

RELATIONSHIP BETWEEN LOCUS OF CONTROL AND TEACHERS JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN OTUOCHA EDUCATION ZONE, ANAMBRA STATE, NIGERIA

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Abstract

The study examined the relationship between locus of control and teachers job satisfaction in secondary schools in Otuocha Education zone, Anambra state Nigeria. The study was guided by two research questions and two null hypotheses tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study comprised all the teachers in 33 public secondary schools in Otuocha education zones of Anambra state. Stratified random sampling was used to draw the sample size. Locus of Control Scale (LSC) and Job Satisfaction Questionnaire (JSQ) were adapted as instruments for data collection. The Instruments were subjected to face validation. The reliability of the Instruments were established using Cronbach Alpha and it yielded coefficient values of 0.85 for Locus of Control (LCS) and 0.72 for Job Satisfaction (JSQ). The instruments were administered through direct delivery approach. Research questions and hypotheses were answered using simple regression statistics. Findings from the study showed that the relationship between locus of control and job satisfaction of teachers in secondary schools is significant. Findings showed that female teachers in secondary schools enjoy less job satisfaction than male counterparts. The study equally showed that the relationship between locus of control and job satisfaction of teachers in secondary schools were significant. Based on the findings from the study, it was recommended among others that post primary education boards should occasionally organized programmes that will enhance school teachers and locus of control beliefs so that their job satisfaction could be enriched. Ministry of Education Anambra state should help in designing policies to improve job satisfaction of workers; female workers should be targeted because they enjoy less job satisfaction than male counterparts.

Key words : Teachers, locus of control, job satisfaction,

Introduction

A sound educational system is the backbone of any developed country, and the school personnel are the crux around which the entire educational system revolves. The success of any educational system depends on the class and ability of the school staff such as teachers social workers, administrative staff and teachers who are requisite to the system and thus, they are important force in the advancement of a society. The role of teachers in the school system cannot be exaggerated. It demands scholarly, emotional, physical, rigorous and unrelenting efforts. For teachers to be able to offer essential educational services to the students, they must be interested and willing to give meaningfully to the students' personal growth and psychological development. Therefore, the study of job satisfaction among teachers is essential to the improvement of productivity among school teachers in a developing country like Nigeria.

Satisfaction with a job has always been an important aspect for practitioners, human resource managers and academia. For that reason, job satisfaction affects major organizational outcomes, such as

individual performance, organizational productivity, employee absenteeism, employee commitment, job involvement, and employee engagement (Khagendra, et al 2016). However, O'Donnell (2014) supports that many teachers who initially begin their profession with eagerness and optimistic hope are looking for a change in direction after only three to five years, while experienced counsellors suffering from lack of job satisfaction are retiring or leaving the profession to seek other employments where they will be satisfied. Job satisfaction is indispensable in the lives of teachers because they form a fundamental reason for working in life. Almost every teacher works to satisfy his needs. Eduwen (2018) opined that teachers' job satisfaction is the ability of teacher's to discharge their duties and responsibilities effectively. Teacher's job satisfaction can be defined as the ability of the teaching job to meet teachers' needs and improve their job performance. Nwankwo, et al (2019) posited that job satisfaction of employees is crucial to the success of any institution. It enhances organizational commitment, organizational citizenship behaviour and employee wellbeing. Teachers who are satisfied with their jobs usually have a high degree of professional competence. They feel qualified in terms of their knowledge of the subject and teaching skills, and they feel secured about teaching and learning processes. The effectiveness of the teaching process depends largely on the job satisfaction of teachers employed in the system (Moyosola & Abel, 2014). It is important that organizations make sure that employees experience job satisfaction. This is because it will be unhealthy for an organization to allow its workforce to be dissatisfied with their work situation before it speeds up action.

