (2014) conducted a meta-analysis of several studies and found that overall job satisfaction was positively correlated with an increase in age. Other researches have shown that job satisfaction varies with age. Brush, Moch, and Pooyan find that job satisfaction declined during a person 20s, it peaked during the late 30s or early 40s, and finally job satisfaction declined as the retirement age approached. In an international study of age and job satisfaction, it was found that satisfaction was at its lowest point at the age of 25 to 31, but satisfaction increased each year until a workers' career was completed (Birdi, Warr, & Oswald, 2010). Researchers investigating how age influences job satisfaction have found dubious results. With a labour force that is constantly aging, researchers will likely continue to investigate how age affects job satisfaction.

**Years of Experience:** Bass and Barrett (2011) state that seniority, or years of service, with the same organization contributed to job satisfaction. Kreis (2015) found that the length of workers employment with a company was an indicator of job satisfaction. Other researchers found that high-ranking persons in an organization are more satisfied with their jobs than low-ranking persons. It was concluded that high-level officials have better working

conditions, which encourage them to continue employment with a company but also contributes to their job satisfaction. However, additional research found that newly hired workers tend to be more satisfied with their job because of the novelty of a new position (Bass & Barrett, 2011). Duffy, Ganster, and Shaw (2008) find that workers with a positive affect and a long employment tenure were more likely to leave their positions if they became unhappy with their jobs. Generally, it is evident that seniority can have either a positive or a negative effect on how workers feel about their jobs.

**Job Diversity:** Monotonous job duties are a source of complacency and boredom in workers. According to Wright (2013), workers will be more satisfied with their jobs if there is a level of variety incorporated in their position. Griffin (2009) conducts a long-term quasi experiment to determine how changing job characteristics influenced the attitudes of workers.' Results indicated that workers job satisfaction increased because of changes in job responsibilities. In addition, during a two-year follow-up to this study, job satisfaction levels had returned to pre-experiment levels. In a national survey, it was found that job satisfaction improved, productivity increased, and job burnout was reduced when role diversity associated with a job was increased. Moreover, various studies have indicated that school psychologists who have the opportunity to participate in activities beyond their traditional job duties report being more satisfied with their jobs. To explain the positive correlation between role diversity and job satisfaction, Wright (2013) finds that the relationship between job diversity and job satisfaction is more prevalent among workers who perceived that their job was a long-term career occupation, not as a temporary occupation. Research has consistently shown that workers are more likely to be satisfied with their jobs if they have an opportunity to do a variety of work related tasks.

**Life Satisfaction:** Researchers have theorized that the more workers are satisfied with life activities (non-work behaviour) the more they will be satisfied with their job (work

behaviour). Kabanoff (2007), in his review of writings related to work, identified three theories related to the association of life satisfaction and job satisfaction. First, the compensation theory stated that people who find their work non-pleasing will try to make other areas in their life more pleasing, and vice or versa. Second, the spill-over theory postulated that satisfaction (or dissatisfaction) with work will generalize to other aspects of the workers' lives. Finally, the third theory stated that the relationship between work and life satisfaction is independent of one another and is known as the segmented theory. In general, researchers stated there was a positive association between life satisfaction and work satisfaction (Adams, King, & King, 2008).

**Remuneration:** Kimengi's (2003) findings implied that teachers' salary was an important factor that contributes to teachers' job satisfaction. Kimengi suggests that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Kimengi's study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers. Several studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations. Okumbe (2008) suggests that job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated, dissatisfaction sets in. Gordon (2006) indicates that the larger the reward the more the job satisfaction of a worker.

**The Working Conditions:** Working condition is another factor that has modest effect on job satisfaction. Luthan's (2009) study contends that clean and attractive surroundings tend to make workers happy when doing their work hence increasing job satisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

**Job Security:** Luthans(2009) describes job security as the feeling which involves being able to hold onto the job, being sure all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now. Flippo (2004) proposes that the need for job security tops in the list of priorities for many employees and labour union because of emerging threats from technology change.

**Leadership:** One of the employees' wants that contributes to motivation and job satisfaction is competent and fair leadership. Flippo (2004) contends that good leadership ensures that psychological and security needs for workers are adequately met. Nzuve (2014) indicates that effectiveness of leaders' behaviour is measured by the degree to which the manager meets both the organizational goals and satisfies the employees' needs. If the workers deem the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction (Flippo, 2004).

**Organizational Culture:** Cherrington (2009) defines culture as the set of key values, beliefs and understanding that are shared by members of an organization. According to him, culture enhances the stability of the organization and helps member interpret organizational activities and events thus reducing job dissatisfaction. The purpose of culture provides members with a sense of identity and to generate within them a commitment to beliefs and values of the organization thus producing job satisfaction. Culture determines the degree of conformity and degree of school effectiveness.

Over the years, considerable time and efforts have been devoted to studies on facets of job satisfaction, and the best conclusion to draw from these works is that, although there are many specific and diverse job dimensions, which have been shown to relate to job satisfaction at one time or the other, there is a set of dimensions common to most jobs that is sufficient to describe most of the predictable variances in job satisfaction ( DeMato& Curcio,

2011). The specific dimensions identified represent those job characteristics typically used to assess job satisfaction for which the organizational members have some positions on a liked is like continuum. Job satisfaction characteristics have been classified into two namely intrinsic and extrinsic dimensions. Intrinsic dimension is the ‘outcome’ or the result of a work situation that people enjoy, because they are in charge and they have the opportunity to acquire new skills and abilities to make a different challenge, or because they are part of success team (Clark, 2005). Intrinsic motivation leads to outstanding creative productivity energy that seems to have virtually no limit.

Intrinsic motivation which has to do with the job content, then, is motivation which comes from the inside of a person. It is an emotional preference for a task that gives pleasure and enjoyment. It arises from having a strong emotional interest in an activity and a sense of freedom and autonomy relating to it. Extrinsic dimension involves the job context, that is, the external environment in which the worker operates. This includes: the social and administrative atmosphere working conditions; remunerations; and other benefits (Clark, 2005). A thorough review of literature reveals that these facets of job dimension include promotion, job tenure, salary, school support and supervision. Promotion has been recognized as a factor in employee’s job satisfaction. Promotion constitutes an important aspect of workers’ labour mobility most often carrying substanti

### **Marital Status and Gender Job Satisfaction**

Despite 21 state laws making it illegal to discriminate based on marital status, (Unmarried America, 2012), marital status is still inquired about on application blanks and in job interviews, even in jurisdictions in which marital status discrimination is prohibited (Harcourt & Harcourt, 2012; Mullen, Thakur, & Hensel, 2007). Furthermore, even if marital status is not asked about directly, wedding rings and personal titles ( “Ms.,” “Mrs.”) often

make marital status easily identifiable, because the decision-making literature indicates that most decisions tend to be quasi-rational. For example, intuitive assumptions often involve stereotypes, and an employer might use stereotypes based on marital status to determine whether to hire an individual. Beattie (2008) suggests that marital status is sometimes used as an indicator to determine how likely it is an employee will remain in the same geographical location, his or her willingness to travel, his or her health benefits, his or her level of commitment, and his or her fit within the organization (the relationship the employee will have with other employees).

Women have been found to be paid less than men for similar work (Blau & Kahn, 2006); are less likely to be promoted (Eagly & Koenig, 2008), are often evaluated more negatively (Davison & Burke, 2010), and are seen as less congruent with leadership roles compared with men (Rudman & Kilianski, 2011). Social roles theory suggests that men occupy a social role associated with earning money and financially providing for their families, whereas women occupy a social role primarily responsible for children and home-life duties (Eagly, 1987). The congruity or incongruity between social gender roles and work roles has been demonstrated to be partially responsible for gender bias in workplace decisions favoring men over women (Eagly & Karau, 2002).

For instance, typical gender stereotypes indicate that a man is commendable and loyal when he works to support his wife and their children; however, a woman is seen as commendable and loyal when she is willing to leave her career to follow her husband's career or care for their children. Moreover, when a man is married, he is considered to be socially supported and is seen as having less family or role conflict with work roles, whereas when a woman is married, she is considered to have more social responsibilities, contributing to greater work or family role conflict (Nadler & Stockdale, 2012). These assumptions may contribute to the perceptions that married men are more motivated and more dedicated to

work, whereas married women are more motivated and more dedicated to their families. Supporting social role theory, research on marital status job satisfaction has found that women are perceived to be less suitable for employment after marriage, whereas men are perceived as more suitable for employment after marriage. Furthermore, following marriage, the performance of female employees is expected to decline, but not for men.

Another influential biographic variable that might have bearing on job satisfaction is marital status of the employees. However, there are not enough studies to draw any conclusion about the effect of marital status on job satisfaction, but the limited research conducted on this area consistently indicates that married employees are more satisfied with their jobs than are their unmarried co-workers (Mohammad,2013). The reason may be marriage imposes increased responsibilities that may make a steady job more valuable and important. And job satisfaction is required to have a steady job. Many, in such cases, strive to cope up or adjust them with the facets they are dissatisfied with.

As it is argued that male employees are more concerned about dominance and authority, probably they get it in their job, because workforce is predominately a males dominated country and here male are usually given more challenging responsibilities in the job than their female counterparts. Married and unmarried employees are found to have no significant difference in terms of job satisfaction also contrasts the findings of Mohammad (2013) which show that married employees are more satisfied than the unmarried employees. The finding may also be attributed to the significance of a job in one's career, irrespective of his/her marital status.

A number of studies have indicated that being married may have a variety of positive effects on the job satisfaction of individuals and families, controlling for other demographic and socio-economic factors. These effects include better financial well-being, better health,

longer life, higher achievement of children, and higher earnings for married men (Waite & Gallagher, 2010). A recent study by Mahajan and Kaur(2016) further indicate that marriage enhanced the lifetime probability of affluence, and Whites and women were more likely to benefit from marriage compared to Blacks and men. Studies that examine the impact of marital status on job satisfaction and family wealth consistently suggest that marriage can enhance wealth accumulation (Smith, 2013). Hence Smith finds that married couples have more job satisfaction than unmarried couple because they save significantly more than other household types, an effect not fully explained by their higher incomes nor the simple aggregation of two individuals' wealth. Similarly, Mahajan and Kaur(2016) report that currently married older couples have higher job satisfaction with median incomes and net worth than older adults who were widowed, divorced, or never married. Some of these studies also examine the impact of marital history on wealth accumulation. For example, several studies find that individuals who remain married throughout the life course have significantly higher job satisfaction than those who are not continuously married, and divorce in particular has negative impact on their job satisfaction (Waite & Gallagher, 2010).

Other researchers maintainthat unmarried individuals experience greater economic hardship which contributes to their poorer job satisfaction and physical well-being. Jordan, College and Zitek (2013) found that unmarried persons were more likely to experience less job satisfaction coupled with economic strains than married persons. In addition, unmarried persons who experienced economic hardships appear to be more vulnerable to the effects of limited resources. The combination of greater economic hardship and a greater vulnerability to limited resources may contribute to higher levels of job dissatisfaction. This in turn may adversely affect a person's self-efficacy. Other researchers, such as Hammer (2011), maintainthat married women, much more so than married men, receive material benefits from marriage such as better housing and a better financial situation. They maintainthat unmarried

women are in poor physical health because their financial and housing circumstances cause them to experience more stress.

## **Empirical Studies**

This section discussed related empirical studies on locus of control, locus of control as predictor of job satisfaction self-efficacy as predictor of job satisfaction, marital status as predictor of job satisfaction, and studies on job satisfaction. In the review of empirical studies how the work was related to studies were pointed out and also the areas of dissimilarity.

### **Locus of Control of Secondary School Counsellors**

Basım, Mehmet, and Harun, (2010) explore the relationship of locus of control in individual behaviour with role conflict and role ambiguity in the workplace environment based on data on 153 selected employees from a leading organization in the public sector in India. The study tested four null hypotheses. The design used for the study was a descriptive correlation design. A questionnaire form consisting of three sections was compiled in order to measure employees' locus of control and their role conflict and role ambiguity. Thus, the sample consisted of 153 employees. All participants were male and single between the ages of 21 and 26. As to the level of education, all had bachelor's degrees. The service period of subjects ranged between 1 and 5 years. The data obtained were analyzed by SPSS 13.0 package. First, for descriptive statistics, the averages, standard deviations and score ranges of all variables were analyzed and the existing levels of variables were found. The analyses found that there was a significant difference in perceived role ambiguity of individuals with internal and external locus of control. The most important contribution of the findings to managerial practices is that it may be helpful to employ people with internal locus of control for jobs with high role ambiguity. This study is related to the present study in terms of

research design used. Hence, the present will adopt the same research design with the above reviewed empirical study. The study also differs from the current study in terms of the geographical location of the study.

### **Locus of Control as Predictor of Job Satisfaction**

Nasrullah, Armanu, and Setiawan (2013) examined professionalism and Locus of Control Influence on job satisfaction moderated by spirituality at work and its impact on performance auditor in Southeast Sulawesi. Six research questions and four hypotheses were tested. The study adopted a correlational design. Samples size was 122 Government Internal Oversight Apparatus (GIOA) at regional inspectorate in Southeast Sulawesi. Hypothesis testing used is Generalized Structured Component Analysis (GeSCA). These research findings show that good auditor professionalism can increase job satisfaction. However, locus of control had no significant effect on auditor job satisfaction. High job satisfaction significantly improves auditor's performance. Better spirituality in workplace will lowers job satisfaction of more professional auditors. Therefore, practical implications of professional attitudes and behaviours development cannot be done in a comprehensive manner.. This study shares relevance to the present study because the results showed that locus of control is a predictor of job satisfaction. It also differs from the current study because of the participants used in the study are not secondary school counsellors.

