JOB TYPE, LEVEL OF EDUCATION, SELF ESTEEM AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF ATTITUDES TO WORK AMONG SELECTED NIGERIAN ARTISANS IN LAGOS STATE

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Abstract

The study investigated job type, level of education, self esteem and emotional intelligence as predictors of attitude to work among selected Nigerian artisans in Lagos State. The study was a cross-sectional survey research, which adopted an ex-post facto research design. A total of 200 artisans in Lagos State comprising 42 electricians, 92 fashion designers, 32 mechanics and 34 hairdressers were used for the study. Questionnaire format was used for data collection in the study. The study was analysed using Factorial ANOVVA for testing the hypotheses. The results showed that Gender (F (1.199) = 32.49, SS = 531.96) has significant main effect on attitude to work among the artisans. Emotional intelligence (F (1.199) = 12.12, SS = 198.44) has significant main effect on attitude to work among the artisans. The study also revealed that self esteem and emotional intelligence both have interactive effects on the dependent variables (attitude to work) among the artisans. The result also showed that job type, emotional intelligence and self esteem (F (1,199) = 4.03, SS = 204.93) have significant interactive effect on attitude to work. I also came out that education, emotional intelligence and self esteem (F (1,199) = 7.76, SS = 151.12) have significant interactive effect on attitude to work.

Introduction

Attitudes can have a significant effect on the behaviour of a person at work. In the world of work, we are concerned with attitudes toward customers, supervision, pay benefits, promotion, or anything that might trigger positive or negative reactions. Satisfaction and attitudes represent one of the key areas of measuring organizational and workers' effectiveness. Attitudes are propensities to react in a favourable or unfavourable ways towards an object. Attitudes reflect a person's likes and dislikes towards other persons, objects, events, and activities in their environment. It makes sense to study and know about attitudes because strong attitudes will very likely affect a person's behaviour.

Attitudes at work may comprise work itself, pay, supervision, colleagues, customers, and/or physical environment. Some of the employees, attitudes to work and organization are important part of their work motivation contents, namely their job involvement, organizational commitment, responsibility, etc. However, it is not always easy to change a person's attitudes about their work. The reason is that, attitudes towards work may be only one important aspect of the person's structure of attitudes. They might be linked strongly to other important ones, making them deeply embedded, and thereby limiting how much one can succeed in altering the way one feels and acts. However, particular attitudes and satisfactions at work can and do change, sometimes quickly, as events change. Workers who are happy and productive one day can become dissatisfied and resentful overnight as a consequence of some internal or external actions and reactions.

There are several reasons why workers' attitude can change. These reasons could be as a result of certain socio-demographic or personal/personality attributes. In this study, such

attributes would be considered: self esteem and emotional intelligence as well as some socio-demographic variables would be our focus. Self-esteem is generally considered the evaluation component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Blascovich & Tomaka, 1991). Amaechi (2008) believed that self-esteem can cut across a wide variety of concepts. It occurs in every facet of life. It is the force behind most success and failure, the force behind peak performance, successful achievement living your dream. Self esteem is the feeling of being happy with your character and abilities. It is manifested in a wonderful feeling of inner balance; grounded on self acceptance and a healthy, comforting self-respect towards you. This is entirely different from self confidence which is deeply rooted in what you believe you can achieve. There are several cases of self confidence acts without self esteem. High self esteem is about knowing who we are and living in harmony with ourselves without needing to have the approval of others.

The definition of self esteem is that of a life of happiness, of sound mind, and of health. When we are happy about ourselves, not necessarily worrying about what people say about us, we live a happier, healthier, and a more successful one. Happier lifestyle comes from within; it enables happy and relaxed cells, and it controls stress. Happy cells lead to a prolonged life expectancy which means extended period to lead an even happier life. Self-esteem as a basic human need is embedded in this assumption that high self-esteem equates to the healthy, happy individual while low self-esteem equates to the unsatisfied, disconcerted individual.

Flynn (2003) reviewed these assumptions and concluded that they do not account for local cultural variation in the understanding of self. He contended further that identity theory does recognize the interplay of structural and cultural influence. Self-esteem affects one's attitudes, expectations, decisions, and performance. It also affects one's career decisions. Self-esteem enhances every facet of one's life. Everything is better when one's self-esteem is high.

