

**THE JOINT INFLUENCE OF ACADEMIC AND MORAL SELF-CONCEPTS ON
WORK ATTITUDE OF PUBLIC SECONDARY SCHOOL TEACHERS IN EKET
EDUCATION ZONE, AKWA IBOM STATE**

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ABSTRACT

This study examined the joint influence of academic and moral self-concepts on the work attitude of public secondary school teachers in Eket Education Zone, Akwa Ibom State, Nigeria. In carrying out this study, an ex-post facto research design was adopted. The study was conducted in Eket Education Zone of Akwa Ibo 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. The results showed that academic self-concept significantly influences teachers' work attitude. Specifically, for work effectiveness, $F(2, 267) = 44.862, p < .05$; for work commitment, $F(2, 267) = 51.540, p < .05$; for work punctuality, $F(2, 267) = 44.343, p < .05$; and for overall work attitude, $F(2, 267) = 70.143, p < .05$. The study concluded that self-concept plays a crucial role in shaping teachers' professional behaviour and effectiveness. One of the recommendations made was that school administrators and education stakeholders should strengthen professional development programmes,

KEYWORDS: Teachers' Academic, Moral Self-Concept, 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 fulfill 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.

Worried by teachers' poor attitude to work as seen by students' massive failure in West African Examination Council, Okon (2018) conducted a study in Akwa Ibom State that only 23.2 percent (that is, 529,425,000 out of 1,692,435,000) of candidates who participated in the 2017 May/June Senior Secondary Certificate Examinations (SSCE) administered by the West African Examination Council (WAEC) recorded credit pass in five subjects, excluding English Language and Mathematics, as against 36.57 percent in 2016 and 50.81 percent in 2015. It is disturbing that performance is drastically dropping. 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. On the academic dimension, teachers' ability to communicate effectively and instructional proficiency attract the interest of the class. Shortcoming on these may cause the students to play the clown on the teacher's frequent mistakes in the classroom which will in turn cause low academic self-concept. A teacher who is not interested in attending to students' learning difficulties, nor seeks higher qualification may be struggling with low academic self-concept which will in turn affect their work attitude. Moral self-concept implies a dimension where actions are adjudged right or wrong. This

dimension plays out mostly in the teacher's frequency in approving and reinforcing right conducts. On the other hand, the teacher may decide to defend wrong conducts like examination malpractices, gangsters and other social vices common to students. The implication is that, a teacher who is guilty of gross immoral behaviour possesses a low moral self-concept which in turn leads to negative work attitude. Thus, in each of the dimensions, a teachers' attitude is in line with how he or she values himself in terms of his worth. In the teaching profession, self-concept is a strong deciding factor in teachers' work attitude and this happens by the way in which a teacher experiences and gives meanings to things that happen around him in the work environment, in relation to how he sees himself. Therefore, it is in consideration of the fact that the teachers have the obligatory roles in realizing the educational dreams of the society that the researcher decided to find out how self-concept influences teachers' work attitude in public secondary schools.

STATEMENT OF PROBLEM

Negative attitude to work of some teachers has caused high rate of truancy among the students and increased the rate of examination malpractices as well as poor academic performance. Teachers' lack of effectiveness in the school and poor disciplinary control over the students has degenerated into all forms of social vices, including sexual assault, rioting, stealing, students' unrest and cultism in the school. Educational stakeholders suggested that, they could not correlate teachers' poor attitude to work with any of teachers' demographic variables. There are several efforts to redress this problem by the government which include provision of professional development programmes to address teachers' negative attitude to work and workshops. Despite these efforts, the problem still persists. A cursory look at available literature reveals that many researchers working on this phenomenon have tended to blame the problem of negative attitude to work on poor remuneration, school environment and home-school distance, among others. To the best of the researchers' knowledge, however, little or nothing has been documented relating self-concept and workers' attitude in term of work punctuality, work commitment and work effectiveness. Therefore, this gap in literature is the primary motive to undertake this study posed as a question: How does self-concept influence teachers' attitude to work?

OBJECTIVE OF THE STUDY

This study investigated the teachers' academic and moral self-concept on work attitude. Specifically, the study sought:

- To examine how academic self-concept influences work attitude of school teachers.
- To determine how moral self-concept influences work attitude of school teachers.