Aladenusi (2015) research on the influence of academic locus of control and social support on research help-seeking behaviour among undergraduates in South-west Nigeria. Three hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey research design of an ex-post facto type. Data was collected using four standardized instruments. Research instruments were administered to one thousand eight hundred (1800) undergraduate students that were randomly selected from six universities in

south-west Nigeria. Data were analysed using Multiple Regression Analysis, t-test and Pearson Product Moment Correlation at 0.05 alpha levels. The findings showed that research help-seeking behaviour among undergraduates was not satisfactory; positive significant relationship was observed between academic locus of control and research help-seeking behaviour and social support. Academic locus of control and social support predicted research help-seeking attitude significantly with 35.7% of variance explanation percentage. The study concluded that academic locus of control and social support was found to exert influence on undergraduates' research help-seeking behaviour. This study is different from the current study because the academic locus of control of students was investigated as it predict their research help- seeking behaviour. The study is also related to the present study in terms of research design used and the statistical tool used for data analysis in the study.

Lakshman and Mali, (2011) investigated locus of control and its relationship with job satisfaction in Bangalor. Two null hypotheses were tested at 0.05 level of significance. The study adopted correlational design and the sample size is 73. The instrument for data collection was Loco Inventory. The study used a questionnaire, which had thirty-five statements which highlights the factors that determine the locus of control and job satisfaction level of the employees. The Ratio, ANOVA, and Correlation analysis were used as statistical techniques for analysis.

The findings indicate there is a significant variance between internality and age as well as between externality (chance) and age. There is no significant relationship between internality and demographic factors like gender and education. The current study reviewed is different from the present study in terms of the geographical location of the study and the participants used for the study. The study also shares some similarities with the current study in terms of how locus of control can predict job satisfaction of employees in any work settings.

Igbeneghu and Popoola (2011) examined influence of Locus of Control and Job Satisfaction on Organizational Commitment. Three null hypotheses were tested at 0.05 level of significance. The study adopted an ex-post-facto design, because the researcher could not manipulate or control the independent variables which have already occurred. The study population is the 558 medical records personnel in federal and state university teaching hospitals in Nigeria. A single stage random sampling technique was used in selecting 17 out of 20 university teaching hospitals in Nigeria. From these 17 sampled university teaching hospitals, the total sample size of 512 respondents was obtained. The research instrument that was used for the study is the questionnaire called Demographic factors, job satisfaction, work locus of control and organizational commitment scale. (DJWLCOCS). The data collected were analyzed using descriptive and inferential statistics. The findings provide empirical evidence to show that work locus of control which is a personality variable, has a significant inverse relationship with organizational commitment. The findings also provide empirical evidence to support theoretical models which stipulate that job satisfaction has significant positive relationship with organizational commitment. Recommendation was made that in the process of recruiting medical records personnel, the work locus of control orientation or beliefs of applicants should be taken into consideration. From the empirical review, it shows that the study is related to the current study in terms of geographical location, design of the study, statistical tools used, and the variables covered in the study. however differs from the current study because the participants used were not secondary school counsellors in Delta and Edo States, Nigeria.

Akintayo (2012) investigated the influence of locus of control and job satisfaction on perceived non- teaching staff productivity in higher institutions in Ogun State of Nigeria. Four null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. A total of 341 respondents were selected for the study,

using proportionate stratified sampling technique. The instruments used for data collection are structured questionnaires titled “Locus of Control Scale (LCS), Job Satisfaction Scale (JSS) and Workers` Productivity Scales (PWPS). Data were analyzed using Regression Analysis and Pearson Product Moment Correlation Statistics. The findings of the study revealed that locus of control and job satisfaction were found to have jointly contributed to perceived non- teaching staff productivity in selected higher institutions in Ogun State of Nigeria. Also, job satisfaction was found to have significantly influenced perceived non-teaching staff productivity. Based on the findings of the study, it is recommended that non-teaching staff should be exposed to skill development programme on the job and on continuous basis in order to update their skills, knowledge, values, and receive proper orientation regarding the correlate of organizational productivity. This empirical study is related to the present study in terms of the how locus of control of worker can predict their job satisfaction. It also differs from the current study in term of the participants used for the study. The researcher want to find out whether locus of control, self-efficacy and marital status are predictors of counsellors job satisfaction in Delta and Edo state, Nigeria. This serves as a motivation for the study.

Ademola (2013) investigated the extent to which work locus of control and perceived environmental support influence employees’ work attitude and organizationally beneficial behaviour in Ekiti State. Four hypotheses were tested at 0.05 level of significance. The cross-sectional survey was adopted as a factorial design. A total of 181 employees (105 females; 76 males), selected from private and public-sector organizations, participated in the study. Hypotheses 1 and 2 were tested with 2 sets of 2 x 2 ANOVA. To test hypotheses 3 and 4, t-test were con-ducted. Results indicated that employees who held internal locus of control had better work attitude than those who held external locus of control. Though perceived environmental support did not influence employees’ work attitude, results revealed that when

employees perceived supportive work environment they tended to engage in organizationally beneficial behaviour, compared with when the work environment was perceived as less supportive. Finally, there were no sex and sectorial differences in employees. This empirical study is related to the present study in terms of the how locus of control of worker can predict their job satisfaction. It also differ from the current study in term of the participants used for the study. The researcher want to find out whether locus of control, self-efficacy and marital status are predictors of counsellors job satisfaction in Delta and Edo state, Nigeria. This serves as a motivation for the study.

### **Self-efficacy as Predictor of Job Satisfaction**

Moyosola and Abel (2014) researched on Job Satisfaction among Secondary School Teachers: Emotional Intelligence, Occupational Stress and Self-Efficacy as Predictors in Ondo State Nigeria. Two research questions were answered in the study and one hull hypothesis was tested at 0.05 level of significance. The correlational descriptive research design was used for the study. Four hundred teachers constituted the sample of the study. Four standardized instruments were used to measure both the independent and dependent variables. Two research questions were answered in the study. Through multiple regression analysis the researchers found that emotional intelligence, occupational stress and self-efficacy jointly predicted job satisfaction. Further analysis indicates that emotional intelligence is more important than self-efficacy while occupational stress did not predict job satisfaction among teachers. These results are discussed, and counselling and educational psychologists are challenged to assume more responsibility and active role in enhancing emotional intelligence and self-efficacy among secondary school teacher. It is further recommended that counselling, educational psychologist and school administrators should equip teachers with necessary stress management skills. This empirical study is related to the current study in terms of the two variable self-efficacy as predictors of job satisfaction. The

design used for the study and the statistical tool for data analysis, differ from the current study in terms of participants used for the study and geographical location of the study.

Robert and Ming (2010) examined the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction from western Canada. Three hypotheses were formulated and tested at 0.05 level of significance. The design of the study was a correlational research. Participants were attendees at one of several annual, compulsory, multidistrict teacher conferences, the total attendance of which was approximately 8,000 teachers from about 350 schools, with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. Findings from the study revealed that teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. This study is related to the present study in term of the design used and the variable covered in the study. It also differs from the current study in the geographical area and participants used for the study.

Reilly, Dhingra, and Boduszek, (2014) examined the role of teaching self-efficacy, perceived stress, self-esteem, and demographic characteristics (age, gender, education, and years of teaching experience) in predicting job satisfaction within a sample of 121 Irish primary school teachers. Four hypotheses were formulated and tested at 0.05 level of significance. The design for the study was correlational and the sample size was 121. Three

instruments were used for data collection and t-test was used for data analyses. Findings indicated that the predictor variables accounted for 22% of variance in teachers' job satisfaction. However, only perceived stress was found to explain unique predictive variance, with high levels of occupations stress related to low levels of job satisfaction. This study differs from the current study in terms of geographical location but related to the present study in terms of research design used for the study.

Olayiwola (2013) investigated self-efficacy, intrinsic motivation and job satisfaction as predictors of job performance of industrial workers, with the aim of improving employees' productivity in Nigerian industrial settings. Four hypotheses were formulated and tested at 0.05 level of significance. Descriptive study of *expo facto* was adopted. The population for this study was made up of employees of both Frigoglas Nigeria Plc Ijebu-Ode (500 workers) and Ayokunle Industry Ltd Ijebu-Ode (600 workers). A total of 150 workers were selected through simple random sampling technique from each organization. Four research instruments titled Intrinsic Motivation Inventory (IMT), Self-Efficacy Scale (SES) and Job Satisfaction Scale (JSS) were used to collect data for the study. Job Performance was assessed using the Annual Performance Evaluation Reports (APER). The IMT was adapted from Ryan (1982). The test retest reliability of the instrument administered within two weeks interval yielded .80. The SES was self developed and has coefficient of .82. JSS was also self developed and have coefficient of .76. It measured job satisfaction. Multiple Regression Analysis was used to analyse data collected. 0.05 level of significance was applied in the analysis. As a result of the finding, the analysis of the hypotheses are clear indication that self-efficacy, intrinsic motivation and job satisfaction will predict the job performance of industrial workers and relatively, each of these variables will predict the job performance of workers. Therefore, it is suggested that for organization to achieve their stated objectives and goals, managements of those organization must put in place policies that will encourage self-

efficacy, intrinsic motivation and job satisfaction among workers. This study differ from the current study in terms of the participants used and the geographical location of the study but related to the present study in terms of how self-efficacy of workers can be a predictor of their job satisfaction.

In sum, the above studies have shown that self –efficacy is a predictor of job satisfaction of workers. Although, none of the studies indicated its predictor of counsellors' job satisfaction in Delta and Edo States, Nigeria. The study is poised towards filling this gap; hence the need to research on Self-Efficacy, Locus of Control, and Marital status as Predictors of Counsellors Job Satisfaction in Delta and Edo state, Nigeria.

### **Marital Status Predictor of Job Satisfaction**

Mohammad, Haque, and Rashid (2013), carried a study on Gender, Marital Status and Job Satisfaction. This study attempts to identify the level of job satisfaction of employees in Bangladesh and to test whether job satisfaction level differs among employees in terms of their gender and marital status. Seven null hypotheses guided the study. Based on the literature review on job satisfaction, an eight-item questionnaire is developed to measure the level of job satisfaction. The design the study adopted is a correlation study. Data for this study are collected from 224 employees (Male = 112, Female = 112, Married = 92, Unmarried = 132) working in 28 different organizations. These 28 organizations are selected randomly. Among 28 organizations, 13 are different financial institutions and 15 are non- financial institutions. However, majority of the responses (a total of 144 responses i.e. 64.28%) are from the financial institutions. This is because of greater availability of female employees in those organizations. Due to social norms and different practical reasons like safety, easy transportation facility (financial institutions are located in convenient places in terms of transportation/communication), better working environment

and fixed office timing, female employees are more willing to work in the financial institutions or educational institutions than other types of organizations. After collection of responses all numerical values of different respondents are entered in SPSS 16 version. Then they are divided into four major groups: Male, Female, Married, and Unmarried. Using the data entered into these groups is then used to calculate Means and Standard Deviations. Presence of multi-collinearity and the reliability of the measurement are checked with appropriate statistical tools. To verify whether the differences among different groups are statistically significant or not, calculations of t-ratio are performed. It is found that Bangladesh employees, irrespective of gender and marital status, are 'moderately satisfied'. No statistically significant evidence is observed indicating differences in job satisfaction level between 'male' and 'female' or between 'married' and 'unmarried'. This study differs from the current study in terms of geographical location. It is also related to the present study in terms of the research design and marital status variable covered in the study.

Olatunji and Mokuolu (2014) examined the Influence of Sex, Marital Status, and Tenure of Service on Job Stress, and Job Satisfaction of Health Workers in a Nigerian Federal Health Institution. Three null hypotheses guided the study. The study design is correlational and One hundred and ninety one (191) professionals, comprising one hundred and two (102) nurses and 89 doctors were drawn from Federal Medical Centre, Ido Ekiti in Ekiti State, Nigeria. Perceived Stress Scale developed by Cohen (1983) and Minnesota satisfaction Questionnaire (MSQ) developed by Weise, Davis, Lofquist and England (1967) were employed to assess job stress and satisfaction respectively. Analysis of data was done using Independent t-test and one-way ANOVA. The findings show that Married enjoyed higher level of job satisfaction than single. Also, there is a significant differences between male and female nurses and doctors. Males enjoyed higher level of job satisfaction than females. Recommendations were made that in designing policies to improve upon job

satisfaction of workers, single workers should be targeted because they enjoy less satisfaction than married counterparts. Female workers should also be focused when considering who are more prone to job dissatisfaction. This study is related to the present study because it investigated how marital status can be a predictor of job satisfaction of workers. It differs in the participants used for the study and geographical location.

Joel and Katie (2014) investigated Marital Status, Gender, and Sexual Orientation in Florida. five null hypotheses guided the study. The study used an experimental design that manipulated gender, marital status, and sexual orientation in interview simulations and examined participants' (N 365 working adults) hiring decisions. A significant 3-way interaction was found such that single lesbian women received significantly higher ratings when compared with married lesbian women, and married heterosexual women received significantly higher ratings compared with single heterosexual women. The study revealed that sexual orientation interacted with marital status in women's ratings, but not for men. The study differ from the present study in terms of the design. It is related to the present study in the area of marital status and job satisfaction.

Aduma (2015) investigated attribution style, self-esteem and marital status as predictors of life satisfaction. Three hypotheses were tested. Participants for the study were 350 junior and senior staff of Enugu Teaching Hospital and University of Nigeria, Teaching Hospital Enugu. They comprised of 200 males and 150 females. The participants were obtained through accidental sampling. The participants were of age range of 24 to 53 years with a mean age of 35.85 years. One hundred and eighty (180) participants were married while 165 were unmarried and 5 divorced. Cross sectional design was adopted. Three instruments were used for data collection: Satisfaction with life Scale, attribution style scale, and self-esteem scale. Hierarchical Multiple Regressions was used for the data analysis. Statistical Package for the Social Sciences was employed for the data analysis. Findings of

the regression analysis showed that the four dimensions of attribution style were significant predictors of life satisfaction ( $p < .001$ ). Self-esteem significantly predicted life satisfaction ( $p < .001$ ). Similarly, marital status is also a significant predictor of life satisfaction ( $p < .001$ ). The implications of the finding were highlighted, limitations were stated and suggestions were made for further studies. This study is related to the present study in terms of the research design and statistical tool that will be used in this study for data analysis. It also differs from the current study in terms of participants and geographical location of the study.

