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An Assessment of Proportional Impact of Psycho-Social Factors on Teaching Efficacy among University Academics in Southwestern Nigeria

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Abstract
This study assessed the proportional impact of some psycho-social factors on teaching efficacy among academics in public universities in Southwestern Nigeria. Psychological and social factors considered are age, gender, marital status, job status, and emotional intelligence, locus of control, self-efficacy, job burnout, and job satisfaction. A multi-stage sampling technique was used to select twelve universities (six federal and six state) across the six states in Southwestern Nigeria. The study utilizes a descriptive research design of correlation type, employing cluster and proportionate sampling methods to select 1,676 academic staff participants across the twelve universities. Data was analyzed using causal modeling techniques involving multiple regression, factor analysis and path analysis. A hypothesized causal model involving all the nine predictor variables, and the criterion variable was built. Path models were identified through six structural equations; the paths of the model were trimmed based on statistical significance and meaningfulness. Results show that the studied psycho-social factors significantly impacted teaching efficacy, with the nine predictors accounting for (54.2%) of the variance in teaching efficacy among university academics in Southwestern Nigeria. Emotional intelligence emerged as the most impactful variable on teaching efficacy, influencing direct and indirect pathways. Self-efficacy and job burnout also significantly impacted the criterion variable, while age, marital status, and job status played significant roles in emotional intelligence and self-efficacy. Recommendations for improving academics' teaching efficacy include moderating the study of psycho-social factors through implementing robust educational policies, addressing job burnout, and enhancing the intrinsic motivation of academics through a re-designed reward and incentive systems. University management should provide counselling and therapeutic services for academics in order to help them navigate through psycho-social challenges that may impact professional obligations.

Keywords*:* Academics, Emotional, Gender, intelligence, satisfaction

Introduction

Education plays a vital role in national development, contributing significantly to a country's economic growth, technological advancement, social progress, and cultural advancement. The development of any nation hinges on its educational system (Ukhurebor, Efanodor-Obeten, Otsupis, Jokthan, Opateye, Wada, Sinan, Bello, Ahmed, Balogun, &Jatta, 2024). On the ladder of hierarchy, university education is the peak of an educational system that equips individuals for both personal and national development. Universitiesare vehicles of economic and social development, equipping individuals with the advanced knowledge and skills required for professional jobs (Falowo, 2022). However, the quality of an educational system depends on the quality of teachers involved in teaching, and their sense of teaching efficacy.
Teaching efficacy is the personal conviction of teachers that their actions primarily influence students' academic success. It is a significant determinant of teaching and learning effectiveness, upon which individual lecturer's self-efficacy hinges. It expresses teacher's belief that he or she has what it takes to give effective and result oriented teaching to students. In other words, teaching efficacy is a propelling force in teachers that drives the machinery of efficiency and achievement. Consequently, self-efficacy can directly affect a lecturer's performance and well-being at work (Yang & Du, 2024).

Self-efficacy is a motivational factor that stems from personal perceptions rather than actual skill levels (Rezaeian & Abdollahzadeh, 2020). Demir (2020) found that self-efficacy enhances teaching efficacy, motivation, and job satisfaction. Matos, Iaochite and Sharp (2022) define lecturers' self-efficacy as the judgment that lecturers make about their ability to teach, research, complete extension tasks, and carry out management activities at a level of quality appropriate to their educational needs. Okoye (2023),observed positive correlation between teachers' self-efficacy and overall classroom effectiveness. Individuals with a high sense of self-efficacy would set lofty goals, and obtain favorable outcomes in their endeavors. This study is predicated on Social Cognitive theory (SCT) of Albert Bandura. SCT represents a causal model in which the self-efficacy is set to influence human behaviour directly via other mediating processes that include: outcome expectations, social support, and self-regulation (Bandura, 1989; 1999; 2004). The theory explains how people learn and develop behaviour through observing and interacting with others. It emphasizes that, behaviour is influenced by cognitive processes (thoughts, feelings, and expectations).

