

Influence of Job Satisfaction and Teacher Sense of Efficacy on Teaching Effectiveness among Primary School Teachers in South Western Nigeria

MURAINA, Monsuru Babatunde¹: NYORERE, Ifeanyi. O²: MURAINA, Kamilu Olanrewaju³

^{1,2} Department of Educational Foundations, Guidance and Counselling, University of Uyo, Akwa Ibom State, Nigeria

³ Department of Guidance and Counseling, University of Ibadan, Oyo State

Abstract: *This study investigated into the influence of job satisfaction and teacher sense of efficacy on teaching effectiveness among primary school teachers in South Western Nigeria. Descriptive research design was used in the study. Five hundred (500) respondents were selected from five states in South Western Nigeria. The respondents were measured with relevant standardized scale (instruments) and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) statistical analysis of the Statistical Package for the Social Science (SPSS). Two research hypotheses were raised and answered in the study. The result showed that there was significant relationship between job satisfaction and teaching effectiveness of primary school teachers ($r = .728$; $P < 0.05$) and there was significant relationship between teacher sense of efficacy and teaching effectiveness of primary school teachers ($r = .788$; $P < 0.05$). In view of these findings, recommendation such as the need for the government and school administrators to device appropriate ways and manners of improving the teachers' job satisfaction and trained teachers on how to improve their self-efficacy for improved teaching effectiveness and pupils learning outcomes in the school system was preferred.*

Keywords: Job Satisfaction, Teachers, Teacher's Sense of Efficacy, Teaching Effectiveness, Primary School Teachers

1. Background to the Study

Teachers have been shown to have an important influence on teaching effectiveness and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the pupils (Afe, 2001). As such, both teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001). Considering governments' huge investment in public education, its output in terms of quality of pupils has been observed to be unequal with Government expenditure. Consequent upon the observed deterioration in the job performance, attitude and values of primary school pupils in public schools, one wonders if the high failure rates and the poor quality of the pupils is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the pupils could be responsible for the observed poor performance of pupils and the widely acclaimed fallen standard of education in Nigeria.

Teacher's quality is widely thought of as an essential determinant of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek and Rivkin, 2006). This is an important issue as the economic impact of higher pupil achievement can be profound. Hanushek (2011) examines the economic value of teacher quality, which is assumed to be a function of the depreciation rate of pupil learning, the total variation of teacher quality (as measured by pupil achievement on standardized tests), and the labour market return to one standard deviation of higher achievement. He estimates that a teacher who is one standard deviation above the mean in

terms of quality yields marginal gains of roughly \$21,000 per pupil per year (measured in present value of pupil future earnings).

The most important factor in achieving the goals of any organization is manpower and doubtlessly the success and progress of any organization depends on its human resources. Educational Organization is one of the organizations in which most of the human resources are hardworking, committed individuals, and providing that working conditions are favourable. They will employ their talent and skill in service of the organization and will grease the wheels of its machinery. One of the driving aspects of this organization is teachers' job performance. A more contemporary definition of Teaching effectiveness has been defined as behaviour or action that is relevant for the organization's goals and that can be scaled (measured) in terms of the level of proficiency (or contribution to goals) that is represented by a particular action or set of actions (Campbell, 2009).

Previous studies generally found that job satisfaction is associated with salary, occupational stress, empowerment, company and administrative policy, achievement, personal growth, relationship with others, and the overall working condition. It has been argued that an increase in job satisfaction increases worker productivity (Wright and Cropanzano, 2007; Shikdar and Das, 2003). As mentioned by Dunnette, Campbell and Hakel (2007) and Robbins (2001), job satisfaction is an emotional state in which a person perceives various features of his/her work or the work environment. Therefore, job satisfaction has a major effect on people's lives. Locke (2006) indicated that job satisfaction most commonly affects a person's physical health, mental health and social life. Moreover, Rain, Lane and Steiner (1991) wrote that job satisfaction is connected to

life satisfaction, whereby people who are satisfied with their jobs will tend to be happy with their lives as well, and vice versa. Furthermore, Breed and Breda (2007) indicated that job satisfaction may affect absenteeism, complaints, and labour unrest. Therefore, it is understood that satisfied workers will be much more productive and be retained within the organization for a longer period, in contrast to displeased workers who will be less useful and who will have a greater tendency to quit their jobs (Crossman, 2003). More importantly, satisfied workers not only perform better but also provide better service to customers, which could result in improving customer satisfaction. According to Dawson (2005), employee satisfaction is associated with positive employee behaviour. It is undeniable that satisfied workers generate customers who are satisfied and loyal.