Sampson and Eya (2016) investigated marital stress and extraversion personality as predictors of job satisfaction among married women teachers in Nsukka, Nigeria. Two hypotheses were tested. The researcher adopted survey design and Two hundred married women teachers participated in the study. Three inventories including marital stress inventory (MSI), BFI sub-scale on extraversion personality and Minnesota satisfaction questionnaire (MSQ) were used for collection of data. Multiple regression analysis was employed to analyse the data. Findings, implications, suggestions for further research and recommendations were made. Such recommendations are that government should imitate programmes like orientation and counselling sections that will encourage teachers to work on their personality dispositions to enable them to achieve greater satisfaction, motivation and productivity in their workplace. This study is related to the present study in terms of how marital status can be a predictor of job satisfaction. It differs in the area of the study.

These studies though none indicated how Self-Efficacy, Locus of Control, and Marital status as Predictors of Counsellors Job Satisfaction in Delta and Edo state Nigeria. From various review marital status has proven to be a predictor of job satisfaction. The researcher want to find out the extent to which Self-Efficacy, Locus of Control, and Marital status as Predictors of Counsellors Job Satisfaction in Delta and Edo state, Nigeria. This serves as a motivation for the study.

## **Job Satisfaction of Secondary School Counsellors**

Michael (2012) research on the factors affecting job satisfaction of counsellors in public secondary schools in Mwatate District, Taita Taveta County. The study was guided by four research questions and three null hypotheses. Descriptive survey was used as the design for the study and the sample size was 100 counsellor. Content analysis of the responses added more substance to statistical findings. 21% of the respondents were either satisfied or extremely satisfied in their job with the rest 79% indicating moderate to not at all satisfied. More females (30%) than male (11%) counsellors were found to be satisfied. Salary level was ranked as the most important factor towards job satisfaction and poor pay as the most dissatisfying job factor. The results obtained after collection and analysis of data indicated that there was several significance difference between the computed means of the overall levels of jobs satisfaction and variables of age, academic qualification and the teaching experience. There were however no significant differences realized between the means of the overall levels of job satisfaction and the variables of gender and students performance. Recommendations for improving the job satisfaction of counsellors include: Remuneration and other benefits in the teaching profession be made attractive to contain the high turnover of counsellors and attract the best brains in the profession. The study is related to the present study because factors affecting counsellors job satisfaction was reviewed. It also differ from the current study in terms of the geographical location of the study, design of the study and method of data analysis that will be used in this study.

Cravor (2005) carried a study to determine the factors that contributed to the job satisfaction of African American counsellors (AAC). Two research questions and four hypotheses guided the study. The design for the study was a descriptive survey. Subjects were 182 currently employed AACs who were members of American Counselling Association (ACA). A modified version of the Minnesota Satisfaction Questionnaire (MSQ)

and a Data Information Form (DIF) were used to collect data. It was determined that 87% of participants in this study were satisfied or very satisfied with their current job. Only 13% of subjects indicated they were dissatisfied. Subjects were satisfied with 19 of 20 job facets. Social service was the only facet subjects indicated they were very satisfied with, and advancement was the only facet subjects indicated they were dissatisfied with on their current job. An analysis of demographic variables revealed two significant associations: subjects who were not planning to leave their profession within the next 5 years were satisfied with their job, and subjects who indicated sexism did not affect their job were more satisfied with their current position. Overall, the results from this research indicated AACs were satisfied in their current position. The study is related to the present study because factors affecting counsellors job satisfaction was reviewed. It also differs from the current study in terms of the geographical location of the study, design of the study and method of data analysis that will be used in this study

Sylvester, Peter and Pamela, (2012) investigated the influence of marital status on teachers' self-efficacy in public secondary schools of Kisumu County, Kenya. Three hypotheses were tested at 0.05 level of significance. Concurrent Triangulation Design was adopted to collect quantitative and qualitative data from samples of 327 students and 12 teachers. The interview schedule and questionnaire were piloted with 2 and 33 teachers respectively, who did not participate in the survey. Piloting helped to clarify the test items, determine construct validity ( $r = 0.564$  for items expected to have similar responses and  $r = -0.325$  for items expected to have different responses) and two experts in Educational Psychology established face validity of the research instruments. Internal reliability was established at Cronbach's  $r = 0.9976$ . Multivariate Analysis of Variance (MANOVA) was used to analyze data from questionnaire. The quantitative findings revealed that marital status had no statistically significant influence on teachers' self-efficacy while the qualitative

findings revealed that marital status had an influence on teachers' self-efficacy. The study recommends the employment of counsellors in schools to help teachers to deal with psychosocial and domestic issues. The study is related to the present study because factors affecting counsellors job satisfaction was reviewed. It also differs from the current study in terms of the geographical location of the study, design of the study and method of data analysis that will be used in this study.

From the review of various studies so far, it has been much work that has been done on factors affecting job satisfaction but not much as has been research on Self-Efficacy, Locus of Control, and Marital status as Predictors of Counsellors Job Satisfaction in Delta and Edo States, Nigeria. This is the gap this study tends to bridge.

### **Summary of the Reviewed Related Literature**

The review of literature was organised under the conceptual framework, theoretical framework, theoretical studies as well as empirical studies. The conceptual framework looked into the operational definition of the various concepts in the study, like locus of control, self-efficacy, counsellor self-efficacy, marital status and job satisfaction. At the end of each concept, the researcher gave a concise definition as it related to the study. Under the theoretical framework three theories were reviewed namely the Valence Force Theory of Vroom, Self-Efficacy Theory by Bandura and Attribution Theory by Heider, Each of the theory was anchored on the study.

Theoretical studies were also reviewed on the following sub headings; studies on locus of control, effect of locus of control on job satisfaction, studies on differences between internal and external locus of control, sources of self-efficacy, self-efficacy and job satisfaction, studies on self –efficacy of school counsellor, causes of job satisfaction, marital

status and gender job satisfaction and motivation of Nigerian counsellors towards job satisfaction. Each sub-heading was discussed extensively and was related to the study.

Empirical studies were also reviewed under the following sub-theme; studies on locus of control, locus of control predictor of job satisfaction, self-efficacy as predictor of job satisfaction, marital status predictor of job satisfaction and studies on job satisfaction. From the review so far, it happened no work has been done on Self-Efficacy, Locus of Control, and Marital Status as Predictors of Counsellors Job Satisfaction in Delta and Edo States, Nigeria, which this study is out to find and bridge the gap. Hence, the need to investigate Self-Efficacy, Locus of Control, and Marital Status as Predictors of Counsellors Job Satisfaction in Delta and Edo States, Nigeria.

## **CHAPTER THREE**

### **METHOD**

This chapter describes the procedures for carrying out the study. It describes the design of the study, 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 of the study is predictive correlational survey. A correlational study focused on examining the relationships among two or more variables. This information can be used either to explain a phenomenon or to make predictions (Gall, Gall, & Borg, 2017). This study used a predictive correlational research design to determine predictive relationships exist among self-efficacy, locus of control, marital status and job satisfaction of secondary school counsellors in Delta and Edo States. Thus, this study investigated how self-efficacy, locus of control, and marital status as predictors of counsellors job satisfaction.

#### **Area of the Study**

The area of study is Delta and Edo States was formally known as Bendel State before the creation of both States on August 27th 1991. Edo state lies at elevations between 500 feet (150 m) in the south and more than 1,800 feet (550 m) in the north. Tropical rain forest covers most of the area. The State is inhabited largely by the Edo (Bini) people, who are linked to the historic kingdom of Benin. Agriculture is the mainstay of the State economy. Yams, cassava (manioc), oil palm produce, rice, and corn (maize) are the major subsistence crops, while rubber, timber, and palm oil and kernels are cash crops. Mineral resources include limestone and lignite.

Delta State southern Nigeria. It is bounded by Edo State to the north, Anambra State to the east, Rivers State to the southeast, Bayelsa State to the south, the Bight of Benin of the Atlantic Ocean to the west, and Ondo State to the northwest. On the east and south the State is bounded by the lower course and delta of the Niger River. Delta was created in 1991 from the southern half of former Bendel state. Asaba, on the Niger River, is the capital.

Most part of the State lies at an elevation below 500 feet (150 metres) in the Niger River delta. Mangrove swamps predominate in the delta and merge with freshwater swamps to the north. A maze of interconnected waterways and the Forcados and Escravos rivers, which empty into the Bight of Benin, are used for transportation. The State is inhabited by the Igbo people in the east, the Edo in the north, and the Itsekiri, Urhobo, Isoko, and Ijo in the south and west. Agriculture is the mainstay of the State's economy; yams, cassava (manioc), oil palm produce, rice, and corn (maize) are grown for local consumption. The State's industries include glass and bottle factories, textile mills, and plastics, rubber, plywood, natural gas, boatbuilding, sawmilling, and furniture industries.

The researcher made the choice of Edo And Delta States for the study because they are among the few of the states that saw the need to comply with the regulation that trained counsellors should be employed by school owners and posted to secondary schools where their services are needed. The results of this study, based on the two states, would serve as basis for assessing how satisfied counsellors are with their jobs across the country. Moreover, these states have always adhered to Federal Government's minimum wage regulations which is expected to stimulate counsellors' satisfaction on the job.

## **Population of the Study**

The population of the study consisted of practising guidance counsellors in all public secondary schools in Edo and Delta states. Delta States has a total of 217 practising guidance counsellors (based on the lists obtained from the Post Primary Ministry of Education Board, Asaba in 2018). However, Edo State does not have a comprehensive list of practising counsellors, hence the researcher resorted to using counsellors' directory published by the Counselling Association of Nigeria (CASSON), Edo state branch. In order to complement the information contained in the directory, the researcher visited other public schools that were not listed in the directory. Hence, a total of 142 counsellors were obtained in Edo state. Thus, the population of the study is 359.

## **Sample and Sampling Technique**

The sample of the study is made up of all practising counsellors in public secondary schools in Secondary schools in Edo and Delta States. Since the population of 359 is small the entire population was studied. In all, therefore, a total of 217 and 142 counsellors from Delta and Edo respectively responded to the questionnaire, which ultimately formed the sample. Thus, there was no sampling since all counsellors in the area of study were used.

## **Instrument for Data Collection**

Three instruments were used to collect data for this study. These are ; General Self-Efficacy Scale (GSE), Locus of Control (LOC) scale, and Job Satisfaction Questionnaire (JSQ). The researcher adopted the three instruments for the study. The GSE which was developed by Schwarzer and Jerusalem in 1995 is in two parts; A and B. Part A sought for personal data of the participant such as age, name, sex and marital status; while part B contains 10 items with four points rating scale ranging from ET – Exactly true (4 pts), MT – Moderately true, (3 pts), HT: Hardly true, (2 pts) to NT– Not at all true (1 pt).

The Locus of Control (LOC) Internal –External Scale was developed by Rotter in 1966 to assess whether a person has a tendency to think that situations and events under his/her own control or under the control of external influences. The LOC is in two parts; A and B. Part A sought for personal data of the participant such as age, name, sex and marital status; while part B contains 14 items on a 4 – point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to which respondents were to indicate their degree of Agreement or otherwise to the 14-items on the scale. It was originally developed by Rotter (1966) but adapted to fit Nigeria setting by Onabanjo in 2000.

The job satisfaction questionnaire (JSQ) was developed by Ezeani in 2015. The JSQ has two sections A and B. Section A contains personal data of the respondent while section B contains 12 items on job satisfaction. It has 4-point response options which ranges from strongly agreed, agreed, disagreed to strongly disagree and has weighted values of 4, 3, 2 and 1 respectively.

### **Validation of the Instruments**

The three instruments were used in the study, namely General Self-Efficacy Scale (GSE), Locus of Control (LOC), and Job Satisfaction Questionnaire (JSQ). General Self-Efficacy Scale (GSE) was developed by Schwarzer and Jerusalem in 1995 and revalidated in Nigeria by Adeyemo and Ogunyemi in 2010. Adeyemo and Ogunyemi provided the psychometric properties for the Nigeria Samples and the mean scores obtained were as follows:

Males (n= 30) = 25.09

Females (n-30) = 25.09

M & F (n-60) = 25.09

Locus of Control (LOC) was developed by Rotter in 1966 and revalidated in Nigeria by Onabanjo in 2000. Onabanjo provided the psychometric properties for the Nigeria Samples and the mean scores obtained were as follows:

Males (n= 54) = 29.63

Females (n-72) = 29.87

M & F (n-126) =29.75

The Job Satisfaction Questionnaire (JSQ) was developed in Nigeria by Ezeani in 2015. Ezeani provided the psychometric properties for the Nigeria Samples and the mean scores obtained were as follows:

Males (n= 40) = 30.93

Females (n-40) = 30.25

M & F (n-80) =30.59

The researcher adopted these instruments for the study.

### **Reliability of the Instrument**

The three instruments General Self-Efficacy Scale (GSE), Locus of Control (LC), and Job Satisfaction Questionnaire (JSQ) have good psychometric properties. For GSE, cronbach alpha of internal consistency reliability coefficient of .76 and .90 was reported by Schwarzer and Jerusalem in 1995 . In Nigeria, the instrument has also been used by Adeyemo and Ogunyemi in 2010 a reliability coefficient of .83 index was reported.

For the Locus of Control questionnaire (LOC), Rotter reported a reliability coefficient of 0.67, in Nigeria Onabanjo further reported an internal consistency reliability coefficient of .84.

The reliability of job satisfaction questionnaire was established through a reliability estimate test involving 40 participants (counsellors) from secondary schools in Imo State selected through sampling technique. The researcher used Cronbach alpha method in determining the reliability in which case the instrument was subjected to analysis. The coefficient alpha of the instruments were then determined. The reliability levels are:  $r = 0.68$  for JSQ.

