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SELF-EFFICACY AS A PREDICTOR OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN EDO STATE

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Abstract
The study investigated self-efficacy as a predictor of teachers' job satisfaction in public secondary schools in Edo State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study comprised 2,746 teachers made up of 1,038 males and 1,708 females in the 670 public secondary schools in Edo State. A sample size of 824 teachers (311 males and 513 females) was drawn for the study using multistage sampling procedure. Two sets of instruments titled "Teachers' Efficacy Scale (TES)'' and ''Teachers' Job Satisfaction Scale (TJSS)'' were used for data collection. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used to determine reliability of the instruments which yielded reliability coefficients of 0.81 and 0.80 for TES and TJSSII respectively. The researcher together with four research assistants collected data for the study using the direct approach method and 98% return was recorded. Simple regression was used to answer the research questions and test hypotheses. The findings of the study revealed among others that self-efficacy is a strong predictor of teachers' job satisfaction in public secondary schools in Edo State. Further results indicated that self-efficacy is a significant predictor of male and female teachers' job satisfaction in public secondary schools in Edo State. Based on the findings, it was recommended among others that Post Primary Education Board should occasionally organize training programmes for teachers to enable them improve their self-efficacy to enhance their job satisfaction.

Keywords: Self-Efficacy, Teachers, Job Satisfaction, Gender, School

Introduction

Teachers are one of the key persons that play essential roles in promoting teaching and learning in every educational institution. Teachers are responsible for imparting knowledge and skills to the learners in the classroom. They also participate in organizing co-curricular activities to build the social skills of learners, enrich their learning experience and prepare them for career in various areas of life. Teachers could feel confident in their capacity to discharge their curricular and co-curricular responsibilities in schools through self-efficacy.

Self-efficacy is the feeling of individuals about their abilities to organize and execute tasks to attain the desired outcome. Smita and Nimisha (2021) defined self-efficacy as the trust in one's ability to deal effectively with work or any situation to bring about such changes that produce the desired results. It is a reflection of one's belief and confidence in his or her skills to successfully execute specific tasks. Oduma and Unachukwu (2022) asserted that self-efficacy is the judgment of one's capabilities to plan, organize and successfully execute tasks in an organization. Teachers with good self-efficacy have confidence in their abilities to effectively perform their instructional duties. It is the trust in one's capability to exhibit desirable behaviour geared toward attaining set goals. Narrowing to education institution, Adene, Offordillie, Ishiwu and Magbo (2019) defined self-efficacy as the confidence and ability of teachers in carrying out all the activities needed to bring about positive teaching-learning process in the classroom. Operationally, self-efficacy is the teachers' positive belief and feeling about their abilities to perform effectively their duties to attain set educational objectives.

Self-efficacy could serve as an inner motivation for teachers to handle various teaching problems and accomplish instructional tasks. Mohd, Machar and Mallum, (2020) noted that teachers' self-efficacy in secondary schools can be measured in terms of their loyalty, neatness, punctuality, classroom management, logical use of teaching methodologies and students' academic accomplishment. Muhangi (2017) stated that teachers' self-efficacy and job satisfaction could depend

on their gender. Nwankwo, Anyamene and Akpojivi (2019) reported that secondary school male and female staff self-efficacy is a significant predictor of job satisfaction. On the contrary, Kumar, Verma and Kiran (2017) observed that male teachers experience higher self-efficacy than female teachers. Therefore, one sees that the issue of gender has not yet been resolved particularly in relation to stress and job satisfaction of teachers, hence the need for further studies to take gender into consideration in this study. Teachers with high self-efficacy could exhibit positive work behavior and develop a sense of self-actualization that contribute to their job satisfaction.

Teachers' job satisfaction is a pleasant feeling toward their work. Elujekwute, Uwalaka and Shir (2020) defined teacher job satisfaction is how happy and fulfilled a teaching staff is with his or her job in the educational organization. Teachers' job satisfaction is a positive emotional reaction to the working conditions and demands of teaching profession. Teachers' job satisfaction is the positive emotional reaction towards work experience and environment of learning institution. Ibikunle and Afolakemi (2021) defined teachers' job satisfaction as a subjective feeling of staff on the basis of personal judgment about the teaching profession. It is the state of mind regarding the nature of the teaching work. Njoku, Anakwue, Kpanah, Okafor and Ogbo (2020) defined job satisfaction as the positive experience, beliefs, feelings and opinions about the condition of the environment in which one work. Contextually, teachers' job satisfaction is a sense of happiness and fulfillment of teaching staff toward their works.