First, reflected appraisals signify that a person's self-esteem is a product of how that person believes others see him/her (Hughes and Demo, 1989). Second, the assumption of social comparisons is based on Festinger's (1954) social comparison theory that argues we evaluate ourselves, in part, by comparing ourselves with others. This suggests that persons belonging to low-status groups will internalize the negative evaluation of themselves by the society and as a consequence have low self-esteem (Hughes & Demo, 1989). The well-established relationship between self-esteem and psychological well-being (Blascovich & Tomaka, 1991) may be an important factor in understanding the self-esteem/attitude to work relationship. Bernard, Hutchison, Lavin & Pennington (1996) found high correlations among self-esteem, self-efficacy, ego strength, hardiness, optimism and maladjustment and all of these constructs were significantly related to attitude to work.

Baumeister, Campbell, Krueger & Vohs (2003) conclude that the benefits of high self-esteem fall into low categories; enhanced initiative and pleasant feelings. Self-esteem is thus, not a major predictor or cause of almost anything (again with the possible exception of happiness). Moreover, the effects of self-esteem become weaker as the criteria for evidence become more objective. It is perhaps no accident that the strongest apparent benefit of self-esteem is on the most subjective outcome, namely happiness. As we noted at the outset, people with high self-esteem seem sincerely to believe they are smarter, more accomplished, more popular and likable, more attractive and so forth, but some of these apparent advantages are illusory (Baumeister, et al, 2003).

Many studies had proven that self-esteem is a clear indicator to develop proper emotional intelligence (Sameer, 2008). Chester (2005) conducted a study on emotional intelligence and self-esteem and revealed that there is a good relationship between self-

esteem, emotional intelligence, academic success and ultimate success in life. Davis (1993) denotes that low self-esteem leads to emotional disturbances and thereby to violence or crimes. Those individuals who view themselves positively tend to engage in communicating with others and doing a better job in dealing with others. A study showed that self-esteem is positively correlated with emotional intelligence (Dong, Aden, Araisa, Armagnac, Cartwright, Domingo, Kemper & Lamay, 2005). In other words, individuals with high self-esteem tend to have higher emotional intelligence. Interpersonal communication satisfaction is the pleasurable emotion someone feels after he or she connects with another person (Hecht, 1978).

Emotional intelligence plays a critical role in shaping an individual's ability of dealing with job-related issues (Zeidner, Matthews & Roberts, 2004). Zeidner and his colleagues pointed the ability to emotionally gauge oneself and one's co-workers fosters the necessary social skills to succeed in interpersonal communication and professional settings. Emotional intelligence also helps create a positive sense of well-being and thereby enhanced performance outcomes (Druskat, Sala & Mount, 2006). Goleman, Boyatzis & McKee (2002) suggested that leaders could lead with their emotional intelligence. Typically, 'emotional intelligence' is defined in terms of emotional empathy, attention to and discrimination of, one's emotions, accurate recognition of one's own and other's moods, mood management or control over emotions, response with appropriate (adaptive) emotions and behaviours in various life situations, especially to stress and difficult situations, balancing of honest expression of emotions against courtesy, consideration, and respect (i.e. possession of good social skills and communication skills).

Additional, though less often, mentioned qualities, include selection of work that is emotionally rewarding to avoid procrastination, self-doubt and low achievement (i.e. good self-motivation and goal arrangement) and a balance between work, home and recreational life (Mehrabian, 2008). There are a lot of arguments about the definition of Emotional Intelligence, arguments that regard both terminology and operationalizations. The definitions of emotional intelligence are so varied and the field is growing so rapidly, that researchers are constantly amending their own definitions of the constant (Dulewicz & Higgs, 2000). Up to the present day, there are three main models of Emotional Intelligence: ability EI models, mixed models of EI, and trait EI model.

The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment (Salovey & Grewel, 2005). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The ability-based model has been criticized for lacking the predictive validity in the workplace (Bradery & Su, 2003). The mixed models of emotional intelligence have two major dimensions which are considered from the works of Golemand and Bar-On. Goleman's dimension called the Emotional Competencies (Golemand) model was introduced by Goleman (1998) and explains EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs (Bradberry & Greaves, 2005). Self-awareness, self-management, social-awareness and relationship management.

Goleman includes a set of emotional competencies within each construct of EI Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies (Boyatzis, Goleman & Rhee, 2000). Goleman's model of EI has been criticized as mere pop-psychology (Mayer, Roberts & Baarsade, 2008). The second dimension which is based on Bar-On (2006) model of Emotional-Social Intelligence

(ESI) which was developed as one of the first measures of EI that used the term Emotion Quotient. He defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997).

Bar-On posits that EI develops over time and that it can be improved through training, programming and therapy (Bar-ON, 2006). Bar-On hypothesizes that those individuals with higher than average EQ's are in general more successful in meeting environmental demands and pressures. He also states that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are though, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control in general. Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2006). However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings (Kluemper, 2008), it is being replaced by the trait EI-model.

