

Core Self Evaluations and Emotional Intelligence as Correlates of Job Satisfaction among Senior Secondary School Teachers

Hammed Adeoye, Ph.D.

Department of Counselling Psychology, Tai Solarin University of Education. Ijagun, Ijebu-Ode, Nigeria.

Abstract: *Job satisfaction is a sense of fulfilment that an employee derives from his job. This study investigated core self evaluations and emotional intelligence as correlates of job satisfaction among selected senior secondary school teachers in Oyo and Ogun States of Nigeria with the aim of enhancing job satisfaction in the profession. The sample consisted of three hundred participants drawn with simple random sampling technique from twelve selected schools. Six valid and reliable instruments were used for data collection; Self Esteem Scale ($r = 0.86$), Generalised Self Efficacy Scale ($r = 0.75$); Neuroticism Scale ($r = 0.86$); Emotional Intelligence Scale ($r = 0.84$); Work Locus of Control scale ($r = 0.76$) and Job Satisfaction Scale ($r = 0.82$). The administration lasted four weeks. Using correlations and multiple regression analysis, the results show that core self Evaluations and Emotional Intelligence jointly and relatively contributed to job satisfaction among secondary school teachers. On the strength of the findings, the need to foster the Core Self Evaluations and Emotional Intelligence to enhance job satisfaction was stressed and advocated.*

Keywords: *Core Self Evaluations, Emotional intelligence, Job Satisfaction.*

I. Introduction

The greatness of a nation does not only depend on the abundance of her mineral and natural resources, but on her educational system and its agents, particularly the teachers. The teachers are central to the growth and transformation of the school system and the society in general. They served as a pivot for purposeful, meaningful and effective teaching and learning (Salami 1999; Adokiye 2005). The teachers are saddled with the responsibility of translating the broad national goals of education into reality, by splitting these goals into achievable objectives (Adokiye, 2005). Adeyemo (2000) maintained that reference is often made first to the teachers in diagnosing educational problems, especially failure. It is also not uncommon to hear people remarking that the present day teachers are not as good and committed as their yesteryears counterparts. This attests to the fact that teachers are indeed a critical factor in the actualisation of the school and educational goals. Falayajo (2004) corroborated this, that in Nigeria education today, teachers are no longer ready and obliged to do the work as demanded by the profession because teaching has taken the second place in the scheme of things, thus made the welfare of the teachers to be at the mercy of the policy makers and not a compulsion.

The problems facing teaching profession are many, these include; poor welfare system, bad conditions of service, battered image of teachers, politicisation of education, inadequate admission into teaching profession, inadequate teachers training programme and so on (Nbakwem, 2007). Teachers are no longer happy doing their primary assignment and so not committed to the job because they are less satisfied (Obemeata, 2004). For teachers, the issue of job satisfaction becomes very important considering the fact that quitting the job negatively affects the society as a whole (Verdingo, Greenberg, Handerson, Uribe & Schneider, 1997).

In recent years, there has been alarming reports regarding severe teacher shortages. Many researchers and lay people posit that the shortage of teachers is due to both increasing student enrolment and an increasing number of teachers retirement (Ingersoll and Smith 2003). They also found out that the above two occurrences are not the primary causes of staffing difficulties and teacher shortages but that voluntary teacher turnover is the larger problem. Turnover rates in education take place at an elevated rate with approximately 8% of teacher leaving the profession annually (WCOS, 2003). Teachers quit their job as twice of other professions (Hess, 2007). The cost of replacing all public school teachers who have left the profession is estimated to be around 2.2 billion each year (Alliance for education, 2005). Younger teachers tend to leave during the beginning of their careers and older workers leave as they retire (Lachman & Diamant 1987). Men leave the teaching profession more often than women. (Billingsley, 2004; Coladarci, 1992). High rate of teachers' turnover continue to be a problem in the country. Up to 25% of the new teachers do not return for their third year of teaching and almost 40% leave the profession until their first five years (Groll, 1996).

