



Self-Concept and Job Satisfaction of Teachers in Senior Secondary Schools in Port Harcourt Metropolis, Rivers State

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ABSTRACT

The study investigated self-concept and job satisfaction of teachers in senior secondary schools in Port-Harcourt Metropolis, Rivers State. Correlational research design was adopted. Population of the study was 16,680 teachers in all the 268 public senior secondary schools in Port Harcourt Metropolis for the 2021/2022 academic session. Sample size of the study was 400 teachers in public senior secondary schools in Port Harcourt Metropolis. Stratified sampling technique was used in selecting the sample size of the study. Teachers' Self-concept and Job Satisfaction Questionnaire developed by the researchers was used for data collection. The instrument was subjected to face and content validity. Cronbach Alpha method was used to establish the reliability coefficients of 0.78 and 0.76 for Teachers' Self-concept Scale and Teachers' Job Satisfaction Scale. Pearson's Product Moment Correlation, T-test transformation method were used for data analyses and hypotheses testing at 0.05 level of significance. Results showed that: self-esteem and self-efficacy have positive significant relationship with job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. It was recommended that: Teachers should endeavour to develop high self-esteem to enable them value their job, as well as derive satisfaction from it, and the teachers should develop positive self-efficacy in order to belief in their ability to perform effectively, and be satisfied with their job.

Keyword: Self-concept, Self-esteem, Self-efficacy, Job Satisfaction

INTRODUCTION

Teachers at all levels of education perform significant roles in achieving the objectives of education in any society. However, if these teachers are not satisfied with their jobs, they may display lack of job commitment, and students' academic success in schools may be hampered. If workers are dissatisfied with their jobs, the overall advancement of the organization could be disrupted. Robbins and Judges (2008) described job satisfaction as a positive feeling an individual has towards his or her job resulting from the individual's evaluation of the job's characteristics. Davis and Newstrom (2006) defined job satisfaction as the pleasant or unpleasant feeling and emotions workers have towards their works. It is a pleasant emotion resulting from the evaluation of the experiences an employee has in discharging his or her responsibilities in the workplace. However, unmet expectations result in job dissatisfaction among workers (Mathis & Jackson, 2000).

According to Quarstein, McAfee and Glassman (1992), two major factors influencing job satisfaction include situational characteristics and situational occurrences. Examples of situational characteristics are salary, supervisory practices, working environment, and promotion. However, situational occurrences can be grouped into either positive or negative. The positive situational occurrences include extra vacation time, rewards and awards, and so on, while the negative situational occurrences include faulty equipment.

Satisfaction or dissatisfaction among workers may be the determinants of any organization's achievements

or failure. Hence, it is important that job satisfaction and some variables influencing it are examined among secondary school teachers. In Nigeria, the secondary education is very important because it is the only link between primary and tertiary education. Teachers in secondary schools are expected to be highly industrious in preparing the young students for future education. If these teachers are not appropriately and adequately rewarded for the good services they render, their level of satisfaction might decrease, affecting their level of job performance.

Bavendam (2000) posited that teachers' job satisfaction is very crucial in the educational sector because their attitude to work could positively or negatively influence students' learning process. Satisfied teachers could perform excellently in the classrooms and improve on his quality of teaching, while job dissatisfied teachers would find it difficult to perform very well in and outside the school environment. Teachers that are very satisfied with their jobs are usually very hard working, confident and courageous in discharging their duties and responsibilities, and they demonstrate greater commitment to the teaching learning process.

The impact of job satisfaction in the overall well-being of workers in any organization cannot be overstressed. This is because workers who are satisfied with their jobs are more likely to be committed, willing to give their best with proud and joy. In teaching profession, Teachers' job satisfaction is necessary so that the teachers would be highly motivated and passionate about their job. Teachers' job satisfaction can be described as the fulfillment of pleasures teachers derive in directing students both in and outside the classroom (Cheptoek, 2015). The pleasure and fulfillment derived from steady and timely coming to school, partaking in extra-curricular activities, supervising school activities, proper teaching and lesson preparation could be linked to Job satisfaction. Job satisfaction is the good feeling of duties that one has towards the objectives and goal of an organization.

