

RELATIONSHIP BETWEEN TEACHERS' COMPETENCIES AND MOTIVATION AT HIGHER EDUCATION LEVEL IN PAKISTAN

Dr. Fakhra Aziz *

Dr. Muhammad Saeed Akhtar **

Dr. Muhammad Rauf ***

Abstract

The current descriptive study aimed to explore the relationship between teachers' competencies and motivation at higher education level in Pakistan. All teachers in public universities in Pakistan were included in population of the study. A reasonable sample of 596 teachers was selected by random sampling method. Among them 50 % trained and 50 % were not trained. Further to measure more reliable relationship sample was categorized as male and female teachers, trained and non trained teachers. Two separate instruments namely Teachers, competencies measurement scale (TCMS) and Teacher's motivation survey were used to find out competencies and motivational level of both groups. Pearson was applied to analyze the relationship between two variables. Results of the study indicated that there was a significant positive correlation between competencies and motivation of teachers in each category at higher education level. It shows that more competent teachers are more motivated too.

Keyword: Competencies, teachers' motivation, higher education level

1. Introduction

Higher education level consists of graduation, post-graduation, BS, M.Phil, and PhD programs. To teach mature minds are somewhat different than to teach blank minds. At lower levels especially at elementary education level, teachers engage in creating knowledge, at secondary level, they try to expand pupils learning and at higher education level, teachers try to develop within them their own vision. Education brings change and teachers play their role as a change agent. In Pakistan higher education is not only important for improving

* Assistant Professor, Lahore College for Women University, Lahore.

** Professor, Institute of Education & Research, University of the Punjab, Lahore, Pakistan.

*** Institute of Education & Research, University of Peshawar, Peshawar, Pakistan.

the country's economy but also essential for its development as a moderate and democratic nation. Unfortunately, Higher education in Pakistan, both in quality-wise and quantity-wise is under debate. The quality of education is directly related to the quality of teaching staff. Unfortunately, like other levels of education, quality and quantity of Higher education in Pakistan, is in question. Quality of teaching is the pillar on which building of quality education is built and competencies and motivation of teachers are the key predictors of teachers' quality performance. Many research studies has proved that to raise the standard of education, quality of teaching staff needs to be improved.¹

To respond higher economical, social and global expectations Pakistan is looking out for improvement in education at every level. Higher education institutes are at the top of hierarchy where finishing of products is carried out. At this stage quality issue appeared. Government especially higher education commission is taking many measurements to achieve quality in education. The main focus has been on teachers as being highly momentous resource in higher education institutes. No doubt effective teaching and quality learning depends on competent and motivated people in this profession.

Student learning is the most researched area in education. On the basis of conclusions of major research studies students learning is directly related to teachers' quality which in turn depends on a number of factors. Various research studies presented a point of agreement that many significant dimensions of teacher excellence that are not measured by indicators such as academic qualifications, teaching experience and others. There are certain teacher characteristics which are difficult to capture but are important for effective teaching and learning like the skill to communicate concepts in lucid and realistic ways; to make effectual learning environments for addressing individual differences; to promote dynamic teacher-student relationships; to be passionate and resourceful; and to develop positive relationship with social group including other teachers and parents. All these characteristics are directly related to their motivation and competencies.

In Pakistan the policy makers are facing the challenge of how to achieve the target of quality education to cope with the global standards. Research on the quality education indicates that teachers are lively agents in judging their own performance and their students' intellectual growth in the light of standards for both. Only analyzing the current correlation between competencies and motivation further innovative steps to enhance this correlation can be taken.

2. Conceptual Framework

Teachers' competencies and motivation have remained two separate areas in history of educational research, but much attention of research is not paid to correlation between teaching competencies and teacher motivation. One of the most essential elements in education that determines the quality, is the competence and commitment of the teachers who convey knowledge and values

to their students. Teacher competencies have been considered an outcome-based method for assessing teacher performance. There is a rising need for developing and attaining standards or competence for all teachers in the recent competitive and demanding teaching environment. The standards and competence of teachers create professional and effective environment for quality education. Teachers' competencies and motivation have remained two separate areas in history of education research. Majority of the educational researchers have conducted their studies on teachers' competencies and motivation separately. It is an admitted fact that a competent teacher is more motivated than non-competent teacher is. If a competent teacher get his/her proper place in the system then his/her motivation has no problem. He would like to stay in the profession for a long time. On the other side a motivated teacher can be incompetent. This situation would be alarming for quality education.

