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ABSTRACT

This study evaluated physical and social self-concepts as determinants of the work attitude of public secondary school teachers in Eket Education Zone, Akwa Ibom State. In carrying out this study, an ex-post facto research design was adopted. The study was conducted in Eket Education Zone of Akwa Ibom State, Nigeria. The population of the study comprised 537 public secondary school teachers drawn from 22 public secondary schools within the zone. A stratified random sampling technique was employed to select a sample of 270 teachers from 12 schools. The instrument used for data collection was a structured questionnaire titled "Self-Concept and Work Attitude Questionnaire (SCWAQ)." Face and content validity of the instrument were established through expert evaluation by specialists in Guidance and Counselling, as well as Measurement and Evaluation. The reliability of the instrument was determined using the Cronbach Alpha method, yielding reliability coefficients ranging from 0.71 to 0.84 for the various subscales, indicating that the instrument was reliable for the study. Data were collected through direct administration of the questionnaire to the respondents. The data generated were analyzed using descriptive and inferential statistical techniques. Population t-test was used to test the first hypothesis, while One-Way Analysis of Variance (ANOVA) was employed to test hypotheses two to six at the 0.05 level of significance. Findings revealed that physical self-concept had a significant positive influence on teachers' work attitude ($F = 53.993, p < .05$). The study also revealed that social self-concept significantly influenced teachers' work attitude ($F = 46.033, p < .05$). It was concluded that positive self-concept enhances teachers' punctuality, commitment and effectiveness at work. One of the recommendations made was that educational administrators should encourage programmes that promote positive self-concept among teachers to improve work attitude and educational outcomes.

KEYWORDS: Physical, Social Self-Concept, Teachers' Work Attitude.



INTRODUCTION

Teachers' attitude to work in terms of punctuality, commitment and work effectiveness has become a source of concern to stakeholders in education. Work effectiveness refers to successful task performance while punctuality is the characteristic of being able to complete a required task or fulfil an obligation before or at a previously designated time. Work commitment is the emotional attachment people have toward the school they work for. It has been observed that, some teachers are hardly regular in school. They come late and leave the premises before the statutory hour of dismissal. Some teachers do not feel happy to plan their lessons, attend classes, engage their students in interactive class activities, conduct continuous assessment test and give feedback to the students. They lack natural feelings of obligation by frequently signing the movement book and always being found wanting in the school. In Akwa Ibom State, teachers' poor attitude to work has deeply affected the learning, social adjustment and academic performance of the students. Some teachers humiliate and embarrass students who are not able to correctly answer questions in the class. Consequently, students are frustrated and there is dwindling appetite for learning among students as well as studies. It has been observed that, some subject teachers do not attend their classes regularly. Sometimes, they just drop their lesson notes with the students to copy for themselves and leave the classroom immediately without having any discussion. In fact, the students have learned nothing from the subject since they are not satisfied as the teachers are not effective in handling the subjects. Physical self-concept is a person's perception of his physical self, including his physical appearance. Teachers who have a high level of physical self-concept are likely to allow such self-image to influence their work attitude. They tend to use their charismatic behaviour to create a more effective interpersonal and work relationships hence contribute to the work environment around them. It has an impact on the way they operate in the workplace, how they deal with people and how much they achieve in their career. Social self-concept displayed by a teacher would lead to a positive work attitude. This is because the teacher will always need to keep working on his relationship with others and learn new skills in his job vis-a-vis positive work attitude. In this sphere, the emotion and temperament of teachers come to limelight about social interactions. The teacher has need of mixing up with colleagues, management staff and the students. If he or she is easily upset, nags and frequently engages in mood swings, these circumstances could keep other people far from that teacher.

STATEMENT OF PROBLEM

Teachers' work attitude remains a major concern in secondary schools due to its influence on students' academic achievement and the overall effectiveness of the educational system. Despite the efforts of government and educational stakeholders to improve teaching and learning, incidences of lateness to work, absenteeism, poor commitment to instructional duties and ineffective classroom management are still observed among some teachers. Such behaviours negatively affect students' learning experiences and educational outcomes. However, despite the importance of self-concept in influencing workplace behaviour, there is limited empirical evidence on how physical and social self-concept influence the work attitude of public secondary school teachers in Eket Education Zone of Akwa Ibom State. It is against this background that this study was undertaken to investigate the extent to which physical self-concept and social self-concept influence the work attitude of public secondary school teachers in the study area.



