INFLUENCE OF MARITAL STRESS AND PERSONALITY DIMENSIONS ON JOB SATISFACTION AMONG MARRIED FEMALE SECONDARY SCHOOL TEACHERS IN EBONYI STATE, NIGERIA

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Abstract
The study investigated the influence of marital stress and personality dimensions on job satisfaction among married female secondary school teachers in Ebonyi State, Nigeria. Three research hypotheses guided the study. Descriptive research design was used. The population for the study was 1338 married female teachers and 602 were used as the sample for the study. Three instruments were used for collection of data, which include: Marital stress inventory (MSI) which had reliability coefficient of 0.85, Big Five Inventory (BFI) sub-scale on Extroversion personality had 0.80 reliability coefficient and the Minnesota satisfaction questionnaire (MSQ) had reliability coefficient of 0.93. Two-way ANOVA statistic was employed to analyze the data. The result showed that married female teachers differed significantly on job satisfaction between those with high marital stress and those with low marital stress (F(1,601), = 7.67, P<.01). The second hypothesis on whether a significant difference exists on job satisfaction between married female teachers that are extroverts and those that are introvert was also significant (F(1,601),=44.85,p<.01); there was significant interaction effect between marital stress and personality dimensions on job satisfaction (F(1,601), = 6.99, P<. 01). This means that low marital stress and extroversion personality improves job satisfaction among married women teachers in Ebonyi State. The study, therefore, recommended among others that there should be public and private partnership (PPP) in order to improve on the needs and demands of female teachers to enhance job satisfaction, reduce stress and improve on personality dimensions for increase in productivity.

Keywords: marital stress, personality dimension, job satisfaction, female teacher and Ebonyi State.

Introduction
Job satisfaction is a subjective measure of worker attitudes, that is, an individual’s general attitude to his or her job. A person with high job satisfaction holds positive attitudes towards the job, and one who is dissatisfied with one’s job has negative attitudes towards it (Robbins, 2003). Weir (2009) suggested that if an employee’s attitude is right he or she will not experience job satisfaction. Ivancevich and Matteson
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(2005) defined job satisfaction as an attitude that individuals have towards their jobs which stems from their perception of their jobs and the degree to which there is a good fit between the individual and the organization. Gannon (2009) viewed job satisfaction as the difference between the amount of some valued outcome a person receives and the amount of that outcome.

Teaching is the primary role of the teachers in the secondary school; counseling, advising, and administrative responsibilities further expand the role. Good teaching is the expectation of any institution of learning whether it occurs in the classroom or the laboratory, and the reputation of being an excellent teacher is one of the coveted rewards to be earned in any school; once earned it is re-earned through a continuous series of activities. Teaching includes the instruction of students, and instruction includes: preparation of instructional materials, attending of classes, evaluation and the grading of the students' progress reports/results, and timely submission of results (Vroom, 2004). The challenge of teaching is to motivate the students to learn and facilitate learning. The student's learning should be organized, sequenced and supervised by the instructor so that new knowledge and skills are consistently gained (Denga, 2002).

In teaching, male and females are involved. However, the group that is more disturbed or concerned about performance effectiveness of students is the married female 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 job where the performance of female teachers 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 teachers include: timely submission of students result; school attendance and regular class attendance. 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 teachers will depend on their husbands. As a result of this situation, female teachers do not appear to be progressing as speedily as their male counterparts in the secondary schools, which and this poses stress on them (Carrell, Elbert & Hatfield, 1998).

