

**INFLUENCE OF TEACHER SELF-ESTEEM, MOTIVATION AND JOB SECURITY  
ON ACADEMIC PERFORMANCE OF PUBLIC AND PRIVATE SENIOR  
SECONDARY SCHOOL STUDENTS IN BAUCHI LOCAL GOVERNMENT AREA,  
BAUCHI STATE, NIGERIA.**

**BY**

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## APPROVAL

This dissertation titled “influence of teacher self-esteem, motivation and job security on academic performance of public and private senior secondary school students in Bauchi Local Government Area, Bauchi State, Nigeria.” has been examined and approved for the award of M ed. Educational Psychology from the department of Education Bayero University, Kano, Nigeria and is approved for its contribution to academic and literature presentation.

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## **DECLARATION**

I here by declare that this work is the product of my research efforts undertaken under the supervision of Dr. Ahmad Muhammad Garba and has not been presented any where for the award of a degree or certificate. All sources have been duly acknowledged.

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## CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write up Muhammad Ibn Ali SPS/14/MED/00090 were carried out under my supervision.

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## **DEDICATION**

This dissertation is dedicated to my late father Alh. Aliyu (Baba Tanko), my late mother Hajara (Baba Hajo), my late wife Hajara (Anti) my entire family and friends.

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## ABSTRACT

*The study investigated the influence of teacher self-esteem, motivation and job security on academic performance of public and private senior secondary schools students in Bauchi Local Government Area, Bauchi State. The design for the study was survey research. The population of the study consists of 6780 students and 134 Islamic Studies teachers in Bauchi Local Government Area. Stratified random sampling technique was used to select 357 students and 80 teachers from eighteen senior secondary schools to constitute sample for the study. Three research instruments namely: teacher job security questionnaire (.934), teacher self-esteem questionnaire (.920) and teacher motivation questionnaire (.811) were used as data collection instruments. The reliability was found to be, 0.934, 0.920 and 0.811 for job security, self-esteem and motivation respectively. Collected data was analyzed using descriptive statistics of mean, standard deviation; frequency counts, simple percentage and t-test for independent sample were used in analyzing the data. The findings of the study revealed that senior secondary school teachers had high level of self-esteem, motivation and low level of job security. The study equally found that teachers' level of self-esteem ( $t = -2.892$ ,  $p = .005$ ,  $p < .05$ ), teachers' level of motivation ( $t = -3.743$ ,  $p = .000$ ,  $p < .05$ ) had significant influence on students' academic performance while teachers' level of job security ( $t = -.087$ ,  $p = .930$ ,  $p > .05$ ) had no significant influence on students' academic performance. It was equally found that senior secondary school students from private schools had high mean academic performance than their counterparts from public schools. Schools administrators' should ensure that teachers with high self-esteem are judiciously utilized as classroom teachers and should be highly motivated. Schools administrators' and government should ensure that teachers' job security is assured. Finally, the result indicated that there is the need for proper taking care about all what will promote, safeguard and protect the teaching and learning activities in both public and private schools for the sake of promoting students' academic performance and it will equally be significance to Ministry of Education policy makers and public schools.*



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## **OPERATIONAL DEFINITION OF TERMS**

For the only purpose of this research the following terms are defined as follows:

**Self-Esteem:** in this study means the teacher's encouragement, good impression and regard that the society sees him or her.

**Motivation:** refers to the effective supervision, promotion, incentives, in-service training, and recommendation and adequate payment of salaries and wages.

**Job Security:** refers to protection against unfair or unjustified dismissals, absence of threatening and unnecessary delay in the payment of pension and gratuity after retirement.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Teaching in those days had witnessed tremendous efforts and hardworking where all sectors paid more concern on it. Government, parents, teachers, students and other people in the community at that time showed more concern in teaching-learning activities which yielded positive results and good performances from students.

The researcher had been a teacher for more than two decade in Bauchi State public school, where he witnessed many educational progress and problems in the State. Before this time, teachers felt satisfied with their job, have high level of self-esteem, are highly motivated, and they felt secured on their jobs. In addition, teachers were also respected, secured and motivated by the government, parents, community leaders and students themselves. All materials needed for classroom instructions, libraries, laboratories, sports and recreational, etc. are provided and productively utilized, by then teaching and learning activities were excellent.

However, nowadays things are not like before. Teachers are facing serious challenges from all angles which deter them to perform or discharge their responsibilities effectively. These issues include how Government handle things in the education sector, how society sees teachers and their activities and even how teachers themselves feel about their work.

Motivation, self-esteem, and job security, which has resulted in poor productivity in their teaching job. This incites the researcher to contemplate on why do students perform poorly in public schools, and in the same vein to seek for plausible explanations as whether teachers in public schools feel secured and satisfied with their job or not.



Motivation is another essential aspect in helping teachers to handle their jobs with respects, interest, happy and motive, which yield positive results in the behavior of the students and also enable them to discharge their responsibilities accordingly. Educational psychologists have long recognized the importance of motivation for supporting teacher and student learning. Broussard & Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something”. There are two types of motivation: intrinsic and extrinsic. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Therefore, teachers are ought to be more effective and useful to their job when motivated intrinsically than extrinsically more especially in terms of influencing students to perform better in their learning activities.

Self-esteem is one of the most important aspects in the teaching and learning activities because it has relation with the feelings of the teacher which make him to boast if it is high and or make him to feel weak if it is low. Self-esteem has also been used to refer to the way people evaluate their various abilities and attributes. It is generally believed that there are many benefits to having a positive view of the self. Those who have high self-esteem are presumed to be psychologically happy and healthy (Branden, 1994; Taylor& Brown, 1988), whereas those with low self-esteem are believed to be psychologically distressed and perhaps even depressed (Tennen& Affleck, 1993). Having high self-esteem apparently provides benefits to those who possess it: They feel good about themselves, they are able to cope effectively with challenges and negative feedback, and they live in a social world in which they believe that people value and respect them. Most people with high self-esteem appear to lead happy lives and that enable them to produce very sound students in the academic activities due to their influence over their students and equally yield many positive outcomes and benefits in their teaching job.

Job security is the third construct that is considered in this study as essential psychological construct that influence the quality of teaching at all levels of our education system. The feeling of having a proper job and the assurance of its continuance in future as well as the absence of threatening factors constitute what it means to have a job security. If individual A feels that he/she will continue his/her job until the end of his/her service and will not be threatened by individual B to play his/her proper job roles and tasks, such person enjoys job security (Arabi, 2000). Job security is one's expectation about continuity in a job situation which enable the teacher to have job satisfaction. It has to do with the teacher feelings over loss of job or loss of desirable job futures such as lack of promotion opportunities. In job security, there are issues such as job changes, missing the job and non-achieving proper jobs. Against this background the present study aim to find out the influence of self-esteem, motivation, and job security on academic performance of public and private senior secondary schools students in Bauchi state.

## **1.2 Statement of the Problem**

The study intends to seek out the influence of Islamic Studies teachers' self-esteem, motivation and job security on academic performance of senior secondary schools students in Bauchi state.

Academic failure among students is the primary problem of education. This usually used to happen due to lack of some effective influences that affects teachers in teaching-learning process.

Students' academic performance is one of the most important aspects in education. All efforts in promoting and developing education in the world rested on good expectation of students' performances. Government, Parents, educational administrators and generality of people put all their efforts with the hope to promote students' performance in schools. Nowadays things are not like before. Academic performance of Senior Secondary Students' is now full with

challenges from all angles. The causes of these problems may be attributed to many factors such as: lack of recognized text books, lack of qualified teachers, lack of standard library, lack of instructional materials, poor good condition of leaving, lack of parental care and so on. The absence of all these can contribute to the poor academic performance of the senior secondary school students in our schools.

Teachers' self-esteem is one of the paramount factors that contribute to the academic performance of the students activities. Contrary to what is currently happening today Islamic Studies teachers are not accorded high regard in the society to the extent that they are face with inferiority complex, lack of encouragement by the government to boost the morale of the teachers in teaching-learning process, lack of good impression about the teaching-learning activities by the teachers themselves, students also disregard the position of the Islamic Studies teacher because of the way society sees him or her. On the part of motivation academic performance as regard to the influence of teachers on the students has been faced with problems, Islamic Studies teachers are also inclusive such as absent of effective supervision, absent of promotion, lack of incentives, lack of in-service training, lack of recommendation when work is well done. With regards to job security, teachers owe salaries for several months, unnecessary delay in the payment of pension and gratuity after retirement, sudden disengagement with no prior notice, lack of absence of threatening by the head officers etc. These problems also affect Islamic Studies teachers in one way or the other. Based on the stated problems above in our educational system, the researcher wishes to investigate the influence of self-esteem, motivation and job security on academic performance of public and private senior secondary schools students in Bauchi state.

### **1.3 Objectives of the Study**

The main objectives of this study were to:

1. Determine teachers' level of self-esteem among senior secondary school teachers in Bauchi Local Government Area.
2. Determine teachers' level of motivation among senior secondary school teachers in Bauchi Local Government Area.
3. Determine teachers' level of job security among senior secondary school teachers in Bauchi Local Government Area.
4. Determine differences in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of self-esteem.
5. Determine differences in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of motivation.
6. Determine differences in academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of job security.
7. Determine differences in academic performance of Public and Private Senior secondary school students in Bauchi Local Government Area.

#### **1.4 Research Questions**

The following research questions were formulated to guide the study:

- 1 What are the levels of self-esteem among senior secondary school teachers in Bauchi Local Government Area?
- 2 What are the levels of motivation among senior secondary school teachers in Bauchi Local Government Area?
- 3 What are the levels of job security among senior secondary school teachers in Bauchi Local Government Area?

- 4 Is there any differences in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of self-esteem?
- 5 Is there any differences in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of motivation?
- 6 Is there any differences in academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of job security?
- 7 Is there any difference in academic performance of Public and Private Senior secondary school students in Bauchi Local Government Area?

### **1.5 Research Hypotheses**

The following null hypotheses were formulated to guide the study:

1. There is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of self-esteem.
2. There is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of motivation?
3. There is no significant difference in academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of job security?
4. There is no significance difference in mean academic performance of Public and Private Senior secondary school students in Bauchi Local Government Area.

## **1.6 Significance of the Study:**

The study found influence of Islamic Studies teachers' self-esteem, motivation and job security on academic performance of senior secondary schools student in Bauchi Local Government Area, Bauchi State. The core purpose of education in any society is human development and this can be achieved if teachers are being considered in their daily activities. Teachers are the backbone of any educational system in the world.

However, the finding of the study will help to benefit teachers, more especially Islamic Studies teachers, parents, government, educational administrators, policy makers, educational psychologists and students in the following ways:-

The research will benefit school administrators to understand the influence and importance of teacher self-esteem that enable the teacher to perform his duty effectively. This research will also help them to imbibe the habit of motivating teachers in order to boost their morale of teaching. The research will benefit educational administrators in developing a better understanding of the importance of teacher motivation in imparting education in the minds of students at different level of education system. The research will help the teachers to improve their academic activities and also guide them to know the significance of teacher self – esteem, motivation and job security in their learning-process which help them to improve a great deal in the teaching in order to enhance teacher cordial relationship and good performance from students. The research will benefit the policy makers to make good understanding of the significance of teachers' job security in terms of their job continuity, absence of threatening, unnecessary transfer and work changing. It will also benefit the parents and general society at large to share the feeling of good condition or otherwise of teachers about their job. Researchers will benefit with this research by studying the significance of the constructs in the teaching-learning activities and otherwise. It will also

benefit the educational psychologists where influence may be found among public and private school teachers in terms of their teaching-learning activities based on the impacts of the research constructs. The research will benefit the students to understand the relevance of their academic performance with the positive discharge of the responsibilities of their teachers.

Finally this research will help the government to make good understanding of the needs of teachers about the teachers' self-esteem, motivation and job security in order to discharge their responsibilities accordingly.

### **1.7 Scope and Delimitation of the Study**

This study examined the influence of both public and private Islamic Studies teachers' self-esteem, motivation and job security among senior secondary school teachers in Bauchi Local Government Area, Bauchi state, Nigeria. Therefore, the self-esteem includes psychological health, respect, coping with challenges, producing positive outcomes. Motivation includes interest, happy, and motive. While job security includes continuity with the job, desirable job future, unnecessary job change, absence of threatening factor, and so on.

The research limit the area of research finding to senior secondary schools of Bauchi Local Government Area and junior secondary schools are delimited. Likewise other schools that are outside Bauchi Local Government Area and other constructs that are not stated in the above mentioned are also delimited from the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

#### **2.1 Introduction**

This chapter is intended to review related literature and conceptual background on influence of teachers' self-esteem, motivation and job security. Also on the theoretical framework, Looking-glass self-Theory by Cooley (1902), Socio-meter theory by Baumeister & Leary, (1995), Hierarchy of Needs theory by Maslow's (1943), ERG theory by Alderfer's (1972), and Two-Factor Theory by Herzberg (1966) would be theorized. Empirical studies would be outline and discussed on the influence of teachers' self-esteem, influence of teachers' job security on student academic performance, motivation and the like. Lastly, summary and uniqueness of literature would be discussed.

#### **2.2 Conceptual Framework**

The three main variables of the topic (self-esteem; motivation and job security) will be comprehensively reviewed.

##### **2.2.1 Self-Esteem**

According to Brown, Dutton, & Cook, (2001). Self-esteem is most commonly used to refer to the way people characteristically feel about themselves. They also confirmed that many psychologists call this form of self-esteem, *global* self-esteem or *trait* self-esteem, as it is relatively enduring, both across time and situations. Self-esteem is one of psychology's most popular constructs. It is used as a predictor variable (some researchers study whether high self-esteem people think, feel, and behave differently than do low self-esteem people), an outcome variable (some researchers study how various experiences affect the way people feel about themselves), and a mediating variable (self-esteem needs are presumed to motivate a wide variety of psychological processes). (Brown, 1993, 1998; Brown & Dutton, 1995) define Self-esteem as a feeling of affection for oneself.



Baumeister, Tice, & Hutton, (1989) stated that high self-esteem is characterised by a general fondness or love for oneself; low self-esteem is characterised by mildly positive or ambivalent feelings toward oneself. In extreme cases, low self-esteem people hate themselves, but this kind of self-loathing occurs in clinical populations, not in normal populations. Low self-esteem is likely to result when key figures reject, ignore, demean, or devalue the person. Subsequent thinking by Coopersmith (1967) & Rosenberg (1965, 1979), as well as most contemporary self-esteem research, is well in accord with the basic tenets of symbolic interactionism. According to this perspective, it is important to assess how people perceive themselves to be viewed 'by significant others, such as friends, classmates, family members, and so on.

(Harter, 1986; Marsh, 1990; Shavelson, Hubner, & Stanton, 1976.)viewed that “self-esteem” has also been used to refer to the way people evaluate their various abilities and attributes. For example, many scales designed to assess self-esteem include subscales for measuring academic self-esteem, social self-esteem, or athletic self-esteem

### **2.2.2 Dimensionality and the Components of Self-Esteem**

Self-esteem can refer to the overall self or to specific aspects of the self, such as how people feel about their social standing, racial or ethnic group, physical features, athletic skills, job or school performance. Theorists have made many distinctions concerning different types of self-esteem, e.g., contingent vs. non-contingent; explicit vs. implicit; authentic vs. false; stable vs. unstable; global vs. domain specific. Regarding the dimensionality of self-esteem, some authors conceptualized it as a unitary global trait, whereas others view it as a multidimensional trait with independent subcomponents (performance, social, and physical self-esteem) (Heatherton and Wyland, 2003). Branden (2009) maintained that self-esteem consists of two components: (a) to consider oneself effective, to trust in one's ability to think, learn, choose and make correct decisions, and to overcome challenges and produce

changes, and (b) to respect oneself, the confidence in one's right to be happy, and the confidence that people are worthy of the respect, love and self-fulfillment appearing in their lives. More recently, Reasoner (2005) viewed self-esteem as composed of two distinct dimensions: competence and worth. On the basis of these two components, he defines self-esteem as "the experience of being capable of meeting life challenges and being worthy of happiness".

In personality psychology, there is a well-known distinction between traits and states first introduced by Cattell, (2006) and elaborated by Spielberger and his colleagues (2003). Based on this distinction, some authors distinguished between trait self-esteem, i.e., stable in time as it is a part of the personality and the state self-esteem, which is more labile, being affected by events, situations, and emotions (Gilovich, Keltner and Nisbett, 2006).

Deci and Ryan (2005) distinguished between contingent and true self-esteem. Contingent self-esteem refers to feelings about oneself that result from, and dependent on, matching some standards of excellence or living up to some interpersonal or intrapsychic expectations. It is a kind of aggrandizement of oneself associated with being ego-involved in some types of outcomes and dutifully achieving them. It often involves social comparison and tends to be associated with a kind of narcissism. In contrast, true self-esteem is more stable and based in a solid and secure sense of self. Their worth would be an integrated aspect of oneself and would be reflected in agency, pro-activity, and vitality.

As for the assessment of self-esteem, some authors distinguished between explicit self-esteem (questionnaires) and implicit self-esteem, i.e., the introspectively unidentified (or inaccurately identified) effect of the self-attitude on evaluation of self-associated and self-dissociated object (Greenwald, and Banaji, 2005).

### **2.2.3 The Formation and Development of Self-Esteem**

The formation of self-esteem implies a long process. It is correlated with the formation of self-image and self-conscience. Its evolution in time involves also downfall periods especially during transition periods from one stage to another, from one status to another, e.g., in adolescence (due to the psycho-somatic changes), or grand age, as a consequence of the change in status, retirement and the change in tasks and responsibilities (Orth, Trzesniewski and Robins, 2010). While self-esteem appears to decline during adolescence, it increases during young adulthood (Tsai, Ying and Lee, 2001).

The affective model of self-esteem development assumes that: (a) self-esteem forms early in life in response to relational and temperamental factors; and (b) once formed, endows high self-esteem people with the ability to promote, protect and restore feelings of self-worth (Brown, 2001).

Many studies have underlined the essential role of the family environment in the formation of personality especially in the early childhood (Talib, Mohamad and Mamat, 2011). Early studies by Rosenberg, (1965) and Coopersmith, (2007) showed that parental involvement and willingness to give adolescents autonomy and freedom are positively correlated to high self-esteem in adolescents.

### **2.2.4 Positive Effects of High Self-Esteem**

The self-esteem is a personality trait related with the self-image and self-conscience concepts. All personality traits, including self-esteem, could be viewed as a continuum or a bipolar dimension. Individual differences through this continuum encompass several grades and levels. Self-approval is a basic human desire. High self-esteem score is a must factor in order to attain the feeling of happiness.

Studies have identified self-esteem as an important determinant of emotional well-being (Baumeister, Campbell, Krueger and Vohs, 2003). As early as 1890, William James, one of

the founding fathers of Western psychology, argued that self-esteem is an important aspect of mental health.

People with high self-esteem experience more happiness, optimism, and motivation than those with low self-esteem, as well as less depression, anxiety, and negative mood. Using several Arab participants, it was found that self-esteem significantly and positively associated with love of life, mental health, satisfaction with life, happiness, and hope (Abdel-Khalek, 2007, 2011, 2012, 2013, Abdel-Khalek and Snyder, 2007). Persons with high self-esteem are more likely to persist in the face of difficult tasks than are low self-esteem persons (Baumeister, 2003). High self-esteem people are more resilient to the vicissitudes of life.

