

SOCIO-EMOTIONAL COMPETENCE AND PERSONALITY TRAITS AS DETERMINANTS OF JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN ABIA STATE

BY

Awoke, Ngozi Ngwanma Ph.D (Corresponding Author)

Department of Guidance and Counselling, Alex Ekwueme Federal University
Ndufu Alike, Ebonyi State
ngwabest@gmail.com

Ali, Emmanuel. Nnadozie. Ph.D

Department Of Psychology & Counselling, Michael Okpara University Of Agriculture
Umudike, Abia State, Nigeria
alfredemmanuel39@gmail.com

&

Uwakwe Rowland Chukwuemeka Ph.D

Department Of Guidance and Counselling, Alex Ekwueme Federal University
Ndufu Alike, Ebonyi State
rowlanduwakwe@yahoo.com

ABSTRACT

This study examined the influence of socio-emotional competence and Personality traits as determinant of job performance among secondary school teachers in Abia State. Correlational study was adopted. Two research questions and two corresponding null hypotheses were stated. A sample of 878 teachers was drawn using proportionate stratified random sampling. Three self-developed instruments were made through extensive review of literature namely: Personality Traits Assessment Questionnaire (PTAQ), Socio-emotional Competence Questionnaire (SECQ) and Job Performance Questionnaire (JPQ) and used for data collection. The data generated for this study were analyzed using Pearson Product Moment Correlation Analysis (PPMC). The extent or strength of relationship of the variables was interpreted using Creswell (2008) correlation coefficient scale. Scheffe test was also done for a step-wise comparison of the means research questions/hypotheses one and two to determine the direction of the relationship. The following were some of the findings: Teachers' social skills to a high positive extent determine their job performance. Self-management to a moderate positive extent determines job performance among secondary school teachers in Abia State. Based on the findings of the study, it was recommended that teachers should endeavour to manifest only the personality traits that relate positively with teaching and job effectiveness so as to produce effective students. Employers of labour should consider only teachers who have good personality traits and socio-emotional competence variables necessary for effective teaching and learning to ensure improved productivity in our schools.

Keywords: Socio-emotional competence, Personality Traits, Job Performance

INTRODUCTION

Job performance assesses whether a person performs a job well or not. The job performance of an individual is a function of the personal features of that person and the environment in which the individual finds his/herself. Crossman and Harris (2016) regarded job performance as the overall effectiveness and efficiency of getting things done. This may be professional efforts put up by a person in order to ensure that organizational task is accomplished. They stated that job performance as the output resulting from a given resources input at a given time. This deals with adequate utilization of available resources in discharging job demands by an individual.

Job performance of teachers can be seen as the level of efficient approach and techniques adopted by teachers with the aim of getting their teaching duties done. Individual job performance such as teaching performance of teachers is suspected to be of high relevance to educational organization. Dinham, Woods and Wessmer(2014) suggested that for a teacher to improve his/her productivity, he/she must possess a natural ability and the will-power to be involved in productive ventures. And these ventures should be evidence in the students, because students' academic achievement seems to be mostly determined by the job performance of teachers. In other words, job performance of teachers may be measured in terms of the quality of their students. This performance may be high or low depending on the teachers input. Teachers' job performance may also be measured through evaluation of teachers' techniques and methods of teaching, effective skills, lesson presentation which ranges from introduction of lesson to teacher's mastery of subject, class participation, class control, supervision, effective leadership, motivation, and morale among others (Putman, 2012).

Efforts have been made by the government, organizations and individuals to improve performance of secondary school teachers, and such includes: provision of good teaching and learning environment, professionalization of teaching job, special financial aids to some teachers through covid-19 survival fund, increasing work force by employing more teachers through N-Power scheme, federal teaching programme and provision of teaching aids, especially the use of technology in teaching and learning (Federal Ministry of Education, 2016, Universal Basic

Education Commission, 2020). The researcher observed that enforcing the use of technology in teaching job is yet to be fully embraced by most public and private schools. Even with these efforts made by the government and organizations towards improving job performance of secondary school teachers, there seem to be lapses in the job performance of secondary school teachers in Abia State as a result of low consideration of socio-emotional competence and personality traits of most secondary school teachers before employing them into teaching fields.

