Self-Efficacy And Job Commitment Of Business Studies Teachers In Public Secondary Schools In Ogba/Ndoni/Egbema Local Government Area, Rivers State

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ABSTRACT
This study examined the relationship between self-efficacy and job commitment of Business Studies teachers in public secondary schools in Ogba/Ndoni/Egbema Local Government Area, Rivers State. A correlational research design guided the study. The population comprised 67 Business Studies teachers in 24 public secondary schools in ONELGA which formed the sample due to the small size of the population. Two research questions were answered while two hypotheses were tested at 0.05 level of significance. A validated 20 item self-structured instruments titled: “Business Studies Teacher Self-Efficacy Questionnaire” and “Teachers Job Involvement Scale Questionnaire” were used for data collection. The instruments were designed using four point modified Likert rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The reliability co-efficient of the instrument was established at 0.80 using Pearson Product Moment Correlation Co-efficient. Data collected were analyzed using mean and standard deviation to answer the research questions while Pearson Product Moment Correlation Co-efficient statistics was used to test the hypotheses. It was found among others that Business Studies teachers’ remuneration as self-efficacy has a relationship with their effectiveness on the job. It was recommended among others that the government should increase the efficacy and job involvement of Business Studies teachers by providing necessary conditions, such as payment of leave bonuses, implementation of teachers new salary structure and increment, payment of bonuses, getting administrative support, provision of quality equipment for teaching and adequate classroom furniture.

Keywords: Self-Efficacy, Job commitment, Business Studies Teachers, Secondary Schools, Rivers State.

INTRODUCTION
The success of a school and the extent it attains educational goals and objectives depend to a large extent on the self-efficacy of teachers. Teacher self-efficacy is the perception teachers have that they can effectively perform the professional tasks such as helping students to learn. With a high teacher self-efficacy, teachers tend to have a positive feeling about teaching and they gain confidence about their teaching abilities. Self-efficacy determines both teachers’ behaviour and efficacy expectations in the school where they work. This is because teachers are part of the school environment where they contribute to the realization of the organizational goals (Friedman & Kass, 2002). Self-efficacy determines behaviours and behavioural changes of teachers and also influences thoughts, feelings, attitudes and effort dedicated to teaching (Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman, 2012). Teachers with a high sense of self-efficacy exert much effort at work and are rational about teaching. Teachers who believe that they affect students learning are more likely to try out different ways of
teaching, become organized in relation to teaching and student affairs and remain confident and enthusiastic about teaching. According to Allinder (2014), teachers self-efficacy influences teachers’ comprehension of their primary roles, increases their planning and organizational skills, improves teacher-student interaction hence making teaching productive. Skaalvik and Skaalvik (2007) and Skaalvik and Skaalvik (2010) stressed that teachers with low self-efficacy were less satisfied with their jobs and would quit jobs soon. This shows that high efficacy is a significant predictor of greater engagement in the school organization (Tschannen-Moran & Woolfolk-Hoy, 2007; Ebmeier, 2013).

Job commitment has different significances in education. Teachers with a greater level of commitment often identify with the teaching goals of the school more spontaneously and participate in teaching more eagerly (Hsieh, 2008). The greater their job involvement, the greater their teaching efficiency tends to be (Hsu, 2013). In a teacher evaluation, Mclaughlin and Pfeifer (2016) discovered that the spontaneous involvement of teachers can help implement teachers’ evaluation and promote organizational development. Job involvement differs significantly based on age, service duration, position and duty, marital status, level of education, and location of school (Hsu, 2013). Lack of work experience and high work stress will discourage work involvement (Chuang, 2002). Tang (2000) opined that job involvement varies and differs significantly for different types of work. Gormley (2003) pointed out that the job satisfaction and involvement of teachers is significantly different due to self-determination in work, leader expectations, organizational atmosphere, role conflicts, role uncertainty, and leader behaviour and attitudes.

Ikenyiri and Ihua-Maduenyi (2011) believe that organizations should implement remuneration systems that encompass both financial and non-financial aspects as this would ensure the satisfaction of different employees’ needs, thus, increasing levels of employee commitment and performance. Non-financial remuneration systems include factors such as recognition, promotion, increased responsibilities, and personal growth. These endeavours are aimed at motivating employees through satisfaction of their esteemed needs and accomplishing organizational goals as the success of the organization is linked to human capital. However, teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximize the use of his aptitudes.

