JOURNAL OF GUIDANCE AND COUNSELLING STUDIES

EMOTIONAL INTELLIGENCE AS CORRELATE OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

Chinyelu N. Nwokolo
Department of Guidance and Counselling, Nnamdi Azikiwe University, Awka
cn.nwokolo@unizik.edu.ng

Victoria I. Ajufo
Department of Guidance and Counselling,Nnamdi Azikiwe University, Awka
ajufovictoria1@gmail.com
+2348130421367

Abstract

The study investigated emotional intelligence as correlateof teachers' job commitment in Public secondary schools in Delta state. The study adopted the correlation survey design. One research question and one hypothesis guided the study. The multi-stage sampling procedure was used to select a sample of 1427 teachers in public secondary schools'. The instruments adopted for data collection were standardized Emotional Intelligence Self-Assessment (EISA) and Job Commitment Questionnaire (JCQ). These instruments were administered using direct delivery approach with the help of regular teachers as research assistants from the sampled schools. The research question raised was answered using Pearson Product Moment Correlation Coefficient (r), while the null hypothesis was tested at 0.05 level of significance using multiple regression analysis. The findings of the study revealed a moderate positive relationship between public secondary school teachers' emotional intelligence and their job commitment. There was a significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta State. Based on the findings it was recommended among others that the school system in this regard may have a clear-cut legislation related to pay packages and promotion policy of teachers in public secondary schools in order to improve their level of commitment. There is need to emphasis practices which subsidize and promote emotional intelligence and commitment among secondary school teachers. During recruitment, preference should be given to teachers with high level of emotional intelligence.

Keywords: Emotional intelligence, Correlate, Teachers, Job Commitment, Delta State

Introduction

Countries like Nigeriaseems to have great need of providing quality education for students and also provide incentives that will motivate teachers. The essence of meeting this need is to stimulate the zeal in teachers and enable them carry out their duties with devotion and efficiency. Undoubtedly, this is because in the building of a Nation, the importance of teachers as vibrant component in acquiring education cannot be ignored. An educational system that is sound is usually considered to be the bedrock of a developing Nation. However, quality teachers are indispensable for the attainment of such educational system. These high esteem roles of teachers have made teaching profession extremely challenging and demanding, and further led to hectic and busy schedule for teachers which in turn makes them experience high level of stress, unhappiness and job dissatisfaction in recent time (Salim, Nasir, Arip & Mustafa, 2012).

Commitment to work among teachers is one of the most desirable attitudes required in the educational context. Job commitment is therefore said to be related to the employees' emotional affiliation, identification or involvement with the organization (Hassan, 2016). On the contrary, teacher's job commitment might be linked with job satisfaction and emotional intelligence but reflects a stronger linkage between the organization and the employee. More so, Masrek, Osman, Ibrahim, and Mansor (2015) conceptualized job commitment into three distinct constructs, namely affective, continuance, and normative commitment. Masrek et al. went further to explain that continuance commitment is the extent to which employees feel committed to their job by virtue of the costs they feel are associated with living. Affective commitment on the other hand is a positive feeling of identification with attachment to, and involvement in the work organization. While normative commitment refers to the internalized pressure to align an individual's goals to the organizational values and interests.

Based on this, the importance of job commitment to organizational success, particularly in the context of education where teacher's commitment to their educational duties is vital becomes imperative (Waqar & Bukhari, 2018). The idea of the importance of job commitment overtime has benefited practitioners and policy makers through enacting educational policy fair on the basis of what teachers require from the educational sector, and how to build emotional intelligence in order to work efficiently and effectively. Success in academic activities carried out in the school environment depends on an efficient and effective workforce which is achieved through teacher's job commitment. It is therefore necessary for the Federal Government of Nigeria through its Ministry of Education to nurture human capital through continuous training and development (McCleskey, 2014). Accordingly, teacher's job commitment is dependent on certain factors within the human resource capital. It could be deduced that, teachers' attitude and behavior in the learning environment significantly depends on their emotional intelligence as well as job satisfaction. In the context of this study, job commitment is an individual's expression of performance through identification, involvement and loyalty to activities carried out in the school environment. Job commitment is that aspect of activity which results in voluntary participation to support attainment of organizational ends and interest.

The emotions of workers in the workplace have been seen to be very important as it helps in determining employee responses as well as their attitude towards their job. Presently, there exists a lot of work pressure in the educational sector for employees, the range from workload, and other co- curricular activities which affects teachers' level of job commitment. As a result, emotional intelligence of teachers tends to plays an important role by managing and controlling their emotions, which may lead to higher level of job satisfaction and further result in job commitment (Hamid, 2016). The idea of emotional intelligence, job satisfaction and job commitment seem to be significant components regarding teaching profession which largely comprises of feelings and sensitivities.

