

**INFLUENCE OF PSYCHO-SOCIAL FACTORS ON JOB
PERFORMANCE OF WOMEN IN THE PRINT MEDIA IN
SOUTHWESTERN NIGERIA**

BY

Olufunke Temitope OGIDAN
B.Ed, M.Ed (Ibadan)

**A thesis in the Department of ADULT EDUCATION
Submitted to the Faculty of Education
in partial fulfillment of the requirements for the Degree of**

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

SEPTEMBER, 2014

CERTIFICATION

I certify that this study was carried out by Olufunke Temitope OGIDAN (Matric No. 99129) in the Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan.

Supervisor

Stella Odiaka Ph.D

(NCE, B.Ed, M.Ed, Ph.D)

Adult Education Department, University of Ibadan,
Ibadan, Nigeria.

DEDICATION

This research is dedicated to Almighty God, my Enabler and Strength.

To all women in the media especially in the print media and all women that do exploits in the media. My father, Sooko M.A. Owoyomi and mother, Deaconess A.O. Owoyomi. My husband, Ayodeji Adebola Ogidan and my children, AfifOluwa and OgeOluwa Ogidan.

UNIVERSITY OF IBADAN

ACKNOWLEDGEMENTS

The faithfulness of God Almighty is ever sure. His mercy endures forever. He alone deserves all the glory for He will never share His glory with any man. I ascribe all glory, honour and adoration to him. I cannot thank Him enough for the grace to go this far. His sustainability, encouragement to hope against hope and the wherewithal that saw me through the successful completion of my Ph.D. programme.

My profound gratitude to my supervisor, Dr Stella Odiaka for her warm spirit, advice, inputs, words of encouragement, kindness, cooperation and guidance in bringing this thesis thus far. Also for her multiple roles of a mentor, teacher, mother and friend which provided a conducive and enabling atmosphere for the completion of this research work.

I am grateful to all the academic staff of the Department of Adult Education, I sincerely appreciate the contributions of Professor Deborah Egunyomi and Professor M.O. Akintayo for their scholarly support and encouragement. Dr. Omobola Adelere (fondly called Aunty), for providing a conducive and enabling atmosphere for the completion of this programme. Dr. K. O. Kester. Dr. K.O. Ojokheta, Dr. I. A. Abiona, Dr. T.A. Akanji, Dr. A. Sarumi, Dr. Olabisi Oladeji, Dr. Momoh Medinat, Dr. P.B. Abu, Dr. O.E. Olajide, Dr. C.O. Omoregie, and Dr. Felicia Aibinuomo.

I am grateful to Drs E. M. Ajala and Dr. Oyesoji Aremu. I cannot forget Dr. J.K. Mojuyiola of Social Work Department, Drs M.K. Akinsola and Dr. B.O. Lawal (Teacher Education). I thank the Olayode family for their love and support.

I also appreciate Mrs. Olanrenwaju of Tribune Newspaper, Mrs Funke Olaode of The Sun Newspaper for making contacts to be able to administer my questionnaires in all the selected media houses, to retrieve a great number and also able to conduct my interviews. Mr. Segun Adeoye and Aunty Stella Sawyer of Tell Magazine. Mrs. Funmi Komolafe of the Vanguard Newspaper, Aunty Yewande Oladeide and Ariyo of The Nations Newspaper and Aunty Funmi Tai-Ojuolape of Guardian newspaper, you automatically smuggled me in into your office. Thank you.

In addition, my gratitude goes to all the non academic staff of the Department of Adult Education. My fathers, mothers, friends and colleagues. Mr. Olu Olaitan, Mrs Ogundeji, Mrs Folarin, Mr. Odebode Taiwo, Dr. Sarafa Alimi, Mrs. Hannah Afolabi, Akogun 'Lere Oyewumi, Dr. Gbenga Ajadi, Mrs. B.O. Oni, Dr. Liadi Salami,

Dr. Toyin Adeleye, Dr. Nike Fagunwa, Mrs. Taiye Akinyemi, Pastor Shola Mabayoje, Dr. Olukunle Oke, Mrs Mojirade Ayantunji, Dr. Biola Omokhabi (colleague), Miss Funmilola Ojo. My god father Dr. Liadi Adegoke Salami. Words are not enough to appreciate you all. Thank you for your moral, financial and spiritual support.

Further, I wish to appreciate my family members. Mr and Mrs Deola Olusola, Mr and Mrs. Opeyemi Asaju, Dr. and Mrs Ayodeji Owoyomi, Mr and Mrs Olaleye Owoyomi and kid brother Tosin Owoyomi. My parents-in-law, Engr. Ajibade Aladejebi and Mrs Monisola Aladejebi, Engr. Bode Aladejebi and Mrs Yetunde Aladejebi. Mr. Ayoola and Funmi Aladejebi, Engr. Kolade and Moji Aladejebi and Dr. Dotun and Atilola Aladejebi. Thank you for your support and prayers. Pastor Dele and Sola Akinmusuti and Pastor Femi and Yinka Olutayo for your prayers and encouragement. Ambassador and Mrs. Segun Bamigbetan, you were with me all through, Mr. and Mrs Kehinde Bamigbetan, Mr and Mrs Adenuga, Engr. and Mrs Chris Onipe, Mrs. Kemi Sowunmi, you all are wonderful. God bless you.

Finally, with all my heart I express my deepest appreciation to my loving husband, Ayodeji Adebola Ogidan. Thank you for being there. Afif Oluwa and Oge Oluwa my lovely children, you grew up fast to allow 'mummy' face her thesis. Thank you for your patience and prayers and always telling me to be fast on the programme. God bless you. We shall enjoy the fruit thereof in Jesus name

TABLE OF CONTENTS

Title page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Table of contents	vi
List of tables	viii
List of figures	ix
Abstract	x
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	8
1.3 Objectives of the Study:	9
1.4 Research Questions:	10
1.5 Significance of the Study:	10
1.6 Scope of the Study:	11
1.7 Operational Definition of Terms:	12
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK	
2.1 The concept of Job Performance	13
2.2 The concept of Self-efficacy	18
2.3 Self Efficacy and Job Performance of Women in the Print Media	22
2.4 The concept of Self-concept	24
2.5 Self Concept and Job Performance of Women in the Print Media	25
2.6 The concept of Emotional Intelligence	26
2.7 Emotional Intelligence and Job Performance of Women in the Print Media	29
2.8 The concept of Mentoring	34
2.9 Mentoring and Job Performance of Women in the Print Media	37
2.10 Age at entry and Job Performance of Women in the Print Media	38
2.11 Marital Status and Job Performance of Women in the Print Media	39

2.12	Educational Attainment and Job Performance of Women in the Print Media	41
2.13	Socio Economic Status and Job Performance of Women in the Print Media	42
2.14	Gender issues in the media	45
2.15	Women in Journalism	47
2.16	Portrayal of women in the media	51
2.17	Empirical Studies	54
2.18	Theoretical Framework	55
2.19	Appraisal of Literature	66
2.20	Hypotheses	67
CHAPTER THREE: METHODOLOGY		
3.1	Research Design	68
3.2	Population	68
3.3	Sample and Sampling Techniques	68
3.4	Instrumentation	74
3.4.1	Psychological Factors' Scale	74
3.4.2	Social Factors' Scale	74
3.5	Job Performance Scale	75
3.6	Women in the Print Media Checklist	75
3.7	In-depth Interview:	75
3.8	Procedure for Data Collection	76
3.9	Method of Data Analysis	76
CHAPTER FOUR: RESULTS AND DISCUSSION OF FINDINGS		
4.1	Analysis of demographic characteristics of respondents	77
4.2	Test of contribution and strength of the relationship among the core variables	83
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary:	109
5.2	Conclusions	111
5.3	Recommendations	112

5.4	Contributions to knowledge	112
5.5	Limitation to the study	113
	References	114
	Appendix	135

UNIVERSITY OF IBADAN

LIST OF TABLES

Table 3.1	Population and sample size chosen for the study	73
Table 3.2	Schedule of IDI sessions conducted	76
Table 4.1a:	F- Ratio Analysis on Psycho-social Factors and Job Performance	83
Table 4.1b:	Relative Effects of Psycho-social Factors on Job Performance	86
Table 4.2a:	F- Ratio Analysis on Psychological Factors (Emotional Intelligence, Self Efficacy, Self Concept and Mentoring) and Job Performance	86
Table 4.2b:	Relative Effects of Psychological Factors (Emotional Intelligence, Self Efficacy, Self Concept and Mentoring) and Job Performance	86
Table 4.2c:	Multiple Correlation showing the Relationships between Psychological Factors (Emotional Intelligence, Self Efficacy, Self Concept and Mentoring) and Job Performance	87
Table 4.3a:	F- Ratio Analysis on Social Factors (Marital Status, Number of Children, Social Economic Status, Educational Attainment and Age at period of Entry) and Job Performance	94
Table 4.3b:	Relative Effects of Social Factors (Marital Status, Number of Children, Social Economic Status, Educational Attainment and Age at period of Entry) on Job Performance	94
Table 4.3c:	Multiple Correlation matrix showing the relationships between Social Factors (Marital Status, Number of Children, Social Economic Status, Educational Attainment and Age at period of Entry) on Job Performance	94
Table 4.4a:	Analysis of the significant difference on Job Performance Based on Print Media	102
Table 4.4b:	Mean and Standard Deviation Scores from the Analysis	102

LIST OF FIGURES

Fig 1	Self-efficacy theory	21
Fig. 2	Maxi-cycle of job performance framework for women in the print media in Nigeria	65
Fig.4.1.	Distribution of Respondents by Age	77
Fig. 4.2.	Distribution of the Respondents by Marital Status	79
Fig. 4.3.	Distribution of the respondents by Length of Service	80
Fig 4.4	Distribution of Respondents by Educational Attainment	81
Fig. 4.5	Distribution of the Respondents by Departments	82

UNIVERSITY OF IBADAN

ABSTRACT

Women are now occupying leadership positions regardless of the existing glass ceiling and other barriers. This has however been demonstrated to be having positive impacts on the job performance of the generality of women and especially the print media houses. Previous studies rather than focusing on the psycho-social factors that enhance women's performance in the sector, had concentrated more on issues of work-life balancing, leadership and financing. This study, therefore, investigated influence of psycho-social factors on job performance of women in the print media in Southwestern Nigeria.

The descriptive survey research design of the *ex post facto* type was adopted. The stratified and total enumeration sampling techniques were adopted to select 549 women respondents from 12 purposively selected print media. Self-concept Scale ($r=0.83$), Self-efficacy Scale ($r=0.78$), Mentoring Scale ($r=0.86$), Emotional Intelligence Scale ($r=0.69$), Social Factors Scale ($r=0.93$), Job Performance Scale ($r=0.85$) and Women in the print media Career Progression Checklist were used to determine the influence of psycho-social factors on job performance. These were complemented with 12 sessions of in-depth interviews (IDIs) with selected male line-heads and one female respondent from each of the media houses. Five research questions were answered and four hypotheses tested at 0.05 level of significance to determine the strength of contribution and relationship between the independent and dependent variables. Data were analysed using descriptive statistics, Pearson product moment correlation, multiple regression and content analysis.

Psycho-social factors significantly correlated with job performance of women in the print media with ($F_{(9,538)} = 82.534$) and jointly accounted for about 58.0% of the variance in job performance. Their relative contributions were: psychological factors ($\beta = .427$) and social factors ($\beta = .237$). Psychological factors correlated to job performance as ranked: Self-concept ($r=.535$); Self-efficacy ($r=.468$); mentoring ($r=.380$) and emotional intelligence ($r=.356$). Also the social factors correlated with job performance as follows: job entry age ($r=.669$), socio-economic status ($r=.508$); educational attainment ($r=.481$); number of children ($r=.240$); marital status ($r=.185$). Further, there was a significant difference in job performance across the print media houses ($F_{(11,537)} = 5.678$) with mean scores as ranked: Tell Magazine ($\bar{x}=71.05$); City People ($\bar{x}=70.85$); The News ($\bar{x}=70.37$); Vanguard ($\bar{x}=66.16$); The Champion ($\bar{x}=65.73$); The Nation ($\bar{x}=65.87$); Guardian ($\bar{x}=64.00$); Daily Sun ($\bar{x}=63.70$); Punch ($\bar{x}=63.06$); Tribune ($\bar{x}=62.30$); The Compass ($\bar{x}=61.57$) and Business Day ($\bar{x}=57.43$). Women's strength and commitment as well as their desire for self achievement and development were perceived to make them excel on their job. Also, peer mentoring was perceived to have assisted them in discharge of their duties with full sense of accomplishments.

Psycho-social factors positively contributed to job performance of women in the print media in Southwestern Nigeria. Priority should be given to these factors while further professional training and good mentoring system be encouraged.

Keywords: Psycho-social factors, Women in the print media, Job performance

Word counts: 459

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Media communication is a powerful means of bringing about social changes which impact significantly on people who subconsciously adopt and internalise attitudes, beliefs and values presented graphically or textually (Joshi, Pahad and Maniar, 2006). Obviously, the revolution in the media communication has helped accelerate the pace of social change during the last few decades. According to Dare (2000) radio, television, newspapers and other mass media have not only made this world shrunk but have also revolutionised the values, attitudes, interests and social milieu, particularly with in flocks of female employees.

The high presence of female employees in the media has promoted and reflects the current mainstream cultural standards in a profession that is assumed for men due to its nature. In time past, media profession had largely ignored the women until the momentum change that involved women in paid employment (Symth, Sandra, Bourne and Alison, 2000). Women were restricted by custom and law from access to the media profession, and faced significant discrimination within the profession. Women were not a significant part of the media workforce but their increasing emergence has made the media houses fairly gender balanced institutions. Hence, the contemporary media outfit (prints, television and radio) reflects the images of thinnest (feminist beauty) and link this images to other symbols of prestige, happiness, love and success for women and the society.

The growing number of women journalists in the early 20th century provoked mixed reactions (Otokunefor,1990). Reactions evolved from cheering on questioning whether women's presence in the mass print media was helping reform the status of women or reinforcing gender stereotypes. Little is known about the personal struggles of women journalists in the early years of the popular press. In the absence of plentiful data, the study of novels and short stories, many of them semi-autobiographical and written by men and women working in the early 20th century newspaper industry, combined with analysis of previously un-studied memoirs and early guides for women journalists, illuminate the obstacles—and opportunities—experienced by these pioneers. (Otokunefor, 1990).

The change in women and family-specific needs as well as an increase in the demand for office workers made the workplace experience a momentum change in the early 20th century, with increase in the number of female workers. Statistically, in Asia and Latin America, women are 21 percent and 25 percent of the total media workforce respectively, while in Southern Africa, they are about 27 percent. In Western Europe and the United States, they constitute about 35 percent of the media workforces. Worldwide, they are 59 percent of all part-time workers in the news media (Ikuomola and Okunola, 2011).

The power of the media to make and unmake the image of women to hasten or retard the progress of women in society cannot be denied or underestimated (Molara, 1990).

Regardless of this recent development of increased number of women working and performing to expectation in the media, available statistics have shown large majority of them are concentrated at the low organisational hierarchy of the media houses across the globe. Specifically, majority of these women in the print media from around the world, who responded to the 1997 International Women Media Foundation (IWWMF) revealed that not even one of the ten decision makers in their companies were women. The figure women involved in decision making was revealed higher than (79%) for respondents from Asia (Ikuomola and Okunola, 2011).

Men's dominance in news reporting is not peculiar to Nigeria. Men produce a majority of the messages in the mass media. At the turn of the century, a staggering 95% of the journalists reporting the news in the country's radio, television and newspapers were male (Okunna, 2000).). The Nigerian print media industry is a vibrant one. The independent press, in particular, has flourished as the advent of democracy has eliminated many of the restraints that afflicted the press under successive military governments in the country. National newspapers and newsmagazines have therefore become a force to be reckoned with.

The world of media profession at the very beginning was male-dominated, with developed goals, strategies, priorities, and procedures' relating to men's working lives (Smyth, Sandra, Bourne and Alison, 2006). It was not until the beginning of 1970s that women started having long-term gainful employment by venturing into professions like medicine, law, business and media (Sokoloff, 1992). This paradigm shift, according to Ofuani (2010), manifest with women becoming forces to reckon with in all professions, the media inclusive.

The general level of employment by gender now shows that men and women are engaged in paid productive activities such as the media, which contribute to the nation's outputs of goods and services (International Labour Organisation (ILO), 1981). There are evidences to show that in contemporary time, women are participating and performing in different aspects of the media profession along their traditional role in the unpaid domestic (household) sectors of the economy (ILO, 1981). Women now play dual roles of being breadwinners by working in the media houses and sharing family responsibilities. The women seem to have moved away from being perceived as the domesticated female left behind to cope with the worst of family development. Their husbands no longer see them as having no contribution or opinion in family issues except those traditional responsibilities on them.

McGregor (1967), however, demonstrates that the performance of women at work in a media organisation is a function of certain effects of the environmental situation which include the nature of the job. According to Vroom (1978), the performance of a media woman on the job is based on different functional levels, which include her ability to be unbiased, unsensational, fair, meaningful and balanced in her reporting.

Although the number of women in the print media is not as high as that of men, studies acknowledge their commitment and contributions to the industry to be far beyond the expectations of management and coworkers, regardless of the challenges they face (Bhagat, 2002). Babul (2010) in support of Bhagat (2002) stresses that in spite of the fact that the number of women in the print media is on the rise relatively to men's, there are still challenges. Suffice it therefore to conclude that despite the significant improvement of women's number in the general labour force across the globe, diverse barriers are still being identified as factors impeding the advancement of women in the media profession.

The impact of women is felt in every facet of the media profession (as editors, reporters, interviewers, adverts, graphics etc) and they are at forefront of entrepreneurial activities. The Nigerian media woman of today is expressing her feeling, views, ideas on issues and asserting herself, performing her duty with vigour and passion (Anyanwu, 2001). Could this also be true of job performance of Nigerian media women, particularly those in the print media whose accomplishment of assigned duties in accordance with organisational guidelines are subject to the normal constraints of appropriate utilisation of available

resources? Expectedly, job performance should have positive effects on an organisation, its employees and the society. Similarly, effective job performance provides the employees with security, socio-economic status, family and social prerogatives, medical benefits, recreational and educational opportunities (Adana, 2003).

The International Women Media Foundation (IWMF) (2000) classified barriers of job performance of women in the print media as cultural and social obstacles, balancing work and family, the glass ceiling and lack of support mechanisms. Robins (2000) highlights the barriers as lack of role models and mentors in top positions, societal perception of the job as a male domain and balancing work and family. Anyanwu (2001) writing on these challenges avers that:

Women are largely seen and not heard....Even when the news is about them, the story only gains real prominence if there is a male authority figure or newsmaker on the scene....The silence of women on important national and international issues gives the mistaken impression that they do not care about the things happening around them....And so, with the attitude set, the rising numbers and profiles of women in the media continue not to yield the expected fruit....The old notion that their pretty faces are more marketable than their voices still prevails.(p3)

Thus the involvement and performance of women in the print media has gone beyond the stereotyped, unrecognized, unheard and gaining recognition only when there is a male involvement.

Observably the diversity of women in the print media employment, inevitably poses challenges to them within the profession, household and the society. Dare, (2000) submits that media has powerful effect on people and the advent of women in such a profession poses serious challenges to them; these are in terms of the interface of work, family roles and societal expectations of women. The real and perceived home and occupational burdens of women in the print media are often cited by media owners as reasons for their perception of women as more unstable and less committed than men. The idea that the level of women commitment to a career in the media is gradually proofing otherwise. Women are thought to take more time off for domestic duties and to leave the media labour force at a particular period, such as at marriage or childbirth or attending to loved ones.

It is pertinent to state that it is an old idea when the media was considered to be no place for a woman; times have changed with more women joining the fourth estate. Just as women have broken many traditional barriers in politics, socioeconomic areas, their male

counterparts have undergone less of an attitudinal change of creating a soothing and conducive environment for women to perform.

Media owners and their management are therefore less motivated to employ, train, or promote women in the print media. Women have less opportunity for training than men do in a male-dominated field and other related gender equality issues. This lack of training and mentoring has led a lot of women who would have loved to work in the print media to quit, hence, the need to inculcate mentoring into journalism like any other professions should be encouraged. Professional women in the print media face discriminating attitudes as society regards them as less significant (Shadeem, 2011).

Though the challenges of women in the print media seem enormous, social change and other reasons could be factors that attract women into the profession. Male and female now work together in all segments of the industry, a development that have changed a lot in the outlook towards women that work outside the home. As the society is still dominated by men, the contributions of women in the print media as professionals and other working women are important for expediting the process of social change and development (Abbas, 2009).

The general assumption according to societal trend seems to be that it is difficult for women to reach managerial positions due to their so-called inherent inability and the traditional upbringing. Women do pick up a career in the print media, or any discipline or career. Women are not handicapped nor have they been found intellectually unfit. Women in the print media have proved to be as resourceful and enterprising in their work as their male colleagues, they have gone places winning laurel such as awards, fellowship abroad and prestigious assignments (Joshi, Pahad and Avani, 2006). They helped in gathering news, marketing the papers, as well as soliciting for adverts that assists in sustaining the print media houses.

Women in the print media like every profession play dual roles. They are however, burdened with certain disadvantages as a result of family, societal and cultural responsibilities. These are accentuated when confronted by male prejudice in professions that have been traditionally male dominated, like the print media. Factors like family restrictions, male-dominance, unfavorable work environment and lack of training facilities, discriminatory salary packages, lack of job security, low job mobility, transport facilities, job ceiling and unrewarding work are what the women in the print media have to contend with in the process of discharging their duties (Mazari, 2011).

The woman in the print media is challenged with a slow rise to the top, with the general misconception of the society that women in the media are not respected. They know that their colleagues (opposite sex) watch them with an attention naturally critical, but not always sympathetic, neither is there a royal road especially prepared nor made smooth for either sex. Blau and Ehrenberg (2011), conclude that the long hours demanded by the media profession further penalize the women in the print media who in many cases still bear the primary responsibility for their homes and children. Based on this, motherhood remains a primary obstacle to women in the print media career and economic success, as the heart of this practice is tradition.

The challenges that professional women in the print media face in contemporary media houses have set the stage for continuous debate and concern about their ability to achieve equal footing with men without sacrificing the needs of their homes (Blau and Ehrenberg, 2011). No matter the challenges, in this era of communication and technology, these women are expected to be able to relate and present any current event to the public in an unbiased, fair and balanced reporting process as a form of social responsibility. It is expected the women in the print media would not breach the code of ethics by ensuring that the stories and news they present are meaningful and must not be sensationalised for their personal benefits or the organisation.

Also, the women like their male counterparts must be creative in their writings, be able to evaluate newsworthiness of information and work under pressure to meet deadlines.

They are expected to possess a basic knowledge of computer. Notable, women who have succeeded in the print media did so as professionals and not on what the society expected from them this is equally true of men who have succeeded in the profession (Babul, 2010).

In view of the above, job performance of women in the print media, is seen as the various positive behaviours and effectiveness to the task or work assigned to them as well as their level of productivity contributed towards achieving the organisational goals. These include unbiased, fair and balanced reporting, meaningful and unsensationalised reporting, creative writing, ability to work under pressure and meet deadlines, ensuring social justice, critical questioning and uncovering of truth, maintenance of professional journalistic standard and responsible investigation and better gathering/reporting of news.. Hence employees' performance, including that of women in the media is paramount to the continued existence and relevance of the media.

There has been vast literature on factors generally influencing job performance, for instance, Hsiel (2004), identifies age, department, position, workplace and salary as some of the variables while Asekun-Olarinmoye, (2006), identifies variables such as conditions of work, feedback, goal setting, task characteristics, individual differences, peer groups and leadership style. Jayan (2006) asserts that certain personality variables (like extroversion, conscientiousness, emotional stabilities and openness to experience) are associated with job performance. Also, Jimoh and Hammed (2008) reveal that age, gender and marital status predict job performance of lecturers in institutions of learning.

There are no clear indications in literature on factors that determine on impact of job performance and career development of women in the print media. Could the success story of these women be as a result of their psychological factors (self-efficacy, self-concept, emotional intelligence and good mentoring) or could it have been some other social factors like age at job entry, marital status, number of children, educational attainment or their socio-economic status? It is most obvious that women who have succeeded in the print media in Nigeria have values that determine their decisions and guide their career lives. They must have expressed certain values in the profession that made them direct their energies to individual and organisational goals and accomplishment.

Regardless of the achievements and success of women in the print media, there is a dearth of empirical studies to actually determine the extent to which these psychological factors (self-efficacy, self-concept, emotional intelligence and good mentoring) and social factors (age at job entry, marital status, number of children, educational attainment or their socio-economic status) predisposing factors have influenced the job performance of women who succeeded in having great accomplishments particularly the print media in Nigeria hence, the need for this study.

1.2 Statement of the Problem

The general survey of women in the print media estimated that women represent fewer percent of employees. One of the main reasons could be due to the demand of the profession, less pay and lack of recognition. (Kamala, 2012).

Discrimination is seen as a common challenge in the media houses based on a further research by International Labor Organisation. The Nigerian print media is characterised by imbalance to the disadvantage of women. In spite of being disadvantaged by gender, a lot of women have made their marks in different fields.

The Nigerian society generally seems to be very slow in accepting the change evolving in the roles of women in the modern world. The perception, attitude, recognitions and employability are still low compared to men. The exclusive reservation of some positions for men which is denied to women even when they qualify and excel in the professional practice is practiced.

The media profession is particularly one of the crucial professions in which the marginalization and exclusion of women has played out most saliently in the modern Nigerian society. The representation of women in the media in Nigeria has long been an issue of major concern and one of the main areas of focus for research in mass media studies.

While some of the more blatant forms of discrimination may have faded out, a number of others remain, and others have taken on new or less visible forms. Although more and more women are working in the media houses, they contend with discrimination at every stage of employment, from recruitment to remuneration and training, in addition to “glass ceiling”. The environment sees them as venturing into the male domain of professionalism. The 2004 report of ILO on glass ceiling reveals that the daily challenges of balancing family responsibilities with journalism practice lead some employers to consider women in the print media as less able compared to their male counterparts.

The above notwithstanding, some women have succeeded in the profession against all odds, with strong reputation in the industry. Their performance in various departments in the media houses cannot be ignored. Women are now occupying leadership positions regardless of the existing glass ceiling and other barriers. This has however been demonstrated to be having positive impacts on the job performance of the generality of women and especially the print media houses. This raises the salient question of what predicting factor(s) could have contributed to the job performance of these women in the print media, they have succeeded in having impressive accomplishments in the print media in Nigeria regardless of traditional roles that reinforce gender stereotypes and glass ceiling. Could it have been psychological factors (self- efficacy, self-concept, emotional

intelligence and mentoring) or social factors (age at job entry, marital status – married, separated/ divorced, number of children, educational attainment and their socio-economic status)? It is on this basis, that this study examined the influence of some psycho-social factors on job performance of women in the print media in Southwestern Nigeria.

1.3 Objectives of the Study:

The aim of this study is to determine the influence of psycho-social factors on job performance of women in the print media in southwestern Nigeria. The specific objectives are to:

- (i) determine the extent to which psycho-social factors influence job performance of women in the print media,
- (ii) determine the correlation between the psychological factors (self-efficacy, self-concept, emotional intelligence as well as mentoring) and job performance of women in the print media,
- (iii) affirm the relationship between social factors (age job entry, marital status, number of children, educational attainment and socio- economic status) and job performance of women in the print media; and
- (iv) ascertain the perception of the women in the print media about the level of their job performance, career progression as well as factors inhibiting them.
- (v) examine the differences in the level of job performance of the women (if any) on the basis of the print media houses they belong to.

1.4 Research Questions:

To achieve the objectives stated above the under listed research questions serve as anchor for the study:

RQ₁: To what extent do the psycho-social factors of self-efficacy, self-concept, emotional intelligence, mentoring, age at job entry, number of children, marital status, educational attainment and social economic status influence the job performance of women in the print media?

RQ₂: How do you determine the correlation between the psychological factors (self-efficacy, self-concept, emotional intelligence and mentoring) and job performance of women in the print media?

- RQ3:** What is the relationship between the social factors (age at job entry, number of children, marital status, educational attainment and social economic status) and job performance of women in the print media?
- RQ4:** How do women in the print media perceive their career progression as well as their career pathway within the industry?
- RQ5:** Are their differences in the level of job performance of women in the print media on the basis of their organisations?

1.5 Significance of the Study:

The study shows that women in the print media play important roles in improving the coverage as well as portrays them as individuals that perform effectively as members in the organization.

The study expected outcome should encourage women in the print media to build solid networking system as well as mentoring to encourage other women who desire to work in the print media to fulfill their career aspirations. The expected outcome of the study should be useful to owners of media houses in ensuring the culture of gender balancing within the organisation given that a woman gives her best in whatever she sets her mind on within the organisation.

The anticipated findings of the study will enrich literature on the influence of psycho socio-factors on job performance of women in the media. It should hopefully assist professionals such as guidance counselors, career officers and employers of labour to know the impact of psycho socio factors on job performance of women in the media and encourage women who desire to pick up a career in the print media.

The expectation is that the results from the study would assist authorities, policymakers and stakeholders in media houses to understand the influence of these constructs on womens' job performance. Media owners, psychologists and other stakeholders in related fields will be exposed to possible strategies when faced with the problems of low job performance of women in their organisations.

The expected findings should promote the transformation of gender relations in the media outfit. Roles and responsibilities will not be gender based; rather women should be given tasks like their male counterparts. Further, the expected findings of the study should shed more light on the influence of psycho-social factors on the development of the Nigerian women in the media industry.

It should also serve as measures and mechanisms to regulate the content of the media profession and database for researchers who may be interested in studies related to job performance of women in the print media. The overall anticipated research outcome should sufficiently equip stakeholders on improved job performance-related problems among women in the print media.

1.6 Scope of the Study

The study will examine the influence of psycho-social factors on job performance of women in the print media in Southwestern Nigeria. Based on this, the study is delimited to women in the print media who had spent three years and above on their career. This choice of women was based on the need to ensure stability and commitment on the job.

Further, the study was restricted to 12 leading and foremost print media houses in Southwestern, Nigeria. The choice was based on the newspaper circulation report of Advertisers' association report of Nigeria (ADVAN 2011) and the fact that despite the recognition and importance of the print media as a veritable tool of information dissemination, particularly development information, they attract little attention compared to the television and radio in the developing nations, hence, the desire of this researcher is to join the growing international concern for the print media. The 12-leading and foremost print media houses are: Business Day, The Guardian, The Nation, The Punch, The Sun, The Vanguard, The News, The Compass, Daily Champion, Tell Magazine, City People and The Nigerian Tribune.

In addition, the study focused on independent variables such as self- efficacy, self – concept, emotional – intelligence, mentoring, age at job entry, marital status, number of children, educational attainment and socio- economic status while the dependent variable was job performance.

1.7 Operational Definitions of Terms:

For the purpose of this study, the following terms were operationally defined to convey their meanings based on their usage within the context of the study:

Psychological factors: These are regarded as factors that affect the behaviour of women in the print media. For the purpose of this study, these factors include self- efficacy, self-concept, emotional intelligence and mentoring.

Self-efficacy: This is the belief about the ability of women in the print media to produce designated level of performance that could exert influence over their job accomplishment.

Self-concept: This refers to how the women in the print media think, feel, view issues, and react to them in relation to their work.

Emotional intelligence: This is the ability of women in the print media to recognize and control their emotional and interpersonal competency that could influence their behaviour, thinking and interaction with others. It is about understanding their emotions (and the emotions of those around them) and learning to manage the way they handle them – in the workplace as well as in their lives

Mentoring: This is a process by which women in the print media receive advice, direction and impact from a more experienced member of the institution on issues relating to the individual's job and career development.

Social factors: These are factors that influence the personality of the women in the print media. Factors used for this study are age at job entry, marital status, and number of children, educational attainment and socio-economic status.

Job performance: This is the attainment of assigned organisational goals: unbiased, fair and balanced reporting, meaningful and unsensationalised reporting, creative writing, ability to work under pressure and meet deadlines, ensuring social justice, critical questioning and uncovering of truth, maintenance of professional journalistic standard and responsible investigation and better gathering/ reporting of news.

Print media: These are referred to as newspapers.