Teachers' Competence

Competence is defined as 'the ability to fruitfully meet multifaceted demands in a particular context through the mobilization of psychosocial prerequisites'.²

The English model, relates competence not to the in general capacity of the teachers but to their performance of set tasks or skills to a defined standard. According to French approach competence is an active process of learning, generating and transferring knowledge. It draws on knowledge, skills and societal competencies. Teachers' competencies are interrelated and are difficult to separate from the overall professional profile.

The Dutch system presents four types of competencies: occupational, career, civic and learning competencies and all of these define in terms of knowledge, skills, attitudes and behavior. Teachers' performance is restricted because of various limitations among them. Teacher competence is affected by the quality of training which cause lack in subject knowledge proficiency which hinders their teaching and undermines their confidence in teaching.³ The effective organization of teachers' job activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. These knowledge, attitudes and skills are known as teacher competence. While competencies are the requirements, which includes knowledge, skills and values the teacher must demonstrate for successful performing of his/her job.

Nguyen, Griffin, and Nguyen (2006)⁴ quoted Medley who refers teacher competence as the knowledge, abilities, and beliefs a teacher possesses and brings to the teaching situation. These attributes constitute a stable characteristic of the teacher that does not change appreciably when the teacher moves from one situation to another. They further cited Rice who refers teaching competence as the ability to teach well and considers teacher competencies as the knowledge, skills and attitudes that satisfactorily meet the social and professional requirements of teaching roles and bring about good learning. A research at Lund

University “Training for Teachers in Higher Education” (2006) has described seven categories of educational competencies for higher education teachers which were knowledge competencies, didactic knowledge and understanding, competencies (skills) in planning and implementation, competencies (skills) in communication, competencies (skills) in evaluation and assessment, loyalty towards colleagues, and conditions for professionalism.⁵ On the other hand, it is said that in Vietnam, excellent teachers at University are considered to possess characteristics like new pedagogies (which are teach creatively, develop student potential in the context of globalization and ICT development), new educators (who educate global citizens), ICT users, researchers and community activists.⁶

Trainings, workshops, refresh courses, seminars and conferences brings change both in competencies and in motivation but it is reported that “behavioral change does not imply the cognitive change, and the later does not assure changes in behavior either”.⁷ Sometimes a gap between teachers’ beliefs and practices exists, which influence trainee teachers’ performance.⁸ It was opined that the former situation shows lack of competencies in teacher while later situation shows low motivation level of teachers.⁹ It reflects that there is a need of changes in competencies and motivation for quality education and effective teaching. Unfortunately there are very few researches to explore the correlation between Teacher competencies and teacher motivation although both variables are strongly correlated. It is said that Intrinsic motivation increases due to societal background measures, which cause feeling of competence.¹⁰

In literature, job satisfaction and motivation are often taken as synonyms and are considered necessary to the ongoing and long-lasting growth of educational systems throughout the world. A researcher ranked them alongside professional knowledge and skills, core competencies, educational assets as well as strategies, in indisputably determining educational success and performance.¹¹

Motivation is defined as the intensity of a person’s desire to engage in some activity.¹² Generally, the reasons underlying behavior that are characterized by willingness and volition are referred as motivation. Teacher motivation is actually chosen uses of high-level self-regulated teaching strategies, such as paying attention, connection with students, planning lessons, and monitoring. Teacher motivation is determined by both financial and non-financial factors. High absenteeism and poor quality teaching are the results of low motivation. Competence, motivation and opportunity; are three core areas that affect performance of teachers in Pakistan.¹³ It is considered that motivation is a process that accounts for an individual’s passion, direction, and determination of effort towards attaining a goal.¹⁴ While it is also opined that motivation is a term which describes those processes, both initiative and coherent, by which people seek to satisfy the basic drives, perceived needs and personal goals which activate human behavior.¹⁵ In this regard, George and Sabhapathy described work motivation as a set of internal and external forces that activate work related behavior and set its form, direction, intensity and duration.