According to Neuman, Reichel and Saad (2008), job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Mwamwenda's (2005) research indicates that nearly 50% of rural teachers are dissatisfied with their working conditions. The latter research revealed that teachers in these areas indicated that they would not choose teaching again as a career if given a second chance. Blood (2002) found in his research on speech language pathologists working in public schools, that the longer they remained in their jobs, the more likely they were to report higher levels of job satisfaction.

Self-efficacy, as defined by Bandura (1986) is people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance. Bandura (1986) clarified that teacher sense of efficacy is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses. Perceived self-efficacy beliefs may impact a person in either a positive, empowering way, or in a negative, demoralizing way. It is the individual's beliefs about being able to carry out the necessary actions to achieve a desired result that determine the impact (Bandura, 1977). For example, pupils' language arts grades will be based largely on their writing assignments. For those pupils who excel in composition, they will feel empowered and confident in their ability. Pupils who lack composition skills will be demoralized as they realize their weakness in composition (Pajares, 2002). In short, individuals who believe in their ability to perform a specific task will work harder and persist in order to successfully reach the goal than those who do not believe in their ability. Self-efficacy beliefs were described by Bandura (1997) as personal beliefs in one's own ability to manage new or difficult tasks. They can become especially important for tasks that need a large amount of effort and perseverance. These beliefs can be more or less specific. On the one hand there exist global self-efficacy beliefs, like beliefs concerning one's life and concerning general attitudes to one's own competences to manage difficult situations and challenges. On the other hand there do exist also self-efficacy beliefs concerning certain domains of competences, e.g. concerning school or German class or even concerning the activity of writing essays (Bandura, 1997).

Bandura identified two areas of self-efficacy: outcome expectations and efficacy expectations. Outcome expectations relate to the anticipated results based on individuals' actions. Efficacy expectations relate to how confident an individual believes him/herself to be in carrying out an action in an effort to reach the goal. The level of confidence determines how persistent one may or may not be in carrying out an action. Individuals who have high expectancies for both types of expectations are ensured greater success as they will continue to be persistent when confronted by difficulties that hamper steady progress. Those who have low expectancies will falter in the presence of difficulty. Specifically, how efficacious individuals perceive themselves to be regarding an activity or experience contributes to the individuals' specific choice of activity and attention to that activity. The level of success at which the activity is completed is also affected by an individual's perception of self-efficacy. The importance of self-efficacy beliefs becomes obvious by their potential to explain differences in school achievement. Domain specific teacher sense of efficacy beliefs can help to raise the accuracy of prediction of differences in school achievement (Zimmermann, 2008 and Bandura, 1997). The concept of self-efficacy has been used successfully in different fields of educational research.

Iaffaldano and Muchinsky (2005) suggested that the presumed relationship between job satisfaction and teaching effectiveness was a "management fad" and "illusory." This study had an important impact on researchers, and in some cases on organizations, with some managers and human resource practitioners concluding that the relationship between job satisfaction and effectiveness was trivial. However, further research does not agree with this conclusion. Organ (2008) suggests that the failure to find a strong relationship between job satisfaction and teaching effectiveness is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviours not generally reflected in performance appraisals, such as organizational citizenship behaviours, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviours (Organ and Ryan, 2005).

In addition, in a more recent and comprehensive review of 301 studies, Judge, Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors); the average correlation between job satisfaction and teaching effectiveness is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs. Uge, Thoresen, Bono, and Patton (2001) have provided an updated meta-analysis of this literature. Their meta-analysis addressed several potential problems with an earlier meta-analysis (Iaffaldano and Muchinsky, 2005) that reported a non-significant relationship. Iaffaldano and Muchinsky averaged results from specific facets of job satisfaction. Their estimated .17 corrected (.146 uncorrected)

correlation between satisfaction and performance was based on the average of the correlations between specific job satisfaction facets and job performance.