Socio-emotional competence (SEC) is a person's ability to initiate, cultivate and respond to others and to form relationships with others (igi-global, 2021). It also encompasses the interactions with both familiar and unfamiliar people, communication management, coping with stress, trauma or adversity. The concept of SEC integrates all the following: Emotional knowledge (awareness), Emotional regulation/management, appropriation of expressed emotion and temperance, self-management and responsible decision-making (Kristina, 2014).

In defining the prerequisites that allow people to succeed in socio-emotional situations more precisely, different theoretical perspectives, including the fields of emotional intelligence socio-emotional learning and social competence research largely agree (Mayer & Salovey, 2017). These strands of research mention awareness of one's own emotions and emotion regulation skills on the one hand, and the awareness of other people's emotions and relationship management skills on the other hand. Thereby, a hierarchical order of these skills is assumed where awareness of one's own and other people's emotions are considered precursors of the most advanced skills of emotion regulation and relationship management (Joseph & Newman, 2020). Also, Jennings and Greenberg (2017) posited that socially and emotionally competent teachers set the tone for strong and supportive relationships between teachers and students. These facts are basic issues for the healthy development of students in schools and are also associated with students' academic performance, achievements, social functioning, school engagement and learning motivation, and on the other hand, associated with behavioral problems, such as personality maladjustment and dropping from school (Berstein & Noarm, 2017; Murray & Zroch, 2018).

Moreover, Erdheim Wang and Zicker (2016) asserted that personality traits play a very significant role in developing job performance which results in increased output. Consequently, to succeed in the complex social and emotional demands of the teaching job and other

profession, personality traits should also be examined. Originally, the word personality is derived from the Latin word *persona* which means a cover or mask used by actors in the play to represent their character and personality. Uzoka (2018) was of the opinion that just as masks distinguished one character from another in the ancient Greek and Roman plays, so is one's personality distinguishes one from other people. In other words people are different basically from their personality dispositions.

According to Bukoye and Rasaan (2018), they suggested that personality involves things or qualities that are possessed by all of us and part of us. Uzoka, (2018), defined personality as the totality traits in man that differentiates him/her from others and affords him/her the perception of the world and subsequent survival strategies to adjust in his/her environment as the need arises. Personality traits imply consistency and stability. The concepts stand in the idea that people differ from one another in terms of where they stand in a set of basic traits dimensions that persist over time and across situation. Personality trait was also defined as the total of the typical and enduring ways of acting, thinking and feeling that makes a person unique which are relatively consistent across situations (Lahey, 2013). Thus, the researchers see personality as an enduring pattern of behaviour that are relatively consistent across situations and over time.

Five factor model of personality traits were initially proposed by Costa and McCrae in Lahey (2013) which often describes the relations between an individual's personality and various behaviours. The following five personality traits were recognized by Costa and McCrae in Lahey, 2013). *Neuroticism*: Neuroticism is a condition in which individuals are prone to negative thoughts such as anger, envy, anxiety, guilt and so on. Such individuals are often in a state of depression and do not know how to manage life. They may be looking at the negative sides of life and find it extremely difficult to cope up with stress. Five types of personality include:

Openness to experience: Individuals with openness to experience are generally very active, have a tremendous inclination towards creativity and aesthetics and listen to their hearts. That is, they follow their inner feelings.

Such individuals are generally open to new learning, skill sets and experiences. People whose score high on openness are quite broad minded and modern in their outlook as compared to individuals whose score low on the same parameter. Such individuals are conservative, reluctant to changes and have a traditional approach in life.

Extraversion: Extraversion refers to a state where individuals show more concern towards what is happening outside. Such individuals love interacting with people around and are generally talkative. They do not like spending time alone but love being the centre of attraction of parties and social gatherings. Such individuals love going out, partying, meeting people and often get bored when they are all by themselves. They admire the company of others and hate staying alone.

Introversion: Introversion, on the other hand refers to a state when an individual is concerned only with his own life and nothing else. Such individuals do not bother about others and are seldom interested in what is happening around. They prefer staying back at home rather than going out and spending time with friends. Such individuals speak less and enjoy their own company. It would never find them in meetings, clubs, parties or social gathering. They generally do not have many friends and tend to rely on few trusted ones.

Conscientiousness: As the name suggests, individuals with a conscientious personality trait list to their conscience and act accordingly. Such individuals are extremely cautious and self-disciplined. They never perform any task in haste, but think twice before acting. People with this personality trait are generally methodical and tend to become perfectionists in the long run. People whose score high on conscientiousness scale are proactive, goal oriented and self-disciplined. They strive hard to accomplish goals and objectives within the stipulated time frame. Individuals whose score less on conscientiousness scale are a little laid back and are not much goal oriented.