### **Method of Data Collection**

The researcher and research assistants administered the instruments through direct delivery method. The researcher with the help of 11 research assistants, distributed the questionnaire to the respondents. The researcher had a brief meeting with the research assistants during which the research intimated them on the purpose of the research, contents of the questionnaires, how to administer the instrument and also how to collect them back. The researcher and assistants collected the completed copies of the questionnaires. Out of the 359 copies of the questionnaire distributed only copies 343 (95.5%) were retrieved from the respondents.

### **Method of Data Analyses**

For data analyses, research question 1-4 were answered using aggregate scores while simple regression analysis was used to answer research questions 5- 16. The null hypotheses were tested using simple and multiple regression analysis.

The decision rule for judging the resulting correction coefficient included:

Very low relationship = + 0.00 to 0.20

Low relationship = + 0.20 to 0.40

Moderate relationship = + 0.40 to 0.60

High relationship = + 0.60 to 0.80

Very high relationship = + 0.80 to 1.00

For the hypotheses: where  $r_{\text{calculated}} > r_{\text{critical}}$ , reject null hypothesis and where  $r_{\text{calculated}} < r_{\text{critical}}$  do not reject the null hypothesis. Also, where significant value of (P) is less than 0.05, reject null hypothesis, however, when the value (P) is greater than 0.05, do not reject the null hypothesis.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

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

#### **Research Question 1**

What are the self-efficacy scores of the secondary school counsellors in Delta and Edo States, Nigeria?

**Table 1: Range of scores on self-efficacy of secondary school counsellors**

Range of scores	N	%	Remarks
10 – 24	131	38.2	Low Self-efficacy
25 – 40	212	61.8	High Self-efficacy

Table 1 shows that with scores ranging from 25 to 40, 212(61.8%) of the counsellors have high self-efficacy while 131(38.2%) other counsellors who scored between 10 and 24 have low self-efficacy.

#### **Research Question 2**

What are the locus of control scores of the secondary school counsellors in Delta and Edo States, Nigeria?

**Table 2: Range of scores on locus of control of secondary school counsellors**

Range of scores	N	%	Remarks
28 – 56	202	58.9	Internal locus of control
14 – 27	141	41.1	External locus of control

Table 2 reveals that with scores ranging from 28 to 56, 202(58.9%) of the counsellors have internal locus of control while 141(41.1%) other counsellors who scored between 14 and 27 have external locus of control.

### Research Question 3

What are the marital status distribution of the secondary school counsellors in Delta and Edo States, Nigeria?

**Table 3: Range of the marital status distribution of secondary school counsellors**

Source of variation	N	%
Single	174	50.7
Married	169	49.3

Table 3 indicates that 174(50.7%) of the counsellors are single while 169(49.3%) other counsellors are married

### Research Question 4

What are job satisfaction scores of the secondary school counsellors in Delta and Edo States, Nigeria?

**Table 4: Range of scores on job satisfaction of secondary school counsellors**

Range of scores	N	%	Remarks
30 – 48	200	58.3	Good job satisfaction
12 – 29	143	41.7	Poor job satisfaction

Table 4 reveals that with scores ranging from 30 to 48, 200(58.3%) of the counsellors have good job satisfaction while 143(41.7%) other counsellors who scored between 12 and 29 have poor job satisfaction.

### Research Question 5

To what extent secondary school counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?

### Null Hypothesis 1

Secondary school counsellors' self-efficacy do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

**Table 5: Regression analysis on the counsellors marital status, self-efficacy and locus of control as predictors of their job satisfaction**

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% variance added	Cal. F	Cal t	df	Pvalue	Remark
Components	0.856	0.732	0.730			73.0	308.99	339	0.000	S	
Marital Status				-1.065	-.072			2.48		0.014	S
Self-efficacy				.466	.396			7.41		0.000	S
Locus of control				.346	.510			9.65		0.000	S

In Table 5, it was observed that self-efficacy of the secondary school counsellors had Beta of 0.396. This indicates that self-efficacy of the counsellors had contributed to 39.6 percent for their job satisfaction.

Also at 341df and 0.05 level of significant, the calculated t 7.41 with Pvalue 0.000 which is less than the 0.05, the first null hypothesis is rejected. Therefore, secondary school counsellors' self-efficacy is a significant predictor of their job satisfaction.

### Research Question 6

To what extent secondary school counsellors' locus of control predict their job satisfaction in Delta and Edo States, Nigeria?

### Null Hypothesis 2

Secondary school counsellors' locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

Again in Table 5, it was observed that locus of control of the secondary school counsellors had Beta of 0.510. This indicates that locus of control of the counsellors had contributed to 51.0 percent for their job satisfaction.

Also at 341df and 0.05 level of significant, the calculated  $t$  9.65 with Pvalue 0.000 which is less than the 0.05, the second null hypothesis is rejected. Therefore, secondary school counsellors' locus of control is a significant predictor of their job satisfaction.

### **Research Question 7**

To what extent secondary school counsellors' marital status predict their job satisfaction in Delta and Edo States, Nigeria?

### **Null Hypothesis 3**

Secondary school counsellors' marital status do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

In Table 5 it was observed that marital status of the secondary school counsellors had Beta of -0.072. This indicates that marital status of the counsellors had contributed to 7.2 percent for their job satisfaction.

Also at 341df and 0.05 level of significant, the calculated  $t$  2.48 with Pvalue 0.014 which is less than the 0.05, the third null hypothesis is rejected. Therefore, secondary school counsellors' marital status is a significant predictor of their job satisfaction.

### **Research Question 8**

To what extent secondary school counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction in Delta and Edo States, Nigeria?

#### Null Hypothesis 4

Secondary school counsellors' marital status, self-efficacy and locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

Finally, Table 5, shows that marital status, self-efficacy and locus of control of the secondary school counsellors jointly have  $R^2$  adjusted of 0.730. This indicates that marital status, self-efficacy and locus of control of the counsellors jointly have contributed to 73.0 percent for their job satisfaction.

Also at 339df and 0.05 level of significant, the calculated F308.99 with Pvalue 0.000 which is less than the 0.05, the fourth null hypothesis is rejected. Therefore, secondary school counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction.

#### Research Question 9

To what extent secondary school male counsellors' marital status predict their job satisfaction in Delta and Edo States, Nigeria?

#### Null Hypothesis 5

Secondary school male counsellors' marital status do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

**Table 6: Regression analysis on the male counsellors marital status, self-efficacy and locus of control as predictors of their job satisfaction**

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% variance added	Cal. F	Cal t	df	Pvalue	Remark
Components	0.852	0.725	0.717			71.7	84.54		96	0.000	S
Marital Status				-1.446	-.082			1.41		0.161	NS
Self-efficacy				.753	.644			5.09		0.000	S
Locus of control				.177	.241			1.84		0.070	NS

Table 6 indicates that marital status of the secondary school male counsellors had Beta of -0.082. This indicates that marital status of the male counsellors had contributed to - 8.2 percent for their job satisfaction.

Also at 98df and 0.05 level of significant, the calculated  $t$  1.41 with Pvalue 0.161 which is greater than the 0.05, the fifth null hypothesis is not rejected. Therefore, secondary school male counsellors' marital status is not a significant predictor of their job satisfaction.

### **Research Question 10**

To what extent secondary school male counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?

#### **Null Hypothesis 6**

Secondary school male counsellors' self-efficacy do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

In Table 6 also, it was observed that self-efficacy of the secondary school male counsellors had Beta of 0.644. This indicates that self-efficacy of the male counsellors had contributed to 64.4 percent for their job satisfaction.

Also at 98df and 0.05 level of significant, the calculated  $t$  5.09 with P value 0.000 which is less than the 0.05, the sixth null hypothesis is rejected. Therefore, secondary school male counsellors' self-efficacy is a significant predictor of their job satisfaction.

### **Research Question 11**

To what extent secondary school male counsellors' locus of control predict their job satisfaction in Delta and Edo States, Nigeria?

### **Null Hypothesis 7**

Secondary school male counsellors' locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

Again in Table 6, it was observed that locus of control of the secondary school male counsellors had Beta of 0.241. This indicates that locus of control of the male counsellors had contributed to 24.1 percent for their job satisfaction.

Also at 98df and 0.05 level of significant, the calculated  $t$  1.84 with Pvalue 0.070 which is greater than the 0.05, the seventh null hypothesis is not rejected. Therefore, secondary school male counsellors' locus of control is not a significant predictor of their job satisfaction.

### **Research Question 12**

To what extent secondary school male counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction in Delta and Edo States, Nigeria?

### **Null Hypothesis 8**

Secondary school male counsellors' marital status, self-efficacy and locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

Table 6, reveals that marital status, self-efficacy and locus of control of the secondary school male counsellors jointly have  $R^2$  adjusted of 0.717. This indicates that marital status, self-efficacy and locus of control of the male counsellors jointly have contributed to 71.7 percent for their job satisfaction.

Also at 96df and 0.05 level of significant, the calculated  $F_{84.54}$  with Pvalue 0.000 which is less than the 0.05, the eighth null hypothesis is rejected. Therefore, secondary school

male counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction.

### Research Question 13

To what extent secondary school female counsellors' marital status predict their job satisfaction in Delta and Edo States, Nigeria?

#### Null Hypothesis 9

Secondary school female counsellors' marital status do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

**Table 7: Regression analysis on the female counsellors marital status, self-efficacy and locus of control as predictors of their job satisfaction**

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	% variance added	Cal. F	Cal t	df	Pvalue	Remark
Components	0.866	0.749	0.746			74.6	237.97		239	0.000	S
Marital Status				.406	.025			0.72		0.470	NS
Self-efficacy				.377	.317			5.35		0.000	S
Locus of control				.393	.590			10.22		0.000	S

Table 7 reveals that marital status of the secondary school female counsellors had Beta of 0.025. This indicates that marital status of the female counsellors had contributed to 2.5 percent for their job satisfaction.

Also, at 241df and 0.05 level of significant, the calculated t 0.72 with Pvalue 0.470 which is greater than the 0.05, the ninth null hypothesis is not rejected. Therefore, secondary school female counsellors' marital status is not a significant predictor of their job satisfaction.

### Research Question 14

To what extent secondary school female counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?

### **Null Hypothesis 10**

Secondary school female counsellors' self-efficacy do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

In Table 7 also, it was observed that self-efficacy of the secondary school female counsellors had Beta of 0.317. This indicates that self-efficacy of the female counsellors had contributed to 31.7 percent for their job satisfaction.

Also at 241df and 0.05 level of significant, the calculated  $t$  5.35 with Pvalue 0.000 which is less than the 0.05, the tenth null hypothesis is rejected. Therefore, secondary school female counsellors' self-efficacy is a significant predictor of their job satisfaction.

### **Research Question 15**

To what extent secondary school female counsellors' locus of control predict their job satisfaction in Delta and Edo States, Nigeria?

### **Null Hypothesis 11**

Secondary school female counsellors' locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

Again in Table 7, it was observed that locus of control of the secondary school female counsellors had Beta of 0.590. This indicates that locus of control of the female counsellors had contributed to 59.0 percent for their job satisfaction.

Also at 241df and 0.05 level of significant, the calculated  $t$  10.22 with Pvalue 0.000 which is less than the 0.05, the eleventh null hypothesis is rejected. Therefore, secondary school female counsellors' locus of control is a significant predictor of their job satisfaction.

### **Research Question 16**

To what extent secondary school female counsellors' marital status, self-efficacy and locus of control jointly predict their job satisfaction in Delta and Edo States, Nigeria?

### **Null Hypothesis 12**

Secondary school female counsellors' marital status, self-efficacy and locus of control do not significantly predict their job satisfaction in Delta and Edo States, Nigeria.

Finally, Table 7, shows that marital status, self-efficacy and locus of control of the secondary school female counsellors jointly have  $R^2$  adjusted of 0.746. This indicates that marital status, self-efficacy and locus of control of the female counsellors jointly have contributed to 74.6 percent for their job satisfaction.

Also at 239df and 0.05 level of significant, the calculated  $F_{237.97}$  with Pvalue 0.000 which is less than the 0.05, the twelfth null hypothesis is rejected. Therefore, secondary school female counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction.

### **Summary of the Findings**

From the analysis the following findings were made:

1. Many of the secondary school counsellors' 212(61.8%) have high self-efficacy in Delta and Edo States, Nigeria.
2. Many of the secondary school counsellors 202(58.9%) have internal locus of control while 141(41.1%) other counsellors have external locus of control in Delta and Edo States, Nigeria.

3. Many of the secondary school counselors 174(50.7%) of the counsellors are single while 169(49.3%) other counsellors are married
4. Many of the secondary school counsellors 200(58.3%) have good job satisfaction in Delta and Edo States, Nigeria.
5. Marital status of the counsellors had contributed to -7.2 percent for their job satisfaction in Delta and Edo States, Nigeria.
6. Secondary school counsellors' marital status is a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
7. Self-efficacy of the counsellors had contributed to 39.6 percent for their job satisfaction in Delta and Edo States, Nigeria.
8. Secondary school counsellors' self-efficacy is a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
9. Locus of control of the counsellors had contributed to 51.0 percent for their job satisfaction in Delta and Edo States, Nigeria.
10. Secondary school counsellors' locus of control is a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
11. Marital status, self-efficacy and locus of control of the counsellors jointly have contributed to 73.0 percent for their job satisfaction in Delta and Edo States, Nigeria.
12. Secondary school counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction in Delta and Edo States, Nigeria.
13. Marital status of the male counsellors had contributed to -8.2 percent for their job satisfaction in Delta and Edo States, Nigeria.
14. Secondary school male counsellors' marital status is not a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.

