

CHAPTER ONE

INTRODUCTION

Background to the Study

The realization of the goals of secondary school education in Nigeria including Anambra State partly lies in the hands of teachers. The teacher is the central figure in any educational programme and the medium by which the subject of learning is presented to the students. Atanda and Lamed (2006) regarded the teacher as a professional who imparts skill, knowledge, information and attitude among others to the learner. The teacher is the anchor for the effective functioning of educational system and for the improvement of the learning process. According to Kurz (2006) teachers belief about themselves, their students, the subjects they teach, the teachers adoption of innovations, and motivation among other things have been related to such significant out come as student learning. One neglected area, however is that teacher plans the environment of the classroom, organizes and manages the class, determines the detailed curriculum that will be presented to the students, as well as its sequencing and pacing, the overall structure of the lesson, the homework which is to be set, the feedback mechanisms to know how each student is getting on and the corrections to be taken. In particular, effective teachers all have the knowledge, skills and dispositions to maximize the learning of all students in their classrooms. These constructs are referred to in the present study as career maturity, self efficacy and job involvement. Abiogu (2014) noted that the teacher is of great importance in the success or failure of any innovation in education.

Coetzee and Jacobs (2007) were of the view that career maturity refers to a person's ability to make career decisions that reflect decisiveness, self-reliance, independence and willingness to compromise between personal needs and requirements of one's career situation. The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. The assumption can be made that

career matured individuals have the ability to achieve their goals. Career maturity is thus the degree that one has reached in cognitive, emotional and other psychological factors whereby one acquires the capacity to make realistic and mature decisions.

Salami (2008) defined career maturity as the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components appropriate to his or her state of career development. Maturity is assumed to be an underlying psychological construct reflecting this developmental level just as intellectual, moral and social development are assumed to be psychological construct. As a construct, career maturity, represents a repertoire of coping behaviours and one's readiness to employ these behaviours toward career related events encountered at various life stages. According to Salami (2008), the highlighted aspects of career maturity include: (i) obtaining information about oneself and converting such information to self knowledge, (ii) acquiring decision-making skills and applying them in effective decision making, (iii) gathering career information and converting it into knowledge of the occupational world, integrating self—knowledge and knowledge of the occupational world; (iv) and implementing the obtained knowledge in career planning.

Career maturity is central to a developmental approach to understanding vocational behaviour and involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks. It refers broadly to the individual's readiness to make informed age appropriate career decision and cope with career development tasks (Sirohi, 2013). Looking at model of career maturity from the angles of affective and cognitive dimension Sirohi (2013) posited that, while the cognitive dimension is composed of decision making skills, the affective include attitudes toward the career decision making process.

Career maturity can therefore be described as the level an individual has attained cognitively, emotionally, physically, psychologically and otherwise to acquire the ability and capability to take necessary steps towards the achievement of his/her career development tasks. It is a stage of realistic decision to reach an achievement.

Studies have shown that career maturity has great influence on the self efficacy of the teachers. Self efficacy refers to the perceived ability of an individual to engage in carrying out certain assignments to attain a specific purpose (Bandura, 1977). According to Okon (2001), a self directed, confident person reflects career maturity in his/her ability to make logical decisions that brings about positive change. It is possible that individuals either have self-efficacy before going into the programme or acquire it during the training (Salas & Cannon-Bowers, 2001). Qibbs (2002) noted that self efficacy is a powerful predictors of how and whether a teacher will act. He stated that teacher's self efficacy is the belief that one is capable of exercising control over one's behaviour, thinking and emotions. Effective teachers' believe that they can make a difference in children's lives and they teach in ways that demonstrate their belief. What teachers' believe about their capabilities is a strong predictor of teacher effectiveness. People who hold strong self efficacy beliefs tend to demonstrate more commitment and have lower absenteeism.

Bandura (2005) defined self efficacy as one's belief in his or her ability to succeed in specific situations or accomplish a task. Kurz (2006) defined teachers sense of efficacy as a judgment of his or her capacity to bring about desired outcomes of student engagement and learning even among those students who may be difficult or unmotivated. The idea behind self efficacy theory is that performance and motivation are in part determined by how effective people believe they can be (Redmond, 2010). The theory is further illustrated by Redmond that, if one has the belief that he can do something, he shall surely acquire the capacity to involve himself in doing that thing.

Adio and Popoola (2010) also defined self efficacy as the individual's perceived ability to attain designated types of performance and achievement in specific result. In their study of self efficacy of librarians, the researchers found out that self efficacy propels librarians to keep trying to accomplish their goals and make good decisions that translate into meaningful achievements. Self efficacy indicates self-confidence in successfully organizing and executing tasks, and determines an individual's capacity to control the motives, recognition, and direction of their actions.

Mojavezi and Tamiz (2012) indicated that teacher self efficacy has been associated with teacher effort and persistence in encountering difficulties. The authors defined teachers efficacy as the extent to which a teacher is confident enough to his or her ability to promote students' learning. Abrompa and Wilson (2013) stated that teachers with high self efficacy show more commitment to teaching, more humanistic in their classroom management style and more likely to seek assistance from other educational professionals and promote parental involvement in schooling. Aderibigbe, Igboanusi and Gwaison (2014) described self efficacy as one's determination to face various challenges, difficulties and conditions in life. They also viewed it as one's belief to get the things right regarding a particular job. That is the confidence of an individual to overcome certain challenges or obstacles related to jobs.

Sethi (2016) described self efficacy as one of the most important aspects of human behaviour which makes a difference in their feeling, thinking and acting. Self efficacy relates to personal beliefs regarding competencies and abilities. It is a significant trait in an individual, which helps him/her in accomplishment of his/her goals. Such people are likely to undertake difficult tasks as challenges and are motivated to master them rather than avoid them. Kumar, Verma and Kirain (2017) defined self efficacy as the belief or faith that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that

our personalized ideas of self efficacy affects our social interactions in almost every way. Understanding how to foster the development of self efficacy is vitally important goal for positive psychological development because it can lead to living a more productive and happy life.

In view of the above definitions, self efficacy can be said to be one's belief in his/herself, competence, confidence in performing a task and achieve positive result. It is also important that managers of any organization put into consideration the way employees view their job and address the challenges during the recruitment process. The level at which the employee values the job may affect the level of his/her involvement when recruited. In other words, it is important that the employers of labour implement strategies that will increase job involvement.

According to Kanugo (1982), job involvement is referred to as psychological identification with a job. This implies that a job-involved person sees his/her job as an important part of his or her self-concept and that jobs define one's self concept in a major way. Ingram, Lee and Lucas (1991) opined that job involvement (or lack of it) has been clearly linked to absenteeism. They noted that if one has high job involvement, the job becomes part of one's identity and is more likely to cross situational boundaries thereby reducing segmentation of the job role and increasing inter role conflict.

Saks (2006) described job involvement as the strict cognitive evaluation of one's job and how it pertains to whom that person is as an individual. He also noted that highly job involved individuals make the job a central part of their personal character. Hallberg and Schaufeli (2006) described a job involved person as someone who finds his or her job motivating and challenging, is committed both to his/her work in general, to the specific job and to the organization, making them less inclined to consider leaving

the job. This type of commitment they refer to as emotional attachment to one's job. In accordance with this assumption, they opined that such employees who develop strong bond with their job are expected to be more motivated to remain therein. Liao and Lee (2009) equally opined that high level of job involvement is positively related to job performance and that top performers most often have high job involvement.

To Govender and Parumasur (2010) job involvement is the extent to which individuals identify psychologically with their work, or the importance of the job to their self-image and self-esteem. It entails the extent to which individuals are ego-involved in their work. In other words, job involvement reflects the extent to which individuals are preoccupied with and immersed or absorbed by their work activity.

Omoniyi and Adedapo (2012) defined job involvement as the degree to which an employee is engaged in and enthusiastic about performing his/her job. It describes the process of internalizing the importance of a work based on an individual formed opinion about one's career and it depicts a function of the level of satisfaction which an individual can derive on it by helping to meet certain desires. Highly job involved individuals make the job a central part of their personal character. Aderibigbe, Igboanusi and Gwaison (2012) described job involvement as the process of internalizing the importance of a work, based on individual employee. It explains the process involved with which an employee can be more orientated about an organization.

Alireza, Hossein, Mohsen and Majid (2015) also noted that job involvement is a subjective condition that makes people devoted to their work. Job involvement is the degree to which a person identifies with his or her job, actively participate in it, and considers his or her performance to self-worth.

In their study, Sethi and Mittal (2016) defined job involvement as an employee's job related significant behaviour. It shows the degree to which an individual is personally involved with his/her job. They further stated that job involvement is one's motivated orientation to the job in which they are engaged. An individual having high involvement would consider their work to be a very important part of their lives and their happiness depend on how they perform their job. Those people who are high in job involvement truly care for and are concerned about their work. Job involvement could therefore be said to be the level of commitment to work by an employee. It entails the zeal and enthusiasm with which an employee approaches and does his work. This could be seen in how regular he is found at work and the input made both in time and other resources.

The role of the teacher in the achievement of the educational goals in Nigeria, makes his involvement very important. This is because the entire system will collapse if the teacher is not effective and committed in his duties. The quality of educational process and its products is unquestionably affected by the teachers' job involvement. It therefore implies that effective job involvement of teachers is a must for educational improvement which the nation through the Ministry of Education is working hard to achieve.

For effective planning, development and implementation of the secondary school curriculum, the teacher must be effectively involved and committed to the job. Apart from the knowledge of the subject matter, the teacher must trust him or herself in his or her potentials (self efficacy) for the achievement of the required goals in the education.

In the light of the situation presented above, this study is designed to find out whether career maturity and self efficacy are correlates of job involvement of the secondary school teachers in Anambra State. From the researcher's observation, it seems that the

measurement of the teachers' job involvement has always been judged by the academic achievement of their students. This therefore justifies the need to establish if there is any relationship between career maturity, self efficacy and job involvement of secondary school teachers in Anambra State.

Statement of the Problem

The teacher is the central figure in any educational programme. For a positive academic and moral achievement by the students, the teacher must have good knowledge of his/her subject, possess adequate skill, competence, confidence and the right attitude in the discharge of his/her duties. Succinctly put, the teacher must have career maturity, self efficacy and be involved/committed in his/her job. The combination of these factors may facilitate the teaching/learning process to achieve the required educational goals of the state which include improved educational standard.

However, some teachers in the public secondary schools seem not to be so much involved in their job as teachers. This group of teachers are so alienated from their students that they do not know when they are absent from school or involved in one vice or the other which in turn affect their academic performance. These teachers are often seen carrying out their personal enterprise during the period they should be in school while some delegate their jobs to the members of the National Youth Service Corps (NYSC) posted to the school.

Before now, teaching profession was an all comers affair. In the past, lack of adequate qualified teachers in secondary schools in Anambra State made it possible for the employment of non qualified teachers to teach secondary school students. The result was obvious. There was poor performance evidenced in mass failure of the students particularly in external exams. Truancy and dropping out of school was the order of the day among the students. The situation became a great source of worry for the various stakeholders in education in Anambra State, hence

the recent change in the mode of employment of teachers in the state owned secondary schools. Currently, the teachers in the secondary schools are professionally trained with minimum qualification of Bachelor of Education, yet the situation has not improved. Lot of deficiencies have been observed in the attitudes of some of these teachers towards the teaching/learning process.

To find a lasting solution to this problem, there is the need to conduct a study to investigate whether career maturity and self efficacy are correlates of job involvement of the secondary school teachers in Anambra State.

Purpose of the Study

The purpose of this study is to investigate whether career maturity and self-efficacy are correlates of job involvement among secondary school teachers in Anambra State. Specifically, the study determined the;

1. career maturity scores of secondary school teachers in Anambra State.
2. self-efficacy scores of the secondary school teachers in Anambra State
3. job involvement scores of the secondary school teachers in Anambra State
4. relationship between the career maturity scores and job involvement scores of secondary school teachers in Anambra State
5. relationship between the self-efficacy scores and job involvement scores of the secondary school teachers in Anambra State.
6. relationship among career maturity, self efficacy and job involvement of the secondary school teachers in Anambra State.