There are many determinants of teachers' job satisfaction. Leon, Navarro, Meléndez, Salazar, Yuncor and María (2021) stressed that the determinants of job satisfaction are the nature of employment, pay, progress and promotion opportunities, working environments, interpersonal relations and organizational behaviour. In the same vein, Mbonea, Eric, Ounga and Nyarusanda (2021) identified determinants of job satisfaction to include: pay, job security, social simulation, opportunity for promotion, recognition and appreciation, interpersonal relation, opportunity to use one's ability, working hour and job condition, opportunity working environment and adequate authority of control. Similar to this, Mohammad (2015) noted that job satisfaction is determined by various aspects of work, such as wages, promotion, supervision, co-workers, and also the work environment factors, policies and procedures, membership of the working group, working conditions and benefits.

The teachers can experience high job satisfaction, when the work experience and environment is pleasant. On the other hand, the teachers can experience low job satisfaction, when the work experience and environment is hostile and unfriendly. Mohammad (2015) noted that a teacher who has a high job satisfaction, has a positive emotion towards his job and who have low job satisfaction has a negative emotion towards work. Teachers with high job satisfaction display positive work attitude in secondary schools. Obionu, Ughamadu and Obiagwu (2024) noted that teacher who are satisfied with their job are bound to punctual to school, committed and dedicated to the discharging their duties.

Some teachers tend to display positive attitude in performing their job over the years, especially in the area of instructional delivery and assisting students to learn in public secondary schools in Edo State. This is expatiated by Okosun (2024) who noted teachers show willingness to teach the learners, in cooperate students' personal interests into teaching, making themselves available to students on academic and other school engagement, sensitive to students' individual difference and devotion of time to help them learn, and engaging them in in meaningful classroom activities connected to real-world experiences. However, it seems that there are some undesirable work attitudes displayed by some teachers who are possibly dissatisfied with their job in public secondary schools in Edo State. The contributing factors to job dissatisfaction could low self-efficacy. Some teachers tend to challenging responsibilities as threat and try to avoid them in public secondary schools in Edo State. It is worrisome that some teachers seem to have self-doubt and see themselves as less capable of effectively performing instructional and co-curricular tasks. Teachers with self-doubt in their abilities could experience low job performance and exhibit negative work attitude such as irregular attendance of classes, failure to mark the class attendance register, absenteeism and the desire to leave the teaching profession. This may account for the falling standard of secondary education in Edo State. Also, Osolo and Oluwuo (2018) observed that some teachers are mostly not punctual to work, absent themselves most often from school, exhibit poor classroom management, fail to complete their scheme of work when due, give out notes to class representatives to dictate to the class probably due to their job dissatisfaction in secondary schools in Edo State. Consequently, there

may increasing rate of unskilled manpower which endangers the economic, social, technological and political development of Edo State. These problems prompted the investigation into self-efficacy as predictor of teachers' job satisfaction in public secondary schools in Edo State.

Purpose of the Study

The purpose of the study is to investigate self-efficacy as predictor of teachers' job satisfaction in public secondary schools in Edo State. Specifically, the study sought to find out whether:

1. Self-efficacy is a predictor of teachers' job satisfaction in public secondary schools in Edo State.
2. Self-efficacy is a predictor of male teachers' job satisfaction in public secondary schools in Edo State.
3. Self-efficacy is a predictor of female teachers' job satisfaction in public secondary schools in Edo State

Research Questions

The following research questions guided the study:

1. What is the predictive value between self-efficacy and teachers' job satisfaction in public secondary schools in Edo State?
2. What is the predictive value between male teachers' self-efficacy and their teachers' job satisfaction in public secondary schools in Edo State?
3. What is the predictive value between female teachers' self-efficacy and their teachers' job satisfaction in public secondary schools in Edo State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Self-efficacy is not a significant predictor of teachers' job satisfaction in public secondary schools in Edo State.
2. Male teachers' self-efficacy is not a significant predictor of their job satisfaction in public secondary schools in Edo State.
3. Female teachers' self-efficacy is not a significant predictor of their job satisfaction in public secondary schools in Edo State.

Methods

Correlational research design was adopted for this study. The study was carried out in Edo State. Edo State is one of the thirty-six states in Nigeria located in South-south Nigeria**.** The population of the study comprised 2,746 teachers made up of 1,038 males and 1,708 females in the 670 public secondary schools in Edo State. The sample size for the study is 824 teachers made up of 311 males and 513 females from 193 schools drawn using multiple sampling procedure. Two sets of instruments titled "Teachers' Efficacy Scale (TES)'' and ''Teachers' Job Satisfaction Scale (TJSS)'' were used for data collection. The two sets of instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively. The face validation of the instruments were determined by three experts. The reliability of the instruments was established using Cronbach alpha method which yielded coefficient values of 0.81 and 0.80 for TES and TJSS. The indices indicate that the instruments are reliable as recommended by Jain and Angural (2017) who posited that an instrument is reliable and excellent for quantitative research when its reliability co-efficient is above 0.70. The researchers with the help of four research assistants who are secondary school teachers in Edo State administered the instruments directly to the respondents using a direct approach for data collection. A total of 824 copies of instruments were distributed to teachers and 811 copies of questionnaires from 305 males and 506 females were properly filled and successfully retrieved, indicating 98 percent return rate. The copies of the instruments distributed, properly filled and successfully retrieved were used for data analysis. Simple regression was used to answer the research questions and test hypotheses. For the research questions, the coefficient r and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows;