Agreeableness: Agreeableness is a personality trait which helps individuals to adjust in almost all situations they find themselves. Such individuals are original in their attitudes and deeds. They do not crib. They face

challenges with a smile. They accommodate themselves to all situations and are friendly and kind-hearted.

People whose core high on agreeableness are ready to help others and usually smile whenever a problem arises.

Conversely, individuals whose core low on agreeableness find it difficult to adjust for the sake of others and are little unfriendly. However, the researcher in the cause of this seminar anchored on three out of the five personality traits listed above namely: Conscientiousness, Agreeableness and Openness to Experience

Studies have been conducted on the relationship between personality traits and work efficiency. Anasi (2019) investigated the relationship between the big five personality traits and counsellors' productivity in Awka using a sample of 50 counsellors. In this study, it was found that agreeableness correlated highly with counsellors' productivity. Anyadiegwu (2020) carried out a study on personality traits and counsellor effectiveness in Abia State, using a sample of 100 counsellors selected by the use of cluster and proportional stratified random sampling technique and found that neuroticism did not relate to job effectiveness of counsellors in Abia State. In a study conducted by Ebong (2019) on personality traits, motivation and job performance of counsellors in Akwa-Ibom, data were collected from 48 counsellors. Analysis of the data yielded the result which indicated that personality trait of conscientiousness, as well as neuroticism did not relate to job performance of counsellors. Woko (2014) conducted a study on the prediction of job satisfaction from personality traits and some selected variables of counsellors in Rivers State using a sample of 763 professional counsellors. The findings of the study revealed that personality traits had a significant joint relationship with counsellors' job satisfaction and that extraversion, agreeableness, openness to experience and conscientiousness had positive relationship with counsellors' job satisfaction while neuroticism had a negative relationship with counsellors' job satisfaction. The findings of the study also showed that the investigated socio-

demographic variables had a significant joint relationship with counsellors' job satisfaction. All the effort and contributions of the researchers listed above seem not to solve the problem of performance of students which is sometime attributed to poor job performance by the teachers in the study. Hence the need the researcher investigated on influence of socio-emotional competence (Emotion knowledge, Social skills and Self-management) and personality traits (conscientiousness, agreeableness and openness to experience) determine the job performance of secondary school teachers in Abia State.

Research questions

Based on the purpose of this study, the following research questions were posed to guide the researcher in the effective collection of the data:

1. What is the relationship between socio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers?
2. What is the relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers in?

Hypotheses

1. There is no significant relationship between socio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers.
2. There is no significant relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers.

Method

From a population of 982 registered teachers in Abia State (Data from Statistics Unit, Secondary Education Management Board, Abia, 2019). A sample of 878 teachers was drawn using proportional stratified random sampling technique. Three instruments including Personality Traits Assessment Questionnaire (PTAQ), Socio-emotional Competence Questionnaire (SECQ) and Job Performance Questionnaire (JPQ) were used for data collection. The Personality Traits Assessment Questionnaire (PTAQ) had two sections. Section A was designed to measure the demographic variables of the respondent teachers, while section B was designed to measure the personality traits of the teachers. Section B has subsections i, ii, iii, iv and v which measured the personality

traits of the respondents in neurotism, extraversion, openness to experience, agreeableness and conscientiousness respectively. Each of the subsections has 5 items giving a total of 30 items. The items were of 4-point Likert response format of strongly agree, agree, disagree and strongly disagree. So, the minimum and maximum points obtainable by a respondent for each of the subsections were 10 and 40 respectively. Socio-emotional Competence Questionnaire (SECQ) was designed to measure the teacher's effectiveness. It contains 25 items of 4-point Likert response format of always implemented, sometimes implemented, rarely implemented and never implemented. The minimum point obtainable by a respondent is 10 and the maximum point obtainable by a respondent is 30. Job Performance Questionnaire (JPQ) was design to measure teacher's performance. It contains 15 items of 4-point Likert response format of 4-point response options of Strongly Agree (SA) (4 points); Agree (A) (3 points); Disagree (D) (2 points) and Strongly Disagree (SD) (1 point). The negative items of the instrument were reversely scored.