Significance of the Study

The study will be beneficial to many people including education policy makers, school guidance counsellors, parents, students and other researchers.

The findings of the study will assist the policy makers in the education sector to ensure that the would be teachers are adequately prepared for their profession. This will make them well equipped to face the challenges of their profession.

The school Guidance counsellors will also gain from the study. The effectiveness of the teachers in the discharge of their duties as a result of increased job involvement resulting from high career maturity and self efficacy makes the work of the counsellor less stressful. This is because the students will improve both in academics and social behaviour. Also the work exposes the challenging needs of the teachers to the guidance counsellors.

The parents and the students will equally benefit from the study. The level of the commitment of the teachers is often reflected on the students' performance and behaviour. That in effect determine the level of relationship between the teachers and parents.

To other researchers, the empirical data will serve as a reference point to further research work on the related topics. It will be part of the information pool in the university library for other researchers.

Scope of the study

The study was delimited to the relationship among career maturity, self efficacy and job involvement of state owned public secondary school teachers in Anambra State. The independent variables are career maturity and self efficacy while job involvement is the dependent variable.

Research Questions

The following research questions were formulated to guide the study;

1. What are the career maturity scores of the secondary school teachers in Anambra State?
2. What are the self-efficacy scores of the secondary school teachers in Anambra State?
3. What are the job involvement scores of secondary school teachers in Anambra State?
4. What is the relationship between career maturity and job involvement of secondary school teachers in Anambra State?
5. What is the relationship between self-efficacy and job involvement of the secondary school teachers in Anambra State?
6. What is the relationship among career maturity, self efficacy and job involvement of the secondary school teachers in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between career maturity and job involvement of secondary school teachers in Anambra State.
2. There is no significant relationship between self-efficacy and job involvement of secondary school teachers in Anambra State.
3. There is no significant relationship among career maturity, self-efficacy and job involvement of secondary school teachers in Anambra State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of the related literature was carried out under the following sub headings:

Conceptual Framework

Career Maturity

Self Efficacy

Job Involvement

Teacher

Theoretical Framework

Trait and Factor Theory by Frank Parson

Self –Efficacy Theory by Albert Bandura

The Need Theory by Abraham Maslow

Theoretical Studies

Career Maturity and Self Efficacy

Career Maturity and Job Involvement

Self Efficacy and Job Involvement

Empirical Studies

Relationship between Career Maturity and Job Involvement

Relationship between Self Efficacy and Job Involvement

Relationship among Career Maturity, Self Efficacy and Job Involvement

Summary of the Related Literature Review

Conceptual Framework

Career Maturity

Anderson and Vandelely (2006) noted that two basic factors must come together when people deal with career issues. One factor is the self that represents the career identity of the human being. The dimension of self is placed along the top lines of the diamond and indicates the primary task of realizing aspects of one's self as related to career development. For example, finding a satisfying career requires an understanding on one's personality. Knowing one's interest and values can serve as important indicators for finding work expressive of one's career self-concept. The self can also find outlets for abilities through work and can use career performance for achievement motivation.

The second factor is the world of work, which is placed along the bottom line of the diamond. The world of work includes all the external factors that must be taken into account when making career decisions. Such factors include requirements and specifications of occupation, economic realities, new career opportunities among others.

Salami (2008) described career maturity as one's ability to successfully cope with vocational development task such as crystallization, specifying and implementing career choice that are encountered across the development continuum from exploration stage through withdrawal. As a construct, it represents a repertoire of coping behaviours and one's

readiness to employ these behaviours towards career related events encountered at various life stages.

Walker (2010) defined career maturity as the individual's readiness to cope with the developmental tasks with which he or she is confronted because of his or her biological and social development and because of society's expectation of people who have reached that stage of development. According to Walker (2010), career maturity is one aspect of career and is considered an important determinant and outcome of development. Career maturity is a constellation of physical, psychological and social characteristics. An individual's career maturity depends on his or her ability to cope with the demands of the environment at any given life stage, and the individual has to be ready to cope with these demands.

Career maturity is the first dimension of Super's life-career rainbow. The second dimension in life-career rainbow is life space. The outer band of the life-career rainbow represents the major life stages; growth, exploration, establishment, maintenance and decline. Having career maturity will prepare the individual towards challenges of work life and other environmental factors. Based on the above illustrations, career maturity of an individual is as important to the employer as it is to him or her. Making a smart career move is highly essential to the success of the enterprise. With matured people, the establishment is more likely to succeed. There must be distinct separation of a personal and professional lives of an employee. It is important that the personality of an employee matches his or her tasks and responsibilities within a company or establishment. Personality type can affect performance and therefore success at work. A job seeker must consider his or her own personality before choosing career path.

Maturity may be evident if an employee can adapt to his or her job. A matured worker performs at his or her best while employed in a post. Before heading out to employment

world, one must also consider their area of expertise, work values and goals aspiration. The mismatch between the work values, and job realities make it difficult to the employees to fulfill their responsibilities. In view, a teacher's career maturity depends on his/her ability to cope with the job demands and challenges. For one to take to teaching profession, he/she must realize his/her interest, potentials and values for the job. These in turn not only puts the teacher on the track, but motivates him/her to be committed in doing job.

In the light of the current study, the researcher defines career maturity as physical, psychological, emotional, social and mental readiness of a person to effectively deal with career related issues.

Self Efficacy

Self efficacy beliefs are thoughts or ideas people hold about their ability to perform some specific tasks and achieve positive result. It is the confidence one has about him or herself.

To Bandura (2005), people with high self efficacy are more likely to view difficult tasks as something to be mastered rather than something to be avoided. People generally avoid tasks where self efficacy is low but undertake tasks where self efficacy is high. When self efficacy is significantly beyond actual ability, it leads to an overestimation of the ability to complete tasks. On the other hand, when self efficacy is significantly lower than the actual ability, it discourages growth and skill development. According to Snyder and Lopez (2007) self efficacy is simply what an individual believes he or she can accomplish using his or her skills under certain circumstances.

The idea behind self efficacy is that performance and motivation are in part determined by how effective people believe they can be. High self efficacy allows people to

select challenging settings, explore their environment, or create new ones. Some people harbour self-doubts and cannot motivate themselves. They see little point in even setting a goal if they believe they do not have what it takes to succeed (Redmond, 2010).

Lunenburg (2011) noted that self-efficacy is generally measured along three basic scales; magnitude, strength and generality. Self-efficacy magnitude measures the difficulty level (such as easy, moderate and hard), an individual feels is required to perform a certain task. Self-efficacy strength refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty while generality of self-efficacy refers to the degree to which the expectation is generalized across situations.

Kumar, Verma and Kiran (2017) opined that people's level of motivation, affective states and actions are based more on what they believe in than on what is objectively the case. They looked at self-efficacy from the psychological view point and stated that self-efficacy roughly corresponds to a person's belief in his/her competence. On that note, they defined self-efficacy as the belief or faith that one is capable of performing in a certain manner to attain a certain set of goals.

The import of the illustrations is that the individual has the ability to do things and achieve results. The level of achievement is however determined by the individual's belief about him/herself. To this effect, the belief of the teachers in relation to their abilities and capabilities to produce positive result in the student learning process is determined by their level of self-efficacy belief. In line with the present study, self-efficacy can be defined as individual's belief in his abilities to accomplish the expected goal. It is the confidence one has in overcoming the challenges of work place.

Job Involvement

Lodahl and Kejner (1965) introduced the construct of job involvement on the definition and measurement of job involvement. The work presented two conceptualizations of job involvement; the extent to which an individual's self esteem is affected by his or her level of job performance, and the degree to which an individual identifies psychologically with his or her work, or the importance of work in an individual's total self-image. The researchers' belief that job involvement has two dimensions job performance/self esteem connection and psychological identification with work justified the presentation of both definitions in their articles which set the tone for decades worth of criticism and research on this concept. Brown and Leigh (1996) related an employee's job involvement to the employee's own perception of the organizational environment. The result of their work indicates that perception of a motivating and involving psychological climate relate to job involvement which in turn relates to effort.

Reeve and Smith (2001) defined job involvement from views. First as the degree to which an employee is participating in his/her job and meeting such needs as prestige and autonomy. Next, as the degree to which the job is perceived to be the main source for the satisfaction of important needs versus non job oriented activities and thirdly as the degree to which the employee perceives that job performance is central to his/her self esteem.

According to Omoniyi and Adedapo (2012), the definition of job involvement ranges from the degree to which one is engaged in one's present job, to the degree in carrying out the specific task in the present job environment, to the degree of importance that work plays in one's life. The later definition emphasizes the centrality of job in people's life and it is from this conceptualization that the term work centrality has been coined. Job involvement and organizational commitment has been found to interactively predict turnover and absenteeism.

The interaction hypothesis anchored on the belief that worker who is both involved in his job and committed to the organization will tend to stay with his organization and be committed to it.

Job involvement could be simply described as the level of performance of one's job or task. Ominiyi and Adedepo (2012) defined job performance as ability to perform effectively which requires understanding of a complete and up-to-date job description of a position, and job performance requirement and standards that are expected to meet.

In their study, Chi, Yeh and Choum (2013) noted that job involvement is an individual identification and engagement level for a job or to what extent a person views a job as an important component in his or her life. They assumed that job involvement contains work values and work attitudes, which are often affected by individual factors such as satisfaction and socialization. The trio argued that when a person perceives job satisfaction, he or she will engage more in his or her job to increase job performance. Also, that job involvement can be summarised as an individual entity which will be influenced by the socialization forming in the early stage of one's life that will internalise into a personal work attitude to interfere job performance. Furthermore, that job involvement is an attitude which will be induced by working situation. That is, individual characteristics, including age, education, marital status, gender, personality trait, length of service and inhabited area will affect job involvement.

In respect of the topic of this study, job involvement of teachers is referred to as the degree at which the teachers perform their duties. In other words the involvement of the teachers may be adequate or unsatisfactory. In most case, the level of the teachers involvement is measured by the students performance in the school.

Teacher

A teacher is someone who provides education to the students. Teaching is a complex, multifaceted activities often requiring the teacher to juggle multiple tasks and goals simultaneously and flexible. In Nigeria, the secondary school education prepares the students for useful living within the society and for attaining higher education. A good secondary school education is therefore of great importance for a meaningful development of the Nigerian youths for future leadership and development of the nation's economy. The realization of this objective rests in the hands of the secondary school teachers. The roles and responsibilities of the teachers which include instructional planning, teaching, management of students' behaviours, working with the school administrators, parents, community, coping with emerging new educational policies, innovations and challenges among others requires the teachers to be masters of themselves (Nwagbara, 2013).

The act of teaching follows some set of principles that makes it both effective and efficient. In the words of Dayanto (2014), the teacher plays an important role in building and developing the students' intellectual capacity for future needs. Accordingly, the capacity of teachers like any other profession needs to be continually upgraded to meet the current educational needs. This will also attract respect from the stakeholders who value the teachers' professional job as a corner stone in the development of the nation.

Teachers in Nigerian secondary schools are expected to fall within Donald Super's establishment (25-45years) and maintenance (45-65years) stages of career development. This is because most secondary school teachers fall within the age range of 25-65 years. At the establishment stage of career development, it is also expected that the individual has acquired the necessary knowledge and skills required for the job. The career development involves

teachers to relate their efforts and the world of their work in fashioning their individual work identity.

Aðalsteinson, Frimannsdóttir and Konrásson (2014) noted that self-efficacy should be relevant to the teachers' everyday wellbeing and this self efficacy is, the more successful their career should be. They observed that teachers with high sense of instructional efficacy work from the idea that it is possible using effective teaching practices such as specific efforts and correct methods, to help students with learning difficulties to succeed and to have positive effect on their lives. In contrast, teachers with a low sense of instructional efficacy have a tendency to believe that teachers can do little to help low-achieving students.