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation
.80-1.00	High

For the decision on the hypotheses, where the p-value is equal to or less than level of significant value of 0.05, the null hypothesis was rejected but where p-value is greater than the level of significant value of 0.05, the null hypotheses was not rejected.

Results

Research Question 1: What is the predictive value between self-efficacy and teachers' job satisfaction in public secondary schools in Edo State?

Table 1: Simple Regression Analysis on Self-Efficacy as a Predictor of Teachers' Job Satisfaction

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Self-Efficacy	811	.823	.678	.677	.33163	Strong

Table 1 shows that the predictive coefficient value between self-efficacy and teachers' job satisfaction is 0.823 with a coefficient of determination of 0.678. This shows that 67.8% variation in teachers' job satisfaction can be attributed to self-efficacy. The regression predictive coefficient r of 0.823 indicated that self-efficacy is a strong predictor of teachers' job satisfaction in public secondary schools in Edo State.

Hypothesis One: Self-efficacy is not a significant predictor of teachers' job satisfaction in public secondary schools in Edo State.

Table 2: Simple Regression Analysis on Self-Efficacy as a Significant Predictor of Teachers' Job Satisfaction

Predictor	N	R	R^2	*F*	*P-value*	Remark
Self-Efficacy	811	.823	.678	.1700.240	.000	*S

*Significant

Table 2 indicated that the predictive coefficient value r is 0.823, while the r^2 is 0.678 showing that 67.8% variance in teachers' job satisfaction could be attributed to self-efficacy. The F (1/811) = 1700.240 and the p-value of .000 is less than .05. Therefore, since the p-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, self-efficacy is a significant predictor of teachers' job satisfaction in public secondary schools in Edo State.

Research Question 2: What is the predictive value between self-efficacy and male teachers' job satisfaction in public secondary schools in Edo State?

Table 3: Simple Regression Analysis on Self-Efficacy as a Predictor of Male Teachers' Job Satisfaction

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Self-Efficacy	305	.819	.670	.669	.37636	Strong

Result in table 3 shows that the predictive coefficient value between self-efficacy and male teachers' job satisfaction is 0.819 with a coefficient of determination of 0.670. This shows that 67.0% variation in male teachers' job satisfaction can be attributed to self-efficacy. The regression predictive coefficient r of 0.819 indicated that self-efficacy is a strong predictor of male teachers' job satisfaction in public secondary schools in Edo State.

Hypothesis Two: Self-efficacy is not a significant predictor of male teachers' job satisfaction in public secondary schools in Edo State.

Table 4: Simple Regression Analysis on Self-Efficacy as a Significant Predictor of Male Teachers' Job Satisfaction

Predictor	N	R	R^2	*F*	*P-value*	Remark
Self-Efficacy	305	.819	.670	615.165	.000	*S

*Significant

Table 4 indicated that the predictive coefficient value r is 819, while the r^2 is 0.670. showing that 67.0% variance in male teachers' job satisfaction could be attributed to self-efficacy. The *F* (1/305) = 615.165 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, self-efficacy is a significant predictor of male teachers' job satisfaction in public secondary schools in Edo State.

Research Question 3: What is the predictive value between self-efficacy and female teachers' job satisfaction in public secondary schools in Edo State?

Table 5: Simple Regression Analysis on Self-Efficacy as a Predictor of Female Teachers' Job Satisfaction

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Self-Efficacy	506	.815	.664	.664	.30243	Strong

As indicated in table 5, the predictive coefficient value between self-efficacy and female teachers' job satisfaction is 0.815 with a coefficient of determination of 0.664. This shows that 66.4% variation in female teachers' job satisfaction can be attributed to self-efficacy. The regression predictive coefficient r of 0.815 indicated that self-efficacy is a strong predictor of female teachers' job satisfaction in public secondary schools in Edo State.

Hypothesis Three: Self-efficacy is not a significant predictor of female teachers' job satisfaction in public secondary schools in Edo State.

