Emotional Intelligence and General Self-Efficacy as Predictors of Career Commitment of Secondary School Teachers in Nigeria

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Abstract : Career commitment among employees is crucial to the success of any organization. However, career commitment has been reported to be very low among teachers in the public secondary schools in Nigeria. This study, therefore, examined the contributions of emotional intelligence and general self-efficacy to career commitment of among secondary school teachers in Nigeria. Descriptive research design of correlational type was adopted for the study. It made use of stratified random sampling technique was used in selecting two hundred and fifty (250) secondary schools teachers for the study. Three standardized instruments namely: The Big Five Inventory (BFI), Emotional Intelligence Scale (EIS), General Self-Efficacy Scale (GSES) and Career Commitment Scale (CCS) were adopted for the study. Three hypotheses were tested at 0.05 level of significance. Data collected were analyzed through Multiple Regression Analysis to investigate the predicting capacity of emotional intelligence and general self-efficacy on career commitment of secondary school teachers. The results showed that the variables when taken as a whole significantly predicted career commitment among secondary school teachers. The relative contribution of each variable revealed that emotional intelligence and general self-efficacy significantly predicted career commitment among secondary school teachers in Nigeria. The researcher recommended that secondary school teachers should be exposed to emotional intelligence and self-efficacy training to enhance their career commitment.

Keywords : career commitment, emotional intelligence, general self-efficacy, secondary school teachers
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