Teaching work as one of the helping professions is facing serious problems in Nigeria. Teachers are no longer satisfied with their job and some are not even committed as a result of poor welfare and incentive systems given to the profession. Some take to teaching because they could not get a better one. Things should not be allowed to continue like this, teachers' job satisfaction need to be given high priority in order to enhance standard of education and also to improve student performance.

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Job satisfaction is related to positive outcomes in the work place such as increased organisational citizenship behaviours (Organ & Ryan, 1995) increase life satisfaction (Judge & Bono, 2001) decrease counter productive work behaviour (Dalal, 2005) and decreased absenteeism (Handy, Woods and Wall 2003). Each of these outcomes is desirable in any organization and as such shows the value of studying and understanding job satisfaction (Cook, 2003).

Job satisfaction has also been considered to be a function of the perceived relationship between what one perceives is offering, what an organisation requires of its employee, and what the employees are seeking from the firm (Sinclair, 1992). Job satisfaction is an extremely complex construct that no simple model can adequately unfathomed its meaning (Hagerdron, 2000). It is affected by factors such as promotional opportunities, pay satisfaction, considerate and participative supervision, opportunities to interact with peers, a variety of duties and a high degree of control over work methods and space (Villard, 2004).

Bradley and Brain (2003) maintained that employee's job satisfaction is pleasure that an employee derives from his/her job. It is an attitudinal variable that describes how people feel about their job (Agho, Muller & Price 1993). Sousa – Poza and Sousa – Poza (2000) suggested that job satisfaction is determined by the balance between inputs and outputs. It depends on balance between work roles inputs (pain) like education, working time, effort and work output (pleasures) like wages, fringe benefits, status, task importance, working conditions and intrinsic aspects of the job. It is a situation when outputs (pleasure) are relative to work role input (pains) (Brader, 2000).

Job satisfaction is a function of expectations and achieved outcomes on job. It is understood to be a sum of cognitive, affective and evaluative reactions resulting from experiences at work (Locke, 1976); job characteristics (Judge, Bono & Locke, 2000) and work environment (Shalley, Gilson and Blum 2000). It has been found to be strongly associated with disposition of individuals (Judge, Hellers & Mount, 2002). Evidence from the studies of Awosanya (2010); Judge & Bono (2001); Piccolo, Takahashi, Watanabe & Locke (2005), pointed to the importance of job satisfaction among employees. Apart from these, other factors that can also influence job satisfaction of public employees include emotional intelligence and core self – evaluations (Judge & Bono, 2001; Vohra, 2009; Awosanya, 2010, Piccolo, Takahashi, Watanabe & Locke 2005) among others.

There is a strong relationship between emotional intelligence and job satisfaction. In Hong Kong, there has been an increasing acceptance of the notion of emotional intelligence as it applies to job satisfaction among Hong Kong educators (Chan, 2002). It is recognised that teachers have to confront students who come to the regular classroom with diverse abilities as well as behavioural and emotional problems. It is therefore contended that teachers need to be prepared in helping students through both teaching and guidance activities that required their emotional intelligence in empathy and social – interpersonal areas (Chan & Hui, 1998).

Emotional intelligence refers to the ability to recognise and regulate emotions in ourselves and others (Goleman, 2001). Peter Salovey and John Mayer who originally used the term emotional intelligence in published writing initially define it as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990). Later they revised the definition and came out with another one that define emotional intelligence as the ability to perceive emotion, integrate emotion to facilitate thought, understanding emotions and regulate emotion to promote personal growth. (Mayer & Salovey, 1997). Rueven Bar – on, the originator of the term 'emotion quotient' defines emotional intelligence as being concerned with understanding oneself and others, relating to people and adapting and coping with immediate surroundings to be more successful in dealing with environmental demands. (Bar on, 1997). Regardless, of the discrepancy in the definitions of emotional intelligence, it is clear that what is being referred to is distinct from standard intelligence or I.Q (Stys & Brown, 2004). However, this study adopts definition given by Mayer and Salovey in 1997.