Research indicates many correlates of teaching efficacy among university academics, but some psychosocial factors are considered in this study. They are: age, gender, marital status, job status, emotional intelligence, locus of control, self-efficacy, job burnout, and job satisfaction. The term psychosocial is coined from psychological and social constructs. Psychological constructs are connected with people's mind and the way it works. Such constructs include: individual-level processes and meanings that influence mental states. Psychological understanding sometimes mediates social processes (Gross & Medina-DeVilliers, 2020).Social constructs are concerned with social organization and social processes that intervene in individuals' attitudes. Psychosocial factors in this study encompass an extensive range of concepts relating to an individual's psychological state and social

environment that potentially have positive or negative consequences for health and behavioural outcomes (Thomas, Nison, Festin, Heriksson, Loen, Lof, &Kristenson, 2020).

Many studies investigated the impacts of some psycho-social factors on academic performance of students (Kolo, Jaafar, and Ahmad, 2017; Beharu, 2019; Ekornes, 2021), but there is a dearth of literature on the impacts of those psycho-social factors on teaching efficacy among university academics. Salami (2010) that teachers' emotional intelligence and self-efficacy are positively correlated. More so, emotional intelligence positively correlated with teachers' teaching efficacy (Ortan, Simut, &Simut, 2021). This was buttressed by the findings of Wang (2022);Geraci, Di Domenico, Inguglia, and D'Amico (2023) which revealed that teaching efficacy of teachers is influenced by their emotional intelligence and age. However, the scholarly discourse on how age impacts self-efficacy presents a spectrum of findings, from negative to positive correlations. Yao (2019) found a direct correlation between advanced age and heightened self-efficacy. But, Lipscomb, Chandler, Abshire, Jaramillo, and Kothari (2021) observed that younger educators possess stronger beliefs in their self-efficacy.

Academic findings presented a range of perspectives on the connection between gender and educators' self-efficacy, with conclusions varying across cultural and institutional contexts. Shahzad and Naureen (2017) observed a significant impact of gender on educators' self-efficacy. Agormedah, Ankomah, Frimpong, Quansah, Srem-Sai, Hagan, and Schack (2022), found that gender does not significantly affect educators' self-efficacy beliefs. This is in tandem with a meta-analysis carried out by Erden, Erden, and Aytac(2023).

Studies byToropova, Myrberg and Johansson (2020); Ortan, Simut and Simut (2021) uncovered a substantial positive correlation between teachers' confidence in their professional capabilities and job satisfaction, establishing teacher self-efficacy as a crucial determinant of job satisfaction. Teachers with high job satisfaction demonstrated greater self-efficacy (Safari, Davaribina, &Khoshnevis, 2020).

The phenomena of job burnout and self-efficacy are pivotal elements in teachers' interaction with their profession (Bernales-Turpo,Quispe-Velasquez, Flores-Ticona, Saintila, Ruiz Mamani, Huancahuire-Vega, Morales-Garcia, & Morales-Garcia 2022). Job burnout stems from occupational stress, which plays a crucial role in diminishing workplace effectiveness (Cohen,Pignata, Bezak, Tie, &Childs, 2023). Unarguably, job burnout may precipitate disturbing thoughts that may invariably affect academics' sense of self-efficacy.

Emotional intelligence is an aspect of intelligence that is linked to the ability to consciously recognize, use, understand, and manage one's own and others' emotions (Domenica, Agostino, &Santuzza, 2020). Emotional intelligence also plays an important role in life adjustment, work performance, and teaching effectiveness (Aremu, Pakes, & Johnson, 2011).Research indicates that EI and age influence job burnout (Bilesanmi-Awoderu, 2000). The older an individual is, the better he or she is in navigating through work demands. Moreover, emotional intelligence influences teacher's job burnout job satisfaction, and locus of control (Ndukwu, 2002).