Teacher stress is specifically defined as a condition of negative affects, such as frustration and anxiety, which results from aspects of the job. According to Gelvin (2007), teacher stress is a response syndrome of negative effects resulting from aspects of a teacher’s job and mediated by the perception that the demands constitute a threat to self-esteem and coping mechanisms activated to reduce the perceived threat. The stress of teaching as an occupation is widespread and cross-cultural. As observed by Lhospital & Gregory (2009), teachers today face high stress that can compromise their well-being, longevity in the profession, and the quality of their interactions with students. Consequently, many teachers have been leaving the profession in increasing numbers (Thomas, Clarke & Lavery, 2003). For instances, a high proportion of teachers who remained on their jobs freely admitted their dissatisfaction and rated their jobs as very stressful. Wahlund & Nerel (1976) found that among white collar occupational groups in Sweden, teachers were the most exposed to job related stress especially
married ones. Kokkinos (2006) reported that primary school teachers in Cyprus were high on emotional exhaustion while their counterparts in the secondary schools were higher on depersonalization. According to Evers, Tomic, & Brouwers (2005) and Kokkinos, Panayiotou, & Dazoglou (2005), negative aspects of the teaching job such as disciplinary problems, students’ apathy, overcrowded classrooms, involuntary transfer, inadequate salaries, and lack of administrative support are among the stressors that confront teachers in both developed and developing nations.

Various attempts have been made to identify factors that predispose people to stress. Many of such attempts have established a link between the exposure to stress and the personality traits of individuals. For instance, Akinboye, & Adeyemo (2002) found that some people are generally more stress-prone while others are generally less stress prone depending on their personality traits or dimension. Personality dimension is the uniqueness of every individual’s behaviours, which is classified either as extraversion or introversion as measured by the Big Five Inventory sub-scale on extraversion by John, Donahue, & Kentle (1991).

In the same vein, Riolli, & Savicki (2003), Readeke, & Smith (2004) and Van-Dierendonck (2005) reported that personality characteristics of employees have the tendency to moderate the effect of stressful situations on employees such that certain traits may buffer or enhance more negative outcomes than others. The findings are consistent with those of Kokkinos (2007) who reported that personality characteristics were associated with stress or burnout dimensions, thus, providing support for the transactional model of personality traits as predictors of stress among female teachers in Osun State teaching service (Popoola & Ilugbo, 2003). Parker (2009) reported that married female teachers who had low marital stress had higher job satisfaction in United States than those with high marital stress. On personality dimensions, married women teachers who had extraversion personality had high job satisfaction than those with introversion personality. Parker (2009) further maintained that among the female teachers studied in the United State, a level of marital stress significantly influenced their job satisfaction and female teachers who had stress eventually manifested ineffectiveness, which led to poor academic performance of students.

Findings attest that the interaction effect between marital stress and personality trait on job satisfaction exists. For example, Furnham, & Zacherl (2006) reported that there was a positive relationship between extraversion and job satisfaction. That people with high extraversion scores correlated positively with all sub-dimensions of job satisfaction. Extraversions tend to experience positive affect and get more out of social interactions thereby experiences higher levels of job satisfaction. Judge, Heller & Mount’s (2002) study among married female teachers in South Africa revealed that extraverts experience positive emotions and that positive emotionality is strongly associated with job satisfaction.

Arroba and James (2002) reported that the relationship between gender and stress is complex and varied. They further posited that female teachers are more affected by stress than men. In the same vein, Melhinch (1998) and Philips & 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. In Nigeria, various attempts have been made in recent times to reduce job-related stress of teachers. These include an upward review in the salaries of teachers, establishment of various in-service training schemes and the recruitment of more teachers in some states.

**Statement of the Problem**

Reports have shown that stress influences job satisfaction negatively (Hunt & Osborn, 2005). Gelvin (2007) had it that teacher stress is a response syndrome of negative affects resulting from aspects of teacher’s job and family and mediated by perception that the demand constitutes a threat to self-esteem and had led to low performance and teachers’ absenteeism in the school.

In Ebonyi State it was observed that marital stress experienced by teacher has led to poor performance of students on examinations (both internal and external), dropout of students from schools, production of half-baked school leavers for higher institutions which further lead to issues of cultism as a coping strategy, gangsterism and other social vices. Therefore, the general purpose of this study was to determine the influence of marital stress and personality dimensions on job satisfaction among married female secondary school teachers in Ebonyi State and whether there is an interaction effect of marital stress and personality dimensions on job satisfaction among married female teachers in Ebonyi State.