A high level of self-esteem supplies individuals with the ability to accept happy moments, to handle unpleasant situations, to cope effectively with challenges, to engage in close relationships and to improve their strengths.

High self-esteem is also considered to positively moderate the expression of dysfunctional schemata and depressive symptoms at the experience of negative life events (Stavropoulos, Lazaratou, Marini and Dikeos, 2015).

Several studies have found that high self-esteem individuals are more persistent in the face of failure than the low self-esteem individuals. High self-esteem individuals also appear more effective in self-regulating goal-directed behavior (Di Paula and Campbell, 2002). Self-esteem is important for self-regulation and quality of life, and the relevance of self-esteem for positive psychology. Self-esteem provides the energy to mobilize human behavior as well as contributing to its direction (Mackinnon, 2015).

Previous research has shown that self-esteem rises when a person succeeds, is praised, or experiences another's love, making self-esteem dependent on not only one's perceptions of himself but also other's perceptions of him (Schmidt and Padilla, 2003). Self-esteem is a

major key to success in life. The development of healthy self-esteem is extremely important for good personal and social adjustment.

### **2.2.5 Negative Effects of Low Self-Esteem**

People with low self-esteem suffer from feelings of worthlessness, inferiority, and emotional instability, so leading to dissatisfaction with life (Ha, 2006). Moreover, there is a tendency of respondents with low self-esteem scores to have a general negative attitude toward many things, including other people and personal circumstances (Mackinnon, 2015,).

Low self-esteem has been linked to depression, aggression, less competency to overcome difficulties and decreased level of well-being in adolescence (Stavropoulos, 2015). Weber (2001) hypothesized that college students who report emotional abuse are expected to have a lower self-esteem than those who do not report emotional abuse. This hypothesis was generally supported for male participants only.

Self-esteem was significantly and negatively correlated with internet addiction (Aydin and Sari, 2011). Using a cross-sectional convenient national sample of 23,532 Norwegians, Andreassen, Pallesen, and Griffiths (2016) elucidated the addictive use of social media in reflecting a need to feed the ego, that is, narcissistic personality traits, and an attempt to inhibit a negative self-evaluation, that is, self-esteem.

The Sociometer model maintained that subjectively experienced self-esteem serves as “a psychological gauge or indicator” that allows people to efficiently monitor other’s reactions to them. Low self-esteem is conceptualized as an experiential indicator of social rejection (Leary, Schreindorfer and Haupt, 2005; Leary, Tambor, Terdal and Downs, 2005).

### **2.2.6 Low Self-Esteem and Psychopathology**

The low self-esteem person is an individual whose global self-evaluation is neutral, whose self-concept is uncertain and confused, who is highly susceptible to, and dependent on, external self-relevant cues, and whose social perceptions and behaviors reflect a cautious or conservative orientation (Campbell and Lavellee, 2003).

Low self-esteem can be understood in terms of confusion or uncertainty in self-knowledge, a cautious and self-protective approach to life, a shortage of positive resources in the self, and a chronic internal conflict. They lack a clear, consistent unified understanding of who they are, which leaves them at the mercy of events and changing situations (Baumeister, 2003).

Lowered self-esteem frequently accompanies psychiatric disorders. It has been suggested that low self-esteem is an etiological factor in many psychiatric conditions as well as in suicidal individuals. With 957 psychiatric patients, Silverstone, and Salsali (2003) found that all psychiatric patients suffer some degree of lowered self-esteem. The lowest self-esteem was found in patients with major depressive disorder, eating disorders, and substance abuse. The authors concluded that there is a vicious cycle between self-esteem and onset of psychiatric disorders (See also Murphy et al., 2005).

Based on three studies, Donnellan, Trzesniewski, Robins, Moffitt, and Capsi (2005) found a robust relation between low self-esteem and externalizing problems (aggression, antisocial behavior, and delinquency).

This relation held for measures of self-esteem and externalizing problems based on self-reports, teacher's ratings, and parents' ratings, and for participants from different nationalities (United States and New Zealand), and age groups (adolescents and college students). Using a sample of 1,209

Norwegian adolescents, Moksnes and Espnes (2012), found that self-esteem was strongly and negatively associated with both state depression and state anxiety.

Low level of self-esteem has been linked to behavioral problems and poor school performance as well as serious behavioral problems as suicidal tendencies, maladjustment, and leads to psychological problems such as depression, social anxiety, loneliness, alienation, etc (Sharma and Agarwala, 2015).

Kempke, Luyten, Houdenhove, Goossens, Bekaert, and Wambeke (2011) studied a sample of 192 patients with chronic fatigue syndrome. They found that self-esteem fully mediated the relationship between maladaptive perfectionism and depression. This finding may have important implications for the treatment and prevention of depression in these patients. As for the prognosis, longitudinal studies suggest that low self-esteem predicts depression later in life (Kamkar, Doyle and Markiewicz, 2012).

The most prominent explanations for the link between low self-esteem and psychopathology are as follows: the vulnerability model (low self-esteem increases the probability of psychopathology), and the scar model (low self-esteem is a consequence of psychopathology rather than a cause) (Zeigler – Hill, 2011).

### **2.2.7 Self-Esteem and Depression**

Depression is used to describe a range of experiences from a slightly noticeable and temporary mood decrease, as well as a mild of tiredness and simple sadness, to the most profound state of apathy and severe symptoms of anhedonia, depressed mood, as well as a set of correlated affective, cognitive, and somatic symptoms.

According to the DSM5, the essential feature of a major depression is a period of at least two week of suffering from depressed mood, loss of interest or pleasure, significant weight loss, insomnia or hypersomnia, psychomotor agitation or retardation, fatigue, feelings of worthlessness, diminished ability to think or concentrate, and recurrent thoughts of death or a suicide attempt. The core symptoms of depression are the same for children and adolescents as for adults.

Depression prevalence has increased in the last few decades, affecting younger age groups. According to WHO, depression is the fourth leading disease and by 2020 it is expected to reach the second place (Tripković, Roje, Krnic, Nazor and Karin, 2015). Further, it is projected to be the leading cause of the global burden of disease by the year 2030 (World Health Organization, 2008).

Childhood and adolescence depression have become a subject of considerable studies over the past few decades. The clinical features of child and adolescent depression are similar to those of adult depression. Children cannot achieve their full potential if they are affected by emotional or mental disturbances that hinder their success. Children experiencing emotional abuse may experience depression and having low self-esteem. Parental behavior has been reported to relate to a child's self-esteem and is known to be as one of the reactions or consequences of psychological maltreatment (Weber, 2001). An extensive body of evidence supports the role of family processes in the development, course and maintenance of depression in children and adolescents (Sander and McCarty, 2005).

Self-esteem has been implicated as a vulnerability factor in the onset of depression in the theoretical model of Beck (2007). Further, the role of self-esteem has been salient in Brown and Harris's (2008) psychosocial model of depression. To understand the link between low self-esteem and depression, Orth and Robins (2013) described several theoretical models concerning this link. They concluded that the available evidence provides strong support for the vulnerability model (low self-esteem contributes to depression), and weaker support for the scar model (depression erodes self-esteem). Moreover, the vulnerability model is robust and holds across gender, age, affective – cognitive versus somatic symptoms of depression.

Several studies have shown that increased negative thinking about the self is a central feature of depression. It has been thoroughly demonstrated that depressive people think negatively and report lower self-esteem than non-depressed controls. Likewise, several studies have



suggested a combined effect of low self-esteem (or negative cognitions about oneself) and family functioning on the emergence of adolescent depression (Stavropoulos that is, 2015). statistically, significant association between low self-esteem and clinically significant depression was found (Tripković et al., 2015) (See also: Sharma and Agarwala, 2014). On the other hand, a positive view of the self, that is., self-esteem, plays a role in buffering the relation between negative events and depressive symptoms.

### **2.2.8 The Dark Side of High Self-Esteem**

There is a dark side of self-esteem. Baumeister, Smart, and Boden (2006) suggested that people with high self-esteem are more likely to be conceited, arrogant, or occasionally narcissistic. They expect to receive positive evaluations from others; if they are provided with negative feedback, a threatened ego motivates them to spend personal resources on coping with the negative evaluations. Neff (2011) pointed out that pursuit of high self-esteem can be problematic, can sometimes be counterproductive, and may involve puffing the self up while putting others down.

High scores on self-esteem scales can result from narcissism – a highly inflated, grandiose view of oneself and one's positive traits and competence, conjoined with a sense of entitlement. Although separate measures of narcissism and normal self-esteem correlate substantially, they have different outcomes. Narcissism predicts aggression while normal self-esteem does not (Mackinnon, 2015, pp. 14 – 15).

Some authors view narcissism as an extreme form of self-esteem, so exaggerated self-esteem leads to narcissism and the search for unconditional acceptance. Narcissists see themselves as the center of the universe; in the mirror they only see themselves reflected. They see themselves as if they were the only reality worthy of esteem, the rest being mere generators of their supposed grandeur and worth. Narcissists are always talking about their supposed greatness and worth, about their uncommon, marvelous experiences, their extremely

interesting projects, about how much they have done to improve in life, and even to help others (Dolan, 2007, p. 71).

The essential feature of narcissistic personality disorder is a pervasive pattern of grandiosity, need for admiration, a grandiose sense of self-importance, a belief that they are superior, special, or unique. Gerrard, Gibbons, Reis – Bergan, and Russell (2000) studied the self-serving cognitions among people with high self-esteem who engage in unwise or less optimal and risky health behavior, such as drinking, smoking, and unprotected sex. They found that they often utilize a variety of self-serving cognitive strategies and defensive self-justification and reactance that protect them from fully acknowledging their vulnerability to the potential negative consequences of their behavior. For example, they minimize their estimates of personal risk and overestimate the prevalence of the risk behavior among their peers. High self-esteem persons employ these strategies to cope with the inconsistency between their behavior and their positive self-perception.

### **2.2.9 Culture and Self-Esteem**

Culture shapes various aspects of the self: how people view themselves, what they strive to be, and when they feel good (or bad) about themselves (Tsai et al., 2001). The North American and Western European view the self as an independent, autonomous, self-contained entity composed of a unique set of attributes (traits, feelings, values, etc.). These attributes determine and explain a person's behavior (Marcus and Kitayama, 2001). In this culture, where individualism is prized, the culture urges individuals to view themselves as independently functioning agents. People who embrace an independent view of self tend to have a sense of identity that is anchored in its internal attributes and is viewed as the source of action and the center of control. Independent view of self and self-esteem are positively correlated (Heine and Lehman, 2004).

On the other hand, the cultural framework of interdependence characterizes many Asian, African, and Hispanic collectivistic cultures (Triandis, 2010). That is, the self cannot be separated from others and the surrounding social context. Thus, the goal is not to become separate but to fit in with others.

In an independent culture, high self-esteem derives from evidence that one has distinguished oneself from others and is different and unique in some positive sense. By contrast, in an interdependent culture, high self-esteem is a function of good social relationships, a sense of fitting in, belonging, and to minimize any sense of uniqueness or distinction (Glaus, 2009; Marcus and Kitayama, 2004).

Interdependence is more strongly embraced by East Asians, particularly Japanese. Research indicated that the vast majority of North Americans report having high self-esteem. Japanese consistently have exhibited lower self-esteem scores than North Americans (Heine and Lehman, 2004). In a large scale study, the same authors have reached the conclusion that greater exposure to Western culture leads to higher self-esteem.

Using a Chinese American sample, Tsai. (2001) found that cultural orientation significantly predicted self-esteem above and beyond the contribution of age, gender, grade point average, and socioeconomic status.

Although people from East Asian countries consistently report lower self-esteem than do those from Western countries, the origins of this difference are unclear. Cai, Brown, Deng, and Oakes (2007) found that Chinese participants appraised themselves less positively than American participants on a cognitive measure of self-evaluations, but cultural differences were absent on a measure of affective self-regard. They found also that cultural differences in modesty underlie cultural differences in cognitive self-evaluation.

Brown (2008) studied the beliefs about the importance and desirability of self-esteem. He found that American students view self-esteem as desirable and consequential, whereas

Japanese students view self-esteem as desirable but not consequential. In a similar vein, university students from non-Western culture (Nigeria and Nepale) tend to report higher academic but lower non-academic self-esteem than their Western peers (Watkins, Akande, Cheng and Regmi, 2006).

#### **2.2.10 Self-Esteem and Demographic Variables**

Some studies investigated self-esteem, socio-economic status, and urban-rural residence associations. Housley, Martin, McCoy, Greenhouse, Stigger, Chapin et al. (2007) found that for American urban girls, mean self-esteem of upper economic status subjects was significantly higher than that of those at the lower economic status. The self-esteem of upper economic status urban girls was significantly higher than the self-esteem of their rural peers. Houlihan, Fitzgerald, and O'Regan (2004) recruited 464 Irish adolescents.

They found that the females from the rural setting suffer significantly more depressive symptomatology (22%), and poor self-esteem (68%) than the male and urban participants. Tsai et al. (2001) stated that socioeconomic status has been found to correlate with self-esteem, with individuals of higher social class having more positive feelings about themselves than those of lower social class.

Males typically report higher self-esteem than do females. A number of studies suggest that boys and girls diverge in their primary source of self-esteem, with girls being more influenced by relationships and boys being more influenced by objective success (Heatherton and Wyland, 2003). Individuals who achieve academically have higher self-esteem than those who do not (Tsai, 2001). You, Shin, and Kim (2016) found that body image has significant effects on both self-esteem and depression. Sharaf, Thompson, and Walsh (2009) studied the protective effects of self-esteem and family support on suicide risk behaviors among at-risk adolescents. They found that family support moderated that impact of self-esteem on suicide

risk, and the ameliorating effect of self-esteem was stronger among adolescents with low versus high family support.

#### **2.2.11 Stability of Self-Esteem**

Most theories of self-esteem view it as a relatively stable personality trait. Based on this perspective, self-esteem is stable because it slowly builds over time through personal experiences, such as repeatedly succeeding at various tasks or continually being valued by significant others. A number of studies, however, assumed that self-esteem can momentarily be manipulated or affected.

Therefore, self-esteem can be viewed as a “trait” as well as a “state” (Heatherton and Wyland, 2003). Greenier, (2005) stated that self-esteem instability is a dimension distinct from level of self-esteem. Self-esteem instability refers to the magnitude of short term fluctuations that people experience in their contextually based feelings of self-worth. Among high self-esteem individuals, self-esteem instability reflects fragility in one’s positive self-feelings, and is associated with heightened tendencies to defend and promote these positive self-feelings. On the other hand, among low self-esteem individuals, self-esteem instability is related to various indices of psychological difficulties and maladjustment.

#### **2.2.12 Common Characteristics of High Self-Esteem**

According to Bis, (2011). People who struggle with their self-esteem are often advised to seek out people who are successful, confident and have high self-esteem. Of course it’s not as simple to just watch someone who is outwardly comfortable and hope that will rub off and improve your own self-esteem. It won’t. If you’re going to improve your self-esteem you need to be committed to making some changes and also putting in some practice. However, it is useful to spend some time with people you know with high self-esteem and observe some

of the specific characteristic that are common with people who are confident and 'comfortable in their own skin'. Listed below are 7 common traits.

#### **2.2.12.1 Belief in themselves**

People who have high self-esteem have confidence in their own abilities. This isn't a case of false self-confidence. They recognize what they're good at, are confident that they are able to improve where necessary and unlike people with low self-esteem, believe that they deserve to do better. The effect of this is that they are often ambitious in their chosen field and do well in their careers as they consistently strive for improvement and personal success. They don't waste time indulging in negative self-talk.

#### **2.2.12.2 Know what they want or need**

People with high self-esteem generally have clear ideas about what they want or need and are able to communicate these needs and wants to others.

#### **2.2.12.3 Effective communication skills**

It's common for people with high self-esteem to be good communicators. This includes having good listening skills which leave them open to taking advice, being open to change and new ideas.

#### **2.2.12.4 Drive to succeed**

Not surprisingly people with high self-esteem have the drive to succeed. Some people with low self-esteem have similar drive, but the difference is that people with high self-esteem are generally more flexible and find it easier to overcome challenges and disappointments along the way. They don't worry about failure and even when they do fail, they have the inner resources to learn from the failure and then move on.

#### **2.2.12.5 Comfortable with change**

Because people with high self-esteem are comfortable with change, they enthusiastically seek out new opportunities and are open to embracing new ideas. They are also happy to learn new skills to support them with any new challenges.

#### **2.2.12.6 Enjoy healthy relationships**

With their good communication skills and their enthusiasm to succeed, people with high self-esteem generally enjoy good healthy relationships and are able to accept constructive criticism, without letting it dent their confidence. Because of their confidence they are rarely competitive with others because they are comfortable with their own abilities

#### **2.2.12.7 Goal-orientated**

The almost inbred confidence that someone with high self-esteem has, means that they are very focused on self-improvement and success and are often good at planning and setting goals in a methodical way, as well as achieving them.

If you have low self-esteem it's easy to envy those people who exude confidence and have high self-esteem. Probably the best thing that you can learn from people who have high self-esteem is that they are comfortable with change and are prepared to have a go. That may sound overly simplistic but if you're struggling with low self-esteem it's only you who can make the commitment to change, reduce the negative and take a risk.

### **2.2.2 Influence of Teacher Self-Esteem on Academic Performance**

Carl Rogers,(2012) writing on freedom to learn showed how teachers' high self-esteem can influence students' performance in and outside the classroom by examining four major items including: teacher self-esteem, desirable personal characteristics, communication and preferred teaching style. Education plays a vital role in the development. It is extremely

important not only for individual but also for society. Education does not mean only to get a high degree but it creates a difference between wild and civilized person. Well established and coordinated education system is able to produce educated and trained persons. Student performance is an effective gauge to measure the credibility of any education system in any country. A number of studies have conducted to know the effect of different factors on student performance. Self-esteem has a meaningful role in one's performance. Self-confident student shows better result than low confident students. Supportive environment have a substantial effect on student performance as well as teacher attitude has a greater effect on the student performance.

### **2.2.3 Motivation**

Just like any other word, there are variations of definitions to describe a concept. Motivation too has many different definitions. Understanding exactly what motivation is will help managers decide what actions to take to encourage their employees. The definition of motivation starts with the root word, motive. Webster's Dictionary defines motive as, something that causes a person to act. Therefore, motivation can be defined as, the act of providing motive that causes someone to act. Shanks, (2012). Motivation refers to "the reasons underlying behavior" (Guayet al., 2010). Huczynski& Buchanan (2007) argued that "Motivation" is "A combination of goals towards which human behaviour is directed; the process through which those goals are pursued and achieved and the social factors involved". Luthans (1992) says, "Motivation is a combination of needs, drives and incentives. Motivation is defined as the process that starts with physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive".

With relation to the workplace, Ray Williams, who writes for Psychology Today, defines motivation as, "predisposition to behave in a purposeful manner to achieve specific, unmet



needs and the will to achieve, and the inner force that drives individuals to accomplish personal organizational goals” (Williams). Therefore, motivation is the drive that arouses the need and interest of a person to act.

A person becomes motivated in order to achieve their own personal goals as well as the organizational goals. The more motivated an employee is, the more likely they are to have organizational commitment and identify themselves with the organization. This will meet some of the unmet needs, and connect them with the organization.

### **2.2.3.1 Intrinsic and Extrinsic Motivation**

Stirling, (2014) view that, many discussions of motivation begin by making a distinction between intrinsic and extrinsic motivation. Intrinsic motivation is characterized as that which comes from within the individual. It inspires action even when there is no perceived external stimulus or reward. Extrinsic motivation, in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes.