Remuneration is the money teachers are paid for their professional services by their employer. It is very important because it explains why the employees do their work. Remuneration is the driving factors in developing work effectiveness while working in an organization. Thus, the objective of a Business Studies teachers to work is actually work to earn income and fulfill his/her needs, with hopes, desires and wishes that can be realized in workplace. Remuneration had been highlighted as being able to enhance teachers’ self-efficacy (Rynes, Gerhart & Minette, 2004). The study reviewed evidence in a secondary research on the motivating influence of pay on employees and found that it is an important general motivator although the motivational influence of money is nonlinear across pay levels all over the world. The meta-analytic results revealed that performance contingent pay worked best in enticing people to attain higher performance levels.

Furthermore, the study found out the employees react strongly to changes in pay that affect their standing relative to some important standard such as what their academic peers earn. Self-efficacy has been demonstrated to affect work performance (Protheroe, 2008; Klassen & Chiu, 2010). Therefore, Hameed, Maqbool, Athar, Ijaz and Hassan (2013) and Malik, Butt and Choi (2015) investigated how to increase employee performance using reward motivators in Pakistan in a quantitative survey. The outcomes revealed positive and significant impact of incentive motivators on employee performance. However, the study investigated the influence of remuneration (incentives) on performance of teachers’ self-efficacy. Schwarzer (2008) averred that improvement of working conditions might be used to enhance teachers’ self-efficacy. Schwarzer studies teacher self-efficacy as a personal resource factor that may protect from the experience of job strain and burnout. The study sample was draw from Syrian and German teachers in a cross-sectional and longitudinal descriptive study design. The results revealed that a positive
influence of teacher self-efficacy on job strain and burnout, particularly for younger teachers. The study recommended that improvement of working conditions to eliminate or reduce job strain can increase teachers’ self-efficacy levels.

A component of working conditions, which is welfare programmes, was investigated by Hassan (2014) therefore, wrote a paper on the influence of employee welfare programmes on improving labour productivity in Nigeria. The paper argued that employee welfare programmes could help to improve workers’ good feelings towards their job shown in high morale and sense of security. The study helped to point out the relationship between welfare programmes and the psychological state of staff. In addition, Kuria (2012) investigated the influence of employee welfare programmes on employees. The study found out that improving the employee-welfare programmes improved the self-efficacy of the employees, which led to an increase in workers’ productivity. Therefore, Kuria (2012) helped to show the ability of welfare programmes to enhance employees’ self-efficacy. The studies by Schwarzer & Hallum (2008); Hassan (2014) and Kuria (2012) therefore, indicated that self-efficacy might be enhanced by improved working conditions. It remained to be investigated therefore, whether teachers’ self-efficacy can be enhanced by an improvement of their working conditions.

**Statement of the Problem**

Teachers are important pillars of schools as they impart knowledge to learners and set the situation for effective learning. Teachers also fill a complex set of roles which vary from one society to another and from one educational level to another. To effectively perform such roles, teachers of Business Studies must be prepared, motivated and supported to attain positive attitudes towards their profession so as to feel more confident in performing their tasks (Perlman, 2013). Despite this, Rwanbushaija (2013) observed that Business Studies teachers in Uganda face a multitude of challenges such as poor motivation, difficult working and living conditions, low and inconsistent salaries among others. Such challenges have compromised the quality of the standards of the teaching profession and have hampered many Business Studies teachers’ self-efficacy and level of job commitment in secondary schools even in Ogbia/Ndoni/Egbema Local Government Area of Rivers State.

As a result of this, teachers are seen demonstrating and exhibiting unprofessional and unethical conducts such as lateness to duty, absenteeism, hostility to students, inability to complete required task on time which are associated with lack of self-efficacy and job satisfaction. Based on these observations, a gap in knowledge therefore exists which this study would fill empirically as the researcher sought to investigate the relationship between self-efficacy and job involvement of Business Studies teachers in secondary schools in ONELGA Rivers State.

**Purpose of the Study**

The main purpose of this study was to investigate the relationship between self-efficacy and job commitment of Business Studies teachers in Ogbia/Ndoni/Egbema Local Government Area of Rivers State. Objectively, the study sought to examine:


**Research Questions**

The following questions were posed to guide the study:

2. What is the relationship between Business Studies teachers’ working conditions as a determinant of self-efficacy and job commitment in secondary schools in Ogbia/Ndoni/Egbema Local Government Area of Rivers State.
Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significant:

Ho₁: There is no significant relationship between Business Studies teachers’ remuneration as a determinant of self-efficacy and job commitment in secondary schools in Ogba/Ndoni/Egbema Local Government Area of Rivers State.

Ho₂: There is no significant relationship between Business Studies teachers’ working conditions as a determinant of self-efficacy and job commitment in secondary schools in Ogba/Ndoni/Egbema Local Government Area of Rivers State.