Considering the job roles of the secondary school teachers and the continued emergence of new education policies and their consequent challenges, every teacher needs to know him or herself, his or her capabilities and what is required to make maximum impact. In other words, the job involvement of the secondary school teacher is determined by such factors as knowledge of the subject matter, competence in discharging of his duty, and confidence in championing the course of the profession for the purpose of achieving both the organizational and societal goals and objectives. In relation to this study, teacher refers to the medium through which the subject of learning is passed to the students. He is the anchor between the subjects and the students.

Theoretical Framework

Various theories are applicable in this study but only three theories were highlighted to reflect on the variables under study.

Trait and Factor Theory by Frank Parson

The development of trait and factor theory was attributed to Frank Parson (1854-1908). Parson was regarded as the father of guidance and counselling following his contribution in the area of vocational guidance. His major work titled "choosing a vocation" was post-humously published in 1909.

Trait and factor theory is rooted in Parson's talent matching approach, which was later developed into the trait and factor theory of occupational choice. The development of the theory is associated to Edmund Williamson (1965) who sees personality as a combination of several traits or factors which result in the uniqueness of the individual.

The basic assumption of the theory is that every individual is born with unique attributes such as interest, aptitude, needs and personality characteristics and that different jobs are related differently to each individual's unique pattern of trait. That is to say, workers in similar occupational group are assumed to have common trait pattern. The theory also suggests that the closer the match between personal characteristics and job requirements, the greater the likelihood of success.

This theory is applicable in this study. Every occupation has its peculiarities. Therefore for any person to be a successful teacher, must possess the trait and ability to contribute positively in the achievement of maximum learning by the student.

Self Efficacy Theory by Albert Bandura

The self efficacy theory propounded by Albert Bandura in 1977 was based on the assumption that psychological procedures, whatever their form, served as a means of creating and strengthening expectations of personal efficacy. Personal efficacy is the part of an individual that interacts in a complex manner with the environment as well as with other

motivational and self-regulatory mechanisms and with personal capabilities and performance accomplishments. The theory highlighted outcome expectancy and efficacy expectations as important components of the self-efficacy theory. Outcome expectancy is defined as a person's estimate that a given behaviour will lead to certain outcomes. Efficacy expectations is the conviction that one can successfully execute the behaviours required to produce the outcome.

Bandura (1977) divided self efficacy expectations into several dimensions that have important performance implications. Self efficacy expectations are a person's belief concerning his or her ability to successfully perform a given task or behaviour, and those expectations differ in magnitude, generality and strength. Magnitude refers to the order of task difficulty. He also noted that some experiences create circumscribed mastery expectations while others instill a more generalized sense of efficacy that extends well beyond the specific treatment situation. Expectancies also vary in strength. According to him, weak expectations are easily extinguishable by disconfirming experiences, whereas individuals who possess strong expectations of mastery will persevere in their coping efforts despite disconfirming experiences.

The theory also provided four major sources of efficacy expectations; performances accomplishments, vicarious experiences, verbal persuasion and physiological states. These sources continually and reciprocally interact to effect performance judgements and influence human action. Performance accomplishments are most influential because they are based on personal experiences. Successes raise expectations while failures lower them. Vicarious experiences are learned from observing others. Seeing others perform without unfavourable consequences can generate expectations in the observers that will improve if they strengthen or carry on with their efforts.

The relevance of the theory to this study cannot be over emphasized. Self efficacy has a lot of influence on the activities of the teachers. Teachers with low sense of self efficacy easily give up at any sign of difficulty while a strong sense of self efficacy motivates the efforts of the teacher in face of the difficulties related to his/her job.

The Need Theory by Abraham Maslow (1908-1970).

The theory was developed by Abraham Maslow, a professor of psychology in 1943. Maslow believed that one can work out better world for himself and others.

The concept of the theory is that needs are arranged in a hierarchical order and as one need is satisfied another higher order need will emerge and become operative in life. Maslow categorized these needs into two divisions

(a) Deficit needs and

(b) Growth needs.

The needs of the first category include physiological needs such as hunger and thirst. Once these needs are satisfied, the person seeks to satisfy safety needs, love needs, belongingness needs and esteem needs. Under the second category is the self actualization needs. Another important concept of Maslow's theory is that each individual has different nature which should be supported and encouraged. Hence Maslow saw motivation as constant, never ending, fluctuating and complex universal characteristic of particularly every organismic stage of affairs.

From the analysis of the theory, motivation to work is rooted in the fulfillment for the various categories of needs which range from physiological to self actualization. To achieve a higher need, one is expected to work harder. This therefore calls for more commitment and

involvement. The theory is therefore relevant to the present study as the achievement of the teachers is measured by their level of commitment or how involved they are in their duties.

Theoretical Studies

Career Maturity and Job Involvement

In the words of Okon (2001), career maturity is reflected by a person who is able to make decisions through a logical decision making process, can deal with changes in self and in work, is self directed, has confidence, has control over his life and has the skills necessary in interacting with the world of work.

Super in Creed and Patton (2003), noted that career maturity only occurs as one becomes successful in their accomplishment of stage of development, age and tasks across one's life span. Career patterns are determined by socio-economic factors, mental and physical abilities, personal characteristics and the opportunities to which persons are exposed. Self concept is the driving force that establishes a career pattern one will follow throughout life. As experiences become broader in relation to awareness of the world at work, the more sophisticated vocational self concept is formed. Super thought that the completion of the appropriate tasks at each level was an indication of what he termed vocational maturity.

Kawai and Yamazaki (2006) in their study noted that career maturity related positively to new comer's mental health and new comers with high career maturity were more successful in establishing positive relationships with superiors and co-workers. According to the scholars the interaction of the superiors and co-workers with new comers play an important role in the new comers learning and adjusting to their new environment. These relationships influence new comer's role perceptions and influence the role stress that they

experience. Such relationships are also an important factor in new comers' ongoing adaptation, adjustment and learning.

According to Noordin (2008), the relationship between career choice and job involvement is very important for a teacher and lack of this relationship is the cause of low job interest, satisfaction and low loyalty level towards the organization. To Chatlerjee (2009), a person chooses his career on the basis of his aptitude as well as his inclination. He also sustains a growth in himself personally and socially and administers his work through a status that is an extent under his control. He also posited that without a satisfaction in the work one is basically doing, the person is expected to be institutionalized as is expected to accept. Relatedly, Shawn de Raaf, Dowie and Vincent (2009) noted that career decisions are among the most important decisions a person has to make. According to them, the work of Albert Bandura and especially his self-efficacy theory has greatly influenced the theoretical and empirical research in career development. Bandura in Shawn de Raff et al (2009) postulated that self-efficacy, expectations, our beliefs in our capabilities to engage successfully in a given task or behaviour is a major mediator of both behaviour and behaviour change. Individuals who have strong sense of self efficacy will devote more attention and effort towards resolving a particular situation while exhibiting greater confidence and persistence in seeing a task completed.

Rizwan, Khan and Saboor (2011) in their study observed that involved employees exert considerable efforts for achieving the goals and objectives of the organization. These kinds of employees are highly productive and produce better result as compared to the employees who are not involved in the job. The involved employees attach and connect their full selves in the job, putting physical, cognitive and emotional efforts to complete their job

for the organization. Houle (2012) argued that the maturity of people causes not only the job involvement but also change in their attitude towards the work environment.

Beheshitifar and Safariyan (2013) opined that with increasing the age and needing a job, the knowledge about the job is also increased and people can better understand the motivation both in the life and in the career plot. As a person reaches the intellectual maturity, the professional maturity is also formed. Features of professional maturity includes; responsibility, willingness to choose, information collection, planning of activities and using all available resources. The authors noted that employees' maturity causes improvements in the current potentials of the organization, needs for change, a shared language and vision, promotion of excellent organizational culture and finally leads to changes and improvements in the organization. According to the study, employees with high level of maturity are more involved in their jobs.

Mustafa, Buntai, Raszaq, Dauda, and Ahad (2014), described teachers as role models and thus should set a good example and have high emotional intelligence in order to produce high quality young generation installed with good emotional intelligence. They defined emotional intelligence as a subset of social intelligence that refers to the ability of a person to examine the feelings of himself or of others, distinguish emotion and use them as a guide in thinking and corresponding action. Hence, they referred to the concept of emotional intelligence as a concept of intelligence related to awareness of emotions and feelings and how those feelings can interact with mental intelligence.

Mustafa et al (2014) stated that a major challenge in today's teaching profession is to produce people who are knowledgeable, insightful, competent and have admirable personality as outlined in the philosophy of education. As such, educators are required to be knowledgeable, skillful and have high emotional strength. If educators do not have the skills,

such as asking the students' well being, guiding, understanding and forgiving, teaching and learning process would be affected. He further noted that these challenges faced by teachers require them to equip themselves with all sorts of knowledge, acquire better skills, adhere to teachers' code of ethics and have high levels of social skills. These features are very important in order to achieve career satisfaction and thus enable them to provide a strong commitment in fulfilling the duties and responsibilities.

Self Efficacy and Job Involvements

According to Bandura (1977), performance outcomes or past experiences are the most important source of self efficacy. Positive and negative experiences can influence the ability of an individual to perform well at a task previously, he or she is more likely to feel competent and perform well, at a similar associated task. The individual's self efficacy will be high in that particular area and since he or she has a high self efficacy, he or she is more likely to try harder and complete the task with much better results. The opposite is also true, where if an individual experiences a failure, he will most likely experience a reduction in self efficacy. However, if these failures are later overcome by conviction, it can serve to increase self motivated persistence when situation is viewed as an achievable challenge.

Another way of developing self efficacy as expressed by Bandura, is by vicarious experiences. People can develop high or low self-efficacy vicariously through other people's performances. A person can watch another perform and then compare his own competence with the other individual competence. If a person sees someone similar to them succeed, it can increase their self efficacy. However, the opposite is also true; seeing someone similar fail can lower self efficacy. An example of how vicarious experiences can increase self efficacy in the work place is through mentoring programmes, where an individual is paired

with someone on a similar career path who will be successful at raising the individual's self efficacy beliefs.

Teachers with high self efficacy beliefs teach well because of their self confidence in their competence and quality of motivating students. Woolfolk, Hoy and Davis (2005), accordingly argued that these teachers, who feel efficacious about their instructions, management and relationship with students' may have more cognitive and emotional resources available to press students towards completing more complex tasks and developing deeper understanding.

Vasquez (2008) defined teacher efficacy as a teacher's judgment of his or her capabilities to bring about desired outcomes of students engagement and learning even among students who may be difficult or unmotivated. Teacher efficacy, has been related to students' outcomes such as motivation, achievement and students' own sense of efficacy. Teacher efficacy has also been related to teacher behaviour in the classroom.

According to Schwarzer (2008), self-efficacy makes a difference in how people think, feel and act. In terms of feeling, a low sense of self-efficacy is associated with depression, anxiety and helplessness. Persons with low self-efficacy also have low self esteem, and they harbour pessimistic thoughts about their accomplishments and personal development. In terms of thinking, a strong sense of competence facilitates cognitive process and performance in a variety of settings, including quality of decision making and achievement.

Redmond (2010) also noted that self efficacy is influenced by encouragement and discouragement (verbal persuasion) pertaining to an individual's performance or ability to perform such as the employer telling the employee "you can do better, I have confidence in you". Using verbal persuasion in a positive light generally leads individuals to put forth more effort; therefore, they have greater chances of succeeding. However, if the verbal persuasion

is negative such as "this is unacceptable. I thought you could handle this project", can lead to doubts about oneself resulting in low chances of success.

Khan et al (2011) sighted involvement as the extent to which performance have an effect on one's self-esteem. In this regard, the researchers proposed that the individual's own personality and variables influenced, by different situations can change the level of job involvement. The employees whose involvement in job is high can be said that the job is important to the individual's self-image. This clearly indicate that employees with high job involvement are more self determining and self-assured. The researchers also found negative relationship between job stressors and job involvement that is, employees whose job involvement is high respond more negatively to job stressors.