15. Self-efficacy of the male counsellors had contributed to 64.4 percent for their job satisfaction in Delta and Edo States, Nigeria.
16. Secondary school male counsellors' self-efficacy is a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
17. Locus of control of the male counsellors had contributed to 24.1 percent for their job satisfaction in Delta and Edo States, Nigeria.
18. Secondary school male counsellors' locus of control is not a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
19. Marital status, self-efficacy and locus of control of the male counsellors jointly have contributed to 71.7 percent for their job satisfaction in Delta and Edo States, Nigeria.
20. Secondary school male counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction in Delta and Edo States, Nigeria.
21. Marital status of the female counsellors had contributed to -2.5 percent for their job satisfaction in Delta and Edo States, Nigeria.
22. Secondary school female counsellors' marital status is not a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
23. Self-efficacy of the female counsellors had contributed to 31.7 percent for their job satisfaction in Delta and Edo States, Nigeria.
24. Secondary school female counsellors' self-efficacy is a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
25. Locus of control of the female counsellors had contributed to 59.0 percent for their job satisfaction in Delta and Edo States, Nigeria.

26. Secondary school female counsellors' locus of control is a significant predictor of their job satisfaction in Delta and Edo States, Nigeria.
27. Marital status, self-efficacy and locus of control of the female counsellors jointly have contributed to 74.6 percent for their job satisfaction in Delta and Edo States, Nigeria.
28. Secondary school female counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction in Delta and Edo States, Nigeria.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

In this chapter, the discussion of the findings, conclusion, recommendations and limitations of the study are presented. The discussion of the findings is based on the purpose of the study. Consequent upon findings, implications, recommendations and suggestion were made for further studies.

#### **Discussion of the Findings**

The discussion is presented under the following:

1. Self-efficacy and job satisfaction of Secondary school counsellors.
2. Locus of control and job satisfaction of Secondary school counsellors.
3. Marital Status and Job Satisfaction of Secondary School Counsellors.
4. Marital status, self-efficacy, locus of control and job satisfaction of Secondary school counsellors.
5. Marital status, self-efficacy, locus of control and job satisfaction of male and female Secondary school counsellors.

#### **Self-Efficacy and Job Satisfaction of Secondary School Counsellors**

The result of this study revealed that secondary school counsellors' in Delta and Edo States self- efficacy had predictor variable that accounted for 39.6 percent of variance in counsellors job satisfaction. This indicated that self-efficacy of counsellor had contributed 39.6 percent for job satisfaction. This confirms that secondary school counsellors' self-efficacy in Delta and Edo States is a significant predictor of their job satisfaction. The finding is in consonance with the work of Olayiwola (2013) that counsellors with low self-efficacy tend to be dissatisfied with their jobs thus leaving the helping profession. Olayiwola

went further to comment that the predictive impact of self- efficacy on job satisfaction must not be underestimated.

In line with the findings the study of Trentham, Silvern and Brogdon (2009) noted that there is a prediction between self-efficacy and job satisfaction of worker, they argued that people who hold a strong self-efficacy tend to be more satisfied with their jobs and demonstrate more commitment and lower absenteeism. More so, Guskey (2013) in a study observed that self-efficacy is a predictor of job satisfaction among worker. Demirdag (2015) noted that counsellors with greater self-efficacy have greater desire for counselling and are more likely to continue staying in the counselling profession. In other word the self-efficacy of worker is a strong predictor of job satisfaction. In addition to the findings the work of Seyithan (2015) supported the claims of the study that there is a prediction between self-efficacy and job satisfaction among teachers. The reason for this could be attributed to the fact that counsellors with high self- efficacy are more likely to approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They attribute failures to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening structure with assurance that they can overcome them. On the contrary counsellors with low self-efficacy are also found to limit the extent to which they approach difficult task in an endeavour and are more apt to give up at the instance of any difficulty. The finding thus is an empirical evidence of the predictive ability of counsellors' self-efficacy in foretelling their job satisfaction.

### **Locus of Control and Job Satisfaction of Secondary School Counsellors**

From the study, it was observed that secondary school counsellors' locus of control in Delta and Edo State had predictor variable that accounted for 51 percent of variance in

counsellors job satisfaction. This indicated that locus of control of counsellor had contributed 51 percent for job satisfaction. This therefore shows that locus of control of secondary school counsellors' in Delta and Edo States is a significant predictor of their job satisfaction.

The findings affirmed the study of Chen and Silverthorne (2008) that people with internal locus of control tend to be more satisfied with their job. This internal locus of control is a predictor of job satisfaction among workers. Also Dollinger (2016) reported that internal locus of control is a predictor of job satisfaction. Spector (2008) observation is in line with the findings that individuals with internal locus of control are more job satisfied because they are less likely to be more committed to the task and are more likely to be successful in the organization. The reason for this could be attributed to the fact that counsellors' with an internal locus of control developed ways to shield stress, regardless of job challenges and are more satisfied with their jobs while those counsellors' with an external locus of control relied on chance and external support to reduce job dissatisfaction.

### **Marital Status and Job Satisfaction of Secondary School Counsellors**

The result of this study revealed that marital status of secondary school counsellors' in Delta and Edo States had predictor variable that accounted for 7.2 percent of variance in counsellors' job satisfaction. This indicated that marital status of counsellor had contributed 7.2 percent for the job satisfaction. This therefore, show that secondary school counsellors' marital status in Delta and Edo States is a significant predictor of job satisfaction. This findings is in line with the finding in a study carried out by Oshagbemi (2013) who argues that marital stats affect job satisfaction from time to time as well as the marital status of the employee. Being single or married have great impact on counsellor job satisfaction.

The study agrees with the study carried out by Mohammad, Haque and Rashid (2013) that married counsellor are satisfied with their jobs than the unmarried counsellors. The reason may be marriage imposes increased responsibilities that may make a steady job

more valuable and important. Furthermore Olatunji and Mokuola (2014); Goh, Koh and Low (2016) affirm the claim of this study that married individuals experience less stress and more job satisfaction than their single counterparts. The reason for this could be attributed to married counsellors experiencing job satisfied when he/ she is able to meet up with marriage responsibilities such as; catering for the children welfare, supporting their spouses and lots more. It could be possible that single counsellor who experience job dissatisfaction might not really have someone to confided in, unlike their married colleagues who might discussed their job related issued with their spouses at home and share some responsibility with them leading to their job satisfaction.

### **Marital Status, Self-Efficacy, Locus of Control and Job Satisfaction of Secondary School Counsellors**

In this study, the analyses showed that secondary school counsellors' in Delta and Edo States marital status, self-efficacy and locus of control have jointly predictors' variable that accounted for 73 percent of variance in counsellors' job satisfaction. This indicated that marital status, self-efficacy and locus of control of counsellor had contributed 73 percent for the job satisfaction. This therefore show that Secondary school counsellors' marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction in Delta and Edo States.

The study agrees with the view of Waite and Gallagher (2010) that being married may have a predictive variety of positive effect on job satisfaction of the individual and families. Hence Smith (2013) noted that married couples have more job satisfaction than unmarried couples because they save significantly more than other household types. In line with the finding Mahajan and Kaur (2016) reported that married couples have higher job satisfaction with median incomes and net worth than other adult who were widow, divorced or never

married. The reason for this could be attributed to the idea that married counsellors whose spouse is financially capable of providing for the home experience more job satisfaction than a single counsellors who shoulder all responsibility without any one support. Also unmarried counsellors experience greater economic hardship which contributes to their poorer job satisfaction and physical well-being.

The study agrees with Ramin and Erhan (2015) that self-efficacy of counsellors have a predictive impact on their job satisfaction. It is very imperative for psychological counsellor who are fundamental part of modern counselling and guidance services to view themselves as professional competent. In other words, the higher a counsellor self-efficacy is the more satisfaction derived from the job. The study is also in line with Pajares (2017) that self-efficacy is a predictor of job satisfaction. Thus secondary school counsellor that have low self-efficacy may find it difficult to enjoy job satisfaction. This might be as a result of different self- efficacy level of secondary school counsellors, because those with high self-efficacy are motivated intrinsically to put in their best effort and not alone see the salary as the determinant of their job satisfaction.

The findings is in agreement with Oesterman (2013) that external locus of control is not a predictor of job satisfaction. Also Judges and Bono (2011) supported the claim of the study that there is a positive prediction between locus of control and job satisfaction. However, Stella and Peter affirm the finding of the study that counsellors with internal locus of control are more satisfied with their job and are successful in coping with difficulties inherent in the job. Based on this situation, one may further deduce that counsellors' with internal locus of control are more determined to change unpleasant events that may led to job dissatisfaction because they believed they determined the happening in their job while those counsellors' with external locus of control experiencing job dissatisfaction tend to attribute external forces such as luck or poor salary as the reason for their job dissatisfaction.

### **Marital Status, Self-Efficacy, Locus of Control and Job Satisfaction of Male and Female Secondary School Counsellors**

The finding of the study revealed that male and female counsellors in Delta and Edo States have predictor variable that accounted for 8.2 and 2.5 percent of variance in counsellors' job satisfaction. This indicated that male and female marital status of counsellor had contributed 8.2 and 2.5 percent for the job satisfaction. This implies that secondary school male and female counsellors' marital status in Delta and Edo States is not a significant predictor of their job satisfaction.

The finding of this study is in agreement with the study of Mohammend, Haque and Rasid (2013) that no statistically significant evidence is observed indicating difference in job satisfaction between male and female as it related to their marital status in Banglادish.

The finding of this study oppose the work of Olatuji and Mokuolu (2014) who argued that there is a significant difference between male and female married couples as it relate to their job satisfaction. In other word male enjoy higher satisfaction than the female married couple. The findings disagree with the study carried out be Aduma (2015) that marital status of male and female counsellor is a significant predictor of job and life satisfaction. The reason behind school male and female counsellors' marital status do not significant predict job satisfaction may be their different types of expectations from the job. The attribution may be that men and women use qualitatively different criteria in their assessment of job satisfaction. It might be that married female counsellors place more value on the social factors of a job than married males place more value on the opportunity for self-expression in their jobs.

From the study, it was observed that secondary school male and female counsellors' self-efficacy in Delta and Edo States have predictor variable that accounted for 64.4 and 31.7 percent of variance in counsellors' job satisfaction. This indicated that male and female self-

efficacy of counsellor had contributed 64.4 and 31.7 percent for the job satisfaction, which show that male and female secondary school counsellors' self-efficacy in Delta and Edo States is a significant predictor of their job satisfaction.

The finding affirm the work of Bilali (2013) who found that female and male teachers had similar levels of self-efficacy. The study reported that there was no significant difference in the level of sense of efficacy across gender, that is, both female and male teachers had similar levels of self-efficacy. The finding of the study oppose the study of Klassen and Chiu (2010) that female teachers had lower self-efficacy than male teachers and found that male teachers had higher self-efficacy than female teachers did. Similarly, Aktaú, Kurt, Aksu and Ekici (2013) used regression analysis to examine biology teachers' self-efficacy and gender in Turkey. The results of the regression analysis indicated that gender positively and significantly predicted education process self-efficacy perception. Gender accounted for 11.4% of the total variance in education process self-efficacy perception. The reason could be that male and female secondary school counsellors who have high levels of self-efficacy as predictors of their job satisfaction are more open to new ideas, exhibit greater levels of planning and organization, tend to experiment with new counselling strategies with their clients, and have clear goals with higher levels of aspiration. Unlike male and female secondary counsellors with low self-efficacy have lesser desires for counselling and are more likely to leave the counselling profession

The result of this study revealed that secondary school male and female counsellors' locus of control in Delta and Edo States had a predictor of variable that accounted for 64.4 and 59 percent of variance in counsellors' job satisfaction. This indicated that male and female marital status of counsellor had contributed 64.4 and 59 percent for the job satisfaction. This therefore shows that locus of control of secondary school male counsellors' in Delta and Edo States is not a significant predictor of their job satisfaction, while locus of

control of secondary school female counsellors' in Delta and Edo States is a significant predictor of their job satisfaction.

This findings agree with Muhonen and Torkelson (2014) that research on gender and locus of control has produced inconsistent results. Some studies indicate that women are more externally oriented than men (Rubenstein 2004). Some research has shown no gender differences in locus of control (Holder & Vaux 1998; Lengua & Stormshak 2000). The reason for variation of locus of control of male and female counsellors as it predict their job satisfaction might be due to the different belief system of male and female. Also male counsellors might be goal driven than the female counsellors.

### **Conclusion**

Based on the findings of this study, it was concluded that secondary school counsellors' in Delta and Edo States marital status, self-efficacy and locus of control jointly are significant predictors of their job satisfaction. On the other hand, the study also concluded that secondary school male and female counsellors' marital status and locus of control are not significant predictor of the job satisfaction in Delta and Edo States. It was also concluded that secondary school male and female counsellors' self-efficacy is a significant predictor of job satisfaction. The study concluded that States marital status, self-efficacy and locus of control of male and female counsellors' jointly are significant predictors of their job satisfaction in Delta and Edo States.

### **Implications of the Study**

The finding of the study revealed that secondary school counsellors' in Delta and Edo States marital status, self-efficacy and locus of control jointly are significant predictors of job satisfaction. The result also show that secondary school male and female counsellors' marital status and locus of control are not significant predictors of their job satisfaction in Delta and Edo States.

The findings of this study have implication for secondary school counsellors' in Delta and Edo States and beyond in the sense that it will enable them draw a balance among the variables self-efficacy, locus of control, marital status and their job satisfaction. It will help the secondary school counsellors' in Delta and Edo States to see the need to effectively manage their self-efficacy, locus of control and marital life so as to achieve job satisfaction.

The finding of this study also have implication for school authority. It will help them see the need to properly educate their staff (secondary school counsellors) on the predictive power of marital status, self-efficacy and locus of control on the job satisfaction and how to properly manage these predictive variables so as to achieve maximum job satisfaction.

The finding of this study will also have implication guidance counsellor especially at the tertiary level, it will enable them understand the different challenges faced by secondary school guidance counsellor and at such device a means of assisting them through appropriate guidance and counselling programmes.