Hosseini and Zirak (2016) asserted that emotional intelligence is more about ways individuals' inner being identify and manage the impact of emotions on their thinking and behaviour, and also develop the ability to recognize social mobility in the workplace and understand how to manage and improve their relationship. Emotional intelligence is the product of two main skills, such as the ability of the individual and their social capabilities. Supporting this assertion, Amiri, Chaman, and Arabi (2016), stated that emotional intelligence is one of the factors that affect performance of workers in the workplace. More so, emotional intelligence is the ability to receive instant intelligence, assessment and expression of emotions, understanding, managing and using emotional information to guide ones' thoughts and actions (Amin & Mohammad, 2017).

In the context of this study, emotional intelligence is an individual's awareness of their own feeling in relation to the working environment. Emotional intelligence is the ability of workers to perceive, appraise, and express emotions accurately. It can also be described as the ability to access and generate when they felicitate cognition. In the opinion of Nahid (2012), the past years have witnessed a growing body of research regarding the importance of emotional intelligence for successful teachers. Underlying this research interest is the view that individuals with high emotional intelligence competencies are more likely than less emotionally intelligent people to gain success in the workplace. Particularly, scholars have noted that social skills are essential for teachers, and this is obvious because as individuals ascend the organizational hierarchy, emotional intelligence becomes an increasingly relevant determinant of job satisfaction (Nahid, 2012).

However, the diminishing level of job commitment among teachers in public secondary schools could have resulted from their respective level of emotional intelligence as well as satisfaction with their job. Nevertheless, this situation may negatively affect the quality of teaching delivered by teachers, and in turn hamper the achievement of the goals of education as stated by the Federal Government of Nigeria (2013) in its National Policy on Education which includes

to ensure sustain unfettered access and equity to education for to education for the total development of the individual; ensure the quality of education delivery at all levels; promote functional education for skills acquisition, job creation and poverty reduction among others. Based on the above stated and some assessed findings from empirical investigations which revealed that emotional intelligence and job commitment are intertwined, it became necessary to determine whether emotional intelligence correlates with job commitment of teachers in public secondary schools in Delta state.

Purpose of the Study

1. The relationship existing between emotional intelligence and teachers' job commitment in Public secondary schools in Delta state.

Research Question

This research question guided the study,

1. What is the relationship between emotional intelligence and job commitment of teachers in public secondary schools in Delta state?

Null hypothesis

This hypothesis was tested at 0.05level of significance;

1. There is no significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta state.

Empirical Literature Review

Emotional Intelligence and Teachers Job Commitment

In a study conducted by Hosseini and Zirak (2016) on the relationship between emotional intelligence and organisational citizenship behaviour and organizational commitment in the city secondary school teachers, the study adopted the descriptive and correlational research. Three hypotheses were tested in the

study. The sample for the study comprised of 140 secondary school teachers. Three standardized questionnaires titled Bar-on Emotional Intelligence Scale, Organizational Citizenship Behaviour Oregon and Kansk and Organizational Commitment of Allen and Meyer. The instruments yielded a Cronbach alpha reliability of 0.93, 0.93 and 0.89 respectively. Data collected were analyzed using descriptive and inferential statistics (Pearson correlation coefficient and independent t test, analysis of variance, multiple regression). The findings of the study showed a significant relationship between emotional intelligence and organizational citizenship behaviour and organizational commitment of teachers and there is a significant positive relationship. The findings further revealed that between the opinions of teachers about emotional intelligence and organizational citizenship behaviour according to gender, work experience and education was no significant difference, except that the variables significantly related to teachers' education respectively.

Similarly, Arthi and Sumathi (2016) carried out a study on emotional intelligence and job performance among school teachers – An empirical approach. The study adopted the descriptive research study design. Three hypotheses were tested in the study. The sample of the study comprised of 113 teachers. Two instruments were employed for data collection, the instruments yielded a Cronbach reliability coefficient of 0.93 and 0.68 respectively. The statistical tool adopted for data analysis was t-test and ANOVA. The findings of the study revealed that there exists a positive correlation between all the factors of emotional intelligence and job performance. The findings further revealed that that emotional intelligence and job performance is different across teachers' age, working experience at present organization, while there is no significant difference exhibited across teaching grade and qualification of teachers. Arthi and Sumathi's study is related to the present study as it investigated emotional intelligence and job satisfaction among teachers.

