

**ORGANISATIONAL COMMITMENT AND SELF EFFICACY AS CORRELATES
OF PERCEIVED PRODUCTIVITY AMONG TEACHERS OF PUPILS WITH
HEARING IMPAIRMENT IN OYO STATE**

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Abstract

Hearing disability induced challenges of pupils who have hearing impairment (PWHI) such as aggression, depression, and low self-esteem have made teaching them difficult than regular students. As a result, teachers of PWHI tend to be ineffective and unproductive. This study examined the relationships between organisational commitment (OC) and self-efficacy (SE) on perceived productivity of teachers of PWHI in special schools in Oyo State. Descriptive survey design of the correlational type was adopted. Stratified random sampling was used in classifying sixteen (16) special schools into rural and urban areas, total enumeration technique was used to draw 139 teachers of PWHI in these schools. OC ($r = 0.87$) and SE ($r = 0.80$) scales were used for data collection. Data were analysed using Pearson product moment correlation at 0.05 level of significance. OC($r = 0.28$) and SE($r = 0.21$) had positive significant relationship with and predicted perceived productivity of teachers of PWHI.

Keywords: *Organisational Commitment, Self-Efficacy, Perceived Productivity, Teachers of Pupils with Hearing Impairment.*

Introduction

Productivity is an important factor in every sector of Nigerian education and most importantly in the education of persons with special needs. According to Alabi (2015), productivity in education is intangible and invisible and can be deduced only from turnover and the rate at which educational objectives are achieved. It is a continuous process, considering the input, process and output phases of education. Teacher input refers to the performance as determined by teacher's abilities and motivations as well as technology and technical factors such as

quality and quantity of instructional materials. An important measure of productivity is the labour-input. Thus, teachers as labour-input are an important measure of productivity. Alabi (2015) further stated that teachers occupy a central role as the principal resources in productivity in terms of effectiveness.

Improvement in the productivity of Nigerian teachers in the different sectors of the education industry has remained the recurrent theme of many symposia, conferences, and workshops. It is a recognised fact that productivity is a critical factor in socio-economic development of any nation, for it is one of the key determinants of the standard of living of the citizenry (Adu, Oshati and Eze, 2013).

Teachers of pupils with hearing impairment require a high level of competence and dedication. This is because these special pupils do experience learning challenges such as limited vocabulary, poor reading comprehension skills, poor word attack skill, difficulty with abstract concepts, and behavioural challenges such as low frustration tolerance, aggression and depression in the classroom setting. On account of these, they usually require the services of specially trained teachers who are committed and have high level of self-efficacy. It is of utmost importance to note that even moderate hearing loss can be problematic for a teacher who does not have the requisite skills and character to teach pupils with special needs. When teachers- are not familiar with the concept of hearing loss, and are not committed to the jobs and organisations, the effectiveness or perceived productivity tends to be negatively and seriously affected.

Teachers' commitment to the school (organisation) is essential for the success of the school because until the employees of such a school are loyal and sincere, it will be difficult for the school to meet challenges and pressures encountered from within and outside. Commitment refers to a person's dedication to work, it is reflected in the person's intention to persevere in a course of action. Soliven (2009) also defined it as a sacred covenant, without which life is unimaginable. Commitment has always been believed as the driving force behind a person's success. A person who is committed to a task will pursue it until its completion even if obstacles are experienced in the process. It is the commitment that will be a driving force to rise above the challenges. Organisational commitment is a state in which the employee is identified with an organisation and its goals, and wishes to

maintain membership in the organisation (Robbins, 2001). Newstrom (2007) called it employee loyalty. Schultz and Schultz (2002) argued that it is manifested in the employees' acceptance of organisational values and goals and the loyalty to the organisation reflected by employees' continual desire to remain in the organisation. McMahon (2007) claimed that it is what binds an employee to the organisation.

Liou (2008) attributed the success of an organisation to the employees' commitment and participation. The author opined that a high-commitment environment improves employee retention rate, reduces operating costs and promotes employee productivity and efficiency. Muraina and Muraina (2015) believed that strong organisational commitment causes employees to work harder in order to achieve the objectives of the organisation. In view of this, an employee with a high level of organisational commitment is seen as a true member of the organisation and is more likely to embrace company values and beliefs and will be more tolerant of minor sources of dissatisfaction.