RESEARCH QUESTIONS

The following questions were put forward to guide this study:

- To what extent does academic self-concept influence work attitude of public secondary school teachers?
- To what extent does moral self-concept influence work attitude of public secondary school teachers?

STATEMENT OF HYPOTHESES

The following hypotheses were postulated to guide this study:

- There is no significant influence of academic self-concept on work attitude of public secondary school teachers.
- There is no significant influence of moral self-concept on work attitude of public secondary school teachers.

LITERATURE REVIEW

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).

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.

Yusuf and Dada (2016) examined the impact of teachers' academic self-concept and experience on work attitude in Colleges of Education in Kaduna State, Nigeria. Two Colleges of Education were sampled for the study. A total of 450 respondents made up of teachers and students were randomly selected from the Colleges. The data was collected using questionnaire and students' test scores. Data was analyzed using frequency counts, percentages and t-test. The results revealed that a significant difference existed in the performance of students taught English language by professionally experienced teachers with high academic self-concept and their counterparts. The study recommended among others, that only qualified and experienced teachers with positive attitude should be allowed to teach in Colleges of Education in Kaduna state, Nigeria. All non-professional teachers with moderate academic self-concept should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This would help to improve their attitude, quality of their teaching and consequently enhance the performance of students and the quality of teacher education in Nigeria.

Rodriguez (2013) worked on the impact of academic self-concept, expectations and the attitude to teaching strategy on career achievement: the case of Business teachers. The study adopted survey research design. A self-designed questionnaire was used for data collection. A sample of 460 teachers was drawn from a population of 3,500 teachers in the area of study. One-way analysis of variance was used for data analysis. Findings indicated that high academic self-concept favoured engagement in complex cognitive effort, deep pedagogical strategies and self-reflection, as well as in the adoption of strategic teaching approaches alone. However, the composite effect of deep pedagogy through strategic approaches had the most impact on the positive attitude of teachers. High academic expectations favoured teachers' selection of deep pedagogical methods that involve practical relevance more than strategic approaches. Clearly, the use of surface approaches to teaching was not conducive to create positive attitude for career achievement. Abd El Aziz, Rady, and Kabeer (2017) investigated the relationship between academic self-concept and work attitude among advanced teachers in Cairo Egypt. A descriptive correlational design was utilized in this study. A purposive sample was composed of 182 aged teachers and their school administrators. A structured questionnaire of three parts consisting of teachers' socio-demographic characteristics, academic self-concept, and work attitude was used for data collection. Correlation matrix and t-test were employed for data analysis. Results indicated that there was a significant statistical relationship between academic self-concept and work attitude among the aged teachers. The finding indicated a wide gap in how males developed higher academic self-concept as compared with female teachers. Moreover, the causal effects from academic self-concept declined with age and lateness to work among the females, whereas the academic self-concepts of the males had a linear increase with age and commitment, thus suggesting a developmental trend. The negative cross-domain effects from work attitude to subsequent academic self-concept were insignificantly weak in the findings. Therefore, the male teachers with high academic self-concept received reward and had more developmental opportunities. The researchers recommended implementing psycho-educational programme in formal and informal curriculum to provide a chance for all teachers for expressing themselves and developing their self-esteem and self-confidence.

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.

The findings of this study indicated that there was a significant relationship between academic self-concept and teachers' attitudes toward carrying out co-curricular activities. Concerning gender, male teachers had a more positive attitude towards cultural activities compared to females, but both genders significantly indicated average mean score towards

school debates and athletic events. Finally, extroversion was the only trait to have a significant relationship with instructional task delivery, showing that teachers who were more extroverted had higher mean score in the study. The study concluded that these findings implied that educators should be aware of teachers' attitudes and seek to improve them in order to positively influence teachers' career achievement.

Unanma, Dikeh, Abugu and Umeobika (2013) examined the relationship between teacher's academic self-concept and attitude towards Chemistry delivery in Imo State. A case study of four secondary schools formed the research design. Teacher's academic qualifications and the SS I student's third term result formed the data which was analysed using simple percentage and Pearson Correlation. Three research questions were answered and the findings that there was a positive relationship between the teacher's academic self-concept and their attitude towards instructional delivery. Teachers with higher professional qualifications were more committed and thus influenced students' academic achievement in Chemistry. The study concluded that the government and all stakeholders in education sector should endeavour to implement its policy on Basic Education for all and thus, create an enlightened society in which every Chemistry teacher would be educated enough to have a positive attitudinal influence on their Chemistry students for better achievement in the subject.