For very long and complex tasks, a combination of intrinsic motivation and extrinsic rewards (particularly in the form of performance feedback) may be most effective. She further expressed that, in addition, although intrinsic motivation is highly desirable, not all students will find school to be intrinsically motivating and even motivated students will feel unmotivated some of the time. In such cases, a combination of extrinsic rewards and environmental factors spurring situational interest may be most successful in engaging academically challenged students who tend to have low academic motivation. Stirling, (2014).

Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic

motivation to be more desirable and to result in better learning outcomes than extrinsic motivation.

Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure, and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies (Guay et al., 2010). Typically, manipulation of extrinsic motivation is effected by the provision of rewards, which can be either tangible (e.g., money, grades, privileges, etc.) or intangible (example, praise).

#### **2.2.3.2 Influence of Teacher Motivation on Academic Performance**

Human capital, especially teacher quality, is believed to be one of the most important inputs into education production. One potential method to increase student performance and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student performance. Theoretically, teacher incentives could have one of three effects. If teachers lack motivation or incentive to put effort into important inputs to the education production function (e.g. lesson planning, parental engagement), financial incentives for student performance may have a positive impact by motivating teachers to increase their effort. However, if teachers do not know how to increase student performance, the production function has important complementarities outside their control, or the incentives are either confusing or too weak, teacher incentives may have no impact on performance. Conversely, if teacher incentives have unintended consequences such as explicit cheating, teaching to the test, or focusing on specific, tested objectives at the expense of more general learning, teacher incentives could have a negative impact on student performance Holmstrom and Milgrom, (1991). Some scholars argue that teacher incentives sometimes decrease a teacher's intrinsic motivation and can even cause discomfort among teachers in their daily activities.

#### **2.2.4 Job Security**

According to Arabi, (2000) job security is the feeling of having a proper job and the assurance of its continuance in future as well as the absence of threatening factors. If individual A feels that he/she will continue his/her job until the end of his/her service and will not be threatened by individual B to play his/her proper job roles and tasks, such person enjoys job security. According to industrial and organizational psychologists, job security is one of the creators of job satisfaction and commitment (Thomas et al., 2006).

Decker, (2010) defined Employment security in such a way that, individuals have the confidence, based on their experience, that they will be able to continue their employment career, either in another job with their current employer or in another job with another employer, whenever they need or want to. In an ILO report from 2001, Dasgupta, referring to an earlier ILO report from 1995, uses the following definition of employment security for wage and salaried workers as follows: Employment security generally refers to protection against unfair or unjustified dismissals. According to the most commonly used definition, “employment security means that workers have protection against arbitrary and short notice dismissal from employment, as well as having long-term contracts of employment and having employment relations that avoid casualisation” (ILO 1995, p.18)

Luthans, (1989) describes job security as the feeling which involves being able to hold onto the job, being sure all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now. Arabi (2000) Job Security refers to the feeling of security or a kind of emotion in which individual's needs and desires are met. The feeling of security is depended upon the ability of individual to save what he/she has and also the insurance about the ability of making earning in future.

#### **2.2.4.1 Influence of Job Security among Employees**

Ghenghesh, (2013) with regard to the current study, males regard 'job security' as being an important contributor to job satisfaction. This is probably because men need secure and stable jobs due to their traditional social role of breadwinner. Job stability and long-term security will ensure people are satisfied and motivated enough to be committed to the university's objectives and goals. He also has the view that, Job security regulations are usually considered to inhibit labor market flexibility by reducing the ability of firms to hire and fire workers. While severance pay and other job security provisions admittedly protect workers from unjust termination, these laws may also adversely affect workers by reducing their ability to find new jobs. State-mandated severance pay and job security requirements are equivalent to taxes on job destruction that reduce firms' incentives not only to dismiss but also to hire new workers. In fact, it has often been suggested that the elevated severance pay and job security requirements in Europe are in part to blame for the high unemployment levels in this continent.

According to Ghenghesh, (2013) Job security is an important factor in employee commitment. University teachers' job security is ensured after confirmation of appointment. In other words, the staff is accorded the tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, gives the teacher a sense of job security.

Nowadays, the job security of university staff has been threatened. Ghenghesh, (2013) reported that 44 lecturers of University of Ilorin, Nigeria, were terminated for their involvement in Academic Staff Union of Universities' (ASUU) national strike without due process. This left a spell of fears in the minds of some academic staff concerning their job security. Similar incidents occur in some other higher institutions in the country. This

scenario can affect academic staff sense of commitment. (Abdullah & Ramay, 2012) contends that, a secure job is an employee's requirement and wish.

#### **2.2.4.2 Job Security and Health of the Employee**

The decrease in employee health related to poor job security also has repercussions in the wider community. Fatimah & colleagues (2012) state, "[market] instability of the economy may have an effect of the health and well-being of the society". Namely, Increasing poor well-being is likely to put stress on the medical and welfare systems leaving individuals with insufficient care. Governments could be expected to invest more in health and well-being related welfare, which in times of financial crisis and economic instability may be increasingly difficult to deliver. Job insecurity and its negative effects on health and well-being cause not only problems for individuals and organizations, but also for governments and hence society as a whole.

#### **2.2.5 Academic Performance**

Academic performance according to the Cambridge University Reporter Cambridge, (2003) is frequently defined in terms of examination performance. Academic performance is characterized by the overall performance of students in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account students' performance in tests, course work and examinations.

##### **2.2.5.1 Factors Contributing to Academic Performance of Students**

Academic success has a great influence on a student's self-esteem, motivation, and perseverance in higher education. Poor academic performance or high failure rates may result in unacceptable levels of attrition, reduced graduate through put and increased cost of education. This also reduces admission opportunities for tertiary students seeking higher degrees. Hence, students' academic performance has always been a topic of interest for

educators. Educators and researchers have long been interested in identifying and understanding the variables that contribute to academic excellence. Many researchers have identified demographic, socio-economic, family and school factors as variables contributing to students' academic performance.

#### **2.2.5.2 Gender and Academic Performance**

Research done by Bord, S. F. (1998). Showed that gender did not play a role in academic performance. Another study by Meece, J. L., & Jones, M. G. (1996). Also revealed that gender differences did not influence students' standardized science test scores. However, Haist et al., (2000) showed that men performed better than women in certain settings while women outperformed men in other settings. A study by Hedges, L., and Newell, A. (1999). showed male students outperformed female students in science, but in reading and writing female students did much better. However, educational statistics have indicated that female students are outperforming their male counterparts at all levels of the education system and attaining higher qualifications Alton-Lee, A., and Praat, A. (2001).

#### **2.2.5.3 Nationality Academic Performance**

Several studies have shown that academic performance differs across nationality. In a study by Nasirudeen et al. (2014), it was shown that international students in Singapore experienced substantial levels of stress, which are often a result of homesickness, cultural shocks, or perceived discrimination. This, in turn, may have a negative influence on their participation in activities that contribute to important learning and personal development. One common coping mechanism used by international students is to focus more on academic achievement. However, a study by Rienties et al. (2012). showed that non-Western students scored significantly lower on GPA compared to Western students.

#### **2.2.5.4 Students' Learning Style on Preferences and Academic Performance**

It is believed that learning styles play a small role on academic performance Desmedt, E., and Valcke, M. (2003). However small the effect on learning outcomes, it is accepted that learning styles can help students enhance their own learning and thus encourage self-directed learning. Fielding, M. (1994) showed that it is necessary for students and educational institutions to understand learning styles. Students usually have preferences for the ways by which they learn or understand a subject and it is advisable for students to tailor these styles to suit their own learning needs. As stated by Cuthbert [29], understanding the students' learning styles is important for allowing adjustment in the educators' pedagogic approaches. Several studies Isman&Gundogan, (2009), have used standardized tools (such as the Visual, Aural, Read/write and Kinesthetic (VARK) questionnaire. Grasha–Reichmann Student Learning Styles survey Hruska-Riechmann&Grasha, (1982) to identify and understand the learning preference of their students, but none have looked at the association of student specific preference(s) with academic performance.

#### **2.2.6 School Effectiveness in Academic Performance**

The search for effective schools is one of the main education reform initiatives taking place in many countries today Petty, (2007). In spite of widespread practice and implementation of these and other more recent initiatives to enhance school effectiveness in schools, no clear or uniformly accepted set of guidelines or assumptions with regard to the assessment of school effectiveness exists Botha, (2010).

According to Brouillette, (1997), there is no set of shared assumptions about the actual evaluation on school effectiveness. To date, most of the evaluative work on school effectiveness has been conducted as part of policy research, and has tended to focus on monitoring implementation guidelines and using this information to identify features of successful school development plans Giles, (2005). Academic output measures have been

widely used to identify good practices in schools Botha, (2010). There is, however, a need for further measures of school effectiveness which capture more of the school processes and measure a broader range of outcomes. Some studies (for example Creemers, 2002; Kyriakides & Tsangaridou, 2008; Lezotte, 2010) have identified such measures and due to these developments in the area of measurement, researchers are constantly undertaking studies on school effectiveness looking at the broader range of the school curriculum (Kyriakides & Creemers, 2008). These indicators may in the future help to provide a wider range of measures for school success and effectiveness, thus better capturing what schools do.

Murphy & Louis, (1998) define an effective school as the school with an atmosphere which motivates educators and learners to improve the school and improve themselves. Effective schools are those schools which are in constant state of dissatisfaction with their outcomes (Weller, 1999). These two definitions perceive effective schools as those that always strive for excellence in learner achievement. According to Sybouts & Wendel, (1994), an effective school is a school where educators are responsible for producing acceptable results. This definition views an effective school as one which has educators that are effective in their teaching.

According to Sun, Creemers and de Jong, (2007), studies of school effectiveness have two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. The choice and use of outcome measures has been open to debate in many areas of education research Sun et al, (2007). One of the touchstones of effective schools is the impact on learners' education outcomes (that is, test or examination results obtained during formal assessment). In this regard, Bennet, Crawford & Cartwright, (2003) defined an effective school as a school in which students' progress further than might be expected.



Morley and Rassool, (1999) attempted to highlight the fact that school effectiveness as a paradigm is based on three distinct discourses, namely, leadership, management and organisation. Organisation of the school often has a predestined structure prescribed by the education authorities. The effectiveness of the school could be imposed by the government by the design of evaluation tools such as checklists and inspection, which may not necessarily enhance effectiveness, but seek to determine learner attainment.

### **2.2.7 Approaches to Measure School Effectiveness**

According to Lezotte, (2010), an effective school is a school that can, in measured student achievement terms, demonstrates the joint presence of quality and equity. Lezotte, (2010), after a series of studies, came up with seven correlates of effective schools - strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task.

#### **2.2.7.1 Instructional Leadership and Academic Performance**

Contemporary educational reform places a great premium on the effective instructional leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators Hoy & Hoy, (2009, Lezotte, (2010). According to Lezotte, (2010) instructional leadership is one of the correlates of effective schools. Effective instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the principal, deputy principal and Heads of Departments (HODs) act as instructional

leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students.

Effective instructional leadership has been shown to result in school improvement and effectiveness Lezotte, Skaife&Holstead, (2002). The indicators of schools having effective instructional leaders have been shown through research to include factors like teacher morale and satisfaction MacNeil, (1992), teacher self-efficacy Lubbers, (1996), school and organizational culture Reid, (1987), teacher effectiveness and time on task Watkins, (1992), and improved academic performance Wilson, (2005).

Schools need effective instructional leaders to communicate the school's mission and vision. By persistently reinforcing the school's mission, the principal creates a shared sense of purpose and establishes a set of common core values among the instructional staff. Having common core values and a shared sense of purpose helps guide all members of the instructional team and avoids individuals straying from the intended goals Kirk & Jones, (2004).

Research by Lezotte (2010) led to a conclusion that in the effective school, the principal acts as an instructional leader and effectively and continually communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program. Clearly, the role of the principal as the articulator of the mission of the school is crucial to the overall effectiveness of the school.

The principal is not the sole leader; he or she is a leader of leaders Lezotte, (1991) empowering teachers and including them in decisions about the school's instructional goals. Cibulka and Nakayama, (2000) argue that in order to achieve significant changes in classroom practice; teachers must have an opportunity to participate in shaping a school's

vision. Teachers work together with the principal to ensure that expectations for student achievement are understood across classrooms and across grade levels.

Johnson, (1997) suggested that certain critical elements need to be in place for a school's leadership to be effective – to create an environment where properly supported students can learn and teachers can teach. He listed these elements as: “effective administrative leadership; positive expectations; strong, integrated curriculum; shared decision making; and school wide responsibility for teaching and success” (pp. 3–4). These elements include the ideas that principals need to create a professional environment in which teachers can thrive in and contribute to the overall school goals and environment.

#### **2.2.7.2 Focus on Mission and Academic Performance**

Lezotte, (1991) proposed that in effective schools “there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability”. This characteristic translates into a focus on the teachers, and how they need to be able to teach all children both lower-level academic skills and higher-level cognitive abilities.

Haberman, (2003) puts the onus on the principal to create a clear school mission. The principal should be a leader. To be effective in this role a principal should: “create a common vision, build effective terms to implement that vision, and engender commitment to task – the persistent hard work needed to engender learning”. However, for teachers to be an integral part of the change process, they need to do more than blindly accept a principal's vision. In this respect, Cibulka& Nakayama, (2000) argue that too often schools are organized as administrative hierarchies rather than as groups of professionals working toward shared goals. Teachers should be partners with the principal in creating that vision Cibulka and Nakayama, (2000), or they may even be the sole creators of the vision Goodman, (1997).

By including teachers in the change process, a school is more likely to keep good teachers despite the traditionally high turnover rate among teachers early in their careers Dunne and Delisio, (2001), Mugo, (2010). Creating an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development, both within and without the school they teach in, leads teachers towards excellence. This atmosphere, in turn, will help them lead the children to excellence.

A few studies have been conducted showing the status of focus on mission and vision in secondary schools in Kenya. In the first one, the Kenya Education Management Capacity Assessment (KEMACA, (2008) conducted a survey aimed at ascertaining capacity weaknesses in the Kenyan education system, which might impede the proper execution of the Kenya Education Sector Support Programme (KESSP). The survey established that 27% of the schools did not engage in strategic planning at all. In addition, of those who claimed they did, only 49% were able to produce the strategic plans. So, the survey (KEMACA, 2008) concluded that there is clearly a problem with school planning skills. On strategic planning, KEMACA, (2008) concluded that, mission and vision statements for Kenyan schools tend to be rather general and not sufficiently focused on outputs and outcomes. The ability to strategize in order to turn the mission and vision into operational plans is not yet optimal. Plans often read more like lists, with little apparent sense of prioritization. Top leadership is clear and able to prioritize, but mid-level management does not seem to have the skills needed, or the tradition, to turn top-level visions into operational plans KEMACA, (2008).

The other study was conducted by Ngware, Wamukuru&Odebero, (2006) to determine the extent of practice of Total Quality Management (TQM) in Kenyan secondary schools. Just like KEMACA, this study revealed that most schools did not have strategic plans. Among the few schools that showed evidence of strategic planning, the strategic plan acts not only as the roadmap but also as a tool to communicate quality expectations to all employees. The

researchers noted that unfortunately, such schools are weak in systematic follow-up to ascertain the implementation of the plans. In addition there seemed to be no deliberate attempts to do a formal internal evaluation with a view to ascertain the extent to which qualitative and or quantitative targets have been met. Failure to do such an evaluation denies the organization the opportunity to reflect on the quality planning and inculcate a culture of quality assurance in schools. These findings suggest that most schools in Kenya lack evidence of focus on mission and vision.

#### **2.2.7.3 School Safety and Orderliness and Academic Performance**

According to Lezotte, (2010), in effective schools there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. Lezotte, (1991) also spoke of schools not only needing to eliminate undesirable behaviour but of teaching students the necessary behaviours to make the school safe and orderly. Desirable behaviours would include cooperative team learning, respect for human diversity, and an appreciation of democratic values. Teachers must also model these desirable behaviours Lezotte, (1991).

Research has identified multiple factors within the area of school climate that are positively linked to students' academic achievement and social well-being. Gottfredson, Gottfredson, Payne, & Gottfredson, (2005) identified four significant domains: a sense of physical safety; high expectations for both academic learning and behaviour; a feeling of connectedness to both school and the community at large; and high levels of support from administration for school staff and students for both academic achievement and social-skill building. Greene & Ross, (2005) established that current best practices include monitoring student perceptions of the above domains and working to improve areas identified as not meeting their needs.

A number of studies have found that exposure to violence can increase the likelihood that a child will behave aggressively and/or become the victim of violence or aggression

Rosenberg, (1999). For those children whose exposure to violence occurs outside of school, the climate inside their school may be even more important. A school climate that is disorderly reduces teaching time, therefore reducing academic achievement Crosse et al., (2002). This type of environment often creates distrust in both staff and students, so social development is misdirected, and social skills are not modeled or learned. It also can place children in a survival mode that increases their acting-out behaviors. Some studies indicate that exposure to violence results in distractibility, irritability, anxiety, anger and even attention deficit hyperactivity disorder (ADHD) in cases of chronic exposure Flannery, (1997).

Even those schools that are relatively safe can have individual students or groups of students who feel unsafe due to aggression and bullying. In addition, victims of chronic bullying are responsible for many school shootings in the United States Vossekuil et al., (2002). Failure to address bullying is a disservice to the bully, their victims and bystanders. School safety is associated with academic achievement, whereby students learning under safe school environments have been reported to perform better academically than those learning under insecure environments Marshall, (2004).

#### **2.2.7.4 Expectation for Success Academic Performance**

Success in any meaningful endeavor is marked by a history of high expectations that provide the challenge and inspiration necessary to press the individual to his/her highest level of performance. Though there are supportive components of success – environment, general and special abilities, personal work habits and attitudes, and even chance Tannenbaum, (1997) –, the central factor is high expectations. One's own expectations of oneself are important in the sense that people usually set their goals first and then develop their action plans accordingly. Others' expectations of individuals are also critical, since people tend to strive to accomplish

what is expected of them. In both cases, without high expectations, individuals invariably drift toward mediocrity or even failure.

The case is no less true in education. Research by Lezotte, (2010) revealed that in the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery. The effective school movement emphasizes teacher excellence, collaboration, and mentoring so that schools become places where every educator is recognized as a valuable contributor with unique strengths and impressive potential to learn, grow, and improve Johnson, (1997). The same approach is true for students. In high performing schools, students are given challenging curricula and demanding tasks, and they are expected to succeed. High performing schools regard every child as an asset. Moreover, each child is considered to possess a unique gift to offer to society Bauer, (1997).

The strong relationship between expectations and academic achievement has been well established both theoretically and empirically Johnson, Livingston, Schwartz, and Slate, (2000; Marzano, 2003). Schools with exceptional levels of academic achievement consistently demonstrate high expectations and goals supported by data-driven collaboration and ongoing assessments Schmoker, (2001). Within the individual classroom, there is a clear correlation between teacher expectations and student achievement. "High expectations represent an overall orientation toward improvement and growth in the classroom, which has been demonstrated to be a defining characteristic of benchmark schools. Effective teachers not only express and clarify expectations for student achievement, but also stress student responsibility and accountability for striving to meet those expectations Stronge, (2002).