Core self evaluations was first introduced by Parker (1985) who defined them as basic conclusions, bottom line evaluations that one holds subconsciously about oneself. These evaluations pertain to three fundamental areas of every person's life: self, reality and other people. Judge, Locke, Durhan (1997); Judge, Locke, Durhan and Klnger (1998); Judge Erez, Bono and Thorsen (2003) continued Parkers research by focusing on core evaluations of self. Specifically, they presented core – self – evaluation as a basic fundamental appraisal of one's personal worthiness, effectiveness and capability as indicated by the personality trait of self esteem, neuroticism, generalised self – efficacy and locus of control (Judge et al 2003). Core self – evaluations which is a higher order construct including self – esteem, self efficacy, locus of control and emotional stability has also been related to both performance and satisfaction (Judge & Bono, 2001). Self – esteem is defined as how much value people put on themselves (Baumeister, Campbell, Kruejer, & Vohs, 2003). It is the basic appraisal that people make of themselves. Individual who are high in self – esteem tend to feel good about themselves regardless of their abilities or skills (Chen, Gully & Eden, 2004). Self – esteem is one of the strongest predictors of overall life satisfaction. People with high self – esteem are consider with high self – esteem are considerably happier than people with lower levels of self – esteem (Baumeister, et al 2003). Individuals with high level of self – esteem tend to maintain optimism, even when they face failure (Dodgson &

Wood, 1998). Because of this continual optimism, employee with high self – esteem are likely to have high level of job satisfaction.

Generalised self – efficacy is a relatively stable trait regarding beliefs of one’s own competence (Chen et al 2004). Whereas self esteem relates to an individual’s sense of self - worth, self – efficacy relates to perceptions of their (what?) ability to accomplish tasks or meet a goal. It is how individuals judge their own abilities (Cooks, 2003). It is believed that employees who rate themselves competent and capable are likely to have higher levels of satisfaction because of positive evaluations of self.

Locus of control refers to how people perceive the link between their own actions and the outcomes of their actions (Rotter, 1966). People with an internal locus of control perceive that their outcomes are under their own personal control whereas individuals with an external locus of control believe that these outcomes are attributable to people or forces outside of themselves. Employees with an internal locus of control are more satisfied with their jobs because they are less likely to stay in a position which is dissatisfying (Spector, 1982). Though locus of control is theoretically related to generalised self – efficacy, the two concepts differ in one important aspect. Self efficacy pertains to confidence with respect to actions or behaviours whereas locus of control is more concerned with confidence in being able to control outcomes.

Neuroticism, also called emotional instability, represents the tendency to exhibit poor emotional adjustment. Individuals who evaluate themselves as neurotic tend to be very anxious, insecure and hostile (Boudreau, Boswell, Judge & Bretz, 2001). It relates to locus of control in the fact that an individual with internal locus of control tends to have high level of emotional stability and belief that failure is part of progress.

In view of the importance of these concepts to teachers job satisfaction, as well as scanty local empirical studies on the variables, this study sought to examine the influence of core self evaluations and emotional intelligence as correlates of job satisfaction among senior secondary school teachers. It is therefore necessary to examine core – self evaluations and emotional intelligence on job satisfaction of teachers to enhance the performance of students in their examinations especially the external ones and such a study is important because, it can provide more empirical literature on the variables of study. It is also expected that the results will be a significant addition to literature on the variables.

In literature, many researchers and administrators have noticed the importance of job satisfaction on a variety of organisational variables (Chu et al, 2003). Thus the understanding of employee job satisfaction and its contributions are important for any organisation to exert and prosper (Maryyan, 2005).

Job satisfaction is simply defined as the affective orientation that an employee has towards his/her work (Price 2001). In other words, it is an affective reaction to a job that results from the comparison of perceived outcomes with those that are desired (Kaun, 1998). In sum, job satisfaction describes the feelings, attitudes or preferences of individual regarding work (Cheva, 2008). It is the degree to which employees enjoy their jobs (Mc Closkey & Mc Cain, 1987). Also, it is possible to see a number of theories developed to understand its nature in literature. The one adopted in this study is the model that narrowed the scope of the dispositional theory which was proposed by Judge in 1998 as core self – evaluations model.

