

SELF-EFFICACY AND JOB SATISFACTION ON WORK PERFORMANCE AMONG TEACHING STAFF OF PUBLIC SECONDARY SCHOOLS IN MAKURDI LOCAL GOVERNMENT AREA OF BENUE STATE

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Abstract

This study examined the influence of self-efficacy and job satisfaction on work performance among teaching staff of public secondary schools in Makurdi local government area of Benue State. The ex-post factor research design was adopted for this study as three hypotheses were stated and data analysis tested using the simple and multiple regression analysis and the statistical package for Social Science (SPSS) among 260 participants who were randomly selected using the simple random sampling with their age range from 20-41 years old. The Self-efficacy Questionnaire, the Job Satisfaction Questionnaire and the Job Performances Questionnaire scale were used for collecting data for the study. Hypothesis one which states that, there will be a significant influence of Self-efficacy on work performance was confirmed [$F(1,258) = 11.205$; $p < .000$; $R = .204$ and $R^2 = .042$]. Hypothesis two which states that, there will be a significant influence of Job satisfaction on work performance was also confirmed [$F(1,258) = 255.748$; $p < .000$; $R = .706$ and $R^2 = .498$]. Finally, Hypothesis three states that, there will be a significant joint influence of self-efficacy and Job satisfaction on the work performance among teaching staff of public secondary school in Makurdi local government area of Benue State was accepted [$F(2,257) = 127.702$; $p < .000$; $R = .706$ and $R^2 = .498$]. It was concluded that, self-efficacy significantly influence work performance among secondary school teachers in Makurdi Local Government Area, also, there was a significant influence of job satisfaction on work performance among secondary school teachers in Makurdi Local Government Area of Benue State, finally, self-efficacy and job satisfaction jointly influence work performance among secondary school teachers in Makurdi Local Government Area of Benue State. Consequently, it is recommended that, the condition of service for secondary school teachers should be made attractive. Teachers should be well paid and their promotions should be given as of when due. They should be provided with car loans, housing loans etc. This would serve as a moral boost for the teacher also; the condition of service for secondary school teachers should be made attractive. Teachers should be well paid and their promotions should be given as of when due.

Keywords: *Self-efficacy, Job Satisfaction, Work Performance*

Introduction

Employee performance in the educational sector very much depends on perception, values and attitudes, there appear to be so many variables influencing the job performance that is almost impossible to make sense of them (Theresa & Henry, 2016). Performance from the foregoing is defined as a function of individual ability and skill and effort in a given situation. In the short run, employee's skills and abilities are relatively stable. Therefore, for the purpose of the study, we define performance in terms of effort extended to the job of an employee. According to Nmadu (2013), employees performance is a degree of accomplishment of task(s) that make up an employee's job. This definition was in procession with the definition given by business dictionary (2010), that employees performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed. Managers at workplace must ensure that

employees activities and output contribute to the organization goals. This process requires knowledge of what activities and outputs are designed, observing whether they occur and providing feedback to help improve employees morale and to meet expectation (Nmadu, 2013).

However, employees performance is associated with productivity which translates to quantity of output, quality of output, timeliness of output, presence or attendance on the job, morale at work, efficiency of the work completed and effectiveness of work completed (Mathis, Fredrick & Kenneth 2009). Employees work performance if it is recognized by managers or superiors within the organization is often rewarded by financial and other benefits. Performance is a major although not the only prerequisite for future career development and success in the labour market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (Nmadu 2013).

Gibson (2012), assert that, this employees' performance is a measure of the morale of employee, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer. According to Nmadu (2013), performance is can be measured in terms of productivity, job satisfaction, turnover and absenteeism."Moreover, authors agreed that when conceptualizing employees performance one has to differentiate between an action (i.e., behavioural) aspect and an outcome aspect of employees performance (Richard, 2009). The behavioural aspect refers to what an individual does in the work situation. Moreover, only actions which can be scaled, i.e., measured, are considered to constitute employees performance (Richard, 2009). On how performance is relatively affected in Nigeria public schools is self-efficacy. Bandura states that only knowledge and talent required for establishing an action are not enough. Besides individual belief to complete the action even in case of unexpected circumstances is needed as well (Gençtürk, 2008). Teachers' high level of self-efficacy shows open-mindedness, having high communication skills, co-operative working desire, willingness to learn, plan and harmony, patient, tolerant, gentle and wise manner of teachers (Godard & Godard, 2001).

