JOB SATISFACTION AND SELF-EFFICACY AS PREDICTOR OF LIFE SATISFACTION AMONG BASIC SECONDARY SCHOOL TEACHERS IN KWARA STATE

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Abstract

This study examined job satisfaction and self-efficacy as factors predisposing life satisfaction among secondary school teachers in Kwara State. The research design that adopted for the study was descriptive survey of a correlational type. The study was carried out among basic secondary school teachers Kwara State. The study population was all the basic secondary school teachers in the state. A sample size of 400 respondents was considered for participation. In selecting the respondents, a stratified sampling technique was adopted. The instruments used were adapted questionnaire on life satisfaction, job satisfaction and self-efficacy all was validated and reliability scores are 0.74; 0.83; and 0.76 respectively. These instruments were administered on 400 respondents but only 389 were returned and analysed using percentage for the demographic data and Pearson's Product Moment Correlation (r) to test the formulated hypotheses at 0.05 level of significance. Two research hypotheses was formulated and tested HO$_1$ showed that there was significant relationship between job satisfaction and life satisfaction among junior secondary school teachers (r= .889; p<0.05) is statistically significant; hence the hypothesis was rejected. Also HO$_2$ revealed that there was significant relationship between self-efficacy and life satisfaction among junior secondary school teachers (r= .936; p<0.05) is statistically significant; hence the hypothesis was rejected. It was concluded that both job satisfaction and self-efficacy has significant relationship in life satisfaction and it was therefore recommended that education authorities and school administrators should focus on improving the working conditions, salary structure, and professional development opportunities for teachers. Creating a supportive and positive work environment that values and recognizes teachers' contributions can significantly enhance their job satisfaction and overall well-being.

Keywords: Job performance, self-efficacy, life satisfaction, basic education teachers

Introduction

The well-being and contentment of educators are critical factors that influence the caliber of education they deliver in the fast-paced and demanding educational environment of today.

This study explores the particular context of basic secondary school teachers in Ilorin metropolis, focusing on two important factors: job satisfaction and self-efficacy, among the many other factors influencing teachers' overall life satisfaction. This research tries to shed light on the critical factors that affect teachers' happiness and fulfilment in both their personal and professional lives by examining the complex relationships between these factors and life satisfaction. The findings of this study have far-reaching implications for education policymakers, school administrators, and individuals invested in creating a nurturing and supportive environment for teachers, ultimately fostering a positive educational experience for students. It is crucial to delve into the fascinating interplay of job satisfaction and self-efficacy and discover how they shape the life satisfaction of basic secondary school teachers in Ilorin metropolis.

Since teachers are the key players in the educational sector of every nation, the subject of their satisfaction or dissatisfaction with their lives is of paramount importance. This is obviously because the state of their lives can make a negative or positive impact on the lives of the students they teach. A teacher who is dissatisfied with his or her life is likely to negatively impact the lives of the students he or she teaches. The reverse is true for a teacher who is satisfied with his or her life. The life satisfaction of teachers is very important because it's influences how well they perform their careers. Umme (2011) argues that life satisfaction has a significant impact on career performance because happy employees are more likely to be productive and useful to their employers than unhappy employees. In other words, employees who are happy and satisfied with their lives are more likely to perform their jobs more efficiently.

According to Lawler (2019), life satisfaction generally refers to an individual's level of contentment with the situation at any given time, taking into account their personal experiences and expectations. According to Glass (2019), it is an evaluation of life as a whole based on how well individual objectives and accomplishments align. According to Shin and Johnson (2014), a person's assessment of their own life satisfaction is based on the standards they choose and define for evaluating their own circumstances. In Nigeria, there is a prevalent belief that the primary factors influencing life satisfaction are financial gains and working conditions. The basis of the judgmental process of satisfaction is the person's comparison of the circumstances they are in with the relevant benchmarks. It is stressed that each person's assessment of how satisfied they are with the current course is based on a comparison with the standards that they have personally identified (rather than having externally imposed upon them).