Khurshid, Qasmi and Ashraf (2012) stated that teachers with high self-efficacy beliefs are more likely to implement innovative methods in the classroom to use classroom management approaches and adequate teaching methods that encourage students autonomy and reduce custodial control to take responsibility and to manage classroom problems than the teachers with low sense of self-efficacy. It is likely that the job satisfaction accompanies the teachers' sense of efficacy and contributes to sustain their effect towards pursuing the students' optimal socialistic attainments. Abrompa and Wilson (2013), advocated that teachers with high efficacy interact more frequently with peers, participate in joint work (team teaching, peer coaching, mentoring, committee work), and assume a strong role in school decision-making than teachers with low efficacy. Therefore, it is probable that teachers' self efficacy may influence school improvement.

Abrompa et al (2013) noted that highly efficacious teachers have a willingness to try new strategies, they persist longer when teaching becomes difficult and work with struggling student. Teachers with high efficacy show greater commitment to teaching, more enthusiasm

for teaching and more likely to stay in the profession. They also found that teachers with a high sense of efficacy have high expectations for all students, establish classroom environments that encourage warm interpersonal relationships, and promote strong academic work. They are more humanistic in their classroom management style, evoke trust from their students and favour student-centred classrooms as well as activity based and experiential learning. Furthermore, teachers with high efficacy are more likely to seek assistance from other educational professionals and promote parental involvement in schooling.

Iroegbu (2015) in his article examined the relationship between self efficacy and work performance using Albert Bandura's social cognition theory as a theoretical, framework. Bandura's main proposition was that individuals with high self efficacy believe in themselves and go on to exhibit high performance while individuals with low self efficacy do not have confidence in themselves and end up with low performance.

A gleaning of the forgoing suggests that teacher efficacy influence most attributes that teacher demonstrates and it also plays a significant role primarily in learners' outcomes. However, considering the key role a teacher plays in the entire life of a school, it cannot be overestimated that the extent to which a teacher is efficacious may influence all aspect of a school, which may positively impinge on its improvement.

Empirical Studies

A lot of work has been carried out by researcher on topics related to the present study, some were carried out on teachers, students and even outside the school system: In this study the researcher looked at various works done on these areas both at international and local levels and how they relate to the current study.

Career Maturity and Job Involvement

Selamat and Nordin (2014) examined the relationship between job commitment and emotional intelligence of the Malaysian teachers. The design of the study was descriptive survey method. A sample of one hundred and eighty six (186) daily secondary school teachers were randomly selected from the district of Klang Selenger, Malaysia. A self report questionnaire was used to gather information relating to the objective of the study.

The above reviewed study is relevant in this work because the researcher wishes to establish if there is any linkage in the relationship of the variables in the two geographical settings. That is to say, if the result achieved with Malaysian teachers will be the same as with teachers in Anambra State, Nigeria.

Ayogu (2015) in her study on emotional intelligence and implication for career development sought to ascertain the extent to which emotional intelligence affect career development in selected Federal Universities in South East Nigeria. Five research questions and five hypotheses guided the study. The study adopted a Survey research design. The population of the study consisted of both the academic and non academic staff of the selected Federal Universities in South East Nigeria totaling 11, 284. A sample size of 651 respondents was determined using the finite population formular of Godden (2004). Data was collected from primary source through questionnaire and oral interviews. Data was also collected through secondary sources. The reliability of the instruments was determined as 0.69 using Spearman ranking r correlation coefficient. The Chi-square statistics, z-test, linear regression and the Pearson product moment correlation coefficient through the application of statistics package for social science (SPSS 17.D window) were used to test the hypotheses stated. The findings indicated that leadership, negotiation and decision making are significant areas that require emotional intelligence in the management of selected Federal Universities in South

East, Nigeria. The implication of emotional intelligence of non academic staff are teamwork, job satisfaction and management of stress; self regulation, motivation and empathy are attributes of emotional intelligence that enhance academic staff career development. There is significant positive relationship between motivation and training and emotional intelligence and they have significant effect on career development in selected Federal Universities in South East, Nigeria. The study concluded that emotional intelligence has tremendous implication on career development of staff.

This empirical study is relevant to the current research. In the first place for one to be said to have career maturity, he or she must have undergone some training that result in the career development. Also adequate career development and-motivation encourages the worker/teachers to be more involved in his/her job. Furthermore, the sample differs as the study was conducted on university lecturers and non academic staff whereas the current study is on secondary school teachers. Method of data collection and research design also differs.

Kakui and Gachunga (2016) carried out a study on the effects of career development on employee performance in the public sector with reference to National Cereals and Producing Board, Kenya. The study adopted a descriptive survey research design. The population of the study were the employees of National Cereals and Produce Board head office in Nairobi. Sampling frame .was the list of employees working in all levels of management. Stratified random sampling was applied to select 100 respondents as the sample size. Data was collected using structured questionnaires. Data collected was tabulated and analyzed using SPSS version 2.0 software, The study revealed that on job training influences the performance of an employee by expansion of key competencies, job specification, leads to motivation, reduces intimidation, provides additional skill, knowledge and capabilities and employees are able to network. The study also revealed that career mentoring affects

employee performance by; counselling and support learners and help them to develop their own approach and solution to problems.

The reviewed study is relevant to the present research. The study indicated that job training which results to career maturity influences job performance positively, as a result of improved competences, skill, knowledge among others. Also the study was carried out on industrial workers while the present, study is on teachers. The study adopted a descriptive survey design while the present study adopted a correlational approach. The relevance is also in determining if there is any difference in the two sections of the employees.

Self Efficacy and Job Involvement

Singh and Verma (2002) probed teachers “self efficacy and teaching style” with the objective to find out the relationship between the two. Descriptive survey method was used. The sample of the study comprised of 491 teachers of Himachal University. The general self efficacy scale developed by Schwarz was used. Data of the study was analyzed using F-ratio. Post hoc analysis was done by t-test. The findings of the study suggested that teaching style was significantly influenced by the level of self-efficacy. Teachers with stronger self efficacy were more likely to be engaged in challenging activities. Teachers with high self efficacy group were found to be significantly higher on expert teaching style than their counterparts teachers with average self-efficacy.

The reviewed literature revealed that the study is relevant to this study. The reviewed literature revealed that the self efficacy of the teachers affected their teaching style which also revealed their level of involvement in their job. The current study examined the influence of the teachers’ self-efficacy on their job involvement.

Hoy and Tschannen-Moran (2007) conducted a study on the differential antecedents of self-efficacy beliefs of novice and experienced teachers in United States of America. The participants were 255 teachers, 170 female and 85 males who were graduate students at three state universities, two in Ohio and one in Virginia as well as teacher volunteers from two elementary schools, one middle school and one high school in these same states. The design of the study was descriptive survey. The instrument used for data collection was Teachers Sense of Efficacy Scale (TSES). The reliability of the instrument was .93. Teachers in the sample were from 1-29 years of teaching experience, and ranged in age from 21 to 57 years. In examining the self-efficacy beliefs on novice teachers compared to experienced teachers the researchers explored teachers' rating of abundance of available teaching materials and various forms of verbal persuasion and mastery experiences and found somewhat lower mean self efficacy beliefs among the novices than among the career teachers.

This study is relevant to the present research. The reviewed study examined the self efficacy beliefs of the teachers based on their level of experience while the present study will reveal the level career maturity and self efficacy affects the involvement of the teachers in performance of their duties. Also the two studies have different geographical background which the researcher, is interested to note if there is any relationship.

Olayiwola (2011) in his study investigated the level of Job performance and self efficacy of public secondary teachers in Osun State. It also examined self-efficacy as a predictor of teachers' job performance with a view to enhancing job productivity. The study adopted survey design. The population consisted public secondary school teachers in Osun State. Fifteen (15) public secondary schools were purposively selected from three randomly selected Local Government Areas (LGAs) of the state out of which 574 teachers and Head of Departments (HODs) were selected. The teachers were selected randomly, while all the

HODs participated in the study. Two research instruments were used for data collection- Teachers Efficacy Scale (TES) and Job Performances Scale (JPS). The instruments were subjected to test-retest reliability with coefficient of 0.88 for TES and 0.81 for JPS. Data were analyzed using percentages, correlation and linear regression analysis. The results showed that 95% of the teachers were rated low on job performance while 90.4% were rated low on self efficacy. The study further revealed that there were significant correlation between job performance $R=0.721$, $F(1,572) = 1477.214$, $P < 0.05$). The study concluded that teachers would perform very well on their jobs if they have high self efficacy.

This is relevant to the current study. The result of the study will revealed the effect of the teachers' self efficacy on the level of their involvement.

Akpochafo (2011) in her study carried out in Delta State of Nigeria examined emotional intelligence and self-efficacy as correlates of career commitment. The study was carried out with secondary school teachers in Ethiope East Local Government Area and Ika North-East Local Government Area of Delta State. The sample for the study consists of 180 (115 males and 64 females) secondary school teachers who were randomly selected. The instruments used for data collection were Emotional Intelligence Scale (EIS), General Perceived Self-efficiency Scale (GPSS) and Career Commitment Scale (CCS). The data collected were analyzed using Pearson product moment correlation, multiple regression and descriptive statistics. The result of the data analysis shows correlation of 0.13 with a computed $F(2,179) = 1.57$ $p > 0.05$ indicating that both emotional intelligence and self-efficacy combined have no significant relationship with teachers career commitment. The reviewed empirical study is related to this research. This is because emotional intelligence is part of career maturity which is related to the teachers' self efficacy and job involvement.

Adu, Tadu and Eze (2012) carried out a study of teachers self efficacy as correlates of Secondary School Students' academic achievements in South West Nigeria. The study adopted the descriptive survey design of ex-post facto type. The study population comprise of teachers and students of secondary school in South West Nigeria. The sample size comprised of 1612 teachers and 5100 students drawn from 61 schools were selected through multi-stage random sampling. Teachers efficacy questionnaire for teachers ($r = .94$), and students achievement test Mathematics, $r = .86$, English Language, $r=.81$, Economics $r = .74$, Government, $r = .66$ and Biology $r = .69$ were used to collect data for the study. One hypothesis was formulated and tested, at 0.05 level of significance. Data was analyzed using descriptive and inferential analyses to arrive at the result indicating positive relationship between teachers' self-efficacy and students academic performance ($r = .38$; $P > 0.05$). The study revealed that teachers self efficacy was a potent predictor of improving students academic performance in selected secondary school subjects.

The study is relevant to the present research, as the result revealed that teachers' self efficacy was a potent predictor of academic performance. This study is focused on the relationship between career maturity, self efficacy and job involvement. It is also assumed by the researcher that improved career maturity and self efficacy will positively affect the involvement of the teachers in their job which will also improve the academic performance of the students.

Banerjee (2016) in his study examined the relationship between self efficacy and job satisfaction. The objectives of the study were to identify the underlying factors of occupational self efficacy and job satisfaction and to evaluate the impact of occupational self efficacy on job satisfaction. The research was a survey type. The population of the study included employees of higher secondary schools of Gwalior region India. Sample size of 150

teachers was drawn through non-probability purposive sampling technique. Standardized questionnaires were used to collect data for job satisfaction by Donavein, Brown and Moven (2004) and occupational self-efficacy by Bandura (1977). The reliability of the instruments were given as .881 and .744 respectively using SPSS software. Factor analysis was used to evaluate the underlying factors of occupational self-efficacy, role ambiguity and job satisfaction. Regression analysis was used for estimating the relationship among occupational self efficacy, role ambiguity and job satisfaction. The result of the findings indicated that occupational self efficacy help the teachers to understand how to develop themselves to perform better in future.

The reviewed empirical study is relevant to the present work. This is because the work dealt with the relationship between self efficacy and job satisfaction while the current study involves self efficacy and job involvement. The researcher therefore considers the work relevant because of the presumption that job satisfaction and the level of self efficacy of the employees make them to be more committed and involved in their jobs.

