Emotional Intelligence, Locus of Control as Correlates of Job Performance among Secondary School Teachers in Ondo State, Nigeria

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Abstract
The main goal of this study was to examine the role of emotional intelligence and locus of control in predicting the job performance of secondary school teachers. A number of 320 teachers were selected to participate in the study but only 296 teachers appropriately completed the questionnaires used for the study. The research design was a descriptive of expost facto type. Research instruments adopted in the study included Emotional Intelligence Scale (EIS), Locus of Control Scale (LOCS) and Teacher Job Performance Scale (TJPS). The multiple regression analysis was used to test the hypotheses. The results revealed that emotional intelligence and locus of control singly and jointly predicted job performance of secondary school teachers. It was recommended that a well robust emotional intelligence intervention and attribution retraining programmes should be used to enhance emotional intelligence and locus of control of secondary school teachers.

Keywords: Emotional Intelligence, Locus of control, Job performance, Secondary School Teachers.

Introduction
Education is an important instrument of change in human life. It is the instrument for economic empowerment and development of sustainable economy. Any successful education system promotes high productivity and human capital development. One of the goals of National Education in Nigeria is “the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society” (Federal Ministry of Nigeria, 2004). For this important goal to be achieved, quality education must be provided for students in primary, secondary and tertiary institutions. However, one of the primary concerns of educational psychologists in Nigeria is the quality and consistency of teaching among school teachers (Maina & Joseph, 2014).

Manpower is doubtlessly one of the most important factors contributing to the realization of the goals of an organization. The success and progress of such organization depends on its human resources. Educational organization is one of the organizations in which most of its human resources are expected to be hardworking and highly committed to their jobs. One of
the driving forces of this organization is teachers’ job performance. Teachers are saddled with the responsibility of educating future generation and shape the personality and life of a student. Thus, the role of a teacher is very complex and diverse (Williams & Burden, 2000). School administrators and educational psychologists have always paid attention to teachers’ job performance because significant relationships had been found between effective teachers and students’ achievement (Stronge, Ward, Turker & Hindman, 2007).

The important role teachers’ job performance play in the realization of educational goals has motivated researchers to examine various factors influencing teachers’ job performance in schools. The following variables were found as influencing teachers job performance: Job satisfaction (Lease, 1998), motivation (Davidson, 2005; Dessler, 2005; Mustapha & Othman, 2010) and social and economic conditions (Nadeem, Rana, Lone, Maqbool, Naz, & Ali, 2011). Recently, researchers are beginning to explore the role of psychological variables such as emotions, emotional intelligence and locus of control as a means to improve performance in education (Arnold, 2005; Jennings & Greenberg, 2009; Najmudin, Noriah & Mohamad, 2011). Thus, one of the psychological variables of interest in this study that might contribute to job performance among teachers and has not been adequately examined is emotional intelligence. Emotional intelligence is the ability to perceive accurately, appraise and express emotion: the ability to access and/or generate feelings; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional & intellection growth (Mayer & Salovey, 1997). Few studies had shown the importance of emotional intelligence in job performance (Abraham, 2004).

The second variable of interest in this study is locus of control. It is a general enduring belief in the controllability of outcomes of events in one’s life (Rotter, 1966). People with internal locus of control believe that any reward received is as a result of their own behaviour and they are confident that they can control their lives while those who have external locus of control are just the opposite. Such ones think that rewards are not dependent on their actions but on external factors such as luck or other influence (Gan, Shang & Zhang, 2007). The major objectives of this study are to gauge the impact of emotional intelligence on job performance of teachers and examine the relationship between locus of control and teachers’ job performance.

Statement of the Problem
Nigeria as a developing country is faced with quite a number of problems especially in the education sector. These problems are like canker worms that have eaten deep into the education sector. One of such problems is poor academic performance of students in public secondary schools. According to Akomolafe (2010), academic performance over the years has become worrisome for stakeholders. Considering the various inputs into the system and the output of the system, it seems the input did not commensurate with the quality of output. For instance, the percentages of students that passed secondary School Certificate Examination (WASSCE) with credits in 5 subjects including English Language and Mathematics in 2011/2012 and 2012/2013in Nigeria were 38.8% and 36.2% respectively. In year 2014, only 31.2% of the students who sat for the examination had credit passes in 5 subjects including English Language and Mathematics. Thus, the number of students that passed secondary school examination with credit passes in 5 subjects including English
Language and Mathematics for the past four years has consistently fallen below 40%. This high rate of failure among Senior Secondary School students has become a major area of concern among Nigerians. Various factors affecting educational system aside from funding have been identified by researchers. These include, negligence of responsibilities by teachers, poor management skills, low student-teacher interaction, inadequate learning facilities and materials, huge gap between parents and school activities and mismanagement of school funds, lack of qualified teachers, pupils attitudes towards learning among others (Odia & Omofonmwan, 2007; Arong & Ogbadu, 2010; Edeh & Vikoo, 2013). Factors identified as being responsible for the poor academic performance among secondary school students include teachers’ effectiveness and job performance (Oredein, 2000; Ofoegbu, 2004; Akiri, 2013; Adu & Ade-Ajayi, 2015).