**Methods**

This study adopted descriptive survey research design. The study was conducted in Ebonyi State using secondary schools in three education zones. The population of this study consisted of 1,338 married female secondary school teachers in Ebonyi State and a sample of 602 married female secondary school teachers participated in the study. They were aged 23-60 years with mean age of 42.75 years. The participants were drawn from the three educational zones of Ebonyi State Secondary Education Board which includes: Ebonyi North Zone, Abakaliki (211 married female teachers participated), Ebonyi Central Zone, Onueke (203 married female teachers participated), and Ebonyi South Zone, Afikpo (188 married female teachers participated). Thus, a total of 602 married female teachers were used for the study. Three standardized instruments were used to gather information in this study. They include: Marital Stress Inventory (MSI) by Omoluabi (1994); Big-Five Inventory (BFI); Sub scale measuring extroversion personality by John Donahue, & Kentle (1991); and Minnesota Satisfaction Questionnaire (MSQ) short form developed by Weiss, Dawis, England, & Lofquit (1967). The instruments consisted of 85 items arranged in four sections namely: A, B, C and D.

Section A contained 7 items about personal data of the participants; Section B consisted of 50 items to elicit information on marital stress; Section C contained 8 items to elicit information on extroversion personality, and Section D had 20 items which were meant to elicit information on job satisfaction. The responses were designed on a 5-point scale. For example, MSI responses are Slight effect, Mild effect, Moderate effect,
Severe effect and Very Severe effect; BFI responses include Disagree strongly, Disagree a little, Neither agree nor Disagree, Agree a little and Agree strongly; MSQ responses are Very dissatisfied, Dissatisfied, am Not sure, Satisfied and Very satisfied. Three experts in the field of Psychology and Health Education validated the instrument. A total of 122 married female secondary school teachers in Enugu State were used to test the reliability of the instrument for the study. The MSI, BFI and MSQ yielded a reliability coefficient of 0.85, 0.80 and 0.93, respectively, using Cronbach Alpha Coefficient (R). The reliability coefficient was considered high enough for the study based on Ogbazi, & Okpala’s (1994) suggestion of 0.60 for good instruments.

The completed copies of the questionnaire were coded and analyzed using 2×2 Analysis of Variance F-test (2-way ANOVA), with un-weighted Mean at a 0.05 level of significance.

Results
The results of the analysis were presented on two tables. Table 1 presents the mean scores and standard deviation of the variables studied. These variables are as follows: the independent variables are marital stress and personality, while the dependent variable is job satisfaction. The independent variables (marital stress and personality dimension) have two levels each, that is, High and Low marital stress and Extraversion and introversion personality dimensions.

Table 1: Mean Scores of the Participants on Job Satisfaction

<table>
<thead>
<tr>
<th>Factor</th>
<th>Level</th>
<th></th>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Stress</td>
<td>High</td>
<td>66.84</td>
<td>10.55</td>
<td>525</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>69.42</td>
<td>13.04</td>
<td>77</td>
</tr>
<tr>
<td>Personality</td>
<td>Extraversion</td>
<td>70.66</td>
<td>10.47</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>Introversion</td>
<td>64.54</td>
<td>10.54</td>
<td>341</td>
</tr>
</tbody>
</table>

The table of means shows that those with low marital stress had higher mean score on job satisfaction (\(\bar{x} = 69.42, SD = 13.04\)) than those with high marital stress (\(\bar{x} = 66.84, SD = 10.55\)). On personality dimensions, participants that showed extraversion personality had high mean score on job satisfaction (\(\bar{x} = 70.60, SD = 10.47\)) than those with introversion personality (\(\bar{x} = 64.54, SD = 10.54\)).

Table 2: ANOVA Summary Table for Marital Stress and Personality Dimensions on Job Satisfaction