OBJECTIVE OF THE STUDY

This study investigated the influence of physical and social self-concept on the work attitude of public secondary school teachers in Eket Education Zone of Akwa Ibom State. Specifically, the study sought to:

1. Examine the extent to which physical self-concept influences the work attitude of public secondary school teachers.
2. Determine the extent to which social self-concept influences the work attitude of public secondary school teachers.

RESEARCH QUESTIONS

The following questions were put forward to guide this study:

1. To what extent does physical self-concept influence work attitude of public secondary school teachers?
2. To what extent does social self-concept influence work attitude of public secondary school teachers?

RESEARCH HYPOTHESES

The following hypotheses were postulated to guide this study:

1. There is no significant influence of physical self-concept on work attitude of public secondary school teachers.
2. There is no significant influence of social self-concept on work attitude of public secondary school teachers.

LITERATURE REVIEW

Physical self-concept and teachers' work attitude

The physical self is the concrete dimension, the tangible aspect of the person that can be directly observed and examined. Physical self-concept is a person's perception or description of his physical self, including their physical appearance, typically not involving an evaluative component. Physical appearance is one of the factors of any person that influences the environment very easily. It affects the ways we look at other people and the way we look at ourselves. Physical appearance is the physical look of any person. It is one of the most important factors of a personality. This is what people see in you and what they think about you. Teacher's physical appearance makes good impact on students in various ways, including work attitude. Workman (2015) found that teachers in professional clothing (such as suits and very smart looking) were rated as more intelligent, credible, and better prepared as teachers.

Smitah (2012) explored the impact of physical appearance of a teacher on students' learning environment in Turkey. The researcher used stratified random sampling technique to select 116 students of different ages, gender and educational streams for the survey study. The instrument used for data collection was Teachers' Physical Appearance and Students' Learning Environment Questionnaire (TPASLEQ) with 42 items. Independent t-test and correlation matrix were used for data analysis. Findings revealed that teachers with good physical appearance experienced four advantages: gained respect from the students, increased attendance of students in the class, helped in effective control of the class during instructional delivery and improved their positive work attitude.



Ivana (2016) worked on the influence of teachers' gesticulations on students' perceptions of the teachers' role and performance in Russia. Survey research design was adopted by the researcher. A sample of 3,500 respondents was randomly selected from 6,478 in 13 Districts. Data collection was done by way of a 32-item questionnaire and analysed using t-test and frequency tables. Results indicated that non-verbal communications influenced the teaching-learning processes and helped the students to understand better the content of the subject taught. It was also found that majority of the puffed-up teachers could not appreciate the negative impact of dilapidated, leaking and ill-ventilated classrooms with broken window panes, defective walls, muddy and sandy floor, and the students' behaviour. It engendered anger, tension and frustration, and inhibited poor attitude and ineffective classroom control on the part of the teachers. The study concluded that the school environment should be clean enough to attract even the most unwilling teachers. The overcrowded building was not only repulsive but energy-sapping as students wrestled over spaces and sitting positions.

Westfall (2015) examined the effect of teacher attractiveness on a learning task in Las Vegas. He hypothesized that participants would perform significantly better on the learning task when they perceived their instructor to be high in physical attractiveness. Neither the gender of the instructor nor the participant was hypothesized to influence this effect. To test these hypotheses, 137 students completed the instrument for data collection with other variables (need for cognition, self-esteem, mate-value inventory). Specifically participants were exposed to a photograph that they believed was their instructor while listening to an audio lecture. Upon completion of the lecture, participants then completed a forced choice recognition task covering material from the lecture. Findings indicated that instructor's attractiveness influenced participant's ability at a learning task. Additionally gender did not influence this effect to support previous findings demonstrating the role attractiveness plays in person perception. These results demonstrated that physical attractiveness not only influences person perception but creates tangible effects on human performance in real world situations.