The instruments were researcher-made through extensive review of related literature, but were validated by three experts in the Department of Psychology, Counselling and Measurement and Evaluation all from Michael Okpara University of Agriculture, Umudike. The reliability coefficients of the instruments as obtained through test-retest method and Pearson Product Moment coefficient indices was 0.78 for Personality Traits Assessment Questionnaire (PTAQ), 0.83 for Socio-emotional Competence Questionnaire (SECQ) and 0.73 for Job Performance Questionnaire (JPQ). The data generated for this study were analyzed using Pearson product moment correlation analysis. The extent or strength of relationship of the variables was interpreted using Creswell (2008) correlation coefficient scale. Scheffe test was also done for a step-wise comparison of the means research questions/hypotheses one and two to determine the direction of the relationship.

RESULTS

The results of this study were presented in line with the research questions and hypotheses that guided the study.

Research Question One

What is the relationship between socio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers?

Data for answering research question 1 are presented in Table 1.

Table 1: Correlation Matrix of Socio-Emotional Competence (Emotion Knowledge, Social Skills and Self-Management) and Job Performance among Secondary School Teachers

		EK	SS	SM
EK	Pearson Correlation	1	.723	.723*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
SS	Pearson Correlation	.784	1	.784*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
SM	Pearson Correlation	.524	.524*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

EK = Emotion knowledge, SS = Social skills, SM = Self-management *. Correlation is significant at the 0.05 level (2-tailed)

Data in Table 1 indicate a correlation coefficient (r) of .72 which is positive and within the coefficient limit of $\pm 0.61 - 0.80$. This indicates that emotion knowledge to a high positive extent determine job performance among secondary school teachers. The table also indicates a correlation coefficient (r) of .78 which is positive and within the coefficient limit of $\pm 0.61-0.80$. This indicates that Social skills to a high positive extent determine job performance among secondary school teachers. Data in Table 1 further show a correlation coefficient (r) of .524 which is positive and within the coefficient limit of $\pm 0.41-0.60$. This indicates that self-management to a moderate positive extent determine job performance among secondary school teachers.

Hypothesis One

There is no significant relationship between socio-emotional competence (Emotion knowledge, Social skills and Self-management) and job performance among secondary school teachers.

Data for testing hypothesis 1 are presented in Table 2

Table 2: Multiple Regression Analysis of Socio-Emotional Competence (Emotion Knowledge, Social Skills and Self-Management) and Job Performance among Secondary School Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	216.532	3	72.177	248.031	.000 ^b
Residual	255.582	877	.291		
Total	472.114	878			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 2 show that the calculated F-value of 248.031 has a probability value of .000 which is less than the alpha value of .05. This means that there is a significant relationship among socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers. Therefore, the hypothesis of no significant relationship among socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers was rejected.

To determine the relative contribution of socio-emotional competence (emotion knowledge, social skills and self-management), a Scheffe test was carried out and the predictive index of socio-emotional competence (emotion knowledge, social skills and self-management) is presented as shown in Table 2 below.

Table 3: Scheffe Test on Relative Contribution of Socio-Emotional Competence (Emotion Knowledge, Social Skills and Self-Management) and Job Performance among Secondary School Teachers

		EK	SS	SM
EK	Pearson Correlation	1	.723	.723*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
SS	Pearson Correlation	.784	1	.784*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
SM	Pearson Correlation	.524	.524*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

EK = Emotion knowledge, SS = Social skills, SM = Self-management *. Correlation is significant at the 0.05 level (2-tailed)

Table 3 shows that the predictive indices of socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers are .723, .784 and .524, respectively. The data suggest that socio-emotional competence (emotion knowledge, social skills and self-management) had predictive indices of .723, .784 and .524, respectively, in determining job performance. From the data on Tables 1 and 2, one can observe that emotion knowledge had the highest percentage contribution of .784 (which is 38.6%); followed by social skills with .723 (which is 35.6%) and lastly self-management which predicted .524 (which is 25.8%) in determining job performance.

Research Question 2

What is the relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers?

Data for answering research question 2 are presented in Table 4.

Table 4: Correlation Matrix of Personality Traits (Conscientiousness, Agreeableness, and Openness to Experience) and Job Performance among Secondary School Teachers

		CS	AS	OE
CS	Pearson Correlation	1	.622	.622*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
AS	Pearson Correlation	.854	1	.854*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
OE	Pearson Correlation	.614	.614*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

CS = Conscientiousness, A S = Agreeableness, O E = Openness to Experience.

