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CONTENTS

	Pages
Efficacy Of Problem Solving Strategy In The Fostering Creativity Skill Among Pre-School Teachers In Lagos Metropolis <i>Dr. Sarah Sopekan</i>	1-27
Capacity Building for Sustainable Library and Information Services Development in Nigeria <i>'Niran Adetoro PhD</i>	28-36
Work Skills Improvement Needs Of Graduates Of Technical Colleges In Electrical Installation And Maintenance Practice For Employment In The Contemporary Nigeria <i>Olatunji Oriola Fadairo, J. A. Bakare & Oyenuga, Anthony Oyetunde</i>	37-48
Emerging Issues And Risk Management Strategies For Food Security In Nigeria <i>Uko-Aviomoh, E.E.; Eko, M.E.; Akano, R.A., Oladoyinbo, C.A.</i>	49-63
Analysis Of Impediments To Teacher Education And Training In Nigeria: Implication For National Development <i>Onabamiro, A. Adegbenga, Ph.D, Anatsui, Tina & Okon, Abigael, Ph.D</i>	64-73
Radioactivity Levels Of Some Rock Samples In Northern Part Of Nigeria <i>O.A. Oyebanjo, & E.O Joshua</i>	74-85

- Students Perception On Gender Related Factors And Academic Performance In Biology: A Case Study Of Odogbolu Local Government Area 86-93
Shogunle O. O., Adewoga T. O. S., Jakkari R. M.
- Lecturers' Performance Appraisal And Total Quality Management Of Public Universities In South-Western Nigeria 94-102
Peleyeju, Joshua Olusegun Ph.D
- Resources And Methods For Improved Social Studies Teaching In Nursery And Primary Schools In Nigeria 103-114
Dr. Ogunbiyi, J.O. (Ph.D.)
- A Survey Of Nigerian Colleges Of Education Biology Students' Attitudes Towards Wildlife Conservation 115-133
Dr. James Timothy
- Analysis Of Effective School Supervision As A Mechanism For Quality Control In Nigerian Schools 134-143
Oaunlami, Idowu Adeniyi Ph.D
- The Impact of Information and Communication Technology (ICT) on Vocational and Technical Students' Learning 144-156
Lemo Olusiji O.
- Effect of classroom management on the academic performance of secondary school students in Ekiti state. 156-174
Osc, Senny Oluwatumbi
- The Place Of Disabled In Universal Basic Education (UBE) and National Productivity in Nigeria 175-185
Ositoye Adewale Olorunfemi, Dr 'Muyiwa Yemi Adeyemi & Osiyemi A.J
- A Christian Librarian in a Corrupt Society 126-200
Osunrinde, A. A.

The Role of Computer Technology in Effective Teaching
and Learning in Business Education 201-208
Olatoye, A.O.

Psychological Factors as Predictors of Job Performance
Among Teachers in Iseyin Local Government, Oyo State 209-231
Moses Oluwafemi Ogundokun, Ph.D

Impact of Boko Haram Terrorism on National Security
and Social-Economic Development 232-245
Dr. Rosemary Ogbodo Abo (Ph.D)

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PSYCHOLOGICAL FACTORS AS PREDICTORS OF JOB PERFORMANCE AMONG TEACHERS IN ISEYIN LOCAL GOVERNMENT, OYO STATE

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Abstract

The study investigated the predictive value of emotional intelligence, psychological well-being, teacher efficacy and locus of control as correlates of job performance among teachers in Iseyin Local Government, Oyo State. The study adopted a survey research design. The participants in the study were 300 (male =135, female =165) teacher from government owned schools in Iseyin Local Government, Oyo State. Their age ranged between 24 years and 56 years with mean age of 34.6 years. Five valid and reliable instruments were used to assess emotional intelligence ($\alpha=.78$), psychological well-being ($\alpha=.84$), teacher efficacy ($\alpha=.64$), locus of control ($\alpha=.72$) and job performance ($\alpha=.64$). Descriptive statistics, Pearson's Product Moment Correlation and multiple regression analysis were used to analyse the data. The results revealed that emotional intelligence, psychological well-being, teacher efficacy and locus of control were potent predictors mildly associated to job performance. The study has implications for government, that teachers should understand their emotions and express themselves in order to relate well with others so as to successfully cope with the demands of daily life and there is need for Government and management of organizations to consider some formative factors identified to be the strong influence of job performance and integrate them in any employees' development programmed to improve employees' performance in the workplace. Therefore, it will be a great importance for managements, government agencies, grass-root governments and establishments to understand and design policies or strategies to improve on their workers' performance.

