

Marital Stress and Extraversion Personality as Predicators of Job Satisfaction among Married Women Teachers in Enugu, Nigeria

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Abstract

The study investigated marital stress and extraversion personality as predictors of job satisfaction among married women teachers in Enugu, Nigeria. One hundred and eighty eight married women teachers in Enugu, Nigeria participated in the study. Three instruments were used to gather information in this study. They included marital stress inventory (MSI), big five inventory (BFI) sub-scale measuring extroversion personality and Minnesota satisfaction questionnaire (MSQ). Mean, standard deviation, Pearson's correlation and multiple regression analysis were employed to analyse the data. The results of the study showed that the predictor variable marital stress showed no significant prediction to job satisfaction ($B = 0.074$, $p < 0.05$). The results also showed that extraversion personality was a significant predictor of job satisfaction ($B = 0.28$, $p < 0.001$). It was recommended that employers of labour should encourage orientation programmes to improve on employees' personality dimension in the workplace.

Keywords: Marital stress, extraversion, personality, job satisfaction, teachers

1. Introduction

In the modern world, both men and women find self expression in the world of work. In most instances, opportunity for involvement in every career is open to men and women. Teaching at the secondary institution is one of the areas that both males and females fit into. Traditionally, the institutions of learning have a threefold mission: The acquisition of knowledge or research; the transmission of knowledge or teaching and application of knowledge which is community service (Rustia, 1983). Academic roles are becoming more diverse and more difficult to identify, as multiple requirement are beyond the demands of traditional teaching, as scientific results, research and services have evolved in classroom and laboratory setting. The roles of the academics involve multiple tasks, responsibilities and expectations as in any profession, a need for proper planning and scheduling, necessary activities are required to accomplish the task. When the realistic goals are identified priorities are set, then the effectiveness of the task can be evaluated.

In teaching, males and females are involved but most people lose their sleep over the performance effectiveness of some married women teachers. Many people tend to express reservation over job satisfaction and effectiveness of married teachers. As stated by Sarwar (1994) there are many aspects of the job that the performance of women academics leaves much to be desired, Some of the areas that people such as scholars, administrators, policy makers tend to express reservation over the effectiveness of females academics include: Timely submission of students result; school attendance and regular class attendances. Sarwar (1994) equally stated that in order to move along in their work, a good number of them tend to depend on male colleagues in most cases for helping hands or those that marry fellow academics tend to depend on their husbands. As a result of this situation, female academics do not appear to be progressing as speedily as their male counterparts in the secondary schools.

Schermerhorn, Hunt and Osborn (2005) defined stress as a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities. Also, Gibson, John and James (1988) defined the concept as a person's adaptive response to a stimulus that places excessive psychological and physical demands on the person. This definition implies two components: first, is the notion of adaptation, which means that people adapt to stressful circumstances in any of several different ways. Second is the role of the stimulus. The stimulus is generally called a stressor. A stressor is anything that induces stress. In addition, the demands placed on the individual by the stressor must be excessive for stress to result and of course, what is excessive for one person may be perfectly tolerable for another. A person must therefore view the demands placed on him or her as excessive for stress to occur as can be witnessed in marriages.

Teacher marital stress is specifically defined as a condition of negative effects, such as frustration and anxiety, which results from aspects of the marriage. According to Gelvin (2007), teacher stress is a response syndrome of negative affects resulting from aspects of a teacher's marriage and mediated by the perception that the demands constitute a threat to self-esteem and coping mechanisms activated to reduce the perceived threat.

In Nigeria, Akande (1989) reported that job-related stress is common among teachers and that the sources of teachers' stress are infinite. Several causes of stress experienced by Nigerian teachers have been identified, some of which include marriage, inadequate and inconsistent salaries, over-crowded classes, poor administration, low status of teachers and the monotony of the job (Akande 1989; Balogun 1987). It is obvious

that the impact of stress on teacher's job satisfaction and on other areas of life cannot be ignored any longer.