*. Correlation is significant at the 0.05 level (2-tailed)

Data in Table 4 indicate a correlation coefficient (r) of .62 which is positive and within the coefficient limit of ±0.61 - 0.80. This indicates that conscientiousness was positive to a high extent in determining job performance among secondary school teachers. The table also indicates a correlation coefficient (r) of .854 which is positive and within the coefficient limit of ± 0.81- 1.00. This indicates that agreeableness to a very high positive extent determining job performance among secondary school teachers. Data in Table

further shows a correlation coefficient (r) of .614 which is positive and within the coefficient limit of ±0.61-0.80. This indicates that openness to experience to a high positive extent determine job performance among secondary school teachers.

Hypothesis 2

There is no significant relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers.

Data for testing hypothesis 2 are presented in Table 5.

Table 5: Multiple Regression Analysis of Personality Traits (Conscientiousness, Agreeableness and Openness to Experience) and Job Performance among Secondary School Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	243.332	3	81.111	267.693	.000 ^b
Residual	265.682	877	.303		
Total	509.014	878			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 5 show that the calculated F-value of 267.693 has a probability value of .000 which is less than the alpha value of .05. This means that there is a significant relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers. Therefore, the hypothesis of no significant relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers was rejected.

To determine the relative contribution of personality traits (conscientiousness, agreeableness and openness to experience), a Scheffe test was carried out and the predictive index of personality traits (conscientiousness, agreeableness and openness to experience) is presented as shown in Table 6 below.

Table 6: Scheffe Test on Relative Contribution of Personality Traits (Conscientiousness, Agreeableness and Openness to Experience) and Job Performance among Secondary School Teachers

		CS	AS	OE
CS	Pearson Correlation	1	.622	.622*
	Sig. (2-tailed)		.000	.000
	N	878	878	878
AS	Pearson Correlation	.854	1	.854*
	Sig. (2-tailed)	.000		.000
	N	878	878	878
OE	Pearson Correlation	.614	.614*	1
	Sig. (2-tailed)	.000	.000	
	N	878	878	878

CS = Conscientiousness, A S = Agreeableness, O E = Openness to Experience.

*. Correlation is significant at the 0.05 level (2-tailed)

Table 6 shows that the predictive indices of personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers are .622, .854 and .614, respectively. The data suggest that (conscientiousness, agreeableness and openness to experience) had predictive indices of .622, .854 and .614, respectively, in job performance of school teachers. From the above presentation, one can observe that agreeableness had the highest percentage contribution of .854 (which is 40.86%); followed by teachers with .622 (which is 29.76%) and lastly openness to experience which predicted .614 (which is 29.38%) of in job performance of school teachers.

Major Findings of the Study

It was found from the study that:

1. There is a significant relationship among socio-emotional competence (emotion knowledge, social skills and self-management) and job performance among secondary school teachers. It was observed that emotion knowledge had the highest percentage contribution of .784 (which is 38.6%); followed by social skills with .723 (which is 35.6%) and lastly self-management which predicted .524 (which is 25.8%) in determining job performance.
2. There is a significant relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers. It was

observed that agreeableness had the highest percentage contribution of .854 (which is 40.86%); followed by teachers with .622 (which is 29.76%) and lastly openness to experience which predicted .614 (which is 29.38%) of in job performance of school teachers.

Discussion of Findings

It was found that socio-emotional competence (emotional knowledge, social skills and self-management) has positive joint relationship with job performance among secondary school teachers. This finding is in line with the finding of the study conducted by Woko (2014) who found that socio-emotional competence variable had a significant joint relationship with counsellors' job satisfaction. The finding of the present study that socio-emotional competence (emotion knowledge, social skills and self-management) have positive joint relationship with job performance among secondary school teachers can be explained from the fact that years of qualification, experience and skill all contribute to make a good teacher.

It was found that there was a positive relationship between personality traits (conscientiousness, agreeableness and openness to experience) and job performance among secondary school teachers. This finding is in line with the findings of Woko (2014) who found that personality traits had significant joint relationship with job performance among secondary school teachers. The finding that personality traits (openness to experience, conscientiousness and agreeableness) had a positive joint relationship with job performance among secondary school teachers can be explained from the fact that, openness to experience, conscientiousness and agreeableness are regarded as good personality traits on their own and any single teacher who rates high in them will most likely have a significant job performance.