Bandura (2006) defines self-efficacy as fundamental factor which create behaviors for achieving a performance. Self-efficacy belief is an effective process that trigger individual to plan and achieving objectives (Aydoğan, 2008). In other words, Zimmerman (2002) proclaimed that, self-efficacy is individual perception that directs activities to develop implementation in education. The self-efficacy is related with the individual perception of environment and personal talents. Teachers should have not only personal talents but also professional efficacy for an effective teaching (Çelikten, Şanal & Yeni, 2005). It is expected that teachers use their potential effectively in addition to their participation in class activities. Teachers who have high level of self-efficacy have tendency to perform in organizational planning and more willing to use new methods to satisfy students' learning needs (Gülebağlan, 2003).

Furthermore, the construct of self-efficacy represents one core aspect of Bandura's social cognitive theory (Bandura, 2000, 2001). According to Bandura (2001), self-efficacy makes a difference in how people think, feel and act. That is, in terms of feeling, low self-efficacy is associated with depression, anxiety and helplessness. People with low self-efficacy also have low esteem, harbour pessimistic thoughts about their accomplishments and personal development (Schwarzer & Schmitz, 2005). Hence, librarians with high self-efficacy are likely to be creative and also perform more challenging tasks. High self-efficacy may also allow library personnel to select challenging settings, explore their library environment or create new ones in order to adequately disseminate information resources to their numerous library users (Schwarzer & Schwitz, 2005). Teacher performances and level of efficacy is affected by their satisfaction on the job, although viewed through different lenses by various scholars, is defined differently. The relationship between job satisfaction and job performance has been studied extensively throughout the history of industrial/organizational psychology (Judge, Thoresen, Bono, & Patton, 2001). Greenberg and Baron (2008), for instance, viewed job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace. Job satisfaction can also be defined as a

worker's emotional response to different job related factors resulting in finding pleasure, comfort, confidence, rewards, personal growth and various positive opportunities, including upward mobility, recognition and appraisal done on a merit pattern with monetary value as compensation (Theresa & Henry, 2016).

This concept, according to George and Jones (2005), is the combination of feelings and beliefs, which include the mental, emotional, and physical domains. Arnett, Laverie and McLane's (2002) definition is summarized by saying that job satisfaction is reflected as an employee's general affective assessment of himself or herself in the context of his or her job. Cranny, Smith and Stone (2014) defined job satisfaction as employees' emotional state regarding the job, considering what they expected and what they actually got out of it. In fact, an employee with low expectations can be more satisfied with a certain job than someone who has high expectations. If one's expectations are met or exceeded by the job, then one is happy and satisfied with the job. Weiss (2012) cites Locke (2002) who defined job satisfaction as feelings of contentment derived from the appraisal of one's job and the understanding that the job is assisting in achieving one's goals. Job dissatisfaction is the unpleasant affections that one feels if one appraises the job as a barrier in achieving one's values.

Locke (2002) states that three factors exist in any appraisal process of the job: the perception about the facet of the job, a value system, and an evaluation of the relationship between the perception and the value system. Furthermore, employees have set goals and values in mind, if their job assists them in achieving those goals, they are satisfied. Robbins (2005) defined job satisfaction as a set of emotions that one feels about one's job. Smith, Kendall and Hulin (2007) defined job satisfaction as "feelings or affective responses to facets of the situation. Smith (2009) stated that those feelings are caused by the difference between what is expected from the job and what is actually experienced, and comparing this difference to alternative jobs. Relatedly, Agbo, Mueller and Price (2011) defined job satisfaction as the extent to which workers are happy with their jobs. Just like any other satisfaction types, job satisfaction is a talent on which emotions have a strong effect. This effect includes emotions about delectation and aversion. At the same time job satisfaction can be defined as enjoyment in the job (Izgar, 2000). Halin and Judge (2003), on the other hand defines job satisfaction as multidimensional psychological responses to an individual's job and that these personal responses have cognitive (evaluative), affective (emotional) and behavioural components.