Srivastava, Tiwari and Srivastava (2016) examined the relationship between self efficacy and job involvement of secondary school teachers of India. The study adopted a correlational design. The population of the study consists of all the secondary school teachers of Utter Pradesh, India. The sample size was the teachers from 65 secondary schools of Uttarakhand region. Two hypotheses guided the study. Method of data collection was questionnaire. Job involvement was measured using 27 item scale established by Paullay, Alliger and Stone-Romero (1994) and self efficacy by using 24 item Ohio State teacher efficacy by Tschanne-Moran and Woolfolk-Hoy (2001). The reliability coefficient for both self-efficacy and job involvement using cronbach alpha were 0.949 and 0.978 respectively. Convergent validity was tested based on the AVE scores. Since all the factors loaded above

0.40 and AVE for self efficacy and job involvement was 0.63 and 0.71 which were all above 0.50 thresholds. 99% of confidence intervals for correlation comprise of one and AVE values for all the variables in models are their matching squared correlation which presented no issues for discriminated validity. Data was analyzed using mean, standard deviation and pearson product moment correlation. The result of the study indicated that teachers in the sample showed low level of self efficacy and low level of job involvement. Findings also indicated higher correlation between the two variables. The self efficacy was highly correlated with job involvement of teachers in a positive and significant manner ($r = 0.0505$; $p < 0.001$). This shows that teachers' self efficacy is highly related to their job involvement.

The reviewed study is relevant to this study. The study was on relationship between self efficacy and job involvement which is in line with the present study. The fact that the two studies have different cultural background setting equally makes it relevant as the result from the two cultures will be subject for comparison.

Kumar, Verma and Kiran (2017) examined the self-efficacy of the secondary school teachers in Jammu. The design of the study was descriptive survey. The sample consisted of 300 teachers, 146 males and 154 female drawn through multistage procedure. One research question and four hypotheses guided the study. Data collection was done using self-efficacy scale developed by Arun Kumar, Singh and Shruti Narain. The scale has 20 items; each item has five possible alternative responses. The items were scored as Strongly Disagree = 5, Disagree = 4, Undecided = 3, Agree = 2 and Strongly Agree = 1 and reverse procedure was followed in case of negative items given in the scale. The result of the study shows significant gender difference in the self efficacy of the male and female teachers but no significant difference with respect to their teaching subject, qualification and teaching experience.

The reviewed study is important to this present work. Though the present study is not considering the influence of gender in self efficacy of the teaches, it did not forget that the teacher in the sample comprises of male and female.

Career Maturity, Self Efficacy and Job Involvement

Salami (2007) investigated the relationship of emotional intelligence and self efficacy to work attitudes of secondary school teachers in south west Nigeria. The study adopted a survey research design which utilized an ex-post facto research in which questionnaire were used to collect data. The sample consisted of 475 secondary school teachers males = 230 (48.42%) and females 245 (51.57%) randomly selected from five states in south west Nigeria. Instruments for data collection were Self Report Emotional Intelligence Test (SREIT) developed by Schutte et al (1998), Organizational Commitment Questionnaire (OCQ) by Mowday et al (1979), Work-Family Conflict Scale (WFCS) by Hassan (2004) and General Self Efficacy Scale (GSES). Six hypotheses guided the study. Data collected were analysed using hierarchical multiple regression analysis. The result of the study indicated that emotional intelligence (career maturity), and self efficacy has significant relationships with work attitudes.

The reviewed empirical study is relevant in this work. This is because the study was also carried out in Nigeria with teachers though in another region of the country. Also the instrument used in the previous work is different from the one being adopted by the researcher. The relevance of the study is to compare the results from the two studies.

Adio and Popoola (2010) in their study investigated demographic variables and self efficacy as factors influencing career commitment of librarians in Federal University Libraries in Nigeria. The researcher adopted descriptive research design of ex-post facto type for the study. Three research questions and three hypotheses were formulated for the study.

381 librarians working in 24 federal universities libraries in Nigeria were selected through total enumeration technique to form the sample size. The researchers adapted demographic Variables, Self Efficacy, Job Satisfaction and Career Commitment Questionnaire (DVSECCQ) scale; for data collection. Out of the 381 questionnaires distributed only 363 were returned and used for analysis. The result of the study revealed that the career commitment of librarians has a bearing on the way they carry out their professional duties. It also revealed that job satisfaction and self-efficacy can explain the organizational behaviour of workers.

The reviewed empirical study has bearing with the present research. This is because the level of career maturity and self efficacy determines the level of professionalism and commitment of the workers to their job.

Akinbode and Fagbohunge (2011), in their study examined gender, tenure and organizational factors as predictors of various aspects of job involvement. A total number of 504 workers comprising 285 (56.5%) males and 219 (43.5%) female sample from seven departments of some selected public and private organizations in Lagos and Abuja metropolis participated in the study. Results of t-test independent test and MANOVA show that there was a statistically significant difference in the emotional, cognitive, behavioural and overall job involvement of male and female workers.

The reviewed empirical study is relevant to the present study since the researcher will use both male and female sample for the study. Also the study was carried outside the school system. Hence, the result of the current study may have some relationship with the reviewed study.

Khurshid, Qasmi and Ashraf (2012), in their study of relationship between teachers self efficacy and their job performance in Turkey revealed significance relationship between the two variables. The research was carried out with teachers of the federal government schools in Islamabad. The sample comprised of 75 teachers (40 males and 35 female and 225 students selected from grades 9 & 10 (120 boys and 105 girls) of the schools. Using Teacher Job Performance Scale (TJPS) and Teacher Efficacy Scale (TES) to calculate items total correlation of TES and TJPS, the results, indicated that TES ranges from 0.30 -0.75. Alpha reliability, coefficient of teachers' self-efficacy calculated yielded 0.88 for the entire items while the item total correlation of TJPS ranged from 0.39-0.87 with alpha coefficient 0.91. The result of the study among other things revealed that (i) there is positive relationship between teachers' self-efficacy and job performance, (ii) the female teachers have higher self-efficacy beliefs than their male counterparts.

The reviewed empirical study is relevant, as it dealt with teachers' self efficacy and job performance which are also focus of the present study. Though the focus of present study is not on influence of gender on the variable under study, the researcher considers it necessary to employ heterogeneous representation in sample selection. This is because the result of the study may arouse some interest on gender sensitivity in career development and self efficacy in job involvement or commitment.

Ohizu and Okoye (2014) in their study investigated self efficacy, emotional intelligence, achievement, motivation and work value orientation as predictors of career commitment of bank workers in Imo State. The researchers adopted a descriptive survey design. Four research hypotheses guided the study. The sample size was 200 bankers randomly selected from ten banks in Owerri, Okigwe and Orlu senatorial districts. The instruments used for data collection were; Career Commitment. Scale (CCS), Achievement

Motivation Scale-Revised (AMS-R), Emotional Intelligence Scale (EIS), General perceived Self Efficacy Scale (GPSES) and Work Value Orientation Scale (WVOS). Data collection was done using questionnaire and was analyzed using Pearson product moment correlation was used to analyze the data collected. The result of the study revealed that predicted career commitment of bankers as thus; self efficacy $r(198) = .440, p < .05$, Emotional Intelligence $r(198) = .528, p < .05$, Achievement Motivation $r(198) = .635, p < .05$, and Work Value Orientation $r(198) = .715, p < .05$. The study indicated that emotional intelligence and self efficacy significantly correlates with career commitment of the bankers and when bank workers are efficacious they tend to be more productive, result oriented and committed.

This empirical study is relevant to the present study in that self efficacy and emotional intelligence (career maturity) of the bankers and that of the teachers can be placed in the same scale. Also career commitment is the same thing as job involvement which can also be influenced by achievement motivation and work value orientation.

Velma (2014) examined the effect of empowerment, self efficacy and professional commitment of the lecturers of Manado State University. The study was an explanatory research which sought to explain the casual relationship between variables; empowerment and self efficacy to the effectiveness of the faculty through an intervening variable commitment of the profession at the Manado State University. Three research questions and three hypotheses guided the study. The population was 827 lecturers of all the faculties in the university from which 119 lecturers were selected using multistage sampling procedure. Instrument for data collection was structured questionnaire which were directly distributed to the lectures. The reliability test of the instrument using cronbach alpha was 0.70. Data analysis was done using correlation and regression analysis. The result of the study indicates that empowerment and self efficacy positively determine the commitment of the lectures.

The above reviewed study is related to the present study. The variables are relatively the same. Empowerment in the reviewed study referred to programmes that improved the confidence of the lecturers which include active involvement in decision making expression of their opinions and capabilities which is an evidence of career maturity. In the present study, commitment could be used interchangeably with involvement. Furthermore, the study was carried out in an educational system.

Seth and Mittal (2016) conducted a research on job involvement of senior secondary school teachers of Tehri district of Gerhwal Mandal of Uttarahand, India. The study adopted the qualitative survey design. The sample consisted of senior secondary school teachers from four government and four private secondary schools. Three hypotheses guided the study. Instrument for data collection was Job Involvement Scale (JIS) developed by Santosh Dhar and Upinder Dhar. The questionnaire consists of 10 items having reliability of 0.71 and high level of face validity of 0.83. Method of data analysis were mean, standard deviation, t-test and percentage. The result of the study revealed that both government and private school teachers had the same level of job involvement because both are under pressure to produce good result. Also, no significant gender difference was recorded in their level of job involvement.

The reviewed study is relevant to this study. This is because job involvement is the dependent variable in the present study. Also, the study revealed no significant gender differences in job involvement and the present study is not gender sensitive.

Summary of Literature Review

The related literature on the subject of study was reviewed under the following sub-headings; conceptual framework, theoretical framework, theoretical studies and empirical

studies. The three major variables of the study are the career maturity, self efficacy and job involvement of teachers.

Conceptually, the meaning of the variables were carefully examined. Many scholars defined career maturity in different ways. However, all, the definitions pointed to the fact that career maturity is the constellation of physical, psychological and social development of a person to cope with the demands and challenges of various jobs. In the same vein, several definitions of self efficacy were given by different scholars, but they also seem to agree that a person's level of productivity or achievement is determined by one's feeling or opinion about him/herself Also, various scholars have considered job involvement from different perspectives and yet seem to agree that job involvement is the level at which an individual is enthusiastically engaged in his or her job.

Under the theoretical framework, various theories that lend credence to the study were reviewed. Such theories include trait and factor, self efficacy theory and the Need theory.

Theoretical and empirical studies by various researchers on the various variables and their relationships were also reviewed. The results of the various studies revealed among other things that (i) Employees with high career maturity are more involved in their jobs than those with low career maturity (ii) Teachers with high self efficacy perform better than those with low self efficacy,

In the course of the review of the researcher observed that majority of the work done on the related studies were on self efficacy and job involvement, emotional intelligence, job satisfaction among others. There was none on career maturity and self efficacy as correlate of job involvement.

In view, there seems to be a vacuum in this area which has prompted the researcher to provide the apparent missing link and fill the gap in knowledge empirically on the topic under study.

CHAPTER THREE

METHOD

This chapter gives a brief description of the procedures adopted in this study. The essential components of the methods dealt with the design of the study, the area of the study, the population of the study, sample and sampling technique, the instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study adopted a correlational research design. A correlational study determines whether or not two or more variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. According to Akuezuilo and Agu (2006), correlational study usually indicates the direction and magnitude of the relationship between the variables and uses a special group of statistics known as correlation co-efficient for the analysis of data. Also study by Bordens and Abbot (2008) noted that correlational study involves observing the values of two or more variables and determining the relationship existing between them. The correlational design is considered appropriate for this study because it seeks to establish a relationship among three variables; career maturity, self efficacy and job involvement of public secondary school teachers in Anambra State.

Area of the Study

The study was carried out in Anambra State. Anambra State is one of the thirty six (36) states in Nigeria. It is located at the South-East part of the six (6) geo-political zones in Nigeria. Its capital is Awka. The State shares boundaries with Enugu and Ebonyi States on the East, Delta State on the West, Kogi on the North, Abia and Imo States on the South.