Table 6: Simple Regression Analysis on Self-Efficacy as a Significant Predictor of Female Teachers' Job Satisfaction

Predictor	N	R	R^2	*F*	*P-value*	Remark
Self-Efficacy	506	.815	.664	997.607	.000	*S

*Significant

It is revealed in table 6 that the predictive coefficient value r is 0.815, while the r^2 is 0.664 showing that 66.4% change in female teachers' job satisfaction could be attributed to self-efficacy. The *F* (1/506) =997.607 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, self-efficacy is a significant predictor of female teachers' job satisfaction in public secondary schools in Edo State.

Discussion

The result of the study showed that self-efficacy is a strong predictor of teachers' job satisfaction in public secondary schools in Edo State. Self-efficacy shapes the thinking, behaviour and emotional reactions of teachers which might be associated with the strong prediction of their job satisfaction in secondary schools in Edo State. This affirmed the findings of Bicer (2023) which revealed that self-efficacy strongly predicted the job satisfaction of teachers in schools. This agreed with the finding of finding of Nyunt and Aung (2017) which showed that self-efficacy was a strong predictor of teachers' job satisfaction. This disagreed with the finding of Okoye and Okike (2021) which revealed that there was moderate relationship between self-efficacy and job satisfaction of technical and vocational educators. Teachers with a high self-efficacy have more confident in the abilities to perform difficult tasks which might give them a sense of self-actualization and accomplishment that could strong be connected to their job satisfaction in secondary schools. Self-

efficacy which is associated with persistence in handling difficult tasks to attain expected outcome could contribute to the strong predictor of teachers' job satisfaction in public secondary schools in Edo State.

Further result showed that self-efficacy is a significant predictor of teachers' job satisfaction in public secondary schools in Edo State. This affirmed the finding of Muhammet, Ramazan and Hanifi (2019) which revealed that self-efficacy was a significant predictor of teachers' job satisfaction in secondary schools. This is contrary to the finding of Ashwat (2020) which showed that there was no significant relationship between teachers' self-efficacy and job satisfaction. Self-efficacy helps teachers to think of best ways to effectively carry out a difficult responsibility which can significantly lead to their job satisfaction in secondary schools.

It was found that self-efficacy is a strong predictor of male teachers' job satisfaction in public secondary schools in Edo State. The finding might be explained by the idea that male teachers with high self-efficacy are open-mindedness, cooperative and confident in the abilities to undertake instructional tasks which could strongly improve their job satisfaction in public secondary schools in Edo State. This agreed with the finding of Nwankwo, Anyamene and Akpojivi (2019) which showed that self-efficacy was a strong predictor of male counsellors' job satisfaction in secondary schools. The self-efficacy of male teachers could shape their emotional responses to different job related factors resulting in pleasant work experience which strongly predict their job satisfaction.

It was also showed that self-efficacy is a significant predictor of male teachers' job satisfaction in public secondary schools in Edo State. This is in agreement with the finding of Nursat (2023) which revealed that a significant relationship existed between male teachers' self-efficacy perception and their job satisfaction. The similarity in time span could contribute to the agreement with the finding. Male teachers with high self-efficacy are confident that they can effectively perform a specific task which lead to self-fulfillment and significantly predict their job satisfaction.

The finding of the study showed that self-efficacy is a strong predictor of female teachers' job satisfaction in public secondary schools in Edo State. Self-efficacy strongly predicts the job satisfaction of female teachers probably due to the fact it influences how they think, feel and act in public secondary schools in Edo State. This affirmed the finding of Nwankwo, Anyamene and Akpojivi (2019) which showed that self-efficacy was a strong predictor of female counsellors' job satisfaction in secondary schools. Female teachers with high self-efficacy are more inclined to perform difficult tasks and persevere in the face of problems which lead to personal accomplishment that contribute to strong job satisfaction.

Further result showed that self-efficacy is a significant predictor of female teachers' job satisfaction in public secondary schools in Edo State. This is in line with the finding of Nwankwo, Anyamene and Akpojivi (2019) which showed that self-efficacy was a significant predictor of female counsellors' job satisfaction in secondary schools. Self-efficacy shapes the belief of female teachers about their capabilities to perform their responsibilities and exert control over work enviornment which could account for the significant prediction of their job satisfaction.

Conclusion

Based on the findings, the conclusion drawn is that self-efficacy is a positive and significant predictor of teachers' job satisfaction in public secondary schools in public secondary schools in Edo State. The teachers' contentment with their job is associated with evaluation of professional belief (self-efficacy). Teachers are satisfied in school environment characterized by support to improve their self-efficacy.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Post Primary Education Board should conduct aptitude test to select candidates with high self-efficacy trait during recruitment process of teachers to foster their job satisfaction in schools.
2. Teacher with low self-efficacy should seek the services of school counsellors to counsel them on how to improve their self-efficacy which will lead to high job satisfaction.
3. Post Primary Education Board should occasionally organize training programmes for teachers to enable them improve their self-efficacy to enhance their job satisfaction.

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