On a general observation, various researchers have also conceptualized emotional intelligence from their point of views. Emotional intelligence is a measure of emotional and social competencies or one's ability to identify emotional expressions in oneself and other (Goleman, 2001, Hettich, 2000). Sutarso (1996) and Bar-On (1997) viewed emotional intelligence as one's ability to regulate emotions in response to environmental stimuli. Mayer and Salovey (1990) defined emotional intelligence within a developmental model. Their model of emotional intelligence is comprised of four hierarchical tiers that define a person's ability to recognize and group emotions. Within the first stage, individuals learn how to identify emotions in themselves and others as well as how to discriminate between expressions of emotions. In the second stage, individual use emotions to aid in the decision-making process. The third stage is characterized by the ability to employ emotional knowledge. The capacity to recognize the relationships among emotion and transitions from one emotion to another are attributes of this stage.

The fourth stage is characterized by the ability to manage emotions by behaviour associated with the information these emotions convey (Finegan, 1998). Hein (2004) defined emotional intelligence as the mental ability which people are born with and which gives us our emotional sensitivity and our potential for emotional learning management skills which can help us maximize our long term health, happiness and survival. Hein (2004) asserted further that emotional intelligence is the capability of mastering an extensive vocabulary of feeling words. That is, the ability to not only perceive an extensive range of feelings in oneself and others, but also to quickly assign the most specific label to the feelings for example in conversation with others or in self-reflection. He stressed further through his simplified definition that emotional intelligence also involves knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones. People of higher emotional intelligence succeed at communicating their goals, ideas and intentions in more interesting and assertive manners (Zeidner, Matthews & Roberts, 2004).

The world of work is a place of social interactions and contracts. Hence, man as a social being cannot thrive in isolation without contacts and relationships. The key to a cordial, successful and peaceful contact is emotional intelligence – an ability to be sensitive to personal emotions as well as emotions of others. There is definitely the need for emotional intelligence in everything we do, so the workplace should not be an exception. Emotional intelligence is important for success in life and workplace (Cherniss, 2000). Casey (2000, 2003) asserted that it is now clear that success in business is not only dependent on IQ but it

is also influenced by one's emotional intelligence. Improved emotional intelligence skills lead to more effective communication, better decision making, increased productivity and energy and creative solution to difficult problems. Scholars tend to view emotional intelligence as a factor which has a potential to contribute to more positive attitudes, behaviours and outcomes.

In this study, it is rather good to view emotional intelligence as a competency that is expected to augment positive attitudes towards work and drive positive behaviours and better outcomes. Emotional intelligence should be in the tool box of all workers and employees for utmost productivity in the workplace as well as having positive attitudes to work. Bates (1999) asserted more value to emotional skills or intelligence than technical skills when he declared that a worker's emotional skills may be far more valuable to a company than his or her technical skills and that, those workers with the ability to cope with their own and their co-workers feelings, stand a better chance of succeeding in an organization than brilliant but immature professionals.

Yates (1997) explained that there are some jobs that do not require a great deal of emotional intelligence. These careers focus mainly on tasks which can be accomplished individually or by working with others in a fixed, set or structured ways. That is not to say that if you have a high level of emotional intelligence you would not succeed in these careers. In fact, your emotional intelligence may be just the thing that sets you apart from your colleagues and leads you to other successes in the workplace. But some jobs put you in contact with other people, and involve working in informal teams, or require you to emphathize with, and understand others. If you do not have a high level of emotional intelligence, you may find these careers to be difficult or perhaps less satisfying.

It could be inferred therefore that emotional intelligence and self esteem are good predictors of attitude to work. Majority of artisans are required to interact with their co-workers and/or apprentices as well as their various customers that patronize them, and as a result, they require a great deal of emotional intelligence and very high self-esteem.

Hypotheses
The following hypotheses would be tested for this study:
1. Gender, self esteem and emotional intelligence will significantly have main and interactive effects on attitude to work among the artisans.
2. Job type, self esteem and emotional intelligence will significantly have main and interactive effects on attitudes to work among the artisans.
3. Education, self esteem and emotional intelligence will significantly have main and interactive effects on the attitudes to work among artisans.

Methodology
Design
This study was a cross-sectional survey research, which specifically adopted an ex-post facto research design. The researchers did not actively manipulate any of the variables but only took measures as it has naturally occurred in an after the fact manner.