A teacher who is highly satisfied with his/her job is likely to perform good task and responsibilities that will help the school achieve its goal. It is at this level that a teacher develops attachment and a sense of loyalty to his or her employer. However, job satisfaction does not just mean being happy with one's job, it actually goes beyond that. It involves an active participation and willingness to contribute to the entire wellbeing of the job. Although for some people, job satisfaction does not involve beliefs and opinions shown by an individual expression but also the individual's actions (Inayat & Khan, 2021). This tells that irrespective of the teacher's commitment, a satisfied teacher will always show the above-mentioned facts.

Job satisfaction is the collection of feelings and beliefs that people have about their current jobs. People's levels or degrees of jobs satisfaction can range from extreme satisfaction to extreme dissatisfaction. People have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers, supervisors, subordinates or their pay; job satisfaction has the potential to affect a wide range of behaviour in organizations. Teachers' job satisfaction may have strong implications for student achievement. Inayat and Khan (2021) maintain that improvement in teachers' motivation has benefits for both students and teachers. Teachers with strong positive attitudes have strong positive effect on the students because teachers are not merely educators but role models (Rahman, 2013). Job satisfaction describes the feelings, attitudes or preference of individuals regarding work. It indicates how content an individual is towards his or her work. High work satisfaction may incite improved advantage, reduce turnover, upgrade interest, decreasing the rate of accidents and especially increases productivity (Inayat & Khan, 2021). Teachers' job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated.

Miller (2013) opined that job satisfaction is an act of identifying oneself to a given job and work towards the maintenance of that job and its objectives happily without any form of compulsion. Thus, job satisfaction is the length at which an individual is willing and capable to keep the membership of a job due to concern and link with the career's goals and values. The attitude of one towards a job determines the level of satisfaction one derives from one's job. Individuals with a well-built level of job satisfaction may show high level of prospects and requirements from the job with which they have relationship. It also shows that individuals who are highly satisfied with their job are likely to perform more than those who are not. Teachers' job satisfaction has been extensively investigated because they affect behaviour, attitude, performance of individuals and the teaching process is strongly affected by commitment as one of the behaviours (Bartol 2013). In the school setting experience, job

satisfaction is usually part of teachers' effective or emotional reaction (Ebemier & Nickolaus, 2019). There are factors or characteristics which could contribute to job satisfaction of an employee. They are work itself, the pay package, promotional opportunities, the nature of supervision and the interpersonal relationship with peers.

Self-concept among several other factors could determine the extent to which teachers can be satisfied with their job. Self-concept is a collection of beliefs about oneself, that gives answer to the question of "who am I" especially in that face of new challenge, job performance and job satisfaction. Self-concept anchors on self-schemas, past self, present self, future and possible self which are all pronounced in experience and reality. Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and typically refers to the totality of an aesthetic, organized, and dynamic system of learning beliefs, attitudes and opinions that every person holds to be true about his or her personal existence (Saika, 2020). Self-concept is, perhaps, the thought for all motivated behavior. In psychology, the term self has two meanings, that is, attitude and feelings of a person towards himself, and something the entire psychological process that controls behavior and self-adjustment (Saika, 2020).

Self-concept could be positive or negative. It is positive when it aids an individual with the passion to meet a challenge ahead of him/her and complete a task successfully. Positive self-concept to teachers is an overall belief in one's skills, knowledge and training to succeed within his job description that is flooded with challenges like learner's individual difference, poor remuneration and other motivational factor. Teachers' positive self-concept is a teacher's thought feeling and actions that is systematically designed to modulate his behaviours to reach an expected goal. Negative self-concept on the other hand is the inability of one to perceive him/herself as an achiever or the inability to succeed. A teacher who has negative self-concept may not really accomplish or deliver the objectives of learning to his/her students. He/she can hardly accomplish responsibilities.

However, this study looked at self-esteem and self-efficacy as two issues or concepts imbedded in self-concept. Self-esteem refers to one's emotional or psychological assessment of him/herself, it is the overall evaluation of one's emotional disposition. Chery (2016) reported that self-esteem can be an important part of success because too little of self-esteem can leave people feeling defeated or depressed. It can also lead people to make bad choices, fall into destructive relationships or fail to live up to their full potentials. Wilson and Ross (2017) noted that people have the propensity to uphold themselves from the negative part of self and concentrate mostly on those that are positive. First (2015) viewed self-esteem as an evaluative element of how a person values, supports, approves or disapproves him or herself. Chery (2016) argued that self-esteem can be an important part of success because too little of self-esteem can leave people feeling defeated or depressed. It can also lead people to make bad choices, fall into destructive relationships or fail to live up to their full potentials.