Despite the popularity of the state in commercial and agricultural enterprise, the state has produced academic giants. Hence, the state is nicknamed "the light of the nation".

The state is blessed with great number of private and public primary, secondary and tertiary institutions. The public state owned schools in the state are zoned into six education zones of Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. In such a situation as this, there are many activities involving students and teachers in the state. However, there has been complaints from parents that most teachers are not committed to their duties as they engage in other private businesses and students loiter about during school hours. Based on this assertion, the researcher considered Anambra State suitable for a study of this nature.

Population of the Study

The population of the study comprised 6,056 public secondary school teachers (source: Post Primary Schools Service Commission Awka, 2016). This comprises 1,000 male and 5,056 female teachers under the management of Anambra State Government. Anambra State has a total of 257 Public Secondary Schools. The schools are grouped into six education zones with the following number of teachers, namely: Aguata Zone, 803 teachers, Awka Zone 1,612 teachers, Nnewi Zone 953 teachers, Ogidi Zone 917 teachers, Onitsha Zone 1,328 teachers and Otuocha Zone 443 teachers. (Source; Post Primary School Service Commission Awka, 2016).

Sample and Sampling Technique

A sample of 605 teachers was used for the study and was obtained through multistage method. The procedures used to obtain the participants were as follows; first, three education zones were used out of the six education zones in Anambra State. The three zones Awka, Nnewi and Onitsha were selected through purposive sampling. This is because it is observed

that it is only in urban cities one gets large number of teachers. Secondly, ten schools were selected from each of the three zones by systematic random sampling making a total sample of 30 schools. Disproportionate sampling technique was applied to select between 15 – 25 teachers from each of the selected schools to make up the sample size of 605.

Instrument for Data Collection

i. Career Maturity Inventory (CMI).

The CMI was developed by Crites (1961) and revised by Savickas and Porfeli (2011) as Career Maturity Inventory – Counselling Form C to measure the readiness in making career choice. The instrument contains 24 items on career maturity attitude which is rated on four-points scale of "strongly agree", "agree" and "disagree" and "strongly disagree" with corresponding weighing scale of 4, 3, 2, and 1 respectively. The negative statements were reverse coded. However, the sentences were modified by the researcher to fit into the study as the teachers under study are already in the job. Scoring was conducted by transferring individual responses to each item on the scoring sheet and the total number of the scores summed up.

ii. Self Efficacy Scale (SES)

The Self Efficacy Scale (SES) was originally developed by Sheker, Maddux, Mercadante, Prentice-Dunn, Jacobs & Rogers (1982) and modified for Nigeria use by Omoluabi (1999). It is a 30 items questionnaire designed to measure the social component of self efficacy from both inter-personal and intra-personal perspectives. The instrument which was originally structured on five point rating scale was re-structured without changing the item statements on 4 point rating scale of 'strongly agree', 'agree', 'disagree', and 'strongly disagree' with corresponding weighing values of 4, 3, 2 and 1 respectively. The negative statements were reverse coded as 1, 2, 3 and 4 respectively.

iii. Job Involvement Scale (JIS)

Job Involvement Scale (JIS) originally developed by Lodahi and Kejner (1965) and modified for Nigerian used by Omoluabi (1997). It is a 20 items questionnaire designed to measure the extent to which a person is attached and engrossed in his/her job or the extent one's work performance affect his/her self-esteem. The instrument is structured four-point rating scale and has response options of 'strongly agree', 'agree', 'disagree' and 'strongly disagree' with corresponding weighted values of 4, 3, 2, and 1 respectively. The negative statements were reverse coded.

Validation of the Instrument

Three instruments were used for the study. They are Career Maturity Inventory-Form C, Self Efficacy Scale (SES) and Job Involvement Scale (JIS).

Career Maturity Inventory (CMI) developed by Crites (1961) and revised by Savickas and Porfeli (2011) was modified and adapted by the researcher. To check the validity of the instrument, Savickas and Porfeli (2011) administered the vocational identity scale (VIS) and reported that its relation to the VIS is well established. The hierarchical Confirmatory Factor Analysis (CFA) with items loading on either concern, control, curiosity or confidence and the four constructs loading on readiness was used and the following results were achieved; Adequate Fit: $\chi^2 = 414.02$, $p > .01$; goodness of fit index (GFI) = 0.93; standardized root mean square residual (SRMR) = .051; root mean square error of approximation (RMSEA) = 0.038; Higher scores in the concern, curiosity and confidence scales reflect more advanced career development. The researcher further subjected the instrument to validity test as a result of cultural differences in the areas of study.

The copies of the CMI together with purpose of the study, research questions and hypotheses were presented to two experts - one from, the Department of Guidance and Counselling and one from measurement and evaluation of Nnamdi Azikiwe University, Awka for validation. The experts made careful scrutiny of the items to ensure their appropriateness and adequacy as well as their relevance, clarity and language expression. Their major suggestions and corrections were that; some items were not well framed while some were repeated. These corrections were effected in an effort to standardize the instrument.

Self-Efficacy Scale by Sheker et al (1982) and Job Involvement Scale by Lodahi & Kejner (1965) which were modified by Omoluabi (1997) for Nigerian use were also adapted by the researcher. The items of the instrument were not altered but the psychometric properties changed as the negative statements were reverse coded for scoring. Hence, higher score means higher self efficacy and higher job involvement while lower scores indicates lower self efficacy and lower job involvement.

Reliability of the Instrument

Career Maturity Inventory initially administered Crites in 1961 was the first paper and pencil measure of vocational development. The new Career Maturity Inventory – Form C modified by Savickas and Purfeli (2011), provides a total score for career choice readiness three scores reflecting career adaptability dimensions of concern curiosity and confidence and a score reflecting relational style in forming occupational choices. The reliability coefficient of the instrument using Kuder-Richardson formular 20 was between .50 - .72 with a median of .64. However, after restructuring some of the items to suit the present study, the researcher subjected the instrument to reliability test. Using Cronbach Alpha statistical method, the test yielded internal consistency of 0.70 which was considered high enough for the study.

For Self Efficacy Scale, the reliability test reported by Sherer et al (1982) and adopted by Omoluabi for Nigerian use, yielded internal consistency coefficient of .86 using Cronbach alpha coefficient method.

Also, for Job Involvement, Lodahi and Kejner (1965) obtained Spearman Brown internal reliability coefficient of .72 and .80 for females and males respectively. The coefficient of test re-test reliability obtained in an interval of 72 days yielded .90 which was adopted for the present study.

The reliability of the three instruments stand at .70 for CMI, .86 for SES and .90 for JIS. The reliability coefficient of the instruments were considered high enough and used for this study.

Method of Data Collection

The copies of the instruments were administered through direct delivery method. The researcher with the help of three briefed research assistants distributed the copies of the questionnaire to the respondents. The researcher had a briefing with the research assistants during when they were intimated on the purpose of the study, contents of the questionnaire, how to administer and collect them back. The researcher and the assistants retrieved the completed copies of the questionnaire for scoring and analysis. Out of the 605 questionnaire distributed only 591 were correctly responded to and returned while 14 were either not returned or not responded to correctly.

Method of Data Analysis

Before data analysis, the data generated from the three instruments were treated as follows.

The possible range of scores on CMI was 24 - 96. This meant that where a respondent ticked only 1 (Strongly Disagree) for all the 24 items, he/she gets a total score of 24 and where only 4 (Strongly Agree) was ticked for all the items, the total score will be 96. Lower scores mean lower career maturity and higher scores mean higher career maturity. To achieve this, the 18 negatively worded items were reverse coded as follows: 1=4, 2=3, 3=2, 4=1. These were items 1,2,3,5,6,7,8,9,10,11,12,18,19,20,21,22,23 and 24. However, the ratings for positively worded items were not reverse coded. Afterwards, each respondents' rating for all the 24 items were summed up to get each respondent's career maturity score.

The possible range of scores for Self-Efficacy Scale were 23 - 92 as 7 items which were regarded as inert items which should not be scored as prescribed by the scale developers were not scored. The inert items were 1, 5, 9, 13, 17, 21 and 30. The reverse coded items were 3, 6, 7, 8, 11, 14, 18, 20, 22, 24, 26, 29 and 30 while positively worded items were 2,4,10,12,15,16,19,23,27 and 28. All the ratings for were summed up to get each respondent's self-efficacy score. Lower scores mean lower self-efficacy and higher scores mean higher self-efficacy.

Job involvement scale is a positive scale where lower scores mean lower job involvement and higher scores mean higher job involvement. It has a possible score range of 20 - 80. The reverse coded items were 10, 13, 14,16,17,18 and 19. The direct (positively worded) items were 1,2,3,4,5,6,7,8,9,11,12,15 and 20. After reverse coding all the values of 20 items were summed up such that each respondent had a job involvement score.

For research questions I – 3, to determine the scale mid-point upon which the decision on respondents' standing on the three variables based on their scores, the 4-point scale average was used as follows: $(1+2+3+4)/4 = 2.5$. This value was used to multiply the number of items in each of the scales as shown below:

Career maturity: $2.5 \times 24 = 60$

Below 60 = low career maturity

60 and above = High career maturity

Self-efficacy: $2.5 \times 23 = 57.5$

Below 57.5 = low self-efficacy

57.5 and above = high self-efficacy

Job Involvement: $2.5 \times 20 = 50$

Below 50 = low Job-involvement

50 and above = High job-involvement

Decision Rule for research questions 4 to 6

For research questions 4 - 6 the coefficient (r) and the size of the relationship were interpreted

using the interpretation of a correlation coefficient by Best and Khan (2003, p.388).

<u>Coefficient (r)</u>	<u>Relationship</u>
-.00 to .20	Negligible
.21 to .40	Low
.41 to .60	Moderate
.61 to .80	Substantial

.81 to 1.00

High to Very high

These analysis were used to determine if the hypotheses were to be rejected or not rejected. The decision rule was as follows: where the calculated value is greater than the critical value, reject the hypotheses, otherwise do not reject the null hypothesis. Also, where significant value $p > 0.05$, reject the null hypothesis otherwise do not reject the null hypothesis. All the analysis was done using Statistical Package of Social Science (SPSS) except the t-test for determination of the significance of correlation which was manually calculated since was not available in the SPSS.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected from the teachers through the questionnaire on career maturity, self efficacy and job involvement. The results of the analysis are presented in tables with the interpretation of the results following immediately after the tables.

Research Question 1-3: What are the career maturity scores, self-efficacy scores and job involvement scores of secondary school teachers in Anambra State?

Table 1. Range of scores of teachers' career maturity, self efficacy and job involvement.

Variables	Range of Scores	N	%	Remark
Career Maturity	38 – 59	328	55.5	Low career maturity
	60 – 90	263	44.5	High career maturity
Self Efficacy	47 – 57	84	14.2	Low self-efficacy
	59-84	507	85.8	High self-efficacy
Job Involvement	38-49	105	17.8	Low job involvement
	50 – 74	486	82.2	High job involvement

Table 1 shows that 328 (55.5%) of the teachers with scores ranging from 38-59 have low career maturity, while 263 (44.5%) others with range of scores from 60-90 have high career maturity. It was observed that 84 (14.2%) teachers with scores ranging from 47-57 have low

self-efficacy, while the remaining 507 (85.8%) with range of scores from 58-84 have high self-efficacy. The table also shows that 105 (17.8%) teachers with scores between 38-49 have low job involvement, while 486 (82.2%) others with range of scores from 50-74 have high job involvement.

Research Question 4: What is the relationship between career maturity and job involvement of secondary school teachers in Anambra State?

Table 2: Pearson's Correlation between teachers' career maturity and job involvement

Variables	N	Career Maturity	Job Involvement r	Remark
Career Maturity	591	1	-0.070	Negligible Negative Relationship
Job Involvement	591	-0.070	1	

Table 2 shows that there is a negligible negative relationship between career maturity and job involvement of secondary school teachers in Anambra State. This is indicated by the Pearson's Correlation Coefficient, $r(519) = -0.070$.