Perhaps as important as expectations by schools and teachers are parents' academic expectations for their children. Parents' expectations have been shown to be a significant

predictor of student success across age groups, races, and nationalities Seginer, (1983; Kaplan, Liu, and Kaplan, 2001). For this reason, the relationship between expectations and achievement has remained a recurring theme in education reform discussions since Edmonds spawned the effective schools movement Thomas & Bainbridge, (2001). Certainly, there are other factors that augment high expectations, but the linchpin of academic achievement is high expectations. Even if educators could straighten out all of the supporting factors – finance, teacher quality, equity issues, and so on – without high academic expectations for themselves and/or high expectations of others for them, students would still not reach high levels of achievement.

#### **2.2.7.5 Monitoring Students Progress and Academic Performance**

The Programme for International Student Assessment PISA, (2005) allows a classification of policy-amenable school characteristics into three main categories: school resources, school climate, and school policies. The school policies category includes various accountability issues such as whether or not the school conducts self-evaluations and monitors student progress and whether or not the school communicates student performance information to parents or the local authorities PISA, (2005).

In the effective school, pupil progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole Lezotte, (2010). In his paper, *Correlates of Effective Schools: The First and Second Generation*, Lezotte, (1991) cites that after what he terms the first generation of frequent monitoring of student progress is accomplished, schools will need to advance into a second generation of frequent monitoring of student progress. During the second generation, the use of technology will permit teachers to do a better job of monitoring their students' progress. This same technology will allow students to monitor their own learning and, where



necessary, adjust their own behaviour. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available tools for assuring student learning Lezotte, (1991).

Writing about the U.S., Hayes, (2008) argued that perhaps as a result of a strong focus on improving achievement, high-poverty, high-achieving schools have put great stock in continuously assessing students' progress above and beyond the annual testing required by the law. Many of the studies of successful schools mention schools' reliance on assessment for monitoring progress toward school-wide objectives and teachers' use of assessment data for tracking individual students' progress as well as feedback on their own teaching. A survey of teachers in the U.S. revealed that those at schools successfully closing the gap were more likely to respond that they use data a few times a week or month (rather than a few times a year) than teachers at schools where the gap was stagnant or widening Symonds, (2003).

High-poverty, high-performing schools in North Carolina also reported relying on periodic assessments of student progress along with detailed data disaggregation of results by teacher, student, student subgroups and curriculum objectives. Schools participated in district-wide testing every few weeks and often conducted additional, school-based assessments, as well Hayes, (2008). Successful schools in Texas undertook a similar approach to student assessment. Teachers and principals reported using state assessment data, reading inventories and information from early intervention programs to monitor student progress. Staff would meet about the needs of struggling students and identify appropriate levels of support to ensure that students did not fall behind grade level. As one principal reported, "We use data for one purpose: to find out where kids are weak and to attack those weaknesses" Ragland et al, (2002).

Use of school- and classroom-based assessments emerged as a common trait of effective schools as well. Teachers administered frequent assessments as a way of communicating to students that there are multiple opportunities to improve and that a consequence of poor performance is not a bad grade Reeves, (2003). As a result of these frequent assessments, teachers reported being able to provide students more consistent and timely feedback on their performance. In addition, the schools that demonstrated the greatest improvements were those that used common assessments.

#### **2.2.7.6 Homes School Relationship and Academic Performance**

Henderson & Berla, (2004) argue that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community. Henderson and Berla, (2004) argue that when parents are involved in their children's education at home they do better in school. Student achievement improves when parents become involved in their children's education at school and in the community. Steinberg, (2006) shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's, (2006) three-year study of 12,000 students in nine high schools in the US revealed that community involvement draw parents into the schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and „back to school“ nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

Snow, Barnes & Chandler, (2001) in their two-year study of home and school influences on literacy achievement among children from low-income families, found that the single

variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. It is therefore clear that financial factors aside, community involvement has a significant impact on the success of a school in terms of academic achievement.

Studies have also been conducted in Africa on the role of community participation in education. In South Africa for instance, Singh, Mbokodi and Msila, (2004) conducted a study on the effects of parental participation on the educational success of their children. Their study revealed that parental support in provision of good learning environment, physical facilities and spiritual health is crucial in the success of the learner.

A series of studies by Lezotte, (2010) showed that home environment is one of the key correlates of effective schools. According to Lezotte's (2010) Effective Schools Model, home-school relations is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Wright and Saks, (2008) are of the opinion that inviting parents to identify academic goals and standards and quantify measures of progress sends the message that what students learn and how well they learn it is not an issue just for teachers and administrators but is a real priority for the community as well.

According to Hammer, (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student

achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement Odhiambo, (2005).

#### **2.2.7.7 Opportunity to Learn/ Time on Task and Academic Performance**

Homes School Relationship and Knowing what to teach and providing adequate time to teach are essential for effective instruction. Teachers and administrators must balance issues of increasing curricular demands with limited instructional time. In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential curricular areas. For a high percentage of this time, students are actively engaged in whole-class or large group, teacher-directed, planned learning activity Lezotte, (2010). Lezotte, (1991) suggests creating an “interdisciplinary curriculum” to teach the necessary skills in the least amount of time, making decisions about what is most important and letting go of the rest – what he calls “organized abandonment” (p. 4).

The time that students spend engaged in focused learning activities is clearly considered the most valuable in terms of their academic performance and many researchers advocate for increased attention to strategies that enhance the quality of this time rather than simply adding more student school days Erling, (2007). An overview of studies on the relationship between time and learning in industrialized nations Aronson, Zimmerman & Carlos, (1998), explored the limitations of existing research and defined the terms used in research, such as allocated time, engaged time, and academic-learning time. They concluded that: there is little or no relationship between allocated time and student achievement, there is some relationship between engaged time and achievement, there is a larger relationship between academic-learning time and achievement, there is no consistent relationship between the amount of time allocated for instruction, and the amount of time students spend engaged in learning activities Aronson, et al., (1998).

There has been a tendency for researchers to look at the total amount of school time, because quantity is easier to identify and measure. Such studies conclude however that allocated time alone is not a helpful measure because it does not consider how time is being used or the quality of instructional activities, and suggest that their findings should encourage educators to focus instead on the time that matters Cooper, Valentine, Charlton &Melson, (2003).

Given that actual time-on-learning appears to be a more important determinant of student success in school, consideration should be devoted first to strategies that increase the overall *quality* of instructional time for all students. For students who may be struggling to meet standards or for priority program areas that have been targeted for significant improvement by a school district, there could be an additional benefit to extending the *quantity* of instructional time, but only if it is used effectively and productively Aronson, et al., (1998). A study of schools successfully closing the achievement gap in the San Francisco Bay Area found that they had a narrower reform focus and were therefore better at zeroing in on what needs to be done” than schools that were maintaining or widening the gap Symonds, (2003).

## **2.3 Theoretical Framework**

### **2.3.1 Theories of Motivation**

There are many different theories that try and help explain motivation. Scientists have been studying the topic of motivation for over a century and have made tremendous progress for explaining motivation which can be interpreted into the workplace. The following are some theories that have been proven and accepted by society. These include Maslow’s hierarchy of needs, Herzberg’s two-factor theory, Alderfer’s ERG theory and different types of motivation, such as intrinsic and extrinsic.

#### **2.3.1.1 Maslow’s Needs Hierarchy Theory**

Maslow’s (1943) cited in Wangai, (2012) that, theory of human motivation is based on assumptions that needs that are not satisfied motivates or influence behavior. Needs are

arranged according to a hierarchy of importance and that an individual's needs at any level on the hierarchy emerges only when lower level needs are reasonably well satisfied.

Maslow identified five levels of needs. These are the physiological needs, safety needs, love or social needs, esteem needs, and the need for self-actualization.

Physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied, they cease to motivate an individual. Once one is satisfied in one level of need one strives to satisfy needs in the next higher level. However, if the satisfaction of a lower order need is threatened, that need will again become proponent and the efforts to satisfy all higher order needs will be reduced (Okumbe,1998). Physiological needs are the most basic needs in Maslow's hierarchy, and include needs that must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure 1999).

Safety needs, emerge when the physiological needs are relatively satisfied and occupy the second level in the hierarchy of needs. These needs include a desire to security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law Cherrington, (1989) in Wangai, (2012).These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution the manager should facilitate an environment where the staff members and the learners can satisfy their love needs.

The fourth level of needs is the esteem needs. These are needs for self-respect, for accomplishment, for performance (Maslow, 1954). The performance must be recognized and appreciated by someone else.

The fifth level of needs is the self-actualization. This is the highest need in Maslow's hierarchy. This is the need of becoming all that a person is capable of becoming. There is need to utilize one's potential to the maximum when working with and for others.

While Maslow's needs hierarchy theory is widely known and adopted by practicing managers, some researchers have criticized its findings. Alderfer (1972) cited in Wangai, (2012) conducted a cross-sectional study of needs and strength. The conclusion of the study failed to support the hierarchy concept as described by Maslow.

#### **2.3.1.2 Alderfer's ERG Theory**

Alderfer developed this theory in 1972. He modified Maslow's ideas by considering the five needs to just three. He postulated that there are three main categories of needs; Existence (E), Relatedness (R) and Growth (G) hence, the ERG theory. The existence needs are necessary for basic human existence and they correspond to the physiological and security needs in the Maslow's theory. Relatedness needs are concerned with how people relate to their surroundings' social environment. These needs correspond to love and esteem needs in Maslow's hierarchy of needs. Growth needs are similar to self-esteem and self-actualization. These are higher level needs which relate to the development of human potential.

Alderfer's theory suggest that a teacher can have for example, safety needs and love needs at the same time or even a basic need and other need. This is important information to educational managers that needs be sought often, if they have to approximately respond to the needs of teachers. Alderfer's theory further suggests that a need may never cease to be a motivator and in fact he suggests growth needs may increase in intensity the more they are satisfied.

#### **2.3.1.3 Herzberg Two Factor Theory of Motivation**

The two factor theory or the motivator hygiene theory was developed by Fredrick Herzberg (1966) cited in Wangai, (2012). This theory postulates that there are two sets of factors that

differ in their effects on people at work. They are motivational and hygiene factors. According to the two factor theory, the motivators are the intrinsic contents of a job that satisfy high-order needs. The motivational factors are also the job factors that increase motivation whose absence does not necessarily result into dissatisfaction. These include performance, recognition, responsibility, advancement, growth, and the work itself and are effective in motivating employees to greater productivity and which according to Herzberg are frequently unfulfilled in today's organizations.

Hygiene factors are job factors that create dissatisfaction and emanate from extrinsic job context such as salary, work conditions, supervision, interpersonal relationship, job security, company policy and administration. Herzberg's theory suggests that having all the hygiene present at an acceptable level will produce a neutral feeling about the job, it is almost as if they were expected Mitchell, (1982) in Wangai, (2012). If the hygiene is at an unacceptable level, dissatisfaction will occur. On the other hand if managers really want motivated employees, they should use the motivators because they produce high job satisfaction.

### **2.3.2 Theories of Self-Esteem**

Many of the most popular theories of self-esteem are based on Cooley's (1902) notion of the *looking-glass self*, in which self-appraisals are viewed as inseparable from social milieu. Mead's (1934) contends that, *symbolic interactionism* outlined a process by which people internalize ideas and attitudes expressed by significant figures in their lives. In effect, individuals come to respond to themselves in a manner consistent with the ways of those around them.

Some recent theories of self-esteem have emphasized the norms and values of the cultures and societies in which people are raised. For instance, Crocker and her colleague have argued that some people experience *collective* self-esteem because they are especially likely to base



their self-esteem on their social identities as belonging to certain groups (Luhtanen& Crocker, 1992).

Socio-meter theory (Baumeister& Leary, 1995) begins with the assumption that humans have a fundamental need to belong that is rooted in our evolutionary history. For most of human evolution, survival and reproduction depended on affiliation with a group. Those who belonged to social groups were more likely to survive and reproduce than those who were excluded from groups. According to the socio-meter theory, self-esteem functions as a monitor of the likelihood of social exclusion. When people behave in ways that increase the likelihood they will be rejected, they experience a reduction in state self-esteem. Thus, self-esteem serves as a monitor, or socio-meter, of social acceptance–rejection. At the trait level, those with high self-esteem have socio-meters that indicate a low probability of rejection, and therefore such individuals do not worry about how they are being perceived by others. By contrast, those with low self-esteem have socio-meters that indicate the imminent possibility of rejection, and therefore they are highly motivated to manage their public impressions. There is an abundance of evidence that supports the socio-meter theory, including the finding that low self-esteem is highly correlated with social anxiety. Although the socio-meter links self-esteem to an evolved need to belong rather than to symbolic interactions, it shares with the earlier theories the idea that social situations need to be examined to assess self-esteem.

#### **2.4. Review of Empirical Studies**

This section reviewed some studies that have been carried out in different areas of self-esteem, motivation and job security.

Abdullah (2000) conducted a study to examine the relationship among achievement motivation, self-esteem, and locus of control and academic performance of university students in a Nigerian University. Using correlational design the purpose was to determine the extent university student s academic performance was influenced by these criterion variables. One thousand, three hundred and

thirty-five male and female university students from seven faculties participated in the study. They were selected by stratified cum simple random sampling techniques. Results from multiple regression analysis revealed that clearly the subjective independent variables did not predict objective measure of the students' academic performance. Psycho-sociological evidences abound that lack of achievement motivation and low self-esteem, creates in students lack of interest to strive for high academic performances, and zeal to contribute positively and efficiently to national development.

HabibollahNaderi, Rohani Abdullah, H.TengkuAizan, Jamaluddin Sharir and Kumar (2009) stated that in the relationship between self-esteem and academic achievement, high self-esteem was found to facilitate academic achievement. This research also showed a positive correlation between how people value themselves and the level of their academic attainments (Naderi, H. Abdullahi, R. Aizan, H. Tengku, Sharir, J. & Kumar Vijay. (2010). this study assumed self-esteem as a possibility reason for high academic achievement where good academic grades enhance one's sense of worthiness and competence (Naderi, H. Abdullahi, R. Aizan, H. Tengku, Sharir, J. & Kumar Vijay. (2010).

Furthermore, in another research, they found that self-esteem has a positive effect on grades (Owens, Mortimer & Finch, 1996). From these studies we can see that those who feel confident of themselves would generally achieve more, while those who lack confidence in themselves would achieve less. In other words, those that have high self-esteem are more likely to achieve a greater academic achievement. However, unlike the research above which found that high self-esteem would increase the academic achievement, other researchers found that an adequate or moderate amount of self-esteem is related to the good performance in academic task. Baumeister, Campbell, Krueger and Vohs (2003) stated that the modest correlations between self-esteem and school performance do not specify that high self-esteem leads to good performance. Baumeister, (2003) stated that high self-esteem is partly the result of good school performance. According to Luhtanen , Cooper and Ouvreite, adequate self-esteem has been related to the capacity to cope with academic tasks by employing effective

study methods and actively participating in the learning process, both of which are involved in achieving set goals (as cited in Pepi, Faria&Alesi, 2006).

Akinleke(2012) conducted a study and the aim of this study was to discover how test anxiety and self-esteem affect academic performance. Two hundred and fifty randomly drawn final year National Diploma (NDII) students of the Federal Polytechnic, Ilaro were involved in the study. They were given two questionnaires that took between forty and forty five minutes to complete. The study was carried out in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their comprehensive Grade Point Averages (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. This study discovered that overall, low anxiety students had higher GPAs than high anxiety students and that there is a positive relationship between self-esteem and academic performance. The implication of the findings were that stakeholders in education should formulate policies that help students to cope with anxiety and so initiate programs that will assist the process of learning and mastering challenges as such would result in higher academic achievement.

Twinomugisha (2008), conducted a study used a correlation design. It was carried out among the students of the United States international University in East Africa. The hypothesis of this study stated that if self-esteem increased then academic success will increase also. A total of 37 participants took part. The researcher took a sample of the senior students to examine whether their self-esteem had increased and if the increase had any relationship with their academic success. The researcher also sought to examine whether there was a difference between the levels of self-esteem development among females and males and what relationship it may have with academic achievement. The Rosenberg Self-esteem Scale was used to measure the students' self-esteem state between their freshman year and their senior year for any developments. The scale is a ten item Likert scales with items answered on a four point scale - from strongly agree to strongly disagree. The Scale has high reliability; test-retest correlations range from 0.82-0.88 and Cronbach's alpha for various populations are in the range of .77-0.88. The results of this research show that there was a positive relationship ( $r = .048$ ) between self-esteem and CGPA. The results confirmed that there was a negative relationship between

self-esteem and gender ( $r = -.316$ ) and a positive relationship between CGPA and Gender ( $r = .057$ ); the Males self-esteem and CGPA increased while the Females self-esteem decreased but their grades remained constant. The study concluded that there was a positive relationship between self-esteem and academic achievement although the relationship was weak.

The present study was undertaken to investigate the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. Using person experimental design the sample of this study consisted of 40 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys (Joshi and Srivastava, 2009).

The relationship between self-esteem and academic achievement is one that is regarded by many educators as a well-established fact, "his belief has been often invoked in order to argue against the provision of ability grouping for gifted students. Using correlational design refuting that commonly-held belief, this research examined the relationship between self-esteem and academic; achievement in 65 high-ability secondary students, a sample drawn from a longitudinal study of over 900 students. The research demonstrated that there were no differences in measured self-esteem between the gifted and lion-gifted students. More contentiously, though, the research found no correlation between self-esteem and academic achievement for the gifted group (Vialle, Heaven & Ciarrochi, 2005).

A cross sectional study was carried out to examine the relationship between self-esteem and student's academic performance among the second year undergraduates of Faculty of Health Sciences and Faculty of Medicine. Using ex-post factor design undergraduates ( $n = 22, 110$  males) were selected via systemic random sampling, responded on survey domains regarding their self esteem, body area

satisfaction, stress and demographic data using 3 scales-Rosernberg Self-Esteem Scale (RSES), Perceived Stress Scale (PSS) and Body Area Satisfaction Scale (BASS). The study has found that the mean score for self-esteem scales was  $17.44 \pm 3.44$  with score ranged from 0 to 30 (RSES); the mean of CGPA was  $.022 \pm 0.41$ . The correlation between self-esteem and academic performance were analyzed using Pearson's correlation and linear regression, results showed that students with higher self-esteem perform better in their academic ( $p < 0.0005$ ,  $r = 0.32$ ); self-esteem score and body area satisfaction was significant ( $p < 0.05$ ,  $r = 0.016$ ) and self-esteem and stress is inversely significant ( $p < 0.05$ ,  $r = -0.198$ ). In conclusion, self-esteem is one of the key factors in affecting an individual's academic performance, more significant than other contributing actors including stress and body image (Rosli, Othman, Ishak, Lubis, Saat & Omar, 2011).

Arshad, Imrah, Haide, Zaidi and Mahmud (2005) conducted a research on self-esteem & academic performance among University Feisalabac students in Pakistan. The study used a total number of 80 students, 40 male students and 40 female students were selected through purposive sampling. The participants were administered Rosenberg Self-esteem (1965). And academic performance rating scale to measured. Person's product moment and the t- test were used for statistical significance of data. The scale is a ten item Likert scale with items answered. The results shows that, there was a significant differences relationship ( $r = 0.879$ ,  $p < 01$ ) between self-esteem and academic performance. Moreover, a significant difference was between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students.