Key words: Emotional Intelligence, Psychological well-being, Teacher Efficacy, Locus of Control and Job Performance.

Background to the study

Evidences abound that most teachers in the school system in Nigeria are not satisfied with their jobs (Adegoroye, 1999; Adepoju, 1999; Uwaimeiyee & Onyewadume, 2001). The major goal of the school is to work towards the attainment of academic excellence by the students. The extents to which this goal can be actualized depend principally on the school personnel particularly the teachers (Adeyemo, 1999). Significantly, job performance and academic achievement are very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable skill and centre determinants of educational success. Professional knowledge and skill competencies occur when one feels effective in one's behaviour. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). However, it is assumed that teachers' agitation and demands are beyond the resources of the Ministry of Education or the Government. As a result, the Government in Nigeria and the Nigeria Union of the Teachers (NUT) are in a constant stand-off over the increase in salary, benefits and improvements in working conditions of teachers. The Federal and State Governments have argued that the present economic realities in the country cannot sustain the demanded teachers' salary scale, benefits and improvement in working condition. Specifically, they argued that teacher's demands are beyond the government resources.

Another problem is the government position concerning the job performance of the teachers; they accused the teachers of negligence, laziness, purposeful lethargy and no dedication and zeal to work. They further argue that teachers' level of efficacy and effectiveness does not necessitate the constant request for salary increase, incentive and better working conditions. They feel Nigeria's economy is not properly balanced, hence, their demands. Teachers are expected to render a very high performance and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of

Education demands a very high measure of loyalty, patriotism, dedication, hand work and commitment from its teachers (Ubom& Joshua, 2004).

Job performance has been a subject of thorough investigation by workers in the field. Amalgam of studies implicating personality factors as correlates of job performance could be identified. Personality attributes such as Teachers' efficacy,(Van der Linde, 2005; Strauser, Ketz, &Keim, 2002) Locus of control,(Vijay &Jaimini, 2013) psychological well-being(Ladebo, 2005; Ubom& Joshua, 2004) and emotional intelligence(Moon&Won-Mon, 2011; Hayward, Amos, & Baxter, 2008;Khokhar, & Kush, 2009) and host of others have been found to impact significantly on job performance. Workers in the field of organizational psychology have given much consideration to identifying often with an eye to manipulating the antecedents of job performance, career commitment and job involvement. With this, a problem is established. This study, therefore utilizes Emotional intelligence, Psychological well-being,Locus of control and teachers' efficacy as methods of enhancing teachers job performance in secondary schools in Nigeria. Teachers who are able to develop their emotional intelligence will become productive and successful and help other teachers to be more productive and successful too. They set challenging goals and maintain a strong commitment to the goal they set. Emotionally intelligent persons have been described as well adjusted, warm, genuine, persistent and optimistic. (Mayers& Cob, 2000; Mayer, Salovey & Carso, 2000b). To be successful, requires the effective awareness, control and management of one's own emotion and those of other people. By developing our emotional intelligence, we become productive and successful and help others to be more productive and successful too.

Teachers' efficacy can be defined as the extent to which the teachers believe he or she has the capacity to affect student's performance. Teachers' efficacy determines how people feel, think, motivate themselves and behave. Teachers' efficacy is related to job performance, Bandura (1984) is of the view that individuals who believe that they are highly efficacious, feel differently from those who perceive themselves

as inefficacious i.e. a low sense of teachers' efficacy may cause an individual to avoid difficult tasks and to view these tasks as personal threat (Bandura,1993).Teachers', who perceive themselves as inefficacious, will have low aspirations, weak commitments to their goals and often give up quickly when faced with difficult tasks. In contrast, teachers with a strong sense of teachers' efficacy approach difficult tasks as challenges to be mastered, set challenging goals, maintain a strong commitment to the goals they set, redouble their efforts in the face of failure and believe they can control threatening situations (Bandura, 1993); and they can use new approaches and strategies for teaching and provide special assistance to low achieving students.