Job satisfaction has been linked both to situational factors and personal factors. Situational factors include job-related conditions such as pay, opportunities for promotion and working conditions, and characteristics such as task identity, task significance, skill variety, autonomy, and feedback. On the other hand, personal factors include personality disposition, traits, self-esteem, and emotions. Positive factors such as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job dissatisfaction among secondary school teachers.(Nwankwo, et al 2019). Nwankwo et al also observed that secondary school teachers in Anambra state Nigeria, have been indifferent to teaching functions in the school system because both government and principals have not given the service the attention it deserves. A visit to most schools in the area of study clearly showed that many schools have very few teachers which does not conform to national standards of teacher's students ratio. It has also been observed that in most schools teachers have no offices. Where the teachers are fortunate to have a small office, it lacks basic physical facilities. Teachers are compelled to carry a lot of teaching load, outside his or her area of specialization as well as being a member of school committee. Furthermore, Greenglass and Burke (2014) observed that secondary school environments contribute to job dissatisfaction and stress for teachers due to demands from administrators, colleagues, compounded by work overload, student misconduct. Although sometimes, job stress creates job dissatisfaction for teachers, such dissatisfaction may be muted due to factors as low autonomy and locus of control.

Jepson and Forest (2015) suggested that most teachers in secondary schools are not limited to counselling alone but with heavy teaching work load assigned to counsellors and students' attitude toward the profession contributes to teachers' job dissatisfaction. The consequences of job dissatisfaction are absenteeism from schools work, aggressive behaviour towards colleagues and learners, early exodus from the counselling profession and emotional withdrawal from work.

In the context of this study, teacher's job satisfaction is the ability of teachers to perform their duties diligently without fear or compromise. Some factors reported to be contributing to job dissatisfaction include: Underpaid, work overload, underworked, conflict with management and coworkers, poor working conditions, poor benefits, lack of resources and so on. Jepson and Forest (2015) stated that job dissatisfaction results in negative health outcomes, emotional exhaustion, de-personalization, reduce personal accomplishment and lower levels of self efficacy. Going by the research report of Nwankwo (2019) and Jepson and Forest (2015) teachers job satisfaction seems to be on the decline especially counsellors in secondary schools. Job satisfaction of school teachers thus requires that they develop strong locus of control.

Rotter (2014) stated that locus of control refers to people's beliefs about whether they control the outcome of their lives (internal locus of control) or the outcomes are controlled by factors such as luck and other people (external locus of control). Locus of control formulation classifies the generalized beliefs, on who or what influences things along a bipolar dimension from internal to external control: "internal control" is the term used to describe the belief that control of future outcomes resides primarily in oneself while "external control" refers to the expectancy that control is outside of oneself, either in the hands of other people or due to fate/chance. Neill, (2020) observed that locus of control refers to an individual's perception about

the underlying main causes of events in his life. Lefcourt (2015) views locus of control as the extent to which individuals perceive control over their lives and environment. It is stated that people's behaviours are determined by their expectations of that particular behaviour and their values of their expectations. Manichander (2020) stated that there are two types of locus of control: internal and external locus of control. People with internal locus of control tend to attribute their success or failure to their own skills and abilities or the efforts put in certain behaviour. In contrast, people who fit in the external locus of control tend to see their failures or success as an outcome of external factors. Gangai et al (2016) asserted that people with internal locus of control will be engaged more in leisure activities. They also believed that individuals with internal locus of control will constantly seek personal growth in terms of control and will demonstrate less social influence than people with external locus of control. Spector (2018) suggested that people with internal locus of control should be more jobs satisfied because they are less likely to stay in a dissatisfied job and are more likely to be successful in an organization. A link between locus of control and job satisfaction was addressed by Dollinger (2016) who concluded that people having external locus of control were more dissatisfied, have low levels of participation and motivation within work settings. Stella and Peter (2017) report that teachers with the internal locus of control are more successful in coping with difficulties inherent in relating with students with foreign culture. Muhonen and Torkelson (2014) posit that research on gender and locus of control has produced inconsistent results.

Locus of control in the context of this study refers to the degree to which people believe they control their own lives and actions instead of external forces. Previous findings on gender differences in the locus of control have varied outcomes. It is important to note that both job satisfaction and locus of control have gender perspective. Furthermore, gender has been noted as a factor that could predict teacher's job satisfaction. Gender issues as a factor or moderator variable in the study of teacher's job satisfaction is not yet skewed to any direction.