Sharifi, (2010). Conducted a study comparing the scores a students in academic performance, self-efficacy, self-regulation and creativity in Roodehan Azad Iran. The study used 1500 population while sample of 300 which comprises 146 male, 154 female the class was chosen randomly, the instrument used for data collection was self-efficacy questionnaire developed by Scherer (1982). Independent test was used to analyze the data. The finding shows that

calculated (0.046) and significant level (0.963) with 95% confidence, the null hypothesis cannot be rejected. In other words, the difference between the mean score difference between male and female subjects, there is no self. Therefore, one can conclude that there is sufficient evidence to accept the hypothesis that there is no 3 hypothesis. There is a difference between male and female self-regulation. The elimination of this finding motivation can be significant advances in recent years and the increasing number of female students at the university level including control of the point. Given the amount of t calculated (0.551) and significant level (0.582) with 95% confidence, the null hypothesis cannot be rejected. In other words, the mean score difference between male and female subjects, there is self-regulation. Therefore, one can conclude that there is sufficient evidence for the second hypothesis. Hypothesis 4: there is a difference between male and female subjects creativity. Given the amount t calculated (0.072) and significant level (0.943) with 95% evidence, the null hypothesis cannot be rejected. In other words, the difference between male and female subjects, there is a creative level.

Bahramiand Bahrame (2015) conducted a study title on the relationship of self-esteem and achievement goals with Academic Performance in Iranian high school. The study used descriptive statistics, Anova and Pearson correlation coefficient. The target population of the study was 54 while the samples are 44 among the 8<sup>th</sup> grade in an Iranian high school. 54 participants which were randomly selected using sampling method the instrument used for collecting the data was Rosenberg's 10-items self-esteem questionnaire (1965). The result of our study showed that the self-esteem of students has not a statistical correlation with their mean of their Semester's score but it positively correlated with the mathematic score.

Farhan and Khan (2015) studied the impact of stress, self-esteem and Gender factor on students' Academic performance in some selected private school in Pakistan. The study used cluster random sampling technique. Rosenberg self-esteem scale (1965) was used the target

population for the study was 1500 while there were 300 students which were randomly selected from three private universities in Pakistan. The internal consistency and reliability of the scale, suggested by Rosenberg (1965) ranged from 0.85 to 0.88 for the majority of samples.

Moreover, genders of the students also show insignificant relationship with stress, self-esteem of the students. This study is conducted to assure that students will benefit in achieving their academic goals. This is significant to draw attention towards the issues related to stress can be resolved by other cognitive factors like self-esteem which help in upgrading academic achievements of students.

Hataman (2016) conducted a research titled 'the relationship between self-esteem and academic performance in male and female'. The study used inferential and descriptive to analyze the data. SPSS was employed, the statistical population consisted of all males and females students. The target population was 250 students studying science and mathematics. While sample are 80 students (40 males and 40 females) entered the study. Simple random sampling method was employed. They were collected using copper-smith self-esteem inventory (CSEI) which was a revision of Rogers scale (1945) in 1996. The questionnaire consists of 5 topics including educational assignment, social relationship, family, self, and future. This scale has 58 items.

This study indicates that there is a significant and direct relationship found between self-esteem and academic progress. Verdi (2004) showed that self-esteem is associated with some of the psychological phenomena. Higher self-esteem is associated with motivation to progress.

Akinwaleoladejo (2010) conducted a study titled 'revisiting self-regulation skills and distance learners academic performance at the university of Ibadan /Nigeria'. Planning implication for

effective study .the study utilized a descriptive ex post facto research design .the target population for the study consisted of all undergraduate distance learners. The target population for the study consisted of all undergraduate distance learners at the distance learning center of the university of Ibadan Nigeria .this was approximately. Purposive sampling technique was used to select the Distance Learning Center of the University of Ibadan, Nigeria, one of Nigerian Universities approved by the National Universities Commission to operate a distance learning program. One thousand and five hundred (1500) participants were however selected through simple random sampling technique during year 2009 contact session. This was 20.41% of the total population.

The findings revealed that students' self-regulation skills and academic performance are positively and significantly correlated ( $R^2=0.16$ ;  $P<0.5$ ). Reason for this finding may be due to the fact that most the subjective in this study are employed and self-sponsored and thus focused program success.

In another study conducted by Chanhuan (2011) title self-esteem among University Tunku Abdul Rahman Psychology students in Malaysia. This study was conducted on 100 undergraduate Bachelor of Social Science Psychology students from Faculty of Arts and Social science, this study is a quantitative research design where the aim of this research is to determine the relationships between self-esteem and the independent variables in this study which are academic performance, gender, family structure and parents' educational background. This research is conducted through the survey research from descriptive methods. To be more precise, cross-sectional design is used, which means one or more of the samples of the population were selected and information collected from the samples at one time. Convenience sampling method was used to select the participants and the main instrument is the questionnaire which is the Rosenberg Self-esteem Scale. The participants used were 100 undergraduate students from Faculty of Arts and Social Science (FAS) in



University Tunku Abdul Rahman; which were specifically from Bachelor of Social Science Psychology course. The students' ages ranged from 20 to 26. The 100 undergraduate students were divided equally between male and female which were 50 males and 50 females. They were selected using convenience sampling method which was based on their availability to participate. The research was conducted within University Tunku Abdul Rahman's compound. The Questionnaires were distributed and collected in the lecture hall to students. We assessed the student's level of self-esteem by using a 10 items scale developed by Rosenberg. The Rosenberg Self-esteem Scale is made up of 10 items that refer to self-respect and self-acceptance rated on a 4-point Likert-type scale. The Rosenberg Self-esteem Scale has a one-dimensional structure we reverse scored the five items that were negative in nature so that higher scores would indicate higher level of self-esteem. The self-esteem score calculated from the Rosenberg Self-esteem Scale where scores ranging from 0 to 30 where 0 is the lowest self-esteem and 30 is the highest self-esteem. The questionnaires were distributed in a lecture class of Bachelor of Social Science Psychology students. The class was given 100 set of questionnaires whereby 50 males and 50 females randomly selected to answer the questionnaires. Once they had completed the questionnaires, it was collected back by the researcher. The data's were analyzed using the Pearson correlation and T-test between. This study indicate that there any significant correlation between student's academic performance and their self-esteem. Through this research question, we can see how the changes in one variable affect the other. Therefore, Pearson correlation is applied.

Joshi and Srivastava (2009). Conducted a research title self-esteem and academic performance of adolescents. Using ex-post factor design the study was conducted on 200 urban adolescents (100 boys and 100 girls). Rosenberg scale 1965 was used which consists of ten items. Half of the items are positively worded and half of those were negatively worded. The positive and negative items were presented in random order to reduce the effect of

respondent set. The items were scored on a four point scale from strongly agree to strongly disagree. All items were only related to the self-acceptance aspect of self-esteem and not with any others. Rosenberg (1965). High score on the scale indicates high self-esteem, coefficient of test retest reliability was found to be 0.80. Validity was checked by correlating the test with Beck Depression Inventory and it was found to be 0.45.

Halawah, (2006) examined the effect of motivation, family environment, and student characteristics on academic achievement. On the sample comprised of 388 high school students including 193 male and 195 female students of Abu Dhabi district in United Arab Emirates. Grade point average was taken as measure of academic performance of the students using ex-post factor design. The results revealed no significant gender difference in academic achievement of the student.

Navarrete, Brenda, H. & Patricia F. (2007), carried out a study on culture and achievement motivation in Latino and Anglo American high school students of USA on a sample of 149 students from the high school districts in California, using ex-post factor design. Data were collected by administering culture value orientation and attribution-emotion scale to the sample and grade point average was taken as academic achievement measures of the students. Socio-economic status and education of the parents had been found to influence academic performance of the students of both the cultures.

Tella, (2007) investigated the impact of motivation on academic performance in mathematics using ex-post factor design. The participants of the study were 450 secondary school students of both sexes drawn from ten schools of Ibadan. Data were collected by employing achievement test in mathematics as a measure of academic performance. The results revealed significant differences in the academic achievement of male and female students in mathematics. Male students were found to have better performance in mathematics.

Gottfried (1990) found that motivation in reading predicted later motivation in reading, science, and social studies. At the same time, motivation in math appeared to relate more strongly to other math constructs (e.g., students' perceptions of math competence and

teachers' ratings of math achievement) than to motivation in other subject areas, suggesting that motivation to learn math among lower elementary students may be less generalizable to other subjects. In general, research suggests that the domain specificity of motivation and self-concept tends to increase with age, particularly as students accrue more educational experiences and as the curriculum begins to reflect departmentalization of academic subjects (Gottfried, et al., 2001).

Lange and Adler (1997) report that teachers rated girls significantly higher than boys on intrinsic motivation and mastery-oriented behaviors, although achievement and class grades for these two groups were the same.

Guay et al. (2010) found girls to have higher intrinsic motivation for reading and writing than boys did. However, boys had higher intrinsic motivation for math than girls did.

Gottfried (1990) found that academic intrinsic motivation at ages 7 and 8 predicts subsequent motivation, even after controlling for IQ, achievement, and socioeconomic status. Further, the stability of this relationship increases from ages 8 to 9. Thus, highly motivated 7- and 8-year-olds tend to grow into highly motivated 9-year-olds.

Gottfried, 1990; Lange & Adler, (1997). Intrinsically motivated first-grade students tend to have higher achievement in these subjects than extrinsically motivated students, and mastery (or intrinsic) motivation predicts reading and math achievement, whereas judgment (or extrinsic) motivation does not. In third grade, both types of motivation predict reading achievement, whereas intrinsic motivation alone predicts math achievement. Moreover, the relationship between motivation and achievement appears to strengthen with age. By age 9, students with high levels of motivation consistently exhibit higher achievement and class grades than students with low motivation (Broussard & Garrison, 2004).

Lange and Adler (1997) report that intrinsically motivated students in third grade through fifth grade tend to have higher academic self-efficacy, exhibit higher levels of mastery behavior, and have higher reading and math achievement. Indeed, Lange and Adler found that motivation contributes to the prediction of achievement over and above the effects of ability. Typically, researchers have used such findings to support the conclusion that motivation leads to achievement.

Gottfried (1990) also found a relationship between motivation and achievement, but she maintains that the causal relationship works in the opposite direction. Similar to results from other studies, Gottfried found that elementary-age children with higher academic intrinsic motivation tend to have higher achievement and IQ, more positive perceptions of their academic competence, and lower academic anxiety. However, in Gottfried's study, early achievement more strongly predicted later motivation than the reverse. Whereas motivation was mildly correlated with later achievement, the strongest correlations were between achievement at ages 7 and 8 and motivation at age 9, such that high achievement at an early age was associated with high motivation at a later age. Similarly, high IQ at ages 7 and 8 is predictive of high motivation at age 9. However, Gottfried speculates that motivation may be predictive of achievement in the longer-term through one of two possible mechanisms. First, motivation is strongly related to contemporaneous achievement, which is highly predictive of later achievement. Second, early motivation is predictive of later motivation, which is strongly related to contemporaneous achievement.

Ghenghesh, (2013) reported that, in the Nigerian university system, several factors influence academic staff commitment. Two of such factors are job security and job satisfaction. Job security is one's expectation about continuity in a job situation. It has to do with employee feelings over loss of job or loss of desirable job features such as lack of promotion opportunities, current working conditions, as well as long-term career opportunities.

Cahuc, P. and F. Postel-Vinay (2002) have the view that, the consequences of job insecurity are likely seeing organizations suffer financially. This is due not only to decreased worker productivity, but also increased absenteeism, increased turnover, and decreased levels of commitment.

Fatimah, (2012) found that insecure workers have been shown to put in less effort and show higher levels of work deviance. Particularly, they are less productive, more likely to defy changes, and more likely to quit when compared to those who have high job security.

Fatimah, (2012) found that job insecurity correlated with high levels of drug and alcohol abuse as well as a general decrease in physical health.

Stander & Rothmann, (2010) observed that, the negative impact of job insecurity is detrimental for organizations for planning purposes, productivity and profits

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter will discuss the procedure on which the research is going to be carried out. It will describe the research design to be used, the population of the study, the samples and sampling technique, procedure for data collection (instrumentation), validity and reliability of the instrument, procedure for data analysis.

#### **3.2 Research Design**

The research was survey in nature which investigated the influence between the independent variables such as self-esteem, motivation and job security and dependent variables such as academic performance of public and private senior secondary school students in Bauchi Local Government Area, Bauchi State. Orodho, Waweru, Getange, & Miriti, (2003), asserts that survey “is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals).” Based on the above explanation this research tries to find out the differences between independent variables (Self-esteem, Motivation and Job Security) which have already occurred and the dependent variables (Academic Performance) among senior secondary schools students in Bauchi Local Government Area, Bauchi State, Nigeria.

#### **3.3 Population and Sample**

##### **3.3.1 Population of the Study**

The population of the study comprises of 6780 senior secondary school II students and 134 teachers of Islamic Studies of both public and private senior secondary schools in Bauchi Local Government Area. The population figure covers eight public senior secondary schools and ten private senior secondary schools. The students’ population covers both male and female students in Bauchi Local Government Area. The total number of male teachers in

public schools is 41 while female is 26 which give a total of 67. The number of male teachers in private schools is 43 while that of female are 24 which give a total number of 67. The grand total is 134 populations. The schools are located in the urban area of the study. The teachers are from different socio economic status background.

**Table 3.1: List of Population in Both Public and Private Schools of the Study**

S/N	NAME OF SCHOOL	SCH TYPE	NO OF MALE TEACHERS	NO. OF FEMALE TEACHERS	TOTAL	NO. OF SS II STUDENTS
1	Govt. Day Sec. Sch. Kofar Idi	Pub.	5	2	7	310
2	Govt. Sec. Sch. KofarWambai	Pub.	6	4	10	422
3	Govt. Comp. Day Sec. Sch. S/Zungur	Pub.	5	3	8	290
4	Govt. Senior Sec. Sch. B/Dukku	Pub.	5	4	9	470
5	Govt. Comp. Day Sec. Sch.	Pub.	7	3	10	343
6	F. G. G. C. Staff Sch. Bauchi	Pub.	3	2	5	287
7	Govt. Girls College	Pub.	5	2	7	367
8	Married Woman Sec. Sch.	Pub.	5	6	11	441
9	JIBWIS Science Day Sec. Sch	Pri.	5	3	8	491
10	Al-Iman Sec. Sch.	Pri.	4	2	6	395
11	Bauchi Urban College	Pri.	4	1	5	353
12	Al-Madeena International Sec. Sec.	Pri.	5	3	8	450
13	Rainex Hallmark International College	Pri.	3	-	3	390
14	ZaydbnThabit	Pri.	4	2	6	377
15	Al-hilal Sec. Sch.	Pri.	4	3	7	311
16	Fariah Foundation Sec. Sch	Pri.	5	3	8	380
	A. U. Misau Excellence Academy Sec. Sch.	Pri.	5	2	7	392
18	FOMWAN Model Islamic Science Sec. Sch.	Pri.	4	5	9	311
<b>TOTAL</b>			<b>84</b>	<b>50</b>	<b>134</b>	<b>6780</b>

**Source:** Bauchi State Ministry of Education, Education Management Information System.

2015/2016 Annual School Census

### 3.3.2 Sample Size

The sample of the study constitutes a total of 357 senior secondary school students and 80 Islamic Studies teachers in senior secondary schools in Bauchi Local Government Area. This

is based on Research advisor (2006) table of determining sample size which state that a sample of 357 should be selected out of 6780 population and 80 should be selected out of 134 populations. The table below shows descriptions of the samples drawn from both public and private senior secondary schools in Bauchi Local Government Area:

The total sample size from the study is 437 (357 students, 80 teachers) the size was come at as per researcher advisor. It is pertinent to note that the students and teachers made distinct populations from where the data was collected from each of the category. Further, issues of sample size as noted by Cohen, Minion and Morrison (2007 p101) that the correct sample size on the purpose of the study and the nature of the population under scrutiny. Generally speaking the larger the population and sample, the better as this not only gives greater reliability but also enables more sophisticated statistics to be use, P101.

Similarly, as noted by Arry (2007) A larger sample is more likely to be good representative of the population than of small sample size, p. 157

The most important characteristics of sample is its representativeness and that is why the sample here is larger and most representative as both teachers and students are fully represented.



**Table: 3.2: Descriptions of Samples of the Study**

S/N	NO. OF SCHOOLS		NO. OF TEACHERS IN PUBLIC			NO. OF TEACHERS IN PRIVATE		
	PUBLIC	PRIVATE	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	2	1	6	4	10	3	2	5
2	2	2	6	4	10	5	2	7
3	-	3	-	-	-	7	3	10
4	2	3	7	3	10	7	5	12
5	2	1	3	4	7	5	4	9
	<b>18 SCHOOLS</b>		<b>80 TEACHERS</b>					

### 3.3.3 Sampling Technique

In order to give a fair representation to all selected schools in the study, the proportional stratified random sampling techniques were used to take sample from each secondary school. The schools are arranged in strata and each school gets its representatives according to its population. The samples were selected from the schools which comprise eight (8) public and ten (10) private senior secondary schools which give a total number of eighteen (18) schools. The schools also have both males and females Islamic Studies teachers in the various schools under the study. The researcher used Research advisor (2006) table of determining sample size which state that a sample of 80 should be selected out of 134 populations.

### 3.4. Data Collection Instruments

The instruments that were used are three. The instruments comprises of four section “A-D”, Section “A”: Bio data of the teachers which include name of school, type of school, location, age, and gender.

Section “B”, Teacher job security questionnaire (TJSQ) was adopted from Lent (2013) with 20 items ranging from 1-20.

Section C: The teacher self-esteem questionnaire (TSEQ) was adopted from Heatherton and Polivy (1991) with 20 items ranging from 21-40. all are mounted against 5 scale Likert type

and were assigned numerical values ranging from strongly agree (AS), 5 point , Agree (A), 4 point Undecided (U), 3 point, Disagree (DA), 2 point, Strongly Disagree (SD), 1 point.

Section D: Teacher motivation questionnaire was adopted from Alam (2011) which has 20 closed ended form ranging from 1-20 with Yes 2 point and No 1 point.

The researcher used three data collection instruments as follows:

1. Rosenberg Self-Esteem Scale (RSES) Adopted Rosenberg (1965)
2. *Job-Related Affective Well-Being Scale (JAWS)* Adopted Lent (2013)
3. Teacher Motivation Questionnaire (2011)

#### **3.4.1 The Rosenberg Self-Esteem Scale**

The Rosenberg Self-Esteem scale is the most widely used measure of global self-esteem (Demo, 1985). It was used in 25% of the published studies reviewed in the previously mentioned reviewed by Blascovich and Tomako (1991). The RSE is a 20-item Gutman scale with high internal reliability (alpha,92).

The 20 item of the Rosenberg self-esteem scale was examined with respect to their content and observations are offered with implications for validating and developing future responsibility instruments.

#### **Validity of the scale**

Rosenberg (1979) reported that the scale is correlated modestly with mood measure. Carmines and Zeller (1974) identified one potential problem with the RSE; they identified separate “positive” and “negative” factors. Unfortunately, those questions that were worded in a negative direction loaded on the “negative” factor and those that were worded in a positive manner loaded most heavily on the “positive” factor, thereby suggesting a response set. Because both factors correlated almost identically with a criterion variable (in strength, direction and consistency), however, they seem to be tapping on the same general construct.