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Msq</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital stress</td>
<td>832.713</td>
<td>1</td>
<td>832.713</td>
<td>7.67</td>
<td>.01</td>
</tr>
<tr>
<td>Personality</td>
<td>4872.036</td>
<td>1</td>
<td>4872.036</td>
<td>44.85</td>
<td>.001</td>
</tr>
<tr>
<td>MS x PNT</td>
<td>758.691</td>
<td>1</td>
<td>758.691</td>
<td>6.99</td>
<td>.01</td>
</tr>
<tr>
<td>Error</td>
<td>64955.820</td>
<td>598</td>
<td>108.622</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2787635.000</td>
<td>602</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>71706.055</td>
<td>601</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The ANOVA summary table shows that the participants differed significantly on job satisfaction on the bases of marital stress \[ F (1, 601) = 7.67, p < .01. \] The null hypothesis which stated that “there will be no statistically significant difference in job satisfaction between married female teachers with high marital stress and those with low marital stress was rejected. Thus, those with low marital stress tend to be more satisfied with their job. Also, the mean differences on personality dimension were significant on job satisfaction as teachers who manifested extraversion personality showed more satisfaction with their job. \[ F(1, 601) = 44.85, P<.01. \] The null hypothesis which stated that “there will be no statistically significant difference in job satisfaction between married women teachers with extroversion personality and those with introversion personality was rejected.

Finally, the interaction effect between marital stress and personality on job satisfaction of married women teachers yielded a significant effect \[ F(1, 601) = 6.99, p<.01. \] The null hypothesis which stated that “there will be no significant interaction effect on job satisfaction between marital stress and personality dimensions among married women teachers was rejected. Thus, low marital stress and extraversion personality improves job satisfaction among married women teachers in Ebonyi State.

**Discussion**

Data in Table 1 showed that female teachers with low marital stress had higher mean score on job satisfaction (\( \bar{x} = 69.42, \text{SD} = 13.04 \)) than those with high marital stress (\( \bar{x} = 66.84, \text{SD} = 10.55 \)). On personality dimensions, participants that showed extraversion personality had high mean score on job satisfaction (\( \bar{x} = 70.60, \text{SD} = 10.47 \)) than those with introversion personality (\( \bar{x} = 64.54, \text{SD} = 10.54 \)). The result of this study agreed with the findings of Parker (2009) who suggested that married female teachers who had low marital stress had higher job satisfaction in Chichester, England, than those with high marital stress. On personality dimensions, participants that showed extraversion personality had high job satisfaction than those with introversion personality.

The test of hypothesis in Table 2 shows that level of marital stress significantly influenced job satisfaction of married female teachers in public secondary schools \[ F (1, 601) = 7.67, p < .01. \] The result of this study agrees with the findings of Parker (2009) who maintained that level of marital stress significantly influences job satisfaction of married female teachers in Chichester, England, and that teachers who had stress eventually manifested ineffectiveness which might lead to poor academic performance of students.

In examining interaction effect between marital stress and personality trait on job satisfaction of married female teachers, the result showed that a significant interaction effect exists between marital stress and personality dimensions among married female teachers who manifested low marital stress, and extraversion personality showed more job satisfaction than those teachers with high marital stress and introversion personality dimension \( F(1, 601) = 6.99, p<.01. \) The results of this study agreed with the finding of Furnham, & Zacherl (2006) which discovered a positive
relationship between extraversion and job satisfaction – that people with high extraversion scores correlated positively with all sub-dimensions of job satisfaction. Extraverts tend to experience positive affect and get more out of social interactions thereby experience higher levels of job satisfaction. Judge’s (2002) findings were in line with the findings of this study that extroverts experience positive emotions and that positive emotionality likely generalizes to job satisfaction.

Conclusions
The following conclusions were made: Those married female teachers who had low marital stress tend to be more satisfied with their job. The mean differences on personality dimension were significant on job satisfaction as teachers who manifested extroversion personality showed more satisfaction with their job. The interaction effect exists between marital stress and personality dimensions among married female teachers who manifested low marital stress, and extroversive personality showed more job satisfaction than those teachers with high marital stress and introversive personality dimension. The study, therefore, recommended among others that Government should go into partnership with all the stakeholders in the education sector in order to identify the needs areas and using the already available sources of fund like (UBE, TETFUND, NEEDS, UNICEF, USAID, etc.) in tackling the challenges being faced by teachers in Nigerian schools. If the salaries of teachers, work environment, supervisory roles and financing of education are maintained at its optimum levels, the teachers marital stress level will change, the personality dimensions will be modified and their job satisfaction level will also be improved upon. Finally, all hands must be on deck, both private and public (all tiers of government), stakeholders on education must rise up to the occasion.
References


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