Naseebah (2015) worked on the correlates of teachers' physical self-concept and their work attitude in Western Saudi Arabia. The population of this study was all High school teachers with physical impairments. The study adopted ex-post facto research design. Two hypotheses guided the study. A total of 450 respondents comprising students and senior teaching staff of the selected schools was used for the study. A 30-item questionnaire was used to elicit information from the respondents. Pearson Product Moment Correlation Coefficient was used for data analysis. The findings revealed that there was a significant relationship between teachers' physical self-concept and their negative attitude in the sampled schools. It was also observed that those teachers passed through identity formation that begun with a sense of failure and exclusion early in life, continued through a turning point, and concluded with a sense of professional self-efficacy and ability to empower their students and improve their work performance, whether with or without disabilities. The findings concluded that physical self-concept affected work attitude as engendered by impairment status per say, but not general physical self-concept, which is usually less understood as a factor of work attitude than other self-concept variables.

Schultz (2014) investigated the relationship between physical self-concept and school factors affecting attendance of teachers in Russia. The study adopted descriptive survey design. Four research questions and four hypotheses were formulated to guide the study. A structured questionnaire was used to obtain data from a sample of 429 teachers in five colleges using convenient sampling technique. The data were analyzed using Pearson moment correlation coefficient. The results revealed that there was a positive and significant correlation between school type, location and type of staff attendance with physical self-concept. The study concluded that school location and type were important considerations during personnel posting and



transfer. Furthermore, staff quarters significantly indicated advantages in terms of work punctuality and self-concept development.

SOCIAL SELF-CONCEPT AND TEACHERS' WORK ATTITUDE

Social self-concept is the individual's sense of worth in social interaction. It means to be aware of one's self and have a concept of one's self. Baumeister (2014) concluded that social self-concept is the individual's belief about himself or herself, including the person's attributes and who and what the self can offer specifically in a social environment. Yusuf and Metiboba (2012) worked on the influence of social self-concept on teachers' work attitude in Venezuela. They tested four hypotheses using chi-square and found that there was a significant relationship between social self-concept and teachers' attitude to work. Significantly, some teachers' low social self-concept was found to undermine the stability of the most important social activities in school. Some negative behaviour on the part of the teachers such as absenteeism, lack of commitment and apathy were found. The study concluded that in view of the importance of interpersonal relationship in co-curricular activities, seminars, workshops and development programmes should be embarked organized to socialize teachers by educational managers in the school system.

Nasser and Said (2015) examined the relationship between social self-concept and teachers' teaching styles (authoritative, authoritarian and permissive). The participants in the case study included 511 school students (53.2 percent females). They completed the Self-Definition Questionnaire (SDQ-I) and the Teacher Authority Questionnaire (TAQ). Data were analysed to predict the extent of the effect of social self-concept from teaching styles. Findings generally revealed that teachers' authoritative social self-concept tend to make the students to see the school environment as hostile and threatening, and to have a low degree of respect in other teachers. Some teachers were haughty and proud because of their good looks, popularity, musical ability, physical prowess, and exalted position. On the one hand, female students' academic self-concept was positively predicted by authoritative and permissive teaching. However, their social self-concept was only predicted by permissive teaching. On the other hand, male students' academic and social self-concepts were not predicted by any of the teaching styles. Teaching styles did support learning and social self-concept in female students more strongly than in male students.

Adewale and Adisa (2017) study was to investigate if social self-concept and motivations can explain the effect of grading on students' Mathematics achievement in Sweden? The study adopted ex-post facto research design. Purposive and stratified random sampling techniques were used to select 3,000 academic staff for the study. A questionnaire and a checklist were used for data collection. The data collected were analyzed through the use of frequency counts, percentages and Pearson Product Moment Correlation. It was found that teachers' (cognitive ability, gender, and socio-economic status) influenced their social self-concept and students' academic achievement. In the sample analysis, 50 percent of the low-learning students were graded in sixth grade while other students were graded in seventh grade. The results showed that the negative effect of summative assessment (grading) for low-ability students on their subsequent achievement was fully mediated by academic staff social self-concept in mathematics and motivation to improve in academic school subjects.