Hassan (2016) conducted a study on emotional intelligence as predictor of organizational commitment among college teachers. The study adopted the survey

research design. Four research questions guided the study. The sample for the study consisted of 716 teachers (324 males and 392 females). Data was collected by self report emotional intelligence test, job satisfaction scale. scale of turnover intentions and Stress and Porter scale of organizational commitment. Descriptive statistics, Chi-square and Cramer's V statistics were used to analyze the data collected. The findings of the study revealed that job satisfaction has less to do with emotional intelligence to become predictor of organizational commitment, people with high emotional intelligence retain less level of turnover intentions, job satisfaction contributes more to emotional intelligence as compared to turnover intentions, those who are committed to the organization also retain moderate level of job satisfaction, those who possess more organization commitment are less prone to turnover intentions and there was statistically significance difference between emotional intelligence and organization commitment. The result of study further reveals that emotional intelligence contributes to organizational commitment moderately.

More so, Shahriary, Shamsabadi, Zand, Vafaeeyan and Ruzbahane (2015) evaluated the relationship between organizational commitment and emotional intelligence of physical education teachers. The descriptive-correlational research design was adopted for the study. Four hypotheses were tested at 0.05 level of significance. The sample for the study comprised of 169 physical education teachers in Shahriar County. The instruments for data collection were organizational commitment questionnaire and the emotional intelligence questionnaire, the Cronbach alpha reliability coefficient was 0.91 and 0.87 respectively. Inferential statistical tests such as Pearson's product moment correlation coefficient and t-test were used to analyze the data, in addition to descriptive statistics. The findings of the study revealed that there is not a significant difference between male and female physical education teachers. Also, there is not a significant relationship between age, years of service and organizational commitment of physical education teachers. The findings further revealed that, there is no significant relationship between age, years of service and emotional intelligence of physical education teachers, but there is a negative

relationship between level of education and organizational commitment and also there is a negative relationship between level of education and emotional intelligence of physical education teachers. Finally, there is a significant positive relationship between organizational commitment and emotional intelligence of male and female physical education teachers.

Methodology

Correlational survey research design was adopted for this study. Nworgu (2015) opines that a correlational design is a research design that seeks to establish the relationship between two or more variables and as well indicates the direction and magnitude of the relationship between the variables. The study was conducted in Delta State as the area of the study. The population for this study comprises 14,269 teachers in public secondary schools in Delta state. These teachers were drawn from 452 public secondary schools. The sample for this study comprises of 1427 teachers in public secondary schools'. The Multistage sampling technique was used to sample the respondents. Three instruments adopted by the researcher are; Emotional Intelligence Self-Assessment (EISA) and Job Commitment Questionnaire (JCQ) was used for data collection, The instruments which were used in the study namely; Emotional Intelligence Self-Assessment (EISA), The Minnesota Job Satisfaction Questionnaire (MJSQ) and Job Commitment Questionnaire (JCQ) are standardized instruments which have been previously validated by experts like; Nureni (2014); Wakil (2015); Obeta, Goyin, Udeneze and Ojo (2019); The reliability (internal consistency) of these instruments using Cronbach alpha was established during development of the instruments. The administration of the instrument was done through direct delivery approach. The research question raised was answered using Pearson Product Moment Correlation Coefficient (r), while the null hypotheses was tested at 0.05 level of significance using multiple regression analysis.

The decision rule for judging the resulting correlation coefficient (r) was:

Very low positive or negative relationship = + or - 0.00 to 0.20,

Low positive or negative relationship = + or - 0.20 to 0.40,

Moderate positive or negative relationship = + or - 0.40 to 0.60,

High positive or negative relationship = + or - 0.60 to 0.80,

Very high positive or negative relationship = + or - 0.80 and above.

In testing the hypothesis, where the significant p-value is less than the alpha value, the null hypotheses is rejected (there is a significant relationship). Otherwise, where the significant p-value is greater than the alpha value 0.05, the null hypotheses is not rejected (there is no significant relationship). Data analysis will be computed using the Statistical Package for Social Sciences version 23 (SPSS 23).

Results and Discussions

Research question 1: What is the relationship between emotional intelligence and job commitment of teachers in public secondary schools in Delta state?

Table 1: Pearson r on emotional intelligence and job commitment of teachers in public secondary schools in Delta state (*n=1427*)

Sources of variation	N	Emotional intelligence r	Job Commitment r	Remark
Emotional intelligence	1427	1.00	0.643	Moderate positive relationship
Job commitment	1427	0.643	1.00	

In table 1 it was observed that a moderate positive relationship of 0.643 exists between public secondary school teachers' emotional intelligence and their job commitment

Hypothesis 1: There is no significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta state.