In recent research by Alamdar, Muhammad, Muhammad and Wasim (2011) who investigated the impact of job satisfaction on employee performance in autonomous Medical Institutions of Pakistan. The sample of the study was comprised of 200 doctors, nurses, administrative and accounts staff working in autonomous medical institutions in Punjab. 250 Questionnaires were distributed out of which 200 were received back and used for analysis. SPSS was used for data analysis statistically. Findings revealed that facets such as: pay, promotion, job safety and security, working conditions, job autonomy, relationship with coworkers, relationship with supervisor and nature of work; affect the job satisfaction and performance. Also, a study carried by Jimoh (2008) on situational judgment, emotional labour, conscientiousness and demographic factors as predictors of job performance among university administrative workers in southwestern Nigeria shows that there was no differences in work performance of male and female.

A study by Globalforce (2016) showed that experience workers inhabits beliefs that are internalised, values as well as unique job expectation to their occupation which result in effective socialization. As a consequence, such employees are in a better position to perform better than the inexperienced employees who have no previous experience or knowledge to a work situation. Hence, the ability to create organisational wealth relies upon the ability of the organisation to acquire experienced employees who not only ensure efficiency in the processes but also ensure that they are effective in what they do. Globalforce (2016) also acclaimed that, experienced workers more concern about job commitment than the inexperienced workers. Thus, workers' work experience has a direct relationship with the quality of services they offer, worker's stability, seriousness in attitude to work reduced negative work behaviour like absenteeism and nature of judgments which might lead to the improved performance of individual and organisation. Celep (2002)

studied on relationship between self-efficacy attitudes and management according to some individual variables. The result showed that there is significant relationship only according to their age. The more age increases the more self-efficacy rises up but teaching ability falls down. In a related study by Tan (2003), on job satisfaction level according to some variables. Results of the study revealed that lack of facilities in the school and inadequate materials are the factors which falls dawn job satisfaction level of teachers, furthermore, a study by Onah (2019) stated in a research on perceived organisational support and prosocial behaviour on workplace commitment and their performance among bank employees in Makurdi Metropolis, Benue State. A cross sectional survey design was adopted for this among 114 participants who were randomly selected from commercial banks to participate in the study. It reviewed that, companies should easily add fun incentives for employees to participate like donation matching, internal competitions and goal setting, also, Health Insurance targets that plan members that are predisposed to health problems and should be encourages for them to make positive changes in their own lives.

Statement of the Problem

Among the pressing problems of our time is the falling standard of education in Nigeria. Our school system has been producing half-baked and unemployable products. This has worsen to an extent where some secondary school graduates do not in any way differ significantly from those who have not seen the four corners of the classrooms. Beside the learner, the content, objectives, materials and the medium of presentation, the teacher is yet another important factor in the teaching learning process and transformational process. The teachers' efficiency and productivity is influenced among other variables by their self-efficacy and satisfaction on how their needs are satisfied. In view of this the teacher is supposed to be named as a nation builder.

It seems that the problem with the Nigerian teacher is that he suffers from lack of job satisfaction and is unmotivated and frustrated thereby hindering effective performances. This clearly indicates that as he is frustrated, nothing tangible comes out of him. Instead of transforming the sector, the teacher contributes in bringing down the sector. That has resulted in the fallen standard of education in Nigeria. Considering the above, in this study, we intends to investigate the influence of self-efficacy and job satisfaction among teaching staff of public secondary schools in Makurdi local government area of Benue State. The outcome of the understanding could inter alia result in the development of programmes that attempt to inspire higher levels of perceived self-efficacy and job satisfaction in order to enhance employee commitment and performance.