Ofeimu and Kolawole (2017) investigated teachers' quality academic self-concept as determinant of work attitude in secondary schools in Edo South Senatorial District of Nigeria. In pursuance of this study, four (4) research questions were raised and two (2) hypotheses were formulated and tested at 0.05 level of significance. A correlational research design was adopted. The population for this study consisted of 418 Mathematics and English Language teachers in secondary schools in Edo South Senatorial District of Nigeria. Eighty-four (84) Mathematics and English Language teachers in secondary schools were sampled. The checklists entitled: Teachers' Work Attitude Checklist (TWAC)" and Quality Academic Self-Concept Checklist (QASCC) were used for data collection. The analysis of the result was carried out using frequencies, percentages, t-test and Pearson Product Moment Correlation Coefficient. The results revealed that the level of married teachers' academic self-concept quality in secondary schools in Edo South Senatorial District of Nigeria was high. Also there was average mean of teachers' use of humiliation, sarcasm, discipline by fear and intimidation, harsh in display of authority and indifferent attitude of single teachers in secondary schools in Edo South Senatorial District of Nigeria. Teacher academic quality and work attitude had significant influence on students' academic performance. It was recommended among others that principals should ensure that the potentials of the teachers are well harnessed and utilized to reflect the true picture of their quality in the academic performance of students.

MORAL SELF-CONCEPT AND TEACHERS' WORK ATTITUDE

Morality is absolute-there is a real right and real wrong that is universally and immutably true, independent of whether anyone believes or attaches feelings to it or not. Teachers are expected to be both ethical and moral. Ethics are external constructs, while morals are internal beliefs that have been formed by personal experience and learning. Asgar and Munawar (2017) explored the impact of moral self-concept on attitude of teachers about corporal punishment on students' achievement in Mathematics. In the first

phase, a survey was conducted to collect data about morality and attitude of teachers towards students' corporal punishment. A Five Point Likert Scale was used to measure teachers' attitude towards corporal punishment. All the Mathematics teachers of Boys Government Secondary and Higher Secondary schools in District Nowshera and District Swabi, teaching 9th grade were included in the population-I and were taken as sample of the study. All 9th grade students in those schools were included in population-II. The observation was that the achievements of students taught by teachers having low moral self-concept with negative attitude to corporal punishment and those with high moral self-concept with positive attitude to corporal punishment were compared on the basis of scores obtained in their annual Board examination. Ninety four (94) teachers constituting 65 percent of the sample returned the questionnaires, out of them 63 showed positive attitude. The achievement scores of the students of teachers who did favour corporal punishment were higher as compared with those who did not favour corporal punishment.

Myre (2017) assessed the influence of teachers' moral self-concept and their attitude to instructional task performance in Netherland. The study adopted ex-post fact research design. The sample comprised 800 respondents randomly selected from a population of 2,946 teachers. Independent t-test statistical tool was used to analyze the data. Findings revealed that moral values were interwoven in all aspects of teaching: value transfer in the curriculum, moral sensitivity in the school culture, moral politics in teachers' behaviour. It was further found that working with moral values such as justice, equality, responsibility and virtue are the essential parts of positive attitude to the teaching profession. Also that educating students to become responsible citizens requires that teachers should impart moral values in the classroom as reflective practitioners. Khatoon, Alam, Bukhari and Mushtaq (2014) investigated the impact of moral self-concept of Civic Education teachers' on their work attitude in Saudi Arabia. The purpose of the study was to find out the significance of moral self-concept on teachers' competency in the selected schools. A total of 160 Biology teachers were sampled from the population to participate in the study. Main data collection tool was questionnaire developed on five-point scale. An interview was also conducted for senior Religious Knowledge teachers, working as principals of secondary schools. Findings indicated that moral gestures and civic actions of teachers registered with students more than platitudes and preachiness in the classroom. It was further found that giving diligent attention to teaching and positive attitude to the demands of professional life made by teachers evokes heightened interest in students, co-workers, administrators and parents alike towards the school climate.

