

MARITAL STRESS AND EXTRAVERSION PERSONALITY AS PREDICATORS OF JOB SATISFACTION AMONG MARRIED WOMEN TEACHERS IN NSUKKA, NIGERIA

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ABSTRACT: *The paper investigated marital stress and extraversion personality as predictors of job satisfaction among married women teachers in Nsukka, Nigeria. Two hundred married women teachers participated in the study. Three inventories including marital stress inventory (MSI), BFI sub-scale on extraversion personality and Minnesota satisfaction questionnaire (MSQ) were used for collection of data. Multiple regression analysis was employed to analyse the data. Two null hypotheses were tested: 1. Marital stress will not significantly predict job satisfaction was upheld ($t = 0.037, p > 0.05$) and 2. Extraversion personality will not significantly predict job satisfaction among married women teachers was rejected ($t = 5.027, p < 0.05$). Findings, implications, suggestion for further research and recommendations were made. Such recommendations are that government should imitate programmes like orientation and counselling sections that will encourage teachers to work on their personality dispositions to enable them achieve greater satisfaction, motivation and productivity in their workplace.*

KEYWORDS: Marital Stress, Extraversion Personality, Job Satisfaction, Married Women Teachers

INTRODUCTION

In academics, 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 (Thomas, Clarke & Lavery, 2003). Teacher stress may also result in educational problems, such as reduced teacher competence (O'Connor & Clarke, 1990). 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).

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 behaviours including: pay, promotion, supervision, fringe benefits of employment, contingent rewards, operating conditions, coworkers, nature of work, and communication (Spector, 1997; Wegge et al., 2007).

HYPOTHESES

Two hypotheses were postulated for verification thus: 1. Marital stress will not significantly predict job satisfaction among married women teachers in Nsukka Educational Zone and 2. Extroversion personality will not significantly predict job satisfaction among married women teachers.

METHOD

Participants

A total of 200 married women secondary school teachers participated in the study. These participants were drawn from the Nsukka education zone of Enugu State Secondary Education Board. These women teachers included married junior and senior secondary school teachers.

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).

Marital Stress Inventory (Omoluabi, 1994)

The marital stress inventory (MSI), was developed by P.F. 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), female (\bar{x} = 74.49) and male and female mean of (\bar{x} = 76.20).

Validity

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

Reliability

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

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.

Personality dimension scale

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

This is a standardized psychological assessment instrument developed by John, Donahue and Kentle (1991) and validated for use with Nigeria sample (Umeh, 2004). The instrument contains 44 items designed to measure personality from a five dimension perspective (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience). 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: Extraversion (M = 28.4, F = 27.1); Agreeableness (M = 34.7, F = 28.7);

Conscientiousness (M = 29.1, F = 29.6); Neuroticism (M = 23.4, F = 24.4), and Openness to Experience (M = 38.1, F = 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 coefficients of reliability provided by John et al. (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.

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, 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.

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.

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

Scales	American Samples M & F (N = 1723)	Nigeria Samples M & F (N = 600)
I	$\bar{x} = 47.14$	$\bar{x} = 40.22$
E	$\bar{x} = 19.98$	$\bar{x} = 18.32$
G	$\bar{x} = 74.85$	$\bar{x} = 65.13$

Weiss et al (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 M & F (N = 1723)	Nigeria Samples 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.

PROCEDURE

The three instruments were administered by the researcher to the participants during their working days /hours. With the assistance of some staff in these secondary schools, copies of these questionnaires were distributed to the married women teachers. These copies of the questionnaires were shared to the teachers in their offices. The participants were encouraged to fill the questionnaire within two days as the researcher was available to collect them within the specified period. In order to establish rapport and positive response from the respondents the researcher revealed his identity as a Ph.D candidate carrying out research work for his thesis report. Every available, married and willing women teacher was given a copy of the questionnaire. After the exercise, copies of the questionnaires distributed were collected by the researcher by going round the schools, office to office collecting the already filled copies. Out of the collected copies of the questionnaires, those properly filled were analyzed. The researcher adopted survey design and Multiple Regression Analysis using SPSS model.

RESULTS**Table 1: Mean standard deviation and inter-correlation of variable**

S/N	Source	\bar{x}	SD	Job satisfaction	Marital stress	Extraversion
1	Job satisfaction	67.22	11.85	1		
2	Marital stress	148.98	42.87	0.08	1	
3	Extraversion	26.34	5.32	0.35 **	0.24 **	1

** $p < 0.01$

The correlation table revealed that the predictor extroversion showed significant correlation with job satisfaction ($r = 0.35$, $p < 0.01$). The result showed no significant correlation between marital stress and job satisfaction ($r = .08$, $p > 0.05$). The result also showed significant correlation between marital stress and extraversion ($r = 0.24$, $p < 0.01$).

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

Model	R	R square	Adjusted R square	Std Error	R square change	F change	df 1	df 2	Sig
1	0.345	0.119	0.110	11.173	0.119	13.34	2	197	0.000

Predictors: Marital Stress, Extraversion

The result of the regression analysis as presented in the model summary table showed that the prediction variables, marital stress and extraversion accounted for 11.9% (R² change) variance in job satisfaction which is significant (F change (2,197) = 13.34, $p < 0.000$)

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

Model	β	Std Error	Beta	t	Sig
1 (constant)	47.038	4.416		10.651	
Marital stress	0.000	0.019	0.003	0.370	NS
Extraversion	0.770	0.153	0.346	5.027	0.000

Dependent variable: job satisfaction NS = not significant

The regression coefficient Table 3 showed that the independent variable marital stress did not significantly predict job satisfaction ($t = 0.370$, $p > 0.05$). However, extraversion personality significantly predicted job satisfaction among married women teachers ($t = 5.027$, $p = 0.000$). Thus the null hypothesis on extroversion was rejected.

DISCUSSION

Based on the results obtained after testing the hypotheses (1 and 2),

Hypothesis 1: Marital stress will not significantly predict job satisfaction among married women teachers was accepted. The result shows that marital stress did not significantly predict job satisfaction of married women teachers ($t = 0.370$, $p > 0.05$) the result shows that the amount of marital stress (low or high) been experienced by a worker does not affect the worker's level of like or dislike for his/her job (job satisfaction). That is a good result for the married women teacher in Nsukka Zone as there were able to manage their stress levels so as not to allow them influence or affect their job satisfaction as teachers.

Hypothesis 2: The second hypothesis, extroversion personality will not significant predict job satisfaction was rejected because in the finding, extroversion predicted job satisfaction of teachers significantly ($t = 5.027$, $p = 0.000$). The result also showed a significant correlation between extroversion personality and job satisfaction ($r = 0.35$, $p < 0.05$). The result confirms that individual who are sociable, easygoing and friendly (extroversion) enjoys their job more than others who may be shy, unsociable and withdrawn (introversion). Having discovered that extroversion is a predictor of job satisfaction, it will be of great concern for employers of labour to encourage their employees to showcase extroversive behaviours in the work place as that will increase the job satisfactions of the workers.

CONCLUSION

This study investigated marital stress and extroversion as predictors of job satisfaction of married women teachers in Nsukka Zone in Enugu state. 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 discovered that marital stress is not a significant predictor of job satisfaction among married women teachers.

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

RECOMMENDATION

The workers should be given orientation on how to improve their personality dimension in the work place. The introverts in the work organization should be encouraged through counseling, training or behaviours modification in order to enhance their personality type towards extroversion.

Researchers conducting similar study should make use of demographic variables like age, gender and job status as independent variables on job satisfaction of married women teachers.

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