Objectives of the Study

Satisfied and committed workforce is usually a contributor and performer towards enhancing organizational productivity among secondary school teaching staff. Hence, the following objectives are stated to

1. Ascertain the influence of self-efficacy on work performance among teaching staff of public secondary schools in Makurdi local government area of Benue State.
2. Find out the influence of job satisfaction on work performance among teaching staff of public secondary school, Makurdi local government area of Benue State.
3. To determine the joint influence of self-efficacy and job satisfaction on work performance among of teaching staff of public secondary schools in Makurdi local government area of Benue State.

Hypotheses

The following 3 in 2 directional hypotheses was tested at 0.05 confidences level

1. There will be a significant influence of self-efficacy and job satisfaction on work performance among of teaching staff of public secondary schools in Makurdi local government area of Benue State.

2. There will be a significant joint influence of self-efficacy and job satisfaction on work performance among of teaching staff of public secondary schools in Makurdi local government area of Benue State.

Methods

Design

The ex-post facto research design will be used for this research, as it investigate possible cause-and-effect relationships by observing the existing condition, as attempts also are made to: explain a consequence based on antecedent conditions; determine the influence of a variable here, self-efficacy and job satisfaction on another variable; in this aspect work performance and to test the claim using statistical hypothesis testing techniques.

Settings

The settings for this study is Makurdi local government area of Benue State, one of the twenty-three (23) local government in Benue State, created on 1970, the Makurdi Local Government Area is located in the North central zone of Benue State. The local government shares boundaries with Guma Local Government Area to the North-East, Gwer to the South, Gwer-West to the West and Doma local government area of Nasarawa State to the North-West. The local government area is divided into two major blocks by River Benue hence the North and South Banks.

Participants

The participants consist of the teaching staff of junior and senior public secondary schools in Makurdi local government area of Benue State, from which males were 154(59.2%) and females were 106(40.8%); For their age, 20-26 years were 36(13.8%), 27-31 years were 88(33.8%), 32-36 years 68(26.2%), and 37-41 years 68(26.2%); In their religion, Christians were 190(73.1%), Islam were 52(20.0%), and traditionist were 18(6.9%); Marital Status, singles were 156(60.0%), Married were 86(33.1%) and Divorced were 18(6.9%); Finally for educational qualification, SSCE were 16(6.2%), HND were 122(46.9%), B.Sc were 88(33.8%) and M.Sc were 34(13.1%).

Sample Size Estimation

Our sample size is determined from the Taro Yamane (Yamane, 1973) formulae;

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= Sample Size required

e = Level of Precision (.05)

N= Number of the Population

Thus;

$$n = \frac{500}{1 + 500 (.05)^2}$$

$$n = \frac{500}{1 + 500 (0.0025)}$$

$$n = \frac{500}{2.25}$$

$$n = 222$$

Therefore, 222 is the sample size of the population

Sampling

For the purpose of the study, the researcher used the probability simple random sampling in which teaching staffs of ten secondary schools sampled, which may include the Unique secondary school, Community secondary school, Makurdi International secondary school, Mount Saint Gabriel secondary school, Anglican

secondary school, Tor Kosho College, Ecwa Secondary school, Special Science Senior Secondary School, Government College and Our Lady of Mount Carmel secondary school.

Instruments

Three different instruments were used for the study, the first instrument adopted is the;

The Self-efficacy Questionnaire: The Self-Efficacy Questionnaire was developed by Gaumer, Soukup, Noonan and McGurn (2016). Here self-efficacy was measured by a 5-point likert type scale ranging from 1 (Not very like me) to 5 (Very like me). Examples, *'I can figure out anything if I try hard enough'*. The overall self-efficacy questionnaire was found to be highly reliable at $\alpha = .900$. Although, when converted to a 100-point scale, the bottom quartile ranged from 20 to 74 and the top quartile ranged from 93.5 to 100.

The Job Satisfaction Questionnaire: The outcome here will be a fully structured draft questionnaire composed of one part containing 23 items, one of which will be an overall judgment about one's own Job Satisfaction. This shows that the overall internal consistency reliability as tested by Cronbach's α -coefficient will be 0.76, ranging in descending order from 0.90 in Factor 2 ("Supervision") to as 0.63 in each of Factors 7 and 8 ("Salary" and "Workload", respectively). As sample questions, such as *my present job provides good opportunities for promotion* were asked, each item required a 5-option Likert-type response coded from 1 to 5 according to whether it will be "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree" respectively. The questionnaire will be dispatched by personal self-administration to each staff member for in the schools and classrooms for anonymous and thorough purposes.