Locus of control is a person's perception of why things happen or what forces are driving their behaviour. Teachers' who believe that event result primarily from their own behaviour and action (internal – Locus of Control) will maintain a strong commitment to the goals they set, strong aspiration and redouble their efforts in the face of failure and believe that they can control threatening situation. Teachers' with external locus of control will have low aspiration, weak commitment to their goals and manifesting self-defeating behaviours. Teachers with external locus of control are not likely to learn and improve on their present performance. Teachers' with internal locus of control are motivated to persist when faced with setback and always willing to achieve the set goals.

The outcome of this study will enable teachers to appraise their emotion in order to discover their strengths and weakness vis-à-vis their job performance. It will make them to have a deeper understanding of emotional intelligence, Locus of control, psychological well-beings and teachers' efficacy. It will also help the society to understand the place of each of the variable on teacher job performance and this understanding will motivate them to contribute their own quota to teachers' welfare; and it is hoped that the information to be derived from the results of this study will assist the teachers and organizations in enhancing the work attitudes and job performances of teachers, this stemming the tide of high turnover in the teaching profession.

The word "performance" is used frequently in companies, among human resources personnel and in industrial psychology and management. Regardless of its importance and popularity, it is seldom clearly defined (Neely, Gregory & Platts, 1995). Job performance is usually described in terms of observable and non-observable behaviours which can be appraised (Viswesvaran, Ones & Schmidt, 1996). It is a multidimensional concept which describes how one completes a task, focusing on efficiency, skills used, initiative and utilized resources (Rothmann & Coetzer, 2003). Job performance is an action that involves process and product (final output). The individual process can be influenced by an organisation's overall performance. It is not only actions that determine one's performance but also external factors such as resources, organizational culture and economic, political and social factors (Van der Linde, 2005).

Ivancevich, Konopaske and Matteson (2005), opined that willingness to perform (motivation), opportunity (organizational factors such as resources and tasks) and capacity to perform (skills, abilities and knowledge) have impact on performance of individual in their professions while Grote (2002) explained work performance from a behavioural perspective. By concentrating on work-related observable activities, one is able to evaluate job performance more objectively, thus eliminating rating bias. This is only achievable in an environment in which, the outputs and criteria are clearly defined. According to Cronbach (1960), two factors influence one's performance, namely ability and personality factors. Some find motivation (direction, level and persistence of motivation) to be a strong factor contributing to job performance in addition to ability and personality (Zedeck & Fogli, 1988). They argue that it is motivation that allows one to move from average to maximum performances. In order to improve performance, both motivation and ability need to be present (Klehe & Anderson, 2005).

In the literature, there are numerous factors influencing job performance, Emotional intelligence (EI) as a psychological construct is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotions subsist in a context; they are related to the situation, and one's goals, needs and wants. In the work context,

there are three main reasons why emotions are important: they motivate a person to act, they control one's actions, and lastly, they play a role in career development (Brown, Gregory, Curran & Smith, 2003). Emotions also influence decision making, be it career-related or ordinary day-to-day decision. "Decisions are strongly conditioned by somatic state - bodily sensations - that enable people to make value judgments" (Ashkanasy, Zebre & Härtel, 2002 p. 212). Goleman's (1995) neurological research, conducted over a period of years, shows the significance of emotions in decision making. "Emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness" (Mayer, Caruso & Salovey, 1999, p. 267). Intelligence is described as "the ability to profit from experience, acquire knowledge, think abstractly, act purposefully, or adapt to changes in the environment" (Wade & Tavis, 2006, p. 321). People with higher cognitive intelligence (IQ) scores are expected to perform better in school (Bar-On, 2007c; Mayer, Salovey & Caruso, 2000).

Highly intelligent individuals are not only less destructive, more open and motivated, but also have a tendency to be superior in verbal, social and other intelligences (Mayer *et al.*, 2004). Although it has been found that IQ is a stronger predictor of job and academic performance than EI, it is EI that allows us to distinguish between a potential star and an average leader (Emmerling & Goleman, 2003). Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. A good deal of research has been conducted on emotional intelligence and it was found to be appearing as an important factor in the prediction of personal, academic and career success (Abbass, Akber & Siddiq, 2012).

Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions (Harms & Crede, 2010). "People who are emotionally and socially intelligent are able to understand and express themselves, to understand and relate well to others, and to successfully cope with demands of daily life" (Bar-On, 2000, p. 2). Emotional intelligence helped to predict job success because it reflected how one applied emotional knowledge to an immediate situation. Goleman

(1998) emphasized that EI consist of five components: self-awareness, self- management, social awareness (empathy), social skills and motivation.

In the view of Salovey and Mayer (1993), an emotional intelligent person is skilled in four areas: identifying, understanding, using and regulating. How skilled an individual is in any of these components determine an individual's competence. From the foregoing, emotions and values are vital for person's well-being and achievement in life. Quality emotions and feelings help teachers give their best potential in their teaching.

Psychological well-being is the "state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment, and unit of personality" Shek, 1992p.187). Lots of studies show that the people at higher levels in the organization generally have higher levels of psychological well-being, compared with the people from low levels (Carmeli, 2003). It seems the most likely reason for this is that one of the big factors in determining well-being is the level of autonomy and control that people have, and people from higher levels in the organization simply have more control and autonomy in their work.

Studies have recorded a link between psychological well-being and job performance. Studies now clearly suggest that the well-being of employees may be in the best interest of the employer. In particular, researchers have studied the relationship of individual- level job satisfaction to individual - level performance (Laffaldano&Muchinsky, 1985; Judge, Thoresen, Bono, & Patton, 2001). Meta-analysis reveals positive relation between job satisfaction and individual's performance; particularly facets such as satisfaction with one's supervisor and satisfaction with one's work(Ernest, Humphrey, Pollack&Story,2011). Spector's (1997) review suggested that more satisfied employees are more co-operative, more helpful to their colleagues, more punctual and time efficient, show up for more days of work and stay with the company longer than dissatisfied employees. Investigation of the happy - productive worker clearly links emotional well-being with work performance. Employees who report experiencing a greater balance of

positive emotional symptoms over negative emotional symptoms received higher performance ratings. Great managers appear to be very keen at finding the connection between the needs of the individual and the needs of the organization which can lead to greater frequency of positive emotions such as joy, interest and love (Caring). A sense of belonging to something beyond oneself is an important element of employee engagement and a basic human need (Baumeister & Leary, 1995).

Teachers are important in their role in shaping students' intellectual, emotional, and social development. Many teachers entered the field of education and teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment (Luthans, 1998). According to Jones (2002), the number one reason for the passion that teachers shared was their ability to make positive differences in the lives of young people. In addition, the majority of professionals who's thought felt that their ability to contribute to society, while helping others, made teaching a rewarding profession.

Teachers' efficacy as a psychological construct has its root in the social cognitive theory. It was developed by Albert Bandura. Bandura (1986) defines Teachers' efficacy as people's judgment of their capabilities to organize and execute courses of action required to attain designated type of performance. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses. Juárez & Contreras, (2008), define self-efficacy as one's determination to face various challenges, difficulties and conditions in life. On the other side, (Gist & Mitchell, 1992), mentioned it as, one's belief, to get the things right regarding a particular job.

Bandura (1984) is of the view that individuals who believe that they are highly efficacious, feel differently from those who perceive themselves as inefficacious that is, a low sense of Teachers' efficacy may cause an individual to avoid difficult tasks and to view these tasks as personal threat (Bandura, 1993). Individuals who perceive themselves as inefficacious have low aspirations; weak commitments to their goals, and often give up quickly when faced with difficult tasks. In contrast,

individuals with a strong sense of Teachers' efficacy approach difficult tasks as challenges to be mastered, set challenging goals, maintain a strong commitment to the goals they set, redouble their efforts in the face of failure and believe they can control threatening situations (Bandura, 1993).