Judge argued that there are four core self evaluations that determine ones disposition towards job satisfaction; self – esteem, general self – efficacy, locus of control and neuroticism. This model states that higher level of self – esteem (the value one places on self) and general self efficacy (the belief in one’s competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over own life and opposed to outside forces having control) leads to higher job satisfaction. Finally lower levels of neuroticism lead to higher job satisfaction. Core self evaluations are fundamental assessment that people make about themselves and their self worth (Brunborg, 2008), Subsequent studies have shown that high level of core self evaluation are positively associated with job satisfaction (Bono & Judge 2003, Judge, Bono & Locke, 2000). One explanation for this is that positive core self evaluation individuals tend to deny frustrations, disappointment and problems while individual with negative core self evaluation dwell on frustrations and perceive the work place more negatively (Brunborg, 2003).

At present no known local published studies have looked at the relationship among core self evaluations, emotional intelligence and job satisfaction among senior secondary school teacher in Nigeria, which necessitates this study.

Research Questions

Two research questions were posed to direct this study.

1. What is the joint contribution of core self evaluations and emotional intelligence to job satisfaction of teachers in senior secondary schools?
2. What the relative contributions are of core self evaluations and emotional intelligence on senior secondary school teachers’ job satisfaction?

II. Methodology

Ex-post – facto research design was adopted in this study. The researcher is only interested in knowing the influence of core self-evaluations and emotional intelligence on job satisfaction of secondary school teachers(which are inherent in them).The target population for this study were all senior secondary school teachers in Oyo and Ogun States of Nigeria. Multi- stage sampling procedure was used in stratifying the two states along the three senatorial zones. Two public senior secondary schools were selected from each of the senatorial zones based on the inclusion criteria. In all a total of twelve schools participated in this study. From each of the twelve schools, simple random sampling technique was used to select twenty five teachers. In all a total of three hundred teachers participated in the study.

Six valid and reliable instruments were used in this study.

(a) Self–Esteem Scale

Self Esteem scale constructed by Rosenberg (1965) was adopted in this study to measure the self esteem of the teachers. The scale has ten items with response format based on 5 point Likert-like format of Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree. Some of the items on the scale are: I feel that I have a number of good qualities. I feel I do not have much to be proud of, I take a positive attitude towards myself etc, Items 3, 5, 8, 9, and 10 of the instrument were reversed coded. Apart from the reliability value of 0.84 established by Rosenberg (1965) the scale was subjected to revalidation to determine the suitability to the study by administering it on 80 teachers that did not form part of the main study sample. Using Cronbach Alpha, the reliability co – efficient of 0.86 was obtained. The response on each of the items was used to categorise the participants on the bases of high self esteem and low self esteem,

(b) Generalised self – efficacy scale:

This instrument, constructed by Judge et al (1998), was adopted to measure the level of self efficacy of the teachers based on 5 – point Likert-like scale. Among the items in the scale are: when I make plans, I am certain I can make them work. I can handle the situations that life brings. I am strong enough to overcome life's struggles. Items 2, 6, and 7 were reverse – coded because they were negatively worded; apart from the value of 0.73 established by Judge et al (1998), the instrument was subjected to revalidation to determine the suitability to this study. The instrument was administered on 100 teachers that did not form part of the main study sample, using Cronbach Alpha, the value of 0.75 was obtained.

(c) Neuroticism Scale

This study adopted Eysenck Neuroticism scale (1985) to assess neuroticism level of the participants. The instrument with twelve items has a 5 – point Likert-like scale. Among the items in the scale are: my mood often goes up and down. My feelings are easily hurt. I often feel fed up. The scale demonstrated an internal consistency of 0.89. The instrument was also subjected to revalidation by administering it on 80 teachers that were not part of the main study sample, and reliability co – efficient value of 0.86 was obtained.