Locus of control refers to individuals' perceptions of control over events in their lives. These are categorized as either internal or external locus of control. Internal locus of control relates to belief that life events are controlled by one's own actions, decisions, and efforts. While external locus of control refers to belief that life events are controlled by external factors, such as fate, luck, chance, or others (Gomez, 1997). Locus of control influences how individuals perceive and respond to challenges, opportunities, and stressors in their lives. Educators that possessed a strong internal locus of control are likely to excel and become adept at managing student behaviour and academic success, thereby fostering educational advancement (Nallapothula, Lozano, Han, Herrera, Savson, Levis-Fitgerald, &Maloy, 2020). Studies by Demir (2020); Safari, Davaribina,and Khoshnevis, 2020) showed that, self-efficacy predicted job satisfaction.

Research Questions

Five research questions are generated in piloting the study:

1. What is the composite influence of the independent variables (age, gender, marital status, job status, emotional intelligence, locus of control, self-efficacy, job burnout, and job satisfaction) on criterion variable(teaching efficacy) among academics in public universities in Southwestern Nigeria?
2. What is the most parsimonious causal model involved in the psycho-social factors influencing teaching efficacy among academics in public universities in Southwestern Nigeria?
3. What are the relative contributions of each independent or explanatory variable to the dependent variable among academics in public universities in Southwestern Nigeria?
4. What links indicate the independent variables' direct and indirect effects on the dependent variable?
5. What proportion (in percentage) of the total effects of the independent variables on dependent variable are direct and indirect among academics in public universities in Southwestern Nigeria?

Methodology

This study adopted descriptive research design of correlation type. The study population are lecturers in public universities in Southwestern (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states). Multi-stage sampling technique was used to select six federal and state universities each out of the fourteen in the zone. In the first stage, all the public universities (wasboth federal and state owned) were identified. As a follow up to this, one university each from both federal and state universities was selected, making a total of twelve public universities. The universities from which research participants were drawn are: Federal University, Oye-Ekiti,Ekiti State University, Ado-Ekiti; University of Lagos, Akoka; Lagos State University, Ojoo; Federal University of Agriculture, Abeokuta;OlabisiOnabanjo University, Ago-Iwoye; Federal University of Technology, Akure;Ondo State University of Science and Technology, Okitipupa; ObafemiAwolowo University, Ile-Ife; Osun State University, Osogbo;Universityof Ibadan; and LadokeAkintola University of Technology, Ogbomoso.

Cluster and proportionate sampling techniques are used to select the participants from eight thousand four hundred and seventeen (8,417) academic staff which constitutes the seven strata of academics in the twelve universities considered for the study. Each of the existing seven strata of university academics were considered. The total number of the research participants are one thousand six hundred and seventy six (1,676). Professors – 224 (13.5%), Associate Professors/Readers – 186 (11.1%) Senior Lecturer - 320 (19.1%) Lecturer 1- 352 (21.0%), Lecturer 11-334 (19.9%) Assistant Lecturer-174 (10.4%), Graduate Assistants – 86 (5.1%).

Five standardized research instruments used to obtain data for the study are: Emotional Intelligence Scale (EIS) as developed by Schutte andMalouff (1998) was adopted. .Rotter's Internal-External Locus of Control Scale (Nießen, Schmidt, Groskurth, Rammstedt, &Lechner, 2022). Maslach Burnout Inventory - Educator Survey (MBI-ES) (Chigerwe,Budreaux, &Ilkiw, 2014); Teachers' Sense of Efficacy Scale (TSES) by (Tschannen-Moran & Woolfolk-Hoy, 2001); and a modified version of Brayfield&Rothe's, Job satisfaction Index (Ćulibrk, Delic, Mitrovic, &Culibrk, 2018) are adapted with minor changes made to the scales for this study.

Causal modelling technique that involving multiple regression, factor analysis and path analysis were used in analyzing the data. Multiple regression analysis was also used in determining joint contributions of the nine independent variables predicting public university academics' teaching efficacy. Further verification was carried out on the relationship between the predicting variables and the dependent variable with regression analysis of variance (ANOVA).

Results

Research Question 1: What is the composite influence of the independent variables on the criterion variable?