Women in the print media: These are the women that work at the print media houses.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter attempts empirical review of literature of all the variables under study as well as theories that served as anchor in the execution of the study. These focused on the following headings:

- The concept of Job Performance
- The concept of Self-efficacy
- Self Efficacy and Job Performance of Women in the` Print Media
- The concept of Self-concept
- Self Concept and Job Performance of Women in the Print Media
- The concept of Emotional Intelligence
- Emotional Intelligence and Job Performance of Women in the Print Media
- The concept of Mentoring
- Mentoring and Job Performance of Women in the Print Media
- Age at entry and Job Performance of Women in the Print Media
- Marital Status and Job Performance of Women in the Print Media
- Educational Attainment and Job Performance of Women in the Print Media
- Socio Economic Status and Job Performance of Women in the Print Media
- Gender issues in the media
- Women in Journalism
- Portrayal of women in the media
- Empirical Studies
- Theoretical Framework
- Appraisal of Literature
- Hypotheses

2.1 The Concept of Job Performance

Job performance has been described as an accomplishment of assigned duties in accordance with organisational guidelines subject to the normal constraints of reasonable utilisation of available resources (Jamal, 1984). Effective job performance has positive

effect on an organisation and its employees. For the organisation, it is a means by which it ensures production, economic growth and survival. Similarly, effective job performance provides the employees with economic gains, security, social status, family and social prerogatives, medical benefits, recreational and educational opportunities (Adana, 1986).

It is among the most theoretically and practically important aspect in organisational and personality research (Staw1984). Scholars have long recognised that job performance depends heavily on how employees perceive their jobs (Herberg, Mdsuner and Synderma, 1959; Turner and Laurence, 1965). Job performance can be enhanced through the cultivation of perceptions of task significance judgment that one's job has a positive impact on other people (Hackman and Oldham, 1976; Morgeson and Hiempfrey, 2006).

Job performance helps provide the understanding of what employee's behaviour or action constitute and how relevant they are to an organisation's goals (Campbell 1990). Campbell (1990) clarifies that job performance is not the consequences or results of an action but rather the action itself. Motowidlo, Borman and Schmidt (1997) advance a similar proposition, arguing that job performance is behaviour that can be evaluated in terms of the extent to which it contributes to organisational effectiveness. Notable, Viswesvaran and Ones (2000) introduce a more recent definition of job performance as "scalable actions" behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organisational goals. All the three definitions basically require an observer to make a value judgement to the one being evaluated or behaviour that contributes to being assessed and the evaluator's ability to accurately interpret the behaviour in relation to organisational goals.

The outcome of any organisation will be basically considered on the job performance of that organisation. An employee is expected to put in professional expertise to the organisation so as to achieve great performance. This performance can then be appreciated when the beneficiary is satisfied. Job performance is thought to be particularly critical in today's economy, as employees are increasingly concerned with taking up jobs that benefit other people and contribute to society (Turban and Greening, 1997; Colby, Suppola and Phelps, 2001) and as organisations are increasingly concerned with providing employees with those opportunities, the employees are expected to put in all efforts to achieve a rewarding outcome (Thomson and Bunderson, 2003; Brickson, 2005).

Organisations need highly performing individuals in order to meet their goals, to deliver the products and services they specialises in, and finally to achieve competitive advantage. Job performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, job performance—if recognised by others within the organisation—is often rewarded by financial and other benefits. Job Performance is a major—although not the only—prerequisite for future career development and success in the labour market. Although there might be exceptions, high performers get promoted more easily within an organisation and generally have better career opportunities than low performers (VanScotter, Motowidlo, and Cross, 2000).

Despite the great relevance of individual performance and the widespread use of job performance as an outcome measure in empirical research, relatively little effort has been spent on clarifying the performance concept. Still, in 1990, Campbell describes the literature on the structure and contents of performance “a virtual desert”. However, during the past 10 to 15 years, one can witness an increasing interest in developing a definition of performance and specifying the performance concept.

Authors agree that when conceptualising performance one has to differentiate between an action (i.e., behavioural) aspect and an outcome aspect of performance (Campbell, 1990; Kanfer, 1990; Campbell, McCloy, Oppler, and Sager, 1993; Roe, 1999). The behavioural aspect refers to what an individual does in the work situation. “Performance is what the organisation hires one to do, and done well” (Campbell et al., 1993). Thus, performance is not defined by the action itself but by judgmental and evaluative processes (Ilgen and Schneider, 1991; Motowidlo, Borman, and Schmit, 1997). Moreover, only actions which can be scaled, that is, measured, are considered to constitute performance (Campbell et al., 1993).

In practice, it might be difficult to describe the action aspect of job performance without any reference to the outcome aspect, because not just any action but only actions relevant to organisational goals constitute performance and one needs criteria for evaluating the degree to which an individual’s performance meets the organisational goals. It is difficult to imagine how to conceptualise such criteria without simultaneously considering the outcome aspect of performance at the same time. Thus, the emphasis on job performance being an action does not solve all the problems.

Job is synonymous to task occupation and work. Performance on the other hand has to do with attitude or behaviour of the worker. In other words, job performance could be described as the behaviour of an individual to the task or work assigned to him/her as chosen as a career, (Drucker, 1973). It could also be seen as the effectiveness of an individual's behaviour that contributes to organisational objectives (McCloy, Campell and Gudeck, 1994; Motowidlo, 2003). Suffice it to say that performance does not mean "success every time" but rather a 'battling' average" it will, indeed have room for mistakes and even failures. What performance has no room for are complacency and low standards. It is rather the consistent ability to produce results over prolonged periods of time and in a variety of assignments. A performance record must reveal limitations as well as strength. There are many different kinds of performance as different human beings (Drucker, 1973). Yonlonfoun (2002) also describes job performance as the main issue, "the focal point of employee morale at work". He further states that the ultimate goal of management effort at boost workers' morale is high job performance which is the ultimate goal of any establishment.

Job performance according to Kazmi, Amjad and Khan (2008) is the result of three factors working together; skill, effort and nature of work conditions. Skills include knowledge, abilities and competencies an employee brings to the job. Effort is the degree of motivation the employee puts forth towards getting the job done while the nature of work conditions is the degree of accommodation of these conditions in facilitating the employee's productivity. Effective job performance according to Jimoh (2008) has positive effects on an organisation and its employees. According to him, for the organisation, it is a means by which it ensures production, economic growth and survival. Job performance has been of central concern in every organisation. It helps provide the understanding of what constitutes behaviour (Campbell, 1990).

Performance needs to be under individual's control regardless of whether the performance of interest is mental or behavioural. Individual performance is a core concept within work and organisational psychology. Organisations need highly performing individuals in order to meet their goals, deliver products, and services they specialise in and finally to achieve competitive advantage. Performance is also important for individuals. Accomplishing tasks and performing at a high level can be a source of satisfaction with feelings of mastery and pride. Low performance and unachieved goals might be experienced as dissatisfaction or even as a personal failure.

Campbell (1990) proposes eight factor model of performance. These include:

- task specific behaviour
- non-task specific behaviour
- written and oral communication
- day to day effort or effort when there are ordinary circumstances
- personal discipline
- the extent to which a person assists the groups or his/her colleagues
- supervisory or leadership component
- managerial and administrative performance

Susanne (1999) highlights the following factors as the necessary tools an employee should have in order to excel and attain his/her performance goals.

- Ability
- Standard
- Knowledge and skill
- Feedback
- Environment
- Motivation

According to Agamafu (1992), all factors affecting performance can be grouped under social, economic, organizational, institutional, environmental or individual. It can be observed thus that motivation is common to all, but it is not enough to boost the performance of an employee. Performance could therefore be seen as a result of the combination of factors particularly ability and as the way to which something or someone performs on the job. The major concerns of all leading companies lie in success, profit and productivity. Hence, organization strives to create a conducive environment to boosting employees' performance (Putman, 2002).

Theories have been generated to determine factors affecting employees' performance and many of these associate job satisfaction to job performance. Putman (2002) opined that in spite of the time and money invested in the theory the problem of encouraging high performance still exists. In one of these researches he concluded that job satisfaction and job performance affect each other. In another research, he considered moral reasoning and personal value as factors which also influence performance.

He opined that individual's personal value system and reasoning affects his reactions to motivator's impediments. According to Lock and Latham (2002), in their goal setting theory, employee facing difficult goals is likely to record a high level of performance. Their theory identifies four ways by which goals influence performance they are;

1. the goal focuses the attention and effort of the worker towards action specific to that goal
2. goal tends to increase the effort of the worker
3. a goal will increase persistence of goal attainment when the participant is in control of time dedicated towards achieving the goal.
4. arousal discovery, the use of task relevant knowledge is affected through the goals introduced which lead to an effect on job performance.

Therefore, Batron (2007) assert that job performance is the result or impact of activities of an individual over a given period of time. He states further that managing one's performance is necessary for achieving goals that one has for him/herself and the organization. Assessing an individual's competency and measuring his productivity is essential in the overall plan of the organization. In addition to the above, clarity of a goal has also been identified as an important determinant of job performance.

Furthermore, Campbell (1990) earlier stated that pacing production-wise is important and cannot be done as the employees' potential and ability to perform is not measured. Employees' performance is directly related to organizational productivity and its success. Better performance of an individual is directly related to organizational productivity and success, which creates immense outcomes. Thus, the predicting factors that have contributed to the job performance of women in the print media were being studied in this research work.

2.2 The Concept of Self- Efficacy

The history of self-efficacy begins within Bandura's (1977) social learning theory that was renamed social cognitive theory in 1986. According to the theory and research (Bandura, 1995) sees self-efficacy as it makes a difference on how people feel, think, behave, and motivate themselves. In terms of feeling, a persons' low sense of self-esteem can make him/her become pessimistic about their accomplishment and personal development. In terms of thinking, a strong sense of efficacy facilitates cognitive processes and performance in a variety of settings, including quality of decision-making

and career achievements. When it comes to behaving, self-efficacy can influence people's choice of activities and levels can increase or hamper motivation. People with high self-efficacy approach sees difficult tasks as challenges and do not try to avoid them while people with low self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles (Bandura, 1989). He explains further the importance of self-efficacy as beliefs that function as "an important set of proximal determinants of human motivation, effect, and action". These beliefs constitute a form of action through motivational, cognitive, and affective intervening processes. A cognitive process can include setting personal goals based on ones self efficacy to accomplishing such goals.

The higher the level of perceived self-efficacy the higher the level of goals people set for themselves, which leads to a higher level of commitment to the goals. It is in view of the above researches that it is assumed that that the women in the print media with a high level of self concept is expected to perform maximally in the organization.

Bandura (1989) also asserts that "human behavior is regulated by forethought embodying cognized goals, and personal goal setting influenced by self appraisal of capabilities. People with high levels of self-efficacy are more likely to set higher goals, commit to challenges that are more difficult, and strive to meet those goals. They achieve the goals by visualizing successful outcomes instead of dwelling on the potentials of negative consequences. A major function of thought is to enable people to predict the occurrence of events and to create the means of exercising control over those that affect their daily lives. It is therefore evidence in literature that individual self-efficacy of performing a task is positively related to individual job performance.

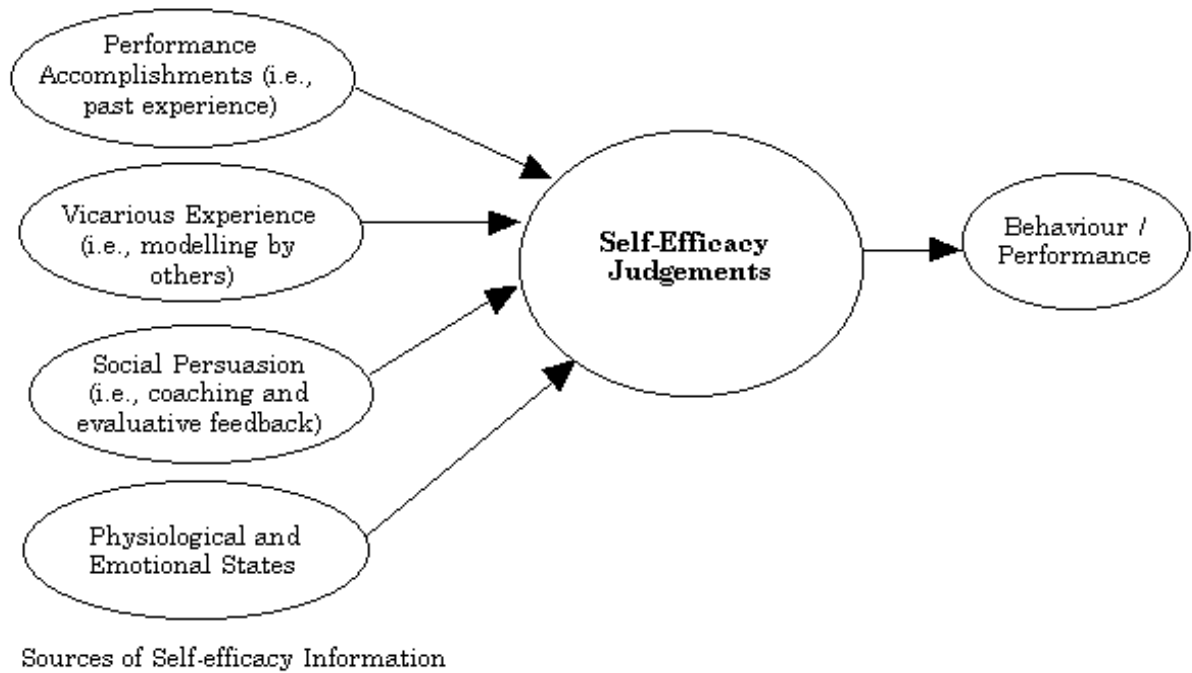
2.2.1 Self-Efficacy Theory

Self-efficacy theory is an important component of Bandura's (1986) more general social cognitive theory, which suggests that an individual's behavior, environment, and cognitive factors (i.e., outcome expectations and self-efficacy) that are all highly inter-related. Bandura (1978, p. 240) defined self-efficacy as "a judgment of one's ability to execute a particular behavior pattern." Wood and Bandura (1989) expanded upon this definition by suggesting that self-efficacy beliefs form a central role in the regulatory process through which an individual's motivation and performance attainments are governed. Self-efficacy judgments also determine how much effort people will spend on a

task and how long they will persist with it. People with strong self-efficacy beliefs exert greater efforts to master a challenge while those with weak self-efficacy beliefs are likely to reduce their efforts or even quit (Bandura and Schunk, 1981; Brown and Inouyne, 1978; Schunk, 1981; Weinberg, Gould and Jackson, 1979).

Self-efficacy theory (Bandura, 1977) suggests that there are four major sources of information used by individuals when forming self-efficacy judgments (see Figure 1). In order of strength, the first is performance accomplishments, which refers to personal assessment information that is based on an individual's personal mastery accomplishments (i.e., past experiences with the specific task being investigated). Previous successes raise mastery expectations, while repeated failures lower them (Gist and Mitchell, 1992; Saks, 1995; Silver, Mitchell and Gist, 1995). The second is vicarious experience, which is gained by observing others perform activities successfully. This is often referred to as modeling, and it can generate expectations in observers that they can improve their own performance by learning from what they have observed (Bandura, 1978; Gist and Mitchell, 1992). Social persuasion is the third, and it refers to activities where people are led, through suggestion, into believing that they can cope successfully with specific tasks to accomplish. Coaching and giving evaluative feedback on performance are common types of social persuasion (Bandura, 1977; Bandura and Cervone, 1986). The final source of information is physiological and emotional states. The individual's physiological or emotional states influence self-efficacy judgments with respect to specific tasks. Emotional reactions to such tasks (e.g., anxiety) can lead to negative judgments of one's ability to complete the tasks (Bandura, 1988).

Figure 1: Self-Efficacy Theory



Bandura (1982)

Bandura (1982) reviewed a variety of different lines of self-efficacy research, and concluded that self-efficacy theory has considerable potential explanatory power. His review found that perceived self-efficacy which helps to account for a wide variety of individual behaviors, including: changes in coping behavior produced by different modes of influence, levels of physiological stress reactions, self-regulation, achievement strivings, growth of intrinsic interest, and choice of career pursuits.

Self-efficacy has been shown to apply across a wide range of situations and is a good predictor of subsequent performance and behavior (Bandura, 1978, Gist and Mitchell, 1992). From his observation of the results from various experiments, Bandura (1982) concluded that “perceived efficacy is often a better predictor of behavior in generalization tests than is past performance. Behavior is raw data that must be cognitively appraised for its efficacy value.” Other authors (Gist, 1989; Gist, Schwoerer, and Rosen, 1989; Locke, 1991) have also concluded that the empirical evidence supporting self-efficacy theory is very strong.

The theory appears to be particularly well suited to studying performance in an organization. The remote employees in such organizations typically work with minimal supervision and rely heavily on their own abilities and initiative to perform their job to meet organizational goals.

2.3 Self-efficacy and Job Performance of Women in the Print Media

Self-efficacy is the belief about one's ability to accomplish specific tasks that influence the tasks employees choose to learn and the goals they set for themselves successfully. Self-efficacy also affects employees' level of effort and persistence to accomplish difficult tasks (Bandura, 1994).

Theorist Bandura (1977) stipulates that self-efficacy is directly related to job performance. An increase in self-efficacy is mirrored by improvements in performance. Prior experiences effect efficacy expectations; the probability of performing to a high standard is greater if one believes in one's abilities, therefore efficacy of women in the print media has tremendous explanatory power when comparing fluctuations in performance (Silva and Stevens, 2002).

Self efficacy is very important in any career; the women in the print media must believe they can perform well and at the required time (Gill, 2002). Self-efficacy is the personal disposition of the job holder. Efficacy can fluctuate between organisations, and among women in the media. It is important to increase self-efficacy for each piece of task/assignment; this can be seen as a predictor of job performance. Initially low levels of self-efficacy may transfer from piece to piece and negatively influence the whole performance of women in the print media, while high levels of efficacy will improve performance and should be maintained. Decreases in self-efficacy could alter important performance variables such as arousal, stress and anxiety which may have a snowballing effect on job performance of women in the print media, (Bandura, 1977and 1986).

It is generally observed that knowledge and skills are essential but insufficient for accomplished job performance. People often do not perform optimally, though they know well what to do. This is because self-efficacy and job performance mediates the relationship between knowledge and action (Bandura, 1986). Setting challenging goals is an important step towards improving employee performance but it is not complete if employee does not have the confidence that can attain those goals unless they give in.

According to Bandura (1986), the confidence of an individual to believe he/she has what it takes is his/her self efficacy which can encourage job performance.

According to Bandura (1977), self-regulations strongly depend on self-efficacy beliefs. Perceived self-efficacy influences the level of goal challenge people set for themselves, the effort they mobilise, and their persistence in difficulties. Perceived self-efficacy theorises to influence performance, achievement and accomplishments directly and indirectly through its influence of self-set goals (Zimmerman, Bandura, 1977; and Manuel, 1992).

Bandura (1994) postulates that the constructs of self efficacy represents one core aspect of his social-cognitive theory. He went further also that these expectations determine whether or not a certain behaviour or performance will be acceptable, the effort an individual puts into to the organization and how long the behaviour will be sustained to attain a certain level of acceptable performance. The self-efficacy of an individual is measured based on the task the individual is able to accomplish within a specified period especially in meeting deadlines.

In the context of self-efficacy, Bandura (1982), made use of the analogy of driving a car. Being able to manage the wheels, at the same time shift the gear and watching the other road users. This indicates that such a person can manage the designated task and the related assignments without losing control or jeopardising one for the other. These women in the print media have been able to accomplish, they handle complex task, meet deadlines and perform with great excellence.

High level of self-efficacy has a significant effect on the level of motivation and mentoring an individual demonstrates. A high level of self-efficacy is associated with an increased level of goal setting and accomplishment even in the midst of obstacles and challenges (Bandura, 1989). When self-efficacy is low and there is no motivation/mentoring, it is likely one's ability decreases and the chances of meeting the organisational goals may not be visible, which may be referred to as low level of performance.

According to Bandura's (1998) theoretical analysis, perceived self-efficacy is people's belief about their capabilities to produce designated levels of performance which exercise influence over events that affect their lives. A strong self-efficacy enhances human

accomplishment and personal well-being in many ways. Pajares, (2007), affirms that people with high assurance in their capabilities approach difficult tasks as challenges.

Bandura's (1986 and 1997) social cognitive theory emphasises the predictive role of self-efficacy in career development, as the ability of the individual to carry out a desired task. Hackett and Betz (1981) suggest that women who believe they are incapable of performing certain tasks (low self-efficacy) limit their career mobility and restrict their career options. In another study Lent, Brown and Hackett (1994) propose that individuals choose certain occupations because they feel confident in that area. Other researchers have also reported that self-efficacy has a significant positive impact on one's career choice (Adeyemo, 1999; Tang, Fovad and Smith, 1999).

2.4 The Concept of Self-Concept

There have been a number of attempts at developing self-concept based on job performance. Most organisational behavior textbooks provide a cursory overview of self based constructs. Also, in the self concept based model of job performance which proposes one's concept of self composed of four interrelated self-perceptions, the perceived self, the ideal self, one self esteem, and a set of social identities. Each of these elements plays a crucial role in understanding how the self concept relates to energizing, directing and sustaining organizational behavior and performance.

Most models and descriptions of the self- involve elements of self- perceptions; however, most are unclear as to what aspects of the self the individual holds perceptions of. One of the earliest theorists writing on the nature of the self was James (1890). He saw the self as consisting of whatever the individual views as belonging to him or herself, which includes a material, a social, and a spiritual self. The perceptions of the material self are those of one's own body, family and possessions. The social self includes the views others have of the individual, and the spiritual includes perceptions of one's emotions and desires. Kihistrom, and Cantor (1984), associates suggest that individuals hold perceptions of themselves in terms of traits and values, their attitudes, experiences, thoughts and action which include their physical appearance, demographic attributes and dispositions of various sorts (Kihlstrom and Cantor;1984; Albright, Chew, Klein and Niedenthal, 1988). Gecas (1982) asserts that the content of the self concept consists of perceptions of social and personal identities, traits, attributes and possessions.

The proposed model on job performance utilizes three general categories of self-perception which incorporate traits, competencies and values. Traits as labels for broad reaction tendencies and express relatively permanent patterns of behavior (Cattell 1965). Fundamental to this definition is the assumptions that people make internal attributions to individuals who demonstrate a particular behavioral pattern in different situations or act different times without apparent external reasons. A second element in the perceived self is competencies. Individuals hold perceptions of what skills, abilities, talents, and knowledge they possess and values are defined as concept and belief about desirable end states or behavior that transcend specific situations, guide selection or evaluation of behavior and events, and are ordered by relative importance (Schwartz and Bilisky, 1990). Individuals demonstrate certain values through their speed and actions.

Recent definitions have been informed by Leon (2001) conception that self-concept is an individual's representation of all his or her self-knowledge. He argued that an individual's self-concept is, in essence, "what an individual believes he/she is". From a psychoanalytic perspective, Kohut (1977) expanded the view of self to include "a stable cohesive centre of personality" upon which experiences are built and where the capacity to initiate action or attain coherence is derived. Kohut's (1977), perspective emphasizes the roles of relationships and empathy in the development of the self and places importance on "the relatively enduring aspects of an individual's psychological state in which self-cohesion is firm, "or where "the cohesion of the 'self is not disturbed" which could enhance performance. In addition to being stable and cohesive, Kohut's (1977) model views the "self as having an important connection to the relational contexts and relationships of individuals throughout their development. The view that self-concept consists of a "stable-sense of self, that is adaptable to a changing environment is key to achieving personal goals, leadership and success at work (Gergen, 1987).

2.5 Self-Concept and Job Performance of Women in the Print Media

There is a growing awareness that all the perception in the course of living, none has a more profound significance than the perception held regarding one's personal existence – our concept of who we are and how we fit into the world and our profession cannot be underestimated. Self-concept of women in the print media is seen as the totality of a complex, organised, and dynamic systems of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

Self-concept has a strong influence on the performance of any profession. Prescott Lecky (1945) is of the notion that self-consistency is a primary force in human behaviour. Raimy (1948) introduced measures of self-concept in counseling interviews and argues that psychotherapy is basically a process of altering the ways individuals see themselves. The most influential and eloquent in self-concept theory was that of Rogers (1947) who introduced the entire system of helping to build around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers describes self as a social product, developing out of interpersonal relationships and striving for consistency. He maintains there is a basic human need for positive attainment with regard to others and from oneself. He also believes that in every person there is a tendency towards self-actualisation and development so long as this is permitted and encouraged by an encouraging environment (Purkey and Schmidt, 1987).

Self-concept is broadly defined as a person's perception of him or herself. These perceptions are formed through women in the print media's experience with and interpretations of one's environment, and are influenced especially by reinforcements, evaluations of significant others and one's attribution for one's own behavior which contributes to the level of job performance (Sharelson, Hubner, and Stanton, 1976).

Research on self-concept theory has already been reviewed as research in methodological issues in self-concept research (Wylie, 1979). This study has done a comprehensive review of the self-concept which directly relates to the hierarchical, multi-faceted nature of self concept in the causal relationship between self concept and achievement.

2.6 The Concept of Emotional Intelligence

Up until the end of the 20th century, the intellectual and professionals give priority under the conviction that emotional and social aspects of an individual belonged to private sphere, where each individual is responsible for his or her own personal development (Brackett, Rivers, and Shiffman, 2006). However, according to Fernandez-Berrocal and Ruiz (2008), the 21st century has brought a new view of the more diverse reality of human functioning, and professionals have become increasingly aware of the need to address the emotional and social aspects of their colleagues.

The term emotional intelligence was made popular in 1995 by Goleman through his book, “Emotional Intelligence”, that a person’s relationship with the environment can aid success in life and work. Mayer and Salovey (1997) added that emotional intelligence involves the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate emotional knowledge and the ability to regulate emotion to promote emotional and intellectual growth. Goleman (1995) continued the discourse by postulating that intelligence quotient contributes only about 25% to success in life; other factors, such as luck, social class and emotional intelligence contribute the rest. According to Goleman (1995), emotional intelligence is the capacity for recognizing our own feeling and those of others for motivating ourselves, and for managing emotions well in us and in our relationships, he also described abilities as distinct from, but complementary to job performance, the purely cognitive capacities measured by intelligent quotient. Goleman (1995) went on to identify five main domains of EQ. These are:

1. knowing one’s emotions
2. managing one’s emotions
3. motivating one’s self
4. recognizing and understanding other people’s emotions and
5. managing relationships (or managing the emotions of others).

He insisted that emotions play a crucial role in everyday life and that normal people can enhance their emotional competence. In Goleman’s (1995) view, the five domains of emotional competence are built on a hierarchy, the first being, the ability to identify one’s emotional state. He claimed that the knowledge of the first competence is required to move to the next competence. Also, the knowledge and/or skills in the first three competencies are essential to judge correctly or identify other people’s emotions in the fourth competency. The awareness and understanding of the first four competencies lead to increased ability to attain and sustain good relationships in the fifth competency (Goleman, 1995; Day, 2004)

Mayer, Salovey and Caruso, (2000), and Mayer and Cobb (2000), provides a suitable framework for understanding basic emotional process which underline development of adequate psychological balance, and better to understand the mediating role of certain emotional balancing. The definition they proposed, however, continued to centre on the ability to process emotional information, particularly as it involved the perception,

assimilation, understanding and management of emotions. This form of intelligence, according to them, consists of four branches of mental ability which are:

- Emotional identification, perception and expression.
- Emotional facilitation of thought.
- Emotional understanding.
- Emotional management.

Several contemporary authors (Bar-On, 1997; 2000 and 2002; Mayer, Salovey and Caruso, 2004; Mein, 2005; Adeyemo and Ogunyemi, 2005) have continued to add to literature their own perspective of the concept of emotional intelligence.

Mein (2005) defined emotional intelligence as an innate ability which gives us our emotional sensitivity and potentiality for learning health emotional management. Adeyemo and Ogunyemi (2005) suggested that to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures. At the intrapersonal level, it involves the ability to be aware of oneself, to understand one's strength and weaknesses, and to express one's feelings and thought non-destructively. On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of other people's emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships. Thus, for them, to be emotionally and socially intelligent implies the ability to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions.

In his own contribution, Caruso (2004) views emotional intelligence as the ability to accurately identify emotions, use emotions to help one think, understand what causes emotion, and manage to stay open to those emotions in order to capture the wisdom of one's feeling. As Ciarrouh, Chan and Caputi (2002), so succinctly put it, although definitions within the field of emotions differ, they tend to be complimentary rather than contradictory. In effect, all the theories of emotional intelligence by different scholars, seek to understand how individuals perceive, understand, utilize and manage emotions, in an effort to predict and foster personal effectiveness. Thus an understanding of the various theories would give additional meaning to the construct of emotional intelligence.

2.7 Emotional Intelligence and Job Performance of Women in the Print Media

The psychologists' understanding of emotional intelligence now suggests that it is a multidimensional concept consisting of mathematical, verbal, spatio-temporal, musical and social/emotional dimensions, rather than comprising a single factor (Morand, 2001). Emotional intelligence was initially defined by Salovey and Mayer (1990) as a type of social intelligence that involves the ability to monitor one's own and others' emotions and to use the information to guide thought and action which constitute to one's performance. While conceptually linked to social intelligence, emotional intelligence conveys a more active and purposeful integration of feelings and thoughts, and focuses on an individual's capabilities and skills in the emotional domain (George, 2000). Mayer and Salovey (1997) later expanded their definition of emotional intelligence to include facilitative and regulative aspects by stating that emotional intelligence "involves the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth". These skills are organised hierarchically, with the most basic psychological process being the ability to perceive and express emotions and the most complex ability the management and regulation of emotions in oneself and others.

Salovey and Mayer's theory of emotional intelligence strives to define emotional intelligence within the confines of the standard criteria for a new intelligence, apart from cognitive intelligence (Mayer, Salovey and Caruso, 2000; Mayer, Salovey and Caruso, 2002; Mayer; Salovey, Caruso and Sitarenies, 2003). They proposed that emotional intelligence comprise of two areas: experiential (ability to perceive, respond and manipulate emotional information without necessarily understanding it), and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). Each area is further divided into branches that range from basic psychological processes to more complex processes integrating emotion and cognition. The first branch, emotional perception, is of the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion. The second branch, emotional assimilation, is the ability to distinguish between different emotions and one's feelings, and to identify those that are influencing their thought process. A third branch, emotional understanding, is the ability

to understand complex emotions such as experiencing two emotions at once and the ability to understand transitions from one to the other. Lastly, the fourth branch, emotion management, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer and Salovey, 1997)

Bar-On (1997 and 2002), developed one of the first measures of E.I. that used the term, “Emotional Quotient”. This model of emotional intelligence relates to the women in the print media potential for performance or success. In addition, the model is considered process-oriented rather than outcome-oriented (Bar-On, 2002). Bar-On’s model focuses on an array of emotional and social abilities including the ability to be aware of, understand and express oneself, the ability to be aware of, understand and relate to others, the ability to deal with strong emotions and the ability to adapt to change, ability to perform designated tasks and solve problems of a social or personal nature.

Bar-On (2002) hypothesises further that those individuals with higher than average emotional quotient are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean lack of success and the existence of emotional problems. Problems in coping with one’s environment is thought by Bar-On, to be especially common among those individuals lacking in the subscale of reality testing, problem solving, stress tolerance and impulse control intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002) .

Goleman’s (1998 and 1995) theory of emotional intelligence outlines how women in the print media’s potential of mastering the skills of self-awareness, self-management, social-awareness and relationship management, translate into job performance. Self-awareness according to Goleman (1998) is the ability to read one’s emotions and recognise their impact while using gut feelings to guide one’s decisions. Self-management involves controlling one’s emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand and react to other’s emotions while comprehending social networks. The fourth, relationship management entails the ability to inspire, influence and develop others while managing conflict (Goleman, 1998).

Goleman (1998) explains emotional intelligence further this has been recently validated with about 25 major skill areas that can influence career and create abilities that improve one's worth at work. These emotional intelligence skills are not readily measured on standard intelligence or expertise tests. In fact, emotional intelligence is quite different from intelligence quotient. People with emotional intelligence have tremendous advantages that outweigh highly intelligent people who may be moody, preadonnas or have temper tantrums.

These "emotional intelligence" skills can count more when it comes to being a "star performer" or excelling at just about any job. To be outstanding, these emotional intelligence skills are nearly everything for reaching success and the top of any career ladder. Goleman (1998), who authored "Working Smart," stresses that emotional intelligence is not just being "nice" or giving free rein to feelings so that it "all hangs out." Instead, successful people use their emotional intelligence to manage feelings appropriately and effectively so that the common good and goals of the work group can be readily achieved.