The concept of self-efficacy has been used successfully in different fields of educational research. In studies where the development and impact of learning motivation were explored and the prediction of differences in learning and in achievement was focused, self-efficacy is revealed as a powerful concept. (Smylie, Lazarus, and Brownee 1996, Badura, 2008). The teacher's belief in possessing the ability to influence learning and achievement for all pupils, including those pupils who may be considered unmotivated and difficult, such as pupils with hearing impairment, is commonly referred to as teachers' self-efficacy (Akinsola, 2008).

Self-efficacy is very critical to teachers' perceived productivity. Self-efficacy, according to Bandura (1986), is the people's judgment of their capabilities to organise and execute courses of action required in attaining designated types of performance. Bandura (1986) clarified that self-efficacy is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses. Perceived self-efficacy beliefs may impact a person in either a positive, empowering way or in a negative, demoralizing way. It is the individual's beliefs about being able to carry out the necessary actions to achieve the desired result that determines the impact.

Hence, individuals who believe in their ability to perform a specific task will work harder and persist in order to successfully reach the goal than those who do not believe in their ability. Self-efficacy belief was described by Bandura (1997) as personal beliefs in one's ability to manage new or difficult tasks. They can become especially important for tasks that need a large amount of effort and perseverance. These beliefs can be more or less specific. On the one hand, there exist global self-efficacy beliefs, like beliefs concerning one's life and concerning general attitudes to one's competency to manage difficult situations and challenges. On the other hand, there exist also self-efficacy beliefs concerning certain domains of competencies.

Bandura (1986) identified two areas of self-efficacy: outcome expectations and efficacy expectations. Outcome expectations relate to the anticipated results based on the individual input. Efficacy expectations relate to how confident one is in carrying out an action in an effort to reach the goal. The level of confidence determines how persistent one may or may not be in carrying out an action. Individuals who have high expectancies for both types of expectations are ensured greater success as they will continue to be persistent when confronted by difficulties that hamper steady progress. Those who have low expectancies will falter in the presence of difficulty. Specifically, how efficacious individuals perceive themselves to be regarding an activity or experience, contributes to the individuals' specific choice of activity and attention to such activity. The level of success at which the activity is completed is also affected by an individual's perception of self-efficacy.

Productivity is important to an organisation's success. Much research has been conducted into ways of improving productivity of workers in various sectors of the economy, including the academic sector (Noordin and Jusoff, 2009), the government sector (Yahaya, Arshad, and Ismail, 2009), the non-profit sector (Ismail and Zakaria, 2009) There has been relatively little research into productivity in educational sector in general and the determinants of perceived productivity among teachers of pupils with hearing impairment in particular. Therefore, this study seeks to address this gap and investigate organisational commitment and self-efficacy, as correlates

of perceived productivity of teachers of pupils with hearing impairment in Oyo State, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate organizational commitment and self-efficacy as correlates of perceived productivity of teachers of pupils with hearing impairment in Oyo State, Nigeria. The study also specifically seeks to determine the relative contribution of the independent variables (organisational commitment and self-efficacy) to the prediction of perceived productivity of teachers of pupils with hearing impairment.

Hypotheses

The following hypotheses were tested at 0.05 significant level;

Ho1: There is no significant relationship between teaching experience and perceived productivity of teachers of pupils with hearing impairment in Oyo State.

Ho2: There is no significant relationship between self-efficacy and perceived productivity of teachers of pupils with hearing impairment in Oyo State.

Literature Review

Organisational Commitment and Perceived Productivity among Teachers of Pupils with Hearing Impairment

Organisational commitment is defined as the overall strength of an employee's identification and involvement in an organization. It is an important attitude in assessing employees' intention to quit and the overall contribution of the employee to the organisation. Negin, Omid and Ahmad (2013) affirmed that organisational commitment can improve employees' performance and raise organisational overall competitiveness.

