

# Self-Efficacy As Predictor Of Counsellors' Job Satisfaction In Delta And Edo States

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**Abstract-** This study investigated self-efficacy as predictor of counsellors' job satisfaction in Delta and Edo States. The study was guided by five research questions and three hypotheses were tested at 0.05 level of significance. The research design was predictive correlational survey. The population of the study is 359 practising guidance counsellors in all public secondary schools in Edo and Delta states. Delta state has 217 counsellors and Edo state 142 counsellors. The sample of the study was being made up of all practising counsellors in public secondary schools in Secondary schools in Edo and Delta States. Since the population of 359 is small and manageable, the entire population was studied. Two instruments were used to collect data for this study. These are General Self-Efficacy Scale (GSE) and Job Satisfaction Questionnaire (JSQ). The research adopted the three instruments for the study. The researcher and other research assistances administered the instruments through direct delivery method. The researcher with the help of 11 well-trained research assistants, distributed the questionnaire to the respondents and collected completed copies from them. Out of the 359 copies of the questionnaires distributed only 343 (95.5 % ) copies were retrieved from the respondents. For data analyses, research question 1-2 was answered using aggregate scores while simple regression analysis was used to answer research question 3- 5. The null hypothesis were tested using simple analyses. Findings from the study revealed that, self-efficacy is a significant predictor of job satisfaction of secondary school counsellors in Delta and Edo States. It was recommended that since self-efficacy, Job satisfaction is dependent upon certain factors among which are the job itself, opportunity for advancement, recognition management of Post Primary Schools should endeavour to design the counselling job in such a way that it will be more meaningful, interesting, challenging and offers counsellors opportunity to take the responsibilities of their job outcomes. This will ensure greater job satisfaction and devotion to performing task well.

**Index Terms-** Self-efficacy, counsellor, job satisfaction

## I. INTRODUCTION

### A Background to the Study

A sound educational system is the backbone of any developed country and the school personnel are the crux around which the entire educational system revolves. The success of any educational system depends on the class and capability of the school personnel such as the counsellors, social workers, administrative personnel

and teachers who are requisite to the system and thus, they are important force in the development of a society. The role of counsellors in the school system cannot be overemphasized. Counselling is a socially conscientious occupation, highly responsible and officious. It demands scholarly, emotional, physical, rigorous and unrelenting efforts. For counsellors to be able to provide this essential educational service to the students, they must be interested and willing to contribute meaningfully to the students' personal growth and psychological development. Therefore, the study of job satisfaction among counsellors are essential to the improvement of productivity among school counsellors in a developing country like Nigeria.

Satisfaction with a job has always been an important aspect for practitioners, human resource managers and academia. For that reason, job satisfaction significantly affect major organizational outcomes, such as individual performance, organizational productivity, employee absenteeism, employee commitment, job involvement, and employee engagement (Khagendra, Gopal & Vikas, 2016). However, Oyewumi, Ibitoye and Sanni (2012) and O'Donnell (2014) maintain that too many counsellors who initially begin their profession with eagerness and optimistic hope are looking for a change in direction after only three to five years while experienced counsellors suffering from lack of job satisfaction are retiring or leaving the profession to seek other employments where they will be satisfied. Job satisfaction are indispensable in the lives of counsellors because they form a fundamental reason for working in life. Almost every counsellor works to satisfy his/her needs. Counsellors' job satisfaction therefore is the ability of the counselling job to meet counsellors' needs and improve their job performance. It is important that organizations ensure job satisfaction of their employees. This is because it will be unhealthy for an organization to allow its workforce to be dissatisfied with their work situation before it expedites action.

Job satisfaction of employees are crucial to the success of any institution. It enhances organizational commitment, organizational citizenship behaviour and employee wellbeing. Counsellors who are satisfied with their jobs usually have a high degree of professional competence. They feel qualified in terms of their knowledge of subject matter and counselling skills, and they feel secured about therapeutic processes. The effectiveness of the counselling process depends largely on the job satisfaction of counsellors employed in the system (Moyosola & Abel, 2014). Hence, Khanna (2010) described job satisfaction as a positive attitude by an employee towards his job as well as his personal

life. This definition demonstrates that job satisfaction involve activities within and outside workplace. Thus, how an individual lives and associates in the environment are directly and indirectly influenced by work settings.