Significance of the Study
The outcome of this study would be of immense importance to the government, education planners, school administrators and teachers. It would spur the government to immediately review the conditions that will enhance teachers’ self-efficacy which have relationship with job commitment. It would educate education planners and school administrators on the need to provide conditions that would enhance the teachers’ persona development in terms of upgrade in their academic standard. It would also equip teachers on why their self-efficacy has a relationship with job involvement. Finally, the findings and recommendations from this study would be part of the existing body of knowledge and literature that can be cited for further studies.

Scope of the Study
This study covered Business Studies teachers in secondary schools in Ogba/Ndoni/Egbema Local Government Area of Rivers State. In terms of content, the study was strictly delimited to such variables as Business Studies teachers’ remuneration and working conditions as self-efficacy and job involvement in secondary schools.

METHODOLOGY
The study adopted a correlational research survey design with a population of 67 Business Studies teachers in 24 public junior secondary schools in ONELGA. The 67 teachers were purposively size of the population. Two research questions were answered while two hypotheses were tested at 0.05 level of significance. Two validated 20 item self-structured instruments titled “Business Studies Teacher Self-Efficacy Questionnaire (BSTSEQ)” and “Teachers Job Involvement Scale Questionnaire (TJISQ)” were used for data collection. The instruments were designed using four point modified Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 respectively. The reliability co-efficient of the instrument was established at 0.80 using Pearson r. 67 copies of the questionnaire were administered and retrieved. Data collected were analyzed using mean and standard deviation to answer the research questions while Pearson r was used to test the hypotheses. A weighted mean score of $2.50 \left(\frac{4 + 2 + 1}{4} = \frac{10}{4} = 2.50\right)$ served as the criterion mean items above the criterion mean were tagged “accepted” while those below were tagged “rejected”. When the observed r-value is greater than the critical r-value of 0.162, the null hypothesis is rejected and accepted when the reverse is the case.
RESULTS

The results obtained from this study after data analysis were presented and analyzed as follows:

Research Question 1:

*What is the relationship between Business Studies teachers’ remuneration as self efficacy and job involvement in secondary schools in ONELGA, Rivers State?*

**Table 1. Mean Responses on Teachers’ Remuneration as Self-Efficacy and Job Involvement**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Teachers’ remuneration and Job Involvement</th>
<th>N=67</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prompt payment of salary</td>
<td>3.03</td>
<td>0.83</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Implementation of teachers’ new salary structure</td>
<td>3.27</td>
<td>0.75</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Giving of allowances or professional affiliations</td>
<td>3.07</td>
<td>0.84</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Recognition of higher qualifications</td>
<td>3.36</td>
<td>0.79</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Payment of leave bonuses</td>
<td>3.52</td>
<td>0.68</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Implementation of teachers’ salary increment</td>
<td>3.43</td>
<td>0.76</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Effective payment of gratuity to retirees</td>
<td>3.28</td>
<td>0.83</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fair treatment of teachers’ pensioners</td>
<td>2.82</td>
<td>0.99</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Prompt payment of death benefit to the bereaved</td>
<td>2.91</td>
<td>0.98</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Payment of other bonuses (Christmas/new year etc.)</td>
<td>3.27</td>
<td>0.85</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Average Mean/SD</strong></td>
<td>3.20</td>
<td>0.83</td>
<td>Accepted</td>
<td></td>
</tr>
</tbody>
</table>

The result in Table 1 revealed that Business Studies teacher’s remuneration as self-efficacy and job involvement in secondary schools in Ogba/Ndoni/Egbema Local Government Area of Rivers State has a relationship with their effectiveness on the job. This is shown as the respondents’ mean response of 3.20 on the average which is greater than the cut-off point of 2.50.

Research Question 2:

*What are the relationships between Business Studies teachers’ working conditions as self-efficacy and job involvement in secondary schools in ONELGA, Rivers State?*

**Table 2: Mean Response on Teachers’ Working Condition as self-efficacy and Job Involvement**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Working Condition and Job Involvement</th>
<th>N=67</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Length of class periods</td>
<td>3.15</td>
<td>0.87</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Favourable policy on vacation and sick leave</td>
<td>2.91</td>
<td>0.98</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Having enough time for planning and preparing of lessons</td>
<td>2.91</td>
<td>1.01</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Availability of teaching resources and materials</td>
<td>2.84</td>
<td>1.02</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Quality of equipment (computers, typewriters, projectors, photocopiers etc.)</td>
<td>3.54</td>
<td>0.66</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Adequacy of classroom furniture</td>
<td>3.48</td>
<td>0.70</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teaching timetable (periods per week/teaching load)</td>
<td>2.81</td>
<td>1.01</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Teacher-pupil ratio</td>
<td>2.87</td>
<td>1.03</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Conducive classroom (Office and workspace)</td>
<td>2.78</td>
<td>1.01</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Getting administrative and supervisory support</td>
<td>3.58</td>
<td>0.64</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Average Mean/SD</strong></td>
<td>3.09</td>
<td>0.89</td>
<td>Accepted</td>
<td></td>
</tr>
</tbody>
</table>