Teacher stress may lead to severe negative consequences such as job absenteeism, teacher turnover, reduced output and health problems. At the personal level, it may result in burnout, which is characterized by emotional exhaustion, depersonalization and reduced personal accomplishment. Teacher stress may also result in educational problems, such as reduced teacher competence (Thomas, Clarke & Lavery, 2003). Undeniably, the problem of teacher stress has social, personal and economic implications.

Nearly everyone experiences psychological distress, or negative effect in actual or perceived stress. Yet people vary widely in the amount of negative affect reported in response to stress, as well as the amount of stress to which they are exposed. Personality variables such as (agreeableness, extraversion, neuroticism, self-concept, etc) have been identified as important predictors of psychological distress (Baghy & Rector, 1998; Rosenberg & Pace, 2006). The literature also provides support that an individual's personality characteristic influences the degree to which he or she seeks social support when confronted by a stressful event (Houston & Zola, 1991).

Some research findings attest to the fact that women are more prone to stress than men. Arroba and James (2002) reported that the relationship between gender and stress is complex and varied and that women are more affected by stress than men. In the same vein, Melhinsh (1998) and Philips and Segal (1996) concluded that since most women work longer hours than men and both do not share duties equally at home, women tend to experience more psychological symptoms of occupational stress than men.

Job satisfaction can be an important indicator of how workers feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover. (Mount, 2006). Job satisfaction refers to people's self-assessments about the extent to which they like or dislike their jobs (Spector, 1997). It could include specific interactions related to affective behaviors including: pay, promotion, supervision, fringe benefits of employment, contingent rewards, operating conditions, coworkers, nature of work, and communication (Spector, 1997; Wegge et al., 2007). Buitendach and de Witte (2005) proffer the view that job satisfaction relates to and including needs, values and expectations.

The study was therefore designed to find out if marital stress and extraversion personality could predict job satisfaction among married women teachers in Enugu, Nigeria. Two hypotheses were postulated in the study as follows: 1. marital stress will not significantly predict job satisfaction among married women teachers in Enugu, and 2. extroversion personality will not significantly predict job satisfaction among married women teachers in Enugu.

2. Method

2.1 Participants

A total of 188 married women secondary school teachers participated in the study. These participants were drawn from Enugu Educational Zone of Enugu State Secondary Education Board.

These women teachers included married junior and senior teachers of Enugu State Secondary Schools.

2.2 Instruments

Three instruments were used to gather information in this study. They include: Marital Stress Inventory (MSI), BFI Sub scale measuring Extroversion Personality and Minnesota Satisfaction Questionnaire (MSQ).

2.3 Marital Stress Inventory (Omoluabi, 1994)

The marital stress inventory (MSI), was developed by Omoluabi (1994). The scale is used to determine causes of stress among couples and evaluate their stress reaction and level. The scale has a reported norms of mean scores obtained by the general population i.e., M (n = 282) M & F (n = 557).

Mean for male (77.83), mean for female (74.49) and mean for male and female (76.20)

2.4 Reliability

Cronbach alpha coefficient of 0.9238, Gutman split-half coefficient of 0.9226 and Beta coefficient of 0.9639 were obtained.

2.5 Validity

A concurrent validity coefficient of 0.32 was obtained by correlating MSI with marital satisfaction index (MSI) by Hudson (1982)

2.6 Interpretation

The norms or mean scores are basis for interpreting the scores of respondents. Scores higher than the norms indicate high stress level or reaction while scores lower than the norms indicate low stress level.

3. Personality Dimension Scale

3.1 Big Five Inventory (BFI) by John et al. (1991)

This is a standardized psychological assessment instrument (John, Donahue & Kentle, 1991) and Umeh (2004) validated the instrument for use with Nigeria sample. The instrument contains 44 items designed to measure personality from a five dimension perspective (Extraversion, Neuroticism, and Openness to experience, Agreeableness and conscientiousness). Direct scoring is used for all items. It is scored on a 5-point scale ranging from 1-5, 1-Disagree strongly, 2-Disagree a little, 3-Neither agree nor disagree, 4-Agree a little, 5-Agree strongly. Values of the numbers shaded are added to obtain the clients score in each of the subscales separate norms have been repeated by Umeh (2004) from male and female Nigeria samples as follows.