The teacher's positive outlook on education is her greatest asset. He or she needs to be able to find fulfilment in their current roles. Radha (2012) concurred that in order for teachers to effectively impart knowledge to students, educational programs should instill certain qualities in them. The type and degree to which teachers participate in education and related educational programs depends on their attitude toward teaching. Students can learn in an effective and productive manner if teachers are cultivated with desirable attitudes or are shaped in desired ways. Mattern and Bauer (2014) discovered that in Germany, teachers of secondary mathematics who practice cognitive self-regulation report higher levels of occupational satisfaction that is, less emotional exhaustion and job satisfaction. This directly impacts on the quality of their work, satisfaction at work and life satisfaction.

According to Aelterman's (2017) study, there is a high level of general wellbeing among teachers in Flanders. "Support plays a key role, including support from colleagues that is specifically related to school culture, support from the principal, and support for professional learning," they discovered. This in turn affects perspectives on innovation and relationships with

parents. Budh et al. (2017), life satisfaction is a broad, subjective assessment of a person's present level of happiness with their physical, social, and psychological well-being. Specific life domains, such as relationship quality, income, self-efficacy, gender status, religiosity, educational attainment, and job satisfaction, can all be evaluated separately (Diener et al., 2020). This study looked at self-efficacy and job satisfaction been the two variables present study considered among other variable influencing teachers' life satisfaction.

According to Spector (2017), job satisfaction refers to the degree to which an individual is satisfied with their job, or whether they like the job or specific aspects or facets of jobs, such as the nature of work or supervision. Locke (2016) also defined job satisfaction as a pleasant or positive emotional state that arises from an evaluation of one's job or work experiences. Since the late 1990s, there have been a significant number of empirical studies analyzing life satisfaction; the majority of these studies have focused on the determinants or correlates of happiness in developed nations.

Selim (2008) agreed that research on happiness and life satisfaction has been done in developing and less developed nations (Hayo et al., 2013; Gruen et al., 2015). Her study attempts to explore happiness and life satisfaction in Turkey, a country that has persisted in its modernization and reforms influenced by Europe. There isn't much empirical data to support life satisfaction and happiness in Turkey. Gitmez et al. (2014) investigate life satisfaction and socioeconomic status in Turkey's capital city of Ankara. It looks at whether socioeconomic status influences life satisfaction as well as which aspects of life satisfaction differentiate between people with different socioeconomic backgrounds. Pehliva et al. (2019) compare the life satisfaction of adults from the United States, Turkey, and Germany. Significant mean differences by country are found on life satisfaction.

Self-efficacy is the conviction that one can carry out the actions required to achieve particular performance goals (Hampton, 2020). It displays assurance in one's capacity to exercise control over one's own driving forces, actions, and social surroundings. These cognitive self-evaluations impact a wide range of human experiences, such as the objectives people pursue, the amount of effort they put forth to achieve those objectives, and the possibility of achieving specific behavioural performance levels. Self-efficacy influences behaviour in people in a number of ways. (2019) Oksanen. Self-efficacy is commonly understood as an assessment of one's capacity to plan and carry out a specific kind of performance (Bandura, 1997). To be more precise, it's a conviction regarding one's capacity to generate specific behaviours. Put differently, exercising control over one's life is a sign of self-efficacy (Bandura, 1997).

The development of fulfilling social relationships, which contributes to an individual's sense of fulfilment in life, is also correlated with high efficacy beliefs (Bandura, 1997). Therefore, self-efficacious people should have high levels of satisfaction with their accomplishments and social quality of life. Self-efficacy and life satisfaction have a direct correlation. In 2020, Hampton conducted a study involving 100 Chinese individuals who had spinal cord injuries. The results indicated a relationship between the patients' self-efficacy and their quality of life and life satisfaction. According to Ojha and Kumar (2017), experiences that have had a positive impact on an individual can be reflected in their level of life satisfaction. People are capable of being inspired to pursue and accomplish their goals by these experiences. People's perceptions of their lives can be influenced by two emotions. Both optimism and hope are composed of cognitive processes that are typically focused on achieving and perceiving goals (Ojha & Kumar, 2017).