Table 1: Composite influence of independent variables

R = 0.736
R Square = 0.542
Adjusted R Square = 0.539
Standard Error of Estimate = 7.571

Model	Sum of Squares	Df	Mean Square	F	Significance
Regression	2 956.83912	550.76	218.94	.000	
Residual	95505.14	166657.33			
Total	**208461.971**	**675**			

Table 1 shows that the relationship between the independent variables (age, gender, marital status, job status, emotional intelligence, locus of control, self-efficacy, job burnout

and job satisfaction) and the criterion variable (teaching efficacy). This implies that the predictors accounted for 54.2% of the variance in the teaching efficacy of the participants. In other words, all the study psycho-social factors when taken together determine the teaching efficacy of public universities academics. This is a relatively high proportion of composite effect; the remaining 45.8% is due to other factors and residuals. Further verification of the composite effect of the psycho-social factors on teaching efficacy of the research participants was carried out with analysis of variance (ANOVA). ($F(9, 1666) = 218.94$; $p < 0.05$). This indicates that, the independent variables jointly have significant influence on teaching efficacy of academics in public universities in Southwestern Nigeria.

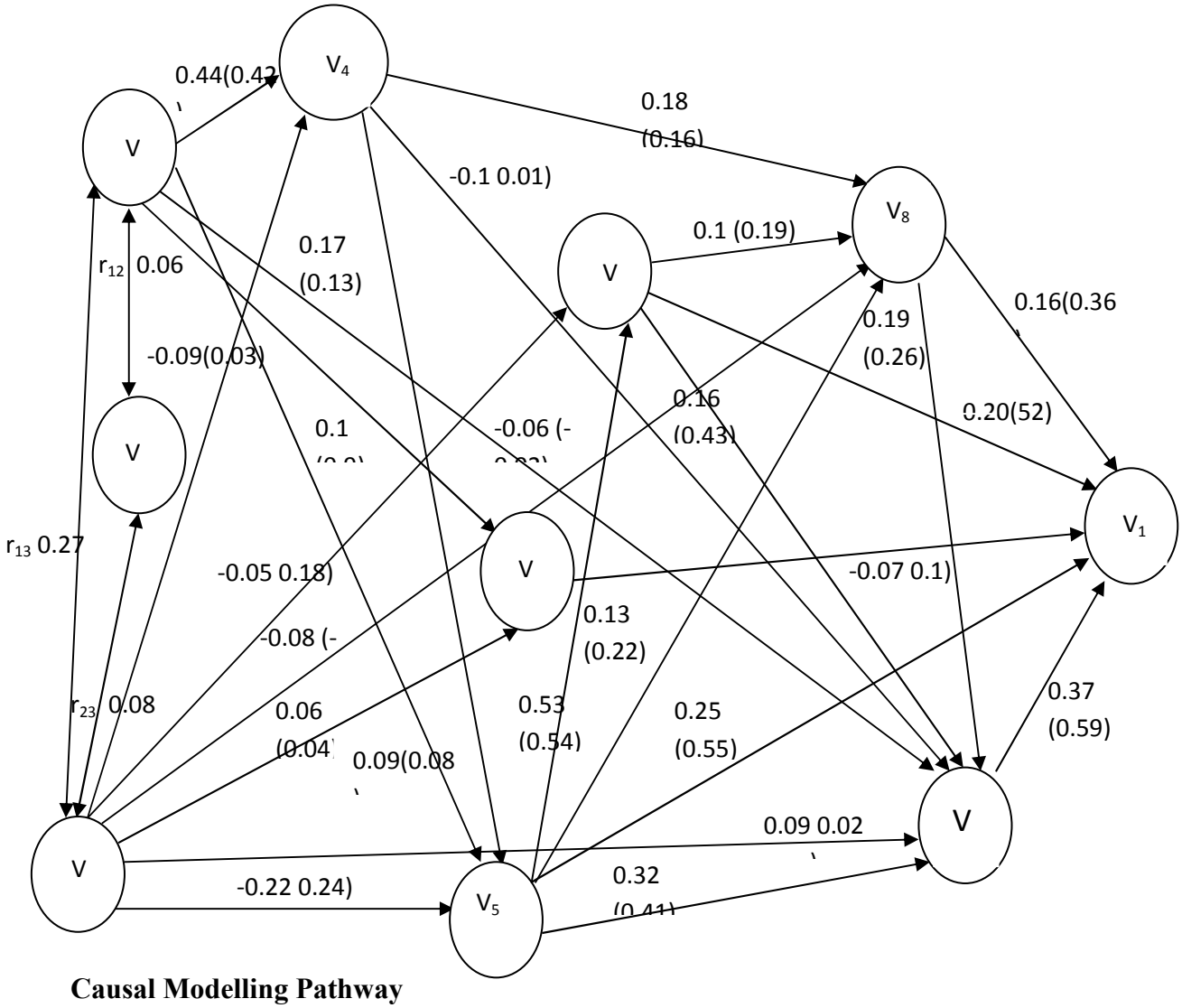
Research Question2: What is the relative contribution of the independent variables on the dependent variable?