Job satisfaction has been linked both to situation factors and personal factors. Situational factors include job-related conditions such as pay, opportunities for promotion and working conditions, and characteristics such as task identity, task significance, skill variety, autonomy, and feedback. On the other hand, personal factors include personality disposition, traits, self-esteem, motivation, and emotions. Positive factors such as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job dissatisfaction among secondary school counsellors.

Secondary school counsellors in Delta and Edo states, Nigeria, have been indifferent to guidance functions in the school system because government and principals have not given the service the attention it deserves. A visit to most schools in the area of study clearly shows that many schools have no counsellors and where they exist, the counsellor – students ratio does not conform to national standards of one counsellor to five hundred students (1: 500). It has also been observed that in most schools counsellors have no private offices where they can attend to their clients. Rather, counsellors are in the general staff room where they attend to general school matters instead of counselling issues. Where the counsellor is fortunate to have a small office, it lacks basic physical facilities. Counsellors are compelled to carry a full teaching load, in addition to being a member of students' disciplinary committee or supervise students serving punishments. Furthermore, Greenglass and Burke (2014) observe that secondary school environments may include both job dissatisfaction and stress for counsellors due to demands from administrators, colleagues, compounded by work overload, student misconduct, and a lack of recognition for accomplishments. Although in some cases, job stress creates job dissatisfaction for counsellors, such dissatisfaction may be muted due to factors as low autonomy and self-efficacy. Jepson and Forrest (2015) suggest that most counsellors in secondary schools are not limited to counselling alone but with heavy teaching work load assigned to counsellors and students' attitude toward the profession contributes to counsellors' job dissatisfaction resulting in negative health outcomes, emotional exhaustion, de-personalization, reduced personal accomplishment, and lower levels of self-efficacy. The consequences of job dissatisfaction are absenteeism from school's work, aggressive behaviour towards colleagues and learners, early exodus from the counselling profession and emotional withdrawal from work. Some factors reported to be contributing to job dissatisfaction include: salary structure, working conditions, attitude of parents, students' attitudes toward learning, loss of job and lives, promotion, workload and so on (Borzaga & Tortia, 2013).

Moreover, Olayiwola (2013) noted that, it is essential for counsellors who are fundamental part of counselling and guidance services to view themselves as professionally competent in respect to self-efficacy. Self-efficacy is the personal disposition of the job holder. In the definition of Bandura (1997), it is the belief in one's capabilities in executing a course of action and it affects a person's choice of behaviour, motivation, perseverance and facilitative

thought patterns. In the context of this study, counsellor self-efficacy is defined as a counsellor's appraisal of his/her own capability to bring about desired outcomes from clients' engagement in the therapeutic process and applying psychological principle in the appropriate manner, and even among those clients who may be difficult or unmotivated. A strong sense of self-efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities, approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They heighten and sustain their efforts in the face of failure. They quickly recover from failure and setbacks and attribute failures to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening structure with assurance that they can overcome them. Such efficacious outlook produces personal accomplishment, reduces stress and lows vulnerability to depression. A counsellor with low self-efficacy avoids difficult tasks which he views as personal threats.

Trentham, Silvern and Brogdon (2009) posit prediction between self-efficacy and job satisfaction that, people who hold strong self-efficacy beliefs tend to be more satisfied with their jobs and demonstrate more commitment and have lower absenteeism. Seyithan (2015) observes that there is a predictor between teachers' self-efficacy and job satisfaction. Although there is evidence demonstrating an association between teachers' self-efficacy and student, little is known about how self-efficacy is related to counsellors' job satisfaction. Counsellors' self-efficacy is one of the most important factors effecting counsellors' job satisfaction during their challenging counselling years. Hence, Bilali (2013) found that female and male teachers had similar levels of self-efficacy. The study report that there was no significant difference in the level of sense of efficacy across gender; that is, both female and male teachers had similar levels of self-efficacy.