A composite of the facets or other estimate of the shared variance among the facets is a stronger basis for the relation between general job attitudes with job performance. An important area for research is the nature of teaching effectiveness (Borman, 2001). It is a broad construct, not behaviour. Teaching effectiveness comprises much specific behaviour typically measured through a subjective supervisory evaluation. That teaching effectiveness is composed of many behaviours are an advantage in terms of its psychometric breadth.

However, no statistically significant relationship between collaboration and achievement was found. A study that involved 20 Los Angeles elementary schools participating in the Preferred Reading Program focused on the classroom practices of those who successfully improved reading scores. It was shown that teacher efficacy, identified as their sense of being able to get through to pupils, their commitment and morale positively affected black children's reading scores. Research on the job satisfaction-teaching effectiveness relationship will continue, but we are unlikely to understand the nature of the relationship without knowledge of the myriad antecedent behaviours of teaching effectiveness and how these behaviours combine and interact with exogenous factors to generate overall job performance. Judge et al. (2001) found similar correlations regardless of the gross nature of the measure of teaching effectiveness (supervisory evaluations, objective output, etc.), but even objective output is a result of many behaviours by an employee, technological influences, group contributions, feedback from managers, and opportunities.

Moreover, it has been suggested that the more discretionary or contextual rather than task-oriented aspects of teaching effectiveness are driven primarily by motivational processes, including job attitudes (e.g., Smith, Organ and Near, 2003). Allinder (2005) studied the relationship between teacher efficacy and teaching effectiveness with pupils with mild disabilities. In this study, nineteen special education teachers with roughly ten years teaching experience implemented curriculum based measurement for Mathematics computational skills. Allinder found teachers with high teaching efficacy set more audacious goals than their counterparts with lower teaching efficacy. Furthermore, Allinder found that teachers with higher personal and teaching efficacy produce higher Mathematics computational skills in their pupils' at year's end. Allinder found teachers with high efficacy persevere with those pupils who were performing poorly.

Therefore, despite the efforts of scholars and other stake holders in education to find a lasting solution to the problem of poor teaching effectiveness of pupils in our schools, the problem rather than decreasing is increasing drastically. This study therefore intends to fill the gap and as such the researchers intend to investigate into the influence of job satisfaction and teacher sense of efficacy on teaching effectiveness among primary school teachers in South Western Nigeria.

2. Statement of the Problem

The success of the school system in achieving its goals and objectives depends on the efficiency and effectiveness of its teachers. Productivity is typically measured as a ratio of output to input (Saari, 2005 and Saari, 2006). According to Garrett and Poole (2005), measuring productivity in schools requires a measure of both efficiency and effectiveness. In educational system, productivity refers to the ratio between the total educational outputs and the resource inputs utilized in the production process. Teachers determine what ultimately happens to educational policies, to curriculum guidelines, the use to which teaching-learning materials are put, etc and in fact the fate of a nation's huge investments in education. What teachers do, or do not do, are able or not able to do, are willing or not willing to do, what they do properly or do poorly determines, to a great extent, the effective curriculum (what children actually learn). They play a significant role in the determination of the quality of education. The National Policy on Education (FGN, 2004) succinctly states that no education system can rise above the quality of its teachers, thus implying the important role played by teachers in facilitating teaching and learning and in determining the quality of education service delivery. As such, the present study concentrates on the influence of job satisfaction and teacher sense of efficacy on teaching effectiveness among primary school teachers in South Western Nigeria.

Research Questions

1. What is the relationship between job satisfaction and teaching effectiveness of primary school teachers?
2. What is relationship between teacher's sense of efficacy and teaching effectiveness of primary school teachers?

Research Hypotheses

1. There is no significant relationship between job satisfaction and teaching effectiveness of primary school teachers
2. There is no significant relationship between teacher's sense of efficacy and teaching effectiveness of primary school teachers

3. Methodology

3.1 Research Design

The study adopted descriptive ex-post- facto research approach. Such an approach does not involve the manipulation of variables in the study. It is therefore, after the fact study. It's neither adds to nor subtracts from the existing fact.

3.2 Population

The subjects for the study were all the primary school teachers in South Western Nigeria.

3.3 Sample and Sampling Technique

Multi-stage random sampling technique was used in this study. In that, five states were selected from six state that

make up South-Western Nigeria. In each of the states, ten (10) primary schools were selected. Thus, ten (10) teachers were drawn from each primary school. On the whole, five hundred (500) primary school teachers were selected for this study. This consisted of 268 males and 232 females.