(d) Work Locus of control scale

Locus of control of the participants was measured by the work locus of control scale constructed by Spector (1998). It has sixteen items based on 6 – point scale. Some of the items read as follows; making money is primarily a matter of good fortune; get job you want is mostly a matter of luck; and promotions are usually, a matter of good fortune. The scale has reliability value of 0.72 and was also subjected to revalidation by administering it on 120 teachers that were not part of the study sample and a reliability value of 0.76 was obtained using Cronbach alpha.

(e) Job Satisfaction Scale

Job satisfaction of the participants was measured using job satisfaction survey of Brayfield – Rothe (1951). It has five items based on a 5 – point scale. Some items in the scale are: I feel fairly satisfied with my present job. I find real enjoyment in my work. I consider my job to be rather unpleasant. Items 3 and 5 were reversed coded. The instrument has reliability co-efficient value of 0.87. Apart from this, the instrument was subjected to revalidation by administering it on 100 teachers that were not part of the study sample. A reliability of 0.82 was obtained using Cronbach alpha.

(f) Emotional Intelligence Scale

Emotional intelligence scale of Schutte, Malouff, Hall, Haggerty, Cooper, Golden,(1998) was adopted to assess the participants level of emotional intelligence. The instrument has thirty- three items based on a 5 – point Likert-like scale. Items on this instrument include; I expect that I will do well on most things I try; other people find it easy to confide in me. I expect good things to happen. The scale has an internal consistency of

0.86. and was also subjected to revalidation by administering it on 120 teachers that did not form part of the study main sample. A reliability value of 0.84 was obtained using Cronbach alpha.

Procedure and Data Analysis

Consent was officially sought from the principals of the selected schools as well as the selected teachers to participate in the study. One guidance counsellor from each of the selected schools assisted in the administration of research instruments. The instrument were administered at the same time in all the selected schools and on the spot assessment method was used, which made it easy to collect the instrument back immediately after response. These were coded and analysed using Statistical Package for Social Sciences (SPSS). Relationship among job satisfaction, emotional intelligence and core – self evaluations were tested using Pearson moment correlation statistical analysis. Multiple regression analysis was used to test both the joint and relative effect of the independent variables on the dependent variable.

III. Results

Table I: Correlation matrix showing relationship among variables.

	Job Satisfaction	Emotional Intelligence	Locus of Control	Self Efficacy	Neuroticism	Self Esteem
Job satisfaction	1					
Emotional intelligence	.817.**	1				
Locus of control	.719**	.822**	1			
Self Efficacy	.582**	.834**	.568**	1		
Neuroticism	.553**	.874**	.429**	.353**	1	
Self Esteem	.536**	.717**	.460**	.310**	.360**	1
Mean	78.333	57.8712	60.3038	63.342	50.232	55.3331
S D	14.28143	9.65540	12.4823	12.4823	7.875	8.6781

Correlation significant at 0.001 level of significance (2 – tailed).

The results show significant positive relationship among the variables and that all the independent variables significantly relate to the dependent variable. (Job satisfaction correlated with Emotional intelligence (r = .817; P<.01); Locus of control (r = .719, P<.01); Self – efficacy (r = .582, P<.01); Neuroticism (r = .553, P<.01); Self Esteem (r = .536, P<.01)

Research Question 1: What is the joint contribution of Core Self Evaluation and Emotional Intelligence on Job Satisfaction of Teachers in Secondary Schools?

Table 2: Summary of multiple regression analysis between core self evaluations and emotional intelligence and job satisfaction.

Multiple R (Adjusted) = 0.842					
Multiple R² (Adjusted) = 0.703					
Standard error of the estimate = 1.6207					
Sources of variation	Sum of square	Df	Mean square	F – ratio	Sig.
Repression	745.647	5	372.824	141.927	.000
Residual	307.345	294	2.627		
Total	1052.992	299			

P<0.05 level of significance.

Constant: Core Self Evaluation, Emotional Intelligence.

Dependent Variable: Job Satisfaction.