Table 2: Relative contribution of the independent variables on the dependent variable

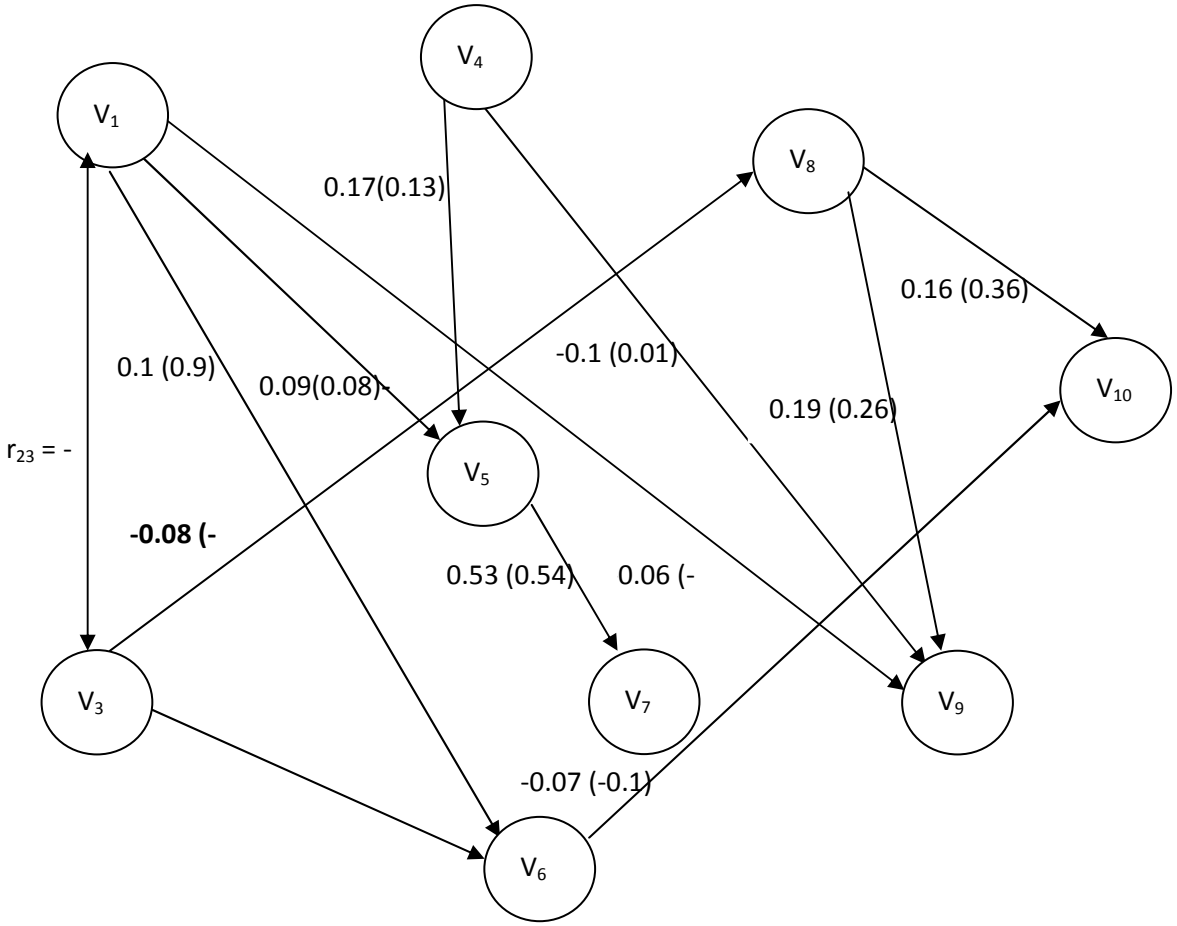
Model	Unstandardized Coefficients B	Coefficients St. Error	Standardized Position Beta		T	Sig.
Constant	-2.88	2.56	-		-1.2	0.27
Age	0.22	0.2	0.02	7th	1.12	0.26
Gender	0.8	0.39	0.03	6th	2.03	0.04
Marital status	0.18	0.14	0.01	8th	0.43	0.67
Job status	-0.04	0.13	-0.01	8th	0.33	0.74
Emotional Intelligence	0.14	0.01	0.25	2nd	11.74	0.00
Locus of Control	-0.27	0.06	-0.07	5th	-4.26	0.00
Self-efficacy	0.47	0.04	0.23	3rd	11.22	0.00
Job burnout	0.65	0.07	0.16	4th	9.1	0.00
Job Satisfaction	0.49	0.02	0.37	1st	19.6	0.00