He stated further that, each person has a profile of emotional strong and weak point areas. For example, a general and on the average statement can be made that women are more aware of their emotions, are empathetic and are adept interpersonally. On the average, men appear more self-confident, optimistic, adapt easily and handle stress better. To know one's emotional intelligence one needs to understand some 25 abilities that matter the most. The five major categories include: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. There are only about two dozen emotional intelligence skills that affect all aspects of work. Some of them are: accurate self-assessment, self-confidence, self-control, conscientiousness, adaptability, innovation, commitment, initiative, political awareness, optimism, understanding others, conflict management skills, team capabilities, communication and the ability to initiate or manage change.

Findings of several empirical studies have suggested that there is merit to the idea that emotional intelligence is associated with job performance, as long as careful attention is directed at the methodology for assessing it and the variables involved (Greenberg, Kusche, Cook and Quamma, 1995; Eisenberg, Fabes, Guthrie and Reisser 2000; Adeyemo, 2005). However, one of the most controversial issues associated with

emotional intelligence measurement remains the question of whether the available assessment items are actually tapping into emotional intelligence as a separate construct, given the overlap between emotional intelligence measures and personality measures (Zeidner, Roberts and Matthews, 2002).

Different theoretical perspectives of emotional intelligence are articulated in the literature, with specific instruments designed to measure emotional intelligence from each theoretical basis (Freshman and Rubino, 2002). The mental ability model developed by Mayer and Salovey (2003) focuses solely on mental abilities used in perceiving, assimilating, understanding and managing emotions (Vitello-Cicciu 2002). Bar-On's (2002) model of non cognitive intelligence includes an array of emotional, personal and social abilities and skills, while Goleman's (1998) competency model incorporates motivation, persistence and self-control with emotional intelligence (Mayer,2000).

Goleman's model is designed on a series of 20 competencies that contribute to workplace success (Emmerling and Goleman, 2003). The competencies are organised in four categories including self-awareness, as opposed to personality traits that are less conducive to change (Freshman and Rubino, 2002).

According to Baalman (2005), emotional intelligence is usually described as consisting of five main which self awareness, mood management, self motivation, empathy, and managing relationships. These are the qualities that distinguish people who excel, whose relationship flourish and who are stars in the workplace. Self awareness is described as consisting of one's emotions, recognition of different feelings as they occur in our day to day lives and how to tell the difference between the different feelings. Mood management consists of how to handle the feeling a person has when a certain feeling occurs and how to handle this feeling as to react in the proper way. Self motivation describes how a person is able to manage the feelings and point them in the direction of a goal, without letting self doubts, inertia and impulsiveness get in the way. Empathy is directed towards a person's ability to notice the feelings of others by being tuned into verbal and non-verbal cues that they give. And finally, managing relationships deals with how a person will be able to handle relationships with others that consist of conflict resolution, negotiating, group cohesiveness.

Many people may wonder why emotional intelligence is relevant to job performance. Emotional Intelligence is needed because it consists of several main ingredients. Researchers have shown that individual's best chances of successfully managing current

problems are by maximising his/her ability to effectively utilise these leadership characteristics: Self-awareness and accurate self-assessment, initiative, sound-decision-making, empathy, communication, influence, adaptability and self-management – all of which are not technical management skills but emotional intelligence management competencies (Oluwole, 2005). Without emotional intelligence, women in the print media are likely to derail, whereas, with these emotional intelligence competencies, women in the print media are likely to receive performance based bonuses, higher salaries overall and experience greater job security.

Below are expected six emotional intelligence competence qualities that are important to women in the print media.

Self-awareness and accurate self-assessment: Without self-awareness and accurate self-assessment, women in the print media will be quick to get irritated with others, will create problems in their work relationships and in their personal relationships, may be abrasive, may not be able to admit mistakes or accept useful, realistic criticism and may not have a realistic awareness of their strengths or limitations.

Initiative: Women in the print media who are rather low in initiative will be responding to events, rather than being proactive thereby finding themselves in continual crisis mode when leaders do not utilise initiative, they may fail to seize strategic opportunities either because they have not started their analysis and planning process early enough or because they may resist taking calculated risks.

Sound decision-making: If women in the print media are low in their ability to make sound decisions, this will be accentuated in a period of great uncertainty and turbulence.

Empathy: Women in the print media need to demonstrate empathy in times of uncertainty or crisis; they will likely be seen as indifferent, uncaring and in-authentic – even in the midst of meeting deadline, a level of empathy is encouraged to make the work environment appealing.

Adaptability: Without ramping up the ability to be more adaptable in a time of turbulence and uncertainty, many women in the print media will tend to respond negatively to new, changing situations. In addition, they may show emotional strain to others when they have to shift priorities, tend to express, even if it is for a positive purpose; will have difficulty adapting their responses and tactics to fit the emerging circumstances and ultimately will often be hesitant in taking on new challenges.

Self-management: When women in the print media have low self-concept they tend to react impulsively in stressful situations, possibly get overly stressed, angry or upset when facing rapidly changing situations or conflict at work and sometimes respond to problems in a non-constructive manner – which often causes unwanted consequences.

2.8 The Concept of Mentoring

Mentoring is traditionally viewed as an intense relationship between a younger adult and an older, more experienced adult who helps the younger individual to learn. Kram, (1983) and Hayles, (2001) review the mentoring literature across the disciplines of business, nursing and education and defined mentoring as a process of building trust between two people, one is experienced and the other is a newcomer.

Fagenson, (1989) note that a traditional mentoring relationship is one in which a senior person working in the organization assists with the career advancement and professional development of a junior. Mentoring studies have provided insights into individual level factors that account for the cultivation of such relationships including locus of control, mentor race and gender role. In addition, the organization level factors include organizational culture, organizational structure, diversity promotion, career satisfaction and competences. Overall, these traditional concepts of mentoring have focused on a single or primary mentoring relationship.

Originally, a mentor is referred to as an influential individual with advanced experience and knowledge who provide support and mobility to their protégés careers (Noe, 1988; Fagenson, 1989). Caffarella (1996) asserts that mentoring involves an intense caring relationship in which persons with more experience work with less experienced person to promote both professional and personal development. Anderson (1993) define mentoring as the process in which an individual has regular dialogue with and receives advice from a more experienced members of the organization on a range of issues relating to the individual's job and career development. Ragins and Cotton (1999) notes that mentoring relationship is highly beneficial by providing career development aid and facilitating the protégés advancement in the organization. These contribute to the protégés personal growth and professional development.

Mentoring is the partnership between a mentee and a mentor – usually a senior person in an organization, to provide support, information, advice and share professional skill and experience in order to advice the mentee’s career goals. The literature on mentoring suggests that women see mentoring relationship as critical to their success (Noe, 1988). Mentoring provides a structural relationship that can both affirm support and provide guidance for the career challenges that the mentee faces.

Over the years, the importance of having a mentor in career development has received ample attention (Higgins, 2001; Scandura and Williams, 2001; Lankau and Scandura, 2002; Godshalk and Sosik, 2003). For instance, employees with a mentor support gain more promotions, higher incomes and perform than employees without a mentor, because the mentor guide and guards the career progression of the mentee because a success to the mentee is a success to the mentor. (Baugh and Scandura; 1999; Whitney and Coestisier 1999).

However, it is increasingly acknowledged that having a mentoring relationship became important for employees seeking career advancement in both domestic and international management of various employment contexts. Women in media generally and in the print media in particular have continued to face barriers in acquiring nurturing mentorship which subsequently appears to have limited the number of women who have achieved prominence in their profession (Hult, Callister and Sullivan, 2005). Although, studies have established that having a mentor surely assist women in their career advancement (Weiss 1981; Young, Mackenzie and Sherif, 1982; Burke, 1984; Dreher and Ash, 1990). Riley and Wrench (1985) note that women with one or more mentors tend to achieve a higher degree of career success and fulfillment than those without a mentor. Reich (1986) affirms that women who are mentored describe themselves as having improved self confidence as well as enhanced professional skills.

Additionally, mentoring had proven vital in assisting females to feel comfortable with the media environment (Maack and Passet, 1994). Also, in academics and professional pursuits, mentorship relationship has been helpful to both mentor and protégés who collaborate on research (Chandler, 1996). Ramey (1993) notes that women with mentors were more determined to climb the career ladder and aimed at becoming the head of units in their organization. The research on mentoring primarily focused on the career progressions of young adults as they socialized into career in the print media towards

performance. In traditionally defined hierarchical models, the mentor, usually a seasoned elder directs, advises, and supports an inexperienced protégé towards career progression (Noe, 1988; Burke and Mackeen 1990; Lewinson, 1996; Blake-Beard, 2002).

There are various individual and organizational factors that inhibit the prospering of mentoring relationships for women. For instance, women's career patterns often include late career entry, more interruptions, societal expectations and fewer advancement opportunities all of which are factors that impair the forming of mentorship (Noe, 1988). Also, career interruptions related to family or caretaking roles may impede the formation of relationships according to the traditional mentoring model. Research findings highlight parenting as a critical variable for women in determining their career objectives.

Due to a non-linear career path, women may have multiple jobs or even multiple careers in a lifetime and may require different mentoring sources; latecomers to the profession or older women may be dismissed by traditional mentors who conceptualize or protégé as younger. Brostein, (2001) further explains, "people don't like to have a subordinate who is older than them". The working mothers' intermittent work cycle and/or attention to career at a later age appears to denote to mentors a lack of interest in professional advancement which seemingly limit mentoring opportunities.

Schmuck and Schubert (1995) assert "politically and personally, women administrators are torn between segregated into a culture of women and being integrated into a culture of men". Datalay, (2000) characterizes women as in a double-bind by attempting to shed men's perceptions of their incompetence, they embody masculine behaviors which other women equate with aggressive behavior and may find distasteful.

Nonetheless, for their own survival, "women's presentation of themselves appears or hinder as much as facilitate the promotion intention of other women" (Hall, Gron, Jenkin, Power and Reynolds, 1999). Another perspective as presented by Twombly (1999) who reports that women move up more slowly than men and women who rise to the top often feel little responsibility to help others'.

Although, some women leaders may appear to represent more masculine types of leadership which may not appeal to younger women as mentors or role models. Chrisman, McClellan and Foster (2005) conclude that women "can learn from resilient extraordinary women leaders but must be careful not to evaluate too quickly using

socially constructed norms (for female leadership behavior which emphasizes caring, consensus and collaboration)”. Conversely, as more women attain success in the media leadership positions, they hopefully will represent both diverse and effective leadership behaviors and embrace mentorship to encourage and aid those who follow in their footsteps.

Studies have come to a conclusion that there is a strong connection between mentoring and carrier advancement of career goals. Mentoring relationship has led toward a higher satisfaction, trust, self-efficacy and achievement of career goals. Therefore, these have led to better performance and encouraged individuals for higher commitment to the organizational development.

2.9 Mentoring and Job Performance of Women in the Print Media

The benefits of mentoring relationships have been publicised for several decades (Levinson, Darrow and Klein, 1978; Levinson, and McKee, 1978; Roche, 1979). However, not until the publication of Kram (1985) on mentoring relationships at work has empirical research on the topic proliferated. Most of the research has examined the benefits of mentoring for protégé’s, finding that mentoring is related to important career outcomes such as salary level, promotion rate and job performance. Fagenson, 1989; Whitney, Dougherty, and Dreher, 1991; Scandura, 1992; Chao, Walz, and Gardner, 1992). Noting the potential benefits of mentoring for protégé’s, individuals are often advised to seek out a mentor, many organisations encourage mentoring relationships between organisational members as this has proved a great level of job performance (Kram, 1985; Burke and McKeen, 1989; Douglas and McCauley, 1999).

Mentoring among the media “whether print, broadcast internet or social media “is critical to the development of a free press. It provides the vision and ethical framework for reporting that earns and maintains public trust. The true leaders of the media industry in Africa are those who mentor and inspire the next generation to overcome the challenges they face “lack of access to information, censorship, personal threat, and even attacks in some places. They serve as the moral compass that leads by example to enable the media play its role in the consolidation of democratic governance (Okachie, 2011).

2.10 Age at job entry and Job Performance of Women in the print media

It has been documented that age has significant positive relationship with choice of career (Neville and Super, 1986; Super, 1990). Every aspect of human involvement requires good measure of physical and mental strengths. It is important to note that the quality of the foregoing strength of any man is the age; human beings have the capacity to exhibit greater strength of the body and consequently higher level of job performance at certain age limit than other people. It has been shown that age has a positive relationship with job performance. This may be due to the logic that workers grow older and that they work with vigour when they start their career early. This is however asserted in a study of military personnel (Jans, 1989), that there was a 'monotonic' increase in organizational performance as an officer's age but not when the tenure is short.

Giniger, Seymour, Dispenzieri and Angeleo, (1983), discovered the variation that exist with the influence of age on job performance in their application of decrement theory of aging (which maintains that abilities decline as workers age increases) in their study on garment industry workers. They drew distinction between jobs requiring speed and those demanding skill. It was hypothesised that physical decrement would be more relevant to job performance on speed jobs than on skilled jobs. Contrary to predictions, it was discovered that the older workers excelled more than younger ones.

In the attempt to examine whether older workers are less productive, Anne and Charles (1989) found out that for the facilities having high care residents keeps increasing with age while the rate of increase declines after age 50. In contrast, according to them, the productivity of careers whose work is more demanding of physical capacity is highest in middle age. Nevertheless, this could not be ascertained whether the ratings were objective or subjective.

This is also complemented with the research of Doering, Rhoades and Schster, (1983) that older employees have higher level of affiliation and lower needs for achievement. The older workers value close friendship with their fellow co-workers to provide emotional support for them to cope with various adverse life events. They view the organizations as a source of social satisfaction due to the strong social ties that have been established among co-workers.

Whatever the relationship is, the presence of particularly high job performance among old workers appears to be generally accepted. This was affirmed by researches of Clark, Oswald and Warr (1996) that presented six arguments for this tendency. First, they suggested that there was an influence for job change. Old workers possess more seniority and work experience, which enable them to move into rewarding, attractive and satisfying jobs. Second, old workers have specific work values which make job characteristics more attractive than less desirable for younger ones. Consistency with Wright and Hamilton (1978) and Kallenberg and Loscocco's (1983) studies agree that the rate of stable job stability cuts across ages, though their income and promotion opportunities could be less of concern to old workers. Third, grinding down was expected as an explanation. Old workers lower their job expectations in some respects. Fourth, cohort differences might have an influence on young workers who place significance on intrinsic rewards like interesting and challenging jobs compared to old workers who are more concerned with extrinsic rewards such as pay fringe benefits.

Hence, young workers are more dissatisfied than old workers simply because they demand more than their jobs can provide. Fifth, they suggested that observed differences between age groups might be accounted for by varying rates of participation in the labour force. According to them, old employees somewhat less representative of their age group when compared with young ones; it is therefore possible that through greater self-selection into sample, they have more positive work attitudes than those who are no longer employed. Sixth, non job variations as explained as an explanation. It is possible that job performance scores in part reflect context-free variations in mental health, which are not restricted to feelings about a job. Besides, these explain the theory of accommodation as suggested by Motazz, (1984). According to Brown,(2002), employees after having stayed on their jobs for some years tend to adjust their work values to the conditions of the workplace, resulting in greater job performance.

2.11 Marital Status and Job Performance of Women in the print media

The pattern of family formation of men and women with high levels of educational attainment and job performance differs (Baker, 2008). In situations where educated men tend to have high rates of marriage and reproduction, women do have lower marriages and fertility rates and in most cases divorce. Regardless of this, women are also more likely to make concessions for family responsibilities (Beaujot, 2000). Gender gap has

been apparent in most professions including the print media, with more men and reaching the peak of their career than women (Emellers, 1993). For instance, Sutherland, (1985) argues that women in academics postpone having children until they have completed a PhD and post-doctoral work because the arrival of children often coincides with the age when they are expected to make impact in their chosen career. It is the women that take care of the home; the ultimate responsibility of the children rests on the woman, support of the husband's career progression and other family responsibilities.

From the above, it has been seen that it is more difficult for women than for men to display the total availability that is seen as an indicator for their job performance (Etzkowitz, Kemelgor, Neuschatz and Uzzi,1992).

Studies have therefore shown that marriage differentially restricts the mobility of professional women. (Mason and Goulden, 2002; Leob, 2007). It was found that women often move away from a demanding career to further the husband's career despite interruption of their own career.

Olubor (2006), states that marriage, the biological induced responsibility of childbearing and domestic responsibilities are major gender related factors which affect women's labour input in the workplace. The African society particularly places the responsibility of raising children on the woman such that women perpetually retain responsibility for childcare and also carry out a great percentage of the household responsibility. For instance, a woman's decision to return to work after the birth of a baby is contingent on the availability of a competent home assistant or in some cases, grandmothers. For this reason, women are usually torn in-between the psychological trauma of which decision is best for the home and to retain their jobs. With limited attention going to their job, their performance often decreases when there is no one to fill in the gap. Danova (1985), further explains that family commitment leave academic women with little time to carry out effective research. He therefore suggests that a significant redefinition of conjugal roles with increased sharing of domestic duties as advocate by the liberal feminist theorists may be required as a remedy.

The research carried out by the International Women Media Fund (IWMF,2000), categorically state that one of the greatest challenges facing women in work place generally and women in the print media in particular is balancing work and family. Armstrong (2006) affirms that women quit the print media as they progress in their career

because of marriage and child bearing. They have to choose between marriage and their career in most instances. The problem of mobility has also been identified with women in paid employment when an employee with managerial aspirations is employed by media houses where promotion is often attached to ability to manage a new location which many women turn down due to family responsibilities.

2.12 Educational Attainment and Job Performance of Women in the print media.

Educational attainment is significantly related to job performance of women in the print media (Suda, 2002; Liptak, 2008; Watts, 2008). Watts, (2008) posits further that highly educated employees have a high level of task commitment. Educational attainment is the key to career opportunity as observed by Collins (1979), industrialised nations have become credential societies, that is, one in which employers depend on evidence of academic development to determine who can be employed. A person's education level directly impacts that person's employability, job prospects, income, overall life, career satisfaction and commitment (Liptak, 2008). Education is widely acceptable as an important factor in enabling individuals to participate fully in social, cultural as well as economic life. Through education, women have raised their labour market status and achieve certain degree of economic independence, thereby enhancing their overall quality of life (Watts, 2008). Education for women has not been easy in any region of the world (Olubor, 2006). The access is so narrow that it seems impassable. Wasburn, (2007), reveals that the positions attained by women in any profession affects commitment to their job which could be influenced by a number of factors. Among these are the existence of formally qualified women to serve as mentors and role model to younger ones, the socio-cultural and psychological barriers preventing women from pursuing their desired career and assuming managerial roles.

Most organisations use education as an indicator of a person's skill levels or productivity, the print media is not an exception. Benson, Finegold, and Mohrman, 2004, affirm that organisations frequently employ educational attainment as a prerequisite in hiring decisions.

Education performs a sort of gate-keeping for the employment environment. It creates room for appropriate personal change through training or preparation for critical thinking. Educational processes often teach students to think for themselves and be able to critically evaluate situations. This experience culminates into producing open minded

people who are able to accommodate new ways of thinking and carrying out activities. This is the reason why people with more education often tend to have more liberal ideas in contrast to the less or non educated who are often more conservative (Heslin, 1993). To this, it is evident that education of an individual amounts to empowerment. Without this empowerment, the individual becomes relatively economically incapacitated to a large extent (Erwat, Isah and Ileuma, 2009). In view of this, Ghiasi (2008) observes that there is a relationship between educational level and performance of certain producers of wheat. Wise, (1973), observes that academic achievement is an important determinant of job performance although the study only provides indirect evidence. Marshalleck (1997), supports these researches with the result of his research on the effect of education and job satisfaction. He concludes that education is vital for expected performance at work, but that the effect of education on performance depends on the structure of the work unit.

2.13 Socio-Economic Status and Job Performance

Socioeconomic status is often considered a global construct, it has been suggested that individual components (e.g. education, occupation, income and so on) represent different facets of socioeconomic status. According to Okafor (2007), in most African countries and the western world, socioeconomic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among their kith and kin and even at the global level. Ford and Harris (1997) followed this logic while examining parental influences on African-American students' school achievement by focusing on specific socioeconomic demographic factors, including parents' level of education, marital status, number of children and family income. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment, choice of careers at home because of the provision and availability of extra learning facilities and thorough counselling from the parents who are professionals and may desire their children to be in the same profession.

This idea is supported by Becker and Tomes (1979) when they assert that it has become well recognised that wealthy and well-educated parents ensure their children's earning by providing a favourable environment for learning good education and good jobs. Contrast to this belief, children from low socio-economic status do not have extra learning facilities, the opportunity to get to the peak of their chosen career may also not be visible. Drummond and Stipek (2004) discuss their "low-income parents' belief about their role

in meeting the basic emotional needs, such as providing clothing, emotional support and socializing manners. The socio economic status of parents could contribute to the shortsightedness towards their responsibilities in the educational processes of their children and scarcity of fund to intensify such processes could be a challenge to their children's success and career.

In many societies, individuals are linked with respect to the amount of cultural possession, effective income, material possession, prestige and social participation. The position may be low or high depending on the possession and non-possession of any of the above indicators. As observed by Onwueme and Ugbor (1994), members of any society are not merely differentiated according to the roles which they perform but are also ranked hierarchically, which could also have influenced the choice of career and job performance.

Over the years, several researchers have examined the socio-personal and psychological factors which influence career choices, maturity decision, aspirations, preferences and orientations of workers. These researchers have identified various factors among which are birth order and family type (Uba and Olaniyi, 1991; Salami, 1992), psychopathology (Salami, 1998), work values (Salami, 1999b), self-concept (Super, 1990; Salami, 1999c), achievement motivation and fear of failure, (Salami, 2000b) demographics – sex, level of education and socio-economic status (Uwe, 1990, Naidoo, Bowman and Gerstein, 1998; Farmer, Retella, Anderson and Wardroff 1998; Salami, 2000a and 1998), career salience (Naidoc, Bowman and Gerstein, 1998; Salami 2000a); and sex role stereotype (Rainey and Borders, 1997; Uwe, 1999, and Salami 2001).

While commenting on socio-economic status, Toyin (1996) describes it as low wealth owned by an individual which determines his/her quality of life and the way in which prestige is differentially distributed so that people on different levels of social structure are marked from those below them from their supreme or 'inferior' by a complex of ways thinking, eating, perceiving and feelings recognised by members. Women in the print media see their career with so much attachment, dignity and pride.

A considerable number of researchers have shown that low – SES is linked to a range of indicators of child and adolescent well-being, including student's academic performance/achievement and the choice of career due to available resources (Beavais and Jensen, 2003). According to Rumberger (1995), family background is widely

recognised as the most significant contributor to choice of career and success. Rumberger's (1995) position supports the findings of earlier scholars who argued that the home has a major influence on job performance of women in the print media (Swick and Duff, 1978) and that the quality of relationships within the home environment has an important effect on career choice and job performance. Additionally, Jacobs and Harvey (1980) recently established that many variables in the family background have strong (direct and indirect) associations with one's success and occupational attainments. These variables include: parents educational level, parental involvement, socio-economic status and intact/single-parent family status and parenting style.

In many Nigerian societies, individuals are linked with respect to the amount of cultural possession, effective income, material possession, prestige and social participation. The position may be low or high depending on the possession and non-possession of any of the above indicators. As observed by Onwueme and Ugbor (1994), members of any society are not merely differentiated according to the roles they perform but are ranked hierarchically based on their possessions.

Akinola and Patel (1987) note that very few studies have been carried out in the area of socio-economic status scaling in Nigeria. This could be adduced to the problems often encountered in social science research where certain characteristics such as level of living, degree of affluence, wealth and social status are to be measured. The constraints usually stem from the fact that respondents do not feel comfortable to reveal information as regards their wealth and social status directly for various personal reasons especially when it has to be quantified based on the number of children they have.

Findings over the years conclude that a strong relationship exists between adolescents' career choices or aspirations and their sex or gender (Uwe, 1990; Waston and Stead, 1990; Salami, 1997; Farmer, Rotella, Anderson and Wardrop, 1998; Naidoo, Bowman and Geinstein, 1998) with few exceptions such as Salami (1999a) and Waston and Allan (1989). Besides, most previous researchers have also examined the linkage between socio economic status and career aspiration, choices, orientation, or interests appear to be in conflict. For instance, the studies of Leong (1993); Pulkkinen, Obranen and Tolvanen (1999); Tang, Fovad and Smith (1998) and Salami (2000a) tend to conclude that parental; socio-economic status and other factors could significantly explain career choices whereas other studies (Neveil and Super, 1996; Waston and Stead, 1990; Naidoo, Bowman and Gerstein, 1998) tend to demonstrate that socio economic status is not a good predictor of career choice.

2.14 Gender issues in the Media

Mass media is an important agent through which information is disseminated to the public. It informs, educates, and serves as an agent to mould values, opinions and attitudes. Ogwezy(2004) stated that each genre of the mass media be it radio, newspapers, magazine, books, television or motion picture is used to influence and shape ideas in order to elicit change in behavior and attitude. As a weapon of change, if efficiently and appropriately employed, mass media can correct the ills in the society. He stated further that, the press is not only a means of teaching, sensitizing and transmitting messages on issues of development, but it is also pertinent to the process of development.

The relevance of media necessitated the inclusion of issues concerning women and media in 1985 Nairobi and 1995 Beijing conferences. A multiplicity of media voices can be found in Nigeria largely because of the diversity of the population of the country and the history preceding its independence. Historian Mott (1949) writes that “women flocked into newspaper work in the eighties.” By 1886, 500 females worked regularly on American newspapers. Two years later, there were 200 women working on New York newspapers alone. But during the last 20 years of the 19th century, there were no more than 10 novels written about women in the media and few chronicled women working as printers, freelance contributors, book reviewers, columnists, travel and fashion writers, crime reporters and editors. The 1900 census recorded 2,193 women in journalism, 7.3 percent of the profession. Few women worked as reporters in a newsroom. Many worked at home writing columns or articles thought to be primarily of interest to women. Some were true “sob sisters” writing sentimental stories. Others were more adventurous, undertaking muckraking exposes.

Although men and women are not as different as people think, there are common traits associated with each gender. People tend to accept the stereotypes and roles assigned to each gender because they make us unique and part of a group; thus, fulfilling the human need to belong. Research reports that “women were twice as likely to talk about personal issues with their friends” (Kimmel, 2008). Kimmel (2008) noted further that both women and men desire intimacy, however, men are twice as likely to say they prefer “doing an activity” with their male friend, rather than “just talking.

Williams (2000), assert that while the numbers of male and female in the media are edging towards a balance, few women are advancing to senior or management levels giving them limited control over how news is defined or on hiring and promotion practices. But it is simplistic to assume that merely increasing the number of women in top positions will result in better coverage of women issues and a more equitable workplace. Few educational institutions include gender issues in media training curricula, and woman who wish to cover gender issues or report in gender-sensitive manner are often side-lined by managers and colleagues. Women entering the industry are under considerable pressure to adopt traditional (male) methods of operation (Shivdas, 2000). Women in “developing” nations are finding that whatever their gains in the traditional media, such as print and broadcasting, a lack of training opportunities in new technologies and difficulty in accessing expensive equipment increases marginalization of women in the news and electronic media.

According to Wei (2005), report that mass media does not report women’s issues and campaigns adequately. Some gender discriminations are still evident in programmes for women. But despite the marginalization however, some women have excelled in the profession. Gallagher (1990) stated that women who are fortunate to reach the peak of their career are identified as sociological males. He stated further that, the success in career advancement to managerial positions requires women to negotiate their psychological development in the course of their professional lives and try to maintain their own sense of feminist and subjectivity in the course of gender struggles.

A research conducted by UNESCO (2009) on advocating gender equality in media provides tips for achieving more gender equality in the media. These among others include:-

Leadership: The need to map your workplace.

Equal opportunity legislation should ensure that women in the media get the same access to jobs, promotion and training opportunities as men. Pay audits may be the only way to find out whether there is a gender pay gap within a company.

Health and safety assessments are useful tools for assessing the depth and degree of the risks faced at work.

Flexible work allows a person to complete a number of works but within working hours that suit.

ILO Maternity convention 183 entitles all women to a minimum 14 weeks paid maternity leave.

Late-night shift assignments should be compensated by late-night transport home for women and men.

Dignity at work clauses help to combat bullying, harassment and discrimination faced by many in high-pressure newsrooms and media companies.

2.15 Women in Journalism

Journalism is the practice of investigation and reporting of events, issues and trends to a broad audience. Although there is much variation with journalism, the ideal is to inform the citizenry. It covers organizational, institutions such as government and business, cultural aspects of the society such as arts and entertainments. The trend of acceptability of women in the profession cuts across nationality.

Several surveys in time past support assertion and add to it concerns about discrimination against and harassment of women who are hired in the media. A 1995 survey of about 200 AWSM members by Miller and Miller (1995) found that although respondents reported job satisfaction, they also reported discrimination and an “invisible” status in their departments. A female journalist should “expect to face sexual harassment, not only in the locker room but also in the workplace.”(Miller and Miller, 1995). This advice may not be far off the mark 10 years after it was offered.

A 1998 mail survey of 89 female journalists by Hoshino found the assertion to be true. A respondent wrote that salary inequity and lack of promotion were the “biggest problems.” One respondent cited male editors “who feel threatened by smart, athletic, talented female writers” as a source of discrimination (Hoshino, 1998). Almost half (48 percent) of the respondents reported being sexually harassed, most often by sources. One respondent reported having players masturbate in front of her or throw jock straps at her. Others reported being on the receiving end of sexually suggestive comments. A 2003 survey (n=78) by Smucker, Whisenant and Pederson (2003) that focused on female journalists’ job satisfaction found that they were satisfied with their work but were unhappy with promotion opportunities (Michael, Warren and Paul, 2003). The researchers found that the women they surveyed believed “that the only way to advance their careers is to move to another organization.

The most recent survey of women working in the media (n=144) was conducted by Hardin and Shain in 2004. Most respondents believed that opportunities for women are better than ever but that female sports journalists have a tougher job than do men and that women in the print media are not taken as seriously by fans as are men doing the same jobs (Hardin and Shain, 2005). More than half of respondents reported that they had experienced on-the-job discrimination, and 72 percent indicated that they had considered leaving their careers. Billiott and Grubb's interviews with 26 women in sports broadcasting, published in 2005, indicated that there were few substantive differences between the experiences of women in print and those in broadcast; for instance, the female broadcasters interviewed expressed concern about their non-advancement into managerial ranks and "unfair treatment" that gave advantage to their male colleagues (Hardin, and Shain, 2005).

The media-related workplace has been characterized by Coakley, (2004) as generally hostile to women, who are viewed as outsiders. Although it has been desegregated, it has not been integrated. A desegregated workplace is one in which the majority group (men) tolerate the presence of the minority group (women) but do not make an effort to meet women on their terms. An integrated workplace offers recognition of difference but an embrace of that difference and an incorporation of difference as something healthy, important, and valuable." (Staurowsky and Manno, 2002). The entire newsroom may be considered a male-dominated workplace, as men hold the majority of jobs and authority. An annual survey of newsrooms has tracked a slight increase—less than a percentage point—since 2001 in the percentage of women who work in newsrooms; women make up almost 38 percent of newsroom employees. The percentage of newsroom supervisors who are women has hovered around 34 percent since 2000. Further, the culture of newsrooms has been characterized as male; many newsrooms are "aggressive/defense," meaning they value independence, competitiveness and confrontation. (Cunningham, 2005).

Discrimination against women who want to enter media careers may also take place for the same reasons. Hardin's survey of editors revealed that only 59 percent felt an obligation to have female representation on their staffs, and a substantial percentage (one-quarter to one-third) felt that women were "naturally less athletic" or "naturally less interested in sports" than were men. (This is despite the fact that almost 27 percent of female newspaper readers say they regularly read sports sections, although such sections

give paltry coverage to women's and do not regularly feature sports women say they prefer (Hardin, 2005). Discrimination in male-dominated workplaces is not the sole concern for women; work-family balance persists as a gender-defined dividing line (Linda and Kimberly, 2003).