Briggs (2017) examined moral self-concept and teachers' work attitude capacity in West Indies. The purpose of the study was to find out the perception of moral training for professional growth. Data of teachers were collected from 93 subjects from 90 different public schools. A 20-item instrument with adequate psychometric background was used to collect data. Results of this study showed generally that teachers moral dispositions could influence students' moral understanding with positive attitude by serving as effective caregivers; modelling a high level of respect and responsibility both inside and outside the classroom; exhibiting moral concern and moral reasoning by their reactions to morally significant events in the school; and being ethical mentors who give moral instruction and guidance in the contexts of classroom discussion, storytelling, personal encouragement, and corrective feedback when students hurt others or themselves.

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 academic self-concept on work attitude of public secondary school teachers. The independent variable in this hypothesis was academic 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. Academic 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. 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 academic self-concept. Based on the results, it was observed that the mean scores of 12.16, 14.32 and 15.46 were obtained as regards work effectiveness by the subjects who were low, moderate and high in their level of academic self-concept respectively. The result further revealed that the mean scores of 9.65, 12.95 and 14.57 were obtained as regards work commitment by the subjects who were low, moderate and high in their level of academic self-concept respectively. It was also discovered that the mean scores of 11.00, 13.55 and 15.04 were obtained as regards work punctuality by the subjects who were low, moderate and high in their level of academic self-concept respectively. Furthermore, the result revealed that the mean scores of 32.80, 40.82 and 45.06 were obtained as regards overall work attitude by the subjects who were low, moderate and high in their level of academic self-concept respectively.

TABLE 1

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

Variable	Academic self-concept	N	\bar{X}	Std. Dev.
Work effectiveness	Low	55	12.16	2.07
	Moderate	88	14.32	2.21
	High	127	15.46	2.18
	Total	270	14.41	2.48
Work commitment	Low	55	9.65	2.91
	Moderate	88	12.95	2.82
	High	127	14.57	3.15
	Total	270	13.04	3.52
Work punctuality	Low	55	11.00	2.17
	Moderate	88	13.55	2.70
	High	127	15.04	2.83
	Total	270	13.73	3.07
Overall work Attitude	Low	55	32.84	6.10
	Moderate	88	40.82	6.30
	High	127	45.06	6.64
	Total	270	41.18	7.90

Variables	Source of variance	Sum of Squares	df	Mean Square	F-ratio	p-level
Work	Between groups	417.411	2	208.705	44.862*	.000

effectiveness	Within groups	1242.130	267	4.652		
	Total	1659.541	269			
Work	Between groups	927.116	2	463.558	51.540*	.000
commitment	Within groups	2401.436	267	8.994		
	Total	3328.552	269			
Work	Between groups	630.642	2	315.321	44.343*	.000
punctuality	Within groups	1898.621	267	7.111		
	Total	2529.263	269			
Overall work	Between groups	5788.720	2	2894.360	70.143*	.000
attitude	Within groups	11017.387	267	41.264		
	Total	16806.107	269			

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

The result as presented in Table 1 further showed that the F-ratio of 44.862 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 51.540 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 44.343 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 70.143 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 academic 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, academic 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 13.

TABLE 2

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

Mean Difference

			(I-J)	p-level
Work effectiveness	Low	Moderate	-2.16*	.000
		High	-3.29*	.000
	Moderate	Low	2.15*	.000
		High	-1.14*	.000
	High	Low	3.29*	.000
		Moderate	1.14*	.000
Work commitment	Low	Moderate	-3.30*	.000
		High	-4.91*	.000
	Moderate	Low	3.30*	.000
		High	-1.61*	.000
	High	Low	4.91*	.000
		Moderate	1.61*	.000
Work punctuality	Low	Moderate	-2.55*	.000
		High	-4.04*	.000
	Moderate	Low	2.55*	.000
		High	-1.49*	.000
	High	Low	4.04*	.000
		Moderate	1.49*	.000
Overall work attitude	Low	Moderate	-8.02*	.000

	High	-12.26*	.000
Moderate	Low	8.02*	.000
	High	-4.25*	.000
High	Low	12.26*	.000
	Moderate	4.25*	.000