The result in Table 2 revealed that Business Studies teachers’ working condition as self-efficacy in secondary schools in Ogba/Ndoni/Egbema Local Government Area of Rivers State has a relationship with their job involvement. This is shown as the respondents’ mean response of 3.09 on the average which is greater than the cut-off point of 2.50.
Hypothesis
The following null hypotheses were tested at 0.05 level of significance.

H\textsubscript{01}: There is no significant relationship between Business Studies teachers’ remuneration as self-efficacy and job involvement in secondary schools in ONELGA, Rivers State.

Table 3: Pearson Product Moment Correlation Coefficient Between Teachers’ Remuneration and Job Involvement

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>Observed r-value</th>
<th>Critical r-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remuneration</td>
<td>67</td>
<td>65</td>
<td>*0.305</td>
<td>0.162</td>
<td>Rejected</td>
</tr>
<tr>
<td>Job Involvement</td>
<td>67</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P>0.05

Table 3 showed the correlation between teachers’ remuneration as self-efficacy and level of job involvement. The observed r value (0.305) is greater than the critical r value (0.162). The null hypothesis is rejected. Thus, there is a significant relationship between remuneration as self-efficacy and job involvement of Business Studies teachers in secondary schools in ONELGA, Rivers State.

Hypothesis 2

H\textsubscript{02}: There is no significant relationship between Business Studies teachers’ working conditions as self-efficacy and job involvement in secondary schools in ONELGA, Rivers State.

Table 4: Pearson Product Moment Correlation Coefficient Between Teachers’ Working Conditions and Job Involvement

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>Observed r-value</th>
<th>Critical r-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Condition</td>
<td>67</td>
<td>65</td>
<td>*0.173</td>
<td>0.162</td>
<td>Rejected</td>
</tr>
<tr>
<td>Job Involvement</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P>0.05

Table 4 indicated the Pearson product-moment correlation coefficient between teachers’ working condition and their job involvement. Observed r Value is 0.173 and the critical r value is 0.162. Since the observed r value is greater than the critical r value the null hypothesis is rejected. Thus, there is a significant relationship between teachers’ working condition and level of job involvement of Business Studies teachers in secondary schools in ONELGA, Rivers State.

DISCUSSION OF FINDINGS

Result from Table 3 produced a correlation coefficient, ‘r’ of 0.305 between teachers remuneration as self-efficacy and job involvement in junior secondary schools in ONELGA. The study also found that if teachers are motivated through rewards, promotion as at when due, prompt payment of salary etc. would enhance their effectiveness in and on the job. This implies that there is a relationship between teachers’ remuneration as self-efficacy, job involvement and motivation in secondary schools in ONELGA. These findings are in agreement with Rynes, Gerhart and Minette (2004) ascertain that remuneration had been highlighted as being able to enhance teachers’ self-efficacy. Also in agreement is the investigations of Hameed, Maqbool, Athar, Ijaz and Hassan (2013) and Malik, Butt and Choi (2015) which outcomes revealed a positive and significant impact of incentive motivators on employee performance. Corroborating with the above ascertain, Schwarzer (2008) opined that many teachers exhibit dissatisfaction in their job due to job stress but that job satisfaction is associated with high levels of job performance.
Result from Table 4 produced a correlation coefficient ‘r’ of 0.173 between teachers’ working condition and job involvement in junior secondary schools in ONELGA, Rivers State. This implies that there is a relationship between self-efficacy, job involvement and condition of service in secondary schools in ONELGA. Teaching environments may include both satisfaction and stress for teachers due to demands from administrators, colleagues, students, and parents compounded by work overload, student misbehaviour, and lack of recognition for accomplishments (Greenglass & Burke, 2003). Research shows that dissatisfaction due to job stress may have negative effects on teacher’s work and teaching effectiveness (Kokkinos, 2007).

RECOMMENDATIONS
Based on the findings of this study, the following recommendations were made:
1. Government should increase the efficacy of Business Studies teachers by providing necessary conditions.
2. Business Studies teachers in public secondary schools should be given full job security and better salary rewards for their services rendered.

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