Teachers are the individuals who are the most important group of professionals for a nation's future.²¹¹⁶ Therefore, their motivation towards their job is important. Teacher motivation is directly related to their attitudes towards their profession. It has to do with teachers' desire to become a participant of teaching learning process within the institutes. It has to do with teachers' concern in student discipline and control during the teaching learning process. It has to do with overall attitude of teachers. Attitude towards a behavior is determined by salient beliefs about that behavior termed behavioral beliefs.¹⁷ It is explained with reference to teachers that these beliefs might include the effects on their role as a teacher, the impact on student's motivation, the impact on teachers' mastery in the school, the way behavior might affect other teachers and so on.¹⁸

Why is motivation important and how it affects an individual's performance specially teacher's performance? In higher education institutions, mostly work of the teachers determines the degree of success or failure in the institution's efforts to achieve its goal of integrating faith and learning. These teachers give the institution its credibility and determine its character. It is true that motivation is largely concerned with goal-directed behavior. Employees' motivation is the willingness to exert high level of stimulation to reach organizational goals, conditioned by the efforts and ability to satisfy some individual needs.¹⁹ It clearly shows that motivation is the willingness of teachers to perform excellent and quality teaching efficiently and this happens only when their needs are satisfied.

Teacher motivation helps to retain teachers at their institutes and it includes their all-psychological and material needs. Most students at tertiary level are, whether aware of it or not, endeavoring to develop their own worldview and teacher is the major exemplar in the process. A motivated and committed teacher has the opportunity to influence significantly the student in building a worldview that rests on faith and commitment. It is said that motivation is crucial to the long-term success and performance of any educational system.²⁰ Teacher's self-satisfaction and accomplishments depend on their motivation level. Similarly, success of educational reforms and policies especially at higher education level also needs of teachers' motivation.

3. The Present Study

A strong relationship between teachers' competencies and teachers' motivation has reported in majority of research studies already conducted in the area. Teachers can play their role as a change agent only when they are competent and motivated. Quality education require paradigm shift which in turn depends upon competent and motivated teachers. How well they teach depends on motivation, qualification, experience, professional training, and skills. Pakistan is facing the problem of quality education which is a most significant reason of its underdevelopment. Sometimes teachers are observed motivated but not competent and in certain cases are competent but not motivated. Both situations greatly influence learning and educational process. To promote quality

education we need competent and motivated teachers in Pakistan. For this reason it is necessary to find out the current status of this relationship. Is there any relationship between competencies and motivation of Pakistani teachers? If this relationship exists, then up-to what extent? The present study is designed to determine this relationship at higher education level.

3.1. Research Objective

To find out the relationship between teachers' competencies and teachers' motivation at higher education level in Pakistan.

3.2. Hypotheses

Following were the null hypotheses to conduct the study:

- H₀₁ There is no significant correlation between competencies and motivation of teachers at higher education level.
- H₀₂ There is no significant correlation between competencies and motivation of male teachers at higher education level.
- H₀₃ There is no significant correlation between competencies and motivation of female teachers at higher education level.
- H₀₄ There is no significant correlation between competencies and motivation of trained teachers at higher education level.
- H₀₅ There is no significant correlation between competencies and motivation of teachers having no training at higher education level.

4. Method

4.1. Site and Participants

At higher education level, teachers trained by Higher education commission (HEC) through Faculty professional development program (FPDP) in first ten batches and same number of teachers having no training of FPDP were participants of the study. For conducting study multiple sampling techniques were used. Two hundred and ninety eight trained faculty members were selected by census-sampling technique. For this purpose lists of participants were obtained from HEC, Islamabad. Same number of teachers having no training was randomly selected from the same discipline and same institute. Five hundred and ninety six faculty members were included in sample.

4.2. Instrumentation

Two separate instruments Teachers competencies measurement scale (TCMS) and Teachers motivation survey (TMS) were used to measure the competence level and motivation level of teachers. Both instruments were pilot tested for their validity. Reliability of teacher motivation survey was 0.896, and the reliability of teachers competencies scale was 0.94. Experts in the field of testing and measurement verified the face validity and content validity of the instruments.²¹

4.3. Data Collection

Teachers' competencies measurement Scale (TCMS) and teachers motivation survey (TMS) were distributed among 596 teachers by mail. At few places, like Higher Education Commission of Pakistan Islamabad, data was collected through self-approach. Three hundred and fifty responses which make about 59% of total sample were collected. There were many reasons lied behind it like teachers were on the leave, transferred to another campus, or went outside the country.

4.4. Data Analysis

Statistical Package for Social Sciences (SPSS) version 16.0 was used to analyze the data. Simple descriptive statistics were used. . For correlation Pearson, r was calculated to test all the null hypotheses.