To education researchers, the degree of teacher's commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined here as the unwavering and affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay on their jobs but are not really involved in

the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they attain in their jobs. To this effect, many writers of journal articles on teacher commitment have identified this element of commitment as one of the most critical factors for the future success of education and schools in terms of their performance. Cheung (2006) report that teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as exerting an important influence on pupils' achievement in, and attitudes toward school. This researcher's observation is good, but he does not indicate how commitment influences the productivity of teachers.

Mutchler (2005) revealed that teachers are thought to have commitments to the social context in which they work, that is, the social system. However, the overarching assumption is that teacher commitment is not one-dimensional, but has many layers and dimensions. As a matter of fact, this could be very correct, but fails to bring out clearly how commitment influences teachers' productivity. Mutchler (2005) further noted that results indicated that factors influencing teachers' professional commitment centre on their culture and/or ideologically based dedication to making a difference for pupils and on their willingness to devote personal time and energy outside their classrooms to take action on that commitment. This did not indicate the actual influence of commitment on teacher productivity. In reporting further on the factors that are most important to teachers' organisational commitment, Mutchler (2005) reported that teachers are grounded in the quality of their relationships with fellow teachers and other school employees specifically the extent to which they enjoy mutual support in managing the work of teaching, and experience respectful relationships in the workplace. Organisational commitment has also been measured in the public sector, in both developed and developing countries. However, little or no study has addressed the relationship between organisational commitment and perceived productivity of teachers of pupils with hearing impairment.

According to Bodla and Naeem (2004), sustained productivity improvement depends on the enterprise's human capital (the skills, knowledge, competencies and attitudes that reside in the individual employees of the enterprise) and its social capital (trust and confidence, communication, cooperative working dynamics and interaction, partnership, shared values, teamwork, and so on, among these individuals. A committed teacher of pupils with hearing impairment is perceived to be one who stays with the organisation (special school/ state government) even in turbulent times, attends to work regularly, protects the school's interest and is determined to put in all effort to improve the educational standard. Therefore it is evident that for sustained productivity, employee commitment is an important factor.

Self-Efficacy and Perceived Productivity of Teachers of Pupils with Hearing Impairment

Self-efficacy has been consistently found to be associated with work-related performance. Self-efficacy, according to Hemmings and Kay (2009), refers to an individual's belief in capability to organise and implement actions to reach a certain level of performance. Bandura (1997) contends that self-efficacy beliefs are influenced by a number of different variables, with previous performance (particularly mastery experiences) being the main source of influence. It should also be noted that self-efficacy as a specific construct has been understood as one's belief about one's levels of competence in particular situations. For example, in the field of professional works, professional self-efficacy was understood as a professional's belief in his or her ability to correctly fulfil his or her professional role. Furthermore, self-efficacy beliefs also influence an individual's thought patterns and emotional recreations. Possessing high self-efficacy can help create a feeling of serenity in approaching difficult tasks and activities. In his own contribution, Zimmerman (1996) opined that sense of self-efficacy not only affects expectation for success or failure, it also influences motivation through goal setting. This simply means that if we have a high sense of self-efficacy in a given area, we will set a higher goal, be less afraid of failure, but persist longer when we encounter difficulties. A teacher with high self-efficacy is prone to better teaching and

professional productivity while those with low self-efficacy are likely to have weak teaching productivity.

Allinder (2005) studied the relationship between teacher efficacy and teaching effectiveness with pupils' with mild disabilities. In the study, nineteen special education teachers with roughly ten years teaching experience implemented curriculum based measurement for Mathematics computational skills. Allinder found teachers with high teaching efficacy set more audacious goals than their counterparts with lower teaching efficacy. Furthermore, Allinder found that teachers with higher personal and teaching efficacy produce higher Mathematics computational skills in their pupils' at the year's end. Allinder found teachers with high efficacy persevere with those pupils who were performing poorly.

A wealth of research findings indicated that self-efficacy correlates with achievement outcomes (Bandura, 1997; Pajares, 2003.). Self-efficacy also correlates with indexes of self-regulation, especially use of effective learning strategies. Self-efficacy, self-regulation, and cognitive strategy use are positively inter correlated and predict achievement. Studies have been carried out on self-efficacy, beliefs and teachers' performance, but the area of self-efficacy and productivity of special education teachers in general and teachers of pupils with hearing impairment have, to the best of the knowledge of the current author, not been popular among these studies, this research work however determined the degree of relationship among self-efficacy and perceived productivity of teachers of pupils with hearing impairment.