Ojewumi, Oyeleke, Agberotimi, Akinniyi, Atunwa and Ololdi (2015) examined psychosocial self-concept as predictors of work commitment among secondary school teachers in Ile-Ife. The researchers intended to ascertain the influence of incentives, staff discipline, religiosity, self-esteem, and length of service on job satisfaction of teachers. A descriptive



research design was employed and data was collected through a structured questionnaire. Eighty (80) teachers comprising of 31 males and 49 females were accidentally selected and used in the study. T-test and chi-square were used for data analysis. The results revealed that incentives, staff discipline, religiosity, self-esteem and length of service significantly predicted work continuance and job involvement, ($F(5, 74) = 12.545; p < .001$). Incentives ($\beta = .45$), staff discipline ($\beta = .35$), and self-esteem ($\beta = .40$) significantly contributed individually to work commitment of teachers. Religiosity and length of service however, did not have significant contribution to job involvement.

Telia, Telia, Toyoko and Adika (2016) examined teachers' application of social self-concept in classroom management and its implications for the attainment of instructional objectives in secondary schools in Ibadan. The study adopted survey research design. Proportionate sampling technique was used to draw 920 teachers for the study. A modified instrument tagged: Teachers' Social Self-Concept Survey (TSSCS) was used for data collection. Regression analysis, Correlations, ANOVA and descriptive statistics were employed to get results. The results showed that teachers generally did have moderate and high social self-concept which enabled the students to adapt in the substantial changes of their emotion and cognition in the classroom; that students have mixed feelings which would have affected their motivation, self-esteem, and academic success due to poor classroom management strategies of their previous teachers. Hostility and highhandedness were indicated as the prominent factors hindering students' readiness and confidence in learning during instructional activities. Also, 60 percent of the teachers perceived high social self-concept as very useful in teaching and learning. Therefore, for effective application of social self-concept by teachers, the study recommended that teachers' training and professional development should be supported by self-concept in-service education for sustainable professional attitude.

ACADEMIC SELF-CONCEPT AND TEACHERS' WORK ATTITUDE

Academic self-concept is the perception that a teacher has about his own professional proficiency and academic competency in learning and cognitive functioning. It constitutes one of the most relevant variables in the academic world which reflects individual's epistemological prowess about themselves in achievement situations (Byrne, 2013).

Ahmet (2017) assessed the effect of education level on the job satisfaction of tourist employees. The relationships between the educational level and job satisfaction were tested with hypotheses. A questionnaire comprising a slightly modified form of a popular job satisfaction questionnaire was used. The study was conducted on a total of 600 workers, working in 30 four and five stars hotels. All of the questionnaires were picked up because the questionnaires were administered individually by the students of tourism department. 69 percent of the responses were taken from graduated and vocational school students of higher education, 31 percent from primary and secondary schools. Consequently, a positive relationship was found between job satisfaction and education level. The results suggest that managers should find new methods to increase education level of their staff and develop work context parallel to education level.

Owolabi and Adedayo (2014) examined the relationship between teachers' academic self-concept and their attitude towards Physics teaching: implications for technology development in Nigeria. The purpose was to determine whether the academic background of the teacher has any impact on their Physics delivery. The survey type of descriptive research design was adopted. The sample for the study consisted of 100 Physics teachers in Ekiti State between 2010-2014 academic sessions. Data for the study collected using a questionnaire. The research finding showed a close relationship between academic self-concept and measures of work



attitude. Academic self-concept powerfully and positively predicted general positive attitude in Physics lesson planning and effective delivery. The study recommended that professional teachers should be offered methodological guidance in order to work on these throughout the educational process and that experienced teachers with high academic self-concepts in higher level should teach Physics at the certificate classes.

Rehman and Jamie (2014) examined the relationship between teachers' academic self-concept and their work attitude in Angola. The correlational survey study was conducted using 25 schools randomly selected, and a sample size of 50 English Language teachers was purposively selected from the area of study. The study was guided by four research questions and four null hypotheses. Furthermore, various types of self-traits were studied including extroversion, conscientiousness, self-control, and intellectual efficiency to determine their effects on achievement. To gather the data a questionnaire including a Likert scale survey. Two instruments were used for data collection, Teachers' Academic Self-Concept Questionnaire" (TASCQ), and Work Attitude Questionnaire (WAQ) which were developed by the researchers. Data collected were analysed using population t-test and one way analysis of variance.