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

### **Statement of the Problem**

A number of factors contribute to the job satisfaction of workers in any organisation. These include the nature of job and achievement, recognition, responsibility and advancement, status and security. These factors are also applicable to the counsellors in the school system. The level of job satisfaction contributes to how effective an individual performs his or her job. Job

satisfaction has been linked to personal factors. Personal factors include personality disposition, traits, self-esteem, self-efficacy, locus of control and marital status may have positive or negative impact on counsellors' job satisfaction. Positive factors such as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job dissatisfaction among secondary school counsellors.

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

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

### **Purpose of the Study**

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

1. The self-efficacy scores of the secondary school counsellors.
2. The job satisfaction scores of the secondary school counsellors?
3. Whether secondary school counsellors' self-efficacy predict their job satisfaction.
4. Whether secondary school male counsellors' self-efficacy predict their job satisfaction.
5. Whether secondary school female counsellors' self-efficacy predict their job satisfaction.

### **Scope of the Study**

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

### **Research Questions**

The study were guided by the following research questions:

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

2. What are job satisfaction scores of the secondary school counsellors in Delta and Edo States, Nigeria?
3. How do secondary school counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?
4. How do secondary school male counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?
5. How do secondary school female counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?

### **Hypotheses**

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

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

## **II. REVIEW OF RELATED LITERATURE**

### **Job Satisfaction**

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

It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Armstrong (2006) views job satisfaction as the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. Kaliski (2017) opines that job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment. Statt (2015) defines job satisfaction as the extent to which a worker is comfortable with the rewards he or she gets out of his own her job, particularly in terms of intrinsic motivation. In the

context of the study, job satisfaction is seen as the optimistic attitude one has towards performing a task in one's job.

### **Counsellor Self-Efficacy**

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

Counsellor self-efficacy is an assessment of his/her own capability to bring about desired outcomes from students' counselling session and learning, even among those students who may be difficult or unmotivated. Oyewumi, Ibitoye and Sanni (2012) defined counsellors self-efficacy as a counsellor's 'judgement of his/her own capability to bring about desired outcomes from students' engagement and learning, even among those students who may not be difficult or unmotivated'. However, a counsellor with low self-efficacy avoids difficult tasks which he views as personal threats. Such counsellor usually has low aspirations and weak commitment to the goals they have set for themselves in their chosen profession. Bandura (2009) stated that there are four main sources of a person's self-efficacy: mastery experiences, vicarious experiences, social (verbal) persuasion, and somatic and emotional states in judging one capability (physiological arousal).

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

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

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

circumstances, self-efficacy may have lacked veridicality. Locke, Frederick, and Bobko (1984) find that when past performance was controlled, self-efficacy was a significant predictor of subsequent performance. The correlation between self-efficacy and past performance was however higher, than the correlation between self-efficacy and future performance.

### **Self-Efficacy of School Counsellor**

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

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

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

It is established that self-efficacy levels of the school counsellors whose length of service is up to five years are lower than those with a length of experience of six to ten years and eleven to fifteen years (Celikkaleli, 2009). Contrary to these results, there is no significant difference among the psychological consultation means of the psychological consultants in Sali-Bilgic (2011)'s study. Guven (2007) reaches some data supporting this result and determined that self-efficacy levels of school psychological consultants working at secondary level are higher. According to the results of the study, it is seen that there are significant differences according to the means they obtained from the self-efficacy, psychological capital, job satisfaction and burnout scales as to the undergraduate major they graduated from

in support of those graduating from the Guidance and Psychological Counselling department.

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

In the opinion of Oyewumi, Ibitoye and Sanni (2012), counsellors with high assurance in their capabilities approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They heighten and sustain their efforts in the face of failure. They quickly recover from failure and setbacks. They attribute failures to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening structure with assurance that they can overcome them. Such efficacious outlook produces personal accomplishment, reduces stress and lower vulnerability to depression (Bandura, 2001). However, a counsellor with low self-efficacy avoids difficult tasks which he views as personal threats. Such counsellors usually have low aspirations and weak commitment to the goals they have set for themselves in their chosen profession. Bandura (1994) stated that there are four main sources of a person's self-efficacy: mastery experiences, vicarious experiences, social (verbal) persuasion, and somatic and emotional states in judging one capability (physiological arousal). The first and most effective source is "mastery experience" or successes at tasks.