Table 2 showsrelative influence of each of the independent variables on teaching efficacy of public universities academics in Southwestern Nigeria. All the predictor variables contributed differently to the criterion variable (teaching efficacy). The result showed that the beta weights of the paths (path coefficients) indicating the estimates of the strengths of causation. Job satisfaction had the highest relative influence ($\beta = 0.37$) on the teaching efficacy of public university academics (lecturers) in Southwestern Nigeria. This is followedby emotional intelligence ($\beta = 0.25$) while self-efficacy ($\beta = 0.23$) came third in the

order of magnitude. Job burnout (β = 0.16), locus of control (β = 0.07) and gender (β = 0.03) are the three next variables in the order of magnitude of influence. Three variables have minimal influence: age (β = 0.02), marital status (β = 0.01) and job status (β = -0.01) on teaching efficacy. The order of relative influence of the variables is summarized thus: job satisfaction > emotional intelligence > self-efficacy > job burnout > locus of control > gender > age > marital status > job status.



Causal Modelling Pathway



Most Meaningful Causal Model Obtained

Key

v_1 = Age	v6 = Locus of control
v2 = Gender	v7 = Self-efficacy
v3 = Marital status	v8 = Job burnout
v4 = Job status	v9 = Job satisfaction
v5 = Emotional intelligence	v10 = Teaching efficacy

Discussion of Findings

All the psycho-social factors of the study have bearing effects on performance output. Scholars submit that these factors influence employees' performance either directly or indirectly. However, variations in the level at which they influence academics' teaching efficacy may be due to biological structures and demographic differences among individuals in teaching profession. Unarguably, teachers' self-efficacy has proven to be an important variable in teachers' teaching effectiveness which is otherwise known as teaching efficacy. Considering the variables, there is research evidence as indicated by Bilesanmi-Awoderu (2000) that teachers' emotional intelligence and age could influence their job-burnout.

Teachers' self-efficacy can also affect locus of control. The study findings is in tandem with Ndukwu (2002) who observed that emotional intelligence and age influenced teachers' job-burnout, job satisfaction, and locus of control. Based on logic and reasoning, highly emotional intelligent teachers are likely to have high job satisfaction feelings than the less emotional intelligent ones. Results of the study showed that all the independent variables jointly have significant influence on teaching efficacy of public universities academics in South western Nigeria.