Poor job performance among Nigerian secondary school teachers have been reported in the literature in recent time. Thus, it is very important to examine some factors influencing job performance of teachers in secondary school. While many researchers (Alam & Farid, 2011; Kumar, 2013) had examined external factors such as personal/social factors, classroom environment, socio economic status, student’s behavior, examination stress, rewards/incentives, the researcher of this study examined the impact of psychological factors such as emotional intelligence and locus of control on job performance of teachers.

**Research Questions**

To achieve the purpose of this study the following research questions were formulated for this study:

1. To what extent does the combination of emotional intelligence and locus of control predict job performance among teachers of secondary schools?
2. What is the relative influence of emotional intelligence and locus of control in predicting job performance among teachers of secondary schools?

**Research Hypotheses**

The following hypotheses tested at 0.05 level of significance were generated for the study:

1. The combined influence of Emotional intelligence and locus of control will not significantly predict job performance among secondary school teachers.
2. Emotional intelligence will not significantly predict job performance among secondary school teachers.
3. Locus of control will not significantly predict job performance among secondary school teachers.

**Literature Review**

**Job Performance**

Job performance is defined as actions or behaviours an individual demonstrates in the workplace (Campbell, 1990). According to Lease (1998), job performance is the degree of an employees’ effective orientation towards the work role occupied in the organization. Job performance is often determined by how well goals or objectives of an organization are met. In the field of industrial and organizational psychology, one of the most researched areas is job performance (Judge, Thoresen, Bono & Patton, 2001).
Teacher effectiveness in the school is one of the examples of job performance. Inputs, processes and outputs in schools are often used to evaluate the performance of a teacher (Goe, Bell, & Little, 2008). Many literatures on “teacher effectiveness” focus on the impact of the teacher on student learning outcome (Corcoran & Tormey, 2013). Hermans, Heritage and Goldschmidt (2011) argued that the best measure of teacher performance is to assess the increase in a scale of distinct types of student learning including curriculum and co-curriculum results.

Job performance of teachers plays a crucial role in determining a school performance. Highly performing teachers would assist the school to achieve its strategic aims thus sustaining the school competitive advantage (Dessler, 2011). Hence, labour force would have to be well equipped with the right skills and competencies to ensure the school effectiveness and ability to compete with other schools both nationally and internationally. In general, job performance has been associated with the ability of the employees to realize the respective work goals, fulfilling expectations as well as attaining job targets and or accomplishing a standard that are set by their organization. Previous research works revealed many factors influencing teachers’ job performance. These include education (Sarmiento & Beale, 2007), self-efficacy (Karatepea, Uluadagb, Menevisc, Hadzimehmedagic & Baddar, 2006; D’Almato & Zijlstra, 2008) and role ambiguity (Knight, Kim & Crutsinger, 2007), employees commitment (Jaramilloa, Mulki & Marshal, 2005; Al-Ahmadi, 2009) and job satisfaction (Gu & Chi, 2009).

Emotional Intelligence and Job Performance

The study of emotional intelligence can be conceptualized by analyzing importance of it on job performance. Among other things, organizations are places where individuals are “organized” to work. In such places, emotions such as excitement, anger and fear are indispensable. Employees who are emotionally intelligent are very efficient and effective in their interactions with the work environment and with their co-workers. Various studies have been conducted on emotional intelligence of teachers (Akomolafe, 2011) and the role of emotions and Emotional Intelligence as a means to improve performance in education (Arnold, 2005; Jennings & Greenberg, 2009; Rohana, Kamaruzaman, & Zanariah, 2009; Sutton, 2004; Najmuddin, Noriah, & Mohamad, 2011). Researchers had theorized that emotional intelligence influences job performance of employees (Carmeli & Josman, 2006; Shih & Susanto, 2010).