5. Results

A significant positive correlation at 0.01 rejection levels was found for all five categories of teachers which were trained teachers, teachers having no training, male teachers, female teachers and all teachers included in sample. Thus all null hypotheses were rejected.

1. A significant positive correlation between competencies and motivation of all the teachers $r (279) = .531, p < .01$ was found. This correlation indicates that teachers with higher competencies also tend to show more motivation.

2. Trained teachers exhibit more positive correlation between Competencies and motivation $r (127) = .547, p < .01$ as compare to not trained teachers $r (152) = .453, p < .01$.

3. In the same way male teachers exhibit more positive correlation between Competencies and motivation $r (142) = .596, p < .01$ as compare to female teachers $r (137) = .409, p < .01$.

6. Discussion

Our study results support Tasir, Abour, Abd Halim and Harun (2012)²² findings who concluded that teacher's competency, teacher's confidence level, and teacher's satisfaction toward use of instruction communication technology programs, all the three variables are correlated among each other. They investigated the relationship among these variables. Confidence and satisfaction both are indicators of teachers' motivation. Theoretical frameworks of teacher motivation presented by Maslo, Herzberg²³ and many others are also in line with the findings of present study. They concluded that by developing teachers' motivation teachers competencies can be promoted. Winterton, Delamare and String fellow (2005)²⁴ considered motivation as a characteristic of competence. The authors of the present study reported a positive correlation between

motivation and competencies of trained and not trained teachers at higher education level in Pakistan. Aziz (2012)²⁵ concluded the results of her study that both the variables of competencies and motivation are strongly correlated at higher education level and training enhanced this correlation. Before this study, Suryanarayana and Himabindu (2010)²⁶ have also found a positive relationship between teachers' competencies and job satisfaction at primary and secondary level. Cox, Preston and Cox (1999) reported that in 1980s much of the research on motivation was rooted in competency values. The present study results are in line with the conclusions of Filak and Sheldon (2003)²⁷ who opined that professional knowledge, skills and competencies can be seen when one feels effective in one's behavior. This study's results agreed with most of the findings of different researches regarding the relationship between job satisfaction, motivation, job performance and competencies.²⁸

6.1. Implications

Pakistan's current situation in educational sector is not impressive and the future stresses a vitality and consistency in our long term and short term educational policies.

In order to weigh the effectiveness of Pakistan's higher education system and for measuring its ability to face the challenges of the world, focus should be on the effective teachers and quality teaching. Competencies and motivation as being most significant indicators of teachers performance and their positive correlation as key requirement of quality teaching should be addressed to achieve the target of quality education.

In this context, the study has implications for all the stakeholders of the education including policy-makers of education, heads of higher education institutes, and teachers. Policy-makers need to plan a strategy for enhancing correlation between teachers' motivation and competencies at higher education level. Higher Education Commission needs to incorporate motivational aspects and competencies skills in crafty their professional development programs. Teachers can improve their performance by accelerating their competencies and motivations. Heads of institutes can play their role in enhancing correlation of both variables for the sake of quality education. As no direct study to explore the relationship of competencies and motivation of teachers has been carried out at higher education level in Pakistan, so the present study will lead to further research in the area.

6.2. Challenges

Challenges faced by the sector of higher education are not only to address the issues related to correlation of both variables but this area should be more researched. In Pakistan competencies and motivation are commonly understood as a single characteristic of teachers. Both these variables are taken separately and then their correlation should be recognized.

7. Conclusion

Teachers' motivation and competencies are different at different levels. A positive correlation of both these variables is required at each level. Higher education level is that level from where output comes. The judgment of quality education is taken place here. In Pakistan a positive correlation exists between both these variables of teachers. Correlation between competencies and motivation of trained teachers is greater than correlation of not trained teachers. It shows that training enhances this correlation. More correlation is reported for male teachers than female. As a whole a positive correlation indicates that teachers with higher competencies also tend to show more motivation.