Locus of control is a theory in personality psychology referring to the extent to which individuals believe that they can control events that affect them. It focuses on ability to cope with one's belief in his abilities to control life events (Strauser *et al.*, 2002). It is also seen as one's thoughts or belief that his own power or forces out of his control are influential in any positive or negative situation occurring during his life (Sardogan, Kaygusuz & veKarahan, 2006). When individuals are described as having an internal locus of control, they perceive that their actions will affect their outcomes. A belief in one's capacity to control an outcome influences a person's perceptions of events as well as his attitudes (Basim & Sesen, 2006). People who are said to have an external locus of control believe that outside forces, such as fate, chance, luck and powerful people are dictating their outcomes (Ray, 1980). Those with this perspective feel powerless in affecting a final result or impacting their obtaining a desired reward.

Locus of control has been described as a dimension with two opposing differentiates (Lee-Kelley, 2006). The dimensions reflect the extent to which individuals believe that what happens to them is within their control, or beyond it (Carrim *et al.*, 2006). This presents a continuum of an internal-external belief system (Littunen & Storhammar, 2000). People with an internal locus of control believe that the outcomes of their actions are a result of their own personal efforts (Andrisani & Nestel, 1976), abilities (Carrim *et al.*, 2006), or permanent characteristics (Littunen *et al.*, 2000). They believe that hard work and personal abilities lead to positive outcomes (Carrim *et al.*, 2006). Thus, these individuals interpret reinforcements they receive from their surroundings as contingent upon their own actions (Lee-Kelley, 2006). For internals, key links exist between behaviour and consequences, and between outcome and personal effort (Connolly, 1980). This belief entails that they are masters of their fates (Boone, Van Olffen & van Witteloostuijn, 2005).

Therefore, the present study sought to investigate the joint and relative contribution of emotional intelligence, psychological well-being, teacher efficacy, and locus of control on the prediction of job performance of teachers.

Research questions

- (1) What is the relationship among Emotional Intelligence, Locus of Control, Teachers' Efficacy and Psychological Well-Being on the job performance of teachers?
- (2) What is the joint contribution of each of the independent variables (Emotional Intelligence, Locus of Control, Teachers' Efficacy and Psychological Well-Being) to the prediction of job performance of teachers?
- (3) What is the relative contribution of each of the independent variables to the prediction of job performance of teachers?

Methodology

Research Design

The research employed in this study is a survey research design that utilized an ex-post facto type. In this kind of study, the researcher is interested in knowing the prediction or influence of the independent variables on the dependent variable without necessarily manipulating the independent variables.

Participants

The target population for this study was all secondary school Teachers in Iseyin Local Government, Oyo State. A multi-stage random sampling technique was employed in selecting 300 Teachers. There are 16 secondary schools in the Local Government, ten of which were government owned while six are private owned. Only Government owned schools were sample. In all, 300 Teachers participated in this study. 135 are males while the remaining 165 are females. Of this number, thirty (30) teachers both males and females were randomly selected from each secondary schools. Their age range between 24 and 56 years with mean of 34.6 years and the standard deviation of 4.57.

Instrumentation

Demographic information were collected from participants regarding their age, gender, and religion. The participants completed the five questionnaires: Job Performance Scale (JPS) by Akanbi, (2007), Emotional Intelligence Scale (EIS) by Schutle, Golder, Haggerty, Cooper, Malouf, Hall and Dornheim (1998), Well-being Manifestation Measure Scale (WBMMS) by Masse, Poulin, Dassa, Lambert, Belair and Battaglim (1998), Locus of Control (LOC) by Rotter's (1966); Teachers Efficacy Scale (TES) by Bandura (1986).

JPS was adapted from (Akanbi, 2007). It has 10 items that was used to measure the job performance of teachers. The scale was placed on a 4-point Likert scale ranges from 4= Very much like me; 3= Like me; 2=Unlike me; 1= Very much unlike me. JPS is a positive construct because the higher the score, the higher the job performance of the participants. Conversely, the lower the score, the lower the job performance of the participants. The split-half reliability co-efficient of the instrument was found to be 0.64.