Furthermore, optimism is associated with greater life satisfaction, whereas pessimism is associated with depressive symptoms. According to Seligman (2018), people who are happier tend to be less negative. Additionally, they have a tendency to like other people more, which contributes to their general happiness and raises their level of life satisfaction. Because academic success, social competence, and avoiding risky behaviour can all play a role in fostering desirable and satisfactory courses of life, academic, social, and self-regulatory self-efficacy beliefs appear to be particularly relevant for adolescents' life satisfaction (Roeser, 2019).

Statement of the Problem

One of the most fundamental desires of every person on the planet is to live a happy life. Regardless of one's upbringing, everyone has an inbuilt desire to be content with life. People have generally always had unquenchable needs, which includes a need for life satisfaction. It is crucial that teachers are happy with their lives. This is due to the critical role that educators play in the overall accomplishment of a country's educational objectives. In the past, teachers were held in high regard and had a higher social standing. However, a number of factors have led to a decline in the status of teachers during the past few decades. Ilorin Metropolis's teachers face a number of challenges, including poverty, indifference, insecurity, and blatant disrespect. It is believed, nevertheless, that the government's or the Ministry of Education's resources cannot satisfy the agitations and demands of teachers. Because of this, there is an ongoing impasse between the Nigerian government and the Nigerian Union of Teachers (NUT) regarding raises in teacher pay, benefits, and better working conditions all of which have a positive impact on teachers' quality of life.

Purpose of the Study

The purpose of this study is to examine the sociological factors of (job satisfaction and self-efficacy) predisposing life satisfaction among basic secondary school teachers in Ilorin metropolis. Specific purposes include the following.
1. To examine the relationship between job satisfaction and life satisfaction among basic secondary school teachers in Kwara State.
2. To examine the relationship between self-efficacy and life satisfaction among basic secondary school teachers in Kwara State.

Research Hypotheses

The null hypothesis formulated and tested at 0.05 level of significance

Ho_1: There is no significant relationship between job satisfaction and life satisfaction among basic secondary school teachers in Kwara State.

Ho_2: There is no significant relationship between self-efficacy and life satisfaction among basic secondary school teachers in Kwara State.

Maslow's Hierarchy Theory

Abraham Maslow's hierarchy of human needs may be related to job satisfaction (Maslow, 1943). This hierarchy consists of five levels:
   i.   Self-actualization needs,
  ii.   Esteem needs,
 iii.   Social needs,
  iv.   Safety needs, and

v.   Physiological needs,

Each of which will be described in some detail. Commenting on the theory, Grady states that according to Maslow the organism's behaviour is dominated by unsatisfied needs and its behaviour organized only by unsatisfied needs. When one need is satisfied, the following prepotent need in the hierarchy surfaces and tends to command the individual's attention. Consequently, gratified needs are no longer considered active motivators of behaviour since the individual has gone on to striving to fulfill the next unfulfilled need in the hierarchy (Firoz, & Chaudhary, 2021). It is important to describe these five levels of human needs as stated by Maslow:

i.   Physiological needs: Physiological needs are at the bottom of the hierarchy and include the basic human needs of food, sleep, shelter and clothing. They are the most compelling needs until satisfied.

ii.   Safety needs: When physiological needs are met or satisfied, the next type of need, i.e., safety needs, emerges. To be fulfilled, such needs require a secure environment: one that is stable, free from fear, structured, regulated, and limited.

iii.   Social needs: If physiological needs and safety needs are fairly well satisfied, the social needs of belonging and love emerge. This category concerns the human desire to be accepted by peers and to develop friendships, in other words, to belong to groups and to "be with people with whom one feels accepted"

iv.   Self-esteem needs: Self-esteem needs are rarely satisfied and emerge only when basic needs are met. Self-esteem needs are either (a) internal, such as the needs for self-confidence, independence, achievement, importance, competence, and knowledge; or (b) external, such as the needs for status, recognition, and respect from others.

v.   Self-actualization needs: The final level of the hierarchy refers to the desire for self-fulfilment, for realizing one's potential, for continued self-development, and for creativity. In Maslow's terminology, this is the desire to become.