Table-1

Relationship between Competencies and Motivation of trained teachers

Group	Variables	Min	Max	N	R
Trained	Competencies score	41	116	127	.547**
	Motivation score	34	137		

**Correlation is significant at the 0.01 level (2-tailed).

Table-2

Relationship between Competencies and Motivation of Teachers Having no Training

Group	Variables	Min	Max	N	R
Not trained	Competencies score	33	120	152	.453**
	Motivation score	54	135		

**Correlation is significant at the 0.01 level (2-tailed).

Table-3

Relationship between Competencies and Motivation of Male Trained Teachers

Group	Variables	Min	Mix	N	R
Male trained	Competencies score	44	123	142	.596**
	Motivation score	59	137		

**Correlation is significant at the 0.01 level (2-tailed).

Table-4

Relationship between Competencies and Motivation of Female Trained Teachers

Group	Variables	Min	Max	N	R
Female trained	Competencies score	41	116	137	.409**
	Motivation score	34	124		

**Correlation is significant at the 0.01 level (2-tailed).

Table-5

Relationship between Competencies and Motivation of Male Teachers having no Training

Group	Variables	Min	Max	n	r
Male not trained	Competencies score	33	120	79	.546**
	Motivation score	54	135		

**Correlation is significant at the 0.01 level (2-tailed).

Table-6

Relationship between Competencies and Motivation of Female Teachers having no Training

Group	Variables	Min	Max	N	R
Female not trained	Competencies score	53	112	73	.212
	Motivation score	67	114		

**Correlation is significant at the 0.01 level (2-tailed).

Table-7

Summary of Relationship between Competencies and Motivation of teachers

Variables		N	R
Competencies of Total teachers	Motivation of Total teachers	279	.531**
Competencies of Trained teachers	Motivation of Trained teachers	127	.547**
Competencies of Not trained teachers	Motivation of Not trained teachers	152	.453**
Competencies of Male teachers	Motivation of Male teachers	142	.596**
Competencies of Female teachers	Motivation of Female teachers	137	.409**

**Correlation is significant at the 0.01 level (2-tailed).

REFERENCES

-
- ¹ Hussain, S., Sarwar, M., Khan, N., & Khan, I., *Faculty development program for university teachers: Trainee's perception of success*. (European journal of scientific research, 44 (2), 2010), 253-257.; Nadeem, M., Rana, M., Lone, A., Maqbool, S., Naz, K., & Ali, A., (2011). *Teacher's competencies and factors affecting the performance of female teachers in Bahawalpur (Southern Punjab) Pakistan*. (International Journal of Business and Social Science, 2(19), 2011) [Special Issue - October 2011]; Kayani, M., Morris, D., Azhar, M., & Kayani, A., *Analysis of professional competency enhancement program of NAHE on the performance of college teachers*. (International Journal of Business and Social Science, (October, 2011).19

-
- ² Rychen, D. S., & Salganic, L. H., *Key competencies for a successful life and well-functioning society*. (Gottingen, Germany: Hogrefe and Huber, 2003).17.
- ³ T. Khan, *Teacher job satisfaction and incentive* (A Case Study of Pakistan, 2012,),25.
- ⁴ Nguyen, K. T., Griffin, P., & Nguyen, C., *Generating criteria for assessing lecturers in Vietnam's universities: a conceptual paper*. (2006) 53(Retrieved on Dec,31,2011 from <http://www.aare.edu.au/06pap/ngu063111.pdf>,).
- ⁵ Olerup, *Training for teaching in higher education. Evaluating a pilot project*. (Report no 2006:238,Office of Evaluation, Lund University, 2006),67
- ⁶ N. Loc, *Excellent Teacher Training at University of Education, Vietnam, National University Hanoi*. 25. (Retrieved on Feb13, 2012 from aadcice.hiroshima-u.ac.jp/e/publications/sosho4_2-15.pdf, 2012).
- ⁷ Borg, *Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do*. (Language Teaching , 2003), 31.
- ⁸ J. Kennedy, *The role of teacher beliefs and attitudes in teacher behaviour*. In G. T. Sachs, M. Brock & R. Lo (Eds.), *language teacher's knowledge growth*. D. Freeman and J. C. Richards (eds). *Teacher learning in language teaching*, (New York: Cambridge University Press: 1996). 56-75
- ⁹ F. Aziz, *Impact of faculty professional development program of higher education commission on teachers' competencies and motivation at higher education level in Pakistan*, (Pakistan: PhD dissertation, Institute of Education and Research, University of the Punjab Lahore, 2012). 69.
- ¹⁰ Ryan, Richard, M. & Deci., *Intrinsic and extrinsic motivation: Classic definitions and new directions*, (Contemporary educational psychology, 2000). 54.
- ¹¹ Ololube, *Teachers jobs satisfaction and motivation for school effectiveness: An assessment*. (Retrieved on July 24, 2010, from <http://www.usca.edu/essays/vol182006/ololube.pdf>, 2006).
- ¹² G. Dessler, *Management: Leading people and organization in 21st century*, (Harlow: Prentice Hall, 2001). 49.
- ¹³ *Teacher khan, job satisfaction and incentive; A Case Study of Pakistan, 2012*. 21 (Retrieved from www.google.com).
- ¹⁴ S. P Robbins, *Organizational behavior, (11th ed.)*, (New Jersey: Pearson Education Inc., 2005). 73.
- ¹⁵ G. A Cole, *Management Theory and Practice*, (London: Lens Educational Aldine Place, 2000). 28.
- ¹⁶ A, Bishay, *Teacher motivation and job satisfaction: A Study Employing the Experience Sample Method*, (Journal of undergraduate science, 3, Fall-1996), 147.
- ¹⁷ I. Ajzen, *Attitudes, personality and behavior*, (Milton-keynes: Open University Press, 1998). 132.
- ¹⁸ J. M Cox, Preston, C. & Cox, K., *What Motivates Teachers to Use ICT?*, (Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2-5, 1999). 58.
- ¹⁹ Robbin. 79.