Mocheche, Bosire and Raburu (2017) carried out a study on influence of self-concept on job satisfaction of secondary school teachers in Kenya and revealed that while most teachers in Kisumu Sub-County in Kenya held a variety of beliefs about self-concept, 80% of the teachers felt anxious in new social situation and their perceived deficient unworthiness and inadequate feelings affected their job satisfaction and 49.6% feared making mistakes. Machmud (2018) examined the influence of self-efficacy on satisfaction and work-related performance and revealed that there is a significant positive effect of self-efficacy on job perception that impact on the work-related performance. Ahmed (2012) carried out a study on the role of self-concept and optimism in job satisfaction among teachers of private Universities in Bangladesh and found that self-concept and optimism were significantly positively correlated with teachers' job-satisfaction in Bangladesh. People do have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers, supervisors, subordinates or their pay; job satisfaction has the potential to affect a wide range of behaviour in organizations. This present study investigated the relationship that exists between self-concept and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis, Rivers State.

Statement of the Problem

In public secondary school setting, teachers usually deal with more young and energetic students all day which requires the teachers to exhibit positive self-concept in order to be focused and effective in performing their job since teaching needs motivating students, keeping discipline, cooperating with colleagues and parents and coping with changes. Positive self-concept pushes the teacher into the

adventure of living above the symptoms of stress, depression and anxiety. Teachers need a high sense of self-concept to struggle against the inevitable obstacles and inequities that revolves around teaching profession within the public sector. Thus, in teaching profession, the issue of self-concept needs to be considered in relation to the teachers' level of job satisfaction. However, there seems to be a research gap in literature as it has to do with the relationship between self-concept and job satisfaction of teachers in Rivers State. This is because available literature here seems to show that not much recent empirical studies revealed the extent of relationships between self-concept and job satisfaction of teachers in Port-Harcourt Metropolis, hence it is imperative to carry out this study. This study, therefore, investigated self-concept as correlate of job satisfaction of teachers in senior secondary schools in Port-Harcourt Metropolis, Rivers State.

Aim and Objectives of the Study

The aim of the study was to determine the type of relationship that exists between self-concept and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis of Rivers State. The specific objectives of the study are to:

1. Find out the relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis.
2. Determine the relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis.

Research Questions

The following research questions guided the study:

1. What is the relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis?
2. What is the relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship of self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis.
2. There is no significant relationship of self-efficacy and job satisfaction of teachers in senior secondary schools in in Port Harcourt Metropolis.

METHODOLOGY

Correlational research design was adopted. Okwo and Walson (2016) defined correlational research design as the research design that provides clues for the proper understanding of patterns of relationships among variables of the study. This research design is considered most appropriate because the study sought to find out the type of relationship that exists between self-concept and job satisfaction of teachers without manipulating the variables. Population of the study was 16,680 teachers in all the 37 public senior secondary schools (SSS 1 to SSS 3) in Port Harcourt Metropolis of Rivers State, which is made up of 7,520 teachers in Obio/Akpor and 9,160 teachers in Port Harcourt Local Government Areas (Rivers State Senior Secondary Schools Board, 2023). Sample size of the study was 400 teachers in public senior secondary schools in Port Harcourt Metropolis. The Taro Yamane's sample size formula was used to obtain the sample of 391, but the researcher purposely increased it to 400 for a better representation of the target population. Stratified sampling technique was used in selecting the sample of the study. In Obio/Akpor Local Government Area, 184 teachers were selected from 14 randomly chosen schools in Obio/Akpor Local Government Area, while 216 teachers were selected from 11 randomly chosen schools in Port Harcourt City Local Government Area. An instrument titled: "Self-concept and Teachers' Job Satisfaction Questionnaire" with two scales (Teachers' Self-concept Scale and Teachers' Job Satisfaction Scale) was developed by the researchers for data collection. The instrument consists of cluster A (Teachers' Self-concept Scale) and cluster B (Teachers' Job Satisfaction Scale) with 16 items in all (8 items for each cluster). The instrument was prepared on a four response scale ranging from Strongly Agree with 4 points to Strongly Disagree with 1 point. The face and content validity of the instrument was determined by two experts in Counselling Psychology and Measurement and Evaluation. The instrument yielded Cronbach Alpha reliability coefficients of 0.78 and 0.76 for Teachers' Self-concept Scale and