Family issues such as marriage and children influence women's goal aspirations and attainment, and professional women are "caught in a double-bind between the competing models of the ideal worker and ideal parent." The average woman spends 35 hours on domestic chores each week while the average man spends about 17 hours; women average 11.5 years out of the paid labor force performing care-giving responsibilities, and men average about 1.5 years. (Stone, and Lovejoy, 2004). Such gender-related disparities in familial roles, combined with work sites that have been slow to with work sites that have been slow to integrate women, have been cited by researchers as much of the reason that women continue to work on the margins in fields such as technology and science. (Newton, S.2001).

Women in journalism report the same factors as barriers to career growth. Although much of what has been written has been anecdotal in the form of articles in trade publications, several studies over past decades have focused on the experiences of women in the journalism field. These studies highlight the conflict between women's career and domestic roles and their struggle to balance work and family in a field that generally does not provide flexibility in hours or responsibilities (Weaver, and Cleveland, 1991).

As journalism became a profession, women were restricted by custom and law from access to journalism occupations, and faced significant discrimination within the profession. Nevertheless, women operated as editors, reporters, sports analyst and journalists even before the 1890s (Brown, 2010). He explained further that, women now have a definite place in the News Room they were given responsibilities which they performed very well. Then the suffragettes carried them along, lifting them unconsciously on the wings of their own ardent efforts to get the desired office. Women reporters invaded the front pages of most conservative newspapers with their stories on feminist doings. The general tone, however, was jocular. The war gave them further opportunities. Some went abroad and did foreign correspondence. Others took the place of men at home. They made the front page with increasing frequency. This gave them the experience, assurance, sound technique, and a number of good female reporters were developed.

By degrees, the newspaper women stormed every department. They rose to executive offices; they became specialists and put themselves across by competence and push. It was not an easy victory for the women of the press, their sufferings were horrible, but they also had fun. And finally they got what they wanted. From stunts, crusades and coercing the woman's point of view in the news, a fallacious idea which has long since been abandoned, they have progressed to sound achievement on the place of common sense. They no longer have to climb skyscrapers by rope; they do it on their own merit (Shindler, 2003). This increased their presence in professional journalism, and popular representations of the "intrepid girl reporter" became popular in 20th-century films and literature, perhaps most notably in "His Girl Friday" (Sob Sisters, 2009).

The Nigerian women in journalism, print media in particular have contributed greatly to the society. An interview conducted Moji Makonjuola in 2007, a household name in the broadcast industry in the country who has been a newscaster and presenter at the Nigeria Television Authority (NTA) for decades. She was the first female television announcer of the then National Television Broadcast, Kwara State and one-time president of Nigerian Association of Women Journalists (NAWOJ). In her interview with Weekly Trust's Maryam Garba Hassan, she talked about Africa's largest television network, her contribution to the industry and the participation of Nigerian Women in journalism (Weekly Trust, 2007). Also, the contribution of Susan Eyo-Honesty who is a woman so addicted to journalism that she can't just let go. This passion led her to the journey where so far she has spent 21 years. To her, that is just beginning. After 14 years with City People magazine as Deputy Editor -in-Chief, she started a magazine, Glam and Essence (Okachie, 2011). This shows the level by which the women in the media have achieved in their career.

Print media journalism can be distinguished from other professions because it is of the public interest and relies on extensive research and the follow-up of information. Some of the key factors that impede the use of print media to uncover scandals which women have to content with include the following:

- Pervasive clientelism. Due to the close relationships that develop between the media and public office-holders, the print media often serve political interests rather than those of the public or the common good.
- Inadequate working conditions, salaries, training and equipment

- Widespread corruption within the media: Some workers accept bribes to cover specific stories or extort public officials.
- Threats of or actual physical violence against women and repercussions for journalists in state-owned media organizations.
- The lack of finance as well as the absence of a strong capital base encourage the financial dependence on senior politicians and business people (Yusha, 2009)

2.16 Portrayal of Women in the Media

Over the years, the subject of portrayal of women in media has drawn the attention of media critiques. It arises especially when the Nigerian society is going through a period of social change. Women have been portrayed as men would like to see them: beautiful creatures, submissive mothers of their children, efficient house keepers, but nothing else. The positive sides of women's progress and their contribution for national development have not been adequately discussed in the media of communication. The emphasis on stories about women, about their struggle for recognition is only the surface trimming. The actual message to audience still is that society opposes the liberation of women. (Abraham; 1988).

According to Kumar, (1995) who made a scathing attack on the negative aspects of the portrayal of women in the media, the image of the educated woman is typecast as arrogant, insensitive, self- centered, willy or the economically independent woman is shown as domineering, hard, ruthless and the cause of all the suffering around her. Perhaps the most damaging portrayal of women is in advertisements and commercials.

The print media which include newspapers, periodicals, newsletters and other channels are relied upon by the people as credible source of information, education and entertainment. The print media are known for fearless criticism and service.

Kumar, (1995) affirm further that the media reflects events taking place in society and provides a platform for dialogue and debate on issues which can generate social changes. While electronic media carries more immediate weight on focusing attention on various issues, it is print media which has more persistent and lasting effect. It is felt that the way women are being projected in the print and electronic media is a reflection on the whole society.

Though there is no authentic research done in this area it is estimated by those working in this field that print media, both daily and weekly, that only about 7 to 10 % of the total coverage on women's issues and about half of these are related to sex, prostitution, glamour, entertainment and crime.

In the past few years there has been an improved and increased reportage of issues related to women in the media particularly in the print. News related to women though still marginal have started to occasionally occupy important slots like the editorial, feature news, front-page news etc. However, women's visibility in the news is still dominated by sensational stories of glamour, sex, domestic violence and other forms of violence. Stories like women coping with adversity or building their lives are largely missing. Issues affecting women, their vast experiences and their lives, barely find their way into the mainstream media (Okunna, 2006). Likewise, very few informative pieces or feature columns are published for women informing them about their legal rights, or about their potential for political activity. Many other studies have also established that when women appear in the news, they are mostly projected as passive victims or passive reactors to public events in news media. They hardly appear as speakers or participants in public event.

There have been several studies of print media with regard to women which have found the print media guilty of sexism, distortion of image of women and propagation of sex stereotypes: mothers, housewives, dependant, passive, etc. The other side of such misinterpretation is that in most popular print media women are seldom shown as working women- capable professionals, laborers, farmer, rather the predominant image is that of the self-sacrificing housewife (Okunna, 2000).

The scenario is not depressing as some researchers hold a more encouraging view. According to Joseph and Sharma, 1991, the advent of women reporters and the presence of some senior women journalists in positions of responsibility have made a significant difference to the coverage of women's issues in the press. They have observed that in the past years, women's issues have increasingly, though sporadically begun to make news and to be considered worthy of comment. This is due to the growth of the contemporary, women's movement, with women's groups becoming steadily more active and vocal.

The presence of women in media both in terms of numbers, whether absolute or in comparison with men, and their status in terms of the position they occupy is strongly influenced by the scene, not of their choice, but on account of the social and religious

taboos which operated as legal sanctions, and even today operate as such, in many regions and communities, the constitution and laws notwithstanding. Even in those regions and communities where the social and religious taboos can no longer be enforced poverty, illiteracy, discrimination and male domination keep a vast majority of women away from the print media even as readers (Joseph, and Sharma, 1991).

The profile of the Nigerian woman shows her continuing disadvantaged position in comparison to her male counterpart. A majority of them are afflicted by poverty, the causes of which could be traced to gender discrimination. One major cause of poverty among women is their low access to credit and income-earning opportunities, as well as their marginalization from major economic activities. Referring to this economic disempowerment of Nigerian women, Okoye (2000) shows how, in comparison to men, women are worse hit as a result of their very limited involvement in economic activities in relation to their male counterparts.

Women are equally economically disadvantaged and impoverished she is characterized by low self-esteem because the society has continued to regard her as unimportant and inferior to her male counterpart. Right from the beginning of life, society prefers the boy child to the girl child. All through her growing-up years, the girl child is socialized to accept her subordinate position even when it is well known that Liberal Feminist Theory is correct in its argument that boys and girls are born with equivalent potentials that could be fully realized, given the proper and conducive environment. However, cultural practices often deny the girl child this type of environment through child-rearing practices that put her in a disadvantaged position. CIRDDOC (2001).

In the area of politics, the plight of Nigerian women is equally pathetic. Although women make up at least half the electorate in Nigeria, their presence in policy/decision making positions is very low. Again, a number of factors militate against their effective participation in democratic politics. These factors, many of which have their roots in women's subordinate position in society, include: illiteracy, poverty, low self-esteem, ignorance, lack of confidence in other women, violent and non-conducive political environment (money politics, intimidation and violence), cultural stereotypes, religious barriers, high registration fees (which most women cannot afford), harmful traditional practices etc. Above all, the chauvinistic tendencies of the male rulers of the land have over the years denied women any meaningful participation in politics. (Mba, 1982).

2.17 Empirical Studies

Issues relating to women are so wide, diverse and multi-faceted and different researchers have delved into some of the related areas in their attempt to solve numerous challenges being faced by women in the world of work, hence the need for this study to peruse some of such works with a view to identifying those areas that has a missing gap and to what extent this study has been able to fill the gap and contribute to knowledge in women issues in the society and particularly on job performance. Asekun-Olarinmoye (2006), show that pattern of organisation communication, accessibility to information, administrative style, communication climate, as well as workers' participation in decision-making have direct relationship to job performance in both the private and public hospitals. He stated further that demographic characteristics such as age, religion, category of staff, educational qualification and place of work significantly influenced workers' job performance.

This indicates that organisations that allow participation of workers in decision making encourages democracy and this encourages loyalty and commitment which heightens job performance.

Esan (2010), examined predictors of women's participation in organizational decision making. This affirm that mentoring, professional training, emotional intelligence, networking, work-family conflict, legal system, women's reproductive health issues, type of organisation and demographic variables jointly correlated with women's participation in organizational decision-making. She therefore suggested that the above factors should be addressed by all employers of labor in order to ensure women's maximum contributions to organisational and national development.

Evbuoma (2006), investigated on the influence of women and family friendly support services on work performance of female workers in selected Nigeria organisation. She stated further that women face role ambiguity, challenges, burdens and needs in the course of combining family and work roles which inhibits organizational work performance. Also, marital status and length of service significantly affected work performance of participants who benefited from women and family support services (WFSS). Therefore, women and family-friendly support services enhanced work performance of female workers in organisations. She then recommended that both services should be put in place in Nigeria organizations to maximize utilization of women's expertise and potentials.

Aluko (2006), examined institutional capacity as a correlate of productivity in selected media houses in Lagos state. She affirmed that mass media are a source of information dissemination, but the spate of closure of print media houses, threat of withdrawal of operating licenses of the media by some practitioners show that all is not well with the media. The study showed that age at entry the profession is of great advantage and there are more men than women in the profession. She recommend that the federal government should intervene by way of enacting a policy to encourage merger, acquisition and or convergence so as to assist the upcoming media houses by adequately equipping and professionally manned for effective and efficient performance.

Popoola, Oyinloye and Oginni (2011) investigated the performance measure and job constraints of women in the Nigeria universities. The purpose was to examine the constraints of women academics in their job performance in the universities. It was found that performance measure and job constraints among women in academic had enabled the women to look beyond their limitations and face their world in academics with courage and passion in order to discharge their duties favorably with their men counterparts. Recommendations include that researches done by women be less evaluated. Women's achievement should be celebrated to encourage them for the major work done at home. It is the lack of recognition of women's' achievement by their spouses, families, organisations and the community at large, that makes women to look as if they are not actually contributing meaning fully to the development of the society they live in. The unsung praise of women in literature can therefore be attributed to the killing of zeal in the younger generation of women.

2.18 Theoretical Framework

Vocational and career related issues are salient issues across different cultures and nationalities (Hesketh, and Rounds, 1995; Leung, 2004). The search for purposes and meanings, the journey to actualize oneself through the various life and work-related roles, and the efforts by nations to deal with problems of employment, are examples of universal issues that seem to affect many individuals from diverse cultures. This requires a lot of theoretical framework with universal validity and applications, as well as culture specific models that could be used to explain career development issues and phenomenon.

On this basis, the theoretical framework for this study examine the relevance of the Super's Life Space and the Feminists theories to the understanding of the influence of psycho-social factors on job performance of women in the print media in southwestern, Nigeria.

2.18.a. Super Donald's Life Space Theory

Super Donald's theory suggested that career and development is essentially a process of developing and implementing a person's self-concept. Super, (1990), proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintain ace (or management), and disengagement. In each stage one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. Super, explained further that each of us, in large part, balances life differently, due to the contextual affordances life provides for each of us.

Accordingly, the concept of "career maturity" was used to denote the degree that women in the print media are able to fulfill the vocational development stage. The salience of different life roles changes as they progresses through life stages, yet at each single moment, two or three roles might take the central place, while other roles remain on the peripheral. Life space is the constellation of different life positions that women in the print media are playing at a given time in different contexts or cultural "theatre" including home, community, school, and workplace. Role conflicts, role interference, and role confusions would likely happen when women in the print media are constrained in their ability to cope with the demands associated with their multiple roles. Consequently, career choice and development is not a linear process of self-concept implementation, but a process of negotiations and compromises in which both the self and one's environment have to be consulted (Leung and Chen, 2007).

Specifically, Super (1990) noted that women in the print media have different life spaces due to personal factors like needs, values, interests, aptitudes and situational factors like family, neighborhood of residence, economic policies, the existence of gender and racial bias. These personal and situational factors interact to shape our life-role self concepts and to present them with career development effectively.

Super's life space theory deals with the need for the women in the print media to plan their career on the basis of their abilities, values, and interests through many social roles and not just the work role. There is the need according to Super's theory (1990) for the women in the print media to foresee the life roles available in their work environment and involve themselves with preparing for and patterning themselves for greater goal achievements. Planfulness according to him can be done by the individual charting the lessons of their own life's and the challenges ahead of them. Accordingly the women abilities and journalistic interests are matched with occupational positions with other congruent requirements and rewards (Savickas, 1997). Through this process, the individual woman in the print media develop what is called career maturity and adaptability which are greatly measured by planfulness, time perspective, exploration, information, decision making and reality orientation.

According to Savickas (1997b) career maturity consists of four dimensions.

- Two attitudinal dimensions in dispositional response tendencies for foresight and curiosity and attitudes toward career planning and career exploration.
- Two cognitive dimensions deal with form of information and rational decision making: knowledge about occupations and careers and knowledge about the principles and practice of career decision making.

Super, (1990), explained further that career adaptability is "the quality of being able to change, without great difficulty, to fit new or changed circumstances". It is the readiness to cope with changing work and working conditions. He identified the life span series of career stages that allows for specific lines of development. The major stages are growth, exploration, establishment, maintenance, and disengagement. Super referred to the entire cycle as a maxi-cycle. Each stage consists of several sub stages. This second iteration of Super's approach articulates the processes involved in the formation, translation, and implementation of self-concept as well as how self-concept affects vocational behaviour.

In 1963, Super defined self-concept as a 'picture of the self in some role, situation, or position, performing some set of functions, or in some web of relationships (Savickas, 2002). Self-concept is formed through social, experiential, and interactive learning, plus reflective self-awareness. Once formed, organized self-concept functions to control, guide, and evaluate behavior. The women in the print media possess a general self-concept that includes a number of more specific and limited self-concepts expressed in various roles. The self concept system consists of all of the individual's roles (self-concepts).

He viewed occupational choice as an attempt to implement self-concept and stated, 'the occupation thus makes possible the playing of a role appropriate to the self-concept'. Super(1996) say, career self-concept theory concentrates on the personal meaning of abilities of women in the print media interests, values and choices as well as how they adjust into life themes.

Career self-concept provides a subjective view, while vocational identity, on the other hand, constitutes an objective view. It is the view of the women in the print media abilities, interests and values seen by the media houses and assessed by tests. It identifies the similarities to others rather than her uniqueness, as do career self-concept.

The life-space segment provides the constellation of social positions occupied and roles enacted by the women in the print media (Super, 1990). Life-space does not assume that work is the central role in women in the print media's life; instead it highlights the importance of the work role in relation to other roles. Super (1996) identify six major roles the woman in the print media may play during her lifetime: child, student, leisure, citizen, worker, and homemaker. Cook (1994) expands these to nine by adding the roles of spouse, parent, and annuitant or pensioner. The arrangement or pattern of core and peripheral roles is referred to as the "life structure" (Super, 1996). Salience refers to the importance of a role to a person. Super (1996) say that the importance of a role is determined by three components:

1. commitment – "the degree of emotional attachment to and identification with the profession";
2. participation – the "amount of time and energy invested in the profession" and
3. value expectations – "the amount of satisfaction and sense of purpose sought from the profession".

Cook (1994) adds a fourth criterion of role importance -- knowledge (gained through direct or vicarious experience). Cook (1994) also notes that Super implies that a "minimal level of work role salience is essential in career decision making. Women the print media with low work role salience may need to increase their awareness of or interest in work prior to making career decisions" (Cook, 1994).

Super added the construct of values to his approach during the 1980s, although he began exploring their impact much earlier with the publication of The Work Values Inventory in 1964. Super, Savickas and Super (1996). Values provide a sense of purpose". Super

thought that values are more basic than interests. Interests are activities or objects in which values are expressed, whereas values indicate qualities or goals sought. Super, Savickas and Super (1996) consider that Super's insistence on the importance of measuring values as well as abilities and interests provided a major contribution to the trait-and factor-model of vocational appraisal.

Super (1996), defined and carried over his concepts of career maturity and career adaptability into the life-span segment. The life-span segment depicts life stages, these stages coincide with childhood, adolescence, adulthood, "middlescence" and senescence (Savickas and Super 1996). They believed that, at each stage, vocational development tasks and career concerns should mesh, with the degree of mesh indicating the level of career maturity. Skipping a task in the normative sequence may result in difficulties at a later stage. During transitions, individuals adopt new roles, drop outdated roles and modify roles as they redesign their lives.

The strengths of the life-span, life-space theory include emphases on empirical findings, propositions that summarize data, and reluctance to prematurely postulate logico-deductive explanatory principles. (Savickas and Super, 1996). During the women in the print media's life span, she goes through a series of career stages. Each stage allows for specific lines of development. The major stages are growth, exploration, establishment, maintenance, and disengagement. Super referred to the entire cycle as a maxi-cycle. Each stage consists of several sub stages. The stages and sub stages were developed more fully in Super's later life-span, life-space theory.

Super summarized much of his approach in a number of theoretical propositions. The ten propositions originally presented in 1953 were expanded to twelve in 1957 and to fourteen propositions in 1990. These fourteen propositions are presented below as listed in Super et al.'s 1996 exposition of Super's life-span, life-space approach to careers.

1. People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts.
2. People are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow some variety of occupations for each individual as well as some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts change with time and experience, although self-concepts as products of social learning are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment.
5. The process of change may be summed up in a series of life stages (a 'maxi-cycle') characterized as a sequence of Growth, Exploration, Establishment, Maintenance, and Disengagement, and those stages may in turn be subdivided into periods characterized by developmental tasks. A small (mini) cycle takes place during career transitions from one stage to the next or each time an individual's career is destabilized by illness or injury, employer's reduction in force, social changes in human resource needs, or other socioeconomic or personal events. Such unstable or multiple-trial careers involve the recycling of new growth, re-exploration, and re-establishment.
6. The nature of the career pattern—that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs—is determined by the individual's parental socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interests, and self-concepts), and career maturity and by the opportunities to which she is exposed.
7. Success in coping with the demands of the environment and of the organism in that context at any given life-career stage depends on the readiness of the individual to cope with these demands (that is, on her career maturity).
8. Career maturity is a psychosocial construct that denotes an individual's degree of vocational development along the continuum of life stages and sub stages from Growth through Disengagement. From a social or societal perspective, career maturity can be operationally defined by comparing the developmental tasks being encountered to those expected based on the individual's chronological age. From a psychological perspective, career maturity can be operationally defined by comparing the women in the print media resources, both cognitive and affective, for coping with a current task to the resources needed to master that task.
9. Development through the life stages can be guided, partly by facilitating the maturing of abilities, interests, and coping resources and partly by aiding in reality testing and in the development of self-concepts.

10. The process of career development is essentially that of developing and implementing occupational self-concepts. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role-playing meet with the approval of supervisors and peers.
11. The process of synthesis or compromise between individual and social factors, between self-concepts and reality, is one of role-playing and of learning from feedback, whether the role is played in fantasy, in the counseling interview, or in such real-life activities as classes, clubs, part-time work, and entry jobs.
12. Work satisfactions and life satisfactions depend on the extent to which the women in the print media finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. Performance depend on establishment in a type of work, a work situation, and a way of life in which one can play the kind of role that growth and exploratory experiences have led one to consider congenial and appropriate.
13. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self-concepts and perform on the job.
14. Work and occupation provide a focus for personality organization for most women, although for some individuals this focus is peripheral, incidental, or even nonexistent. Then other foci, such as leisure activities and homemaking, may be central. Social traditions, such as sex-role, age at the time of employment, marital status, educational attainment, stereotyping and modeling, racial and ethnic biases, and the opportunity structure, as well as individual differences are important determinants of preferences for such roles as worker, student, leisure, homemaker, and citizen (Savickas and Super, 1996).

2.18.b **The Feminist Theory**

Feminist theory focuses on the promotion of women's right, social role, experiences and social relations particularly with males. It expatiates on gender equality in the society. The theory contends that existing patterns of gender inequality can and should be changed for the benefit for all members of the society (Grusec and Hastings, 2007). Many supporters of feminist's theory see the subordination of women, in relation to men, as

passive through all spheres of society. Feminists often criticize contemporary society because of its failure to recognize that gender can be a barrier to social well-being and its role in reinforcing patriarchal assumption about the woman role (and men); thus supporting the marginalization of woman in the family and work place. The aim of the feminist theory is to make large-scale organizations more democratic and more supportive of human goals.

A common scene across societies is the female subordination to the power and authority of males, while their activities are restricted to such areas, as childrearing and other caretaking role which are regarded with lower levels of status and respect in comparison to male activities (Ramazanoglu and Holland, 2002). These restrictions result in the isolation of women and the creation of imbalances in social relationships (Hooks, 2000). Though, the feminist questions the status quo within the society because they dismiss the experience of women and those classified as the “other” (Allen and Piercy, 2005). However, it has been described as a lens used for gender analysis rather than a static set of rules (Doyle, Wylic and Hogden, 2004). The theory attempts to bring about personal and social empowerment among women as well as promote alternatives to patriarchal systems characterised by hierarchy and coercion (Van-Dijk, 2008). The goal of feminist analysis is to validate the unique experience and contributions made by women. The masculine gender role places greater emphasis on achievement and occupational success of male while the female gender role socializes women to define success in terms of developing and maintaining relationships.

This process starts with an acknowledgment of women’s inferior status followed by an inquiry into the causes of female inequality in the hopes of making recommendations for change (Neale, 2009). The assumption is that gender appropriate behavior pattern and belief system has far-reaching effects on both educational and occupational expectations (Bradley and Healey, 2008). Certain fields of study or careers become off limits because they do not fit with the prescribed gender role. For girls, this means shying away from a career characterized by competitiveness and autonomy (e.g. business, sciences, research) because the skills needed to excel in these fields will jeopardize their ability to establish relationships with men (Baxter, 2003). As girls identify themselves as female they will experience themselves like their mothers. Whereas, in identifying themselves as masculine, boys will separate themselves from their mothers. These differing experiences result in the feminine personality becoming defined in relationship to others more so than

the masculine personality. The female experience of identity formation is characterised by attachment or connection with others, while the male's experience is defined by the process of differentiation (Ramazanoglu and Holland, 2002). This has implications in the development and maintenance of relationships. The separation accompanying masculinity is threatened by intimacy, while the attachment associated with femininity is threatened by separation. Throughout development and later in life, women's failure to separate is often interpreted as a failure to develop (Doyle, Wylic and Hogden, 2004).

Until feminists began to challenge it, the prevailing assumption held that there was only one form of social expression and interpretation. The focus on the norm (i.e., male model) does not take into account the differing experiences of women. Therefore, men and women make sense of their experiences throughout their lives based on their understanding about human relationships (Grusec and Hastings, 2007). Because their experiences in relationships differ, the process and goals of identity formation will also differ based on gender. Women's experiences and understanding of the importance of connection leads to their struggle in trying to strike a balance between concern for themselves and care for others. Women subscribe to the ethic of care, which connects relationship with responsibility. Further, they place the most value on interdependence and caretaking. Their focus on relationships is counter to the prevailing culture which values and rewards autonomy and separation (Flannery, 2000). This focus creates a struggle as women try to form successful working relationships in the wider world while also honoring their commitment to connection and cooperation.

2.18.c Developing Maxi- Cycle of Job Performance Framework for Women in the Print Media

Arising from the two theories above, the research adapted and integrated the core components of the Super's Life- Space and Feminists theories to develop a Maxi- cycle of job performance framework for women in the print media with the aim of understanding how the psycho-social factors impacted on women in the print media job performance.

The individual woman in the print media differ in their abilities, personalities, values, interests, traits and self-concept and as sort they are qualified for different occupations, but a number of them opted for a career in the print media regardless of the constraints on the job. However, on the basis of the Maxi-cycle of job performance, for any of these

women in the print media to succeed they must understand their personalities, job specifications and their environment as well as the expected roles in the home and media/work environment as well as in the larger communities. Without these understanding, a larger majority of them are likely to be facing Role contracts, Role interference and Role confusion.

This notwithstanding, in the process, they must carefully plan their career pattern to avoid conflicting role situations. Hence, the introduction of planfulness and some components of the feminist's theory will go a long way to help the women in the print media to eliminate these constrains. In the course of planfulness for their career development, they must develop career maturity to cope with the demands of the environment, home, community and the work place. Their psychological factors which include, Emotional intelligence, Self efficacy, Self- concept and Mentoring that could at the same time assist them to develop career maturity, which include: Foresight, Curiously, Career planning, Rational career, Decision making, Better knowledge of career etiquette. The development of career maturity on the other hand will eventually enhance the development of career adaptability among the women in the print media. This is with the view of ensuring vocational development along the continuum of life stages.

The development of career adaptability among the women in the print media will surely go a long way in helping to give an unbiased, fair and balance reporting, meaningful and unsensationalised reporting, creative writing, ability to work under pressure and meet deadlines, ensuring social justice, critical questioning and uncovering of truth, maintenance of professional standard and responsible investigation and better gathering/reporting of news items. These are expected to enhance social justice and better networking. All these are measures by which the job performance of an average woman working in the print media could be measured.

It is against the backdrop of the maxi-cycle of job performance that this study examined the extent to which the creditable performance of women in the print media were achieved regardless of the glass ceiling and constraints they were exposed to. With a view to ascertain how their various psycho-social factors accounted for their career adaptability and maturity.

This is depicted in figure II

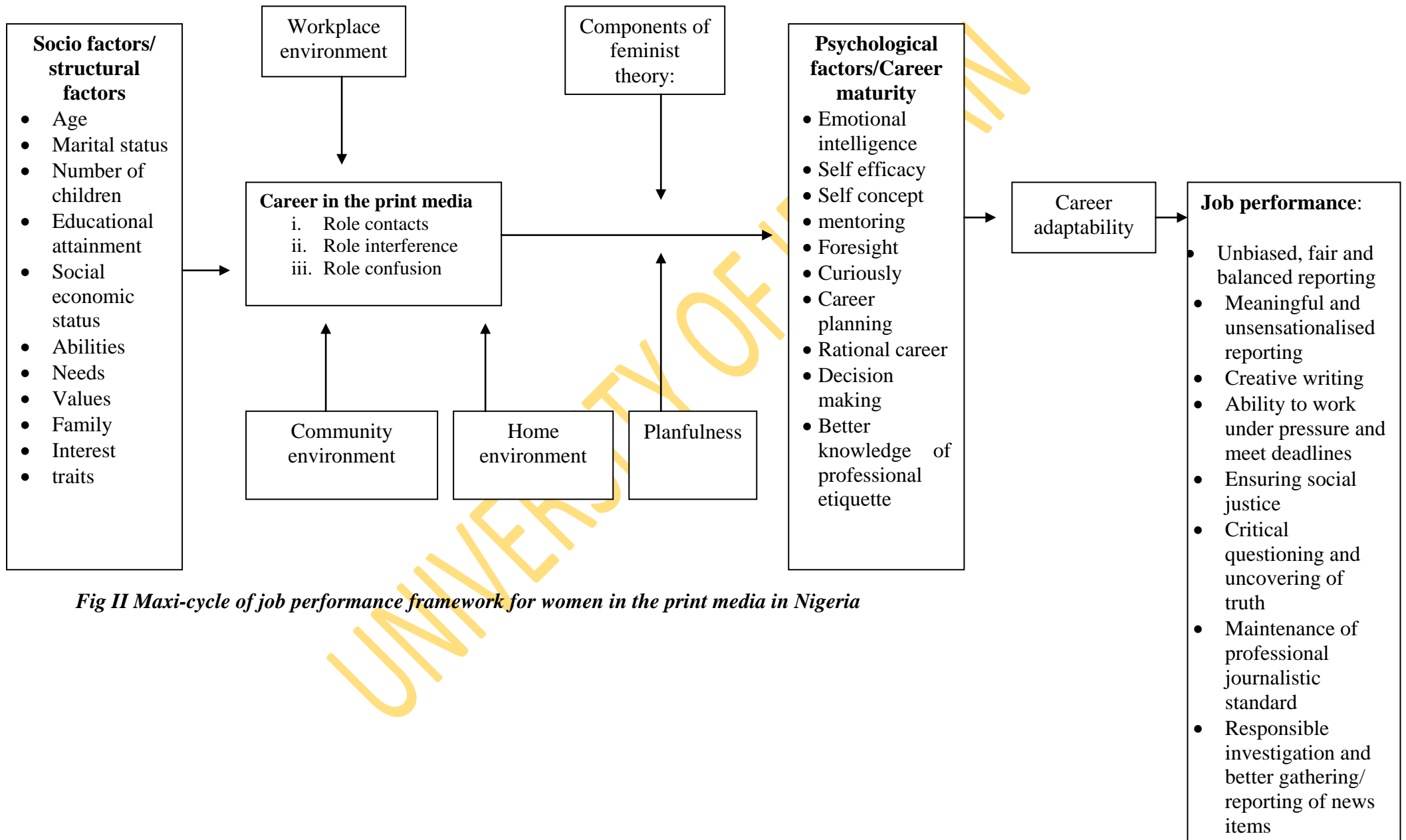


Fig II Maxi-cycle of job performance framework for women in the print media in Nigeria

2.19 Appraisal of Literature

The involvement of women in the world of work generally and in particular in the print media and the attendant masculine hierarchical nature of the industry demand a clearer and better understanding of the predisposing factors enhancing the survival instinct of the female employees. This is particularly necessary due to the self-reported and acclaimed performances, achievement and successes of most women working in the print media. In the face of contending hostile media work environment.

Thus, for easy review of literature of this study, major concepts and variables of psycho-social factors on job performance of women in the print media were critically examined (reviewed) so as to facilitate the understanding of the concepts and how they are relevant to job performance. The first part of the literature reviewed were on Self Efficacy and Job Performance of Women in the print media, Self Concept and Job Performance of Women in the print media, Emotional Intelligence and Job Performance of Women in the print media, Mentoring and Job Performance of Women in the print media, Age at entry and Job Performance of Women in the print media, Marital Status and Job Performance of Women in the print media, Educational Attainment and Job Performance of Women in the print media, Socio Economic Status and Job Performance of Women in the print media. From the literature reviewed, it is clear that the various components of psycho-social factors under studied were widely recognized as the most significant contributors to choice of career and success among women generally, and the print media in particular.

The second part deals with the concepts of Job Performance, Self-efficacy, Self-concept, Emotional Intelligence and Mentoring. The third delved into gender issues in the media and women in Journalism, while the fourth revealed the need for a theoretical framework which anchored on the feminist and Super Donald's' Life Space theories.

In all, the theoretical framework and the review of literature on the psycho-social factors on job performance of women in the print media in southwestern Nigeria assisted the need for the support of research hypothesis raised for this study.

2.20 Hypotheses

The following null hypotheses were raised to guide this study which were tested at the 0.05 level of significance:

HO₁: There is no significant correlation between psycho-social factors and job performance of women in the print media.

HO₂: There is no significant relationship between the psychological factors (self-efficacy, self-concept, emotional intelligence and mentoring) and the performance of women in the print media.

HO₃: There is no significant relationship between the social factors (age at the time of employment, marital status, number of children, educational attainment and socio-economic status) and the performance women in the print media.

HO₄: There is no significant difference in the job performance of women in the print media across media organisation.