Research Question 5: What is the relationship between self-efficacy and job involvement of secondary school teachers in Anambra State?

Table 3: Pearson's Correlation between teachers' self-efficacy and job involvement.

Variables	N	Career Maturity	Job Involvement r	Remark
Self -Efficacy	591	1	0.228	Low Positive Relationship
Job Involvement	591	0.228	1	

As shown in Table 3, there is a low positive correlation between self-efficacy and job involvement of secondary school teachers in Anambra State. This is shown by the size of the Pearson's Correlation Coefficient, $r = .228$.

Hypothesis 1: There is no significant relationship between career maturity and job involvement of secondary school teachers in Anambra State.

Table 4: t-test of significance of relationship between career maturity and job involvement.

Variable	N	Career Maturity	Job Involvement r	t-cal	df	t-crit	Decision
Career Maturity	591	1	-0.070	1.70	589	1.96	Not Significant
Job Involvement	591	-0.070	1				

The analysis in Table 4 shows that at 0.05 level of significance the t-cal value of 1.70 is less than the critical value of 1.96. Therefore, there is no significant relationship between career maturity and job involvement of secondary school teachers in Anambra State. The null hypothesis was not rejected.

Hypothesis 2: There is no significant relationship between self-efficacy and job involvement of secondary school teachers in Anambra State.

Table 5: t-test of significance of relationship between self-efficacy and job involvement.

Variable	N	Self Efficacy	Job Involvement r	t-cal	df	t-crit	Decision
Self-Efficacy	591	1	0.228	5.68	589	1.96	Reject
Job Involvement	591	.228	1				

Table 5 shows that at 0.05 level of significance the t-cal value of 5.68 is greater than the critical value of 1.96. Therefore there is a significant relationship between self-efficacy and job involvement of secondary school teachers in Anambra State. The null hypothesis was therefore rejected.

Research Question 6: What is the relationship among career maturity, self efficacy and job involvement **and Hypothesis 3:** There is no significant relationship among career maturity, self-efficacy and job involvement of secondary school teachers in Anambra State.

Table 6: Summary of regression analysis on career maturity, self-efficacy and job involvement

Variables	R	R ²	R ² change	B	Beta	%variance	Cal f	df	crit f	p.value	Remark
Career Maturity	.229	.052	.049	.012	.016	4.9	16.26	2/588	3.86	0.000	S
Self Efficacy				197	.225						

Table 6 above shows that career maturity and self efficacy have R² change of 0.049. this indicates that career maturity and self efficacy have predictive power of .05 % for job involvement of the secondary school teachers. Also at 2df numerator, 588 df denominator and 0.05 level of significance. Calculated F-ratio is 16.26 while the critical *F* is 3.86. Since the calculated value (16.26) is greater than the critical, it was decided that there is significant relationship among career maturity, self-efficacy and job involvement. The null hypothesis was therefore rejected.

Summary of the Findings

From the analysis, the following findings were made;

1. greater number of teachers (55.5%) have low career maturity.
2. majority of the teachers (85.8%) have high self efficacy.
3. greater number (82.2%) also have high job involvement.
4. there is negligible negative relationship between the teachers career maturity and job involvement (-0,70).

5. there is low positive correlation between self efficacy and job involvement of the teachers.
6. there is low significant relationship among career maturity, self efficacy and job involvement of the teachers
7. despite the low career maturity of the teachers, they exhibit high level of job involvement. That is to say that there is significant relationship between career maturity and job involvement.
8. self efficacy has more positive relationship with job involvement than career maturity.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of the findings of the study. To this effect, the result of the research questions and hypotheses were organized and discussed under the following themes. The implications and limitations of these findings were noted and some recommendations were made. At the end, possible areas for further researches were presented.

Discussion of the Findings

The discussion focused on the following sub-headings;

1. Relationship between career maturity and job involvement of the secondary school teachers.
2. Relationship between self efficacy and job involvement of secondary school teachers.
3. Relationship among career maturity, self-efficacy and job involvement of the secondary school teachers.

Relationship between Career Maturity and Job Involvement of Secondary School Teachers in Anambra State

The result of the study revealed that a greater percentage (55.5%) of secondary school teachers in Anambra State have low career maturity. This implies that a greater number of the teachers do not exhibit adequate mastery of knowledge and attitudinal components appropriate for teaching profession. Many factors could be responsible for this. It could be as a result that those teachers did not have interest in the teaching job but forced into it by circumstances such as not having the required qualification to pursue their dream profession. It could also be as a result of lack of adequate training and continuous retraining to cope with the job demands and challenges. The effect of this state of low career maturity of the teachers is often times manifested in the outcome of learning process. The teacher is regarded as the

anchor for effective teaching and learning process. Hence, a teacher with low career maturity will not be in the best position to impact skills, knowledge, information and attitudes among others to the learners as noted by Atanda and Lamed (2006).

The study also indicated negligible negative (-0.070) relationship between career maturity and job involvement of the teachers, In other words, the study implies that other factors aside career maturity can improve teachers involvement to their job. Such factors include job satisfaction as a result of regular salaries and other incentives. Satisfied teachers most often put in more efforts to their job in order to achieve better result, This opinion is in line with the findings of Haggling (2005) which revealed significant positive relationship between job satisfaction and job involvement. However, Houle (2012) in his study noted that employees with high level of career maturity are more involved in their job than those with low career maturity. Also Beheshitifar and Safariyan (2013) noted that high career maturity of employees lead to improvement in productivity. Hence the low career maturity of the teachers as exhibited by the study could be a contributory factors to low standard of education in the State and nation at large.

Relationship between Self-Efficacy and Job Involvement of Secondary School Teachers

The result shows that most teachers have high self efficacy (85.8%) and high job involvement (82.8%). Fredickson (2001) opined that teachers who have high self efficacy beliefs tend to be stress free and as such have increased job involvement. The teachers are better placed to do their work as they can now come up with new and more ideas that help them teach well for the students to achieve better performance. In line, with the study of Redmond (2010), high self efficacy allows people to select challenging settings, explore their environment or create new ones. This explains why despite the fact that some teachers find themselves in teaching by chance they still excel in the profession because they believe in their ability to succeed in any

given field. This group of teachers go extra mile to improve themselves to suit into the profession and express job satisfaction.

This implies that the teachers are highly committed to their job. Many factors may as well be responsible. These may include job satisfaction as a result of regular payment of salaries and other incentives, regular supervision by the State Post Primary School Board among others. The study also revealed a low positive correlation between self-efficacy and job involvement of the secondary school teachers in Anambra State. This is in agreement with the study by Olayiwola (2011) which also indicated low positive correlation between self-efficacy and job performance.

Furthermore, the test of significance of relationship indicated a significant relationship between self efficacy and job involvement of the teachers which also align with Olayiwola's (2011) conclusion that teachers with high self efficacy will perform better on their job than those with low self-efficacy. Also Adu, Tadu and Eze (2012) in their study revealed that teachers' self efficacy was potent predictor of improving students' academic performance in selected secondary school subjects.

The reason for the high self efficacy and job commitment observed by the findings of the present study can be attributed to the government commitment in the welfare of teachers in Anambra State. It can also be attributed to regular in-service training, workshops, seminars and conferences organized for the teachers to update their knowledge and skill. These must have added to the teachers' confidence, competent and zeal to be committed to their job which of course contributed to the students high performance in education.

Relationship among Career Maturity, Self-Efficacy and Job Involvement of Secondary School Teachers in Anambra State

The study revealed significant relationship among career maturity, self-efficacy and job involvement of the secondary school teachers. This explains that high career maturity and self-efficacy will result in high job involvement of the teachers. This in turn yields high productivity. The implication of the finding is improved educational standards as teaching/learning process is improved. This is in line with the study of Mustafa, Buntai, Raszaq, Dauda and A had (2014) who described teachers as role models with high emotional intelligence and strong commitment to produce high quality young generation installed with good emotional intelligence. These findings of the present study also agrees with the findings of Velma (2014) that empowerment (which is the product of career maturity) and self efficacy positively determine the teachers' commitment (involvement). This however countered the study of Akpochafo (2011) which indicated that both emotional intelligence and self-efficacy combined have no significant relationship with teacher's career commitment.

The significant relationship among career maturity, self efficacy and job involvement in the study indicates that the teachers with high career maturity and high self efficacy will be more involved in their jobs hence the achievement of better result. The effect has been witnessed in the recent continuous improvement in the academic achievement of the state schools in external examinations such as West Africa. School Certificate Examination (WASCE) and Joint Admission and Matriculation Board (JAMB) in which the state has remained in the grade 1 level over a period of time.

Conclusion

Based on the findings of the study and reviewed literature, career maturity and self efficacy were found to be important factors in determining the level of the job involvement of teachers in Anambra State. In other words teachers with high career maturity and high self-efficacy will perform better than those with low career maturity and self-efficacy.

Implications of the Study

Low career maturity will no doubt will affect the productivity of the teachers thereby showing lack of involvement in their job. The study revealed negligible relationship between career maturity and job involvement. The policy makers in education sector should therefore provide measures that will improve career maturity of the teachers to enhance their performance.

The study also revealed low relationship among career maturity, self efficacy and job involvement. This equally implies that there is need for the employment of teachers with high career maturity and self efficacy as this will go a long way in improving the level of involvement of the teachers in their job and reduce the rate of truancy and school drop outs.

Recommendations

In the light of the findings and the implications of the study the following recommendations were made by the researcher;

1. Teachers with high career maturity should be employed to teach in the secondary schools. This is because a career mature person will always put in his/her best considering his/her expertise on the job.
2. There should be regular supervision of the teachers by the State Education Board to encourage commitment to duty.
3. Highly committed teachers should be recognized with tangible rewards by the school principals and the government.

Limitations of the Study

The study was limited to the schools in the urban area. Teachers in the rural schools were not part of the study. This was because most schools in the rural areas were not easily accessible because of poor road network.

Suggestions for Further Studies

Realizing that no much work has been done in this area of study in Nigeria, the following suggestions are made for further studies;

1. More studies should be carried out on this topic to create adequate literature for other researchers.
2. Studies should also be carried out on relationship among career maturity, self-efficacy and job involvement of the teachers in other states of the federation.
3. Comparison among the career maturity, self efficacy and job involvement of university lecturers and secondary school teachers.
4. Gender sensitivity on relationship among career maturity, self efficacy and job involvement of male and female teachers in Anambra State.

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APPENDIX A

Attachment Letter

Department of Guidance and
Counselling,
Faculty of Education,
Nnamdi Azikiwe University,
Awka.
3rd November, 2016

Dear Respondents

I am a Post-Graduate Student of the above named Department conducting a research on Career Maturity and Self Efficacy as Correlates of Job Involvement among Secondary School Teachers in Anambra State.

The study is purely academic; I request that you kindly provide needed information to the questionnaire items honestly as applicable to you. All your responses will be used exactly for research purpose in the above department. All information provided is guaranteed to be treated confidential.

Thank you.

Chinwuko Uche Charity
(The Researcher)

APPENDIX B

QUESTIONNAIRE

Section A: Preliminary Instruction

You are please required to respond to all the items on the questionnaire. Your response is only for research purpose, feel free and give your sincere expression of how you feel on each item. All information provided will be treated with confidentially. Please fill in where required.

Section B: Career Maturity Inventory

Instruction: There are 24 statements about choosing a career which probably influence your choice of job when you finished school. Read each statement carefully and tick (√) in the appropriate column.