The findings of this study also have implication for the government. Through the findings of this study, the government will be informed on the need to assist the tertiary institution through supportive intervention programmes such as guidance and counselling outreach to secondary school counsellors.

## **Recommendations**

Based on the findings of this study and their implications, the researcher has proffered the following recommendations:

1. Since self-efficacy, marital status and locus of control are jointly predictors of job satisfaction among secondary school counsellors. Hence, earnest efforts should be made by governments and counselling psychologists to enhance self-efficacy and locus of control of counsellors for the purpose of transforming education in Nigeria.

2. Workshops, conferences and seminars should be organized by the Counselling Association of Nigeria (CASSON) in various states for their serving counsellors to enhance and maintain their self-efficacy, locus of control, marital adjustment as well as their job satisfaction.
3. The government should enrich the counselling profession so that the counsellors can develop their self efficacy, local of control, marital status and what is more, be more engulfed in their job for better educational system and practice.
4. In designing policies to improve upon job satisfaction of workers, single workers should be targeted because they enjoy less satisfaction than married counterparts. Female workers should also be focused when considering who are more prone to job dissatisfaction.
5. It is recommended that management of post primary education boards should occasionally organised programmes that will enhance school counsellors' self-efficacy and internal locus of control beliefs so that their job satisfaction could be enriched.

### **Limitations of the Study**

Although the results of this study is highly relevant, it is worthy of mention that it is not without limitation. One limitation of this study is that, it was conducted using predictive correlational survey design, the findings cannot be generalization that self-efficacy, locus of control, marital status have cause effect on job satisfaction counsellors, as in the case of experimental design. The fact that predictive relationship exist among variables does not justify that it causes counsellors job satisfaction.

### **Suggestions for Further Studies**

The researcher suggested the following areas for further studies:

1. Self-esteem, self-concept, locus of control as predictors of counsellors job satisfaction in Delta and Edo States as well as other States of the federation.
2. A replication of this study in northern part of Nigeria.
3. A comparative study on secondary school counsellor's self-esteem, locus of control, job satisfaction as predictors of job commitment.

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## APPENDIX A

### RESEARCH INSTRUMENT

#### GENERAL SELF-EFFICACY SCALE (GSE)

##### SECTION A PERSONAL DATA

Please respond by ticking (✓) in the appropriate box to show the answer as it appeals to you.

1. Marital Status : Married ☐ Single ☐
2. Gender: Female ☐ Male ☐

##### SECTION B

##### General Self-Efficacy Scale (GSE)

The following items are designed to determine the **General Self-Efficacy Scale (GSE)** among counsellors.

You are requested to tick (✓) against the option that best represents your opinion.

Note: ET – Exactly true (4 pts), MT – Moderately true, (3 pts), HT: Hardly true (2 pts), NT– Not at all true (1 pt).

S/N	Items	Not at all true	Hardly true	Moderately true	Exactly true
1.	I can always manage to solve difficult problems if I try hard enough				
2.	If someone opposes me, I can find the means and ways to get what I want.				
3.	It is easy for me to stick to my aims and accomplish my goals.				
4.	I am confident that I could deal efficiently with unexpected events.				
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.				

6.	I can solve most problems if I invest the necessary effort.				
7.	I can remain calm when facing difficulties because I can rely on my coping abilities.				
8.	When I am confronted with a problem, I can usually find several solutions.				
9.	If I am in trouble, I can usually think of a solution				
10.	I can usually handle whatever comes my way.				

## APPENDIX B

### LOCUS OF CONTROL SCALE

#### SECTION A PERSONAL DATA

Please respond by ticking (✓) in the appropriate box to show the answer as it appeals to you.

1. Marital Status : Married ☐ Single ☐
2. Gender: Female ☐ Male ☐

#### SECTION B

##### Locus of Control Scale

The following items are designed to determine the Locus of Control among counsellors.

You are requested to tick (✓) against the option that best represents your opinion.

Note: SA – strongly Agree (4 pts), A – Agree (3 pts), Disagree (2 pts) SD – Strongly Disagree (1 pt).

S/N	Items	SA	A	D	SD
1.	I can anticipate difficulty and take action to avoid them				
2.	When I make plans, I am almost certain I can make them work				
3.	I believe a person can really be master of his life				
4.	I am confident of being able to deal successfully with future				
5.	My performance in school is as a result of my efforts				
6.	I believe in my efforts at making positive contribution in any situation around me				

7.	I can handle situation no matter how difficult it may be				
8.	I believe that I have control over reinforcing events in my life				
9.	I prefer learning environments that maximize the degree of control over my learning				
10.	How hard I work will determine the promotion I will get				
11.	I am good at making things work well				
12.	No matter the challenges I face, I will never fail quit				
13.	With enough effort, failure in work can be wiped off				
14.	I believe that becoming successful is a matter of hard work				

## APPENDIX C

### JOB SATISFACTION QUESTIONNAIRE (JSQ)

#### SECTION A PERSONAL DATA

Please respond by ticking (✓) in the appropriate box to show the answer as it appeals to you.

1. Marital Status : Married ☐ Single ☐
2. Gender: Female ☐ Male ☐

#### SECTION B

##### Job Satisfaction Questionnaire

The following items are designed to determine the job satisfaction among counsellors.

You are requested to tick (✓) against the option that best represents your opinion.

Note: SA – strongly Agree (4 pts), A – Agree (3 pts), Disagree (2 pts) SD – Strongly Disagree (1 pt).

S/No	Job Satisfaction	SA	A	D	SD
1	Having liking for my current job				
2	Feeling of being recognized and appreciated in my workplace				
3	Free with the work I do				
4	Personal goals are set and achieved through the job I do.				
5	Organizational goals are followed in my work place				
6	Participates in decision making in my workplace				
7	Creativity and innovation are appreciated in my workplace				
8	Needed materials and equipment are available to perform the task				
9	Specialization is encouraged in my workplace				
10	Compensation is commensurate with the work I do.				

11	Supervisors review subordinates progress regularly				
12	Personal values and fulfillment are met in my job.				

## APPENDIX D

### A LETTER OF INTRODUCTION

RE: RESEARCH ASSISTANT

Department of Guidance and Counselling  
Faculty of Education,  
Nnamdi Azikiwe University,  
Awka- Anambra

Dear Counsellors,

The bearer, Mr/ Mrs/ Miss \_\_\_\_\_ is a Research Assistant appointed to help in collecting data on the topic: Self-Efficacy, Locus of Control, and Marital status as Predictors of Counsellors Job Satisfaction. Due to the vastness of the area of the area to be covered by this study it has become imperative to appoint some qualified persons to join me in conducting this research.

Kindly co – operate with the research assistant/researcher and honestly fill out the questionnaire administered on you. All information volunteered would be treated with strict confidentiality.

Thanks

Yours sincerely,  
**Idigun**, Ovie Bright  
Researcher

## APPENDIX E

### STATISTICS FOR PUBLIC SCHOOLS IN DELTA STATE

S/N	DUTYPOST	No of Trs	Principal	Vice_Principal	No of Guid and Couns
1	Abah-Unor Sec. Sch.	12	1	2	1
2	Abala Sec. Sch.	20	1	1	1
3	Abalagada Sec. Sch.	31	1		1
4	Abari Sec. Sch.	13	1	1	
5	Abavo Girls Sec. Sch.	38	1	2	1
6	Abbi Girls Comp. Sec. Sch.	29	1	1	1
7	Abbi Gram. Sch.	34	1		
8	Abe I Sec. Sch.	28	1		
9	Abiogu Sec. Sch.	15	1	3	
10	Aboh Sec. Sch.	26	1		
11	Abor Mixed Sec. Sch.	15	1		1
12	Abraka Gram. Sch.	55	1	4	
13	Achalla-Ibusa Sec. School	11	1	2	
14	Adadja Sec. Sch.	26	1	2	
15	Adagwe Sec. Sch.	40	1	2	
16	Adaigbo Sec. Sch.	36	1	1	
17	Ada-Irri Sec. Sch.	15	1	1	
18	Adaka Gram. Sch.	13	1	1	
19	Adam Memorial Gram. Sch.	23	1		1
20	Adeje Sec. Sch.	26	1		1
21	Adonte Mixed Sec. Sch.	16	1	2	
22	Afiesere Sec. Sch.	84	1	4	1
23	Afor Sec. Sch.	16	1	1	1
24	Agadama Sec. Sch.	21	1	1	2
25	Agbarho Grammar School	48	1	4	1
26	Agbon College	29	1	2	1
27	Agbon Sec. Sch.	32	1		1
28	Aghalokpe Mixed Sec. Sch.	25	1	1	1
29	Agogboro Sec. Sch.	13	1		
30	Agoloma Sec. Sch.	9	1		
31	Agulu Sec. Sch.	11	1		
32	Agwa-Ewuru Sec. Sch.	88	1	2	1
33	Akashiede Girls Sec. Sch	47	1	2	
34	Akiewhe Sec. Sch.	13	1		
35	Akperhe Sec. Sch.	24	1	1	1
36	Akugbene Gram. Sch.	26	1		1
37	Akumazi Sec. Sch.	37	1		1
38	Akwukwu-Igbo Gram. School	26	1	1	1
39	Aladja Sec. Sch.	62	1	1	1

40	Alaka Sec. Sch.	77	1	3	1
41	Alegbon Sec. Sch.	82	1	3	1
42	Alema College	18	1	1	
43	Alidinma Sec. Sch.	22	1	1	
44	Alihagu Sec. Sch.	17	1	1	
45	Alisimie Mixed Commercial Sec. Sch.	56	1	4	
46	Amai Commercial Sec. Sch.	31	1	2	
47	Apelebiri College	16	1		
48	Aradhe Sec. Sch.	19	1	1	
49	Aragba Sec. Sch.	24	1		
50	Arhagba Sec. Sch.	26	1	1	
51	Arhavwarien Gram. Sch.	15	1		
52	Army Day Sec. Sch. I	75	1	4	1
53	Army Day Sec. Sch. II	57	1	1	1
54	Asaba-Ase Sec. Sch.	11	1	1	
55	Asagba Mixed Sec. Sch.	144	1	4	1
56	Ase Gram. Sch.	12	1	2	
57	Ashaka Mixed Sec. Sch.	29	1		1
58	Ashama Comp. Sec. Sch.	21	1	1	1
59	Assah Sec. School	17	1	1	1
60	Atebo Comp. High Sch.	35	1	1	1
61	Atuma-Iga Govt. Sec. School	33	1	2	1
62	Atuwatse II College	26	1	1	1
63	Aven Sec. Sch.	12	1		
64	Aviara Gram. Sch.	32	1		
65	Awirhe Sec. Sch.	14	1		
66	Ayakoromo Gram. Sch.	22	1	1	1
67	Azagba Mixed Sec Sec.	8	1		
68	Azagba Mixed Sec. Sch.	61	1	3	1
69	Azagba Sec. Sch.	14	1	1	
70	Baptist Med. Centre Staff Sec. Sch.	33	1		1
71	Basic Sch. Isselegu	6	1		
72	Basic Sec. Sch. Illah	49	1	2	1
73	Basic Sec. Sch. Oko-Anala	34	1	1	1
74	Beach Sec. Sch.	16	1	1	
75	Boboruku Sec. Sch.	8	1		
76	Boys Model Sec. Sch.	24	1	2	1
77	Boys Model Sec. Sch.	24	1	2	1
78	Boys Sec. Sch.	45	1	2	1
79	Bulu-Angiama Sec. Sch.	15	1	1	
80	Burutu Gram. Sch.	19	1		
81	Chairman Office	3	1		
82	Chude Girls Model Sec. Sch.	86	1	4	1

83	College Of Commerce	99	1	3	
84	Command Sec. Sch.	16	1		
85	Community Sec. Sch.	15	1	1	
86	Comprehensive High Sch.	31	1	2	
87	Comprehensive Sec. Sch.	43	1	1	
88	Comprehensive Sec. Sch.	43	1	1	
89	Comprehensive Sec. Sch.	59	1	1	
90	Comprehensive Sec. Sch.	59	1	1	
91	Daufa Sec. Sch.	7	1		
92	Dein Palace Sec. Sch.	60	1	1	1
93	Delta Sec. Sch.	64	1	2	1
94	Don Domingos Sec. Sch.	90	1	2	1
95	Dore-Numa Sec. Sch.	92	1	1	
96	Ebedei Sec. Sch.	38	1	2	1
97	Ebendo Sec. Sch.	25	1	2	
98	Ebologu Grammar School	19	1	1	
99	Ebor Sec. Sch.	18	1		
100	Ebrumede Sec. Sch.	49	1	1	
101	Ebu Grammar School	26	1	2	
102	Ede Gram. Sch.	36	1		
103	Edjeba Basic Sch.	54	1	2	
104	Edjeba Sec. Sch.	24	1	1	
105	Edjekota Sec. Sch.	33	1	1	1
106	Efeizomor Sec. Sch.	6	1		
107	Effurun-Otor Sec. Sch.	16	1	1	
108	Egbahe Sec. Sch.	16	1		1
109	Egbo Commercial Sec. Sch.	19	1	1	
110	Egbo Sec. Sch.	22	1	1	1
111	Egbo-Ide Sec. Sch.	11	1		
112	Egbokodo Sec. Sch.	40	1	1	1
113	Egborode Sec. Sch.	27	1	2	1
114	Egbudu Mixed Sec. Sch.	19	1		
115	Egini Gram. Sch.	49	1	2	
116	Egodor Sec. Sch.	16	1		
117	Ehwerhe Gram. Sch.	35	1		
118	Ejeme Sec. Sch.	17	1	2	
119	Ejera Sec. Sch.	14	1	1	
120	Ekakpamre Gram. School	25	1		
121	Ekete Sec. Sch.	89	1	2	
122	Ekiugbo Sec. Sch.	68	1	1	
123	Ekpan Basic Sch.	45	1	1	1
124	Ekpan Sec. Sch.	121	1	3	2
125	Ekpan-Ovu Sec. Sch.	17	1		
126	Ekredjebor Sec. Sch.	60	1		1
127	Ekruopia Sec. Sch.	20	1	1	