UNIVERSITY OF IBADAN

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The adopted design for the study was the descriptive survey research design of the *ex-post facto* type. This design is considered appropriate for the study because the researcher was able to collect data on the nine independent variables which had occurred earlier that influenced the dependent variable without any need to manipulate them.

3.2 Population

The populations for this study were women who had spent a minimum of three years in the 12 selected southwestern print media houses.

3.3 Sample and Sampling Techniques

The sampled elements used as respondents in the study were seen as true representatives of the women in the 12 selected print media houses. Each of the 12 print media houses were into strata along the existing departments/units using the purposive and stratified sampling techniques; while the total enumeration sampling technique was adopted to select all women who have spent a minimum of three years across the different departments/units. A total number of five hundred and forty-nine (549) respondents from 12 selected print media houses in southwestern Nigeria participated in the study. On the other hand, the convenience sampling technique was adopted to select the women who served as respondents for the in-depth interview sessions.

Table 3.1 Population and sample size chosen for the study

MEDIA HOUSES	Editorial		Adverts		Computer		Circulation		Women's Desk		News Desk	
	Pop.	Sample Chosen	Pop.	Sample Chosen	Pop.	Sample Chosen	Pop.	Sample Chosen	Pop.	Sample Chosen	Pop.	Sample Chosen
Business Day	15	15	10	10	11	11	8	8	6	6	8	8
The Guardian	18	18	20	20	14	14	12	12	7	7	5	5
The Nation	16	16	18	18	12	12	9	9	5	5	7	7
The Punch	15	15	13	13	9	9	7	7	9	9	6	6
The Sun	10	10	15	15	8	8	8	8	8	8	7	7
The Compass	6	6	5	5	5	5	7	7	5	5	4	4
The Vanguard	16	16	15	15	9	9	7	7	8	8	7	7
Tribune	14	14	12	12	9	9	-	-	9	9	--	--
Tell Magazine	10	10	14	14	13	13	8	8	8	8	3	3
Daily Champion	6	6	7	7	4	4	4	4	5	5	7	7
The News	10	10	7	7	5	5	6	6	5	5	3	3
City People	12	12	18	18	8	8	12	12	8	8	-	-

Source: Field Trip, 2012.

3.4 Instrumentation

The instruments for data collection were three different sets of measuring scales and a checklist covering each major variable in the study. These were: Psychological factors' scale, Social factors' scale, Job performance scale and women in the Print Media checklist. These were complemented with 12 sessions of the in-depth interviews (IDI) with the selected female media practitioners in the 12 print media houses.

3.4.1 Psychological Factors' Scale:

The Psychological factors' scale covered all the independent psychological variables within this study; self efficacy, self concept, emotional intelligence and mentoring with 46 questionnaire items. Besides, it has four different sub-scales: The general perceived Self -Efficacy scale, adapted from Schwarter and Jerusalem, (1995). The Emotional Intelligence Subscale, which was also adapted from Schwarter and Jerusalem, (1995). The Tennessee self concept scale was adapted from Barbara (1996) for the self concept while emotional intelligence scale is a self structured questionnaire. The psychological factor scale was subjected to face and content validity, while the test retest pilot study was carried out using women in *Alaroye* media house, not part of the selected media houses for the research but have the same attributes. The result was subjected to Cronbach alpha with reliability coefficient of 0.78

3.4.2 Social Factors' Scale:

This scale is a self-structured questionnaire. It is on a four point rating scale, 4=strongly agree, 3=agree, 2=disagree and 1=strongly disagree. It contains 45 questionnaire items with five sections (A to E) covering all the independent social variables used for this study (age at job entry, marital status, number of children, educational attainment and socio economic status). The questionnaire was subjected to face and content validity, while the test retest pilot study was carried out among women in *Alaroye* media house, not part of the selected media houses for the research but have the same attributes. This yielded a coefficient of 0.89.

3.5 Job Performance Scale:

The job performance scale is a set of self-structured questionnaire. This deals with the measurement of job performance of the women in the print media. It has 21 items rating scale structured on a four point rating scale, ranging from 4=strongly agree, 3=agree, 2=disagree to 1=strongly disagree. The questionnaire was subjected to face and content validity, while the test retest pilot study was carried out using women in *Alaroye* media house, not part of the selected media houses for the research but have the same attributes in determining its level of reliability, it yielded a coefficient of 0.91.

3.6 Women in the Print Media Checklist

Women in the print media checklist has 15 item career development scale that was developed to measure the career progression of the women in the print media, considering the individual and work environment situations. The beauty of this checklist is that the women in the print media were able to literally check (√) their progression on the job and see where they still need to work on, within a specified period given minimum impacts on the work place and environment in general.

3.7 In-depth Interview

The qualitative method of In-depth interview (IDI) was used as supplement/complements to the questionnaires to ensure that some data that may not be captured by the survey technique are captured through mutual interaction of the researcher with the respondents. More so, the questionnaire alone could not serve the purpose of getting adequate pieces of data from the respondents as desired. The convenience sampling technique was adopted with a total of 12 IDIs sessions conducted with one key respondent from the 12 print media houses selected for the study. A side interview was only conducted for line an officer in some of the media houses to assist in the quality of information given by women used for the research. The IDI sessions was conducted with the aid of discussion guide and tape recorder to store up responses apart from note taking.

Table 3.2. Schedule of IDI Sessions Conducted

Media House	Location of IDI	No of Sessions	Date	No. of Respondents Per Session
Business Day	Lagos	1	11/12/2012	1
The Guardian	Lagos	1	20/12/2012	1
The Nation	Lagos	1	12/12/2012	1
The Punch	Lagos	1	13/12/2012	1
The Sun	Lagos	1	24/01/2013	1
Tell Magazine	Lagos	1	12/12/2012	1
The Vanguard	Lagos	1	10/12/2012	1
The News	Lagos	1	13/11/2012	1
Tribune	Ibadan	1	20/01/2013	1
Compass	Lagos	1	13/11/2012	1
Daily Champion	Lagos	1	14/12/2012	1
City People	Lagos	1	12/12/2012	1

Sub-themes for IDI:-

1. Psychological factors and job performance
2. Social factors and job performance
3. Psycho-social factors and overall career accomplishment
4. Career progression and job performance

3.8 Procedure for Data Collection

The researcher employed 12 research assistants. These research assistants were students of the Nigerian Institute of Journalism who were on attachments in the media houses selected for the study. A total of six hundred and fifty (650) copies of questionnaire was distributed. A total of five hundred and ninety questionnaires (590) were retrieved while five hundred and forty nine (549) copies properly filled were used for the study.

3.9 Method of Data Analysis

The demographic data collected on the respondents was analysed using descriptive statistics of percentages and frequency counts, while the data on the core nine variables covered by the study was analysed using the Pearson's product moment correlation and multiple regression. However, the qualitative data collected through the IDI sessions were critically content analysed to make induction and inferences from them.

CHAPTER FOUR

DISCUSSION OF FINDINGS

This chapter deals with the analysis of data collected and discussion of the findings based on the hypotheses formulated and research questions raised for the study. The chapter is divided into two sessions. The first deals with the presentation of the data collected on the demographic information of the respondents used in the study, while the second part deals with the presentation of data collected on the test of contributions and strength of the relationship among the core variables of the study. The presentations of the findings were done in charts and Tables followed by detailed interpretations and discussions.

PART A

4.1 Analysis of Demographic Characteristics of the Respondents

This part deals with discussion of findings obtained through questionnaires used to obtain the demographic data of respondents. The general data are presented and discussed.

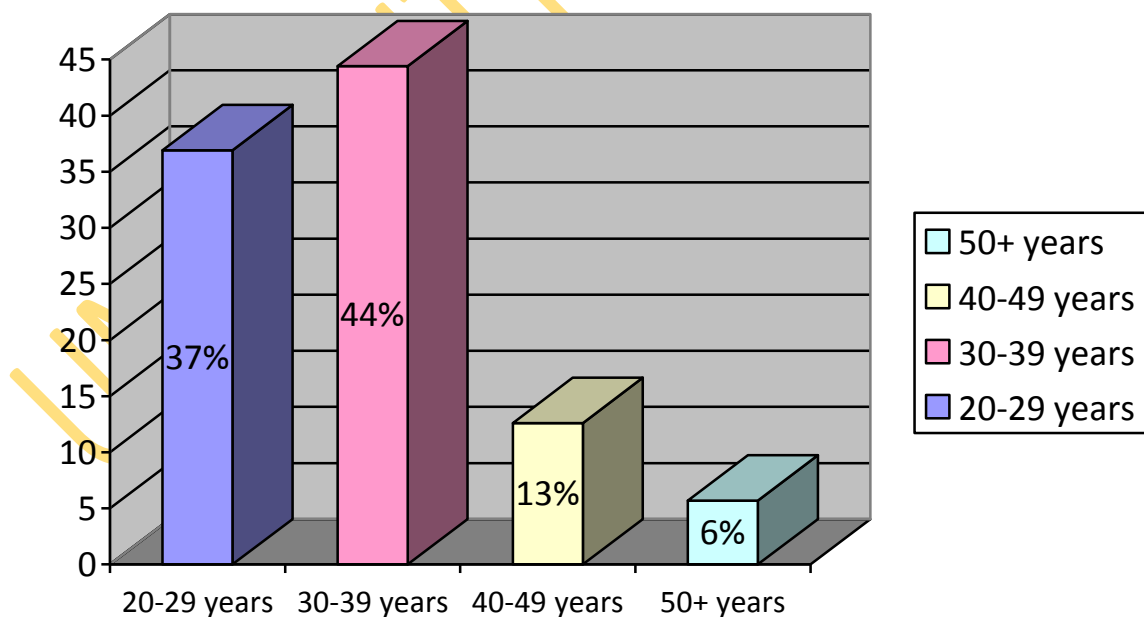


Fig. 4.1. Respondents by Age

Figure 4.1 above reveals that the age range of the respondents falls within 20 years to 50 years and above. From this figure, the highest respondents, 45.0%(216) are within

30 to 39 years. This is followed by 37.0%(180) within the age range of 20 to 29 years. Next to the two groups those respondents aged between 40 and 49 years, which accounted for 13.0%(104) of the respondents. The least age group is 50 years and above which accounted for 6%(49) of the total respondents.

The deduction from the above age distribution of the respondents for this study is that print media job requires young and active workforce. Obviously, the print media job is a highly demanding career, particularly in meeting up with deadlines and sourcing for news.

UNIVERSITY OF IBADAN

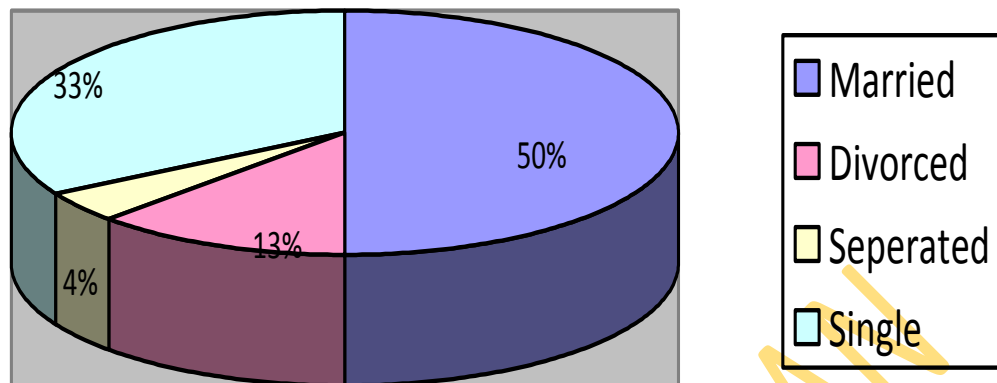


Fig. 4.2. Respondents by Marital Status

Figure 4.2 reveals that married respondents constitute 180.0%(241) of the sampled population, while 120.0%(208) were singles and 45%(56) constitutes the divorced. The least prominent among them are the separated mothers which constitute only 15.0%(44) of the sampled population. This shows that to a large extent, marital status has no major implication on the print media career. Regardless of one's marital status, the print media job is shown to be for everyone, whether married, single or separated.

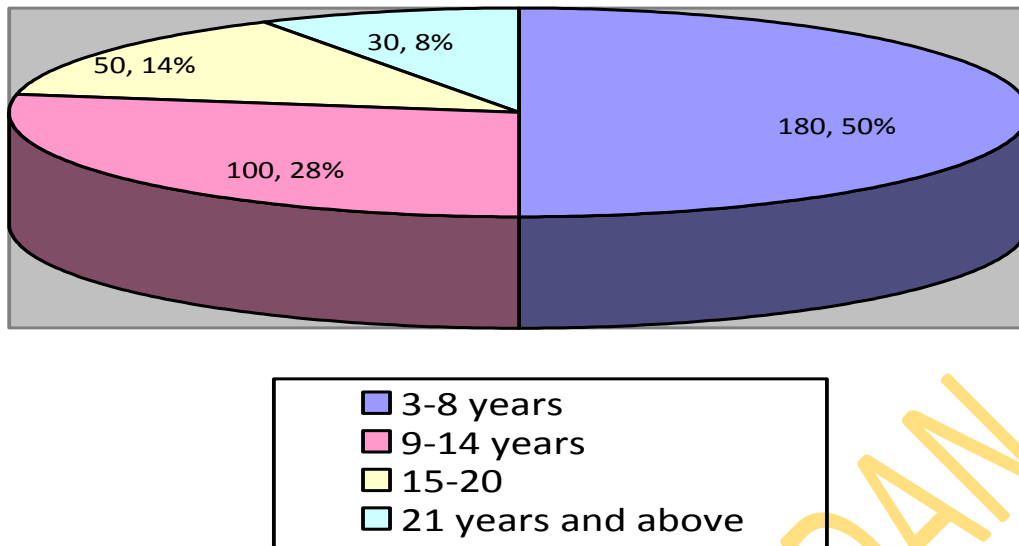


Fig. 4. 3. Respondents by Length of Service

Figure 4.3 shows the distribution of respondents by their length of service. The highest groups of respondents are those that had spent between 3 and 8 years, having a percentage of 50.0%. The next group of women is those who have spent between 9 and 14 years, consisting of 38.0%. This is followed by 14.0% of the respondents that have spent between 15 to 20 years. Lastly, 8.0% of the respondents have spent 21 years and above, a great number of respondents in this group are heads of units, and some of them are among the management staff.

The above has clearly shown that workers in the print media have opportunities to serve long in the industry. This is evidently shown in labour turnover in the industry which is considerably lower compared to some other industries in the Nigerian economy.

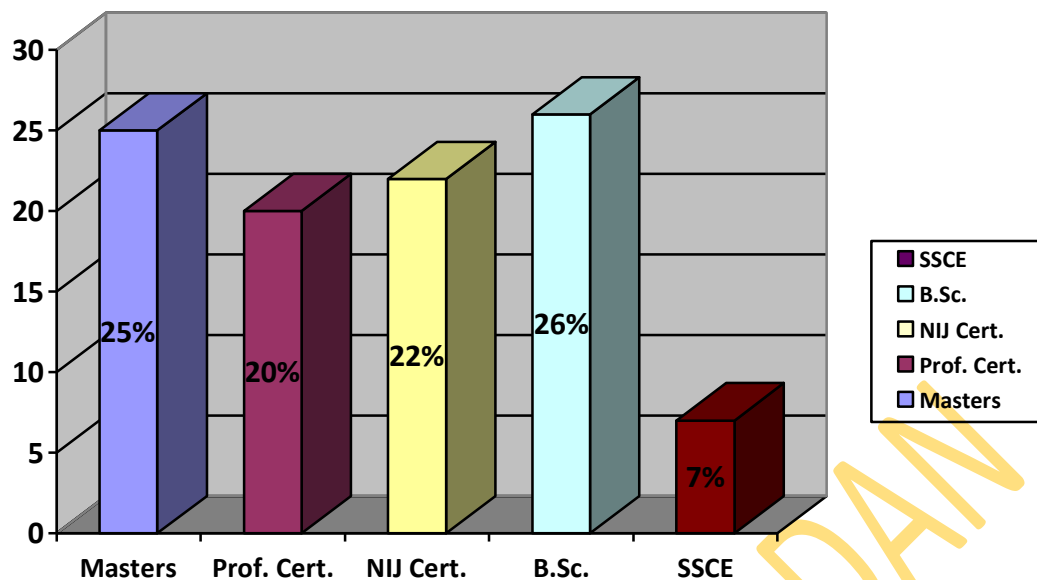


Fig 4.4 Respondents Educational Attainment

Figure 4.4 indicates that the respondents with B.Sc certificate in a related field 26.0%(140). This shows that a large number of women in the print media have the required educational qualification to meet the demand for the job. This is followed closely by 25.0%(138), with Master's, this shows that the print media accommodates every level of educational qualification. The higher the qualification, the better the accuracy and report of news. Respondents with professional diplomas in Journalism are 22.0%(119), while professional certificate in Journalism are 20.0%(112). Lastly, respondents with secondary school leaving certificate accounted for 7.0%(40).

The above shows that the print media houses do not require that employees have qualification in specific field of journalism before entering the profession, the uniqueness of the print media encourages every qualification and field, this serves as the basis for being able to have basic knowledge in related fields, while on the job training is encouraged so as to meet organisational goals.

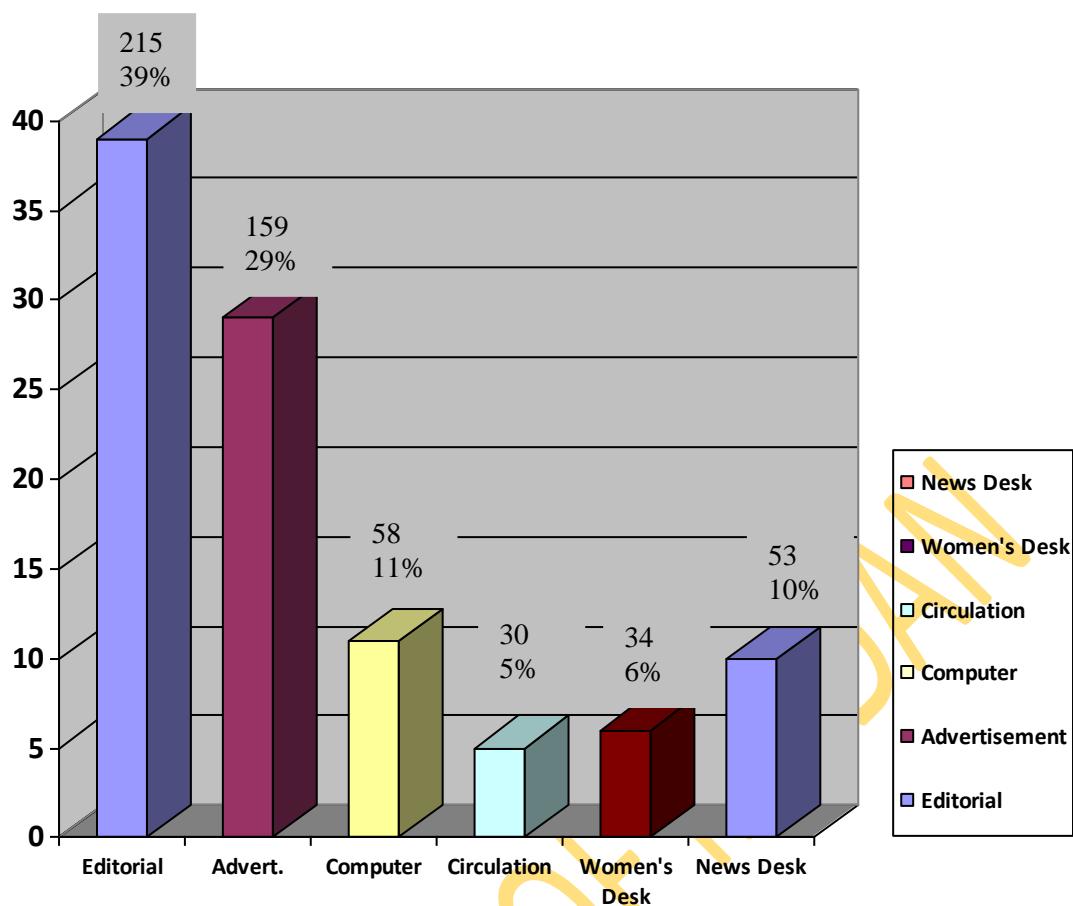


Fig. 4.5 Respondents by Departments

From the Figure 4.5, it is observed that a high number of women 39.0%(215) in the print media belong to the editorial department, followed by those in the adverts department with 29.0%(159) and computer unit 11.0%(58). Besides, those at the news desk are 10.0%(53), followed by those at the women desk 6.0%(34) and the least, are those in the circulation unit with 5.0%(30).

The implication of the above is that more women are in the editorial and advertisement section in the print media houses, where their educational certification as well as their subtle gender tenderness in conversing for advertisement which is a major source of financing the print media.

PART B

4.2 Test of Contributions and Strength of the Relationship among the Core Variables

Influence of Psycho-Social Factors on Job Performance of Women in the print media

The contributions of the two independent variables to the dependent variable measure as raised by specific objective I examines the extent to which psycho-social factors influence job performance of women in the print media. This is achieved by subjecting the data collected on this to multiple regression analysis. The results obtained are presented in tables 4.1a and 4.1b while a detailed discussion on it follows.

Table 4.1a: F- Ratio of Psycho-social Factors and Job Performance

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	38199.146	9	4244.350	82.534	.000
Residual	27666.737	538	51.425		
Total	65865.883	547			

$R = .762, R^2 = .580, \text{Adj } R^2 = .573$

Table 4.1b: Relative Effects of Psycho-social Factors on Job Performance

Model	Unstandardised Coefficient		Standardised Coefficient	T	Sig.
	B	Std. Error	Beta Contributions		
(Constant)	6.970	2.616			
Psychological Factors	.119	.134	.427	11.632	.000
Social Factors	.524	.119	.237		
				3.910	.000

Interpretation and Discussion:

It is shown in Table 4.1a that the joint effect of independent variables (psycho-social factors) on job performance is significant ($F_{(9,538)} = 82.534$; $R = .762$, $R^2 = .580$, $\text{Adj. } R^2 = .573$; $p < 0.05$). About 58.0% of the variation was accounted for by the independent variables. The result shows the relative influence of each of the independent variables on the dependent: Psychological Factors ($\beta = .427$, $p < 0.05$) and Social Factors ($\beta = .237$, $p < 0.05$).

The result shows that psychological and social factors correlated significantly with job performance of women in the print media. This corroborates Silva and Stevens (2002) that the totality of psycho-social efficacy of women generally has tremendous explanatory power in determining the fluctuations in their level of job performance.

Gill (2002), asserts that the components of the social and psychological beings of women are very important in any career. The finding of this study reveals that majority of the respondents identified the fact that the key components of the psychological factors (self-concept, self-efficacy, emotional intelligence and informal mentoring) and social factors (age at job entry, marital status, educational background, number of children and socio economic status) were key strategy to breaking through the 'glass ceiling' and enhancing the women in the media to perform at a high level. They agree that women with informal mentors have a sense of belonging in the print media who guides, counsels, encourage and praise whenever achievement is made. In view of this, informal mentoring in the print media is not gender sensitive; a large number of mentors and protégé relationship are bisexual.

These psycho-social factors can fluctuate between organisations and among women in the media. It is therefore important to increase for each piece of task/assignment; this can be seen as a predictor of job performance. Bandura (1986) asserts that the confidence of an individual to believe that he/she has the ability to accomplish a task as their psycho-social factors can encourage job performance. Setting challenging goals is an important step towards improving employee performance, this is not complete if the employee does not have the confidence to attain set goals, this can make them give in. According to Bandura (1986), the confidence of an individual to believe he/she has the ability is attributed to psycho-social factors which have encouraged job performance. This is seen that psycho-social factors are a primary force in job performance. These perceptions are formed through women in the print media experience with and

interpretations of their work environment, and are influenced especially by reinforcements, evaluations of significant others and one's attribution for their own behavior which contributes to the level their of job performance (Sharelson, Hubner, and Stanton, 1976).

Bar-On, (2002) model which focused on an array of emotional and social abilities including the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions and the ability to adapt to change and solve problems of a social or personal nature supports the effectiveness of job performance of women in the print media. He hypothesised further that those individuals with higher than average psycho-social factors are in general more successful in meeting environmental demands, organisational goals and pressures. Women in the print media demonstrate a high level of psycho-social factors; this is ascertained from the distributed instruments for this study. Among these are responses of respondents who agree that the level of their psychological factors (self-concept, self-efficacy, emotional intelligence and informal mentoring) and social factors (age at job entry, marital status, educational background, number of children and socio economic status) helped them to perform. They ascribed this to the possibility of penetrating tight ends to get the right information.

With specific reference to the maxi-cycle of job performance framework (see figure II, pg 69) adapted in understanding how psycho-social factors influence job performance of the women in the print media, this study has been able to reveal, even though most of the women differed in their abilities, personalities, values, interests, traits and self-concept, a larger majority of them were able to perform credibly well on their jobs due to their planfulness, mentoring system within the print media houses, good foresight, rational career decision making and better knowledge of career etiquette.

Evidence of career maturity due to good development of career adaptability has influenced positively on the job performance of women in the print media. Their desire to meet up with the organisational goals by meeting deadlines, unbiased, fair and balanced reporting, ability to work under pressure, ensuring social justice, critical questioning and uncovering of truth, responsible investigation and better gathering of news has made the women access themselves and conclusive that they have fared well in their chosen career.

Psychological Factors and Job Performance of Women in the Print Media

The relative contributions of the psychological factors to job Performance of women in the print media as raised by hypothesis one which states that there is no significant correlation between psycho-social factors and job performance of women in the print media. This is achieved by subjecting the data collected to multiple regression analysis. The results obtained are presented in Tables 4.2a 4.2b and 4.3c, while a detailed discussion on it follows.

Table 4.2a. F- Ratio of Psychological Factors (Emotional Intelligence, Self-Efficacy, Self-Concept and Mentoring) on Job Performance

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	21103.205	4	5275	64.115	.000
Residual	44763.647	544	82.288		
Total	65866.852	548			

R = .566, R² = .320, Adj R² = .315

4.2b. Relative Effects of Psychological Factors (Emotional Intelligence, Self-Efficacy, Self-Concept and Mentoring) on Job Performance

Model	Unstandardised Coefficient		Standardised Coefficient	T	Sig.
	B	Std. Error	Beta Contributions		
(Constant)	17.984	3.067		5.864	.000
Emotional Intelligence	.133	.102	.056	1.303	.193
Self Efficacy	.378	.114	.165	3.323	.001
Self Concept	.503	.076	.340	6.610	.000
Mentoring	.208	.082	.107	2.543	.011

Table 4.2c. Multiple Correlation of the Relationships between Psychological Factors (Emotional Intelligence, Self-Efficacy, Self-Concept and Mentoring) and Job Performance

	Job Perf.	E.I.	S.E	S.C.	Mentoring
Job Perf.	1				
E.I.	.356**	1			
S.E.	.468**	.533**	1		
S.C.	.535**	.512**	.661**	1	
Mentoring	.380**	.351**	.442**	.528**	1
Mean	64.9836	29.4208	30.8725	50.5282	28.8707
Std. Dev.	10.9633	4.6427	4.7987	7.4229	5.6416

Interpretation and Discussion:

Table 4.2a shows that the joint effect of independent variables (Emotional Intelligence, Self-Efficacy, Self-Concept, Mentoring) on job performance is significant ($F(4,544) = 64.115$; $R = .566$, $R^2 = .320$, $Adj. R^2 = .315$; $p < .05$). About 32.0% of the variation was accounted for by the independent variables. The result shows that Emotional Intelligence, Self Efficacy, Self Concept, Mentoring are good predictors of Job Performance.

The result in Table 4.2b shows the relative effect of each of the psychological factors on the dependent variable: Emotional Intelligence ($\beta = .056$, $p > .05$), Self-Efficacy ($\beta = .165$, $p < .05$), Self-Concept ($\beta = .340$, $p < .05$), Mentoring ($\beta = .107$, $p < .05$). The results above show that while Self-Efficacy, Self-Concept and Mentoring are significant Emotional Intelligence is not.

The findings of this study support Silva and Stevens (2002) that efficacy of women in the print media has tremendous explanatory power when comparing fluctuations with job performance. It also corroborates Gist and Mitchell (1992) opinion that self-efficacy is very important in any career, hence, the women in the print media have this self- belief that they can always perform at the required time regardless of any constraint within the media houses. It is revealed also that 88.0% of women in the print media long for more knowledge, while 84.7% of these women gain their confidence through encouragement and mentoring from colleagues. 86.9% of the women belief in feedback which serves as a check on the job. 89.1% do not feel

nervous on the field because they know they can perform to organisation and society expectations. 73.5% attested to their resourcefulness and how they handle unforeseen situations at work. This is therefore an evidence that self-efficacy is the personal disposition of the job holder. It is the belief in one's capabilities in executing a course of action which impact on a person's choice of behaviour (Bandura, 1997).

This study has shown that it is necessary to put machinery in place in the media houses to increase the self-efficacy of women folk for each task/assignment given to them as this can be used as a good predictor of job performance. Bandura (1986) supports that the confidence of an individual to believe that he/she has what it takes as their self-efficacy which can encourage job performance. The study reveal that 84.0% of the respondents were of the strong opinion that they are always confident that people will think positively about their report. Zimmerman and Bandura (1977) perceive self-efficacy theories to influence performance, achievement and accomplishments directly and indirectly through its influence on self set goals. This study affirmed that self-efficacy has a significant effect on job performance variables such as arousal, stress and anxiety on job performance of women in the print media as observed by Bandura (1977 and 1986). This confirms the influence of self efficacy on job performance as indicated in Table 4.2c because self-efficacy and job performance mediate the relationship between knowledge and action.

The findings that self-efficacy is a potent predictor of job performance could be attributed to the fact that a strong sense of efficacy enhances human accomplishment and personal-well being in many ways including ability to cope with difficult situations (Pajares, 2007). Pajares and Schunk (2001) posit that self-efficacy regulates the way an individual perceives her competence which in turn affects her level of commitment. The findings of this study corroborates the assertion of Sears (2003), that the higher the level of an individual self-efficacy, the wider the range of career opportunity and preparedness for more accomplishment.

In line with the above, the responses of the study's participants affirm that they are confident with whatever people think about their report. This shows that the level of commitment and ability to abide with the etiquette of the profession boosted their self-efficacy. A high number strongly agree that they do not feel nervous on the field because they know they will perform to expectation. They can cope with stress

involved in their career because it brings out the best in them. These feelings of self efficacy have shown to have significant effect on job performance of women in the print media.

Self-concept of women in the print media is another variable of psychological factor tested in this study. This is seen as the totality of a complex, organised and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about her personal existence. Self-concept has a strong influence on job performance of women in the print media. Prescott (1945) avers that self-consistency is a primary force in job performance. These perceptions are formed through women in the print media's experience with and interpretations of one's environment and are influenced especially by reinforcements, evaluations of significant others and one's attribution for one's own behaviour which contributes to the level of job performance (Sharelson, Hubner, and Stanton, 1976). Studies (Modupe, 2010, Adetoro, 2011) have also established that employers with positive attitudes towards themselves are a good position to build positive and realistic self-concept in their workplace. This is affirmed by 87.8% of women that have good understanding of their being, personality and emotions. Also, 81.8% of the respondents see obstacles as an avenue to cover new grounds, having in mind how they overcame their previous challenges. Their self concept has helped to be sensitive to the feelings and emotions of other people; this was attested by 82.2% of the women. An employee's belief in her ability to perform plays an important role for effective and productive workplace.

The women in the print media agree that they have a good understanding of their being, personality and emotions. They love to appear neat and they reckon with other people's emotions. They set out achievable goals for themselves and are ready to make amends when they make mistakes. In the place of mood change, they see new possibilities and when faced with obstacles, they remember the last time they had such and overcame. These allies with Dunning and Beauregard (2000) who describes self-concept as 'life being aware of itself'. It is the totality of a complex, organised and dynamic systems of learned beliefs, attitudes and opinions that each women in the print media perceived to be true about themselves.

Bar-On, (2002) model notes that a deficiency in emotional intelligence can mean lack of success and the existence of emotional problems. Problems in coping with one's environment is thought by Bar-On to be especially common among individuals lacking in the subscale of reality testing, problem-solving, stress tolerance, impulse control intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. It is recorded that a large number of these women agree that emotional intelligence is one of the factors that have helped them perform.