### **3.4.2 Job-Related Affective well-Being Scale (JAWS)**

Job-Related Affective Well-Being Scale (JAWS). The JAWS is a 20-item scale that measures effective well-being by asking participants to respond to statements about their reactions to work in the last 30 days on a five point Likert scale ranging from 1, “never” to 5, “extremely often” (Van Katwyk et al., 2000). The JAWS is designed to show pattern of affective states and related experiences to the specific context. The JAWS can be assessed as a total scale ( $\alpha = 0.94$ ), across positive and negative emotions ( $\alpha = 0.92$  and  $\alpha = 0.89$  respectively).

#### **Reliability of the Scale**

After controlling for the length of employment the reliability of the scale, the JAWS subscale were no longer significant. Increased job security no longer significantly predicted distress levels among participants ( $\beta=0.16$  and  $\beta=0.22$  respectively,  $p>0.05$ ). For total engagement scores on formal job security, the total explained variance of the model was 7.8%  $F(2,122) = 5.10$ ,  $p<0.05$ ,  $\beta=0.02$ , and for the dedication subscale, 8.6% of the total variance was significantly explained ( $F(2,122) = 5.78$ ,  $p<0.05$ ,  $\beta=0.05$ ). Even after controlling for employment length, as formal security increases, engagement levels also rise

### **3.4.3 Teacher Motivation Questionnaire (TMQ)**

The Teacher Motivation Questionnaire is a 20-item scale that measures motivation of teachers in the difference issues concerning teaching learning activities. The respond lasted for fourteen days on a two-point scale, Yes or No *Higgins, (2044)*. The **TMQ** is designed to show percent of the respondents agreed in the selection of their own choice of profession.

For academic performance record of students' examination in one subject (Islamic Studies) for second term were collected from their schools. These exam scores were also transformed

into standard score with the used of Z-Score, in order to obtain valid and reliable academic performance data of all eighty students and average grade point each student was obtained.

### **3.5 Validity of the Instruments**

The data collection instrument was presented to the researcher's supervisor and other experts in the field of test and measurement Department of Education B.U.K. and tested the validity of the instruments. Three types of instrument was introduced to them, self-esteem questionnaire contain twenty (20) items, motivation questionnaire with twenty (20) items and job security questionnaire with twenty (20) items respectively.

### **3.6 Reliability of the Data Collection Instrument**

The reliability of the instrument was established through a pilot testing using a sample of 20 senior secondary school Islamic studies teachers that were not being part of the sample of the study. The researcher personally visited five schools from which he drew pilot sample. The instrument was administered through on-spot procedure, where respondents were urged to complete the Questionnaire Instantly and return to the researcher. After the pilot administration, completed questionnaire were scored and analysed using Cronbach Alpha test of reliability.

Computed result from the reliability test shows that Teachers' Job Security Questionnaire had .934 reliability index, Teachers' Self-Esteem Questionnaire had .920 reliability index while Teachers' Motivation Scale had .811 reliability index.

Since the reliability indexes were found to be, 0.934, 0.920 and 0.811 for job security, self-esteem and motivation respectively which are statistically high, it was concluded that, the instruments had internal consistently considered to be appropriate.

**Table 3.3 Reliability Result**

Variables	Cronbach's Alpha
Teachers' Job Security Scale	.934
Teachers' Self-esteem Scale	.920
Teachers' Motivation Scale	.811

Malhotra (2004) stated “the coefficient varies from 0-1, Alpha coefficient below 0.6 is weak in reliability, 0.6- 0.8 are strong while 0.8-1.0 are very strong reliability”. Thus, the instrument used for this study had a strong reliability base on the assertion of Malhotra (2004).

### **3.7 Data Collection Procedures**

The researcher personally administered the questionnaire and collected them after two weeks. The total number of the entire teachers of both public and private schools in Bauchi Local Government Area was collected from the director school services Bauchi State Ministry of Education on presentation of introductory letter from the Department of Education, Bayero University Kano. For teachers' questionnaire, the teachers were contacted in their respective schools and administered the instrument with the help of their managements and the collection was done successfully. The researcher attained some questions from the respondents accordingly and explained the variables for easy understanding to the respondents.

Therefore, each teacher's result on self-esteem, motivation and job security were considered in both public and private senior secondary schools of the research areas.

The researcher went to the various schools and requested the students' promotion examinations results of SS II of the year 2017 from the head of the schools under study and the school authorities complied with the request.

### **3.8 Data Analysis Procedure**

The statistical tools that were used in analyzing the data are descriptive and inferential statistic. The descriptive statistics were used in summarizing the data and answering research question I, II & III while inferential statistics (t-test for independent samples) were used in testing the stated null hypothesis at 0.05 level of significance. The analysis was conducted with the aid of Statistical Package for Social Sciences (SPSS) version 20.0.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter provided detailed steps that were involved in analyzing the data. The chapter consists of summary of the data, data presentation, analysis, summary of the findings and discussion of the findings.

#### 4.2 Summary of the Data

**Table 4.1: Breakdown of Study Sample**

	Frequency	Percentage %
Teachers		
Public School Teachers	37	46%
Private School Teachers	43	54%
	80	100%
Gender		
Male Teachers	49	61%
Female Teachers	31	39%
	80	100%
Students		
Public School Students	185	52%
Private School Students	172	48%
	357	100%
Gender		
Male Students	182	51%
Female Students	175	49%
	357	100%

Table 4.1, provides the summary of the study sample. From the table, public and private school teachers participated in the study. There are 37 public school teachers representing 46% of the study sample that participated in the study while 43 private school teachers representing 54% of the study sample participated in the study. On the account of gender, there are 49 male teachers representing 61% of the study sample that participated in the study while 31 female teachers representing 39% of the study sample participated in the study. By implication, there are more male in the teaching profession than female in the study area.

With regards to the students' sample, a total of 185 students which represents 52% of the study sample are from public schools while 172 students which represents 48% of the study sample are from private schools. On the account of gender, a total of 182 male students which represented 51% of the study sample participated in the study while 175 female students which represent 49% of the study sample participated in the study.

**Table 4.2: Descriptive Statistics of Study Variables**

Study Variables	M	SD
Teacher Job Security	57.71	19.30
Teachers Self-esteem	64.86	18.81
Teachers Motivation	27.30	9.43
Academic performance	48.43	18.04

Table 4.2, provides the descriptive statistics of the study variables. From the table, there are three independent variables (teachers' job security, teachers' self-esteem and teachers' motivation) and one dependent variable (students' academic performance). The four variables are having a mean and standard deviation scores as; Teachers job security, M= 57.71, SD=



19.30, teachers' self-esteem  $M=64.86$ ,  $SD= 18.81$ , teachers' motivation,  $M=27.30$ ,  $SD= 9.43$  while students' academic performance,  $M= 48.43$ ,  $SD= 18.04$ .

### 4.3 Data Analysis

#### 4.3.1 Answering Research Questions

Descriptive statistics (frequency counts and simple percentage) was used in answering the stated research questions.

##### Research Question One

What are the levels of teachers' self-esteem among senior secondary school teachers in Bauchi Local Government Area?

**Table 4.3: Levels of Teachers' Self-Esteem**

Teachers' Self-esteem	Frequency	Percentage (%)
Low level of self-esteem	31	39%
High level of self-esteem	49	61%
Total	80	100%

To determine the level of teachers' self-esteem among senior secondary school teachers in Bauchi Local Government Area, descriptive statistics of frequency counts and simple percentage was conducted. From table 4.3, teachers' self-esteem was categorized as low and high. From table, a total of 31 respondents which represents 39% of the study sample were found to have low level of self-esteem while 49 respondents which represents 61% of the study sample were found to have high level of self-esteem. This showed that senior secondary school teachers in Bauchi local Area were predominantly having high self-esteem as teachers. This is because a significant proportion of the study sample (61%) were found to have high level of self-esteem.

### **Research Question Two**

What are the levels of teachers' motivation among senior secondary school teachers in Bauchi Local Government Area?

**Table 4.4: Teachers' Motivation level**

Teachers' Motivation	Frequency	Percentage (%)
Low level of Motivation	34	43%
High level of Motivation	46	57%
Total	80	100%

To determine the level of teachers' motivation among senior secondary school teachers in Bauchi Local Government Area, descriptive statistics of frequency counts and simple percentage was conducted. From table 4.4, teachers' motivation was categorized as low and high. From the table, a total of 34 respondents which represents 43% of the study sample were found to have low level of motivation while 46 respondents which represents 57% of the study sample were found to have high level of motivation. This showed that senior secondary school teachers in Bauchi local Area were predominantly having high motivation as teachers. This is because a significant proportion of the study sample (57%) were found to have high level of motivation as against 43% whom had low level of motivation.

### **Research Question Three**

What are the levels of teachers' job security among senior secondary school teachers in Bauchi Local Government Area?

**Table 4.5: Teachers' Job Security Level**

Teachers' Job Security	Frequency	Percentage (%)
Low level of Job Security	43	54%
High level of Job Security	37	46%
Total	80	100%

To determine the level of teachers' job security among senior secondary school teachers in Bauchi Local Government Area, descriptive statistics of frequency counts and simple percentage was conducted. From table 4.5, teachers' job security was categorized as low and high. From the table, a total of 43 respondents which represents 54% of the study sample were found to have low level of job security while 37 respondents which represents 46% of the study sample were found to have high level of job security. This showed that senior secondary school teachers in Bauchi local Area were predominantly having low job security as teachers. This is because a significant proportion of the study sample (54%) were found to have low level of job security as against 46% whom had high level of job security.

#### **4.3.2 Test of Hypotheses**

The null hypotheses that were raised to guide the study were tested using an independent sample t-test at 0.05 level of significance.

##### **Test of Hypothesis One**

There is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of self-esteem.

**Table 4.6: Differences in Academic Performance due to Teachers' Self-Esteem Level.**

Teachers Self-esteem	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>	<i>Sig. Level</i>	<i>Decision</i>
Low Self-Esteem	171	45.67	18.46	-2.892	355	.005	.05	Rejected
High Self-Esteem	186	50.97	17.30					

To test the null hypothesis that there is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of self-esteem, an independent sample t-test was performed. From table 4.6, the mean academic performance for each group are  $M = 45.67$  for students with teachers with low self-esteem and  $M = 50.97$  for students with teachers with high self-esteem. The result revealed that the mean academic performance of students from teachers with low self-esteem ( $M = 45.67$ ,  $SD = 18.46$ ) is significantly different from that of the mean academic performance of students from teachers with high self-esteem ( $M = 50.97$ ,  $SD = 17.30$ ) at  $t = -2.892$ ,  $p = .005$ ,  $p < .05$  level of significance. Based on the obtained  $p$  value of .005 which is less than 0.05 level of significance, a statistically significant difference exist in the mean academic performance of senior secondary school students in Bauchi Local Government Area due to teachers' self-esteem level in favour of students from teachers with high self-esteem level. Based on the obtained result, the stated null hypothesis was rejected.

### **Test of Hypothesis Two**

There is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of motivation.

**Table 4.7: Difference in Students' Academic Performance due to Teachers' Motivation Level**

Teachers' Motivation	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>	<i>Sig. Level</i>	<i>Decision</i>
Low Motivation	196	45.25	18.87	-3.743	355	.000	.05	Rejected
High Motivation	161	52.31	16.20					

To test the null hypothesis that there is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of motivation, an independent sample t-test was performed. From table 4.7, the mean academic performance for each group are  $M = 45.25$  for students from teachers with low motivation and  $M = 52.31$  for students from teachers with high motivation. The result revealed that the mean academic performance of students from teachers with low motivation ( $M = 45.25$ ,  $SD = 18.87$ ) is significantly different from that of the mean academic performance of students from teachers with high motivation ( $M = 52.31$ ,  $SD = 16.20$ ) at  $t = -3.743$ ,  $p = .000$ ,  $p < .05$  level of significance. Based on the obtained  $p$  value of .000 which is less than 0.05 level of significance, a statistically significant difference exist in the mean academic performance of senior secondary school students in Bauchi Local Government Area due to teachers' motivation level in favour of students from teachers with high motivation. Based on the obtained result, the stated null hypothesis was rejected.

### **Test of Hypothesis Three**

There is no significant difference in academic performance of senior secondary school students in Bauchi Local Government Area due to teachers' level of job security.

**Table 4.8: Relationship between Teachers Job Security and Academic Performances**

Teachers' Motivation	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>	<i>Sig. Level</i>	<i>Decision</i>
Teachers' Job Security	223	48.37	18.62	-0.087	355	.930	.05	Accepted
High Job Security	134	48.54	17.10					

To test the null hypothesis that there is no significant difference in academic performance of senior secondary school students in Bauchi Local Government Area due to teachers' level of job security, an independent sample t-test was performed. From table 4.8, the mean academic performance for each group are  $M = 48.37$  for students from teachers with low job security and  $M = 48.54$  for students from teachers with high job security. The result revealed that the mean academic performance of students from teachers with low job security ( $M = 48.37$ ,  $SD = 18.62$ ) is significantly different from that of the mean academic performance of students from teachers with high job security ( $M = 48.54$ ,  $SD = 17.10$ ) at  $t = -.087$ ,  $p = .930$ ,  $p > .05$  level of significance. Based on the obtained  $p$  value of .930 which is greater than 0.05 level of significance, no statistically significant difference exist in the mean academic performance of senior secondary school students in Bauchi Local Government Area due to teachers' job security level. Based on the obtained result, the stated null hypothesis was upheld.

#### Test of Hypothesis Four

There is no significance difference in mean academic performance of Public and Private Senior secondary school students in Bauchi Local Government Area.

**Table 4.9: School Type Difference in Academic Performance**

School Type	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i>	<i>Sig. Level</i>	<i>Decision</i>
Public School	185	41.94	18.11	-7.589	355	.000	.05	Rejected
Private School	172	55.41	15.16					

To test the null hypothesis that there is no significant difference in the academic performance of senior secondary school students due to school type, an independent sample t-test was performed. From table 4.9, the mean academic performance for each group are  $M= 41.94$  for students with public school and  $M= 55.41$  for students from private school. The result revealed that the mean academic performance of students from public school ( $M= 41.94$ ,  $SD= 18.11$ ) is not significantly different from that of the mean academic performance of students from private schools ( $M=55.41$ ,  $SD= 15.16$ ) at  $t = -7.589$ ,  $p= .000$ ,  $p < .05$  level of significance. Based on the obtained  $p$  value of .000 which is less than our 0.05 level of significance, a statistically significant difference exist in the mean academic performance of senior secondary school students in Bauchi Local Government in public and private schools in favour of students from private schools. Based on the obtained result, the stated null hypothesis was rejected.

#### **4.4 Summary of the Findings**

1. Senior secondary school teachers in Bauchi local Government Area had high level of self-esteem.
2. Senior secondary school teachers in Bauchi Local Government Area had high level of motivation.
3. The study found that senior secondary school teachers in Bauchi Local Government Area had low level of job security.
4. Teachers' self-esteem level had significant impact on senior secondary school students' academic performance in Bauchi Local Government Area.
5. The study revealed that senior secondary school students from teachers with high motivation level had higher mean academic performance in Bauchi Local Government Area.

6. The study found that teachers' job security level had no significant bearing on senior secondary school students' academic performance in Bauchi Local Government Area.
7. The study found that senior secondary schools from private schools were having a higher mean academic performance than their counterparts from the public schools in Bauchi Local Government Area.

#### **4.5 Discussions**

This study examined the influence of teacher self-esteem, motivation and job security on the academic performance of public and private senior secondary school students in Bauchi Local Government Area, Bauchi state. The objectives of the study were to determine the level of teachers' self-esteem, motivation and job security and determine their influence on the academic performance of their students.

Findings of the study revealed that senior secondary school Islamic studies teachers had high level of self-esteem. This was based on the obtained figure from the descriptive analysis in which a significant proportion of the study sample (61%) were found to have high level of self-esteem as against (39%) of the study sample whom had low level of self-esteem. It was equally found that the teachers had high level of motivation in the discharge of their duties as teachers. This was based on the obtained result which showed that a significant proportion of the study sample (57%) were found to have high level of motivation as against 43% whom had low level of motivation. On the contrary, the teachers were found to have low level of job security. This was based on the result which showed that a significant proportion of the study sample (54%) were found to have low level of job security as against 46% whom had high level of job security.

The study found that teachers' level of self-esteem had significant bearing on their students' academic performance in school. This was based on the obtained result from t-test analysis ( $t = -2.892, p = .005, p < .05$ ) which depicted that senior secondary school students who were



taught by teachers with high level of self-esteem significantly differs in their mean academic performance than their counterparts who were taught by teachers with low level of self-esteem. This lead to the rejection of the stated null hypothesis that there is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of self-esteem. The study revealed that teachers' level of self-efficacy had significant influence on students' academic performance. This finding supported the work of Abdullahi (2000) and Akinleke (2012) which according to them, there is positive relationship between self-esteem and students' academic performance thereby concluded that as self esteem increases so also academic performance increases. Similarly Chanhuan (2011) conducted a study titled self esteem among university students, Tunku Abdulrahman psychology students in Malaysia. The study indicates that there are significant correlation between student's academic performance and their self-esteem. Also In view of Harris work (2009) where he conducted a study on the relationship between self-esteem and academic success among African American students in minority engineering program at a research extensive university in the southern portion of the United State. The study indicated that there is significant relationship between self-esteem and the academic success of African American in the southern portion of the United States.

On the contrary, findings of this study contradict that of Vialle, Heaven and Ciarrochi (2005) who conduct a study on relationship between self esteem and academic achievement, the research demonstrated that there were no correlation between self-esteem and academic achievement for the gifted group. Though, this study was conducted on a gifted group. This corroborated with the work of Rubin, Pintrich, & Midgley, (1977) whom conducted a study on Good-looking people are not what we think, found that a modest relationship exist between performance and behavior. Hansford and Hattie (1982) conducted study on Motivated changes in the self-concept, found that average relationship existed between self-

esteem and performance which could be modified by different external variables. Moghni and Riaz (1984) in their study The effects of a self-esteem boost and mortality salience on responses to boost relevant and irrelevant worldview threats, found that study habits, attitudes and motives had a notable effect on performances. While Mayer and Baker (1987) discussed the behavior and performance of student and they found academic performance has a minor effect on students' behavior.

Findings of the study equally revealed that senior secondary school teachers' level of motivation had a significant bearing on their students' academic performance in school. This was based on the obtained result from t-test analysis ( $t = -3.743, p = .000, p < .05$ ) which depicted that senior secondary school students who were taught by teachers with high level of motivation significantly differs in their mean academic performance than their counterparts who were taught by teachers with low level of motivation. This lead to the rejection of the stated null hypothesis that there is no significant difference in the academic performance of senior secondary school students in Bauchi Local Government Area based on teachers' level of motivation. The study revealed that teachers' level of motivation had significant influence on students' academic performance. This finding supported the work of Halawah, (2006) conducted a study titled motivation, family environment, and student characterizes on academic performance. On the sample comprised of 388 high school students including 193 male and 195 female students of Abu Dhabi district in United Arab Emirates. Grade point average was taken as measure of academic achievement of the students using ex-post factor design. The results revealed no significant gender difference in performance of the student.

Navarrete, Brenda, H. & Patricia F. (2007), carried out a study on culture and achievement motivation in Latino and Anglo American high school students of USA on a sample of 149 students from the high school districts in California, using ex-post factor design. Data were collected by administering culture value orientation and attribution-emotion scale to the sample and grade point average was taken as academic achievement measures of the students.

Socio-economic status and education of the parents had been found to influence academic achievement of the students of both the cultures.

Tella, (2007) investigated the impact of motivation on academic achievement in mathematics using ex-post factor design. The participants of the study were 450 secondary school students of both sexes drawn from ten schools of Ibadan. The results revealed significant differences in the academic performance of male and female students in mathematics. Male students were found to have better achievement in mathematics.