	Variables	M	F
A	Extraversion	28.4	27.1
B	Agreeableness	34.7	28.7
C	Conscientiousness	29.1	29.6
D	Neuroticism	23.4	29.6
	Openness to Experience	38.07	35.1

The Nigeria norms are the basis for interpreting the scores of the participants, scores higher or equal to the norms indicates that the participant manifest the specific personality type while scores less than the norms indicates the opposite of the personality dimensions. The coefficient of reliability provided by John Donahue, and Kentle (1991) are Cronbach alpha of 0.80 and 3 months test-retest of 0.85.

Big Five Inventory has mean convergent validity coefficient of 0.75 and 0.85 with the big five instrument authored by Costa and Mccrea (1992) and Goldberg (1992) respectively. The divergent validity coefficient obtained by Umeh (2004) with universal Maladjusted scale (Kleinmutz, 1961) are extraversion 0.05, agreeableness 0.13, conscientiousness 0.11, Neuroticism 0.39, Openness to experience 0.24. But for this study, it is only the subscale for extraversion that was adopted in the study on extraversion.

Note: scores higher or equal to F(27.1) the norms indicates that the participant manifest the specific personality type while scores less than the norms indicates the opposite of the personality dimensions which is introversion

3.2 Job satisfaction scale

Minnesota satisfaction Questionnaire developed by Weiss, Dawis, England and Lofquit (1967) was used. It is a 20 item questionnaire designed to examine certain prevailing situation in workplace. Three components of the fulfillment will be obtained with the inventory. They include; the intrinsic satisfaction (I), extrinsic satisfaction (E) and General satisfaction (G). The items were worked 1-very dissatisfied, 2-dissatisfied, 3-I am not sure, 4-satisfied, and 5-Very satisfied. Thus a least score of 30 is obtainable as well as highest possible score of 89 could be obtainable by any given respondent. The questionnaire used was developed by Weiss, Dawis, England and Lofquit (1967). The scales assess job satisfaction (Job satisfactoriness) which is the fulfillment a worker derives from his/her input into the job environment which, the job environment provides a worker. Thus, we use this scale because it is most appropriate.

3.3 Scoring

The items are scored directly by adding together the values of the numbers shaded in the relevant items that constitute each of the three components. For example, if in items 7,8,9,10,11,12 the numbers that were marked were 3,2,4,5,1,2 respectively, the score for the six item is $3+2+4+5+1+2 = 17$ (addition of the marked numbers).

For Intrinsic Satisfaction

I Items = 1,2,3,4,7,8,9,10,11,15,16,20

For Extrinsic Satisfaction

E Items = 5,6,12,13,14,19

For General Satisfaction

G Items = All the 20 items

Weiss, Dawis, England Lofquit (1967) provided the psychometrics properties for American samples, while Mogaji (1997) provided the properties for Nigeria samples.

3.4 Norms

The norms reported here are the mean scores obtained by workers in the general population.

Weiss Dawis, England Lofquit (1967) reported a one week test-retest reliability coefficient of 0.89, a one year interval coefficient of 0.70 and the median of the whole interval reliability coefficient presented below for the American samples. The 72 day interval test-retest reliability coefficient provided for Nigeria samples are presented below:

Scales	American Samples	Nigeria Samples
	M & F (n = 1,723)	M & F (n = 600)
I	0.86	0.69
E	0.80	0.82
G	0.90	0.94

By correlating the general satisfaction scale of Minnesota satisfaction Questionnaire with the overall score on job description index by Smith et al (1969) the concurrent validity coefficients obtained by Wanous (1974) for America sample = 0.70 and Mogaji (1997) for Nigeria samples = 0.50.