Their affirmation is that they could excel in difficult situations if they try hard and are convinced they can accomplish their professional goals. Besides, their ability to understand non-verbal messages of people has helped them put their emotions under check. They strongly agree to have coping abilities that has helped them perform especially in the place of challenges, they do not give in. 86.9% affirm that they can excel difficult situations in their career if they try harder, this also accounted for 83.5% that expressed their coping abilities has helped their performance, while about 79% are convinced that they can accomplish their professional goals. This supports Adeyemo (2005) that there is merit to the idea of emotional intelligence associated with job performance. Goleman (1998 and 1995) theory of emotional intelligence that outlines individual's potential of mastering the skills of self-awareness, self-management, social-awareness and relationship management, translate to success. He states further that emotional intelligence is the ability to understand one's emotions and recognise the impact while using gut feelings to guide one's decisions. Thus, in this study, women in the print media have demonstrated a mastery of their emotional intelligence.

Some findings from empirical studies have suggested that there is merit to the idea that emotional intelligence is associated with job performance, as long as careful attention is directed at the methodology for assessing it and the variables involved (Adeyemo, 2005; Eisenberg, Fabes, Guthrie and Reisser 2000; Greenberg, Kusche, Cook and Quamma, 1995).

Informal mentoring is related to important career outcomes such as salary level, promotion rate and job performance. (Chao, Walz, and Gardner, 1992). Noting the potential benefits of mentoring for women protégés in the print media, they are often

advised to seek for a mentor and many organizations encourage mentoring relationships among members (Burke and McKeen, 1989). This showed that informal mentoring is significant to job performance of women in the print media. Studies have established that having a mentor assists/aids job performance (Young, MacKenize and Sherif, 1982). They also agree that supportive mentors transmit empathy and lessen female protégé's stress level especially where there is the need to meet up organisational goals within the stipulated time. Formal mentoring is especially valuable for transmission of a positive attitude because mentors provide invaluable information about the organisation, help employee cope with career stress and give proper orientation towards the workplace (Payne, 2006). Tallerico (2000) and Higgins (2001), establish that the low levels of turnover that occur with mentored individuals are due, in part, to their high level of organisational commitment occasioned by mentoring relationship. This finding reveals that women who are mentored have a high level of self-concept, self-efficacy as well as enhanced professional skills which often increase commitment to their job.

Majority of the respondents identified informal mentoring as a key strategy to break through the 'glass ceiling'. In view of this, informal mentoring in the print media is not gender sensitive; a large number of mentors and protégés relationships are bisexual. In support of this, an IDI respondent in one of the media houses has this to say:

Oh yes, a great deal. I wouldn't have gone this far without a mentor. I was able to understand the field etiquette of the job. Even when gathering of news, going out on interviews seems difficult, I am always encouraged when I go out with mentor. Editing my news and meeting deadlines wouldn't have being possible without my mentor. My first outing was not too interesting but was encouraged that I could do better. Now, look at me, I am mentoring the upcoming women in my office. I also do encourage whenever we go out on our state meetings that mentoring is the key to get women to the peak in the print media. (See Plate 1 Appendix B)

Another respondent also has this to say about the importance of mentoring among women media workers:

To be candid, you cannot excel in your career without a mentor. I enjoy this a great deal in the print media. (See Plate 2 Appendix B).

Yet another responded:

*Mentoring to me has been the driving force, unconsciously, because I want to meet up my mentors/organizational goals, I am now an award winner like my mentor.
Respondent: (See Plate 3 Appendix B).*

The above findings support the literature that women not only in the print media enjoy a high level of informal mentoring which has helped them perform to the level of organisational goals. These affirm that informal mentoring impacted on them significantly in their job performance.

To further determine the relationship between the psychological factors and job performance among the women in the print media, this study went on to do a correlation analysis of emotional intelligence, self efficacy, self concept and mentoring with the dependent variable as shown in Table 4.3c.

The results from the correlation matrix table shows there is a positive significant relationship between Job Performance and Emotional Intelligence .356**; Job Performance and Self Efficacy .468**; Job Performance and Self Concept .535**; Job Performance and Mentoring .380**.

The findings of this study reveal self-concept as one of the psychological variables with the highest significant influence on job performance of women in the print media recorded a coefficient value of .535**.

This supports some earlier studies on the relationship of self-concept to the findings of Doherty, (2011); Yahaya and Ramli, (2009); Cooper andThatcher (2010) that self-concept significantly predict job performance and has a positive effect on organisational commitment. Pierce and Gardner, (2004) submit that individuals form self-concept around work because evidence shows that self-concept relates to life and workplace success. This is the most influential and eloquent in self-concept theory of Ormrod (1999) who introduced the entire system of helping to build around the importance of the self. In Ormrod view, the self is the central ingredient in human personality and personal adjustment. He describes self as a social product, developing out of interpersonal relationships and striving for consistency. It is also clear that self-concept has at least three major qualities of interest. It is learned, organised and dynamic. He maintains that there is a basic human need for positive attainment with regard to others and from oneself. He also believes that in every person, there is a

tendency towards self-actualisation and development so long as this is permitted and encouraged by an encouraging environment. This supports the findings of this study showing that women in the print media have the capacity to strive for success and consistency.

Self-efficacy predicts job performance of women in the print media. The importance of self-efficacy as a predictor of job performance and to what extent it has contributed to the performance of women in the print media. Self-efficacy is regarded as the personal disposition of a job holder. Bandura, (1977, 1986 and 1997) affirms the belief in one's capabilities in executing a course of action and its influence on person's choice of behaviour, motivation, perseverance and facilitative thought patterns. Lord and Brown (2004), supports the relationship between self-efficacy and job performance that people who hold strong self-efficacy beliefs tend to be satisfied with their job and perform effectively. This finding is in line with Luthans and Yousef (2003) that high level of self-efficacy is associated with an increased level of goal setting which leads to a firmer commitment in achieving goals that have been set and enhanced. Hough

(2003) concludes that ability is related to job performance but regardless of ability level, workers with high self-efficacy tackled more problems correctly and dwell more on the ones they missed. In the same vein, Luthans, Avey, Avolio, Norman and Combs (2006) affirm that workers with self-efficacy engaged in more effective self-regulatory strategies at each level of ability. This was supported by a large number of respondents who agree that they can handle unforeseen situations at work and cope with difficult situations.

Social Factors and Job Performance of Women in the Print Media

The contributions of the social factors to the dependent measure as raised by hypothesis two which states that; there is no significant relationship between psychological factors (self-efficacy, self-concept, emotional intelligence and mentoring) and women in the print media job performance. This was solved by subjecting the data collected to multiple regression analysis. The results obtained are presented in Tables 4.3a 4.3b and 4.3c, while a detailed discussion follows.

Table 4.3a: F-Ratio of Social Factors (Marital Status, Number of Children, Social Economic Status, Educational Attainment and Age at Job Entry) and Job Performance

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	32663.518	5	6532.704	106.641	.000
Residual	33202.365	542	61.259		
Total	65865.383	547			

R = .704, R² = .496, Adj R² = .491

Table 4.3b. Relative Effects of Social Factors (Marital Status, Number of Children, Social Economic Status, Educational Attainment and Age at Job Entry) on Job Performance

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta Contributions		
(Constant)	24.736	1.986		12.453	.000
Marital Status	-3.108E-02	.052	-.028	-.600	.549
Number of Children	1.439E-02	.066	.011	.219	.827
Socio Economic Status	02	.145	.110	5.371	.000
Educational Attainment	.298	.126	.511	2.888	.004
Age at Job Entry	.420	1.657		13.187	.000

Table 4.3c. Multiple matrix of the Relationships Social Factors (Marital Status, Number of Children, Social Economic Status, Educational Attainment and Age at Job Entry) and Job Performance

	Job Performance	M.S.	No of Children	S.E.S	Education	Age
Job Performance	1					
Marital.Status.	.185**	1				
No. of Children	.240**	.754**	1			
S.E.S.	.508**	.325**	.370**	1		
Education.	.481**	.183**	.294**	.467**	1	
Age	.669**	.232**	.279**	.503**	.543**	1
Mean	64.9836	36.0109	26.7500	34.7650	12.1785	15.4026
Std. Dev.	10.9633	9.9102	8.0334	7.5189	2.8766	3.3799

Interpretation and Discussion

Table 4.3a shows the ratio of the social factors (marital status, number of children, social economic status, educational attainment and age at job entry) on job performance as used for this study. It is shown in Table 4.3a that the joint effect of independent variables of social factors (marital status, number of children, social economic status, educational attainment and age at job entry) on job performance is significant at $R = .704$, $R^2 = .496$, $Adj R^2 = .491$.

Table 4.3a shows that the joint effect of marital status, number of children, socio economic status, educational attainment and age at job entry on job performance is significant ($F_{(5,542)} = 106.641$; $R = .704$, $R^2 = .496$, $Adj. R^2 = .491$; $P < .05$). About 50.0% of the variation was accounted for by these variables. While the result on Table 4.3b shows the relative effect of each of the independent variables on the dependent: marital status ($\beta = -.028$, $P > .05$), number of children ($\beta = .011$, $P > .05$), social economic status ($\beta = .204$, $P < .05$), educational attainment ($\beta = .110$, $P < .05$) and age at job entry ($\beta = .511$, $P < .05$).

The result above shows that socio factors correlated significantly with job performance of women in the print media. This corroborates Baker (2008) that the pattern of family formation of men and women with high educational attainment level and job performance differs. Regardless of this, women are likely to make concessions for family responsibilities (Beaujot, 2000). Gender gap has been apparent in most professions including the print media, with more men and reaching the peak of their career than women (Emellers, 1993). This is affirmed through an interview session:

I am very fortunate that I have a caring mother that takes care of my children. I give my best at work and I perform to meet my organisation goals.

Another respondent submits that:

I have daughter with a reliable nanny. I do leave my child with her to attend to my official assignments without any fear. I can tell you that my daughter is fine and My career progression is encouraging.

From this finding it could be concluded that the women in the print media see bearing children as part of African culture, part of life of an average woman to mandatorily have at least a child with or without marriage. To most of the respondents, it is widely

acceptable as an important factor in enabling women working or not, to participate fully in social, cultural as well as economic life.

On the issue of education and its influence on job performance among women in the print media, the study was able to reveal that because these women are educated, it has raised and enhanced their labour market status, which invariably assisted them in achieving certain degree of economic independence. Thus, education has enhanced the overall quality of life regardless of the fact that they are women in men's dominated profession. This finding is in conformity with the opinion of Watts (2008) who views educational status as extremely related to job status in every profession regardless of sex. This is also supported by Wasburn, (2007), that the positions attained by women in any profession affect commitment to their jobs which could be influenced by a number of factors. Ford and Harris (1997) followed this logic while examining parental influences on African American students' school achievement by focusing on specific socio-economic demographic factors, including parents' level of education, marital status, number of children and family income. In commenting on some social factors, Toyin (1996) describes it as low wealth owned by an individual which determines his/her quality of life and the way prestige is differentially distributed so that people on different levels of social structure are marked of from those of low socio-economic cadre feeling 'inferior' by a complex of ways thinking, eating perceiving and feelings unrecognised by members. Women in the print media see their career with so much attachment, dignity and pride.

It is evident that among the social factors (marital status, number of children, socio-economic status, educational attainment and age at the period of job entry) used for this study, the number of children a woman in the print media has no effect on her job performance.

Okafor (2007) stated that in most African countries and the western world, socio-economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kith and kin and even at the global level. Socio-economic status is often considered a global construct, it has been suggested that individual components (e.g. education, occupation, income etc) represent different facets of socio-economic status. It has been recognised that wealthy and well-educated parents ensure their children's earnings complement their

efforts by providing a favourable environment for good education and good jobs. In contrast to this belief, children from low socio-economic status do not have extra learning facilities; the opportunity to get to the peak of their chosen career may also not be feasible (Becker and Tomes, 1979). As observed by Onwueme and Ugbor (1994), members of any society are not merely differentiated according to the roles they perform but are ranked hierarchically, which could also have influenced the choice of career which women in the print media are not exempted.

Educational attainment is another variable significantly related to job performance of women in the print media (Suda, 2002; Liptak, 2008; Watts, 2008). Watts (2008) posits further that highly educated employees have a high level of task commitment. Educational attainment is the key to career opportunity. A person's educational level directly impacts employability, job prospects, income, overall life, career satisfaction and commitment (Liptak, 2008). Education is widely acceptable as an important factor in enabling individuals participate fully in social, cultural as well as economic life. Through education, women have raised their labour market status and achieved certain degree of economic independence, thereby enhancing their overall quality of life (Watts, 2008).

The present study does not support the assertions of Beaujot (2000), that women are likely to make concessions for family responsibilities. For instance, Sutherland, (1985) argues that women in academics postpone having children until they have completed a PhD and post-doctoral work because the arrival of children often coincides with the age when they are expected to make impact in their chosen career. It is the women that take care of the home; the ultimate responsibility of the children rests on the woman, support of the husband's career progression and other family responsibilities. Age at job entry, the age by which women enter the profession will influence their performance and this should be encouraged, quite a number join the media profession at a tender age of 25 years as evidenced in this finding.

From the foregoing, it has been seen that it is more difficult for women than for men to display total availability that is seen as an indicator for their job performance (Etzkowitz, Kemelgor, Neuschatz and Uzzi, 1992). Among the women in the print media, they have their children when they desire to have them since quite a number of them have reliable people to take care of their children and family. Their performance could be traced to a balanced family life contrary to the general conception that women in this career forfeit their homes at the expense of their career and passion.

Previous studies have shown that marriage differentially restricts the mobility of professional women (Mason and Goulden, 2002; Leob, 2007). It was revealed that women often move away from a demanding career to support their husbands' career despite interruption to theirs. This could be traced to an assumed state of the society that respects the family ties and a woman that keeps her home can keep her career and manage people effectively.

Olubor (2006) states that marriage, the biological induced responsibility of childbearing and domestic responsibilities are major gender-related factors which affect women's labour input in the workplace. The African society particularly places the burden of raising children on the woman; such that women perpetually retain responsibility for childcare and also carry out a great percentage of the household responsibility. The research carried out by the International Women Media Fund (IWMF), categorically states that one of the greatest challenges facing women in workplace generally and women in the print media in particular is balancing work and family. Armstrong (2006) affirms that women leave the print media as they progress in their career because of marriage and childbearing. They have to choose between marriage and their career in most instances. The problem of mobility has also been identified concerning women in paid employment when mobility of an employee with managerial aspirations is a yardstick considered. Indeed, in media houses promotion is often attached to ability to manage a new location which many women turn down due to family responsibilities.

To further determine the relationship between the social factors and job performance among the women in the print media, a correlation analysis of marital status, number of children, socio economic status, educational attainment and age at period of job entry with the dependent variable was undertaken. The results are presented in Table 4.3c.

The results from the Table shows there is a positive significant relationship between job performance and marital status; job performance and number of children; job performance and Socio economic status'; job performance and educational attainment, job performance and age at job entry as shown above. The respective mean and standard deviation scores are also shown.

This study supports some earlier studies on the relationship between social factors and job performance such as Olubor (2006), Husu (2004) and Creamer (2006), that there is a positive correlation between social factors and job performance.

One of the social variables used for this study as predictors of job performance is socioeconomic status, often considered a global construct. This highlights components like education, occupation and income to represent different facets of socioeconomic status. Ford and Harris (1997) followed this logic while examining parental influences on African American students' school achievement by focusing on specific socioeconomic demographic factors, including parents' level of education, marital status, number of children and family income. It is generally believed that children from high and middle socio-economic status parents are exposed to a better learning environment, choice of careers, provision and availability of extra learning facilities and appropriate counselling from the parents who are professionals and may desire their children to be in the same profession like theirs.

Over the years, several researchers have examined the socio-personal and psychological factors which influenced career choices, maturity decision, aspirations, preferences and orientations of workers. They have identified various factors among which are birth order and family type (Salami, 1992, Uba and Olaniyi, 1991), psychopathology (Salami, 1998), work values (Salami, 1999b), self-concept (Salami, 1999c; Super, 1990), achievement motivation and fear of failure (Salami, 2000b) demographics – sex, level of education and socio-economic status (Uwe, 1990; Farmer, Retella, Anderson and Wardroff 1998; Naidoo, Bowman and Gerstein, 1998; Salami, 2000a and 1998), career salience (Naidoc, Bowman and Gerstein, 1998; Salami 2000a); and sex role stereotype (Rainey and Borders, 1997; Uwe, 1999, Salami 2001b).

Rumberger's (1995) position supports the findings of earlier scholars who argue that the home has a major influence on the job performance of women in the print media. Literatures establish that many variables in the family background have strong (direct and indirect) associations with one's success and occupational attainments. (Swick and Duff, 1978, Jacobs and Harvey, 1980). As observed by Onwueme and Ugor (1994), members of any society are not merely differentiated according to the roles they perform, they are also ranked hierarchically on their possessions.

Findings also reveal that educational attainment is significantly related to job performance of women in the print media as supported by Suda, (2002). Watts, (2008), Liptak, (2008), Watts, (2008) posits further that highly educated employees have a high level of task commitment. Collins (1979) affirms that educational attainment is the key to career opportunity, as observed by industrialised nations as a basis for credential societies. Education is widely acceptable as an important factor in enabling individuals participate fully in social, cultural as well as economic life. Through education, women have raised their labour market status and achieve certain degree of economic independence, thereby enhancing their overall quality of life (Liptak, 2008). Although education for women has not been easy in any region of the world, the access is so narrow that it seems impassable. Wasburn (2007) reveals that the positions attained by women in any profession affects commitment to their job which could be influenced by a number of factors. Among these are the existence of formally qualified women to serve as mentors and role model to younger ones, the socio-cultural and psychological barriers preventing women from pursuing their desired career and assuming managerial roles. Apparently, it is evident that education of an individual amounts to empowerment. Without this empowerment, the individual becomes relatively economically incapacitated (Erwat, Isah and Ileuma, 2009).

Wiedner (2006), Cerin (2006), Zajac (1990) and Steers (2007) do not agree that educational attainment of an individual can lead to improved job performance. The rationale to their study is that people with low levels of education generally have more difficulty changing jobs and therefore show a high level of commitment to their present organization which be conceived as a proxy of job performance. This may even make the organisation appreciate their commitment and performance in which their level of education may not be criteria for assessing their job performance.

Further, age at job entry into the print media is identified as a social factor variable. This supports, Neville and Super, (1986) and Super (1990), that age has significant positive relationship with choice of career. Every aspect of human involvement requires good measure of physical and mental strengths. It is important to note that the quality of the foregoing strength of any man is the age; human beings have the capacity to exhibit greater strength of the body and consequently high level of job performance at certain age limit than other people.

In line with the above, Giniger, Seymour, Dispenzieri and Angeleo (1983), discovers the variation that exists with the influence of age on job performance in their application of decrement theory of aging (which maintains that abilities decline as workers age increases) in a study on garment industry workers. They drew distinction between jobs requiring speed and those demanding skill. It was hypothesised that physical decrement would be more relevant to job performance on speed jobs than on skilled jobs. Contrary to predictions, it was discovered that the older workers excelled more than younger ones. This is also applicable to women in the print media, the longer they stay in their career, and more responsibilities are accrued to them.

This is also complemented with Doering, Rhoedes and Schster, (1983) that older employees have higher level of affiliation and lower needs for achievement. The older workers value close friendship with their fellow co-workers to provide emotional support for them to cope with various adverse life events. They view the organisations as a source of social satisfaction .due to the strong social ties that have been established among co-workers.

Wright and Hamilton (1978) and Kallenberg and Loscocco (1983) show that old workers reduce their job expectations in some respects. The differences might have an influence on younger workers who place significance on intrinsic rewards like interesting and challenging jobs compared to older workers who are more concerned with extrinsic rewards such as pay and fringe benefits, hence, young workers are more dissatisfied than old workers simply because they demand more than their jobs can provide. The observed differences between age groups might be accounted for by varying rates of participation in the labour force. According to them, old employees are less representative of their age group in comparison with young ones, it is therefore possible that they have more positive work attitudes than those who are no longer employed.. It is possible that job performance scores in part reflect context-free variations in mental health, which are not restricted to feelings about a job. According to Brown, (2003) employees after having stayed on their jobs for some years tend to adjust their work values to the conditions of the workplace, resulting in improved job performance.

Differences in Job Performance of Women among the Selected 12 Print Media Houses

The hypothesis raised to determine the significant difference on job performance of women in the print media and their media houses, the observed differences in the level of job performance of the women in the print media across the 12 selected media houses were as reported in Tables 4.4a and 4.4b below.

Table 4.4a: Analysis of the significant difference on Job Performance Based on the Print Media

	Sum of Squares	DF	Mean Squares	F	Sig.
Between Groups	6862.722	11	623.884	5.678	.000
Within Groups	59004.131	537	109.877		
Total	65866.852	548			

Table 4.4b: Mean and Standard Deviation Scores from the Analysis

Print Media	N	Mean	Std. Dev.
The Champion	30	65.7333	4.2583
The Compass	30	61.5667	7.4542
Daily Sun	53	63.6981	11.1054
Punch	64	63.0625	10.6724
The News	30	70.3667	11.0062
City People	41	70.8537	7.8885
The Nation	45	65.8667	10.7589
Tell Magazine	41	71.0488	11.3224
Business Day	30	57.4333	5.5441
Tribune	70	62.3000	12.4462
Guardian	65	64.0000	14.7849
Vanguard	50	66.1600	5.5046
Total	549	64.9836	10.9633

Interpretation and Discussion:

Table 4.4a shows there is significant difference in the Job Performance of women in the print media houses ($F_{(11,537)} = 5.678$, $P < .05$). Above shows the varying mean scores of the media houses from the computations, viz: Tell Magazine ($\bar{x}=71.05$), City People ($\bar{x}= 70.85$), The News ($\bar{x}=70.37$), Vanguard ($\bar{x}=66.16$), The Champion ($\bar{x}=65.73$), The Nation ($\bar{x}=65.87$), Guardian ($\bar{x}=64.00$), Daily Sun ($\bar{x}=63.70$), Punch ($\bar{x}=63.06$), Tribune ($\bar{x}=62.30$), The Compass ($\bar{x}=61.57$) and Business Day ($\bar{x}=57.43$).

The above shows that in varying degrees the work environment has influenced positively in job performance of women in the print media indicating the mean above average. This is affirmed based on interview held with the various heads of units of the selected media houses which revealed that the conduciveness of the work place and team work among colleagues boosted the performance of these women. It is also revealed that most of the women in the selected media houses are hardworking, unassuming at different levels across the media houses.

Specifically, the Tell Magazine has the highest mean score of $\bar{x}= 71.05$, followed by City People 70.9, then The News at 70.4. This shows that the performance of the women in these media houses are rated higher than Vanguard, 66.2, The Champion, 65.7, The Nation, 65.9, Guardian, 64.0, Daily Sun, 63.7, Punch at 63.1, Tribune 62.3, The Compass 61.6 and Business Day 57.4 with the lowest mean. Evidently, this result is an indication that the performance of women in all the selected print media houses cannot be rated the same.

These differences in performance across the selected print media houses were as a result of the conduciveness in their work environment which these women are exposed to. The study was able to show that if the work environment is positive and friendly, the women have a tendency to have a high performance. Also, majority of the participants used in the interview were of opinion that the supportive attitude and behaviour of their male counterparts has helped to improve their job performance. In addition, the organisational reward system of appreciating performance and recognition of a job well done has contributed immensely to the women in the print media level of commitment which has resulted to their job performance.

Women in the print media perceive their job as a watchdog to the society in giving accurate and newsworthy information, ability to meet deadlines in their various departments. They tend to meet up their performance is measured which is measured, rewarding and encouraging to them. The general perception of the women in the print media about their career progression as well as their career pathway within the industry has also increased their job performance because many of them move up the career ladder based on their performance and line heads appraisal.

Perceived Level of Job Performance and Career Progression among Women in the Print Media

On the issue of women in the print media perception about their level of job performance, this study observed that majority (85.7%) of the women particularly those covered in the interview were of the opinion that they see themselves as being accomplished in the print media.

Particularly of interest is the response of an interviewee in one of the media houses.

I don't see myself as a woman, you know why? I joined the media house with a passion and great enthusiasm, I still work with that vigour so moving up in my career is as convenient as any other profession. Although, I cannot deny the challenges which keeps me focused anyway.

Another IDI reveals thus;

I have always dreamt of being in the media of any kind. In time past, I desired the electronic but now I am glad I am in the print. It has made me more organised and time conscious. I always imagine the countenance on the faces of my readers. I choose the right words, simple and accurate not to be against the etiquette of the profession. My dear, I am fulfilled. Moving up in the career ladder comes with ease.

When asked why this feeling of accomplishment, majority of them responded, though there are discriminations in their media houses, the commitment and desire to achieve make them achieve thus far. Some of them believe boldness and aggressiveness in discharging their duties helped them excel.

A respondent put it this way:

If anybody shout at me to intimidate me, I shout back. I have my certificate and I know what it takes to get my job done. I have so many names among my colleagues especially the male, but I bet you, they love working in my team. You see. When you have what it takes, you are there. Am happy (Giggles)

Women in the print media have a level of societal commitment as they see themselves as agents that do not only write news, but can use their pens to change the lot of the society in educating and informing. They noted that in the course of discharging their duties, many that assume they know, do not have the right information.

A respondent gave her view;

My job has accorded me the responsibility of reading and to have a basic knowledge in whatever field I want to write about. This makes me to be abreast of information and whenever there is an interview or a research (we do carry out researches) I read and am always happy with myself. This is my own way of giving back to the society.

Another respondent states:

I couldn't have done better in other profession than this. I have learnt a great deal about different professions that I tutor you (me). There is no field that I don't have a basic idea of what it entails. So at interviews or reporting, I do raise my head high giving and correcting a wrong notion. You know what that means, that I read wide.

Although women in the print media are aggressive when it comes to holding the ethics of the profession and also being able to do their job without putting their lives on the line. It is thus an avenue for these women to make judgement from discrimination in the face of professional ethics. Majority of them do have self assurance in their career that they believe they are well accomplished.

A respondent notes that;

I have a name to protect though I may not make the news now; I am fulfilled writing about others. I tell you if I do anything against the professional ethic, I will be on the front page of dailies. This is not my goal. I am assured that with time I will get to my desired goal. First impression in the process of gathering news is not enough for me to stay back. It is only a goal getter that can be accomplished in this profession.

The credibility of these women has made a great number of their work acceptable in the media houses, among their colleagues and also to the reader. This was attested to by a respondent at The Nation Media House:

The pattern of job in the media houses has made quite a number of my colleagues to learn to live well and negate the impression of the society on us. Though there is nothing special about us, we are like every other profession out there; we are not saints, this I do with my work.

Every new person in every work place needs to learn how things are done and understand how to meet the expectations of the organisation. This cannot be achieved

except there is a level of mentoring. A good number of respondents were able to attest to the importance of informal mentoring in their work place.

Respondent: The Nation Newspaper:

When I got into the media house for my attachment I was not permitted to write rather to type materials so as to meet the deadlines. This I did joyfully, a senior colleague then believed in me, and I was always looking forward to him to bring his reports. I did this till I finished my attachment. When I came back to pick a job here, I was not given a mentor automatically, I underscored my mentor informally and here I am.

Respondent: The Tell Magazine:

Having a mentor in the media house is not enforced but you need one to put you through how things are done. I started my career from the adverts session and initially I felt sold out, making money for the organisation through advertisement. Kudos to my mentor, she guided me and always reminding me to be ready to learn new things. This gave me the privilege of being able to work in different units of the media house and I head the editorial with a lot of men working together as one big family.

Further, the informal pattern of mentoring has maintained the career pathway of these women reaching the peak of their profession. It has helped them remain focused in when there are challenges and sometimes harassment on the field. They could testify to the influence the informal mentoring has assisted them and are now grounded in their career. Though a lot of the women have both sexes as mentors they do not see the sex difference as a barrier. They all work with strength and vigour like their mentors and this has assisted them in their maintaining focus in their career pathway.

Respondent: The Guardian Newspaper:

I got attracted to the way my mentor does her job, always to time and organised. Everybody wants to be diligent and good, am not an exception! So many times we have differences but I keep running back to her to make sure that am doing it right in my career. This helped a great deal. I couldn't have been up here this fast. Kudos to her. You know I got more attracted to her because she is a woman.

Women in the print media also assess themselves when they compare how they have fared with their mentors achievement. The achievement of their mentors' has made them focused and determined that if their mentors can get thus far in their career regardless of their sex and societal chauvinism they can achieve also.

The above responses of women in the print media on their performance level and their career progression were further affirmed by some of their immediate line bosses as follows:

Line boss at The *Guardian Newspaper* says:

Women in the print media are a great encouragement to a lot of their colleagues. Even when we (Men) are thinking of an alternative to a challenging course, they encourage us passionately. You can't but encourage such at the right time for the next promotion with great benefits.

Another line boss at *Tell Magazine* submits:

Women in this profession are daring. They have proved their worth and they deserve to be encouraged. I recommend as many of them that are worthy of the next level of their career. Believe it, my then line boss is a woman. She recommended me when the opportunity arose. Really, we are not gender biased in this profession.

The *Punch Newspaper* Line Boss reports:

Am glad someone is recognising the performance of women in a challenging profession like this. The women have done wonderfully well. They've being of great encouragement to this media house and others. They are moving gradually well in their career and progressively.

The comments of the above respondents show that women in the print media were guided mostly by the desire to protect their family name and professional ethics. This has therefore increased their zeal for accomplishment and progressive career advancement on the job.

It was also attested to that a career in the print media allows for knowledge advancement whereby the basics of every profession are required so as to give meaningful and educative information.

Mentoring which is advocated in career advancement is encouraged since respondents attested to the influence of mentoring, both formal and informal and how it has assisted them on the job.

Also the conduciveness of the print media houses contributed to the job performance of these women.

UNIVERSITY OF IBADAN

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study investigated the extent to which psycho-socio factors influenced the job performance of women in the print media in southwestern, Nigeria. This chapter presents the summary of findings, conclusions, recommendations, limitation to the study and contributions to knowledge as well as suggestions for further studies.

5.1 Summary

The research followed a sequential pattern from the first chapter that focused on the general introduction. This covers the background to the study, statement of the problem, objectives to the study and the scope the study covered. In addition some terms that may appear ambiguous were carefully defined under the operational definitions of terms so as to aid a better understanding of the study. Five research questions were raised as a guide to the study.

The chapter two focused on a comprehensive review of related literature for the study and the theoretical framework adapted and integrated from the core components of the Super's Life Space and Feminists that which assisted the researcher with the use of Maxi-cycle of job performance model for women in the print media. This chapter ends with four formulated null hypotheses. The third chapter of the study was on research methodology. This comprises the research design, population, sample and sampling technique, research instruments, validity and reliability of instrument, procedure for data administration and collection of data, a pattern of conducting of in-depth interview (IDI) schedule as well as procedure or data analysis.

The fourth chapter of the study provided the findings and discussion. The data collected were analysed and presented through the use of statistical methods and simple percentages. Descriptive statistics, multiple regression, Pearson product moment correlation and content analysis was used for the study.

The findings of this study revealed that:

- Self-concept, self-efficacy, emotional-intelligence, mentoring, are psychological factors that significantly correlated with job performance of the respondents of women in the print media which is about 58% of the variation accounted for by the independent variables. The joint effect of the independent

variables on psychological factors (emotional intelligence, self efficacy, self concept and mentoring) on job performance was significant at 32% of the variation, accounted for by the psychological independent variables.

- Psychological variables were significantly related to job performance. Self-concept had the highest value with $r=.535^{**}$, followed by self- efficacy with $r=.468^{**}$, next is mentoring with $r=.380^{**}$ and emotional intelligence with $r=.356^{**}$.
- There is significant relationship between emotional intelligence and job performance of women in the print media. There is significant relationship between self efficacy and job performance of women in the print media. There is significant relationship between self concept and job performance of women in the print media. There is significant relationship between mentoring and job performance of women in the print media.
- Also, the socio factors (age at job entering, marital status, number of children, educational attainment and socio economic status) was significantly correlated with job performance of the respondents of women in the print media at 50%. The result shows that socio factors correlate significantly with job performance of women in the print media.
- Sociological variables were significantly related to job performance. Age at job entering the media had $r=.699^{**}$, socio economic status with $r=.508^{**}$, educational attainment $r=.481^{**}$, number of children at $r=.240^{**}$ and marital status $r=.185^{**}$. (Table 4.2c)
- There is significant relationship between educational attainment and job performance of women in the print media, age at job entry and job performance of women in the print media. There is significant relationship between socio economic status and job performance of women in the print media. There is a significant relationship between marital status and job performance of women in the print media, there is significant relationship between number of children and job performance of women in the print media.
- The IDI conducted among 12 women in the selected print media houses in southwest Nigeria revealed their level of commitment and zeal they have to perform to meet organisational goals. This was also attested to by the heads of

units in the media houses who are mostly male that a great number of women in the print media are performing more than some men in news accuracy, unbiased, fair and balanced reporting, ability to work under pressure, critical questioning and uncovering of truth, maintenance of organisational ethics and standards among others.