-
- ²⁰ V. F. Filak, & Sheldon, K. M., *Student psychological need satisfaction and college teacher-course evaluations*, (Educational Psychology, 2003). 67.
- ²¹ F. Aziz, *Impact of faculty professional development program of higher education commission on teachers' competencies and motivation at higher education level in Pakistan*, (Pakistan: PhD dissertation, Institute of Education and Research, University of the Punjab Lahore, 2012). 62.
- ²² Tasir, Abour, Abd Halim, & Harun., *Relationship between teachers' ict competency, confidence level, and satisfaction toward ICT training programmes: A case study among postgraduate students*. (The Turkish Online Journal of Educational Technology – January 2012, volume 11 Issue 1, 2012). 87.
- ²³ Herzberg, Mausner, B. & Snyderman, B.B., *The Motivation of Works (2nd ed)*., (New York: John Wiley and Sons, 1959). 46.
- ²⁴ J Winterton, Le Deist, F., & Stringfellow, E., *Typology of knowledge, skills and competences: clarification of the concept and prototype*. (Research report elaborated on behalf of Cedefop/Thessaloniki. Retrieved on Sep11, 2011 from http://www.uecorys.com/europeaninventory/publications/method/cedefop_typology.pdf, 2005).
- ²⁵ F. Aziz, *Impact of faculty professional development program of higher education commission on teachers' competencies and motivation at higher education level in Pakistan*, (Pakistan: PhD dissertation, Institute of Education and Research, University of the Punjab Lahore, 2012). 67.
- ²⁶ N. Suryanarayana, & Himabindu, G., *Teaching competency and job satisfaction, among primary and secondary school teachers*, 2010.89. (Retrieved on Feb. 21, 2012 from <http://www.1stjobs.net/2010/11/teaching-competency-and-job-satisfaction-among-primary-and-secondary-school-teachers/>).
- ²⁷ Filak, V. F., & Sheldon, K. M., *Student psychological need satisfaction and college teacher-course evaluations*, (Educational Psychology, 2003). 235
- ²⁸ Ifinedo, *Employee motivation and job satisfaction in finish organizations: A study of employees in the oulu region*, (Finland: Master of Business Administration Thesis, University of London, 2003); Ifinedo, P., *Motivation and Job Satisfaction among Information Systems Developers-Perspectives from Finland, Nigeria and Estonia: A Preliminary Study*. In Vasilecas, O., Caplinskas, A., Wojtkowski, W., Wojtkowski, W. G., Zupancic, J. and Wryczw, S. (Eds.), (Proceedings of the 13th. International Conference on Information Systems Development: Advances in Theory, Practice Methods, and Education, 9 - 11 September, 2004, Vilnius, Lithuania, 161 -172, 2004).; Ladebo, O. J., *Effects of Work-related Attitudes on the Intention to Leave the Profession: An Examination of School Teachers in Nigeria*, (Educational Management Administration & Leadership, Vol. 33, No. 3, 355-369, 2005).; Ubom, I. U. & Joshua, M. T., *Needs satisfaction variables as predictors of job satisfaction of employees: implication for guidance and counseling*, (Educational Research Journal, 4 (3), 2004).; Ubom, I. U., *Value orientations, needs satisfaction and job performance of public servants in Akwa Ibom State*. (Calabar –Nigeria: Ph. D. dissertation, University of Calabar, 2001).