Interestingly, Corcoran & Tormey (2012) found that emotional intelligence contributes positively toward the teaching role. Specifically, researchers assert that employees emotional intelligence can predict work related outcomes, such as job satisfaction and job performance (Bachman, Stein, Campbell, & Sitarenios, 2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Wong & Law, 2002, Mohamad & Jais, 2016; Law, Wong, Hung & Li, 2008).

Many research works have identified emotional intelligence as a critical factor in the behaviour and performance of individual workers in organization (Ciarrochi, Chan, & Caputi 2000; Ciarrochi, Deane & Anderson 2000, Cherniss, 2001; Goleman, 1996; Mayer & Salovey, 1990). Teachers who are able to manipulate their emotions seem to be more understanding and caring to the needs of students and better in monitoring their negative emotions to facilitate a positive classroom environment (Kremenitzer & Miller, 2008). Previous studies have also shown that teachers with high emotional intelligence demonstrate outstanding performance (Hayashi & Ewert, 2006; Arnold, 2005). Teachers who are skilled in evaluating their own emotions are better in communicating their needs and they are more concerned about their own feelings in order for them to accomplish their goals and that of the
school thereby resulting to better job performance (George, 2000; Day & Carroll, 2004). Most of the above cited studies were carried out in the western world while a few were carried out in Nigeria. Therefore, to what extent will emotional intelligence predict job performance of secondary school teachers in Ondo State, Nigeria?

**Locus of Control and Job Performance**
A number of researchers (Dubin, 1956; Rabinouitz & Hall, 1977) had argued that job performance is a personal characteristics which is less likely to be influenced by organizational factors. Thus, these researchers concluded that job performance is mainly a function of individual attributes. According to Hall and Mansfield (1971), job performance is a relatively non manipulated personal characteristics. Rotter argued that the locus of control was a major element in workplace situations (Qutaiba, 2011). However, Spector (1982) asserted that locus of control is related to a number of variables in organizational settings, such as motivation, performance, satisfaction, and turnover. Both Locke (1983) and Spector (1982) found that individuals with an internal locus of control orientation appears more motivated, perform better on the job, express higher satisfaction levels, and have lower attribution rates than individual with an external locus of control. Garson and Stanwyck (1997) emphasized that locus of control has been found to be positively associated with low-perceived stress and performance.

A number of studies pointed out a significant positive relationship between internal locus of control and job performance (Edwards and Walters, 1980; Parasuraman and Aluto, 1984; Remondet and Hansson, 1991). Notwithstanding, there are some studies which indicated a non-significant relationship between internal locus of control and job performance (Noe, 1988; Reddy and Rahman, 1984). Reitz and Jewel (1979) investigated the relationships between job performance and locus of control from six different countries. The results illustrated that internals significantly scores higher on job performance than externals across cultural settings. Therefore, the relationship between locus of control and job performance seems to be uncertain and needs further investigation. Recent studies on the relationship between locus of control and job performance is very scanty and only few studies have been carried out on the relationship between of locus of control and teachers job performance in Nigeria.

**Methodology**

**Research Design**
The study employed the descriptive research design of ex-post facto type. This is because the independent variables being investigated had already occurred. Thus, no manipulation of any of the variables by the researcher as could have been done for experimental studies.

**Population**
The population of this study comprised all secondary school teachers in Ondo West Local Government Area of Ondo State, Nigeria

**Sample and Sampling Technique**
A total number of 320 secondary school teachers from Ondo State participated in the study. They were drawn from 30 secondary schools on the basis of availability and accessibility.
Three hundred and nine (309) participants returned their copies of the questionnaire but only two hundred and ninety six (296) were fully completed and used for the analysis. The Principal of each school was used to complete the job performance questionnaire on the selected participants. The ages of the participants ranged from 25 to 54 years with the average age of 38.67 years. Also, the sample comprised one hundred and seventy one (171) males and one hundred and twenty five (125) females. The teaching experience was average of 16.64 years.

**Instruments**
The instruments used in the study were Emotional Intelligence scale (EIS), Locus of control scale (LOCS), and Teacher’s job performance scale (TJPS).

Emotional Intelligence Scale (EIS) was developed by Schutte, Malouff, Hall, Hggerty, Cooper Gold and Dorhin (1998). The scale has 33 items. The items describe the ability, capacity, skill, a self-perceived ability to identify, assess, and control ones emotion and that of others. Each item’s value is coded as 1 = Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly Agree. The scores ranged from 33 to 165; the higher the score, the higher the emotional intelligence of the respondent. The instrument demonstrated high internal consistency with Cronbach alpha (α) ranging from 0.87 to 0.90 for this study. To demonstrate its reliability in Ondo State, Nigeria, a two weeks test-retest reliability coefficient of 0.78 was obtained by the researchers. The psychometric characteristic of the questionnaire is satisfactory for the present study.