Gender can be seen as the range of physical, biological, mental and behavioral characteristics pertaining to and differentiating between the feminine and masculine. Adejooh, (2017) sees gender as a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours and mannerisms to the two sexes (male and female). It is a social connotation that has sound psychological background and it is used to refer to specific cultural patterns of behaviours that are attributed to human sexes. In Nigeria, male and female are not expected to behave in the same way or play same role. Tewan (2015) observed that Nigeria cultural system assigns traditional roles that are mutually exclusive to males and females. Many researches have been carried out on the influence of gender on job satisfaction. Findings regarding sex difference are inconsistent. Some are in the favor of males, others in favor of females and sometimes no gender differences are found. Researchers like (Nadjla et al, 2019) found that male are more satisfied than females, but some studies (Miao et al, 2017) revealed the opposite: females are more satisfied than males; some researchers (Jangir & Kumar, 2022) have reported that there is no difference between male and female regarding job satisfaction. The possible explanation for these controversial findings might be probably because the studies were carried out in different geographical locations and on diverse population under vary environment. Many researchers have attempted to carry out studies on the relationship between locus of control and job satisfaction in different geographical locations in the past. Therefore, the findings must have been over taken by changes in the society. Also, there seems to be paucity of empirical investigations on the relationship between locus of control and job satisfaction.

Therefore, there is need to investigate the relationship between locus of control and job satisfaction among teachers in secondary schools in Otuocha education zone of Anambra state Nigeria in an attempt to build a new evidence on the relationship between locus of control and job satisfaction. This situation poses both research and literature gap which the current study is poised to address.

Statement of the Problem

The level of job satisfaction contributes to how effective an individual performs his job. A number of factors contribute to the job dissatisfaction of workers in any organisation. These include Underpayment, work overload, underworked, conflict with management and coworkers, poor working conditions, poor benefits, lack of resources, inadequate facilities, shortage of funds. These factors are also applicable to the teachers in the school system. Based on various reports these problems tend to have negative effects on the degree of teacher's job satisfaction. These include: absenteeism from schools work, aggressive behaviour towards colleagues and learners, early exodus from the teaching profession and emotional withdrawal from work. Current pressure from working with more challenging students and needs, increased administrative and managerial tasks, time constraints, which might have affected negatively on the teachers' locus of

control. Job satisfaction at work is flexible. This means that it might not be a continuous experience. Hence, a teacher who is satisfied with his work today might be dissatisfied with it tomorrow or vice versa. Consistent research is required to ascertain the job satisfaction status of secondary school teachers. Because looking at the present situation of Nigeria, teachers don't earn enough money that will meet their needs. Studies have indicated that majority of teachers are satisfied with their jobs, however, little is known about job satisfaction of school teachers. To this extent, the current study aims to bridge these knowledge gaps by answering the research question "On the relationship between Locus of Control and Job Satisfaction among teachers in secondary school in Otuocha education zone of Anambra State, Nigeria?"

Purpose of the Study

The purpose of this study is to examine the relationship between locus of control and teachers job satisfaction in secondary schools in Anambra States, Nigeria. Specifically, the research seeks to:

1. Examine the relationship between locus of control and job satisfaction among teachers in public secondary schools in Anambra state
2. Find out the relationship between locus of control and job satisfaction of male and female teachers in public secondary schools in Anambra state

Research Questions

The study was guided by the following research questions:

1. What is the relationship between locus of control and job satisfaction of teachers in public secondary schools in Anambra state
2. What is the relationship between locus of control and job satisfaction of male and female teachers in public secondary schools in Anambra state

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

1. Locus of control will not significantly have relationship on job satisfaction of teachers in public secondary schools in Anambra State.
2. Locus of control will not significantly have relationship on job satisfaction of male and female teachers in public secondary schools in Anambra State.