Methodology

Research Design

The study adopted descriptive survey research design of the correlational type. This is the type of research study, which tests the relationship between variables. Data from this study were measured without any manipulation, so as to determine the relationship among the independent variables (organisational commitment and self-efficacy) and dependent variables (perceived productivity of teachers of pupils with hearing impairment).

Population and sampling techniques

The population for the study was teachers of pupils with hearing impairment in Oyo State, Nigeria. The sample for the study comprised teachers of pupils with hearing impairment in Oyo State. The stratified random sampling technique was used in classifying Oyo State into rural and urban areas. Sixteen (16) special schools with pupils with hearing impairment were selected through purposive sampling technique, 6 in rural and 10 in urban. Total enumeration technique was used to draw teachers of pupils with hearing impairment totalling 237, (98 males, 139 females).

Instruments

In an attempt to measure the independent variables (organisational commitment and self-efficacy) as correlates of productivity of teachers of pupils with hearing impairment, the following instruments were used.

1. Organisational Commitment Scale (OCS)
2. Self-Efficacy Scale (SES)

The instruments consisted of different sections ranging from section A-E. The other variables were derived from the measure of demographic variables such as sex, age, experience and educational qualification, among others.

Description of Instruments

1. Organisational Commitment Scale (OCS)

The Organisational Commitment Scale (OCS) developed by Allen and Meyer (1990) was adapted and used as a measure of organisational commitment of teachers of pupils with hearing impairment. The instrument has twenty-four (24) items with a reliability coefficient of $r = 0.87$. The responses anchored based on four Likert points which are Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

2. Self-Efficacy Scale (SES)

The Self-Efficacy Scale (SES) developed by Hoy and Woolfork (1993) was adapted and used as a measure of productivity of teachers of pupils with hearing impairment. The instrument has twenty-four (24) items on self-efficacy with a reliability

coefficient of $r = 0.80$. The responses anchored based on four Likert points which are Nothing (1), very little (2), some influence (3), and, a great deal (4).

Validity and Reliability of Instrument

For content and face validity of the instruments designed for the study, the instruments were given to experts in the field of educational management, psychology and experts in the area of research and statistics. The pilot study was conducted and the data obtained was subjected to Cronbach alpha technique. The Cronbach alpha technique was used to test the reliability of the instrument to ensure that they are consistent in measuring what they were designed to measure. The results from the analysis carried out yielded the following:

1. Organisational Commitment Scale (OCS) was $r = 0.87$
2. Self-Efficacy Scale (SES) was $r = 0.70$.

Procedures for Data Collection

The researcher visited the schools and requested permission from the head teachers to administer the questionnaires to the teachers of pupils with hearing impairment. After the permission had been granted by the school authorities, the researcher with the help of the head-teachers and the assistant who also served as research assistance identified the teachers of pupils with hearing impairment. The instruments were administered to the respondents on the day approved by the school authorities for the exercise. The researcher was assisted by the research assistant who had been trained for ten minutes before the administration of the instruments which lasted for about forty-five minutes. In each of the schools, administration and collection of instruments were done on the same day.

Data Analysis

Pearson Product Moment Correlation (PPMC) was used to analyse the data collected at 0.05 level of significance. The instrument was used to establish the relationship between the independent variables and the dependent variable of the study.

Results

Ho1: There is no significant relationship between perceived productivity of teachers of pupils with hearing impairment and their organisational commitment.

Table 1: Correlation Table Showing the Relationship between Organisational Commitment and Perceived Productivity of teachers of Pupils with Hearing Impairment

Variable	N	Df	Mean	SD	r	P	Remark
Teachers' productivity	237	235	67.6203	9.4899	0.282	0.000	Sig.
Organisational commitment	237		64.6878	13.9437			

P<0.05

Results from table 1 shows that there is significant relationship between organisational commitment and perceived productivity among teachers of pupils with hearing impairment with correlation coefficient $r = 0.282$, degree of freedom (df) = 235 and $p < 0.05$. This implies that there was significant relationship between organisational commitment and perceived productivity of teachers of pupils with hearing impairment. Therefore, the null hypothesis is rejected and alternative hypothesis upheld.