128	Ekuru Girls Sec. Sch.	45	1	1	1
129	Ekuku-Agbor Grammar Sch.	25	1	2	1
130	Ekwuoma Sec. Sch.	32	1	3	1
131	Elugu Sec. Sch.	15	1	1	
132	Elume Gram. Sch.	20	1	1	1
133	Emede Gram. Sch.	50	1	1	1
134	Emeragha Sec. Sch.	30	1	1	1
135	Emevor Mixed Sec.. Sch.	48	1	1	1
136	Emiye Girls Gram. Sch.	35	1	2	1
137	Emo-Eni Gram. Sch.	32	1		1
138	Emonu Comp. High Sch.	17	1	1	
139	Emore Gram. Sch.	55	1	1	1
140	Emu Sec. Sch.	15	1	1	
141	Emuhu Sec. Sch.	52	1	3	1
142	Enekorogha Sec. Sch.	11	1		
143	Eni Gram. Sch.	25	1	1	1
144	Enwhe Comp. High Sch.	19	1		1
145	Eradajaye Sec. Sch.	26	1		2
146	Erejuwa II Gram. Sch.	38	1	2	
147	Erhavwen Basic Sch.	21	1	2	
148	Erho Sec. Sch.	38	1	1	1
149	Erumu Sec.Sch.	45	1	2	1
150	Esanma Sec. Sch.	16	1	1	
151	Esejuvwewo Sec. Sch.	26	1	1	1
152	Esenaebe College	39	1	1	
153	Esezi Sec. Sch.	45	1	2	1
154	Essi College I	67	1	3	
155	Essi College II	55	1	3	1
156	Estate Sec. Sch.	9	1	1	
157	Ethiope Mixed Sec. Sch.	84	1	5	1
158	Ewu Gram. Sch.	22	1		
159	Ewulu Mixed Gram. Sch.	21	1	1	
160	Ezebaja Sec. Sch.	10	1	1	
161	Ezechima Mixed Sec. Sch.	50	1	1	1
162	Ezemu Girls Gram. Sch.	53	1	2	1
163	Ezi Commercial Sec. Sch.	21	1		1
164	Eziafa Sec. Sch.	48	1	4	
165	Eziokpor Sec. Sch.	11	1	2	1
166	Ezionum Sec. Sch.	18	1	2	
167	French Language Centre	1	1		1
168	Gana Sec. Sch.	41	1	1	
169	Gbaraun Gram. Sch.	14	1		1
170	Gbaregolor Sec. Sch.	11	1		
171	Gbekebo Sec. Sch.	13	1		1
172	Gbesa Gram. Sch.	14	1		

173	Ginuwa Grammar School	12	1		1
174	Girls Model Sec. School	34	1		
175	Girls Sec. Sch.	60	1	2	1
176	Government College	16	1		
177	Government Model College	87	1	1	1
178	Government Model Sec School	12	1		
179	Government Model Sec. School	64	1	3	1
180	Government Sec. Sch.	1	1		1
181	Government Sec. Sch.	4	1		
182	Government Sec. Sch.	12	1		1
183	Hussey Model College	75	1	2	
184	Ibada Seconadry Sch.	29	1	1	1
185	Ibedeni Sec. Sch.	21	1		
186	Ibrede Sec. Sch.	20	1	1	1
187	Ibru College	46	1	2	
188	Ibruvwe Sec. Sch.	29	1		
189	Ibusa Girls Gram. Sch.	88	1	2	1
190	Ibusa Mixed Sec Sch.	56	1	3	1
191	Idheze Gram. Sch.	25	1		1
192	Idjerhe Sec. Sch.	27	1	1	
193	Idumuesah Sec.Sch.	46	1	2	1
194	Idumuje-Unor Mixed Sec. Sch.	27	1	2	
195	Idumu-Ogo Mixed Sec. Sch.	22	1	1	
196	Ifite Sec. Sch.	22	1	3	
197	Igbide Gram. Sch.	34	1	1	1
198	Igbonine Grammar School	35	1	2	
199	Igbuku Sec. Sch.	11	1	1	1
200	Ighoyota Sec. Sch.	23	1	1	1
201	Igumbor-Otiku Sec. Sch.	20	1		1
202	Igun Sec. Sch.	47	1	1	1
203	Ihu-Iyase Sec. Sch.	59	1	1	
204	Ihwichwu Sec. Sch.	24	1	1	1
205	Ikpide Gram. Sch.	17	1		1
206	Ikweghwu Sec. Sch.	22	1		1
207	Illah Gram. Sch.	70	1	2	
208	Illuelogbo Gram. Sch.	64	1	1	1
209	Ime-Obi Seondary Sch.	62	1	2	1
210	Imodje Sec. Sch.	13	1		1
211	Inyi Sec. Sch. Sch.	5	1		
212	Irenuma II Sec. Sch.	22	1	1	
213	Irhodo Sec. Sch.	15	1		1
214	Irri Gram. Sch.	54	1	3	1

215	Isaba Gram. Sch.	15	1		
216	Isho Mixed Sec. Sch.	23	1	1	1
217	Isi Sec. Sch.	17	1	1	1
218	Isiokolo Girls Sec. Sch.	13	1	1	
219	Isioma Onyeobi Sec. Sch.	14	1		1
220	Isumpe Sec. Sch.	15	1	2	1
221	Iteregbi Sec. Sch.	40	1	2	
222	Ivrogbo Gram. Sch.	16	1		
223	Iwere College	44	1	2	1
224	Iyede Commercial Sec. Sch.	33	1		1
225	Iyede-Ame Sec. Sch.	7	1	1	
226	Jeddo Sec. Sch.	32	1		1
227	Jegbefume Sec. Sch.	25	1	1	1
228	Jesse Sec. Sch.	8	1		
229	Kalafiogbene Sec. Sch.	7	1		
230	Kokodiagbene Sec. Sch.	4	1		
231	Kokori Girls Sec. Sch.	28	1	2	1
232	Kokori Mixed Sec. School	23	1		
233	Kpakama Sec. Sch.	28	1	1	1
234	Martins College	48	1		
235	Mbiri Mixed Sec. Sch.	35	1		1
236	Mein Gram. Sch.	16	1		
237	Mixed Sec. Sch.	35	1	1	1
238	Mixed Sec. Sch.	35	1	2	
239	Mixed Sec. Sch.	24	1	1	1
240	Mixed Sec. Sch.	24	1	2	
241	Mixed Sec. Sch.	56	1	1	1
242	Mixed Sec. Sch.	56	1	2	1
243	Mixed Sec. Sch.	20	1	1	1
244	Mixed Sec. Sch.	20	1	2	
245	Mosogar Sec. Sch.	30	1	1	2
246	Naifor Sec. Sch.	15	1		1
247	Nana Model Mixed College	99	1	1	1
248	Ndam Sec. Sch.	21	1	1	
249	Ndemili Gram. Sch.	16	1		1
250	Ngwu Mixed Sec. Sch.	46	1	2	1
251	Niger Mixed Sec. Sch.	133	1	3	2
252	Nshiagu College	47	1	3	1
253	Nsukwa Gram. Sch.	20	1		
254	Obetim-Uno Commercial Sec. Sch.	29	1	2	1
255	Obi-Anyima Sec. Sch.	21	1	1	
256	Obiaruku Gram. Sch.	47	1	2	1
257	Obinomba Mixed Sec. School	35	1		
258	Obi-Obeti Sec. Sch.	11	1		

259	Obodeti Commercial Sec. Sch.	18	1		1
260	Obodo college	11	1		
261	Obomkpa Mixed Sec. Sch.	37	1	2	1
262	Obotebe Sec. Sch.	10	1		
263	Odiani Mixed Sec. Sch.	20	1	1	1
264	Odimodi Sec. Sch.	11	1		
265	Ododegho Sec. Sch.	11	1		1
266	Odorubu Sec. Sch.	17	1		
267	Odovie Sec. Sch.	2	1		
268	Oduga Sec. Sch.	17	1	1	1
269	Ofrukama Sec. Sch.	13	1	1	
270	Ofuoma Sec. Sch.	37	1	2	1
271	Ogbavweni Gram. School	39	1	1	1
272	Ogbe Sec. Sch.	107	1	3	
273	Ogbe-Ijoh Gram. Sch.	40	1	1	
274	Ogbein-Ama Sec. Sch.	8	1		
275	Ogbemudein Sec. Sch.	112	1	4	2
276	Ogbe-Udu Sec. Sch.	23	1	1	1
277	Ogbinbri Sec. Sch.	9	1		1
278	Ogbolubiri Sec. Sch.	13	1		
279	Ogbovwan Sec. Sch.	41	1	1	1
280	Ogbudugbudu Sec. Sch.	9	1		
281	Ogharefe Sec. Sch.	36	1	1	1
282	Oghareki Grammar School	12	1	1	
283	Ogharha Sec. Sch.	18	1	1	1
284	Oghior Sec. Sch.	23	1	1	
285	Ogidigben Gram. Sch.	28	1		1
286	Ogiedi Mixed Sec. Sch.	35	1	1	1
287	Ogini Gram. Sch.	36	1	1	
288	Oginibo Gram. Sch.	32	1	1	
289	Ogoe-Eze Sec. Sch.	13	1		1
290	Ogulagha Sec. Sch.	11	1		
291	Ogume Gram. Sch.	27	1	1	
292	Oguname Basic Sch.	30	1		
293	Oha Sec. Sch.	37	1	2	1
294	Oharisi Sec. Sch.	82	1	1	
295	Ohorhe Sec. Sch.	33	1		1
296	Ohorro Sec. Sch.	24	1	1	
297	Ojeta Sec. Sch.	21	1		1
298	Okalete Sec. Sch.	25	1	2	
299	Okene Mixed Sec. Sch.	50	1	2	1
300	Okerenkoko Gram. Sch.	10	1		
301	Oketa Sec. Sch.	19	1	1	1
302	Okibou-Zion Sec. Sch.	5	1		
303	Okiti Mixed Sec. Sch.	27	1	1	1

304	Oko Mixed Sec. Sch.	39	1	4	
305	Okoloba Sec. Sch.	10	1		1
306	Oko-Ogbele Sec. Sch.	14	1		
307	Okotie-Eboh Gram. Sch.	84	1	2	1
308	Okpai-Obeze Sec. Sch.	6	1		
309	Okpaka Sec. Sch.	33	1	2	1
310	Okpanam Community High Sch.	144	1	3	1
311	Okpara Boys Sec. Sch.	35	1	2	
312	Okpara Mixed Sec. Sch.	38	1	1	
313	Okparabe Sec. Sch.	7	1		1
314	Okpare Sec. Sch.	27	1	1	1
315	Okpe Gram. Sch.	65	1	2	1
316	Okpe Mixed Sec. Sch.	27	1	3	
317	Okpe-Isoko Sec. Sch.	27	1	1	1
318	Okpokunou Sec. Sch.	15	1	1	
319	Okuama Sec. Sch.	9	1		1
320	Okunigho Sec. Sch.	18	1	1	
321	Okuovo Basic Sch.	18	1	1	1
322	Okurekpo Sec. Sch.	32	1		
323	Okwagbe Sec. Sch.	30	1		1
324	Okwe Sec. Sch.	84	1	3	1
325	Okwegume Sec. Sch.	12	1		1
326	Oleri Sec. Sch.	21	1	3	1
327	Oliogo Sec. Sch.	13	1	1	
328	Olloh Mixed Sec. Sch.	16	1	2	1
329	Oloa Sec. Sch.	6	1		
330	Oloduwa Sec. Sch.	7	1		1
331	Olomoro Comp. High Sch.	33	1		
332	Olomu Sec. Sch.	16	1	1	1
333	Olona Mixed Sec. Sch.	27	1	1	
334	Omateye College	19	1	3	1
335	Omavovwe Sec. Sch.	19	1	1	
336	Omo Sec. Sch.	15	1	2	1
337	Omosuomo Sec. Sch.	13	1		
338	Omu Boys Sec. Sch.	50	1	3	1
339	Omumu Sec. Sch.	34	1	2	
340	Onicha-Ugbo Girls Gram. Sch.	26	1		1
341	Onuaboh Sec. Sch.	11	1	1	
342	Onyah Sec. Sch.	6	1		1
343	Onyobru Sec. Sch.	15	1	1	
344	Opete Sec. Sch.	60	1	1	1
345	Ophorigbala Sec. Sch.	8	1	1	
346	Oproza Gram. Sch.	34	1	1	1

347	Orefe Sec. School	18	1	1	1
348	Oreki Sec. Sch.	32	1		1
349	Orere Sec. Sch.	5	1		
350	Orerokpe Sec. Sch.	50	1	1	
351	Orhoakpo Sec. Sch.	29	1	1	1
352	Orhoerha Sec. Sch.	16	1		
353	Orhue Sec. Sch.	16	1	1	
354	Orhuwhorun High Sch.	82	1	1	1
355	Orie Sec. Sch.	14	1		
356	Orodje Gram. Sch.	79	1	3	1
357	Orogun Gram. Sch.	27	1	1	
358	Oruchi Comp. Sec. Sch.	4	1		1
359	Osadenis Mixed High Sec. Sch.	126	1	3	
360	Osoguo Sec. Sch.	16	1	1	
361	Ossissa Commercial Sec. Sch.	17	1	1	1
362	Ossissa Sec. Sch.	10	1		
363	Osubi Sec. Sch.	45	1	1	1
364	Oteri Sec. Sch.	55	1	2	1
365	Otibio Grammar Sch.	43	1	1	
366	Otokutu Sec. Sch.	58	1	1	1
367	Otolokpo Mixed Sec. Sch.	33	1	2	
368	Otorho Sec. Sch.	20	1		1
369	Otor-Udu Sec. Sch.	45	1	1	
370	Otovwodo Gram. Sch.	69	1	1	1
371	Otu-Jeremi Sec. Sch.	34	1		
372	Otulu Mixed Sec. Sch.	39	1	1	1
373	Ovade Sec. Sch.	27	1		1
374	Oviorie Sec. Sch.	41	1		
375	Oviri-Ogor Sec. Sch.	43	1		2
376	Oviri-Okpe Sec. Sch.	28	1	1	2
377	Oviri-Olomu Sec. Sch.	23	1	1	
378	Ovrode Gram. Sch.	36	1		1
379	Ovu College	34	1	1	
380	Ovu Gram. Sch.	39	1	1	1
381	Ovwian Sec. Sch.	81	1	1	
382	Ovwor Sec. Sch.	28	1	2	1
383	Owa Model Sec. Sch.	55	1		
384	Owa Sec. Sch.	64	1	4	1
385	Owa-Alero Commercial Sec. Sch.	101	1	4	1
386	Owa-Alizomor Mixed Sec. Sch.	77	1	1	
387	Owa-Nta Sec. Sch.	94	1	2	
388	Owa-Ofie Sec. Sch.	30	1	3	1