Gender: Male Female

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

S/N	Statements/Items	SA	A	D	SD
1.	I could not easily decide on any job after my graduation				
2.	I knew little about the requirements of the job before I entered it.				
3.	I had so many interests that it was hard to choose just one occupation				
4.	Choosing a job is something that you do on your own personalize				

	like others				
5.	I was not concerned about any occupation				
6.	I didn't know how to go about getting into the kind of work I wanted to do so I settled for what was available				
7.	Everyone seemed to be telling me something different; as a result I didn't know what kind of work to choose				
8.	My parents/friends influence my choice of career				
9.	I seldom thought about the job that I wanted to enter				
10.	I had difficulty in preparing myself for the work I am doing now				
11.	I kept changing my occupational choice and may still change it				
12.	When it comes to making choice, I will always ask other people for help				
13.	I am happy with the choice of occupation I made				
14.	I was mindful of choice of courses I studied				
15.	I had always dreamt of the job I am now doing				
16.	I chose my career without paying attention to the feelings of my parents or other people				
17.	As far as choosing an occupation was concerned I was not worried				
18.	I didn't bother whether my occupational plan was realistic				
19.	It was hard to make decisions as there were many things to consider in choosing occupation				
20.	I consulted close friends to seek their opinion before making my occupational choice				
21.	I really couldn't find any other job that appealed to me much when				

	I am making my choice				
22.	I can't reconcile the kind of person I used to be with the kind of the person I am in my present job				
23.	I couldn't understand how some people could be so certain about what they want to be in future				
24.	In making career choices, one should pay attention to the thoughts and feelings of family members.				

Section C: Self Efficacy Scale

Instruction: Here are series of statements about your personal attitude and traits. Each statement represents a commonly held belief. Read each statement and decide to what extent it describes you by ticking (√) in the appropriate column. This is not a test, so there is no right or wrong answers. Please ensure that your response to all the statements truthfully reflect how each best describes your attitude or feelings as you really are, and as you would like to be.

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

S/N	Statements/Items	SA	A	D	SD
1.	I like to grow house plants				
2.	When I make plans, I can make them work				
3.	One of my problems is that I cannot get down to work when I should				
4.	If I can't do a job the first time, I keep trying until I can				
5.	Heredity plays the major roles in determining one's personality				
6.	It is difficult for me to make new friends				
7.	When I set important goals for myself I rarely achieve them				
8.	I give up on things before completing them				
9.	I like to cook				
10.	If I see someone I would like to meet, I go to that person				

	instead of waiting for him or her to come to me.				
11.	I avoid facing difficulties				
12.	If something looks too complicated, I will not even bother to try it				
13.	There is some good in everybody				
14	If I meet someone interesting who is very hard to make friends with, I will soon stop trying to make friends with that person				
15	When I have something unpleasant to do, I stick to it until I finish it				
16.	When I decide to do something, I go right to work on it				
17	I like science				
18.	When trying to learn something new, I soon give up if I am not initially successful				
19.	When I am trying to become friends with someone who seems uninterested at first, I don't give up very easily.				
20	When unexpected problems occur, I don't handle them well				
21.	If I were an artist, I would like to draw children				
22	I avoid trying to learn new things when they look difficult for me				
23	Failure just make me try harder				
24	I do not handle myself well in social gatherings				
25	I very much like to ride horses				
26.	I feel insecure about my ability to do things				
27	I am a self-reliant person				

28	I have acquired my friends through my personal abilities at making friends				
29.	I give up easily				
30	I do not seem capable of dealing with most problems that comes up in my life.				

SECTION D: JOB INVOLVEMENT

INSTRUCTION: The following are statements designed to find out your attitude to your present job. It is not a test so there are no right or wrong answers. Please read each statement carefully and tick (✓) the appropriate column to indicate your feelings about your job.

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

S/N	Statements/Items	SA	A	D	SD
1.	I will stay overtime to finish a job, even if I am not paid for it				
2.	You can measure a person pretty well by how good a job he/she does				
3.	The major satisfaction in my life comes from my job				
4.	For me, mornings at work really fly by				
5.	I usually show up for work a little early, to get things ready				
6.	The most important thing that happen to me involve my work				
7.	Sometimes I stay awake at night thinking ahead to the next day's work				
8.	I am really a perfectionist about my work				
9.	I feel depressed when I fail at something connected with my job				
10.	I have other activities more important than my work				
11.	I live, eat and breath my Job				
12.	I would probably keep working even if I didn't need the money				
13.	Quite often I feel like working even if I didn't need the money				
14.	To me, my work is only a small part of who I am				
15.	I am very much involved personally in my work				
16.	I avoid taking on extra duties and responsibilities in my work				

17.	I use to be more ambitious about my work than am now				
18.	Most things in life are more important than work				
19.	I use to care more about my work but now other things are more important to me				
20.	Sometimes I did like to kick myself for the mistakes I make in my work.				

APPENDIX....

SPSS OUTPUT AND MANUAL WORKING

career maturity Scores

Frequencies of Career Maturity Score				
	Frequency	Percent	Valid Percent	Cumulative Percent
	38.00	1	.2	.2
	39.00	4	.7	.8
	41.00	3	.5	1.4
	44.00	13	2.2	3.6
	45.00	7	1.2	4.7
	46.00	5	.8	5.6
	47.00	11	1.9	7.4
	48.00	8	1.4	8.8
	49.00	1	.2	9.0
	50.00	18	3.0	12.0
	51.00	14	2.4	14.4
	52.00	23	3.9	18.3
	53.00	18	3.0	21.3
	54.00	49	8.3	29.6
Valid	55.00	21	3.6	33.2
	56.00	26	4.4	37.6
	57.00	49	8.3	45.9
	58.00	23	3.9	49.7
	59.00	34	5.8	55.5
	60.00	16	2.7	58.2
	61.00	20	3.4	61.6
	62.00	47	8.0	69.5
	63.00	18	3.0	72.6
	64.00	22	3.7	76.3
	65.00	23	3.9	80.2
	66.00	15	2.5	82.7
	67.00	9	1.5	84.3
	68.00	14	2.4	86.6
	69.00	10	1.7	88.3
	70.00	14	2.4	90.7

71.00	9	1.5	1.5	92.2
72.00	5	.8	.8	93.1
73.00	6	1.0	1.0	94.1
74.00	2	.3	.3	94.4
75.00	1	.2	.2	94.6
76.00	8	1.4	1.4	95.9
77.00	3	.5	.5	96.4
78.00	4	.7	.7	97.1
79.00	3	.5	.5	97.6
80.00	6	1.0	1.0	98.6
81.00	4	.7	.7	99.3
83.00	1	.2	.2	99.5
86.00	1	.2	.2	99.7
90.00	2	.3	.3	100.0
Total	591	100.0	100.0	

Career_maturity_Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Low Career Maturity (38-59)	328	55.5	55.5	55.5
Valid High Career Maturity (60-90)	263	44.5	44.5	100.0
Total	591	100.0	100.0	

Self-Efficacy range of scores

Self Efficacy

	Frequency	Percent	Valid Percent	Cumulative Percent
47.00	2	.3	.3	.3
48.00	5	.8	.8	1.2
49.00	3	.5	.5	1.7
50.00	7	1.2	1.2	2.9
Valid 51.00	2	.3	.3	3.2
52.00	6	1.0	1.0	4.2
53.00	3	.5	.5	4.7
54.00	5	.8	.8	5.6
55.00	7	1.2	1.2	6.8
56.00	15	2.5	2.5	9.3

57.00	29	4.9	4.9	14.2
58.00	30	5.1	5.1	19.3
59.00	32	5.4	5.4	24.7
60.00	19	3.2	3.2	27.9
61.00	17	2.9	2.9	30.8
62.00	22	3.7	3.7	34.5
63.00	40	6.8	6.8	41.3
64.00	26	4.4	4.4	45.7
65.00	35	5.9	5.9	51.6
66.00	30	5.1	5.1	56.7
67.00	38	6.4	6.4	63.1
68.00	44	7.4	7.4	70.6
69.00	20	3.4	3.4	73.9
70.00	17	2.9	2.9	76.8
71.00	34	5.8	5.8	82.6
72.00	15	2.5	2.5	85.1
73.00	17	2.9	2.9	88.0
74.00	17	2.9	2.9	90.9
75.00	21	3.6	3.6	94.4
76.00	7	1.2	1.2	95.6
77.00	4	.7	.7	96.3
78.00	5	.8	.8	97.1
79.00	4	.7	.7	97.8
80.00	7	1.2	1.2	99.0
81.00	2	.3	.3	99.3
82.00	1	.2	.2	99.5
83.00	2	.3	.3	99.8
84.00	1	.2	.2	100.0
Total	591	100.0	100.0	

Self efficacy category

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Self-Efficacy (47-57)	84	14.2	14.2	14.2
Valid High Self-Efficacy (58-84)	507	85.8	85.8	100.0
Total	591	100.0	100.0	

Job Involvement range of scores

Job Involvement				
	Frequency	Percent	Valid Percent	Cumulative Percent
	38.00	3	.5	.5
	40.00	4	.7	1.2
	41.00	5	.8	2.0
	42.00	3	.5	2.5
	43.00	6	1.0	3.6
	44.00	5	.8	4.4
	45.00	12	2.0	6.4
	46.00	11	1.9	8.3
	47.00	18	3.0	11.3
	48.00	11	1.9	13.2
	49.00	27	4.6	17.8
	50.00	23	3.9	21.7
	51.00	37	6.3	27.9
	52.00	45	7.6	35.5
	53.00	42	7.1	42.6
	54.00	40	6.8	49.4
Valid	55.00	43	7.3	56.7
	56.00	33	5.6	62.3
	57.00	43	7.3	69.5
	58.00	30	5.1	74.6
	59.00	21	3.6	78.2
	60.00	22	3.7	81.9
	61.00	26	4.4	86.3
	62.00	19	3.2	89.5
	63.00	15	2.5	92.0
	64.00	9	1.5	93.6
	65.00	10	1.7	95.3
	66.00	7	1.2	96.4
	67.00	8	1.4	97.8
	68.00	4	.7	98.5
	69.00	2	.3	98.8
	70.00	4	.7	99.5
	71.00	1	.2	99.7

74.00	2	.3	.3	100.0
Total	591	100.0	100.0	

Job_Involvement_Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Job Involvement (38-49)	105	17.8	17.8	17.8
Valid High Job Involvement (50-74)	486	82.2	82.2	100.0
Total	591	100.0	100.0	

Correlations

		Career Maturity	Job Involvement
Career Maturity	Pearson Correlation	1	-.070
	Sig. (2-tailed)		.089
	N	591	591
Job Involvement	Pearson Correlation	-.070	1
	Sig. (2-tailed)	.089	
	N	591	591

Correlations

		Self-Efficacy	Job Involvement
Self-Efficacy	Pearson Correlation	1	.228**
	Sig. (2-tailed)		.000
	N	591	591
Job Involvement	Pearson Correlation	.228**	1
	Sig. (2-tailed)	.000	
	N	591	591

** . Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method

1	Self-Efficacy, Career Maturity ^b		Enter
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a. Dependent Variable: Job Involvement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229 ^a	.052	.049	5.96755

a. Predictors: (Constant), Self-Efficacy, Career Maturity

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1158.498	2	579.249	16.266	.000 ^b
	Residual	20939.655	588	35.612		
	Total	22098.152	590			

a. Dependent Variable: Job Involvement

b. Predictors: (Constant), Self-Efficacy, Career Maturity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.701	3.288		12.987	.000
	Career Maturity	-.012	.030	-.016	-.395	.693
	Self Efficacy	.197	.036	.225	5.431	.000

a. Dependent Variable: Job Involvement

Hypothesis one

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

$$t = .070 \sqrt{\frac{591-2}{1-.070^2}}$$

$$.070 \sqrt{\frac{589}{0.995}} \quad .070 \sqrt{591.959}$$

$$.070 \times 24.330$$

$$t - cal = 1.703$$

$$t - crit = 1.96$$

Hypothesis two

$$t = .228 \sqrt{\frac{591-2}{1-.228^2}}$$

$$.228\sqrt{\frac{589}{0.948}}$$

$$.228\sqrt{621.308}$$

$$.228 \times 24.926$$

$$t - cal = 5.68$$

$$t - crit = 1.96$$