3.4 Instrumentation

The following instruments with their respective co-efficient of reliability were adopted and used in this study:

3.5 Job Satisfaction Scale (JSS)

Job satisfaction scale developed by Muhammad (2008) was used as a measure of teachers' job satisfaction. The instrument consists of twenty two (22) items, responses based on the four points rating scale. The instrument has a Cronbach Alpha of .78.

3.6 Teaching Effectiveness Scale (TES)

A Teaching effectiveness scale developed by Hong (2008) was used as a measure of teachers' Job Performance. The instrument consists of twenty (20) items, responses anchored base on the four points rating scale.

3.7 Teacher Sense of Efficacy Scale (TSES)

In an attempt to measure the efficacy of teachers, the teacher efficacy scale developed by Hoy and Woolfork (1993) was adopted. This instrument consists of fifteen (15) items, responses anchored base on the four points rating scale. The scale according to him had a reliability coefficient of 0.80.

3.8 Procedures of Administration

The instruments were administered to the respondents on the day approved by the school authorities for the exercise. The researcher was assisted by the teachers in administration and collection of the instruments. In each of the selected schools, the administration and collection of instruments were done on the same day of administration. On the whole, data collection lasted for two weeks. All the five hundred questionnaires administered were collected.

4. Method of Data Analysis

The Pearson Product Moment Correlation (PPMC) was used to analyze the data.

5. Results

Research hypothesis one: There is no significant relationship between job satisfaction and teaching effectiveness of primary school teachers

Table 1: The summary table showing the relationship between job satisfactions and teaching effectiveness of primary school teachers

Variable	N	Mean	SD	R	Sig	P
Job Satisfaction	500	55.28	29.3328	.728	.000	Significant
Teaching Effectiveness	500	74.56	47.5193			P<0.05

The table 1 shows that there is significant relationship between job satisfaction and teaching effectiveness of primary school teachers ($r = .728$; $P < 0.05$). This means that job satisfaction influence the level of teaching effectiveness of primary school teachers.

Research hypothesis two: There will be no significant relationship between teacher's sense of efficacy and teaching effectiveness of primary school teachers

Table 2: The summary table showing the relationship between teacher's senses of efficacy and teaching effectiveness of primary school teachers

Variable	N	Mean	SD	R	Sig	P
Single parenting	500	62.10	31.3189	.788	.000	Significant
Delinquent behavior	500	74.56	47.5193			P<0.05

The table 2 shows that there is significant relationship between teacher sense of efficacy and teaching effectiveness of primary school teachers ($r = .788$; $P < 0.05$). This means that teacher sense of efficacy influence the level of teaching effectiveness of primary school teachers.

6. Discussion of Findings

The result of the first research hypothesis revealed that there was significant relationship between teacher sense of efficacy and teaching effectiveness of primary school teachers. This means that teacher sense of efficacy influence the level of teaching effectiveness of primary school teachers. This finding is in agreement with the study of Iaffaldano and Muchinsky (2005) suggested that the statistical correlation between job satisfaction and teaching effectiveness was about. Thus, these authors concluded that the presumed relationship between job satisfaction and teaching effectiveness was a "management fad" and "illusory." This study had an important impact on researchers, and in some cases on organizations, with some managers and human resource practitioners concluding that the relationship between job satisfaction and effectiveness was trivial. However, further research does not agree with this conclusion. Organ (2008) suggests that the failure to find a strong relationship between job satisfaction and teaching effectiveness is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviours not generally reflected in performance appraisals, such as organizational citizenship behaviours, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviours (Organ and Ryan, 2005). In addition, in a more recent and comprehensive review of 301 studies, Judge, Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors); the average correlation between job satisfaction and teaching effectiveness is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs. Judge, Thoresen, Bono, and Patton (2001) have provided an updated meta-analysis of this literature. Their meta-analysis addressed several potential problems with an earlier meta-analysis (Iaffaldano and Muchinsky, 2005) that reported a non-significant relationship. Iaffaldano and Muchinsky averaged results from specific facets of job satisfaction. Their estimated .17 corrected (.146 uncorrected)

correlation between satisfaction and performance was based on the average of the correlations between specific job satisfaction facets and job performance. A composite of the facets or other estimate of the shared variance among the facets is a stronger basis for the relation between general job attitudes with job performance. An important area for research is the nature of teaching effectiveness (Borman, 2001). It is a broad construct, not behaviour. Teaching effectiveness comprises much specific behaviour typically measured through a subjective supervisory evaluation. That teaching effectiveness is composed of many behaviours are an advantage in terms of its psychometric breadth.