The result presented on table 2 shows the joint effect of the independent variables (core self evaluations and emotional intelligence) on the dependent variable (job satisfaction). From the table, the independent variables jointly predict the dependent variable. The analysis of variance performed on multiple regressions yielded an F – ratio of 141.927 and was found significant at 0.05 level of significance. Moreover, the five independent variables jointly yielded a multiple regression (R) of 0.842 and adjusted (R²) of 0.703. The independent variables jointly accounted for a variation of about 70.3% of the total variance in job satisfaction of the participants, thus implies that, there are other variables which accounted 29.7% that were not included and treated in this study.

With this result, core self evaluations and emotional intelligence were found to have significant influence on teachers expression of job satisfaction. This could not be a surprise considering the fact that a teacher with high emotional intelligence will be able to understand self better, identify strengths and weakness,

manage self and established positive relationship with others. Also the individual may have high self esteem, low level of neuroticism, high self efficacy and internal locus of control. The teachers that possess these qualities will put more effort in the job on the ground that the success of the organisation is also his success. Moreover, these teachers have confidence in their ability and capability and will do everything possible to make the work environment more conducive, this will subsequently enhance their job satisfaction. This finding is consistent with the earlier one by Judge & Bono (2001) and Awosanya (2010), though Judge & Bono study used European participants, and Awosanya used public servants. Also, the significant influence of emotional intelligence on job satisfaction was emphasised by Adeyemo (2007)

Research Question 2: What are the relative contributions of Core Self-Evaluations and Emotional Intelligence on Teachers Job Satisfaction?

Table 3: Relative contributions of Core self-evaluations and emotional Intelligence to the prediction of teachers job satisfaction.

Model	Unstandardised Co – efficients		Standardised Co – efficients Beta	T ratio	Sig.
	B	Std Error			
Constant	9.312	.724		2.305	.05
Emotional Intelligence	.876	.44	.643	22.791	.000
Locus of control	.438	.190	.404	2.428	.000
Self Efficacy	1.316	.058	.613	21.495	.000
Neuroticism	.136	.060	.066	2.273	.025
Self Esteem	.330	.319	.052	1.392	.031

Table 3, shows that each of the variables of study (emotional intelligence, locus of control, self efficacy, neuroticism and self esteem) contributes significantly to job satisfaction In terms of contribution, emotional intelligence made the most significant contribution ($\beta = .643$; $t = 22.791$; $P < 0.05$) to the prediction, closely followed by self efficacy ($\beta = .613$; $t = 21.495$; $P < 0.05$) followed by locus of control ($\beta = .404$; $t = 2.428$, $P < 0.05$) followed by Neuroticism ($\beta = .066$; $t = 2.273$; $P < 0.05$) and then self esteem ($\beta = .052$; $t = 1.392$; $P < 0.05$) to the prediction of job satisfaction.

The result, that emotional intelligence is most potent predictor could be attributed to the fact that emotional intelligence skills can nurture interpersonal relationships, enhance individual’s ability to manage self within the work environment and decrease absenteeism. This result is consistent with the earlier one by Judge & Bono (2001) when they found out in their study that emotional intelligence significantly and positively relates job satisfaction.

IV. Implications, Limitations and Conclusions

The findings of this study revealed that core self- evaluations and emotional intelligence significantly contribute to teachers’ job satisfaction. Therefore, improving and developing core self-evaluations and emotional intelligence skills will go a long way in assisting the teachers to enhance and develop adequate job satisfaction. Secondly, since emotional intelligence significantly mediated the relationship between core self-evaluations and job satisfaction, then emotional intelligence training should be embedded in the training programme of the senior secondary school teachers.

Furthermore, it is important to discuss the limitations of the study. All the participants in this study were employed in an academic setting which may have resulted in a homogeneous sample. For this reason, these findings may not be generalised to individuals outside the academic arena. Hence future researchers may wish to cross – validate these findings with a diverse sample of participants. Secondly, monomethod bias is generally a concern in psychological studies that utilise only one form to data collection. Therefore, future research could adopt the use of other methods.

In conclusion, this study has provided and explained that core self-evaluations and emotional intelligence actually predict job satisfaction of senior secondary school teachers. This has provided a platform from which further research could be launched.

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