Arbabisarjou, Zare, Shahrakipour, and Ghoreishinia, (2016) in their study the relationship between academic achievement motivation and academic performance among medical students found that there was a significant relationship between teacher motivation and academic performance among students. A longitudinal study by Liu and Hou (2017) has shown that intrinsic motivation considerably promotes academic performance. Other studies have also demonstrated that teacher motivation was significantly related to academic performance. Awan, R-U, Noureen, G. and Naz, A. (2011) Meanwhile, Glynn, S. M., Taasobshirazi, G. and Brickman, P. (2009) in their study Science motivation questionnaire exhibited that intrinsic motivation and self-efficacy had a strong influence on students' performance. Korantwi-Barimah, J.S., Ofori, A., Nsiah-Gyabaah, E. and Sekyere, A.M. (2017) study amongst university students demonstrated positive significant correlations between academic self-concept, motivation and academic performance. The study indicated that motivational factors played vital roles in academic performance. This was in line with the work of Gottfried (1990) who found a relationship between motivation and achievement, but she maintains that the causal relationship works in the opposite direction. Similar to results from other studies, Gottfried found that elementary-age children with higher academic intrinsic motivation tend to have higher achievement and IQ, more positive perceptions of their academic competence, and lower academic anxiety.

The study equally revealed that level of teachers' job security has positive effect on senior secondary school students' academic performance. This was based on the obtained result from t-test analysis ( $t = -.087, p = .930, p > .05$ ) which shows that senior secondary school students who were taught by teachers with high level of job security significantly differs in their mean academic performance than their counterparts who were taught by teachers with low level of job security. This lead to the rejection of the stated null hypothesis that there is no significant difference in academic performance of senior secondary school students in Bauchi Local Government Area due to teachers' level of job security. The study revealed that teachers' level of job security had significant influence on students' academic performance. This is in line with the work of Ghenghesh (2013) who found that, in the Nigerian university system, job security influence academic staff commitment. Iverson (1996) found that job security has a significant impact on organizational commitment. However, Rosenblatt and Ruvio (1996) reported in their study that organizational commitment and job performance negatively correlated with job insecurity. This finding was in agreement with the research by Guest (2004) who found that low job security and working conditions had adverse effect on employee commitment and job satisfaction.

A statistically significant difference was equally found in the mean academic performance of senior secondary school students due to their school type. Obtained result showed that senior secondary school students from private schools significantly differs in their performance in comparison with their counterparts from public schools in Bauchi Local Government Area. This was based on the obtained result ( $-7.589, p = .000, p < .05$ ) which signifies that the difference is significant. The result lead to the rejection of the stated null hypothesis that there is no significant difference in the academic performance of senior secondary school students due to school type. Thus, it was found that senior secondary school students from private schools significantly differs with their counterparts from the public schools in terms of

academic performance. This was in line with the work of Samuel K. R. (2017) in his study on comparison of academic performance between public and private secondary schools in Wareng district, Kenya, he found that private schools differ greatly in academic performance than public schools. Therefore, the result indicated that there is significant difference between public and private secondary schools in performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study focuses on the influence of self-esteem, motivation and job security of Islamic Studies teachers on the academic performance of public and private senior secondary schools students in Bauchi state. In this chapter, a general summary of the study, conclusions inferred from answering the research questions, testing the research hypotheses as well as recommendations from the study and recommendations for further study are raised and logically presented by the researcher.

#### **5.2 Summary**

The important role of influence played by Islamic Studies teachers' self-esteem, motivation and job security of public and private senior secondary schools can never be over emphasized. This can be witnessed in the senior secondary schools of Bauchi Local Government Bauchi state.

In chapter one of this dissertation, background to the study was presented as the main thrust of the study on influence of Islamic Studies teachers' self-esteem, motivation and job security on the academic performance of public and private senior secondary schools students in Bauchi state, statement of the problem given followed by the objectives. In the same chapter research questions were highlighted, four research questions and four hypotheses were formulated, significance of the study was also been discussed under this chapter, scope and delimitation of the study were also included in this chapter which covered senior secondary schools teachers of Bauchi Local Government Area.

Chapter two contains related literature on self-esteem, motivation and job security and a number of theories and empirical studies were expounded over the years on self-esteem,

motivation and job security among which notable theories were that of Maslow, Aldefer, Hazberg and Cooley.

Chapter three is the chapter on methodology adopted for the research, descriptive survey design was employed in the study, the population of the study consist of 6780 students and 134 teachers from 18 senior secondary schools in Bauchi Local Government Area, from which a sample of 357 students and 80 teachers was drawn as sample in accordance with research advisor (2006) using proportionate stratified sampling technique. Also in this chapter, the data collection instrument and the procedure used which was questionnaire administered and collected by the researcher and research assistance was discussed, validation and reliability of the instrument was discussed as well as pilot study. The chapter ends with data analysis procedures whereby both descriptive and inferential statistics were used, percentages and t-test statistical test were applied to answer the research questions and hypotheses respectively.

Chapter four focused on presentation and analysis of data, under this chapter, the data collected was analyzed and presented using both descriptive and inferential statistics in accordance with the research questions and hypotheses that were formulated to guide the study. Mean, standard deviation, frequency counts and independent sample t-test were used in analyzing the data. The hypothesis were tested at 0.05 level of significance. Chapter five of the study consists of summary, conclusions and recommendations.

### **5.3 Conclusions**

Based on the findings from the study, it was deduced that senior secondary school teachers in Bauchi local Government Area had high level of self-esteem and motivation with a low level of job security. Furthermore, teachers' level of self-esteem, level of motivation and level of job security had significant influence on senior secondary school students' academic performance while senior secondary school students from private schools had high level of

academic performance than their counterparts from public schools in Bauchi Local Government Area of Bauchi state.

## **5.4 Recommendation**

### **5.4.1 Recommendation from the Study**

Based on the findings from the study, it was recommended that:

1. Senior secondary school teachers should maintain positive attitude toward self-esteem as teachers.
2. School administrators should ensure adequate motivation of their teachers in Bauchi local Government Area.
3. Government and school administrators should ensure teachers' job security in Bauchi local Government Area.
4. Schools administrators' should ensure that teachers with high self-esteem are judiciously utilized as classroom teachers. This is because teachers' level of self-esteem had influence on academic performance.
5. Schools administrators' should ensure that teachers' motivation is maintained so as to boost their performance classroom. This is because teachers' level of motivation had influence on academic performance.
6. Schools administrators' and government should ensure that teachers' job security is assured. This is because teachers' level of job security had influence on academic performance.
7. Government should ensure that public school teachers are accorded with similar teaching conditions to ensure that public school students favorably compete with students from private schools.



#### **5.4.2 Recommendation for the Further Studies**

- 1 A Survey design was used in this study, another research design should be used in future research than Survey design.
- 2 This research used questionnaires, it would be good to include interview in future studies.
- 3 A further study should study issues of self-esteem, motivation and job security among teachers of different area
- 4 A further study should focus on difference in academic performance of either public or private senior secondary schools since the present study combine the two.
- 5 Further research should be conducted in junior secondary schools in other educational zone in the state in order to have more empirical studies.

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## APPENDIX I

### QUESTIONNAIRES

**INSTRUCTIONS:** Below is a list of statements aimed to study the teachers' job security, job satisfaction, Self –esteem and motivation, Please tick [ ] on any one of the five boxes given on the right side of each statement. Please respond to every item. There is no time limit but you have to respond as quickly as possible. Your frank and sincere answer will be very much appreciated.

#### SECTION A: Bio data.

Name of School: .....Public/Private .....

Residential Quarters: .....Age:.....

Gender (Male/Female) .....

#### Section B: Teachers Job Security Questionnaire (TJSQ)

S/N	I T E M	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I feel confident in my place of work					
2	I feel satisfied with my present job					
3	I am chance to participate in all activities in my job					
4	I receive little recognition					
5	I feel undercompensated in my job					
6	I am satisfied in terms of job security					
7	I am contented with my income					
8	I am not secured with my teaching job					
9	I am well-being in my place of work					
10	I am secured from being harassed					
11	I share values in common with my colleagues					

1 2	I feel confidence in the continuity of my job					
1 3	I fear about the end of my job					
1 4	My life is well secured					
1 5	I feel secured with the services of my management					
1 6	I am protected against unjustified dismissal					
1 7	I feel inferior about the security of my job					
1 8	Security provides me with sense of responsibility					
1 9	I feel confident with the society I am living in.					
2 0	I am worried about my retirement					

#### SECTION C: Teachers Self –Esteem Questionnaire (TSEQ)

S/N	I T E M	Strongly Agree	A g r e e	Undecided	Disagree	Strongly Disagree
2 1	I feel confident about my abilities.					
2 2	I am worried about whether I am regarded as a success or failure.					
2 3	I feel satisfied with the way my body looks right now.					
2 4	I feel frustrated or rattled about my performance.					
2 5	I feel that I am having trouble understanding things that I read.					
2 6	I feel that others respect and admire me.					
2 7	I am dissatisfied with my weight.					
2 8	I feel self-conscious.					
2 9	I feel as smart as others.					
3 0	I feel displeased with myself.					
3 1	I feel good about myself.					
3 2	I am pleased with my appearance right now.					
3 3	I am worried about what other people think of me.					
3 4	I feel confident that I understand things					
3 5	I feel inferior to others at this moment.					

3 6	I feel unattractive.					
3 7	I feel concerned about the impression I am making.					
3 8	I feel that I have less scholastic ability right now than others.					
3 9	I feel like I'm not doing well.					
4 0	I am worried about looking foolish.					

Scoring:

Strongly Agree (5)   Agree (4)   Undecided (3)   Disagree (2)   Strongly Disagree (1)

#### SECTION D: Teachers' Motivation Questionnaire (TMQ)

S / N	I	T	E	M	Y e s	N o
1.	Did you select teaching profession on your own choice?					
2.	Did you want to go to any other profession?					
3.	Did somebody pressurize you to select this profession?					
4.	Do you have any special objective in this field?					
5.	Do you receive your salary in time?					
6.	Is there any other earning hand in your family?					
7.	Is your income sufficient to meet your basic financial requirements?					
8.	Are you satisfied with the economic level of your family?					
9.	Do you think that you receive less salary as compared to the work you do?					
10.	Does the low income affect your teaching work?					
11.	Do you feel that you are given importance in the society?					
12.	Are you ready to face all kinds of situations in class?					
13.	Do you think that you have a lot of abilities?					
14.	Are you satisfied with your present performance?					
15.	Have you self - confidence?					
16.	Do you feel anxious in class?					

17.	Do you think that you can control the classroom carefully?		
18.	Do you think that your students feel comfortable with you?		
19.	Do you think students understand what you want to communicate?		
20.	Do you think that you have more abilities than your colleagues?		

**Scoring:** Yes 2 /No 1

## APPENDIX II

### Departmental Letter of Authority for Research

**Department of Education**

P.M.B. 3011

Kano State

**Head** Prof: Auwal M. LawalEmail: [awwalboss@yahoo.com](mailto:awwalboss@yahoo.com)

Date \_\_\_\_\_

**B.U.K.***Bayero University, Kano*

Dear Sir,

**LETTER OF INTRODUCTION**This is to certify that: MUHAMMAD IBN ALI with RegistrationNumber: SPS/14/MED/00090 is our student in the Department of Education

Bayero University, Kano.

Kindly render any assistance he/she may require from you.

DEPARTMENT OF EDUCATION  
BAYERO UNIVERSITY KANO

*Prof. Auwal M. Lawal*  
Head of Department

DATE \_\_\_\_\_

## APPENDIX III

Required Sample Size† from: The Research Advisors									
Population Size	Confidence = 95.0%				Confidence = 99.0%				
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error				
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01	
10	10	10	10	10	10	10	10	10	
20	19	20	20	20	19	20	20	20	
30	28	29	29	30	29	29	30	30	
40	35	37	37	38	37	37	38	38	
50	41	43	43	44	43	43	44	44	
75	53	56	56	57	56	56	57	57	
100	63	66	66	67	66	66	67	67	
150	80	84	84	85	84	84	85	85	
200	108	112	112	113	112	112	113	113	
250	132	136	136	137	136	136	137	137	
300	152	156	156	157	156	156	157	157	
400	196	201	201	202	201	201	202	202	
500	237	242	242	243	242	242	243	243	
600	274	279	279	280	279	279	280	280	
700	308	313	313	314	313	313	314	314	
800	339	344	344	345	344	344	345	345	
900	367	372	372	373	372	372	373	373	
1,000	392	397	397	398	397	397	398	398	
1,200	427	432	432	433	427	432	432	433	
1,500	460	465	465	466	460	465	465	466	
2,000	498	503	503	504	498	503	503	504	
2,500	524	529	529	530	524	529	529	530	
3,000	548	553	553	554	548	553	553	554	
4,000	586	591	591	592	586	591	591	592	
5,000	610	615	615	616	610	615	615	616	
7,500	622	627	627	628	622	627	627	628	
10,000	646	651	651	652	646	651	651	652	
25,000	655	660	660	661	655	660	660	661	
50,000	658	663	663	664	658	663	663	664	
75,000	659	664	664	665	659	664	664	665	
100,000	662	667	667	668	662	667	667	668	
250,000	663	668	668	669	663	668	668	669	
500,000	663	668	668	669	663	668	668	669	
1,000,000	663	668	668	669	663	668	668	669	
2,500,000	663	668	668	669	663	668	668	669	
10,000,000	663	668	668	669	663	668	668	669	
100,000,000	663	668	668	669	663	668	668	669	
264,000,000	663	668	668	669	663	668	668	669	

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The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table.

For example, the recommended sample size for a population of 1,000, a confidence level of 99%, and a margin of error (degree of accuracy) of 3.5% would be 575.

Change these values to select different levels of confidence.

Change these values to select different maximum margins of error.

Change these values to select different (e.g., more precise) population sizes.

## APPENDIX IV

### BAUCHI STATE MINISTRY OF EDUCATION

#### EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS) UNIT

#### LIST OF SENIOR SECONDARY SCHOOL IN BAUCHI LOCAL GOVERNMENT AREA AND NUMBER OF TEACHERS 2015/2016

S/N	N A M E O F S C H O O L	NO.OF TEACHERS SSS MALE	NO.OF TEACHERS SSS FEMALE	NO. OF TEACHERS SSS TOTAL
1	Govt. Day Sec. Sch. kofar Idi	5	2	7
2	Govt. Sec. School Kofar Wambai	6	4	10
3	Govt. Comp. Day Sec. Sch. Sa'adu Zungur	5	3	8
4	Govt. Senior Sec. Sch. Bakari Dukku	5	4	9
5	Govt. Comp. Day Sec. sch.	7	3	10
6	Govt. Girls College	5	2	7
7	Married Women Sec. Sch.	5	6	11
	T o t a l	38	24	62

**Source:** Bauchi State Ministry of Education, Education Management Information System.

2015/2016 Annual School Census



## APPENDIX V

### BAUCHI STATE MINISTRY OF EDUCATION

#### QUALITY ASSURANCE DIRECTORATE

#### LIST OF APPROVED PRIVATE SENIOR SECONDARY SCHOOL WITHIN

#### BAUCHI LOCAL GOVERNMENT AREA

**2015/2016**

S/N	N A M E O F S C H O O L	NO.OF TEACHERS SSS MALE	NO.OF TEACHERS SSS FEMALE	NO. OF TEACHERS SSS TOTAL
1	JIBWIS Science Day Secondary School	5	3	8
2	A l - i m a n S e c o n d a r y S c h o o l	4	2	6
3	B a u c h i U r b a n C o l l e g e	4	1	5
4	Almadeena International Seconday School	5	3	8
5	Rainex Hallmark International College	3	-	3
6	Z a y d b n T h a b i t	4	2	6
7	A l - h i l a l S e c o n d a r y S c h o o l	4	3	7
8	Fariah Foundation Secondary School	5	3	8
9	Federal Government College Staff School	3	2	5
1 0	A.U MisauExellence Academy Secondary School	5	2	7
1 1	FOMWAN Model Islamic Science Secondary School	4	5	9
	T o t a l	4 6	2 7	7 2

**Source:** Bauchi State Ministry of Quality Assurance Directorate. 2015/2016 Annual School

Census

## APPENDIX VI

### RESULT OF PILOT STUDY

**Scale: ALL VARIABLES**

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.934	20

#### Item Statistics

	Mean	Std. Deviation	N
JS1	4.3000	.57124	20
JS2	4.5000	.51299	20
JS3	4.2500	.71635	20
JS4	4.4500	.60481	20
JS5	4.3000	.57124	20
JS6	4.3000	.57124	20
JS7	4.3000	.57124	20
JS8	4.5000	.51299	20
JS9	4.3000	.57124	20
JS10	4.2000	.61559	20

JS11	4.3000	.57124	20
JS12	4.3000	.57124	20
JS13	4.1500	.74516	20
JS14	4.1500	.81273	20
JS15	4.3000	.57124	20
JS16	4.4000	.75394	20
JS17	4.5000	.51299	20
JS18	4.4000	.75394	20
JS19	4.5000	.51299	20
JS20	4.3000	.80131	20

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JS1	82.4000	62.674	.798	.928
JS2	82.2000	64.695	.638	.931
JS3	82.4500	66.155	.305	.937
JS4	82.2500	63.671	.641	.930
JS5	82.4000	62.674	.798	.928
JS6	82.4000	62.674	.798	.928
JS7	82.4000	62.674	.798	.928
JS8	82.2000	64.695	.638	.931
JS9	82.4000	62.674	.798	.928
JS10	82.5000	64.263	.565	.932
JS11	82.4000	62.674	.798	.928
JS12	82.4000	62.674	.798	.928
JS13	82.5500	65.208	.370	.936
JS14	82.5500	60.050	.755	.928
JS15	82.4000	62.674	.798	.928
JS16	82.3000	63.168	.541	.933
JS17	82.2000	64.695	.638	.931
JS18	82.3000	65.484	.342	.937
JS19	82.2000	64.695	.638	.931
JS20	82.4000	63.726	.457	.935

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
86.7000	70.221	8.37980	20

## Reliability

Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.920	20

### Item Statistics

	Mean	Std. Deviation	N
EST1	4.2000	.61559	20
EST2	4.3000	.57124	20
EST3	4.3000	.57124	20
EST4	4.1500	.74516	20
EST5	4.2000	.76777	20
EST6	4.3000	.57124	20
EST7	4.4000	.75394	20
EST8	4.4500	.60481	20
EST9	4.4000	.75394	20
EST10	4.4500	.60481	20
EST11	4.3000	.80131	20
EST12	4.2000	.61559	20
EST13	4.3000	.57124	20

EST14	4.2500	.63867	20
EST15	4.1500	.74516	20
EST16	4.1000	.78807	20
EST17	4.3000	.57124	20
EST18	4.4000	.75394	20
EST19	4.4000	.59824	20
EST20	4.4000	.75394	20