The result of the second research hypothesis revealed that there was significant relationship between teacher sense of efficacy and teaching effectiveness of primary school teachers. This means that teacher sense of efficacy influence the level of teaching effectiveness of primary school teachers. This finding is in consonance with the work of previous researchers. For example, another study, connecting teachers' self-efficacy to pupil performance was carried out by Berman, et. al (2007). Two middle schools with very different organizational variables believed to impact teachers' efficacy were studied. After four or five classroom observations, it was concluded; our study of teacher efficacy beliefs indicates that the extent to which teachers believe they are capable of influencing pupil performance affects their enthusiasm and persistence in working with their pupils and ultimately their pupils' achievement (Ashton, et. al., 2002). However, no statistically significant relationship between collaboration and achievement was found. A study that involved 20 Los Angeles elementary schools participating in the Preferred Reading Program focused on the classroom practices of those who successfully improved reading scores. It was shown that teacher efficacy, identified as their sense of being able to get through to pupils, their commitment and morale positively affected black children's reading scores. Research on the job satisfaction-teaching effectiveness relationship will continue, but we are unlikely to understand the nature of the relationship without knowledge of the myriad antecedent behaviours of teaching effectiveness and how these behaviours combine and interact with exogenous factors to generate overall job performance. Judge et al. (2001) found similar correlations regardless of the gross nature of the measure of teaching effectiveness (supervisory evaluations, objective output, etc.), but even objective output is a result of many behaviours by an employee, technological influences, group contributions, feedback from managers, and opportunities. Moreover, it has been suggested that the more discretionary or contextual rather than task-oriented aspects of teaching effectiveness are driven primarily by motivational processes, including job attitudes (e.g., Smith, Organ and Near, 2003). Allinder (2005) studied the relationship between teacher efficacy and teaching effectiveness with pupils with mild disabilities. In this study, nineteen special education teachers with roughly ten years teaching experience implemented curriculum based measurement for Mathematics computational skills. Allinder found teachers with high teaching efficacy set more audacious goals than their counterparts with lower teaching efficacy. Furthermore, Allinder found that teachers with higher personal and teaching efficacy produce higher

Mathematics computational skills in their pupils' at year's end. Allinder found teachers with high efficacy persevere with those pupils who were performing poorly.

7. Recommendations

1. The public and private schools should endeavor to provide enabling environment for the staff and teachers in the schools, so as to enhance the level of their teaching effectiveness and motivation to teach effectively in the school system.
2. The public and private schools should device appropriate ways and manners of improving the teachers' job satisfaction. This will help definitely in enhancing the teachers' teaching effectiveness in the school system.
3. Teachers are to be trained on how to improve their self-efficacy, because their level of self-efficacy has a significant influence on their teaching effectiveness and pupils learning outcomes in the school system.
4. Teachers are to be geared towards the improvement of their teacher sense of efficacy and job satisfaction in the school. This will help in increasing the level of teachers' teaching effectiveness in the school.
5. School counselors should intensify their effort to organize seminars/conferences on the implications of these factors (e.g. job satisfaction and teacher sense of efficacy among others) on the teachers' teaching effectiveness and general wellbeing.
6. The teachers training institute are to include in their curriculum of training teachers ways and strategies of improving on job satisfaction and teacher sense of efficacy among other psychosocial variables.

8. Conclusion

Base on the findings of this study, persistent poor teaching effectiveness of Nigerian primary school pupils need not to continue indefinitely. There is hope that with the improvement of some factors (e.g. job satisfaction and teacher sense of efficacy among others) the situation can be changed for the better. The study discovered that some of job satisfaction and teacher sense of efficacy influence the teaching effectiveness of teachers in the school. By and large, job satisfaction and teacher sense of efficacy has a great influence on the teachers' teaching effectiveness. As such, it is very crucial to improve these factors so as to eradicate the persistent occurrence of teachers' poor teaching effectiveness in the schools. Teachers' teaching effectiveness can be improved through improved job satisfaction and self-efficacy in the school system.

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