The Locus of Control Scale (LOCS): it was constructed by Craig, Franklin and Andrew (1984). The Locus of Control variables are 17 in number. The items’ value are coded as 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree. Just like Emotional Intelligence variables, the values were re-coded to aid simple analysis. According to Nunnally (1967), the coefficient alpha for the 17 items was .79. This demonstrated that the scale has high internal reliability. A test-retest reliability of the scale was determined by Salami (1999) using Nigerian students. Salami (1999) reports a reliability coefficient of .75. This correlated with Rotter’s Internal and External Control of Reinforcement Scale (r = .67 for male and r = .67 for females). This shows that the instrument is suitable for Nigerian respondents. To further affirm the reliability coefficient value of the scale, the researcher obtained 0.86 coefficients using a test-retest method.

Teacher Job Performance Scale (TJPS): it was developed by Okhawere (1998). Teacher’s performance variables are 16 in numbers. Teacher’s Job Performance has been viewed as a condition caused by various factor such as social factors, school factor, cultural and individual factor. The variables’ value are coded as 1= very poor performance, 2= poor performance, 3= fair performance, 4= good performance and 5= very good performance. The reliability coefficient obtained, attested to the interval consistency of the instrument. Test retest method was used to measure the reliability of the instrument. The reliability coefficient of0.73 was got.

**Data Analysis**
The Statistical Package for the Social Science (SPSS) version 16 was used to analyse the data. The multiple regression analysis was used to assess the amount of incremental variance explained by each predictor variable (emotional intelligence and locus of control).
Results
Correlational Analyses
Table 1 presents the descriptive statistics for the variables under study as well as the bivariate correlations among emotional intelligence, locus of control, self-esteem, teaching experience and teaching self-efficacy.

Table 1: Inter-Correlational Matrix of Emotional Intelligence, Locus of Control and Job Performance (N = 296)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emotional Intelligence</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locus of Control</td>
<td>.27*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Job Performance</td>
<td>.70*</td>
<td>.41*</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>133.06</td>
<td>35.36</td>
<td>53.11</td>
</tr>
<tr>
<td>S.D.</td>
<td>10.39</td>
<td>9.19</td>
<td>10.62</td>
</tr>
</tbody>
</table>

* = P < 0.05 (Significant results)

The bivariate correlations on Table 1 showed that job performance significantly correlated with emotional intelligence ($r = .70, p < .05$) and locus of control ($r = .41, p < .05$).

Table 2: Summary of Multiple Regression Analysis between Emotional Intelligence, Locus of Control, Self-Esteem, Teaching Experience and Academic Performance.

Multiple $R = .74$
Multiple $R^2$ (Adjusted) = .54
Standard error of the estimate = 7.23

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean square</th>
<th>F</th>
<th>P</th>
<th>Significant at P &lt; 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2</td>
<td>17888.15</td>
<td>8944.08</td>
<td>171.28</td>
<td>&lt; 0.05</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>292</td>
<td>15248.38</td>
<td>52.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>294</td>
<td>33136.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the independent variables (emotional intelligence and locus of control) when pulled together have significant effect on the job performance of secondary school teachers. The values of $R$ (adjusted) = .735 and $R^2$ (adjusted) = .537. This revealed that 53.7% of the total variance in the job performance of secondary school teachers was accounted for by the linear combination of predictor variables (emotional intelligence and locus of control). In order to determine the level of significance between the dependent and independent variables, the Analysis of Variance (ANOVA) was performed on multiple
regression and the f-ratio value of 171.28 was found. This is significant at 0.05 level ($F(2, 292) = 9.12; p < .05$). Hence, emotional intelligence and locus of control when pulled together significantly predicted job performance of secondary school teachers.

Table 3: Relative Contribution of Emotional Intelligence and Locus of Control to the Prediction of Job Performance.

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SEB</td>
<td>β</td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>0.41</td>
<td>0.03</td>
<td>0.64</td>
<td>15.45</td>
</tr>
<tr>
<td>Locus of control</td>
<td>0.27</td>
<td>0.05</td>
<td>0.24</td>
<td>5.70</td>
</tr>
</tbody>
</table>

a. Dependent variables: Job performance
* = P < .05 (Significant results)

The results contained in Table 3 show that emotional intelligence and locus of control made significant contributions to the prediction of job performance. In respect of the magnitude of contribution, emotional intelligence made more significant contributions (Beta = 0.64, $t = 15.45; P < 0.05$) to job performance than locus of control (Beta = 0.24, $t = 5.70; P < 0.05$).