Conclusion

Based on the findings of this study, the following conclusions were made. Socio-emotional competence (emotional knowledge, social skills and self-management) and job performance among secondary school teachers. It was observed that emotion knowledge had the highest

percentage contribution of .784 (which is 38.6%); followed by social skills with .723 (which is 35.6%) and lastly self-management which predicted .524 (which is 25.8%) in determining job performance. Also, personality traits had a positive relationship with job performance among secondary school teachers. It was observed that agreeableness had the highest percentage contribution of .854 (which is 40.86%); followed by teachers with .622 (which is 29.76%) and lastly openness to experience which predicted .614 (which is 29.38%) of in job performance of school teachers.

Recommendation

Based on the findings of the study, it was recommended that for effective teachers' performance, the teachers should endeavour to manifest only the personality traits that relate positively with teaching and job effectiveness so as to produce effective students. Employers of labour should consider only teachers who have good personality traits and socio-emotional competence variables necessary for effective teaching and learning to ensure improved productivity in our schools.

References

- Bukoye, R.O. & Rasaq, (2018). *Educational psychology*. Ilorin: Integrity Publications.
- Chan, W. Y., Lau, S., Nie, S. L. Y., Lim, S. & Hogan, D. (2018). Organizational and personal determinants of teacher commitment: The mediating role of teacher efficacy and identification with school. *American Educational Research Journal*, 45, 597–630. 9.
- Crossman, A. & Harris, P. (2016). Job satisfaction of secondary school teachers, *Educational Management Administration Leadership*, 34 (1), 29-46.
- Dinham, Y. Woods, R. & Wessmer, T. (2014). Job satisfaction and occupational stress in Catholic primary schools, *a paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney, November 27th–December 1st*.
- Giunta, L.D., Eisenberg, N., Kupfer, A., Steca, P., Tramontano, C. & Caprara, G.V. (2010). Assessing perceived empathic and social self-efficacy across countries. *European Journal of Psychological Assessment*, 26, 77–86. 10.1027/1015-5759/
- Goroshit, M. & Hen, M. (2014a). Individual, organizational and emotional determinants of teacher self-efficacy. *Journal of Studies in Education*, 3, 21–34.
- Joseph, D. L., & Newman, D. A. (2020). Emotional intelligence: an integrative meta-analysis and cascading model. *J. Appl. Psychol.* 95, 54–78. doi: 10.1037/a0017286

- Julie, A. P. (2012). Vocational interests: Construct validity and measurement. Doctorate keagamaan dengan kepuasan kerja di negeri Johor. Masters thesis, Universiti Teknologi Malaysia.
- Klassen, R. M. & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102, 741–756. 10.1037/a0019237
- Kristina, P. (2014). Diagnostic Methods of socio-emotional competence in children. *Procedia-social and Behavioral science vol 146 pg 329-333*.
- Maria. B. et al, (2021). *The changing role of teachers and technologies amidst the covid-19 Masters research report*, Universiti Sains Malaysia.
- Mayer, J. D. & Salovey, P. (2017). What is emotional intelligence?, in *Emotional Development and Emotional Intelligence: Educational Implications* eds P. Salovey and D. J. Sluyter (New York, NY: Basic Books), 3–31.
- Putman, S. M. (2012). Investigating teacher efficacy: Comparing preservice and inservice teachers with different levels of experience. *Action in Teacher Education*, 34, 26–40. 10.1080/01626620.2012.642285
- Sheppes, G. & Gross, J. J. (2012). “Emotion regulation: what works when,” in *Handbook of Psychology*, 2nd Edn, ed. I. Weiner (Hoboken, NJ: John Wiley & Sons, Inc), 391–405.
- Stephanou, G., Gkavras, G. & Doulikieridou, M. (2013). The role of teachers' self- and collective-efficacy beliefs on their job satisfaction and experienced emotions in school. *Psychology*, 4, 268–278. 10.4236/psych.2013.43A040 .
- Uzoka, R.N. (2018). *Educational psychology*. Hysab print and publisher
- Woko, T.C. (2014). Prediction of job satisfaction from personality traits and socio-emotional competence variables of job performance among secondary school teachers in Abia State. *Journal of Education and Practice*. 7 (3), 153-161.