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

Dependent Variable (I) Academic self-concept

(J) Academic self-concept

An examination of the results in Table 2 showed that, the subjects who exhibited low level of academic self-concept had significant lower mean score in work effectiveness, when compared with those who exhibited moderate level of academic self-concept ($MD = -2.16$; $p < .05$), and those who exhibited high level of academic self-concept ($MD = -3.29$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of academic self-concept had a significant lower mean score in work effectiveness, when compared with those who exhibit high level of academic self-concept ($MD = -1.14$; $p < .05$). Based on these, the source of the difference as regards work effectiveness was from all the various levels of academic self-concept. For work commitment, the result in Table 2 also revealed that the subjects who exhibited low level of academic self-concept had significant lower mean score, when compared with those who exhibited moderate level of academic self-concept ($MD = -3.30$; $p < .05$), and those who exhibited high level of academic self-concept ($MD = -4.91$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of academic self-concept had a significant lower mean score in work commitment, when compared with those who exhibit high level of academic self-concept ($MD = -1.61$; $p < .05$). Based on these, the source of the difference as regards work commitment was from all the various levels of academic self-concept. Furthermore, for work punctuality, the result revealed that the subjects who exhibited low level of academic self-concept had significant lower mean score, when compared with those who exhibited moderate level of academic self-concept ($MD = -2.55$; $p < .05$), and those who exhibited high level of academic self-concept ($MD = -4.04$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of academic self-concept had a significant lower mean score in work punctuality, when compared with those who exhibit high level of academic self-concept ($MD = -1.49$; $p < .05$). Based on these, the source of the difference as regards work punctuality was from all the various levels of academic self-concept. Finally, for overall work attitude, the results showed that the subjects who exhibited low level of academic self-concept had significant lower mean score in overall work attitude, when compared with those who exhibited moderate level of academic self-concept ($MD = -8.02$; $p < .05$), and those who exhibited high level of academic self-concept ($MD = -12.26$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of academic self-concept had a significant lower mean score in overall work attitude, when compared with those who exhibit high level of academic self-concept ($MD = -4.25$; $p < .05$).

Based on these, the source of the difference as regards overall work attitude was from all the various levels of academic self-concept.

Hypothesis two

There is no significant influence of moral self-concept on work attitude of public secondary school teachers. The independent variable in this hypothesis was moral 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. Moral 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 14.

TABLE 3

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

Variable	Moral self-concept	N	\bar{X}	Std. Dev.
Work effectiveness	Low	53	12.13	2.29
	Moderate	133	14.73	2.24
	High	85	15.32	2.12
	Total	270	14.41	2.48
Work commitment	Low	53	9.65	2.90
	Moderate	133	13.42	3.00
	High	85	14.52	3.29
	Total	270	13.04	3.52
Work punctuality	Low	53	10.63	2.25
	Moderate	133	14.08	2.67
	High	85	15.08	2.81
	Total	270	13.73	3.07

Overall	work	Low	53	32.42	6.15
Attitude		Moderate	133	42.22	6.32
		High	85	44.92	7.15
		Total	270	41.18	7.90

Variables	Source of variance	Sum of Squares	df	Mean Square	F-ratio	p-level
Work effectiveness	Between groups	352.804	2	176.402	36.043*	.000
	Within groups	1306.737	267	4.894		
	Total	1659.541	269			
Work commitment	Between groups	801.138	2	400.569	42.317*	.000
	Within groups	2527.414	267	9.466		
	Total	3328.552	269			
Work punctuality	Between groups	669.534	2	334.767	48.062*	.000
	Within groups	1859.729	267	6.965		
	Total	2529.263	269			
Overall work attitude	Between groups	5318.315	2	2659.157	61.804*	.000
	Within groups	11487.793	267	43.025		
	Total	16806.107	269			

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

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 moral self-concept. Based on the results, it was observed that the mean scores of 12.13, 14.73 and 15.32 were obtained as regards work effectiveness by the subjects who were low, moderate and high in their level of moral self-concept respectively. The result further revealed that the mean scores of 9.65, 13.42 and 14.52 were obtained as regards work commitment by the subjects who were low, moderate and high in their level of moral self-concept respectively. It was also discovered that the mean scores of 10.63, 14.08 and 15.08 were obtained as regards work punctuality by the subjects who were low, moderate and high in their level of moral self-concept respectively. Furthermore, the result revealed that the mean scores of