According to Scheffer and Heckhausen, (2018), then, Maslow's theory is dynamic in that humans are seen as inherently unfulfilled beings constantly striving to fulfill needs in an ever expanding needs system. Like the other levels, this level of the need hierarchy is instinctual, for such needs are universally felt.

From the theoretical perspective, job satisfaction can be tied to Maslow's (1943) hierarchy of needs. Secara (2014) suggested Maslow's hierarchy of needs is applicable and appropriate when examining stability and satisfaction. Maslow's hierarchy of needs presents a five-step pyramid for individual achievement (Shahrawat & Shahrawat, 2017). Once a need is met, satisfaction follows (Secara, 2014). The second level, security needs, of Maslow's hierarchy of needs pertains to this study by means of security for one's job and source of income, which provides security in various aspects of one's life. Security needs include the need for safety, security, stability, protection, order, and freedom from fear and anxiety (Shahrawat & Shahrawat, 2017).

Hence, results regarding the relationship between job satisfaction and life satisfaction will provide current information for the existing theory. The study could support previous findings of the effect of job satisfaction as a predictor variables on overall life satisfaction or in otherwise against the previous findings.

Methodology

The research design that adopted for the study was descriptive survey of a correlational type. The study was carried out among basic secondary school teachers Kwara State. The study population was all the basic secondary school teachers in the state. A sample size of 400 respondents was considered for participation. In selecting the respondents, a stratified sampling technique was adopted.

Kwara state junior secondary school teachers was first classified in to the 3 senatorial district of the state which are Kwara Central which consists of 4 LGA, Kwara North which made up of 5 LGA and Kwara South which consists 7 LGA and from the 3 senatorial district 1, 2, and 3 LGA from Kwara Central, Kwara North and Kwara South was selected respectively. After which, simple random sampling convenience technique was used to select 400 teachers from the six selected LGA. Then, the respondents was classified based on religion, age and years of experience.

The instruments used were adapted questionnaire on life satisfaction scale by (Diener, 1985) the scale consists of 10 items, with reliability coefficient of 0.74; job satisfaction scale by Brayfield & Rothe (1991) it consists of 10 items, with reliability coefficient of 0.83; and Self-Efficacy scale by Schwarzer, & Jerusalem (2009). with 10 items and reliability coefficient of 0.76. These instruments were administered on 400 respondents but only 389 were returned and analysed using percentage for the demographic data and Pearson's Product Moment Correlation (r) to test the formulated hypotheses at 0.05 level of significance.

Results
Demographic Data of the Respondents

This section presents the results of data obtained from the respondents in percentages.
Table 1
Demographic Distribution of Respondents

Variables	Frequency	Percentage (%)
Gender		
Male	253	65.0
Female	136	35.0
Total	**389**	**100.0**
Age		
Below 50 Years	180	46.3
50 Years and Above	209	53.7
Total	**389**	**100.0**
Religion		
Islam	273	70.2
Christianity	114	29.3
Others	2	0.5
Total	**389**	**100.0**

Table 1 displayed the respondents' age, gender, and religious composition. It was evident that 389 people took part in the research. There were 136 (35.1%) female participants and 253 (65.0%) male participants. 180 (46.3%) were under 50 years old and 209 (53.7%) were over 50 of the respondents, 114 (29.3%) were Christians, 273 (70.2%) were Muslims and 2 (0.5%) were

whose religion was not specified on the questionnaire. The result implications showed that a higher percentage of respondents were aged 50 and above who identified as Muslims were male.

Testing of Hypotheses
Ho$_1$: There is no significant relationship between job satisfaction and life satisfaction among junior secondary school teachers in Kwara State

Table 2
Significant Relationship between Job Satisfaction and Life Satisfaction among Junior Secondary School Teachers

Variable	Mean	SD	DF	N	r	p	Remark
Job Satisfaction	28.50	11.93					
Life Satisfaction	41.35	21.54	387	389	.889	.000	Significant

Table 2 showed that there was significant relationship between job satisfaction and life satisfaction among junior secondary school teachers (r= .889; p<0.05) is statistically significant; hence the hypotheses is rejected. The implication of this showed that job satisfaction had significant impacts on and life satisfaction among junior secondary school teachers.