METHODOLOGY

In carrying out this study, an ex-post facto research design was adopted. The study was conducted in Eket Education Zone of Akwa Ibom State, Nigeria. The population of the study comprised 537 public secondary school teachers drawn from 22 public secondary schools within the zone. A stratified random sampling technique was employed to select a sample of 270 teachers from 12 schools. The instrument used for data collection was a structured questionnaire titled "Self-Concept and Work Attitude Questionnaire (SCWAQ)." Face and content validity of the instrument were established through expert evaluation by specialists in Guidance and Counselling, as well as Measurement and Evaluation. The reliability of the instrument was determined using the Cronbach Alpha method, yielding reliability coefficients ranging from 0.71 to 0.84 for the various subscales, indicating that the instrument was reliable for the study. Data were collected through direct administration of the questionnaire to the respondents. The data generated were analyzed using descriptive and inferential statistical techniques. Population t-test was used to test the first hypothesis, while One-Way Analysis of Variance (ANOVA) was employed to test hypotheses two to six at the 0.05 level of significance

RESULT AND DISCUSSION

Hypothesis one

There is no significant influence of physical self-concept on work attitude of public secondary school teachers. The independent variable in this hypothesis was physical self-concept while the dependent variable was work attitude of public secondary school teachers with three sub-components, namely; work effectiveness, work commitment and work punctuality. Physical self-concept was measured with six items on a 4-point scale, subjects who scored from 6 - 11 were classified as being low while those who scored from 12 - 18 were classified as being moderate and those who scored from 19 - 24 were classified as being high. The One-way Analysis of Variance was used in testing this hypothesis, and the results of the analyses were as presented in Table 1.



TABLE 1:

One-way Analysis of Variance for physical self-concept and work attitude of public secondary school teachers in Eket Education Zone (N=270)

Variable	Physi	cal self-concept	N	\bar{X}	Std. Dev.
Work effectiveness		Low	57	12.49	1.98
		Moderate	111	14.69	2.36
		High	102	15.19	2.32
		Total	270	14.41	2.48
Work commitment		Low	57	10.46	3.00
		Moderate	111	12.61	3.16
		High	102	14.95	3.08
		Total	270	13.04	3.52
Work punctuality		Low	57	10.93	2.15
		Moderate	111	13.79	2.49
		High	102	15.23	3.00
		Total	270	13.73	3.07
Overall work attitude		Low	57	33.86	6.49
		Moderate	111	41.10	6.51
		High	102	45.36	7.00
		Total	270	41.18	7.90

Variables	Source of variance	Sum of Squares	df	Mean Square	F-ratio	p-level
Work effectiveness	Between groups	280.249	2	140.124	27.125*	.000
	Within groups	1379.292	267	5.166		



	Total	1659.541	269			
Work	Between groups	773.314	2	386.657	40.402*	.000
commitment	Within groups	2555.238	267	9.570		
	Total	3328.552	269			
Work	Between groups	675.496	2	337.748	48.646*	.000
punctuality	Within groups	1853.767	267	6.943		
	Total	2529.263	269			
Overall work	Between groups	4839.742	2	2419.871	53.993*	.000
attitude	Within groups	11966.366	267	44.818		
	Total	16806.107	269			

***Significant at .05 level of significance; $p < .05$.**

The result of the analysis in Table 1 showed the summary of the descriptive statistics for work attitude of public secondary school teachers, based on level of physical self-concept. Based on the results, it was observed that the mean scores of 12.49, 14.69 and 15.19 were obtained as regards work effectiveness by the subjects who were low, moderate and high in their level of physical self-concept respectively. The result further revealed that the mean scores of 10.46, 12.61 and 14.95 were obtained as regards work commitment by the subjects who were low, moderate and high in their level of physical self-concept respectively. It was also discovered that the mean scores of 10.93, 13.79 and 15.23 were obtained as regards work punctuality by the subjects who were low, moderate and high in their level of physical self-concept respectively. Furthermore, the result revealed that the mean scores of 33.86, 41.10 and 45.36 were obtained as regards overall work attitude by the subjects who were low, moderate and high in their level of physical self-concept respectively. The result as presented in Table 1 further showed that the F-ratio of 27.125 obtained for work effectiveness with p-value of .000 was significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. The result also showed that the F-ratio of 40.402 obtained for work commitment with p-value of .000 was significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. The result further showed that the F-ratio of 48.646 obtained for work punctuality with p-value of .000 was also significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. The result finally showed that the F-ratio of 53.993 obtained for overall work attitude with p-value of .000 was significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. Based on these, it implied that the null hypothesis which stated that there is no significant influence of physical self-concept on work attitude of public secondary school teachers was therefore rejected for each dimension, and the overall work attitude. These results indicated that, physical self-concept had significant positive influence on work attitude of public secondary school teachers in Eket Education Zone. Given the significant F-ratios, a post hoc analysis was conducted using the Fishers' Least Significant Difference (LSD) multiple comparison test to check for the source of the difference. The results are presented in Table 2. An examination of the results in Table 2 showed that, the subjects who exhibited low level of physical self-concept had significant lower mean score in work