389	Owawha Sec. Sch.	29	1	1	1
390	Owerre Olubor Sec. Sch.	35	1	3	
391	Owevwe Sec. Sch.	31	1	2	
392	Owhe Gram. Sch.	44	1	1	1
393	Owhrode Mixed Sec. Sch.	53	1	1	
394	Owodokpokpo Gram. Sch.	24	1		1
395	Oyede Comp. High Sch.	49	1		
396	Oyenke Sec. Sch.	13	1	2	1
397	Ozanogogo Commercial Sec. Sch.	35	1	2	1
398	Ozue Sec. Sch.	20	1	1	
399	Pilgrim Baptist Gram. Sch.	45	1	1	
400	PPEB Hdqtrs Finance and Supplies	77	1		1
401	PPEB Hdqtrs Int. Audit	15	1		
402	PPEB Hdqtrs Monitoring	21	1		
403	PPEB Hdqtrs Pensions and Gen. Services	34	1	1	
404	PPEB Hdqtrs Personnel Mgt	61	1		1
405	PPEB Hdqtrs Posting and Transfert	23	1		
406	PPEB Hdqtrs Protocol	5	1		
407	PPEB Hdqtrs PRS	35	1		1
408	PPEB Hdqtrs Recruitment	17	1		
409	PPEB Hdqtrs Training	16	1		1
410	PPEB Zonal Office - Warri	26	1	1	
411	PPEB Zonal Office Agbor	36	1		1
412	PPEB Zonal Office Asaba	50	1		1
413	PPEB Zonal Office Bomadi	27	1		1
414	PPEB Zonal Office Koko	16	1		
415	PPEB Zonal Office Kwale	22	1		
416	PPEB Zonal Office Oghara	12	1	1	
417	PPEB Zonal Office Okpe	12	1		
418	PPEB Zonal Office Oleh	25	1		1
419	PPEB Zonal Office Sapele	25	1		
420	PPEB Zonal Office Ughelli	28	1		
421	Pray-For-Me Sec. Sch.	1	1		
422	Ramos Creek Sec. Sch.	17	1		
423	Sedeco Basic Sch.	61	1	1	1
424	Sokobulou Sec. Sch.	7	1		
425	St. Anthonys Model Sec. Sch.	53	1	1	1
426	St. Kabe Sec. Sch.	9	1		
427	St. Michael's College	42	1	2	1
428	St. Thomas College	70	1	2	
429	Tamigbe Sec. Sch.	12	1		

430	Toborise Basic Sch.	12	1	1	1
431	Toru-Angiama Sec. Sch.	8	1		
432	Torugbene Gram. Sch.	19	1		1
433	Tsekelewu Sec. Sch.	17	1		
434	Tuomo Gram. Sch.	17	1	1	1
435	Ubeji Grammar School	62	1	2	
436	Ubogo Sec. Sch.	44	1	1	
437	Ubulubu Seconadry Sch.	14	1	1	1
438	Ubulu-Unor Mixed Sec. Sch.	35	1	2	1
439	Uduaghan Sec. Sch.	6	1		
440	Uduaka Sec. Sch.	30	1	1	
441	Uduophori Sec. Sch.	24	1	1	
442	Udurhie Sec. Sch.	28	1	2	
443	Ufuoma Mixed Sec. Sch.	76	1	4	2
444	Ugbenu Sec. Sch.	29	1		
445	Ugbevwe Sec. Sch.	12	1		
446	Ugbodu Sec. Sch.	12	1	2	1
447	Ugbokodo Sec. Sch.	35	1	1	
448	Ugbolokposo Sec. Sch.	56	1	3	
449	Ugbolu Sec. Sch.	89	1	4	
450	Ugbomro Sec. Sch.	46	1	1	1
451	Ugborikoko Sec. Sch.	159	1	3	1
452	Ugbuwangue Basic Sch	53	1	2	1
453	Ughelli Mixed Sec Sch.	37	1	1	
454	Ughevughe Sec. Sch.	11	1	2	
455	Ugwa Sec. Sch.	16	1		
456	Ujevwu Sec. Sch.	54	1	2	1
457	Ujowre Sec. Sch	15	1		1
458	Ukala-Okpunor Mixed Sec. Sch.	13	1	2	
459	Ukavbe Sec. Sch.	13	1		1
460	Umeh Gram. Sch.	11	1		
461	Umiaghwa Sec. Sch.	40	1	2	1
462	Umolo Sec. Sch.	12	1		
463	Umuaja Sec. Sch.	35	1	1	
464	Umuebu Sec. Sch.	18	1	1	1
465	Umukwata Sec. Sch.	20	1	1	
466	Umunede Mixed Sec. Sch.	45	1	1	1
467	Umuolu Sec. Sch.	6	1		
468	Umutu Mixed Sec. Sch.	39	1	1	
469	Unenurhie Sec. Sch.	11	1		
470	Unity Model Sec. Sch.	67	1	1	
471	Urhiapele Mixed Sec. Sch.	67	1	2	1
472	Urhobo Model College	89	1	1	
473	Urhuka Sec. Sch.	44	1	1	1

474	Uro Gram. Sch.	24	1		
475	Utagba-Ogbe Sec. Sch.	34	1	1	
476	Ute-Ogbeje Sec. Sch.	25	1		1
477	Ute-Okpu Sec. Sch.	39	1	1	1
478	Utue Sec. Sch.	23	1		
479	Uvwiamia Sec. Sch.	23	1	1	1
480	Uwangu Sec. Sch.	90	1	3	
481	Uwheru Gram. Sch.	26	1	2	
482	Uzere Gram. Sch.	41	1	1	
483	Westend Mixed Sec. Sch.	147	1	4	
484	Wobomini Sec. Sch.	21	1		
485	Women Development Centre	12	1		
486	Women Education Centre	15	1		
487	Women Education Centre	10	1		1
488	Yonwuren Sec. Sch.	63	1	4	2
489	Zado Sec. Sch.	12	1	1	
490	Zappa Basic Sec. Sch.	126	1	2	1
491	Zappa Mixed Sec. Sch.	116	1	4	2
492	Zik Sec. Sch.	63	1	2	
		16353	492	522	217

# SPSS OUTPUT FOR BRIGHT OVIE

## Frequencies

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### Statistics

		Gender	Marital Status	GSE	LOC	JOS
N	Valid	343	343	343	343	343
	Missing	0	0	0	0	0

### Frequency Table

#### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	100	29.2	29.2	29.2
	FEMAL E	243	70.8	70.8	100.0
	Total	343	100.0	100.0	

#### Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	174	50.7	50.7	50.7
	MARRIE D	169	49.3	49.3	100.0
	Total	343	100.0	100.0	

#### GSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14.00	1	.3	.3	.3
	15.00	1	.3	.3	.6
	16.00	6	1.7	1.7	2.3
	17.00	16	4.7	4.7	7.0
	18.00	10	2.9	2.9	9.9
	19.00	13	3.8	3.8	13.7
	20.00	16	4.7	4.7	18.4
	21.00	29	8.5	8.5	26.8
	22.00	14	4.1	4.1	30.9
	23.00	25	7.3	7.3	38.2
	25.00	1	.3	.3	38.5
	26.00	8	2.3	2.3	40.8
	27.00	13	3.8	3.8	44.6
	28.00	12	3.5	3.5	48.1
	29.00	12	3.5	3.5	51.6
	30.00	16	4.7	4.7	56.3
	31.00	12	3.5	3.5	59.8
	32.00	9	2.6	2.6	62.4
	33.00	22	6.4	6.4	68.8

34.00	30	8.7	8.7	77.6
35.00	22	6.4	6.4	84.0
36.00	27	7.9	7.9	91.8
37.00	6	1.7	1.7	93.6
38.00	15	4.4	4.4	98.0
39.00	1	.3	.3	98.3
40.00	6	1.7	1.7	100.0
Total	343	100.0	100.0	

**LOC**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16.00	1	.3	.3	.3
18.00	7	2.0	2.0	2.3
19.00	6	1.7	1.7	4.1
20.00	3	.9	.9	5.0
21.00	2	.6	.6	5.5
22.00	14	4.1	4.1	9.6
23.00	23	6.7	6.7	16.3
24.00	33	9.6	9.6	25.9
25.00	22	6.4	6.4	32.4
26.00	10	2.9	2.9	35.3
27.00	20	5.8	5.8	41.1
32.00	5	1.5	1.5	42.6
33.00	5	1.5	1.5	44.0
34.00	4	1.2	1.2	45.2
35.00	2	.6	.6	45.8
37.00	4	1.2	1.2	46.9
38.00	3	.9	.9	47.8
39.00	3	.9	.9	48.7
40.00	14	4.1	4.1	52.8
41.00	8	2.3	2.3	55.1
42.00	12	3.5	3.5	58.6
43.00	9	2.6	2.6	61.2
44.00	15	4.4	4.4	65.6
45.00	6	1.7	1.7	67.3
46.00	4	1.2	1.2	68.5
47.00	14	4.1	4.1	72.6
48.00	7	2.0	2.0	74.6
49.00	22	6.4	6.4	81.0
50.00	26	7.6	7.6	88.6
51.00	4	1.2	1.2	89.8
52.00	10	2.9	2.9	92.7
53.00	4	1.2	1.2	93.9

54.00	2	.6	.6	94.5
55.00	5	1.5	1.5	95.9
56.00	14	4.1	4.1	100.0
Total	343	100.0	100.0	

**JOS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18.00	3	.9	.9	.9
19.00	7	2.0	2.0	2.9
20.00	3	.9	.9	3.8
21.00	8	2.3	2.3	6.1
22.00	3	.9	.9	7.0
23.00	2	.6	.6	7.6
24.00	35	10.2	10.2	17.8
25.00	16	4.7	4.7	22.4
26.00	15	4.4	4.4	26.8
27.00	26	7.6	7.6	34.4
28.00	13	3.8	3.8	38.2
29.00	12	3.5	3.5	41.7
30.00	5	1.5	1.5	43.1
31.00	3	.9	.9	44.0
32.00	4	1.2	1.2	45.2
33.00	3	.9	.9	46.1
34.00	18	5.2	5.2	51.3
35.00	9	2.6	2.6	53.9
36.00	16	4.7	4.7	58.6
37.00	8	2.3	2.3	60.9
38.00	14	4.1	4.1	65.0
39.00	16	4.7	4.7	69.7
40.00	12	3.5	3.5	73.2
41.00	22	6.4	6.4	79.6
42.00	11	3.2	3.2	82.8
43.00	17	5.0	5.0	87.8
44.00	17	5.0	5.0	92.7
45.00	5	1.5	1.5	94.2
46.00	9	2.6	2.6	96.8
47.00	9	2.6	2.6	99.4
52.00	2	.6	.6	100.0
Total	343	100.0	100.0	

## Regression

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**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	LOC, Marital Status, GSE <sup>b</sup>	.	Enter

a. Dependent Variable: JOS

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 <sup>a</sup>	.732	.730	4.25493

a. Predictors: (Constant), LOC, Marital Status, GSE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16782.254	3	5594.085	308.990	.000 <sup>b</sup>
	Residual	6137.408	339	18.104		
	Total	22919.662	342			

a. Dependent Variable: JOS

b. Predictors: (Constant), LOC, Marital Status, GSE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.468	1.065		8.891	.000
	Marital Status	-1.185	.477	-.072	-2.482	.014
	GSE	.466	.063	.396	7.408	.000
	LOC	.346	.036	.510	9.654	.000

a. Dependent Variable: JOS

## Regression

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**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	LOC, Marital Status, GSE <sup>b</sup>	.	Enter

a. Dependent Variable: JOS

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852 <sup>a</sup>	.725	.717	4.35018

a. Predictors: (Constant), LOC, Marital Status, GSE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4799.401	3	1599.800	84.538	.000 <sup>b</sup>
	Residual	1816.709	96	18.924		
	Total	6616.110	99			

a. Dependent Variable: JOS

b. Predictors: (Constant), LOC, Marital Status, GSE

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.819	2.072		4.256	.000
	Marital Status	-1.446	1.023	-.082	-1.414	.161
	GSE	.753	.148	.644	5.085	.000
	LOC	.177	.097	.241	1.835	.070

a. Dependent Variable: JOS

**Regression**

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**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	LOC, Marital Status, GSE <sup>b</sup>	.	Enter

a. Dependent Variable: JOS

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 <sup>a</sup>	.749	.746	4.13454

a. Predictors: (Constant), LOC, Marital Status, GSE

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12204.077	3	4068.026	237.974	.000 <sup>b</sup>
	Residual	4085.561	239	17.094		
	Total	16289.638	242			

a. Dependent Variable: JOS

b. Predictors: (Constant), LOC, Marital Status, GSE

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	8.646	1.266	6.827	.000
	Marital Status	-.406	.561	-.025	.470
	GSE	.377	.071	.317	.000
	LOC	.393	.039	10.217	.000

a. Dependent Variable: JOS