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

In the same vein, Bouffard, Parent, Lariv and Egrave (2011) find that counsellors with high self-efficacy engaged in more effective self-regulatory strategies at each level of ability. Self-efficacy regulates the way in which an individual perceives his or her competence. This perception influences an individual's

ability to complete a task and a set, attainable goal. According to Pajares (2017), research studies have demonstrated that self-efficacy affects the level of motivation, learning, and achievement. Covey (2014), after conducting a research on the importance of self-efficacy to job satisfaction, which allow individuals to fully experience themselves and their sense of self-worth, and this enables them to deal effectively with others from a position of quiet inner strength

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

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

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

also differs from the current study in the geographical area and participants used for the study.

Reilly, Dhingra, and Boduszek, (2014) examined the role of teaching self-efficacy, perceived stress, self-esteem, and demographic characteristics (age, gender, education, and years of teaching experience) in predicting job satisfaction within a sample of 121 Irish primary school teachers. Four hypotheses were formulated and tested at 0.05 level of significance. The design for the study was correlational and the sample size was 121. Three instruments were used for data collection and t-test was used for data analyses. Findings indicated that the predictor variables accounted for 22% of variance in teachers' job satisfaction. However, only perceived stress was found to explain unique predictive variance, with high levels of occupations stress related to low levels of job satisfaction. This study differs from the current study in terms of geographical location but related to the present study in terms of research design used for the study.

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

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

## Research Design

The research design of the study is correlational survey. A correlational study focused on examining the relationships among two or more variables. This information can be used either to explain a phenomenon or to make predictions (Gall, Gall, & Borg, 2017). This study used a predictive correlational research design to determine if a predictive relationship exist between self-efficacy and job satisfaction of secondary school counsellors in Delta and Edo States.

## Population of the Study

The population of the study is 359 practising guidance counsellors in all public secondary schools in Edo and Delta states.

## Sample and Sampling Technique

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

## Instrument for Data Collection

Two instruments were used to collect data for this study. These are ; General Self-Efficacy Scale (GSE) and Job Satisfaction Questionnaire (JSQ). The researcher adopted the three instruments for the study.

## Reliability of the Instrument

The two instruments General Self-Efficacy Scale (GSE) and Job Satisfaction Questionnaire (JSQ) have good psychometric properties. For GSE, cronbach alpha of internal consistency reliability coefficient of .76 and .90 was reported by Schwarzer and Jerusalem in 1995 . In Nigeria, the instrument has also been used by Adeyemo and Ogunyemi in 2010 a reliability coefficient of .83 index was reported. The reliability of job satisfaction questionnaire was established through a reliability estimate test involving 40 participants (counsellors) from secondary schools in Imo State selected through accidental sampling technique. The researcher used Cronbach alpha method in determining the reliability in which case the instrument was subjected to analysis. The coefficient alpha of the instruments were then determined. The reliability levels are:  $r = 0.68$  for JSQ.

## Method of Data Collection

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

**Method of Data Analyses**

For data analyses, research question 1-2 was answered using aggregate scores while simple regression analysis was used to answer research question 3- 5. The null hypotheses were tested using simple regression analysis.

**Results**

**Research Question 1**

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

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

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

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

**Research Question 2**

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

**Table 2: Range of scores on job satisfaction of secondary school counsellors**

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

Table 2 reveals that with scores ranging from 30 to 48, 200(58.3%) of the counsellors have good job satisfaction while 143(41.7%) other counsellors who scored between 12 and 29 have poor job satisfaction.

**Research Question 3**

How do secondary school counsellors' self-efficacy predict their job satisfaction in Delta and Edo States, Nigeria?

**Null Hypothesis 1**

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

**Table 3: Regression analysis on the counsellors self-efficacy as predictors of their job satisfaction**

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	%
<u>variance added Cal. F Cal t df Pvalue Remark</u>						
Components	0.856	0.732	0.730			73.0
	308.99	339	0.000	S		
Self-efficacy				.466		.396
	7.41	0.000	S			

In table 3, it was observed that self-efficacy of the secondary school counsellors had Beta of 0.396. This indicates that self-efficacy of the counsellors had contributed to 39.6 percent for their job satisfaction.