Chapter five presented the summary, conclusion and recommendations. Also, the limitations of the study and suggestions for further studies are contained in this chapter.

5.2 Conclusions

The study examined the influence of psycho-social factors on job performance of women in the print media and concluded that:

- Self-concept, self-efficacy, emotional intelligence and mentoring were potent factors in enhancing job performance of women in the print media.
- Age at job entry, marital status, educational attainment, and socio economic factors were also important in motivating women in the print media to higher job performance, while the number of children by these women did not influence their job performance.
- The women in the print media generally see their job performance as high and fulfilling; believing that apart from the selected variables used for the study, their male counterparts, the media outfits, and the department/units in which they work were also important factors in motivating them to high job performance.
- All the nine psycho-socio variables (self-concept, self-efficacy, mentoring, emotional intelligence, age at job entry, marital status, and number of children, educational attainment and socio economic status) predicted job performance of women in the print media in Southwest, Nigeria but at varying degrees. For instance, self concept is the most important among the psychological variables, while age at the period of entering the job is most important among the sociological variables and this has the highest value among all the independent variables used for the study. This is not unconnected to the fact that the strength and vigour put into a career is usually at high level when the women are young compared with when they are old.

5.3 Recommendations

Premised on the findings, this study, recommends as follow:

- All print media houses should give priority to psycho-social factors predisposing job performance of women employees.
- Self-concept, self-efficacy, emotional intelligence and socio- economic status should be enhanced positively to encourage the women to optimal performance level.
- The mentoring process in the print media houses should be formal and informal, increased as well as encouraged among the women folk across the different strata of the organisation.
- The age at which women join the profession should be pegged at the tender age of 25years or thereabout because this is when women employees are at their prime.
- The women are to be encouraged to improve upon their educational qualifications.
- Recognition should be given to women in the print media as they perform to encourage other women that desire to join the career.
- Though the number of women in the print media has increased, the organisation should make the work environment more women friendly by eliminating glass ceiling.

5.4 Contributions to Knowledge

The contributions of the study to knowledge included the following:

- The study showed the import of psycho-social factors on job performance of women in the print media in southwest, Nigeria.
- The study has developed a conceptual framework that may be used for researchers on the influence of psycho-social factors on job performance.
- It confirms that self-efficacy, self-concept, emotional intelligence, mentoring, age at job entry; educational attainment and socio-economic status are potent predisposing factors for job performance of women in the print media.
- It provides gender-based information that may guide employers of labour in the print media on strategies for high job performance.

- The study provided more information on the contributions of conduciveness of work environment as well as the encouragements of male counterparts and organisational/units/departments towards job performance of women in the print media.
- It also found that there exists a difference in job performance of women in the print media across media organisations.

5.5 **Limitation to the study**

The major challenge this study faced was the unavailability of respondents during the normal office hours. Majority of them were either out to gather news or adverts. The few women in the offices claim to have targets to meet before evening which is their production period. The researcher was compelled by these circumstances to make several visits even at night to the selected media houses before having access to the respondents.

There is also the apathy to respond to the filling of the questionnaires as well as to serve as respondents for the in-depth interview sessions arising from their busy schedule.

The researcher was also faced with the problem of ‘restricted freedom’ to conduct the research because of the sensitive nature of the print media houses. The researcher was restricted from taking photographs in sensitive areas of the office and even with some of the respondents for fear of exposing their organisation.

5.6 **Suggestions for Future Research**

The limitations to this study are pointers that there is need for further research studies. The scope could be wider to include all women in all the media houses in Nigeria and also to compare the job performance of women in media houses owned by men and women. Apart from this, further studies could also look at other variables apart from those studied in this study that could predict women’s job performance

Further research can also be embarked upon comparing job performance of women in media houses owned by men and women.

REFERENCES

- Abraham, N. 1988. *Women transforming communications – Global Intersections*. Sage Publication. M32,GK-1 New Delhi.
- Abraham, N.I 1998. Women's liberation and Indian media. Vidua, Delhi. 25.6:22 – 35.
- Adana, B.S. 1986. Job finding. T. Ipave (Hd.). *Education and vocational guidance: concepts and approaches*. Ibadan. Bezekos.
- Adana, V., 2003. Guidance resource teachers in intermediate schools. Research and Statistics Division, Department of Education: Wellington, New Zealand
- Adetoro. N. 2011. Undergraduate self-concept and use of information: a correlate study, PNLA, Quarterly, the official publication of the Pacific Northwest Library Association, 75(2).
- Adeyemo, A.A. 1999. Career awareness training and self-efficacy intervention technique in enhancing the career interest of female adolescents in the male dominated occupations. *Nigerian Journal of Applied psychologist*; 5 (1) , 74-92.
- Adeyemo, D.A. 2004. Patterns of emotional intelligence among counselling psychology students in a Nigeria University. *Sokoto Journal Review*, 7, 14 - 203.
- Adeyemo, D.A. 2005. The buffering effect of emotional intelligence on the adjustment of secondary school students in transition. *Electronic Journal of Research in Educational Psychology*' 6 (2) 3, 79-90.
- Adeyemo. D.A. and Ogunyemo, B. 2005. Emotional intelligence and self-efficacy as predictors of occupational stress among academic staff in a Nigerian university. Retrieved <http://www.ejournal.com> 11th November, 2010.
- Advertisers Association Report of Nigeria, (ADVAN) 2011. <http://www/advertiserassociation.com>. Retrieved May, 2012.
- Agumafu, A.C. 1992. Determinant of job performance among agricultural extension agents in the agricultural development project in Imo and Rivers states of Nigeria. Unpublished Thesis.
- Aker, M. 2008. The family life of academics: gendered priorities and institutional constraint. Paper presented at Annual Conference of the Australian Institute of Family Studies, Melbourne 9th-11th July, 2008.

- Akinola, C.A and Patel, A.U. 1987. Construction and standardisation of a scale of measure on socio-economic status of Heads of Rural Households (Gender) in the rural zone of Kaduna state. *Journal of Rural Development*, 10 (1): 85-96.
- Allen, K.R. and Piercy, F. 2005. *In research methods in family therapy*. Eds, Sprinkle, D.H. and Piercy, F.P. New York: The Guilford Press.
- Allen, T.D. and Finklestein, L.M. 2003. A dyadic examination of the role of age and relationship characteristics on mentoring quality in a formal mentoring programme. *European Journal of Work and Psychology*.
- Anderson, J.R.. 1993. *Rules of the mind*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Anyanwu, C. 1998. The freedom forum online for women. *The Sunday Magazine*.
- Anyanwu, C. 1998. The freedom from online for women. *The Vanguard Online*. www.vanguardngr.com/2010/08/freedomforwomen.
- Armstrong T.B. 2006. Job Content and context factors related to satisfaction in different occupational levels. *Journal of applied psychology*
- Armstrong, M 2001. *A handbook of human resource management practice*. Great Britain: the Bath press Ltd.
- Asekun-Olorinmoye, O.S. 2006. Organizational communication climate as it affects workers' job performance in selected public and private hospitals in Osun state, Nigeria.
- Awe B. 1996. *Women and the media in Nigeria*, in Abiola Odedeji (ed.), *woman and media in Nigeria*. Ibadan. Book Craft Ltd.
- Azmat Z. 2011. *Pakistan women in media: challenges and opportunities*. Retrieved December, 2011. www.womeninnews.org/?pg=198.
- Babul P. 2010. *Women in media latest news radiation spikes in sea way*.
- Baker, M. 2008. The family life of academics: gendered priorities and institutional constraint. Paper presented at Annual Conference of the Australian Institute of Family Studies. Melbourne 9th – 11th July 2008.
- Bandura A. 1977. Self-efficacy toward a unifying theory of behavioural change. *Psychological Review*, 84, 191-215
- Bandura A. 1977. *Social learning theory* (<http://books.google.com>). Alexandria. VA Prentice Hall. 247.

- Bandura, A. 1977 . Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.
- Bandura, A. 1978. Reflections on self-efficacy. *Advances in Behavioral Research and Therapy*, 1.4: 237-269.
- Bandura, A., S and Schunk, D. H. 1981. Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41.3: 586-598.
- Bandura, A. 1982. Self-efficacy mechanism in human agency. *American Psychologist*, 37.2: 122-147.
- Bandura A. 1986. *Social foundations of thought and action. A social cognitive theory*. Englewood Cliffs. N.J. Prentice Hall.
- Bandura, A. 1986. *Social foundations of thought and action. A social cognitive theory*. New Jersey: Prentice Hall.
- Bandura, A., and Cervone, D. 1986. Differential engagement of self-reactive mechanisms governing the motivational effects of goal systems. *Organizational Behavior and Human Decision Processes*, 38.1: 92-113.
- Bandura A, and Schunk D. 1989. *Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation*.
- Bandura, A. 1994. Self-efficacy in U.S. Ronachaudran (Ed.) *Encyclopedia of Human Behaviour*. New York: Academic Press. 4: 71 – 81.
- Bandura A. 1995. *Self-efficacy in changing societies*. New York. Cambridge University.
- Barbara, B.M, 1996. Measures of self concept measuring self concept across life span: issues and instrumentation. *Measurement and instrumentation in psychology*. Washington D.C . US. American Psychology Association. 169 – 210
- Bandura, A. 1997. *Self-efficacy: The exercise of control*. New-York: W: H. Freeman.
- Bandura A. 1997. *Self-efficacy in changing Societies*. New York Cambridge University Press.
- Bandura A. 1998. ‘Self-efficacy’ in V.S Ramachandran (ed.) *encyclopedia of man behaviour* New York Academic press (reprinted in H. Friedman (ed.) *encyclopedia of menial health*. San Diego Academic Press 1998. 4: 71-81.
- Bar-on, R. 1997. *The bar-on emotion quotient inventory (eqi): technical manual*, Toronto: Multi-Health Systems.

- Bar-on, R. 2002. *Bar-on Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto: Multi-Health systems. Thema, 18, supl, 13-15
- Batton K. 2007. Job satisfaction as a recruiting tool. Retrieved December 19, 2010. The adler group. <http://www.adlerconcepts.com/resources/columna/Newsletter/jobsatisfaction-as-a-resent.php>
- Baugh, S.G. and Scandura, T.A. 1999. The effects of multiple mentors on protégé attitudes towards the work setting. *Journal of Social Behaviour and Personality*. 13 (4) 503-521.
- Beabiul, P. 2010. Women in media latest news radiation spikes in sea way. www.vanderbilt.edu-humanidentities/2012/9/12/forum
- Beaujot, R. 2000: *Earning and caring in Canadian families*. Peterborough, Ontario: The Broadview Press.
- Beavis C and Jenson J. (2003). The well-being of children are there neighbourhood effects? Canadian policy research networks. Ottawa- discussion. Paper f/31 family network
- Becker, G.S. and Tomes, N 1979. Equilibrium-theory of the distribution of income and intergenerational mobility. *Journal of Political Economy* 87; 1153-1189
- Blake-Beard S.A. 2002. Taking a hard work at formal mentoring programmes. A consideration of political challenges facing women. *Journal of Management Development* 20 (4): 331-345.
- Blau, F.D. 2000. Gender and family issues in the work place www.ressellsage.org/publications/gender-and-family-issues.
- Blau, F.D and Ehrenberg, B.D. 2011. *Gender and family issues in the work place*. Russel Sage Foundation: New York.
- Brackett, M.A, Rivers, S.E. and Shiffman, S. 2006. Relating emotional abilities to social functioning: a comparison of self report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*. 91.4: 780 – 795.
- Bradley, H. and Healey, G. 2008. *Ethnicity and gender at work. Inequalities, careers and employment relations*. London: Palgrave. Macmillan.
- Brickson, S.L. 2005. Organisational identity orientation; forging a link between organisational identity and organisations relations with stakeholder. *Administrative Science Quarterly*, 50: 576-609.
- Bronstein P. 2001. Older women in academic: contemporary history and issues *Journal of Women's History* 12.4: 184-201.

- Brown Jr., I., and Inouyne, D. K. 1978. Learned helplessness through modeling: the role of perceived similarity in competence. *Journal of Personality and Social Psychology*, 36.8: 900-908.
- Brown, B.B. 2003. Employers' organisation commitment and their perception of supervisors' relations – oriented and task-oriented leadership behaviour. Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Human Development. Falls Church, Virginia.
- Brown, D. 2002. The role of work and cultural values in occupational choice satisfaction and success. *A Theoretical Statement, Journal of Counselling and Development*, 80:1.
- Brown, R. 2010. The emergence of females as professional journalists'. www.historybuff.com. Retrieved May, 2011.
- Bu Wei 2005. Media and gender issues in China. *Journal Article*. NIAS. NYTT. ISSN: 0904-4337.
- Burke, R.J and McKean, C.A 1989. Developing formal mentoring programmes in organisational. *Business Quarterly*, 53: 76 – 80.
- Burke, R.J. 1984. Mentors in organisations. *Group and Organization Studies* 9.3: 353-372.
- Caffarella, R.S. 1996. *Psychological development of women Eric Cleaning House on adult, career and vocational education*, Columbus, Ohio.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., and Sager, C. E. 1993. A theory of performance. In E. Schmitt, W. C. Borman, and Associates (Eds.), *Personnel selection in organisations*(pp. 35–70). San Francisco: Jossey-Bas
- Campbell, J.P. 1990. Modelling the performance prediction problem in Industrial and organisational Psychology. M.D. Dinette and L.M. Hough (eds), *Handbook of Industrial and Alto*, CA consulting Press, Inc.
- Caruso., C. 2004 *The first year experience: transition*, FYS Home page. Retrieve: 14th April, 2010.
- Cattell, R.B, Cattell, A.K, and Cattell, H,E.P. 1993.16PF. Fifth Edition Questionnaire. Champaign, IL. Institute for Personality and Ability Testing.
- Chandler C. 1996. Mentoring women in academia: re-evaluating the traditional model. *NWSA Journal: A Publication of the Natural Women's studies Association* 8.3: 79.

- Chao, G.T, Walz, P.M and Gardner, P.D 1992. Formal and informal mentorship. A comparison on mentoring functions and contrast with non mentored counteracts. *Personnel psychology* 45: 619-636
- Ciarroch, I.V; Chan, A.V.C. and Caputi, P. 2002. A critical evaluation of emotional intelligence construct. *Personality and individual Differences*, 28.3: 539-561.
- CIRDDOC. 2001: Gender and politics in Nigeria. CIRDDOC public education series. No. 5, Enugu: Fourth Dimension Publishers.
- Clark, A. Oswald A. Warr P. 1996. Is job satisfaction u-shaped in age? *Journal of Occupational and Organizational Psychology*. 69: 57 – 81.
- Collins, R. 1979. *The Credential Society: An historic sociology of education*. New York Academic Press.
- Cook, E.P 1994. Role salience and motile roles. A gender perspective. *The career development quarterly*.
- Crermer, E.G. 2006. Policies that part: early career experience of Conjourning Academic Couple 5 in *The Balancing Act Gendered Perspectives in Faculty Roles*.
- Davona, J. 1985. *Feminist Theory: The Intellectual Tradition of American Feminism*. New York: Fredrick Ungar.
- Dhar, S. and Pattnaik, S. N. 1996: Portrayal of Distorted Image of Women by Indian Communicator. Vol 31. No 3.
- Doering, M., Rhoades, S.R. and Schuster, M. 1983: *The aging worker*. Beverly Hills, California: Sage.
- Douglas C.A and McCauley C.D 1999. Formal development relationships. A survey of organisational practices. *Human Resource Development*. Quarterly 10, 203 – 220
- Doyle, S., Wylie, C. and Hogden, E. 2004. Gender and academic promotion, a case study of Massey University, Wellington. New Zealand Council for Educational Research. September, 2004. Retrieved Jan, 2013. <http://www.necer.org.NZ/pdf/14033.pdf>.
- Dreher, G. F., and Ash, R. A. 1990. A comparative study of mentoring among men and women in managerial, professional, and technical positions. *Journal of Applied Psychology*, 75, 539–546.
- Drucker, P. 1973. *Management task and responsibilities practices*. Harper and Row Publishers, New York, NY.

- Dunning, D. and Beauregard, K.S. 2000. Regulating impressions of others to affirm images to the self. *Social cognition. Journal of Personality and Social Psychology*. 62: 577 – 596.
- Eisenberg, N; Fabes, R.A; Gulthrie, L.K. and Reisser, M. 2000. Dispositional, emotional and regulation; their role in predicting quantity of social functioning. *Journal of Personality and Social Psychology*, 78: 136-156.
- Ellemers N. 1993, Sociale identiteit en sekse : Het dilemma van sucsessvulle drouwen T social identity and gender. The dilemma of successful women Trydscuruft voo-vroveven studies , 14: 322 – 336.
- Epstein, R. 1998. Change your bad habit to good. *Reader's Digest*. 19th October, 1998.
- Erwat, E.A., Isah, E.A. and Ileuma, S. 2009: Globalisation and women empowerment for economic and national development in Nigeria. *PPCSS International Journal Series*, 1.1: October, 2009.
- Etzkowitz, H. Kemegore, C. and Uzzi, B. 1992. Athena unbound: Barriers to Women in Academic Science and Engineering. *Science and Public Policy*, 19.
- Evbuoma, I.K. 2006. Influence of women and family friendly support services on work performance of female workers' in selected Nigerian organisations. Unpublished Ph.D. Department of Guidance and Counseling, University of Ibadan.
- Ezzenden, S.R. and Ritch, K.G. 2009. Career advancement and family balance strategies of executive women. *Gender in Management*, 24.6:388-411.
- Fagenson, E.A. 1989. The mentor advantage: perceived career/job experiences of protégés version non- protégés. *Journal of Organizational Behaviour*, 10, 309-320.
- Farmer, H, Rotella, S., Anderson C. and Wardrop J. 1998 Gender differences in Science, Maths and technology career: Prestige level and Holland interest type. *Journal Vocational Behaviour*. 53: 71-91.
- Fernandez-Berrocal, P., Ruiz. D. 2008. Emotional intelligence in education. *Electric. Journal of Research in Education Psychology*, Retrieval 23/11/08. 15 6.2:421-436.
- Flannery, D.D. 2000. Identity and self-esteem. In Hayes E. and Flannery D.D. (Eds.), *Women as learners: The significance of gender in adult learning*. San Francisco: Jossey-Bass Publishers.
- Ford, D.Y. and Harris III, J.J. 1997. A study of the racial identity and achievement of black males and females. *Roepet Review*. 20.2: 105-110.

- Gallagher, D.J. 1980. Extra-version, neuroticism and appraisal of stressful academic events. *Personality and Individual Differences* II 1053-1057
- Gergen, J. 1987. The final four. Sporting News Publication. co. (St Louis Mo.)
- Gill, D. 2002. Psychological dynamics of sports and exercise, 2nd edition Champaign, Illinois, human kinetics.
- Gist, M. E., Schwoerer, C., and Rosen, B. 1989. Effects of alternative training methods on self-efficacy and performance in computer software training. *Journal of Applied Psychology*, 74.6:884-891.
- Gist, M. E., and Mitchell, T. R. 1992. Self-efficacy: a theoretical analysis of its determinants and malleability. *Academy of Management Review*. 17.2: 183-211.
- Glazer, P.M and Slater M. 2006. Unequal colleagues: The entrance of women into the profession. 1890 – 1940 (Douglas series on women's lives and the meaning of gender).
- Godshalk, V.M. and Sosik, J. J. 2003. Aiming for career success: the role of learning goal orientation in mentioning relationship. *Journal of Vocational Behaviour*. 63.3: 417-437.
- Golby, A, Sippola, L. and Phelps, E 2001. Social responsibility and paid work in contemporary American life. A. Rossi. Ed. *Caring and doing for others. Social responsibility in the demans of family, work, and community*. Chicago, University Press. 463-501.
- Goleman, D. 1995. *Emotional Intelligence, why it can matter more than intelligent quotient*. New York: Bantam Books.
- Goleman, D. 1998. *Working with Emotional Intelligence* New York: Bantama Books.
- Goleman, D. 1998. *Working Smart*. USA, Weekend. 24th October, 1998.
- Greenberg, M.T. Kusche, C.A. Cook, E. T. and Quamma, L.P. 1995. *Promoting emotional competence in school-age children: The effects of paths Curriculum and Psychopathology*. 7: 117-136.
- Grusec, J.E. and Hastings, P.D. 2007. *Handbook of socialisation*. New York. Guilford.
- Guimond, S, Chatard, A' Martinot D., S. Andrine 2006. *Journal of Personality and Social Psychology*. Vol 90(2). February 2006. 221-242.
- Hackett G., and Betz, N. 1981. A self-efficacy approach to the career development of women. *Journal of Vocational Behaviour*. 18:326-339.

- Hackman, J.R. and Oldman, G.R. 1976. Motivation through the design of Experimental Social Psychology. 60: 159-170.
- Hayes, E. 2001. Factors that facilitate or hinder mentoring in the nurse practitioner preceptor/student relationship. *Clinical Excellence for Nurse Practitioner*, 5.2: 111-118.
- Hayes, R.B. and Oxley D. 1986. Social network development and functioning during a life transition. *Journal of Personality and Social Psychology*. 50: 305-313.
- Hein S. 2005. Introduction to emotional intelligence. <http://equiorg/ei/ednhtm> . Retrieved 8/02/2010.
- Henslin, J.M. 1993. Sociology: A down to earth approach, 2nd edition. Boston: Allyn and Balcon.
- Herberg, F., Mdusner, B. and Synderma B.B. 1959. The motivation to work. The Department of Psychology. Western Reserve University, Cleveland, OH and Department of Psychology Beaver College, Glenside, P.A.
- Hesketh, B. and Rounds J. 1995. International cross-cultural approaches to career development. W.B. Walsh and S.H Osipow Eds. *A handbook of vocational psychology theory, research and practice* (2nd ed.) Mahwah, N.J. Erlbaum. 367 – 390
- Higgins, M.C. 2001. Reconceptualising mentoring at work: a developmental network perspective. *Academy of Management Review* 26.2: 254-288.
- Hooks, B. 2000. *Feminism is for everybody: passionate politics*. South End Press, Cambridge, MA.
- Hough, L.M. 2003: Emerging trends and needs in personality research and practice: beyond main effects in Barrik and Ryan A.M. Eds. *Personality and Work*.
- Hsiel, H.M., Huang, I. and Suu, K. 2004. Work stress and job performance in the Hi-tech industry, a close view for vocational educational world transactions on-Engineering and Technology Education. 3: 1.
- Hult, C., Callister R., and Sullivan, K. 2005. 15 there a global warming toward women? *Liberal Educator* (summer/Fall) 50-57.
- Husul 2004. Gate-keeping. Gender equality and scientific excellence. 369 – 76 ion gender and excellence in the making Luxembourg office fro official publications of the European communities.
- Ikuomola, A.D. and Okunola, R.A. 2011. Womanhood and the Media: Nigeria and the Arab World. Department of Sociology, University of Ibadan. *Medwell Journals, The Social Sciences* 6.3: 227-234.

- Ilgen, D. R., and Schneider, J. 1991. Performance measurement: a multi-discipline view. C.L. Cooper and I.T. Robertson. Eds. *International Review of Industrial and Organisational Psychology*. Chichester: Wiley. 6: 71–108.
- International Labour Organisation (ILO) 1981. *Women's Empowerment Promotion in Africa: Patterns and Relevant Issues*. Geneva ILO.
- International labour organization (2004) breaking through the glass ceiling. Women in management. <http://www.cw-mf.org/pub/p-leading/e-4195/ch-4198> retrieved from international women's foundation media foundation (2013). IWMF 2000. *International Women Media Foundation*.
- Jacobs, H. 1975. *Credibility in Journalism: A newspaper cannot please everyone*. Vital speech of the day. 42. 3:86.
- Jamal M. 1984. Job stress and job performance controversy: an empirical assessment. *Organisation Behaviour and Human Performance*. 32. 1-21.
- Jans. N.A 1989. Organizational commitment, career factors and career/life style journal of organizational psychology, 10: 247 – 266.
- Jayan, C. 2006. Emotional competence, personality and job attitudes as predictors of job performance. *Journal of the Indian academy of applied psychology*. 32.2:135 – 144.
- Jimoh, A.M.. and Hammed, T.A 2008. Psycho-social factors influencing performance in Organisation. *Journal of applied psychology*, 3.
- John, T. 1995. Forth world conference on women. Action for equality, development and peace. Beijing 4-15, 1995. www.wikipedia . free encyclopedia.
- Joshi, U.A, Pahad and Avani M. 2006. Images of women in print media – a research inquiry, *Indian media stud*. J.I. 39 – 51.
- Kallenberg, A.L. and Loscocco, K.A., 1983: Aging values and rewards: Explaining age differences on job performance. *American Sociological Review*, 33.
- Kamala, B. 2012. Women empowerment: A pre-study for media activism (media research). <http://mediafreedom.com/index.php>. Retrieved, November, 2012.
- Kamala, B. 2012. Women's empowerment: a pre-study for media activism (media research) <http://mediafreedom.com/index.p>. Retrieved, June, 2013.
- Kanfer, R. 1990. Motivation theory and industrial and organisational psychology. In M. D. Dunnette and L. M. Hough (Eds.), *Handbook of Industrial and Organisational Psychology* (2nd edn.). Palo Alto, CA: Consulting Psychologists Press. 1: 75–170

- KihIstrom, J. E, and Cantor, N. 1984. Mental representations of the self. In L. Berkowitz (Ed.), *Advances in experimental social psychology* New York: Academic Press. 17: 1-47).
- Kimmel, M. 2008. *Guyland: The perilous world where boys become men*. New York: Harper.
- Kohut H. 1977. *The Restoration of the Self*. Madison, CT. International Universities Press, Inc.
- Kram, K.E. 1985. *Mentoring at Work: Developmental relationships in organizational life*. Glenview, IL: ScoH foresman.
- Kumar, P. 1995. *How the Media Treats Indian Women*. IIMC Publications .Vol. 4.
- Lent, R.W, Brown, S.D. and Hackett, G. 1994. Toward a unifying social cognitive theory of career and academic interest, choice and performance. *Journal of Vocational Behaviour*, 45
- Leong, F. T.L 1993. The career counseling process with social-ethnic minorities. *Quarterly*, 39- 221-230.
- Leong, F.T.L. 2001. Cross-cultural perspective of Super-career development theory. Career maturity and cultural accommodation . Leong, F.T. L. and Barak, A Eds. *Contemporary models in vocational psychology: A vol. in honour of Samuel H. Osopow*. Mahwah, NJ: Erlbaum. 167-205.
- Leung, S.A 2004. Methodological issues on conducting vocational psychology research in Chinese communities. Appear presented at the 28th international congress of psychology. Beijing, China.
- Levinson, D.J, Darrow , D. Wein E. Levinson, M and Mekee B 1978. *Seasons of man's life*. New York: Knopf .
- Levinson, D.J. 1996 *The seasons of a woman's life*. New York: Bullentine.
- Liptak J.J 2008. *Assessing barriers to education*. Administrator's Jist publishing. Indianapolis
- List of Newspapers in Nigeria: [www.http/en;wikipedia.org/wiki/Retrieved](http://en.wikipedia.org/wiki/Retrieved) 22/08/2011.
- Lock, E.A. and Latham, G.P. 2002. Building a practically useful theory of goal setting and task motivation. *The American Psychology* 57.9:705-717.
- Maack, M.M and Passet J. 1994. *Aspirations and mentoring in an academic environment*.
- Mason, M.A. Goulden M. 2002: Do babies matter? The effect of family formation on the lifelong careers of academic men and women. *Academe* 85.6: 21 – 27

- Mason, M.A., Goulden, M. 2002. 'Do Babies Matter? The Effect of Family Formation on the Lifelong Careers of Academic Men and Women', *Academe* 88:6.
- Mayer J.D and Salovey, P. 1997. What is emotional intelligence in P. Salovey and D. Sluyte (eds.) *Emotional development and emotional intelligence educational implications*. New York Basic Books. 185 – 217.
- Mayer J.D Caruso and P. Salovey, 1999. Emotional intelligence meets traditional standard for an intelligence. *Intelligence* 24:267 – 298
- Mayer J.D Salovey P and Caruso D.R. 2000. Models of emotional intelligence. P.J Sternberg (ed.) *handbook of intelligence*. Cambridge. England Cambridge University Press. 396 – 420
- Mayer, J.D. and Cobb, C.D. 2000. Educational policy on emotional intelligence. Does it make sense? *Educational Psychology Review* 12: 163-183.
- Mayer, D., Salovey P. and Saneso D.A 2000. Selecting a measure of emotional intelligence: the case for ability scales. In R. Baron and I.D.A parker (eds.). *The handbook of emotional intelligence*. San Francisco Jossey-Bass. 320 – 342.
- Mayer, J.D. Salovey, P. Carusso, D.R. and Sitarenios, G. 2000. Emotional intelligence as a standard intelligence. *Emotions* 1: 232-242.
- Mayer, J.D., Salovey, P., Canso, D.R. and Sitarenies, G. 2003. Measuring emotional intelligence with the MSCEIT r2.0. *Emotion* 3: 97-105.
- Mazari S. 2011. Pakistan women in journalism. <http://www./> Pakistan women in journalism. Retrieved 5 August; 2011.
- Mccloy, R.A. Campbell, J.P., and Cudeck, R. 1994. A confirmatory text determinations. *Journal of Applied Psychology*. 79: 493-505.
- McGregor . D. 1967. *The professional manager*: New York. McGraw-Hill
- Meyer, C.S Mukerne S. and Sesteron. (2001). Work – family benefits: which ones maximize profits? *Journal of Managerial Issues* 13.1: 28 – 14.
- Modupe, H.E. 2010: Developing Positive Self-Concept and Self-Esteem as Panacea for Industrial Development and Harmony in a work Place. *Journal of Academic Leadership*. 8:3.
- Molara O. 1990: The image of women and the role of media in the new political culture in Nigeria. *Apr Media Peu*; 41. 52-59.