Teachers' Job Satisfaction Scale. However, out of the 400 copies of each of the instruments administered to the respondents, 395 (99%) copies were properly filled and returned which were used for data analyses. Pearson's Product Moment Correlation (r) was used to answer the research questions, while T-test transformation method was used to test the null hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: *What is the relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis?*

Data for answering the research question is presented in Table 1 below.

Table 1: Pearson's Correlation on Self-esteem and Job Satisfaction of Teachers in Senior Secondary Schools in Port Harcourt Metropolis

Variable	N	X	SD	ΣX	ΣX^2	ΣXY	r-value	Remarks
				ΣY	ΣY^2			
Self-esteem (X)	395	3.37	1.02	1329	4884			
						5348	0.69	Moderate and Positive
Job Satisfaction of Teachers (Y)	395	3.82	0.99	1508	6137			

Source: Field Data, 2022.

Table 1 presents the data on the relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. Results in Table 4.6 shows that the correlation (r) value = 0.69 which indicates a moderate positive relationship between self-esteem and job satisfaction of teachers in senior secondary schools. It was thus, concluded that there is a moderate positive relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis.

Research Question 2: *What is the relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis?*

Data for answering the research question is presented in Table 2 below.

Table 2: Pearson's Correlation on Self-efficacy and Job Satisfaction of Teachers in Senior Secondary Schools in Port Harcourt Metropolis

Variable	N	X	SD	ΣX	ΣX^2	ΣXY	r-value	Remarks
				ΣY	ΣY^2			
self-efficacy (X)	395	3.35	0.84	1322	4707			
						5242	0.60	Moderate and Positive
Job Satisfaction of Teachers (Y)	395	3.82	0.99	1508	6137			

Source: Field Data, 2022.

Table 2 presents the relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. From the data in Table 2, it can be observed that the correlation value for self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis is moderate but positive (r = 0.60). With the moderate and positive value of r (0.60), it was concluded that there is a moderate positive relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis.

Hypotheses Testing

The following hypotheses were tested at 0.05 level of significance:

Table 3: T-transformation Analysis for Relationship between Self-esteem and Job Satisfaction of Teachers in Senior Secondary Schools

Variable	N	X	SD	df	r-value	t-trans	t-crit	α	Decision
Self-esteem	(X) 395	3.37	1.02						
				393	0.69	18.90	1.96	0.05	H0 Rejected
Job Satisfaction of Teachers	(Y) 395	3.82	0.99						

Not Significant at 0.05 Significance Level

Table 3 shows the t-transformation results on the relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. Data in Table 3 reveals that at 0.05 level of significance and degree of freedom (df) of 393, $r = 0.69$, $t\text{-trans} = 18.90$ and $t\text{-critical value} = 1.96$. Since the $t\text{-trans}$ value (18.90) > $t\text{-critical value}$ (1.96) at 0.05 significance level, the null hypothesis was therefore rejected. Hence, it was concluded that there is a significant relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. This implies that self-esteem improves job satisfaction of secondary school teachers.

Hypothesis 2: There is no significant relationship self-efficacy and job satisfaction of secondary school teachers in Port Harcourt Metropolis.