Participants
A total of 200 artisans in Lagos State comprising 42 electricians, 92 fashion designers, 32 mechanics, and 34 hairdressers were involved in the study. The participants were made up of 130 (65.0%) males and 70 (35.5%) females, 134 (67.0%) Christians, 66 (33.0%) Muslims, 109 (54.5%) Yoruba, 35 (17.5%) Hausa, 32 (16.0%) Igbo, 24 (12.0%) comprises of other tribes such as Itsekiri, Isan, etc. Their age ranges were between 15-19 years and 35years and above and their educational levels ranged from Primary certificate 59 (29.5%),

secondary certificate 85 (42.5%), OND/NCE 29 (14.5%), HND/BSC 24 (12.0%) and other qualifications such as technical schools 3 (1.5%).

Instrument

Questionnaire format was used for data collection in the study. The questionnaire had four sections, namely sections A, B, C and D.

Section A

This section was made up of personal data and/or socio-demographic variables of the respondents.

Section B

This section was a 16-item self-report questionnaire on attitude to work which was developed by the researchers for this purpose. The items were rated on 4-point response format ranging from strongly disagree (1) to strongly agree (4). High score indicated positive attitude to work the questionnaire was administered and reliability was established which made it suitable for this study. The Cronbach alpha of the test 0.57, the Spearman-Brown coefficient was 0.73 and the Guttman Split-half coefficient was 0.72.

Section C

This section was a 15-item self-report questionnaire on emotional intelligence which was also developed by the researchers through in-depth study of various adjectives and definitions used to describe emotional intelligence by various authors and experts in the field of emotional intelligence. The items were rated on 4-point response format ranging from strongly disagree (1) to strongly agree (4). High score indicated high emotional intelligence. The reliability of the test was established also and the Cronbach alpha was 0.59, the Spearman Brown coefficient was 0.74, and the Guttman Split-half was 0.74.

Section D

This section used the 10-item self esteem scale of Rosenberg (1965) which is designed to measure global feelings of self-acceptance and self-worth. The items were rated on 6-point response format ranging from strongly disagree (1) to strongly agree (6). High score indicated high self esteem. This measure had a demonstrated test-retest reliability of 0.85 and an internet consistency reliability of 0.88 (Rosenberg). It had strong evidence of concurrent, construct and predictive validity (Bloscovich & Tomaka, 1991).

Procedure

The study was conducted in Oshodi, Agege, Mushin and Ikorodu in Lagos State. The study was conducted among various artisans such as hairdressers, mechanics, electricians and fashion designers in the various locations stated above. The locations and participants were selected through randomization process. Two hundred and forty questionnaires were distributed and 213 were retrieved but it was only 200 that were used since they were found suitable. Three research assistants participated in the administration and retrieval of the questionnaires after they were given basic training on the expectations and procedures on the field.

Statistical Analysis

Both descriptive statistics and inferential statistics were employed for the data analysis. The descriptive aspect was meant to obtain some summary information on some of the data such as sex, age, level of education, religion, type of job and ethnic group.

The inferential statistics were meant for testing the stated hypotheses. Specifically, factorial ANOVA was used for testing the hypotheses.

Results

The study stated and tested three hypotheses. The results are stated below:

Hypothesis One

This stated that gender, self esteem and emotional intelligence will significantly have main and interactive effects on attitude to work among the artisans. The hypothesis was tested using factorial ANOVA. The results are stated below:

Table 1: A summary table of factorial ANOVA showing the main and interactive effects of gender, self esteem and emotional intelligence on attitude to work

Source	Sums of Square	Df	Mean square	F	P
Gender	531.96	199	531.96	32.49	.000*
Emotion intelligence	198.44		198.44	12.12	.001*
Self esteem	62.70		62.70	3.83	.052
Gender emotion int.	222.23		222.23	13.57	.000*
Gender self esteem	271.73		271.73	16.60	.000*
Emotion self esteem	346.48		346.48	21.16	.000*
Gender emotion esteem	54.54		54.54	3.33	.070

*P = 0.05

Table 1 showed that Gender (F (1.199) = 32.49, SS = 531.96) has significant main effect on attitude to work among the artisans. Emotional intelligence (F 1,199) = 12.12, SS = 198.44) has significant main effect on attitude to work among the artisans. That means that they both have main effect on the dependent variable and that gender and emotional intelligence can predict attitude to work among the various artisans. The result also showed that gender and emotional intelligence (F (1,199) = 13.57, SS = 222.23) have interactive effect on attitude to work. The study also revealed that self esteem and emotional intelligence both have interactive effects on the dependent variable (attitude to work) among the artisans.