The Nigeria norms or means scores are the basis for interpreting the scores of clients. Scores higher than the norms indicate adequate job satisfaction in the particular component of the measure while scores lower than the norms indicate dissatisfaction.

Results

Table 1: Mean, standard deviation and inter-correlation of variables

No	Sources	Mean	SD	1	2	3
1	Job satisfaction	65.63	9.16	1		
2	Marital stress	141.36	43.13	0.12	1	
3	Extraversion	26.49	4.92	0.30**	0.15*	1

* $p < 0.05$ ** $p < 0.01$

The correlation table revealed that the predictor marital stress showed no significant prediction to job satisfaction. The results show significant correlation between extraversion and job satisfaction ($r = 0.30$, $p < 0.01$). The results also show significant correlation between marital stress and extraversion ($r = 0.15$, $p < 0.05$).

Table 2: Model summary analysis of marital stress and extraversion personality on job satisfaction

Model	R	R ²	Adjusted R ²	Std Error	R ²	F-value	Sig.
1	0.301	0.091	0.081	8.782	0.091	9.239*	0.000

The results of model summary analysis showed that the prediction variable marital stress and extraversion personality accounted for 9.1% (R^2 change variance increase in job satisfaction which is significant (F -value = 9.24, $p < 0.000$).

Table 3: Regression coefficient analysis on marital stress and extraversion personality on job satisfaction

Model	β	Std Error	B	t	Sig.
1(constant)					
Marital stress	0.016	0.015	.074	1.048	NS
Extraversion	0.523	0.132	0.281	3.961*	.000

Dependent variable: Job satisfaction

* Significant at $p < 0.001$

The regression coefficient result revealed that the 1st independent variable (prediction) did not significantly predict job satisfaction among married women teachers in Enugu zone. Thus, the hypothesis on marital stress was not rejected. However, the second prediction variable (extraversion) significantly predicted job satisfaction among married women teachers ($B = 0.281$, $p < 0.001$). Thus, the null hypothesis on extraversion is rejected.

Discussion

Considering the results, the hypothesis that marital stress will not predict job satisfaction among married women teacher in Enugu was accepted. The result shows that marital stress did not significantly predict job satisfaction of ($B = 0.074$) ($p < 0.05$), the correlation revealed that the predictor, marital stress showed no significant prediction, marital stress showed no significant prediction to job satisfaction. The result also showed significant correlation between marital stress and extraversion ($r = 0.15$, $p < 0.05$) the second predictor variable (extraversion) significantly predicted job satisfaction among married women teachers ($B = 0.28$, $p < 0.001$) the result of this work shows that married women teacher in Enugu though may have marital stress but the influence of such stress does not affect their job satisfaction. It is a nice outcome because; job satisfaction if positive will lead to increase in productivity level of worker in any organization.

The second hypothesis showed a result that extroversion predicted job satisfaction ($B = .28$, $p < 0.001$) which means, that people who are extroverts will have more job satisfaction than those who are introverts. This is because extroverts interacts and communicates more among their co-workers in the working place which gives him/her the opportunity to learn on the job and outside the job, that will increase their productivity level and will also enhance the performance of such workers.

Conclusion

This study investigated marital stress and extroversion as predictors of job satisfaction among married women teachers in Enugu, Nigeria.

Hypothesis which states that marital stress will not significantly predict job satisfaction of married women teachers was accepted. The result was not significant, it was concluded that marital stress is not a significant predictor of job satisfaction among married women teacher.

The second hypothesis which states that extroversion personality will not significantly predict job satisfaction was rejected. The result was significant which means that, the higher the individual's level of extroversion the higher his/her level of job satisfaction in the work place. So, organizations should encourage those programmes that will help to build on the personality of their workers.

Recommendations

1. The workers should be given orientation on how to improve their personality dimension in the work place
2. The introverts in the work organization should be encouraged through counseling, training or behaviour modification in order to enhance their personality type towards extroversion.
3. Researchers conducting similar study should make use of demographic variables like age, gender and job status as independent variables on job satisfaction among married women teachers.

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