effectiveness, when compared with those who exhibited moderate level of physical self-concept (MD=-2.20; p<.05), and those who exhibited high level of physical self-concept (MD=-2.70; p<.05). Other pair wise comparison showed that the subjects who exhibit moderate level of physical self-concept had a lower mean score in work effectiveness, when compared with those who exhibit high level of physical self-concept but the mean difference was not statistically significant (MD=-.49; p>.05). Based on these, the source of the difference as regards work effectiveness was from those who exhibit low level of physical self-concept.

TABLE 2

Fisher's Least Significance Difference (LSD) multi-comparison test analysis for physical self-concept and work attitude of public secondary school teachers in Eket Education Zone

Dependent Variable	(I) Physical self-concept	(J) Physical self-concept	Mean Difference	
			(I-J)	p-level
Work effectiveness	Low	Moderate	-2.20*	.000
		High	-2.70*	.000
	Moderate	Low	2.20*	.000
		High	-.49	.115
	High	Low	2.70*	.000
		Moderate	.49	.115
Work commitment	Low	Moderate	-2.16*	.000
		High	-4.50*	.000
	Moderate	Low	2.16*	.000
		High	-2.34*	.000
	High	Low	4.50*	.000
		Moderate	2.34*	.000
Work punctuality	Low	Moderate	-2.86*	.000
		High	-4.30*	.000
	Moderate	Low	2.86*	.000
		High	-1.43*	.000
	High	Low	4.30*	.000



		Moderate	1.43*	.000
Overall work attitude	Low	Moderate	-7.24*	.000
		High	-11.50*	.000
	Moderate	Low	7.24*	.000
		High	-4.26*	.000
	High	Low	11.50*	.000
		Moderate	4.26*	.000

*The mean difference is significant at the .05 level; $p < .05$.

For work commitment, the result in Table 2 also revealed that the subjects who exhibited low level of physical self-concept had significant lower mean score, when compared with those who exhibited moderate level of physical self-concept ($MD = -2.16$; $p < .05$), and those who exhibited high level of physical self-concept ($MD = -4.50$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of physical self-concept had a significant lower mean score in work commitment, when compared with those who exhibit high level of physical self-concept ($MD = -2.33$; $p < .05$). Based on these, the source of the difference as regards work commitment was from all the various levels of physical self-concept. Furthermore, for work punctuality, the result revealed that the subjects who exhibited low level of physical self-concept had significant lower mean score, when compared with those who exhibited moderate level of physical self-concept ($MD = -2.86$; $p < .05$), and those who exhibited high level of physical self-concept ($MD = -4.30$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of physical self-concept had a significant lower mean score in work punctuality, when compared with those who exhibit high level of physical self-concept ($MD = -1.43$; $p < .05$). Based on these, the source of the difference as regards work punctuality was from all the various levels of physical self-concept. Finally, for overall work attitude, the results showed that the subjects who exhibited low level of physical self-concept had significant lower mean score in overall work attitude, when compared with those who exhibited moderate level of physical self-concept ($MD = -7.24$; $p < .05$), and those who exhibited high level of physical self-concept ($MD = -11.50$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of physical self-concept had a significant lower mean score in overall work attitude, when compared with those who exhibit high level of physical self-concept ($MD = -4.26$; $p < .05$). Based on these, the source of the difference as regards overall work attitude was from all the various levels of physical self-concept.