- Morgeson, F.P., and Humphery, S.E. 2006. The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology* 91: 1321-1339.
- Motowidlo, S. J., Burman, J. R and Schmidt T.A.1997. Evidence that Task Performance should be distinguished from contextual performance. *Journal of Applied Psychology*. 79.
- Mott, F. L. 1949. American journalism: A history of newspapers in the United States through 250 years: 1690 to 1940, New York, The Macmillan Company. 489 – 490.
- Mottaz, C.J. 1984. Age and Work Satisfaction, *Work and Occupation*. 14: 3.
- Naidoo A.V., Bownman, S.L. and Gerstein L.H. 1998. Demographics, causality, work salience and the career maturity of African-American students. *A Causal Model Journal Vocational Behaviour*, 43; 15-27.
- Nairobi, 1985. Report of the world conference to review and appraise the achievement of the united nations decades for women equality, development and peace. Nairobi, 15-26.
- Neale, J. 2009. Women and the politics of university careers. Mcmillan, K., J. Leslie and E.M. Mcleady. Eds. *Rethinking women and politics in New Zealand and Comparative Perspectives*. Wellington: Victoria University Press. 280 – 301.
- Neo, R.A. 1988. Women and mentoring: a review and research amended. *Academy of Management Review* 13.1: 65-78.
- Nevil, D.D. and Super, D.E. 1986. *The salient inventory: theory, application and research*, Palo Alto, CA: Consulting Psychology Press.
- Nyankanyaga S. 2012. Mentoring programme set to change race of journalism.
- Ofuani, 2010. An analysis of factors affecting job satisfaction of women in paid employment in Benin City. A project submitted to the Department of Educational Psychology and Curriculum Studies, University of Benin.
- Ogwezzy, A. O. 2004. Gender and Governance: Can Branding and Positioning Enhance Equity? Dokunmu, F. and Odetoyinbo, A. Eds. *Public Relations for Good Governance and reputation Management*. Abeokuta: Nigerian Institute of Public Relations. 41-70.
- Okachie L. 2011 Women have found their place in journalism – Eyo Honesty. The Nigerian voice .com (Nigeria news) www.nigerianfilm.com

- Okafor, P., 2007. A case study: factors contributing to the Academic Achievement of Low-socio Economic status of students in Anambra South country, Anambra, Nigeria (online) Available at; [http://patricokafor. Com/leading to Thesis proposal/ pdf](http://patricokafor.Com/leading to Thesis proposal/ pdf) (Accessed 12 August, 2010).
- Okhakhu. M 2008. The female journalist in a democracy. The Nigerian observer. Online.
- Okoye, I.K. 2000. Political leadership in African development: imperatives for the 21st century. Ngozi Ojiakor et al Eds. Challenges of Naxmal growth and development in Nigeria. Enugu: John Jacobs Classic Publishers.
- Okunna, C. 1988. The media and the status of women: the educational factor. A paper presented a the ACCE Biennial conference, Jos, Nigeria. October
- Okunna, C.S 2000. “Mass Media Gender Images and the Nigerian GirlChild” [in CDROM]. Paper presented at Summit 2000: Youth Children and the Media. Toronto, May 2000.
- Oluon, R.O 2006. A comparative analysis of female representation in the faculty of engineering and law in a Nigerian university. *Education* 126.5:423 – 430.
- Onwueme, M.S. and Ugbor O 1994. Education and society: The sociology of education. *Nigerian Research Association*, Benin City, University of Benin. 5.79.
- Ormiod, J.E. 1999. *Human learning theory toward a unifying behavioural change*. Upper Saddle River, NJ. Prentice Hall.
- Otokunefor , H.C 1990. Nigerian female writers: a critical perspective Africa Book collections.
- Pajeres F. and Schunk. D. 2001. Self-beliefs and school success, self-sufficiency, self concept and school achievement in Riding R., and Paymen S. Eds. self perception. London Othles Publishing.
- Pajares, F. 2007. Overview of Social Cognitive Theory and Self-Efficacy. Retrieved on June 26th, 2010. *A self-efficacy% defined.htm*.
- Paul, E. S. Jnr 2003 “Women in journalism movies”. Schindler.org.
- Payne, S.C and Webber, S.S 2006. Effects of service provider attitudes and employment status on citizenship behaviours and customers’ attitudes and loyalty behaviour. *Journal o applied psychology* 91.2: 365 – 378.
- Pierce, J.L. and Gardner, D.G. 2004: Self-esteem with the work and organisation context: A review of the organisation-based self-esteem literature. *Journal of Management*, 30.

- Popoola, A.A, Oyinloye, G.O, and Oginni I. O 2011: Performance measure and job constraints: Implication for women in academics in Nigerian universities. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Special Issue Volume 1 Issue 1.*
- Porter, R. and Samovar, L.A . 1991. Basic principles of intercultural communication. Samovar and Porter, international communication. A Reader Belmont, C.A Wadsworth.
- Prinsloo, J. 1996. Where are the women? Global Media Monitoring Project 2000. Johannesburg: Genderlinks.
- Pulkkenen, L., Ohranen, M. and Tolvanen A. 1999. Personality antecedents of career orientation and stability among women compared to men. *Journal Vocational Behaviour* 54: 37-58.
- Purkey, W.W. and Schmidt, J. 1987. *The inviting professional counseling*. Englewood Cliffs, N.J.” Prentice Hall, Inc.
- Putman, A. 2002. Organisations. A. Putman and K. Davis Eds. *Advances in Descriptive Psychology*. Ann Arbor. MI; Descriptive Psychology Press. 5: 11-46.
- Ragins, B.R. and Colton J.L. 1999. Mentoring functions and outcomes: A comparison of men and women in formal and informal mentoring relationship. *Journal of Applied Psychology* 84.4: 529-550.
- Raimy V.C. 1948. Self-reference counseling interviews. *Journal of Consulting Psychology* 12: 153-163.
- Rainey, I.M. and Border S, L.D. 1997 Influential factors in career orientation career aspiration in early adolescent girls. *Journal of Counseling Pathology* 40: 456-469.
- Ramazanoglu, C. and Holland, J. 2002. *Feminist methodology: challenges and choices*. Sage, London.
- Ramey, F.H. 1993. Mentoring its roles in the advancement of women administrator in higher education. *Black Issues in Higher Education* 10.17: 42 -43.
- Rick, B. 2010. The emergence of females as professional journalists. History buff.com.
- Riley, S. and Wrench, D. 1985. Mentoring among women lawyers. *Journal of Applied Social Psychology*.
- Robbins, S.P. 2000. Organisational behaviour: global and southern African perspectives. Cape Town: Pearson Education South Africa.
- Roche, G. 1979. Much ado about mentors. *Harvard Business Review*. 57: 14 – 28

- Roe, R. A. 1999. Work performance: A multiple regulation perspective. C.L. Cooper and I. T. Robertson. Eds. *International review of industrial and organisational psychology*. Chichester: Wiley. 14: 231–335.
- Rogers., C.R. 1947. Some observations on the organisation of Personality. *American Psychology* 2: 358-368.
- Rumberger, R. W. 1995. Dropping out of middle school: a multilevel analysis of students and schools. *American Educational Research Journal*. 32: 583-626.
- Saks, A. M. 1995. Longitudinal field investigation of the moderating and mediating effects of self-efficacy on the relationship between training and newcomer adjustment. *Journal of Applied Psychology*. 80.2: 211-225.
- Salami S.O. 1997. Birth, order, gender, family type and vocational preferences of IJMBE A level science students. *Journal of Science Teaching and Learning*. 3. (1 and 2), 32-42.
- Salami S.O. 1998. Relationship between psychopathology and Vocational interests among school-going adolescents in Nigeria. A papers presented at the staff Seminar Department of Gand C, University of Ibadan.
- Salami S.O. 1999a. Relationship between work values and vocational interest among high school students in Ibadan, Nigeria. *African Journal of Educational Research*, 5: 2: 65-74.
- Salami S.O. 1999c. Self-concept as a correlate of motivation for occupational preference among Nigerian adolescents. A reassessment. *Nigerian Journal of Applied Psychology* 5.2: 206-215.
- Salami, S.O. 2000a. Relationship between work-role salience and career maturity among high school students in Nigeria. Ife. *Journal of Behavioural Research (IJOBRE)*; 2.1 and 2: 98-107.
- Salami, S.O. 2001b. Influence of gender and sex role stereotyping on career decision making self-efficacy of secondary school students. *Ibadan Journal of Educational Studies* 1.1: 128-139.
- Salami, S.O. 2001c. The influence of age, class and level and sex-role stereotypes on career choice of adolescents in Nigerian secondary schools. *African. Journal of Educational Planning and Policy Issues (AJEPPS)* 2.1: 71-82.
- Salovey and Mayer 1990. Motional intelligence imagination, cognition n and personality 9.3: 185 – 211.
- Savickas, M.L. and Super. C.M. 1996. Current theoretical issues in vocational psychology: convergence, divergence and schism. Walsh W.B. and Osipow S.H. Eds. *Handbook of Voc Psy.* (2nd) Hillside NJ. 1 – 34.

- Savickas, M. L. 2005. The Theory and Practice of Career Construction. *Career Development and Counseling: Putting Theory and Research to Work*, edited by S. D. Brown and R.W. Lent. Hoboken, NJ: John Wiley and Sons. 42-70.
- Savickas, M.O. 1979B. Career adaptability: an integrative construct for life span, life-space theory. *Career Development Quarterly*. 45: 247 – 259.
- Scandura, T.A. and Williams, S.A. 2001. An investigations of the moderating effects of gender on the relationships between mentoring initiation and protégés perception of mentoring functions. *Academy of Management Journal* 59. 3: 342-363.
- Scandura, T.A 1992. Mentoring and career mobility. An empirical investigation, *Journal of Organisational Behaviour*. 13: 169 – 174.
- Schindler, P.E 2003. Women in journalism movies. www.wikipedia.com.women_journalismandmediaprofessions.
- Schunk, D. H. 1981. Modeling and attributional effects on children's achievement: A self-efficacy analysis. *Journal of Educational Psychology* 73.1: 93-105.
- Schwartz, S.H. and Bilisky, W. 1990. Toward a theory of the universal content and structure of values: Extensions and cross cultural replications. *Journal of Personality and Social Psychology*. 58: 876-891.
- Shadeem B. 2011. Women in New African Media Leadership Programme.
- Shalveston, R. J., Hubner, J.J. and Stanton, G.C. 1976. Validation of construct interpretations: Reviews of educational research 46: 407-441.
- Shamir, B. 1990. Calculations, values and identities: The sources of collectivistic work motivation. *Human Relations Journal*. 43. 4: 313 – 332.
- Shar, S. Pattnaik S.N 1996. Portrayal of distorted image of women by Indian media. *Communicator* 31.3: 11 – 13.
- Shivdal, M 2000. Alternative assessment of women and media based on NGO reviews of section J, Beijing platform of action.
- Silva, J.M and Stevens, D.E. 2002. *Psychological foundations of sport*. Allyn and Bacon, Boston; USA.
- Sob Sisters and Saltzman, J. 2003. The image of the female journalist in popular cultures. Section F. IJPC Resources. USC Annenberg. Retrieved April, 2012. www.sobsistersjournalism.com.

- Super, D.E. 1996. A lifespan, life space perspective on convergence. Savickas, M.L. and Lent, R.W. Eds. *Convergence in career development theories*. Palo Ato, CA: CPP Books. 63 – 76.
- Super, D.F., Savickas, M.L. and Super, C.M. 1996. The lifespan, life space approaches to career. Brown, L. Bueroos and Associates Eds. *Career choice and development*. 3rd ed. San Francisco Jossey-Bass.
- Silver, W. S., Mitchell, T. R., and Gist, M. E. 1995. Responses to successful and unsuccessful performance: The moderating effect of self-efficacy on the relationship between performance and attributions. *Organizational Behavior and Human Decision Processes*, 62 (3), 286-299.
- Sob Sisters 2009. The image of the female journalist in popular cultures
- Sokoloff, N. 1992. Black women and white women in the profession occupational segregation by race and gender. www.admincom.ac.uk/news/press/factsheets/women2html
- Staw, B. M. 1984. Organizational behaviour: a review and reformulation of the field's outcome variables. *Annual Review of Psychology*, 35, 627-666.
- Suda. C. 2002.' Gender' disparities in the Kenyas labour market. Implications for poverty reductions,: *Nordic Journal of African studies* 11(3). 301 – 32.
- Super, D.E. 1990. A life-space approach to career development. N D. Broum and L. Brooks (Eds). *Career choice and development: applying contemporary theories* (2nd ed; pp. 197-261). San Francisco, (A:Jossey –Bass).
- Super, D.F, Savockas, M.L and Super, C.M 1996. The lifespan, life space approaches to careers. In D. Brown, L. Brooks and associates (eds), *career choice and development* 3rd ed. Pp 121 – 178 San Francisco; Jossey-Bass
- Super, D.W 1969. Vocational development theory: *The contemporary psychologist*, 1, 2 – 30
- Super, D.W 1980. A life-span, life-space approach to career development. *Journal of Vocational Behaviour*, 16, 282 – 298
- Super, D.W 1990. A lifespan life space approach to career development . In D. Brown and L.B Brooks (ds.) *career choice and development: Applying contemporary approaches to practice* (2nd ed. pp. 197 – 261) San Francisco, CA: JOSSEY-Bass
- Symth, E. Sandra. A., Bourne P., and Alison P. 2000. Challenging professions: historical and cotemporary perspectives on women's professional work. www.wikipedia.org/wiki/womenintheworkplace

- Tang, M., Forad, N.A. and Smith, P.L. 1998. Asian Americans' and choices: a path model to examine factors influencing their career choices. *Journal Vocational Behaviour* 54: 142-157.
- Thompson, J.A. and Bunderson, J.S. 2003. Violations of principle. Ideological currency in the psychological contract. *Academy of Management Review*, 28, 571-586.
- Turban, D.B. and Greening, D.W. 1997. Corporate social performance and organisational attractiveness to prospective employees. *Academy of Management Journal*, 40: 658-672.
- Turner, A. N; and Lawrence, P.R. 1965. *Industrial jobs and the worker*. Boston: Havard University Press.
- Uba, A. and Olaniyi, G.B. 1991. Relative effects of gender and family type on the vocational preference of school-going adolescents in Oyo State. Nigeria *Journal of Counselling and Development*, 5: 95-101.
- Uma J., Anjali P. and Ayani M. 2006. Indian media studies journal. July – December. 1: 1.
- UNESCO (2009a). Culture sector: http://portal.unesco.org/culture/en/ev.php-URL_ID=35263andURL_DO=DO_TOPICandURL_SECTION=201.html
- Uwe E.A. 1990. Gender differences and career aspiration. *The Counsellor* 14.2: 216-220.
- Uwe, E.A. 1999. Gender orientation and occupational competence of workers. *The Counsellor*, 17.1: 43-50.
- Van-Dijk, T.A. 2008. Basmstoke, Hampshire: Palgrave, Macmillan Books.
- Van Scotter, J., Motowidlo, S. J.,and Cross, T. C. 2000. Effects of task performance and contextual performance on systemic rewards. *Journal of Applied Psychology*, 85: 526–535.
- Viswesvaran, C and Ones, D. S. 2000 .Bandwidth-fidelity dilemma in personality measurement for personnel-selection. *Journal of Organizational Behavior*, 17.
- Vroom, V.J. 1978. A new look at managerial decision-making *Journal of Applied psychology*. 63.
- Waston, M.B. and Stead, G.B. 1990. Work-role salience of South African adolescents. *Journal of Vocational Behaviour* 36: 249-257.
- Watts, M. 2008. Gender segregation in higher educational attainment in Australia 1978 – 94, New Castle University

- Weekly Trust Abuja 2007: Nigerian women are ruling journalism in Nigeria today. www.allatrice.com
- Weinberg, R. S., Gould, D., and Jackson, A. 1979. Expectations and performance: An empirical test of Bandura's self-efficacy theory. *Journal of Sport Psychology*, 1.4: 320-331.
- Weiss, C.S. 1981. The development of professional role commitment among graduate students. *Human Relations*, 34.1: 13.
- Wharton, B.D. 2012. Tree the press. Leadership for the future. Bureau of African-affairs.
- Whitney, W. T and Coestsier, P 1993. The relationship of career mentoring to early career outcomes. *Organisation Studies*, 14.3: 419-441.
- Whitney, W., Dougherty T.W. and Dresher G.F 1991. Relationship of career mentoring and socio economic origin of Managers and professionals early career progress. *Academy of Management Journal*. 34, 331-351
- William, H. Fitts 1965. Tennessee Self Concept Scale (TSCS). The Reliability and Validity of Tennessee Self Concept Scale (TSCS) Instrument on Residents of Drug Rehabilitation Center. *European Journal of Social Sciences- Vol 10, November 3 (2009)*
- Williams, D. 2000. Women still face steep odds in news advancement
- Winslow, S. 2010.: Gender inequality and time allocation among academic faculty. *Gender and Society*. 24.6:7: 69-793.
- Wright J. and Hamilton 2f. 1978. Work satisfaction and age some evidence for the job change hypothesis social forces, 56: 1140 – 1158.
- Wylie, R.C., 1979. The self-concept theory and research on selected Topics, Lincoln: University of Nebraska Press. 2.
- Yahaya, A. and Ramli, J. 2009: The relationship between self-concept and communication skills towards academic achievement among secondary school students in Johor Bahuru. *International Journal of Psychological Studies* 1:2.
- Young, C.J., Mackenzie, D.L. and Sheriff, C.W. 1982. In search of token women in academic: some definitions and clarification. *Psychology of women Quarterly* 7.2: 166-169.
- Young, K. (ed) 1984. *Of marriage and the market: women's subordination internationally and its lessons*. London CSE Books.

- Yusha'u, M., 2009, Investigative journalism and scandal reporting in the Nigerian Press, *Ecquid Novi: African Journalism Studies* 30.2:155-174
- Zaedner, M., Roberts, R.D. and Matthews, G. 2002. Can emotional intelligence be schooled?; *A Critical review Educational Psychologist* 37: 215-231.
- Zeidne M. Roberts R.D. Matthews G. 2002. Can emotional intelligence be schooled? a critical review, *educational; psychologist* 37: 215 – 231
- Zimmerman, B.J; Bandura, A; and Martinez Pons, M. 1992. Self-motivation self-efficacy beliefs and personal goal setting. *American Educational Goal setting. American Educational Research Journal* 29:3.

UNIVERSITY OF IBADAN

Appendix A

Department of Adult Education
Faculty of Education
University of Ibadan, Ibadan

INFLUENCE OF PSYCHO-SOCIAL FACTORS ON JOB PERFORMANCE OF WOMEN IN PRINT MEDIA IN SOUTHWESTERN NIGERIA

Introduction

Dear Respondent

These questionnaires are designed to elicit information on some Psycho-Social variables that predisposes the job performance of women in print media in Southwest, Nigeria. They are primarily and solely for the purpose of research, as such, all information/responses shall be treated with utmost confidentiality. Hence, your maximum cooperation and truth is hereby solicited in filling the questionnaires.

Thank You.

Respondent's Demographic Information Section

Instruction: Kindly indicate your response by indicating with a tick (✓) appropriately.

Age

20-29

30-39

40-49

50+

Marital Status

Single

Married

Divorced

Separated

Length of service

3 - 8years 9-14 years 15-20 years 21 years and above

Educational Qualification:

Masters

Professional Certificate

NIJ/ Diploma

First Degree

SSCE

Department

Editorial

Adverts

Computer

Circulation

Women's Desk

News Desk

Psychological Factors' Scale

Instruction: Kindly read through the following statements and rate accordingly. You are to tick (✓) your appropriate response to each of the questionnaire items.

Section A

Emotional Intelligence

S/N	Statements	SA	A	D	SD
1.	I can excel difficult situations in my career if I try harder				
2	I am convinced that I can accomplish my professional goals.				
3	I find it hard to understand non verbal messages of other people				
4	Some of the major events in my life have led me to re-evaluate what is important to me				
5	Against all challenges I can handle unforeseen situations in my career				
6	It is possible for me to penetrate into tight ends to get the right information				
7	My coping abilities are helping my performance in my career				
8	When I am in a good mood, I am able to come up with new ideas				
9	Whenever I am disturbed in the process of performing my duty I can proffer solutions				
10	When I face challenges, I give in because I believe I will fail.				

Section B

Self Efficacy

11	I am confident of what people will think about my reports				
12	I don't always feel nervous on the field because I do not fear that I may perform below expectation				
13	Encouragement and mentoring from colleagues and seniors enhance my confidence to accomplish my goals.				
14	I always long for more knowledge				

S/N	Statements	SA	A	D	SD
15	My organisation is conducive for my overall performance				
16	I am not confident to seek for assistance from colleagues				
17	Thanks to my resourcefulness, I can handle unforeseen situations at work.				
18	I can remain calm when facing difficulties because I can rely on my coping abilities				
19	I can cope with the stresses that are involved in my career. It brings out the best in me				
20	Feedback at work serves as a check for me				
Section C					
Self- Concept					
21	I have good understanding of my being, personality and emotions				
22	I like to appear neat and attractive				
23	I am a good observer of other people's and emotions				
24	I always set goals for myself and I try my best to accomplish it				
25	I always tell myself that I am a competent person				
26	I am a self motivating person				
27	I will work on changing when I realise I have made mistakes				
28	I am capable of controlling my emotions				
29	When my mood changes, I see new possibilities				
30	I am sensitive to the feelings and emotions of other people				
31	When I am faced with obstacles I remember the last time I had such and overcame them				
32	I present myself in such a way as to create a good impression				
33	I motivate myself by imagining a good outcome				
34	I can socialise in ways I want				
35	Sometimes I postpone works that should be done				
Section D					
Mentoring					
36	Without mentoring I will lag behind professionally				
37	Mentoring is an effective tool in print media				
S/N	Statements	SA	A	D	SD
38	Mentoring will help in elevating women to top positions in print media				

39	Women do not lack access to information and field reporting and besides, they are not excluded from informal relationships with male counter parts				
40	The perception of women as being passive and silent in print media could be challenged through mentoring				
41	I am always comfortable with gender mentoring				
42	Mentoring is very important in ensuring women in print media make progress on their jobs				
43	Men are always exercising their dominance in my organisation				
44	Women overcome the barrier to the peak of their profession through mentoring				
45	Mentoring is an important ingredient in the print media that should be encouraged irrespective of gender				

UNIVERSITY OF IBADAN

Social Factors' Scale

Instruction: Kindly read through the following statements and rate accordingly. You are to tick [√] your response.

Section A

Marital status

S/N	Statements	SA	A	D	SD
1	Marriage has influence my choice of career positively				
2	Based on my marital status I gain respect among my colleagues				
3	Single parenthood has allowed me to put my best in my career				
4	Marriage is not a barrier to the fulfillment of my career				
5	Being married has made my dream fulfilled				
6	Married women in print media are not frustrated out of the profession				
7	My status as a single mother is not in any way affected my career				
8	Being a single mother has allowed me to be focused on my job				
9	My marital status is the strength of my career progression				
10	I get the best cooperation and encouragement from my husband to make my way up the top in my job				
11	I have never experience conflict between my home and work				
12	I have always managed my work- family life to the best of my ability				
13	Regardless of the nature of my work, my husband and children are comfortable				
14	My work- family life is above average and smooth				

Section B

Number of children

15	The Number of my children has nothing to do with my performance				
16	Restriction must not be placed on women as regards the number of children they should have when in service				
S/N	Statements	SA	A	D	SD
17	There is preference for duty as nursing mother do not affect my work life				
18	The number of children I have, has nothing to do with my level of accomplishment on my job				
19	I have never witness a divided attention at work due to my children's welfare.				

20	The nature of my job does afford me the expected relationship between my children and me				
21	My children do not complain about my job				
22	They do not desire a change of profession for me				
23	They love and cherish my profession				
24	They are always happy and proud of me				
Section C					
Social Economic Status					
25	My position at work attracts some respect to me in my society				
26	The society appreciates my profession as a noble one				
27	There is security in the print media				
28	Societal love for prints encouraged my choice of career				
29	With my career, I can withstand my colleagues in other profession shoulder to shoulder.				
30	My job affords me a better social and economic respect within and outside my family				
31	I can afford anything my family desires				
32	I do buy things my friends from other professions can afford				
33	Besides, my family background encouraged my choice of career				
34	My family socio- economic standing gives me the respect I deserve among my friends and colleagues at work				
35	I am proud of my family				
36	Am always willing to attend social functions with my friends and colleagues				

Section D					
Educational Attainment					
S/N	Statements	SA	A	D	SD
37	My academic level affords me the opportunity to select whatever I desire to be involved in, in my organisation.				
38	I have the required education to be regarded as a professional in my choice of career.				
39	With my educational attainment, I can get to the peak of my profession.				
40	My educational attainment complements my performance.				
Section E					
Age at the period of Entry					
41	My age at the period of entry into the profession influenced me positively.				
42	I have spent three years and above and more matured				
43	I am older now and can contribute effectively compared to when I joined the print media.				
44	My age is of advantage to me.				
45	I have more responsibilities because age is an advantage.				

Job Performance Scale

Instruction: Kindly read through the following statements and rate accordingly. You are to tick () your response.

S/N	Statements	SA	A	D	SD
1	I am fully committed to my choice of career				
2	Working in the print media makes me happy				
3	I am unbiased on my job which affords me the expected levels of accomplishment in my organization				
4	My creativity adds value to my organisation				
5	I work with the expected standard in my organisation				
6	My ability to work under pressure and meet deadlines add quality to the overall goals of the organisation				
7	I ensure social justice at work.				
8	I work and mix well with my colleagues				
9	In the course of doing my job, I ensure to meet deadlines				
10	I am a good team player on my job				
11	I communicate well with my superiors				
12	I communicate well with my colleagues and subordinates				
13	I ensure my responsibilities are performed as expected with less complain and supervision				
14	I display high level of technical skills in the course of performing my responsibilities				
15	My career is central to my performance				
16	The risks associated with my career is too daunting and this is affecting my performance				
17	The high level of job ceiling in the profession is discouraging and this is affecting my performance				
18	I am ready to perform my best against all challenges				
19	I am constantly improving on my career for effective performance				
20	I maintain professional standard on my job				
21	My commitment to organisational goal improves my performance.				

Women in Print Media Checklist

Instruction: Kindly read through the following statements and tick (√) / (x) as applicable.

S/N	Statements	Yes	No
1	I feel accomplished as a woman working in the print media		
2	My accountability to the society makes me put in my best in my career		
3	Accuracy is my watchword in all the information I report.		
4	My achievement in an assignment prepares me for a greater task.		
5	I am bold and aggressive in discharging my duty		
6	I believe in myself and my ability to deliver within the shortest possible period.		
7	I have the courage that enables me face danger or pain without fear as far as it boosts my performance		
8	I make judgment from discrimination in the face of my professional ethics		
9	I have self assurance in my career		
10	My credibility makes my information acceptable		
11	I am fair in judging my reports		
12	My reports are clear and easy to understand by the public		
13	My knowledge of my professional etiquette influenced my job performance		
14	I am committed to deliver the right information with all eagerness		
15	At the end of my day, I am fulfilled		
16	I am convinced that informal mentoring has helped a great deal in my career progression.		
17	The career progression of informal mentoring has maintained my focus in my career pathway to the peak of my career.		
18	I assess myself when I compare with my mentor's achievement		

Appendix B

In Depth Interview Guide

Venue: Site of each media house

Interviewer: Ogidan Olufunke

Date

Good day ma, may I meet you?

I will like to ask some questions relating to Influence of Psycho-Social factors on job performance in your print media.

Name of Media House.....

Date of Interview.....

1. Do you think your Self-Efficacy has affected your job performance?
2. Has your Self-Concept influenced your job performance?
3. Does your Emotional Intelligence in any way influence the level of your job performance?
4. Has Mentoring influenced your performance on the job in any form?
5. Could you ascertain that your age at the period of entry into your profession in any way influenced your job performance?
6. Does the number of your children influence your performance?
7. Has your educational qualification added to the level of your performance?
8. Marriage is very important to our society, has marriage influenced your performance?
9. Has socio economic status accrued to journalism influenced your choice of career and job performance?
10. Do the psychological factors (self-efficacy, self-concept, emotional intelligence and mentoring) mentioned above influence your level of job performance?
11. Do the social factors (entry age into the job, marital status, number of children, educational attainment and socio- economic status) mentioned above influence your level of job performance?
12. Has your media outfit encouraged your job performance?
13. Do male colleagues in your organisation encourage you to perform?

14. Does the department/unit you work in influence your job performance?
15. Do you agree that any of the above has influenced your performance?
16. Could you state which of the above has influenced your job performance the most?
17. Could you identify the form of mentoring that has influenced your job performance?
18. Does your career progression align with your desired goal and influence your job performance?
19. Does your career pathway challenge your male counterparts?
20. Do you see your male colleagues as threats to your career progression?

UNIVERSITY OF IBADAN



UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF ADULT EDUCATION

Ag. Head of Department
Dr. Omobola O. Adelore
omobola.adelore@yahoo.com
07068497959

Telephone: Ibadan 806304-806329/20 Lines
ext.602, 1102
Cable & Telegram UNIVERSITY IBADAN
E-MAIL: adult@ibadan.siamnet.com
Website: www.uoibadan.edu.ng

Date:.....

Our Ref:.....

TO WHOM IT MAY CONCERN

This is to certify that Ogidan Olufunke Temitope with (Matric No. 99129) is a Postgraduate student in this Department who is currently conducting research on her thesis titled "*Influence of Psycho-Social Factors on Job Performance of Women in Print Media in Southwestern Nigeria*".

In this connection, she wants to obtain some information/data from your establishment.

Kindly accord her the required assistance.

Thank you.


Omobola Adedore, PhD

Our Vision:
To be world class institution for academic
Excellence geared towards meeting societal needs

Our Mission:
To expand the frontier of knowledge through provision of excellent conditions for learning and research
To produce graduate who are worthy in character and sound judgment
To contribute to the transformation of society through creativity and innovation
To serve as dynamic sustain of society's salutary values and thus sustain its integrity

Appendix C



Plate 1. Interview session at Punch Newspaper, Mowe, Lagos State.



Plate 2. Interview session at The Sun Newspaper, Apapa, Lagos State



Plate 3. In-depth Interview at The Nation Newspaper, Oshodi, Lagos State.

UNIVERSITY OF IBADAN



Plate 4. In-depth interview at Tell Magazine, Berger, Lagos State.



Plate 5. Interview at The Vanguard Newspaper, Apapa, Lagos

UNIVERSITY OF

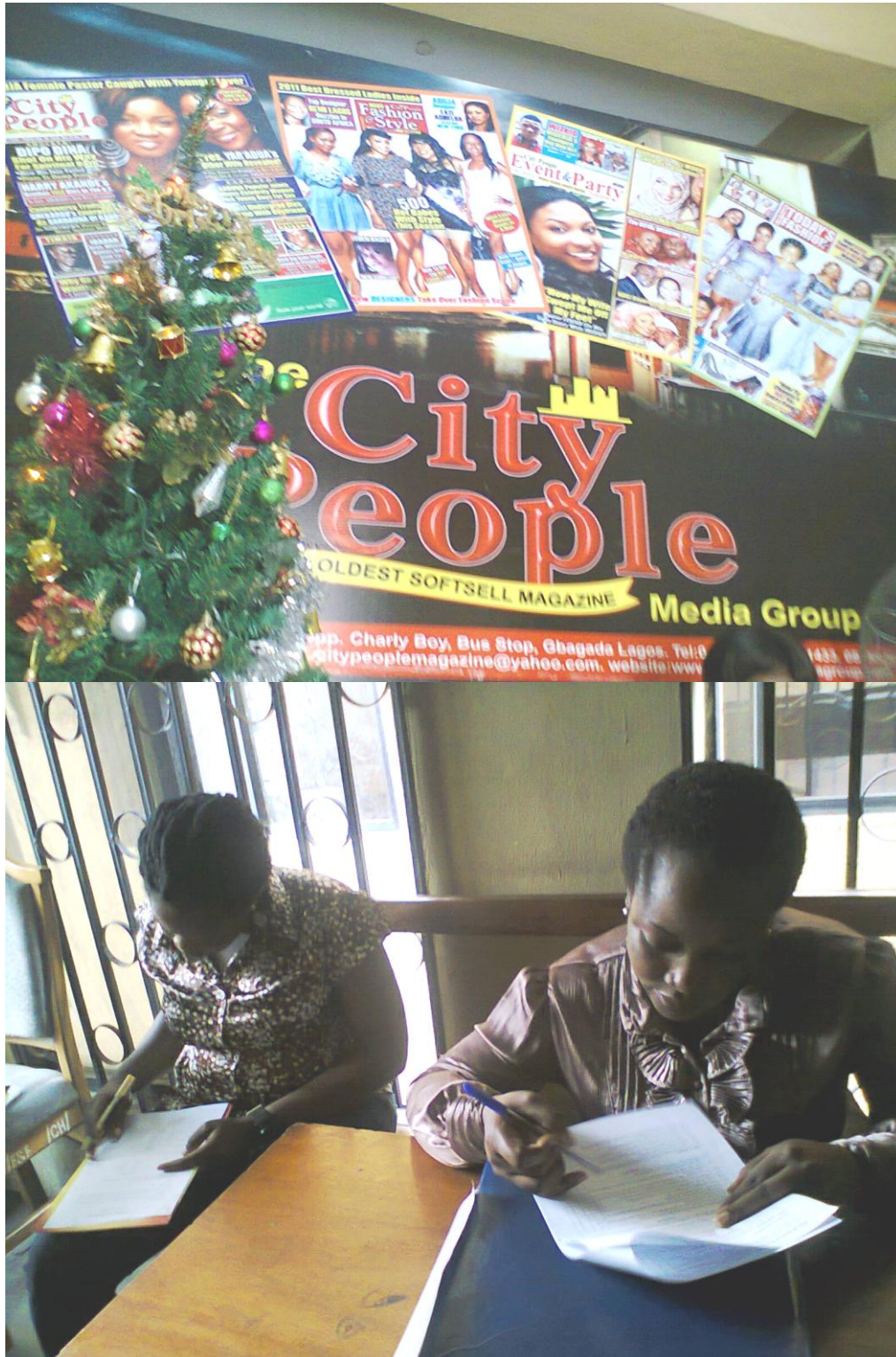


Plate 6. Respondents filling the questionnaire at City People Magazine