There is a positive correlation between emotional intelligence and self-efficacy. This aligns with Salami (2010) that observed positive correlation between emotional intelligence and self-efficacy. The predictors (age, gender, marital status, job status, emotional intelligence, locus of control, self-efficacy, job-burnout, and job satisfaction) accounted for 54.2% of the variance in teaching efficacy of the university academics under study. This predicting value is high and it is an indication of inter-connectivity of the psycho-social factors under study. Academics' locus of control is influenced by job-burnout. It implies that a teacher that experiences high job-burnout would be inclined towards internal locus of control. Research findings further indicated that academics' teaching efficacy is dependent on their emotional intelligence and age as earlier observed by Lu & Ishak (2022); Wang(2022); and Geraci et al., (2023). Teaching efficacy of academics could be influenced by job satisfaction and self-efficacy of academics.

Gender, self-efficacy and job-satisfaction influenced teaching efficacy.Job satisfaction have the highest impact on teaching efficacy, followed by emotional intelligence. Demir (2020) had earlier found that self-efficacy not only enhances job satisfaction, Teachers with high job satisfaction and greater sense of self-efficacy, may have improved teaching efficacy (Safari et al., 2020).Whereas, an academic that is riddled with job burnout could be emotionally depleted, and physically fagged out so much that his or her productivity may be compromised. Although, self-efficacy, job burnout, and locus of control may impact teaching efficacy negatively if individuals do not regulate those factors well. Gender, age, marital status, and job status may not influence teaching efficacy of university academics highly.

The plausible explanation for the finding lies on the fact that, the influence of the chosen psycho-social factors and academic teaching efficacy runs in a cycle. A positive feeling of self-efficacy would influence the way a lecturer would go about his or her teaching duty. This in turn will reflect in the attribution of locus of control of such teacher. In other words, if a teacher has internal locus of control belief, he or she would see himself/herself as responsible for good learning outcomes and such teacher is liable to be in control of challenges that may arise in the classroom. In the same vein, a lecturer who is emotionally intelligent would reach out to learners under him or her with warm and affectionate understanding easily, by attending to those learners with positive emotional feeling and reasoning.

Reinforcing the study findings ofOkoye (2023), a positive correlation between teachers' self-efficacy and their overall effectiveness in the classroom could not be disputed. Findings indicated no significant influence of gender on academics' teaching efficacy.Age

may contribute to an individual's experience and performance competence in any given endeavour, but it may not necessarily correlate with self-efficacy of such an individual. This supports Bandura's (1986) submission that age does not correlate with self-efficacy. In other words, age may not be a major determinant of teaching efficacy. Similarly, job status did not have a significant impact on teaching efficacy of academics. This may be due to the fact that all the academics in the university have acquired the required level of academic attainments to perform their job obligations irrespective of their chronological ages. However, this study suggests that job satisfaction, emotional intelligence, self-efficacy, job burnout, and locus of control play significant roles in shaping teaching efficacy among public university academics in Southwestern Nigeria.

Conclusion

The study uncovers psychological elements in university academics' lives that have been previously overlooked regarding teaching effectiveness in Nigerian universities. It further identified the proportional impact of each of the study variables, indicating both direct and indirect impact on teaching efficacy of university academics in Southwestern Nigeria. This provides valuable insights into how human mind works, and highlights the critical role of individuals' perceptions of their abilities and strengths in shaping their feelings, actions, and performance at work. Job satisfaction, emotional intelligence, and self-efficacy were found to have significant impacts on the criterion variable. Job satisfaction had the strongest direct impact while self-efficacy had the greatest indirect impact. It implies that both job satisfaction and self-efficacy have great influence on academics job performance. This is a pointer to job motivational need for university academics in order to boost their morale for optimal performance.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Existing reward and performance-based incentive systems should be reviewed by the Ministry of Education and Legislative arm of government in order to boost job satisfaction of university academics.
2. University management should address job burnout by monitoring occupational stress and reducing excessive workloads of academics.
3. Federal government should address multi-faceted challenges that university academics are confronted with ,through adequate teaching facilities, and career advancement opportunities.
4. Professional counsellors should offer counselling and therapeutic services for academics in boosting their teaching efficacy.
5. University institutions should collaborate with academics at improving students' learning and academics' personality traits for improved teaching efficacy.

6. Counselling psychologists and educational administrators should map out strategies and develop policies in moderating psychosocial factors affecting teaching efficacy among university academics.

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