Hypothesis two

There is no significant influence of social self-concept on work attitude of public secondary school teachers. The independent variable in this hypothesis was social self-concept while the dependent variable was work attitude of public secondary school teachers with three sub-components, namely; work effectiveness, work commitment and work punctuality. Social self-concept was measured with six items on a 4-point scale, subjects who scored from 6 – 11 were classified as being low while those who scored from 12 – 18 were classified as being moderate and those who scored from 19 – 24 were classified as being high. The One-way Analysis of Variance was used in testing this hypothesis, and the results of the analyses were as presented in Table 3. The result of the analysis in Table 3 showed the summary of the descriptive statistics



for work attitude of public secondary school teachers, based on level of social self-concept. Based on the results, it was observed that the mean scores of 12.53, 14.35 and 15.64 were obtained as regards work effectiveness by the subjects who were low, moderate and high in their level of social self-concept respectively. The result further revealed that the mean scores of 10.37, 12.76 and 15.08 were obtained as regards work commitment by the subjects who were low, moderate and high in their level of social self-concept respectively.

TABLE 3

One-way Analysis of Variance for social self-concept and work attitude of public secondary school teachers in Eket Education Zone (N=270)

Variable	Soci al self-concept	N	\bar{X}	Std. Dev.
Work effectiveness	Low	49	12.53	2.28
	Moderate	138	14.35	2.38
	High	83	15.64	2.03
	Total	270	14.41	2.48
Work commitment	Low	49	10.37	3.26
	Moderate	138	12.76	3.07
	High	83	15.08	3.16
	Total	270	13.04	3.52
Work punctuality	Low	49	11.69	2.84
	Moderate	138	13.38	2.81
	High	83	15.51	2.66
	Total	270	13.73	3.07
Overall work Attitude	Low	49	34.59	7.81
	Moderate	138	40.49	6.71
	High	83	46.23	6.44
	Total	270	41.18	7.90



Variables	Source of variance	Sum of Squares	df	Mean Square	F-ratio	p-level
Work effectiveness	Between groups	298.876	2	149.438	29.324*	.000
	Within groups	1360.665	267	5.096		
	Total	1659.541	269			
Work commitment	Between groups	707.646	2	353.823	36.045*	.000
	Within groups	2620.906	267	9.816		
	Total	3328.552	269			
Work punctuality	Between groups	481.463	2	240.731	31.387*	.000
	Within groups	2047.800	267	7.670		
	Total	2529.263	269			
Overall work attitude	Between groups	4309.149	2	2154.575	46.033*	.000
	Within groups	12496.958	267	46.805		
	Total	16806.107	269			

***Significant at .05 level of significance; $p < .05$.**

It was also discovered that the mean scores of 11.69, 13.38 and 15.51 were obtained as regards work punctuality by the subjects who were low, moderate and high in their level of social self-concept respectively. Furthermore, the result revealed that the mean scores of 34.59, 40.49 and 46.23 were obtained as regards overall work attitude by the subjects who were low, moderate and high in their level of social self-concept respectively. The result as presented in Table 3 further showed that the F-ratio of 29.324 obtained for work effectiveness with p-value of .000 was significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. The result also showed that the F-ratio of 36.045 obtained for work commitment with p-value of .000 was significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. The result further showed that the F-ratio of 31.387 obtained for work punctuality with p-value of .000 was also significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. The result finally showed that the F-ratio of 46.033 obtained for overall work attitude with p-value of .000 was significant at 2 and 267 degrees of freedom and .05 level of significance since the p-value is less than .05. Based on these, it implied that the null hypothesis which stated that there is no significant influence of social self-concept on work attitude of public secondary school teachers was therefore rejected for each dimension, and the overall work attitude. These results indicated that, social self-concept had significant positive influence on work attitude of public secondary school teachers in Eket Education Zone. Given the significant F-ratios, a post hoc analysis was conducted using the Fishers' Least Significant Difference (LSD) multiple comparison test to check for the source of the difference. The results are presented in Table 4. An examination of the results in Table 4 showed that, the subjects who exhibited low level of social self-concept had significant lower