EIS (Schutle, et al, 1998) was used to assess the emotional intelligence of the participants. It is a thirty-three item instrument with response format ranging from Strongly Disagree = 1 to Strongly Agree = 5. High scores of the scale indicate a higher emotional intelligence. A Cronbach's Alpha of .87 was found for the internal consistency of the scale. The test-retest showed a reliability of .78 after three weeks. The scale also showed evidence of validity as scores on the scale were shown to be related to eight of nine measures predicted to be related to emotional intelligence. High reliability was found using Cronbach's alpha $\alpha = .81$

WBMMS (Masse, et al, 1998) was used to assess the psychological well-being of the participants. It is a twenty-five item instrument measured by 5 point scale of; 1=Never, 2= Rarely, 3=Sometimes, 4=Frequently and 5=Almost always. The reported reliability coefficient of the scale after three weeks was found to be .84.

LOC (Rotter's, 1966) was used to assess the internal or external locus of control of the participants. It is 32 item scales with a forced choice format in which participants are to choose and circle from each pair which best describe their viewpoint. The internal constituency reliability of the scale was found to be $\alpha = .65$. The test re-test was found to be $.72$ after three weeks

TES (Bandura, 1986) was used to assess the self-efficacy of the participants. It is a twenty nine item instrument was placed on 5 point Likert scale ranging from 1=Nothing, 2= Very little, 3=Some influence, 4=Quite a bit to 5=A great deal. TES is a positive construct because the higher the score, the higher the efficacy of the participant and the more successful the teacher in the teaching profession. Conversely, the lower the score, the lower the efficacy of the participants. The split-half reliability co-efficient of the instrument when computed was 0.64 .

Procedure

All the participants for the study were administered the five instruments namely: Job Performance Scale, Emotional Intelligence Scale, Well-being Manifestation Measure Scale, Internal-External Locus of Control, and Teachers Efficacy Scale in their respective schools by the researcher following due permission by the principal. The instruments were collected back three days after the administration to allow teachers have enough time to fill the questionnaires.

Data Analysis

The data were analyzed using Pearson's Product Moment Correlation and Multiple Regression Analysis tested at the 0.05 level of significance.

Result

The results, based on the research questions are presented below.

Table 1: Mean, Standard Deviation and Correlation Matrix of the Predictor Variables (Emotional Intelligences, Well-being, Locus of

Control and teachers' efficacy) and the criterion (dependent variable, Job Performance) (N = 300).

Variables	1	2	3	4	5	6
Job Performance	1.000					
Emotional Intelligence	.543***	1.000				
Psychological Well-Being	.279**	.253**	1.000			
Locus of Control	.398**	.295**	.097	1.000		
Teachers' Efficacy	.385**	.348**	-.097	.669**	1.000	
Sex	.067	.041	-.640	.006	.024	1.000
Mean	32.0333	127.6767	94.9633	7.4867	110.0533	1.5000
Standard. Deviation	3.3848	21.8413	16.4285	2.0650	16.8596	.5008

The result from the table above shows that there was significant relationship among Emotional Intelligences ($r=.543$; $p<0.05$), Psychological well-being ($r=.279$; $p<0.05$), Locus of control ($r=.398$; $p<0.05$) and Teachers' efficacy ($r=.385$; $p<0.05$).

Table 2: Regression Analysis Result of Independent Variables on Job Performance.

Multiple R	=	.624			
Multiple R ²	=	.389			
Adjusted R ²	=	.381			
Std. Error of Estimate	=	6.1184			
ANALYSIS OF VARIANCE					
SOURCE OF VARIATION		DF	MS	F-ratio	Sig.
Regression SS	7029.624	4	1757.406	46.945	
Residual	1143.376	295	37.435		.000
Total	18073.000	299			

The table shows that there was joint contribution of the independent variables (Emotional Intelligence, Psychological well-beings, Locus of Control and teachers' efficacy) on the job performance yielded a coefficient regression $R = .624$, Multiple R^2 of .389 accounting for about 39% of the variation in the dependent variables. Hence the table further shows that the linear combination of the Emotional intelligence, psychological well-beings, Locus of control, and Teachers' efficacy on the job performance was significant $F_{(4,295)} = 13.981$, $P < 0.05$). This indicates the causal relationship of the independent variables on the dependent variables was significant and other variables not included in this model may have accounted for the remaining variance.

Table 3: Multiple Regression showing Relative Contribution of each of the Independent Variables to the prediction of Job Performance among secondary school teachers.