Ho$_2$: There is no significant relationship between self-efficacy and life satisfaction among junior secondary school teachers in Kwara State

Table 3
Significant Relationship between Self-efficacy and Life Satisfaction among Junior Secondary School Teachers

Variable	Mean	SD	DF	N	R	p	Remark
Self-Efficacy	23.75	8.77					
Life Satisfaction	41.35	21.54	387	389	.936	.000	Significant

Table 3 showed that there was significant relationship between self-efficacy and life satisfaction among junior secondary school teachers (r= .936; p<0.05) is statistically significant; hence the hypotheses is rejected. The implication of this showed that self-efficacy had significant impacts on and life satisfaction among junior secondary school teachers.

Discussion of the Findings
The result of the first research hypothesis revealed that there was significant relationship between job satisfaction and life satisfaction among junior secondary school teachers. The implication of this showed that job satisfaction had significant impacts on and life satisfaction among junior secondary school teachers. This is in collaboration with the finding of Akomolafe and Ogunmakin (2014) found that teachers' work-life is at the core of their general lives. When they are unhappy with their jobs, it affects their lives generally.

They may lose motivation and their outlook on life in general may become negative. The reverse is true when they are fulfilled and happy with their jobs. The result of this study has provided further evidence that job satisfaction and life satisfaction are closely related. What affects one, invariably affects the other. This is also in line with the result of the research carried

out by Boardman (2015) who found a positive correlation between job satisfaction and life satisfaction.

The result of the second research hypothesis revealed that there was significant relationship between self-efficacy and life satisfaction among junior secondary school teachers. The implication of this showed that self-efficacy had significant impacts on and life satisfaction among junior secondary school teachers. This is in relation with the finding of Proctor (2019) higher life satisfaction is found to bring about feelings better self-efficacy, Higher levels of self-efficacy is found to reduce negative effects on life satisfaction. This is also in line with the result of the research carried out by Oksanen (2019) Individuals' self-efficacy influences how they will continue in the face of the obstacle, how people will feel themselves in their attempt to achieve their goals which reflects satisfaction status.

Conclusion

To sum up, this study looked at the variables that affect basic secondary school teachers' life satisfaction in the city of Ilorin, with a focus on self-efficacy and work satisfaction. The results of this study provide insight into how these variables interact and affect teachers' overall life satisfaction in the classroom. The findings show that among basic secondary school teachers, job satisfaction has a significant positive association with life satisfaction. Teachers who are happy with their jobs including things like pay, benefits, opportunities for professional growth, and relationships with students and coworkers are more likely to be satisfied with their lives overall. It suggests that efforts should be made to improve job satisfaction among teachers, as it can have a direct impact on their overall well-being and quality of life.

Additionally, it was discovered that among teachers, self-efficacy and life satisfaction were positively correlated. Teachers are more likely to feel more satisfied with their lives when they strongly believe that they can carry out their duties and overcome obstacles. This emphasizes how crucial it is to offer support networks and professional development opportunities that raise teachers' self-efficacy and give them the tools they need to succeed in their positions.

Recommendations:

Based on the findings of this study, several recommendations can be made to improve the life satisfaction of basic secondary school teachers in Ilorin metropolis. By implementing these recommendations, education authorities, school administrators, and policymakers can create a conducive environment that enhances the life satisfaction of basic secondary school teachers in Ilorin metropolis. Ultimately, this will contribute to the overall well-being and job performance of teachers, leading to improved educational outcomes for students.

1. Education authorities and school administrators should focus on improving the working conditions, salary structure, and professional development opportunities for teachers. Creating a supportive and positive work environment that values and recognizes teachers' contributions can significantly enhance their job satisfaction and overall well-being.

2. Professional development programs should be designed to build teachers' self-efficacy and provide them with the necessary skills and resources to overcome challenges in their

roles. Encouraging collaboration and mentoring among teachers can also contribute to the development of self-efficacy beliefs.

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