Discussion
The result of the first research question showed that emotional intelligence and locus of control jointly predicted job performance of the subjects. The magnitude of the effectiveness of the two independent variables was reflected in the value of $R = 0.735$ and $R^2$ (adjusted) = .537. The result therefore demonstrated that 53.7% of the variance in the job performance of the teachers is accounted for by the linear combination of the two variables. This result was further fortified by the value of F-ratio ($F(2, 292) = 9.12; P < 0.05$). The implication of these results is that the capacity of the two independent variables to predict job performance could not have happened by chance. This is in harmony with the findings of previous research works (Locke, 1983; Spector & O’Connell, 1994; Garson & Stawnyck, 1997; Ciarochi, Chan & Caputi, 2000; Carmeli, 2003; Law, Wong, & Song, 2004; Van Rooy & Viswezran, 2004; Carmeli & Josman, 2006; Schutz et al., 2006; Sy, Tram & O’Hara, 2006; Jennings & Palmer, 2007; Shih & Susanto, 2010; Jeloudar & Lotfi-Gooddarzi, 2012;).

The significant impact of emotional intelligence on job performance of secondary school teachers suggests that teachers with high emotional intelligence understand appropriate emotion which would help them in achieving the performance goal and be more effective in controlling their negative emotions. For instance, teachers with high emotional intelligence would explore emotion that could affect students’ learning outcomes and take the necessary steps to regulate these negative emotions which in turn could help them to better manage their teaching and task requirements. According to George and Brief (1996), emotions provide basis to understand work motivation and people who are high in emotional intelligence are socially poised, outgoing, cheerful, caring in their relationship, comfortable with themselves, others and the social environment they lived in, hence are suitable for the caring profession such as teaching and nursing. This further explains the reason for the
outcome of this study. Fox and Spector (2000) reported that emotional intelligence was a significant variable positively related to job performance in an organization. In addition, the ability to carefully appraise self-emotion and understand the emotion of others would assist a teacher to monitor self-emotional states and feelings of others. Consequently, such teacher would take appropriate actions to adjust to various factors influencing their emotions which would enhance their job performance. In addition, sensitivity to others’ feelings could help the teacher in managing his/her relationship with others and hence contribute to good and effective work performance.

This present study agrees with some studies which indicated a significant relationship between internal locus of control and job performance (Spector & O’Connell, 1994; Garson & Stanwyck, 1997). The outcome of this study revealed that locus of control has an important role to play in teachers’ job performance. The fact that individual with internal locus of control effectively adapt to varying situations in a more functional way could be responsible for the outcome of this study.

Conclusion
Based on the findings of this study, the conclusion drawn was that the combination of emotional intelligence and locus of control predicted job performance among secondary school teachers in Ondo State. Furthermore, emotional intelligence singly contributed to job performance among secondary school teachers. Also, locus of control was a good predictor of job performance among secondary school teachers. Thus, emotional intelligence and locus of control were good predictors of job performance among teachers. The ability to effectively deal with emotions and emotional information in the schools could assist teachers in their job performance and effectiveness.

Recommendations
The results of this study have a lot of implications for counselling and educational psychologists, teachers, school administrators and policy makers. Counselling and educational psychologists and school administrators should focus more attention on enhancing emotional intelligence of secondary school teachers. Teachers need to regulate their emotions when they are on duty in order to give a high quality service to the students. It is also important for teachers to know how to use their own emotion wisely because it could be an important factor when teaching in the class or when they are relating or conversing with other teachers before or after they have carried out their duties or class work. Teachers also need to know how to motivate themselves and how to make a good self-emotional appraisal. This would assist the teachers in managing their emotional intelligence wisely. When emotional intelligence is effectively managed, job performance of teachers would increase. High level of emotional intelligence would influence high level of job performance. Thus, a well robust emotional intelligence intervention programme should be used by counselling and educational psychologist and school administrators to enhance emotional intelligence of secondary school teachers.

Additionally, the study revealed that locus of control is a significant factor influencing job performance of secondary school teachers. This shows that teachers with internal locus of control perform better in teaching related jobs than their counterparts with external locus of control. Therefore, attribution retraining programme should be used effectively to enhance internal locus of control among teachers in secondary schools.
For the purpose of effective job performance among teachers, school and educational administrators should use appropriate instruments during the teachers recruitment exercise to identify successful applicants who demonstrate high level of emotional intelligence and internal locus of control. Such applicants should be considered for the teaching appointment.

References