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

**Research Question 4**

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

**Null Hypothesis 2**

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

**Table 4: Regression analysis on the male counsellors self-efficacy as predictors of their job satisfaction**

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	%
<u>variance added Cal. F Cal t df Pvalue Remark</u>						
Components	0.852	0.725	0.717			71.7
	84.54	96	0.000	S		
Self-efficacy				.753		.644
	5.09	0.000	S			

In Table 4 also, it was observed that self-efficacy of the secondary school male counsellors had Beta of 0.644. This indicates that self-efficacy of the male counsellors had contributed to 64.4 percent for their job satisfaction.

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

**Research Question 5**

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

**Null Hypothesis 3**

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

**Table 5: Regression analysis on the female counsellors self-efficacy as predictors of their job satisfaction**

Variable	R	R <sup>2</sup>	R <sup>2</sup> change	B	BETA	%
<u>variance added Cal. F Cal t df Pvalue Remark</u>						
Components	0.866	0.749	0.746			74.6
	237.97	239	0.000	S		
Self-efficacy				.377		.317
	5.35	0.000	S			

In Table 5 also, it was observed that self-efficacy of the secondary school female counsellors had Beta of 0.317. This indicates that self-efficacy of the female counsellors had contributed to 31.7 percent for their job satisfaction.

Also at 241df and 0.05 level of significant, the calculated t 5.35 with Pvalue 0.000 which is less than the 0.05, the third null hypothesis is rejected. Therefore, secondary school female

counsellors' self-efficacy is a significant predictor of their job satisfaction.

### III. DISCUSSION OF RESULT

The result of this study revealed that secondary school counsellors' in Delta and Edo States self- efficacy had predictor variable that accounted for 39.6 percent of variance in counsellors job satisfaction. This indicated that self-efficacy of counsellor had contributed 39.6 percent for job satisfaction. This confirm that secondary school counsellors' self-efficacy in Delta and Edo States is a significant predictor of their job satisfaction. The finding is in consonance with the work of Olayiwola (2013) that counsellor with low self-efficacy tend to be dissatisfied with their jobs thus leaving the helping profession. Olayiwola went further to comment that the predictive impact of self- efficacy on job satisfaction must not be underestimated.

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

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

The finding affirm the work of Bilali (2013) who found that female and male teachers had similar levels of self-efficacy. The study reported that there was no significant difference in the level of sense of efficacy across gender, that is, both female and male teachers had similar levels of self-efficacy. The finding of the study oppose the study of Klassen and Chiu (2010) that female teachers had lower self-efficacy than male teachers and found that male teachers had higher self-efficacy than female teachers did.

Similarly, Aktaú, Kurt, Aksu and Ekici (2013) used regression analysis to examine biology teachers' self-efficacy and gender in Turkey. The results of the regression analysis indicated that gender positively and significantly predicted education process self-efficacy perception. Gender accounted for 11.4% of the total variance in education process self-efficacy perception. The reason could be that male and female secondary school counsellors who have high levels of self-efficacy as predictors of their job satisfaction are more open to new ideas, exhibit greater levels of planning and organization, tend to experiment with new counselling strategies with their clients, and have clear goals with higher levels of aspiration. Unlike male and female secondary counsellors with low self-efficacy have lesser desires for counselling and are more likely to leave the counselling profession

### IV. CONCLUSION

Based on the findings of this study, it was concluded that secondary school counsellors' in Delta and Edo States self-efficacy was a significant predictors of their job satisfaction. It was also concluded that secondary school male and female counsellors' self-efficacy is a significant predictor of job satisfaction.

### V. RECOMMENDATIONS

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

1. Job satisfaction is dependent upon certain factors among which are the job itself , opportunity for advancement, recognition management of Post Primary Schools should endeavour to design the counselling job in such a way that it will be more meaningful, interesting, challenging and offers counsellors opportunity to take the responsibilities of their job outcomes. This will ensure greater job satisfaction and devotion to performing task well.
2. It is recommended that management of post primary education boards should occasionally organised programmes that will enhance school counsellors' self- efficacy and internal locus of control beliefs so that their job satisfaction could be enriched.
3. Government should make policies that would enhance the job satisfaction level of secondary school counsellors. For instance, provision of regular training on the job or in-service training for secondary school counsellors from time to time will not only make them more competent but will also enhance their job satisfaction. This could further led to an increase in their self-efficacy and internal locus of control.

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