mean score in work effectiveness, when compared with those who exhibited moderate level of social self-concept (MD=-1.82; p<.05), and those who exhibited high level of social self-concept (MD=-3.11; p<.05). Other pair wise comparison showed that the subjects who exhibit moderate level of social self-concept had a significant lower mean score in work effectiveness, when compared with those who exhibit high level of social self-concept (MD=-1.29; p<.05). Based on these, the source of the difference as regards work effectiveness was from all the various levels of social self-concept. For work commitment, the result in Table 4 also revealed that the subjects who exhibited low level of social self-concept had significant lower mean score, when compared with those who exhibited moderate level of social self-concept (MD=-2.39; p<.05), and those who exhibited high level of social self-concept (MD=-4.72; p<.05). Other pair wise comparison showed that the subjects who exhibit moderate level of social self-concept had a significant lower mean score in work commitment, when compared with those who exhibit high level of social self-concept (MD=-2.32; p<.05). Based on these, the source of the difference as regards work commitment was from all the various levels of social self-concept.

TABLE 4

Fisher’s Least Significance Difference (LSD) multi-comparison test analysis for social self-concept and work attitude of public secondary school teachers in Eket Education Zone

Dependent Variable	(I) Social self-concept	(J) Social self-concept	Mean Difference	
			(I-J)	p-level
Work effectiveness	Low	Moderate	-1.82*	.000
		High	-3.11*	.000
	Moderate	Low	1.82*	.000
		High	-1.29*	.000
	High	Low	3.11*	.000
		Moderate	1.29*	.000
Work commitment	Low	Moderate	-2.39*	.000
		High	-4.72*	.000
	Moderate	Low	2.39*	.000
		High	-2.32*	.000
	High	Low	4.72*	.000
		Moderate	2.32*	.000
Work punctuality	Low	Moderate	-1.69*	.000



		High	-3.81*	.000
	Moderate	Low	1.69*	.000
		High	-2.12*	.000
	High	Low	3.81*	.000
		Moderate	2.12*	.000
Overall work attitude	Low	Moderate	-5.89*	.000
		High	-11.64*	.000
	Moderate	Low	5.89*	.000
		High	-5.74*	.000
	High	Low	11.64*	.000
		Moderate	5.74*	.000

***The mean difference is significant at the .05 level; $p < .05$.**

Furthermore, for work punctuality, the result in Table 4 revealed that the subjects who exhibited low level of social self-concept had significant lower mean score, when compared with those who exhibited moderate level of social self-concept ($MD = -1.69$; $p < .05$), and those who exhibited high level of social self-concept ($MD = -3.81$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of social self-concept had a significant lower mean score in work punctuality, when compared with those who exhibit high level of social self-concept ($MD = -2.12$; $p < .05$). Based on these, the source of the difference as regards work punctuality was from all the various levels of social self-concept. Finally, for overall work attitude, the results showed that the subjects who exhibited low level of social self-concept had significant lower mean score in overall work attitude, when compared with those who exhibited moderate level of social self-concept ($MD = -5.89$; $p < .05$), and those who exhibited high level of social self-concept ($MD = -11.64$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of social self-concept had a significant lower mean score in overall work attitude, when compared with those who exhibit high level of social self-concept ($MD = -5.74$; $p < .05$). Based on these, the source of the difference as regards overall work attitude was from all the various levels of social self-concept.

CONCLUSION

In conclusion, self-concept is a significant determinant of teachers' work attitude in public secondary schools. The findings showed that both physical self-concept and social self-concept significantly influence teachers' punctuality, commitment and effectiveness at work. Teachers with high levels of physical and social self-concept demonstrated more positive work attitudes than their counterparts with low levels of self-concept. Therefore, the development of positive self-concept among teachers is essential for enhancing productivity and effectiveness in the school system.



RECOMMENDATIONS

- **School administrators should organize seminars, workshops and counselling programmes aimed at improving teachers' physical self-concept and self-confidence.**
- **Educational authorities should encourage healthy interpersonal relationships among teachers through team-building activities and professional development programmes that strengthen social self-concept.**
- **Guidance counsellors should provide regular counselling services to teachers to help them develop positive self-perceptions and improve their work attitude.**
- **Teachers should be encouraged to participate in self-development programmes that promote positive self-concept and professional growth.**



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