METHOD

The research design of the study is correlational research design. The population of the study consisted of teachers in all the public secondary schools in Otuocha education zone of Anambra state Nigeria. The sample for the study comprised 317 teachers (106 males and 211 Females). Proportionate stratified sampling technique was used to select sample size. Two instruments were used for data collection. The first is Locus of Control Scale (LCS) developed by Rotter (1966) and the Job Satisfaction Questionnaire (JSQ) structured by Ezeani, (2015). The face and construct validity of the Instruments was ascertained by the researcher. The Instruments were trial- tested Using a single administration on a representative sample of 20 teachers (10 males and 10 females) who were randomly selected from nine secondary schools in Enugu State. This was done using Cronbach Alpha Reliability Coefficient. They yielded Co-efficient values of 0.85 for Locus of control Questionnaire and 0.72 for Job Satisfaction respectively. The researchers and research assistants administered the Instruments through direct delivery method. Pearson product moment correlation was used to answer the research questions and test hypotheses.

Results

Research Question 1: What is the relationship between locus of control and job satisfaction among teachers in secondary schools in Otuocha education zone, Anambra state?

Table 1 : *Pearson's Correlation between Locus of Control and Job Satisfaction of teachers in Secondary Schools in Otuocha education zone, Anambra state*

Variable	N	Locus of Control	Job Satisfaction	Remark
Locus of Control	301	1	0.33	Low relationship
Job Satisfaction	301	.33	1	

The result displayed in Table 2 shows that the correlation between locus of control and job satisfaction of teachers in secondary schools in Otuocha education zone, Anambra state is 0.33. The value indicates that as locus of control increases, their job satisfaction also increases. However, this correlation is low positive correlation. This implies locus of control has low predictive value for job satisfaction among teachers in secondary schools in Otuocha education zone, Anambra State.

Research Question 2: What is the relationship between locus of control and job satisfaction of male and female teachers in secondary schools in Otuocha education zone, Anambra state?

Table 2: *Pearson's Correlation between Locus of Control and Job Satisfaction among Male and Female guidance in Secondary Schools in Otuocha education zone, Anambra state*

Students in Secondary Schools in Oyo State Education Zone, Oyo State				
Variable	N	Locus of control	Job Satisfaction	Remark
Male				
Locus of control	101	1	.20	Low relationship
Job Satisfaction	101	.20	1	
Female				
Locus of Control	200	1	.45	Moderate relationship
Job Satisfaction	200	.45	1	

The Pearson's correlation presented in Table 2 shows that the correlation between locus of control and job satisfaction in a sample of male teachers yielded a correlation coefficient (r) = .20. On the other hand, the correlation of the same variables in a sample of female teachers yielded .45. These values indicate that there was low positive relationship between self-efficacy and job satisfaction among male teachers whereas the relationship for their female counterpart was a moderate positive relationship. This implies that locus of control has a low relationship on job satisfaction among male teachers but a moderate relationship on job satisfaction among female teachers.

Hypothesis 1: Locus of control will not significantly have relationship on job satisfaction among teachers in secondary schools in Otuocha education zone..

Table 3. *Test of significance of Simple Regression Analysis on the relationship on Locus of Control and Job Satisfaction of teachers in Secondary Schools in Otuocha education zone.*

Variable	B	<i>B</i>	SE	T	p-value	Decision
Constant	18.22		4.46	4.09	.000	
Locus of Control	.46	.33	.09	4.86	.000	Significant
$R = .33$ $R^2 = .11$ $F(1,199) = .23.65^*$						

*Significant

The simple regression results displayed in Table 3 show that locus of control has a statistically significant relationship on job satisfaction among teachers in public secondary schools in Otuocha education zone, standardized regression coefficient (β) = .33, $t = 4.86$ and $p = .000$. Since the p -value was less than the 0.05 level of significance stipulated, the null hypothesis was rejected.

Hypothesis 2: Locus of control will not significantly have relationship on job satisfaction of male and female teachers in secondary schools in Otuocha education zone.