32.42, 42.22 and 44.92 were obtained as regards overall work attitude by the subjects who were low, moderate and high in their level of moral self-concept respectively. The result as presented in Table 3 further showed that the F-ratio of 36.043 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 42.317 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 48.062 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 61.804 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 moral 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, moral 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 moral self-concept had significant lower mean score in work effectiveness, when compared with those who exhibited moderate level of moral self-concept (MD=-2.60; $p < .05$), and those who exhibited high level of moral self-concept (MD=-3.18; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of moral self-concept had a lower mean score in work effectiveness, when compared with those who exhibit high level of moral self-concept but the mean difference was not statistically significant (MD=-.59; $p > .05$). Based on these, the source of the difference as regards work effectiveness was basically from the subjects who had low level of moral self-concept.

TABLE 4

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

Dependent Variable	(I) Moral self-concept	(J) Moral self-concept	Mean Difference	
			(I-J)	p-level
Work effectiveness	Low	Moderate	-2.60*	.000
		High	-3.18*	.000
	Moderate	Low	2.60*	.000
		High	-.59	.057
	High	Low	3.18*	.000
		Moderate	.59	.057
Work commitment	Low	Moderate	-3.77*	.000
		High	-4.86*	.000
	Moderate	Low	3.77*	.000
		High	-1.10*	.011
	High	Low	4.86*	.000
		Moderate	1.10*	.011
Work punctuality	Low	Moderate	-3.44*	.000
		High	-4.45 *	.000
	Moderate	Low	3.44*	.000
		High	-1.01*	.006
	High	Low	4.45*	.000
		Moderate	1.01*	.006

Overall work attitude	Low	Moderate	-9.80*	.000
		High	-12.50*	.000
	Moderate	Low	9.80*	.000
		High	-2.70*	.003
	High	Low	12.50*	.000
		Moderate	2.70*	.003

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

For work commitment, the result in Table 4 also revealed that the subjects who exhibited low level of moral self-concept had significant lower mean score, when compared with those who exhibited moderate level of moral self-concept ($MD = -3.77$; $p < .05$), and those who exhibited high level of moral self-concept ($MD = -4.86$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of moral self-concept had a significant lower mean score in work commitment, when compared with those who exhibit high level of moral self-concept ($MD = -1.10$; $p < .05$). Based on these, the source of the difference as regards work commitment was from all the various levels of moral self-concept. Furthermore, for work punctuality, the result revealed that the subjects who exhibited low level of moral self-concept had significant lower mean score, when compared with those who exhibited moderate level of moral self-concept ($MD = -3.44$; $p < .05$), and those who exhibited high level of moral self-concept ($MD = -4.45$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of moral self-concept had a significant lower mean score in work punctuality, when compared with those who exhibit high level of moral self-concept ($MD = -1.01$; $p < .05$). Based on these, the source of the difference as regards work punctuality was from all the various levels of moral self-concept. Finally, for overall work attitude, the results showed that the subjects who exhibited low level of moral self-concept had significant lower mean score in overall work attitude, when compared with those who exhibited moderate level of moral self-concept ($MD = -9.80$; $p < .05$), and those who exhibited high level of moral self-concept ($MD = -12.50$; $p < .05$). Other pair wise comparison showed that the subjects who exhibit moderate level of moral self-concept had a significant lower mean score in overall work attitude, when compared with those who exhibit high level of moral self-concept ($MD = -2.70$; $p < .05$). Based on these, the source of the difference as regards overall work attitude was from all the various levels of moral self-concept.

CONCLUSION

In conclusion, self-concept significantly influences the work attitude of public secondary school teachers in Eket Education Zone. Specifically, both academic self-concept and moral self-concept were found to have a positive and significant effect on teachers' work effectiveness, work commitment, and work punctuality. Teachers with higher levels of self-concept consistently demonstrated more desirable work attitudes than those with lower levels.

Therefore, self-concept is a critical psychological factor that shapes how teachers perform their professional responsibilities and interact within the school system.

RECOMMENDATIONS

- School administrators and education authorities should organize regular professional development programmes aimed at strengthening teachers' academic self-concept through training, workshops, and continuous education opportunities.
- Government and educational stakeholders should promote positive school climate and supportive working conditions that enhance teachers' self-esteem and professional identity.
- Regular motivational and recognition programmes should be introduced to reinforce positive work behaviour such as punctuality, commitment, and instructional effectiveness among teachers.

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