Table 2: t-test on the significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta state *(n=1427).*

N	Cal. r	df	Cal. t	Pvalue	Remark

1427	0.643	1425	3.396	0.001	Significant

Table 2 indicates that at 0.05 level of significance and 1425df, the calculated t 3.396 with a Pvalue 0.001 is less than 0.05. Based on this result, the null hypothesis is rejected. There is a significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta State

Discussions

The analysis for this study revealed that a moderate positive relationship exists between public secondary school teachers' emotional intelligence and their job commitment. These finding is in agreement with the findings of Arthi and Sumathi (2016) who found that there exists a positive correlation between all the factors of emotional intelligence and job performance. The findings further revealed that that emotional intelligence and job performance is different across teachers' age, working experience at present organization, while there is no significant difference exhibited across teaching grade and qualification of teachers

Regarding the hypotheses tested, there is a significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta State. This conforms with the findings of Hosseini and Zirak (2016) who reported that a significant relationship between emotional intelligence and organizational citizenship behaviour and organizational commitment of teachers and there is a significant positive relationship. The findings further revealed that between the opinions of teachers about emotional intelligence and organizational citizenship behaviour according to gender, work experience and education was no significant difference, except that the variables significantly related to teachers' education respectively.

Conclusion

Based on the analysis, the following conclusions were drawn;

A moderate positive relationship exists between public secondary school teachers' emotional intelligence and their job commitment and there is a significant relationship between emotional intelligence scores and job commitment scores of teachers in public secondary schools in Delta State.

Recommendations

Based on the findings of the study, it was recommended that;

1. The school system in this regard may have a clear-cut legislation related to pay packages and promotion policy of teachers in public secondary schools in order to improve their level of commitment.
2. There is need to emphasis practices which subsidize and promote emotional intelligence and commitment among secondary school teachers. During recruitment, preference should be given to teachers with high level of emotional intelligence.

References

Amin, R. & Mohammed, D. M. (2017). Relationship between emotional intelligence and job satisfaction of primary health care providers (behvraz). *Electronic Journal of Biology*, *13*(1); 1-5.

Arthi, R. &Sumathi, G. N. (2016). Emotional intelligence and job performance among school teachers – An empirical approach. *Sona Global management Review,10*(3); 13-25.

Federal Republic of Nigeria, FRN (2013), National *policy on education.* Lagos state; NERDC

Hamid, R. (2015). Impact Of Emotional Intelligence On Job Satisfaction Of Employees Of HDFC Bank Ltd In Kashmir Valley. *International Journal of Applied Services Marketing Perspectives© Pezzottaite Journals*, *5*(4); 47-57.

Hassan, M. U., (2016). Emotional intelligence as a predictor of organizational commitment among college teachers. *European Journal of Social Sciences*, *1*(1); 42-64.

Hosseni, E. S. & Zirak, M. (2016). The relationship between emotional intelligence and organizational citizenship bahaviour and organizational commitment in city secondary school teachers Torbat-h. *International research Journal of Applied and Basic Sciences*, *10*(7); 962-971.

Masrek, Osman, Ibrahim, and Mansor (2015).Malaysian Computer professional:Assessment of emotional intelligence and organisational commitment,*Procedia-Social and Behavioural Science, 172,238-245.https://doi.org/10.101`6/j.sbspro.2015.01.360*

McCleskey, J. (2014). Emotional intelligence and leadership: A review of the progress, controversy, and criticism. *International Journal of Organizational Analysis, 22*(1), 76-93

Nureni, A. A. (2014). Emotional intelligence and administrative effectiveness provost of federal training centres in Nigeria. Journal of Research and Method in Education, 4(5); 15-24

Obeta, U. M., Goyin, L. P., Udenze, C. & Ojo, J. (2019). Assessment of job satisfaction indices among health professionals in Jos university teaching hospital: An analytical study. *ISOR Journal of Business and Management,21*(2); 38-55.

Salim, S.S.S., Nasir, R., Arip, M.A.S.M. & Mustafa, M.B., (2012). The Role of Emotional Intelligence on Job Satisfaction among School Teachers. *The Social Sciences, 7:* 125-129.

Shahriary, B., Shamsabadi, A. M. M., Z. &, A., Vafaeeyan, M. and Ruzbahane, A. D. (2015). Evaluation of the relationship between organizational commitment and emotional intelligence of physical education teachers. *International Journal of Biology, Pharmacy and Allied Sciences,4*(2); 787-796

Wakil, A. A. (2015). Survey of pay satisfaction, job satisfaction and employee turnover in selected business organizations in Lagos, Nigeria. *Global Journal of Social Sciences,* (14); 1-8.

Waqar, S. & Bukhari, H. (2018). The impact of job satisfaction and emotional intelligence on organizational commitment of university teacher of Pakistan. *Journal of Marketing and Information System, 1*(1); 4-11.