Ho2: There is no significant relationship between perceived productivity of teachers of pupils with hearing impairment and their self-efficacy

Table 2: Correlation Table Showing the Relationship between Self-Efficacy and Perceived Productivity of Teachers of Pupils with Hearing Impairment

Variable	N	Df	Mean	SD	r	P	Remark
Teachers' productivity	237	235	67.6203	9.4899	0.214	0.00	Sig.
Self-efficacy	237		63.3571	8.6475			

P<0.05

The results from Table 2 shows that there is significant relationship between self-efficacy and perceived productivity among teachers of pupils with hearing impairment with correlation coefficient $r = 0.214$, degree of freedom (df) = 235 and $P < 0.05$. This implies that there was significant relationship between self-efficacy and perceived productivity of teachers of pupils with hearing impairment. Therefore, the null hypothesis is rejected and alternative hypothesis upheld.

Discussion

The findings showed that there was significant relationship between organisational commitment and perceived productivity of teachers of pupils with hearing impairment. It implies that when the organisational commitment is reinforced, perceived productivity would be enhanced. It further showed that high organisational commitment would elicit high perceived productivity among teachers. A committed worker would do everything to be productive at work by virtue of his or her commitment to both the work and the organisation.

This finding was in support of Ghasemizad and Amirianzadeh (2013) who found that there was significant relationship between organisational commitment and productivity of principals and teachers. This finding is also in line with the findings of the related studies in the literature (Meyer et al., 1989) which revealed that organisational commitment is a process in which the employees wish to remain a representative of the organisation. The employees thus do their best and make selfless efforts towards realizing the goals of the organisation. It is necessary for the individuals who enjoy organisational commitment to stay in the organisation. Sometimes, people believe that it is their duty to continue their activities and even sometimes think that they are indebted to their job.

In addition, the findings revealed that there was significant relationship between self-efficacy and perceived productivity of teachers of pupils with hearing impairment. This depicts that high self-efficacy had influence on perceived productivity of teachers. The reason for this might be that teachers who believe strongly in the positive consequence of their actions and who have self-confidence will have better self-efficacy than those who lack self-efficacy. Self-efficacy could go a long way to making teachers of pupils with hearing impairment be productive. This is based on the fact that those sets of teachers are

dealing with special groups of students, high self-efficacy is required to achieve productivity. This finding is in sharp corroboration with many studies in literature. For example, Judge and Bono (2001) found that higher self-efficacy in a realm is associated with good outcomes, ranging from greater job satisfaction and performance, to better physical and mental health (Bandura, 1997), to better academic performance (Bandura, 1997; Robbins et al., 2004).

Conclusion

The finding of this study shows that Organisational commitment and self-efficacy have significant relationship to perceived productivity of teachers of pupils with hearing impairment. It further shows that behavioural and psychological factors determine and influence perceived productivity of teacher of pupils with hearing impairment. However, organisational commitment being a behavioural factor has a very significant relationship and far reaching effect.

Recommendations

The following recommendations are made based on the findings of the study:

The government must improve salaries and allowances, social security, and other fringe benefits commensurate with the efforts of special education teachers. There is thus the need to design a system of reward (both monetary and non-monetary) that attempts to equate hardwork and reward. In this way, competent people can be attracted and retained in teaching. The State Universal Basic Education Board (SUBEB) should foster enabling working conditions that are capable of ensuring job satisfaction among primary school teachers of pupils with hearing impairment.

Only experts in special education should only be appointed as teachers and administrators of special primary schools in the state. Educational planners and administrators should organise workshops, seminars, and conferences for special needs' education teachers to keep them abreast of new developments in special education. Parents of pupils with hearing impairment should cooperate with the teachers and provide the basic educational materials needed for effective teaching and learning, in order to enhance teachers' productivity. They should also pay occasional visits to the schools to check the pupils'

academic progress. The findings of this study should also serve as an empirical basis for further research into the perceived productivity of teachers of pupils with hearing impairment.

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