Hypothesis Two

This stated that job type, self esteem and emotional intelligence will significantly have main and interactive effects on attitude to work among the artisans. The hypothesis was tested using factorial ANOVA. The result is stated below:

Table 2: A summary table of factorial ANOVA showing the main and interactive effects of job type, self esteem and emotional intelligence on attitude to work

Source	Sums of Square	Df	Mean square	F	P
Job type	716.50	199	716.50	15.03	.000*
Emotion intelligence	70.65		70.65	4.45	.036*
Self esteem	15.06		15.06	.95	.332
Job type emotion Int.	9.20		9.20	.19	.901
Job type self esteem	45.25		45.25	.95	.418
Emotion self esteem	2.91		2.91	.18	.669
Job type emotion esteem	204.93		204.93	4.30	.006*

*P<0.05.

The table 2 showed that Job type (F (1,199) = 15.03, SS = 716.50) has significant main effect on attitude to work among the artisans. Emotional intelligence (F (1.199) = 4.45, SS = 70.65) has significant main effect on attitude to work among the artisans. That means that they both have main effect on the dependent variable and that job type and emotional intelligence can predict attitude to work among the various artisans. The result also showed that job type, emotional intelligence and self esteem (F (1.199) = 4.30, SS = 204.93) have significant interactive effect on attitude to work.

Hypothesis Three

This stated that education, self esteem and emotional intelligence will significantly have main and interactive effects on the attitude to work among the artisans. The hypothesis was tested using factorial ANOVA. The result is stated below:

Table 3: A summary table of factorial ANOVA showing the main and interactive effects of education, self esteem and emotional intelligence on attitude to work

Source	Sums of Square	Df	Mean square	F	P
Education	5.51	199	5.51	.28	.595
Emotion intelligence	89.81		89.81	4.61	.033*
Self esteem	6.47		6.47	.33	.565
Education emotion Int.	111.67		111.67	5.74	.018*
Education self esteem	47.65		47.65	2.45	.119
Emotion self esteem	34.77		34.77	1.79	.183
Education emotion esteem	151.12		151.12	7.76	.006*

*$P<0.05$

Table 3 showed that emotional intelligence (F (1.199) = 4.61, SS = 89.81) has significant main effect on attitude to work among the artisans. Education and emotional intelligence (F (1.199) = 5.74, SS = 111.67) have significant interactive effects on attitude to work among the artisans. That means that they both have interactive affects on the dependent variable and that education and emotional intelligence can predict attitude to work among the various artisans.

The result also showed that education, emotional intelligence and self esteem (F (1.199) = 7.76, SS = 151.12) have significant interactive effect on attitude to work.

Discussion and Conclusion

The study investigated job type, level of education, self esteem and emotional intelligence as the predictors of attitude to work among selected Nigerian artisans in Lagos State. The first hypothesis which stated that gender, self esteem and emotional intelligence will significantly have main and interactive effects on attitude to work among the artisans was supported by the result of the study. The result showed that gender and emotional intelligence have both main and interactive effects on attitude to work among the artisans for this study. It is evident then that gender and emotional intelligence play a significant role in the workplace success as supported by several and previous studies.

Emotional intelligence is important for success in life and workplace (Charniss, 2000). Casey (2000, 2003) asserted that, it is now clear that success in business is not only dependent on IQ but it is also influenced by one's emotional intelligence. Improved emotional intelligence skills lead to more effective communication, better decision making, increased productivity and energy and creative solution to difficult problems. It was also evident that self esteem and gender both have interactive effects on attitude to work among the artisans. The continuous effects of gender in this study shows that gender plays a pivotal role in determining the attitude to work among the various artisans.

The second hypothesis which stated that job type, self esteem and emotional intelligence will significantly have main and interactive effects on attitude to work among the artisans was tested and it was discovered job type and emotional intelligence both have main effects on attitude to work among the various artisans. It also showed that job type, emotional intelligence and self esteem all had interactive effects on attitude to work. This showed that there are certain job types that require a great deal of emotional intelligence and from the study, the artisans selected were all people oriented job that require constant contact with people. This is in support of Yates (1997) which states that some jobs put you in contact with other people, and involve working in informal or require you to empathize with, and understand others

The third hypothesis which stated that education, self esteem and emotional intelligence will significantly have main and interactive effects on the attitude to work among the artisans was tested and emotional intelligence had main effect on attitude to work and education and emotional intelligence both had interactive effect on attitude to work. The independent variable (education, emotional intelligence and self esteem) all had interactive effects on attitude to work.

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