Variables	Unstandardised Coefficient		Standardised Coefficient	T-ratio	Sig.
	B	Std. Error	Beta		
(Constant)	20.763	4.098		5.067	.000
Emotional Intelligence	.472	.061	.396	7.759	.000
Psychological Well-being	.136	.037	.179	3.653	.000
Locus of Control	8.452E-02	.034	.157	2.495	.013
Teachers' efficacy	.238	.097	.160	2.450	.015

The table shows the relative contribution made by the independent variables to job performance. It was observed that Emotional Intelligence ($\beta = .396$, $t = 7.759$; $P < 0.05$; Psychological well-being ($\beta = .179$, $t = 3.653$; $P < 0.05$; Locus of Control ($\beta = .157$, $t = 2.495$; $P < 0.05$) and Teachers' efficacy ($\beta = .160$, $t = 2.450$; $P < 0.05$) respectively. The table further shows that emotional intelligence ($\beta = .396$, $P < 0.05$) appeared as the most potent contributor to job performance. Hence, all the independent variables were found significant.

Discussion

The results of the present study clearly show that emotional intelligence appeared as the most potent contributor to job performance. This finding is consistent with the earlier research findings of Aremu (2005); Carmeli(2003);Ramo, Saris and Boyatzis(2009); Khokhar *et al.* (2009)who found a significant relationship between emotional intelligence and job performance. The effect of emotional intelligence on the job performance is well documented in the literature (Stephane&Christopher, 2006; Ashkanasy&Daus, 2005; Brackett & Mayer, 2003; Daus&Ashkanasy, 2005; Dulewicz& Higgs, 2000; Fox & Spector, 2000; Madhar, 2010). This result is easily explainable bearing in mind that emotional intelligent teachers are able to recognize, manage and

use their emotion to eliminate ensuing obstacles and advance their career horizons than those with low emotional intelligence. They are also likely to be able to cope with the job demands, frustrations and stress involved in teaching. Hence, they are able to develop high commitment to their career and organizations.

Psychological well-being was found to be a significant contributor to the job performance of teachers. This lend a good credence to several studies which have shown positive correlations between psychological well-being and job performance (e.g. Douglas, Frink & Ferris, 2007; Ladebo, 2005; Ubom & Joshua, 2004; Ubom, 2001; Anjali & Mehak, 2012) that general wellbeing in turn contributed to employee behavior which is critical to job performance. It is certainly plausible that teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance.

This study further indicated a significant correlation between teachers' efficacy and job performance of teachers. The result is in consonance with prior studies (Soleiman & Fatemeh, 2012; Hysong & Quinones 1997; Busch, Fallan & Patterson, 1996) who found that teacher's efficacy influences choice of actions and the amount of energy invested in a task and the length of time during which they persevere without achieving the desired result. The possible explanation for the result may not be unconnected with a functional perspective. Teachers' efficacy is believed that the stronger the efficacy or mastery expectations of the teachers, the more active the effort. Hence, someone with a high efficiency may prepare sufficiently for a task.

Locus of control was found to be a significant contributor to the job performance of teachers. This lend a good credence to several studies which have shown positive correlation between locus of control and job performance (e.g. Millar & Shevlin, 2007; Lease, 2004), suggesting that the degree to which an individual perceives they have an internal locus of control versus an external locus of control is proposed to affect an individual's career decision making process and work satisfaction. It is

certainly not surprising that man must come to be more effective and able to perceive himself as the determiner of his fate if he is to live comfortable with himself.

Implications of the Findings

This study has implications for the work of counseling and educational psychologists as well as researchers. They need to develop a greater awareness and understanding of the various interactions involving variables that predict the job performance of teachers.

For the fact that emotional intelligence is a strong predictor of job performance, it is necessary that teachers understand their emotions and express themselves in order to relate well with others so as to successfully cope with the demands of daily life.

As psychological well-being has been found to be a significant factor in job performance, there is need for Government and management of organizations should consider some formative factors that have been identified to be the strong influence of job performance and integrate them in any employees' development programmed to improve employees' performance in the workplace.

Based on the findings from this study, it will be a great importance for managements, government agencies, grass-root governments and establishments to understand and design policies or strategies to improve on their workers' performance.

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