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EST1	81.7500	65.145	.667	.914
EST2	81.6500	64.661	.780	.912
EST3	81.6500	64.661	.780	.912
EST4	81.8000	65.537	.503	.918
EST5	81.7500	62.618	.736	.912
EST6	81.6500	64.661	.780	.912
EST7	81.5500	65.208	.524	.917
EST8	81.5000	66.158	.572	.916
EST9	81.5500	67.734	.310	.922
EST10	81.5000	66.158	.572	.916
EST11	81.6500	65.924	.430	.920
EST12	81.7500	65.145	.667	.914
EST13	81.6500	64.661	.780	.912
EST14	81.7000	63.800	.779	.911
EST15	81.8000	65.537	.503	.918
EST16	81.8500	65.187	.499	.918
EST17	81.6500	64.661	.780	.912
EST18	81.5500	65.208	.524	.917
EST19	81.5500	67.524	.435	.919
EST20	81.5500	67.734	.310	.922

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
85.9500	72.155	8.49443	20

## Reliability

Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.811	20

### Item Statistics

	Mean	Std. Deviation	N
M1	1.6000	.50262	20
M2	1.7500	.44426	20
M3	1.6000	.50262	20
M4	1.7000	.47016	20
M5	1.4000	.50262	20
M6	1.6000	.50262	20
M7	1.4000	.50262	20
M8	1.6000	.50262	20
M9	1.5500	.51042	20
M10	1.6500	.48936	20
M11	1.5500	.51042	20
M12	1.5000	.51299	20
M13	1.6000	.50262	20
M14	1.4500	.51042	20
M15	1.4500	.51042	20
M16	1.6000	.50262	20

M17	1.5000	.51299	20
M18	1.6000	.50262	20
M19	1.4500	.51042	20
M20	1.4500	.51042	20

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
M1	29.4000	20.884	.165	.815
M2	29.2500	19.355	.599	.792
M3	29.4000	18.989	.606	.790
M4	29.3000	21.379	.068	.819
M5	29.6000	19.937	.380	.803
M6	29.4000	18.253	.789	.780
M7	29.6000	20.674	.212	.812
M8	29.4000	18.253	.789	.780
M9	29.4500	21.734	-.021	.824
M10	29.3500	21.713	-.013	.823
M11	29.4500	20.366	.275	.809
M12	29.5000	19.632	.440	.800
M13	29.4000	18.253	.789	.780
M14	29.5500	20.682	.205	.813
M15	29.5500	21.103	.113	.817
M16	29.4000	18.253	.789	.780
M17	29.5000	19.632	.440	.800
M18	29.4000	18.253	.789	.780
M19	29.5500	20.682	.205	.813
M20	29.5500	21.103	.113	.817

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.0000	21.895	4.67918	20

## APPENDIX VII

### SPSS OUTPUT

#### STUDY RESULT

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TJSQ	80	43.00	93.00	79.1500	7.43086
TSEQ	80	20.00	99.00	77.5750	10.50952
TMQ	80	20.00	38.00	35.1000	3.01725
AA	357	1.00	81.00	48.4370	18.04332
Valid N (list wise)	80				

#### Frequencies

##### Statistics

	SCHOOL	GENDER	SCH_TYPE	STUDENT_GENDER
N	Valid 80	Valid 80	Valid 357	Valid 357
	Missing 279	Missing 279	Missing 2	Missing 2

#### Frequency Table

##### SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUBLIC SCH TEACHERS	37	10.3	46.3	46.3
	PRIVATE SCHOOL TEACHERS	43	12.0	53.8	100.0
	Total	80	22.3	100.0	
Missing	System	279	77.7		
Total		359	100.0		

##### GENDER



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE TEACHER	49	13.6	61.3	61.3
	FEMALE TEACHER	31	8.6	38.8	100.0
	Total	80	22.3	100.0	
Missing	System	279	77.7		
Total		359	100.0		

#### SCH\_TYPE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUBLIC SCH STUDENT	185	51.5	51.8	51.8
	PRIVATE SCH STUDENT	172	47.9	48.2	100.0
	Total	357	99.4	100.0	
Missing	System	2	.6		
Total		359	100.0		

#### STUDENT\_GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE STUDENT	182	50.7	51.0	51.0
	FEMALE STUDENT	175	48.7	49.0	100.0
	Total	357	99.4	100.0	
Missing	System	2	.6		
Total		359	100.0		

## T-Test

**Group Statistics**

LEVEL_TSEQ		N	Mean	Std. Deviation	Std. Error Mean
AA	LOW	171	45.6725	18.46645	1.41216
	HIGH	186	50.9785	17.30801	1.26908

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AA	Equal variances assumed	3.456	.064	-2.802	355	.005	-5.30598	1.89346	-9.02979	-1.58217
	Equal variances not assumed			-2.795	347.309	.005	-5.30598	1.89863	-9.04023	-1.57173

## T-Test

**Group Statistics**

LEVEL_T MQ	N	Mean	Std. Deviation	Std. Error Mean
AA LOW	196	45.255 1	18.87846	1.34846
HIGH	161	52.310 6	16.20233	1.27692

**Independent Samples Test**

			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
AA	Equal variances assumed		4.787	.029	-3.743	355	.000	-7.05546	1.88502	-10.76267	-3.34825
	Equal variances not assumed				-3.799	354.303	.000	-7.05546	1.85712	-10.70781	-3.40310

## T-Test

**Group Statistics**

LEVEL_TJ SQ		N	Mean	Std. Deviation	Std. Error Mean
AA	LOW	223	48.372 2	18.62214	1.24703
	HIGH	134	48.544 8	17.10455	1.47761

**Independent Samples Test**

			Levene's Test for Equality of Variances		t-test for Equality of Means					
			F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
										Lower      Upper
AA	Equal variances assumed		.764	.383	-.087	355	.930	-.17258	1.97493	-4.05661      3.71146
	Equal variances not assumed				-.089	299.044	.929	-.17258	1.93350	-3.97756      3.63241

## T-Test

**Group Statistics**

SCH TYPE			N	Mean	Std. Deviation	Std. Error Mean
AA	PUBLIC STUDENT	SCH	185	41.9459	18.11789	1.33205
	PRIVATE STUDENT	SCH	172	55.4186	15.16418	1.15626

**Independent Samples Test**

			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
AA	Equal variances assumed		22.781	.000	-7.589	355	.000	-13.47266	1.77527	-16.96402	-9.98129
	Equal variances not assumed				-7.638	351.198	.000	-13.47266	1.76389	-16.94177	-10.00355

## APPENDIX VIII

### RAW DATA

S/N	SCH	T. GENDER	TJSQ	TSEQ	TMQ	AA	L.TJS	L.TSE	L.TM	SCH.TYPE	STU.GENDER
1	1	1	77	72	36	62	1	1	1	1	2
2	1	1	79	76	36	68	1	1	1	1	2
3	1	1	73	73	38	30	1	1	1	1	2
4	1	2	81	78	36	46	1	1	1	1	2
5	1	2	73	88	36	38	1	1	1	1	2
6	1	1	79	79	35	63	2	1	1	1	1
7	1	1	75	81	36	38	2	2	2	1	2
8	1	2	93	90	33	40	1	2	2	1	2
9	1	2	83	73	37	35	1	2	2	1	2
10	1	1	79	84	25	41	1	1	2	1	1
11	1	1	75	77	36	23	2	1	1	1	1
12	1	2	73	71	34	24	2	1	1	1	2
13	1	2	91	73	36	14	1	2	1	1	2
14	1	1	80	79	34	21	1	2	2	1	2
15	1	1	74	80	36	22	1	2	2	1	1
16	1	2	75	80	35	69	2	1	1	1	1
17	1	2	80	65	35	62	2	1	1	1	2
18	1	2	73	78	34	21	1	2	1	1	2
19	1	1	74	56	35	17	1	2	2	1	2
20	1	1	83	78	35	66	1	2	2	1	1
21	1	1	75	72	37	60	1	1	2	1	1
22	1	1	70	80	34	62	1	1	1	1	1
23	1	1	91	99	35	59	1	1	1	1	2
24	1	1	79	76	36	53	1	1	1	1	2

25	1	2	80	81	34	62	1	1	1	1	2
26	1	2	89	91	37	60	2	1	1	1	1
27	1	2	58	20	20	17	2	1	1	1	1
28	1	1	89	92	37	18	2	2	1	1	1
29	1	1	79	83	35	18	1	2	1	1	1
30	1	1	43	89	36	17	1	1	2	1	1
31	1	2	83	87	20	58	1	1	2	1	1
32	1	1	65	68	36	22	1	1	2	1	2
33	1	2	82	77	36	44	2	2	1	1	2
34	1	1	83	78	37	49	2	2	1	1	1
35	1	1	82	81	37	49	2	2	1	1	1
36	1	1	79	80	37	49	2	1	2	1	1
37	1	1	88	63	34	55	1	1	2	1	1
38	2	1	81	77	36	77	1	2	2	2	2
39	2	1	78	81	37	1	1	1	1	2	2
40	2	1	72	79	37	57	1	2	1	2	1
41	2	2	89	82	33	32	2	2	1	2	1
42	2	2	83	79	37	77	2	2	1	2	1
43	2	1	73	62	35	64	1	2	2	2	1
44	2	1	81	77	34	61	1	2	2	2	1
45	2	2	82	81	38	67	2	2	1	2	2
46	2	1	78	81	37	65	1	2	1	2	2
47	2	1	75	55	35	55	1	2	1	2	1
48	2	2	75	73	37	61	1	2	2	2	1
49	2	1	77	77	36	61	2	2	2	2	1
50	2	2	77	75	36	44	1	2	2	2	2
51	2	2	83	80	36	41	1	2	1	2	2
52	2	2	88	86	36	46	1	2	1	2	1
53	2	1	85	82	36	42	2	2	1	2	1
54	2	1	80	75	35	43	2	2	2	2	1

55	2	1	75	76	36	27	1	2	2	2	1
56	2	2	77	83	37	44	1	2	2	2	2
57	2	1	79	71	33	55	1	2	1	2	2
58	2	1	76	56	33	58	1	2	1	2	2
59	2	1	80	77	35	64	1	2	1	2	1
60	2	2	81	83	38	42	1	2	1	2	1
61	2	2	73	79	35	65	1	2	2	2	2
62	2	1	85	91	37	65	2	2	2	2	2
63	2	1	83	87	34	64	2	2	2	2	2
64	2	1	82	73	37	61	1	2	2	2	2
65	2	2	90	88	32	61	1	2	2	2	2
66	2	2	91	87	34	42	2	2	2	2	2
67	2	1	89	85	33	61	2	2	2	2	2
68	2	1	89	89	34	50	2	2	1	2	1
69	2	2	88	78	35	68	2	2	1	2	1
70	2	2	85	87	35	36	2	2	1	2	1
71	2	2	73	57	35	47	2	2	1	2	2
72	2	1	77	80	36	57	2	2	1	2	2
73	2	1	76	79	37	44	1	2	1	2	1
74	2	1	81	83	36	61	1	2	1	2	1
75	2	1	79	82	36	73	1	2	1	2	2
76	2	1	78	75	37	65	2	2	1	2	2
77	2	2	79	74	35	81	1	1	1	2	1
78	2	2	73	77	37	80	1	1	1	2	1
79	2	1	73	74	38	62	1	2	2	2	1
80	2	1	78	85	36	56	1	2	2	2	1
81						62	1	1	2	1	2
82						68	2	1	2	1	2
83						30	2	1	2	1	2
84						46	1	1	2	1	2



85	38	1	1	2	1	2
86	63	1	2	2	1	2
87	38	2	1	1	1	2
88	40	2	1	1	1	2
89	35	1	1	1	1	2
90	41	1	1	1	1	2
91	23	1	2	1	1	2
92	24	2	1	2	1	2
93	14	2	1	2	1	2
94	21	1	1	2	1	2
95	22	1	1	2	1	2
96	69	1	2	2	1	2
97	62	1	1	2	1	2
98	21	1	2	1	1	2
99	17	1	2	1	1	2
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101	60	1	1	2	1	2
102	62	2	1	2	1	2
103	59	2	1	2	1	2
104	53	2	1	1	1	2
105	62	1	2	2	1	2
106	60	1	1	2	1	2
107	17	1	2	1	1	1
108	18	1	1	1	1	2
109	18	2	2	1	1	1
110	17	2	1	2	1	2
111	58	2	1	2	1	2
112	22	2	1	2	1	2
113	44	1	1	1	1	1
114	49	1	1	2	1	1

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116	49	1	2	1	1	1
117	55	2	2	2	1	2
118	77	2	2	1	2	1
119	1	1	2	1	2	1
120	57	1	2	1	2	2
121	32	2	2	2	2	2
122	77	1	2	2	2	2
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124	61	1	2	1	2	2
125	67	2	1	2	2	2
126	65	1	2	1	2	2
127	55	1	2	1	2	2
128	61	1	1	1	2	2
129	61	2	2	2	2	2
130	44	2	2	2	2	2
131	41	1	1	1	2	2
132	46	1	2	1	2	2
133	42	1	2	1	2	2
134	43	1	1	1	2	2
135	27	1	2	2	2	2
136	44	1	2	2	2	2
137	55	1	2	1	2	2
138	58	2	2	1	2	2
139	64	2	1	1	2	2
140	42	1	2	1	2	2
141	65	1	2	1	2	2
142	65	2	1	1	2	2
143	64	2	2	1	2	2
144	61	2	2	2	2	2

145	61	2	2	2	2	2
146	42	2	2	2	2	2
147	61	2	1	1	2	2
148	50	2	2	1	2	2
149	68	1	1	2	2	2
150	36	1	2	2	2	2
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153	44	1	2	2	2	2
154	61	1	2	2	2	2
155	73	1	2	1	2	2
156	65	1	2	1	2	2
157	81	1	2	1	2	2
158	80	2	2	1	2	2
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160	56	1	1	2	2	1
161	62	1	1	2	1	1
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163	30	2	1	1	1	2
164	46	2	1	1	1	1
165	38	1	1	1	1	1
166	63	1	1	1	1	2
167	38	1	1	1	1	1
168	40	2	2	1	1	1
169	35	2	2	1	1	2
170	41	1	2	1	1	1
171	23	1	2	1	1	1
172	24	1	2	1	1	2
173	14	1	1	1	1	1
174	21	1	1	2	1	1

175	22	1	1	2	1	2
176	69	1	1	2	1	1
177	62	1	1	1	1	1
178	21	2	1	1	1	2
179	17	2	1	1	1	1
180	66	2	2	1	1	2
181	60	1	2	2	1	1
182	62	1	1	2	1	1
183	59	1	1	2	1	2
184	53	1	1	1	1	1
185	62	2	2	1	1	1
186	60	2	2	1	1	2
187	17	2	1	2	1	1
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189	18	1	1	1	1	2
190	17	1	1	1	1	1
191	58	1	1	2	1	2
192	22	1	2	1	1	1
193	44	2	2	1	1	1
194	49	2	1	1	1	2
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196	49	1	1	2	1	1
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198	77	1	2	2	2	1
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202	77	1	2	2	2	2
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204	61	1	2	2	2	1

205	67	2	2	2	2	1
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207	55	1	2	2	2	1
208	61	1	1	1	2	1
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210	44	1	1	1	2	2
211	41	1	1	1	2	1
212	46	1	2	1	2	1
213	42	1	2	1	2	2
214	43	2	2	1	2	1
215	27	2	2	1	2	1
216	44	1	2	1	2	2
217	55	1	2	2	2	1
218	58	2	1	2	2	2
219	64	2	2	2	2	1
220	42	2	2	2	2	1
221	65	2	2	2	2	2
222	65	2	1	1	2	1
223	64	2	1	1	2	1
224	61	2	1	2	2	1
225	61	1	2	2	2	1
226	42	1	2	1	2	2
227	61	1	1	1	2	1
228	50	2	1	1	2	1
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230	36	1	2	1	2	1
231	47	1	2	1	2	1
232	57	1	2	1	2	2
233	44	1	2	2	2	1
234	61	2	1	2	2	1

235	73	2	1	2	2	1
236	65	1	2	2	2	2
237	81	1	2	2	2	1
238	80	1	1	2	2	1
239	62	2	1	2	2	1
240	56	2	1	2	2	2
241	62	1	1	2	1	1
242	68	1	1	2	1	1
243	30	1	1	1	1	1
244	46	2	1	1	1	2
245	38	2	1	1	1	1
246	63	1	1	2	1	2
247	38	1	1	2	1	1
248	40	1	1	1	1	1
249	35	1	1	1	1	2
250	41	1	1	1	1	1
251	23	1	2	1	1	1
252	24	1	1	1	1	2
253	14	1	1	1	1	1
254	21	2	1	1	1	1
255	22	2	2	1	1	1
256	69	2	2	2	1	2
257	62	1	1	2	1	2
258	21	1	1	1	1	2
259	17	1	1	1	1	2
260	66	1	2	2	1	1
261	60	2	2	2	1	1
262	62	2	1	2	1	1
263	59	2	1	2	1	1
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266	60	1	2	1	1	2
267	17	1	1	1	1	2
268	18	1	1	1	1	1
269	18	2	2	1	1	1
270	17	2	2	1	1	2
271	58	1	2	2	1	1
272	22	1	1	1	1	1
273	44	2	1	1	1	1
274	49	1	2	1	1	1
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279	1	1	2	1	2	1
280	57	1	2	1	2	2
281	32	2	2	1	2	1
282	77	2	2	2	2	1
283	64	1	2	1	2	2
284	61	1	2	1	2	1
285	67	1	2	1	2	2
286	65	1	2	1	2	2
287	55	1	2	1	2	2
288	61	1	2	1	2	1
289	61	1	2	2	2	1
290	44	2	2	2	2	1
291	41	2	2	2	2	2
292	46	1	2	2	2	1
293	42	1	2	2	2	1
294	43	2	2	2	2	2

295	27	2	2	2	2	1
296	44	2	2	2	2	1
297	55	2	2	2	2	1
298	58	2	2	2	2	2
299	64	2	2	1	2	1
300	42	2	2	2	2	1
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304	61	2	2	1	2	2
305	61	1	1	1	2	1
306	42	1	1	2	2	2
307	61	1	1	2	2	1
308	50	1	2	2	2	1
309	68	1	2	2	2	2
310	36	2	1	2	2	1
311	47	2	1	2	2	1
312	57	1	1	1	2	2
313	44	1	2	1	2	1
314	61	1	1	1	2	1
315	73	2	1	2	2	2
316	65	2	2	1	2	1
317	81	1	2	1	2	1
318	80	1	2	1	2	2
319	62	1	2	2	2	1
320	56	2	2	2	2	1
321	62	2	1	2	1	2
322	68	1	1	1	1	1
323	30	1	1	2	1	1
324	46	1	1	1	1	1



325	38	1	1	1	1	2
326	63	1	1	2	1	1
327	38	1	1	1	1	1
328	40	1	1	1	1	1
329	35	1	1	1	1	2
330	41	2	1	2	1	1
331	23	2	1	2	1	1
332	24	2	1	1	1	1
333	14	1	1	1	1	2
334	21	1	1	2	1	2
335	22	1	1	2	1	2
336	69	1	1	2	1	1
337	62	2	1	1	1	1
338	21	2	1	1	1	1
339	17	2	1	1	1	1
340	66	2	1	2	1	2
341	60	1	1	2	1	1
342	62	1	1	1	1	1
343	59	1	1	1	1	1
344	53	1	1	2	1	1
345	62	2	1	1	1	2
346	60	2	1	1	1	1
347	17	1	1	2	1	1
348	18	1	1	1	1	1
349	18	2	1	1	1	1
350	17	1	1	2	1	2
351	58	1	1	2	1	1
352	22	1	1	1	1	1
353	44	2	1	1	1	1
354	49	1	1	1	1	1

355	49	1	1	2	1	1
356	49	1	1	1	1	2
357	55	2	1	2	1	2