Table 4: T-transformation Analysis for Relationship between Self-efficacy and Job Satisfaction of Teachers in Senior Secondary Schools

Variable	N	X	SD	df	r-value	t-trans	t-crit	α	Decision
Self-efficacy	(X) 395	3.35	0.84						
				393	0.60	14.87	1.96	0.05	H0 Rejected
Job satisfaction of Teachers	(Y) 395	3.82	0.99						

NS = Not Significant at 0.05 Significance Level

Table 4 reveals the t-transformation results on the relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. Data in Table 4 shows that at 0.05 level of significance and degree of freedom (df) of 393, $r = 0.60$, $t\text{-trans} = 14.87$ and $t\text{-critical value} = 1.96$. Since the $t\text{-trans}$ value (14.87) > $t\text{-critical value}$ (1.96) at 0.05 level of significance, the null hypothesis which states that “there is no significant relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis” was rejected. It was therefore, concluded that there is a significant relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. This implies that self-efficacy helps to improve job satisfaction of secondary school teachers.

Self-esteem and Job Satisfaction of Teachers in Senior Secondary Schools in Port Harcourt Metropolis

In relation to research question 1, Table 1 revealed that there is a moderate positive relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. However, the test of hypothesis 1 as shown in Table 3 proved that there is significant relationship between self-esteem and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. This implies that self-esteem improves job satisfaction of secondary school teachers. This result could be because teachers with high self-esteem tend to carry out their jobs with dignity and commitment, and thus derives satisfaction from their jobs. In agreement with this finding, Chery (2016) reported that self-esteem can be an important part of success because too little of self-esteem can leave people feeling defeated or depressed. Teacher’s positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. An effective

teacher development design should have an exhaustive measure of aptitude, subject mastery, teaching methodology, etc so as to foster necessary skills and attitudes amongst prospective teachers. Wilson and Ross (2017) noted that people have the propensity to uphold themselves from the negative part of self and concentrate mostly on those that are positive. Mocheche et al (2017) carried out a study on influence of self-esteem on job satisfaction of secondary school teachers in Kenya and revealed that 80% of teachers felt anxious in new social situation and their perceived deficient unworthiness and inadequate feelings affected their job satisfaction.

Self-efficacy and Job Satisfaction of Teachers in Senior Secondary Schools in Port Harcourt Metropolis

Data in Table 2 for research question 2 showed that there is a moderate positive relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. Also, the results for hypothesis 2 as presented in Table 4 indicated that there is a significant relationship between self-efficacy and job satisfaction of teachers in senior secondary schools in Port Harcourt Metropolis. This implies that self-efficacy helps to improve job satisfaction of secondary school teachers. This result could be due to the fact that what a teacher thinks and feels about him/herself, especially in the work environment tend to moderate the level of satisfaction the teacher derives from his/her job. Teachers with strong positive attitudes have strong positive effect on the students, because teachers are not merely educators but role models (Rahman, 2013). People do have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers, supervisors, subordinates or their pay; job satisfaction has the potential to affect a wide range of behaviour in organizations. Furthermore, findings for research question nine and hypothesis nine revealed that there is a significant joint prediction of the two variables of self-concept (self-esteem and self-efficacy) to job satisfaction of secondary school teachers in Port Harcourt Metropolis. This is in line with Ahmed (2012) who carried out a study on the role of self-concept and optimism in job satisfaction among teachers of private Universities in Bangladesh and found that self-concept and optimism were significantly positively correlated with teachers' job-satisfaction in Bangladesh.

CONCLUSION

This study investigated self-concept and job satisfaction of teachers in senior secondary schools in Port-Harcourt Metropolis, Rivers State. The findings of the study showed that self-esteem and self-efficacy have moderate positive relationship with job satisfaction of teachers in senior secondary schools in Port-Harcourt Metropolis, Rivers State. Hence, it was concluded that self-concept can determine job satisfaction of teachers in senior secondary schools in Port-Harcourt Metropolis, Rivers State.

Educational Implications

The findings of this study might make the secondary school teachers to develop positive self-concept towards their job issues which would invariably increase their job satisfaction. Also, the findings of the study could propel some teachers to seek professional advice and support on their personal-social issues that could help them see reasons to be satisfied with their job. In addition, the study has provided empirical evidence for education policy with regard to psychological issues and job satisfaction of public secondary school teachers.

RECOMMENDATIONS

Based on the findings of the study and the conclusion drawn, the following recommendations were made:

1. Teachers should endeavour to develop high self-esteem to enable them value their job, as well as derive satisfaction from it.
2. Teachers should develop positive self-efficacy in order to belief in their ability to perform effectively, and be satisfied with their job.

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