The Job Performances Questionnaire: As developed and used by Koopman, Bernaards, Hildebrandt, Vet, and Beek, in the journal of Construct validity of the Individual Work Performance in journal of occupational and environmental Medicine (2014). Individual work performance was measured using the Individual Work Performance Questionnaire (IWPQ) 1.0.15. The IWPQ 1.0 consisted of 3 scales (task performance, contextual performance, and counterproductive work behaviour) with a total of 18 items. Within each scale, items were presented to participants in randomized order, to avoid order effects. All items had a recall period of 3 months and a five-point rating scale ("seldom" to "always" for task and contextual performance, "never" to "often" for counterproductive work behaviour). Examples; under the task performance; *'I manage to plan my work so that it can be done on time'*, for the contextual performance; participant respondent on *'I took on extra responsibilities'* and for the counterproductive work behaviour; *'I complained about unimportant matters at work'*.

Procedures

In order to obtain sufficient data for the current research, the primary source of data was used in the process of data collection and procedure, a questionnaire as the principle primary source, which also incorporates a design to the specific objectives of the study and an in-depth description that provides an explanation and justification for the contents of both tools of two hundred and fifty (260) questionnaire which was administered in addition to the sample size of two hundred and twenty-two (222), so as obtain an appropriate descriptive population for the study.

Data Analysis

The data were analysed using the statistical package for social science (SPSS) version 20.0, as the researcher calculated and carry out a thorough analysis on the research as the linear regression and multiple regression analysis will be use at 0.5 alpha level of significant and at 95% confidence level.

Results

Hypothesis One: There will be a significant influence of Self-efficacy on work performance among teaching staff of public secondary schools in Makurdi local government area of Benue State.

Table 1: Linear Regression Summary Table Showing the influence of self-efficacy on work performance among teaching staff of public secondary schools in Makurdi local government area of Benue State.

Variables	R	R ²	F	β	t	P	Remark
Constant	.204	.042	11.205		12.416	.000	Significant
Self-efficacy				.204	3.317	.001	

Table 1 above shows the result of linear regression analysis indicating that there is a significant relationship between self-efficacy and work performance [F (1,258) = 11.205; p< .000; R = .204 and R² = .042]. The value of R = .204 shows the level of relationship between self-efficacy and work performance, and R² = .042, shows that self-efficacy explains 4.2% of variability on work performance. The β value of .204 indicates that there is a positive relationship between self-efficacy and work performance. That is, as self-efficacy increases, the work performance increases while as the self-efficacy decreases work performance decreases. Therefore, hypothesis one was confirmed.

Hypothesis Two: There will be a significant influence of Job satisfaction on work performance among teaching staff of public secondary school in Makurdi local government area of Benue State.

Table 2: Linear Regression Summary Table Showing the influence of Job satisfaction on work performance among teaching staff of public secondary schools in Makurdi local government area of Benue State.

Variables	R	R ²	F	β	t	P	Remark
Constant	.706	.498	255.748		5.494	.000	Significant
Job Satisfaction			.706		15.992	.000	

Table 2 shows the result of linear of linear regression indicating that there is a significant relationship between job satisfaction and work performance [F(1,258) = 255.748; p<.000; R = .706 and R² = .498]. The value of R = .706 shows the level of relationship between job satisfaction and work performance, and R² = .498 shows that job satisfaction explains 49.8% of variability on work performance. The β value of .706 indicates that there is a positive relationship between job performance and work performances. That is, as job satisfaction increases, the work performances increases, while as job satisfaction decreases work performance decreases. Therefore, hypothesis two was confirmed.

Hypothesis Three: There will be a significant joint influence of self-efficacy and Job satisfaction on the work performance among teaching staff of public secondary school in Makurdi local government area of Benue State

Table 3: Multiple Regression Analysis Summary Table Showing the joint influence of self-efficacy and Job satisfaction on work performance among teaching staff of public secondary schools in Makurdi local government area of Benue State.