Table 4: *Test of significance of Simple Regression Analysis on the relationship between Locus of Control and Job Satisfaction among Male and Female Teachers in Otuocha education zone.*

Variable	B	<i>B</i>	SE	T	p-value	Decision
Male						
Constant	25.39		14.56	1.74	.092	
Locus of Control	.33	.20	.31	1.06	.30	Not significant
$R = .20$ $R^2 = .04$ $F(1,28) = 1.12$						
Female						
Constant	13.67		4.04	3.39	.001	
Locus of Control	.55	.45	.09	6.46	.000	Significant
$R = .45$ $R^2 = .20$ $F(1,169) = 41.67^*$						

The regression coefficients displayed in Table 4 indicate that locus of control has no statistically significant relationship on job satisfaction among male teachers in public secondary schools in Otuocha education zone, standardized regression coefficient (β) = .20, $t = 1.06$, $p = .092$. However, it has a statistically significant relationship on job satisfaction among female teachers in Otuocha education zone, $\beta = .45$, $t = 6.46$, $p = .000$. The null hypothesis was partially supported since the p -value was greater than the 0.05 level of significance in the sample of male teachers but was less than 0.05 in the sample of female teachers.

Discussion of the Findings

Relationship between locus of control and job satisfaction of teachers in secondary schools in Otuocha education zone, Anambra state.

The findings of the study shown in Table 1 indicated that locus of control has low relationship on job satisfaction of teachers in secondary schools in Otuocha education zone. The null hypothesis revealed that locus of control has a significant relationship on job satisfaction among teachers in secondary schools in Otuocha education zone. This findings is in conformity with the study of Spector (2018) who showed that individuals with internal locus of control are more job satisfied because they are less likely to be more

committed to the task and are more likely to be successful in the organization. The findings affirmed the study Gangai et al (2016) that people with internal locus of control will be engaged more in leisure activities. He also believed that individuals with internal locus of control will constantly seek personal growth in terms of control and will demonstrate less social influence than people with external locus of control. Also Dollinger (2016) reported that internal locus of control is a predictor of job satisfaction. However, Stella and Peter (2017) affirm the findings of the study that teachers with internal locus of control are more satisfied with their job and are more successful in coping with difficulties inherent in the job.

Based on this situation, one may further deduce that teachers with internal locus of control are more determined to change unpleasant events that may lead to job dissatisfaction because they believed they determined the happening in their job while those teachers with external locus of control experiencing job dissatisfaction tend to attribute external forces such as luck or poor salary as reason for their job dissatisfaction.

Relationship between locus of control and job satisfaction of male and female teachers in secondary schools In Otuocha education zone, Anambra state.

The findings of the study as shown on Table 2 revealed that locus of control of male has low relationship on job satisfaction of teachers in secondary schools in Otuocha education zone, while locus of control for female has moderate relationship on job satisfaction of teachers in secondary schools in Otuocha education zone. On the other hand, the results of the null hypothesis showed that locus of control of male has no significant relationship on job satisfaction among teachers in secondary schools in Otuocha education zone, while locus of control for female has a significant relationship on job satisfaction among teachers in secondary schools Otuocha education zone. This is in line with the findings of Muhonen and Torkelson (2014) that research on gender and locus of control has produced inconsistent results. The reason for variation of locus of control of male and female teachers as it predicts their job satisfaction might be due to the different belief system of male and female. Also male teachers might be goal driven than the female teachers.

Conclusion

The study investigated the relationship between locus of control and job satisfaction among teachers in secondary schools in Otuocha education zone. Based on the findings of this study, it was concluded that locus of control has significant relationship on job satisfaction of teachers in secondary schools in Otuocha education zone. On the other hand, the study also concluded that male teachers locus of control has no significant relationship on the job satisfaction, while female teachers locus of control has moderate relationship on the job satisfaction.

Recommendations

Based on the findings of this study and their implications, the researchers have proffered the following recommendations:

1. Since locus of control has relationship on job satisfaction among secondary school teachers, earnest efforts should be made by governments to enhance locus of control of teachers for the purpose of transforming education in Nigeria. Teachers with high level of internal locus of control are more likely to create and promote conditions and interpersonal networks that nourish and sustain work satisfaction.
2. Ministry of Education Anambra state should help in designing policies to improve upon job satisfaction of workers, female workers should be targeted because they enjoy less satisfaction than male counterparts. Female workers should also be focused when considering who are more prone to job dissatisfaction. Also locus of control should be considered as one of the factors to be measured during recruitment and selection exercise.

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