Variables	R	R ²	F	β	t	P	Remark
Constant	.706	.498	127.702		4.840	.000	Significant
Self- efficacy				-.027	-.570	.569	
Job Satisfaction			.714		15.300	.000	

Table 3 above shows that self-efficacy and job satisfaction on work performance among secondary school teachers in Makurdi Local Government Area, Benue State. [F(2,257) = 127.702; p< .000; R = .706 and R² = .498]. The value of R = .706 shows the level of joint influence of self-efficacy and job satisfaction on work performance and R² = .498 shows that self-efficacy and job satisfaction explains 49.8% variability on work performance. Therefore, hypothesis three was confirmed.

Discussion and Conclusions

Hypothesis one revealed that, there was a significant influence of self-efficacy on work performance among secondary school teachers in Makurdi Local Government Area of Benue State. This agrees with Celep (2002) studied on relationship between self-efficacy attitudes and management according to some individual variables. The result showed that there is significant relationship only according to their age. It also follows from a study that librarians with high self-efficacy are likely to be creative and also perform more challenging tasks. High self-efficacy may also allow library personnel to select challenging settings, explore their library environment or create new ones in order to adequately disseminate information resources to their numerous library users (Schwarzer & Schwitz, 2005).

Hypothesis two shows that, there was a significant influence of job satisfaction on work performance among secondary school teachers in Makurdi Local Government Area of Benue State. This is in line with Tan (2003), on job satisfaction level according to some variables. Results of the study revealed that lack of facilities in the school and inadequate materials are the factors which falls dawn job satisfaction level of teachers. In supports Alamdar, Muhammad, Muhammad and Wasim (2011) who investigated the impact of job satisfaction on employee performance in autonomous Medical Institutions of Pakistan. The sample of the study was comprised of 200 doctors, nurses, administrative and accounts staff working in autonomous medical institutions in Punjab. 250 Questionnaires were distributed out of which 200 were received back and used for analysis. SPSS was used for data analysis statistically. Findings revealed that facets such as: pay, promotion, job safety and security, working conditions, job autonomy, relationship with coworkers, relationship with supervisor and nature of work; affect the job satisfaction and performance.

Hypothesis three revealed that, there is a significant joint influence of self-efficacy and job satisfaction on work performance among secondary school teachers in Makurdi Local Government Area of Benue State. These flows in line with, Jimoh (2008) on situational judgment, emotional labour, conscientiousness and demographic factors as predictors of job performance among university administrative workers in southwestern Nigeria shows that there was no differences in work performance of male and female, supporting the research by Globalforce (2016) who showed that experience workers inhabits beliefs that are internalised, values as well as unique job expectation to their occupation which result in effective socialization. As a consequence, such employees are in a better position to perform better than the inexperienced employees who have no previous experience or knowledge to a work situation.

Recommendations

1. The management of schools should look out for candidates that are high on self –efficacy during recruitment process to select candidates with such trait to foster commitment in the organization.
2. In order to improve on satisfaction of teacher on their job, there should be assurance of future benefit and rewards for high performance among the school staff at all levels.
3. The condition of service for secondary school teachers should be made attractive. Teachers should be well paid and their promotions should be given as of when due. They should be provided with car loans, housing loans etc. This would serve as a moral boost for the teacher.
4. The Administrative and organizational structure should be well organized. Junior teachers should not be appointed to head the senior ones. Teachers should be involved in decision making in school. Teachers should be encouraged and sponsored to go for in-service training, as that would equip them better.
5. For Nigerian secondary schools to be transformed, teachers should be dedicated to their duties. Teachers should not use school time to engage in other extra activities. They should avoid taking up part time jobs but strictly focus on their duty. In addition to that, teachers should be careful in planning their lessons and notes. Finally they should administer assignments and test to their students.

6. Teachers should improvise teaching aids, as that would assist them in their teaching. Proprietors and government should ensure adequate provision of instructional materials and facilities in their schools. The laboratories should be equipped and the libraries stocked with enough materials.

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