

Emotional Intelligence and Job Satisfaction as Correlates of Organizational Commitment Among Teachers in Obio/Akpor Local Government Area of Rivers State

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Abstract

The study investigated emotional intelligence and job satisfaction as correlate of organizational commitment among teachers in Obio/Akpor Local Government Area of Rivers State. The study adopted correlational research design. Three research questions and three corresponding null hypotheses were tested in the study. The population of the study comprised 4,215 teachers in the area. Stratified random sampling technique was used to select the sample of the study while Taro Yemen was used to determine the sample size of 400 teachers for the study. Three instruments designed by the researcher were used in collecting data for the study. The instruments were titled: “Emotional Intelligence Scale (EIS), Job Satisfaction Scale (JSS) and Organizational Commitment Scale (OCS)”. Cronbach alpha technique was used in estimating the reliability coefficients of the instruments which yielded 0.72 for the Emotional Intelligence Scales 0.68 for the Job Satisfaction Scale and 0.76 for the Organizational Commitment Scale. Pearson Product Moment Correlation Method was used in answering the research questions and in testing the null hypotheses at 0.05 level of significance. The findings of the study showed that there is a moderate positive relationship between emotional intelligence and organizational commitment among female and male teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. Based on the findings of the study, it was recommended among others that: There should be more awareness on the importance of emotional intelligence especially as regards the work of a teacher due to its relevance, and motivational strategies should be put together for teachers to ensure good condition of service for teachers.

Keywords: Emotional intelligence, Job satisfaction, Organizational commitment, Teachers.

INTRODUCTION

Effective leadership is extremely indispensable for the accomplishment of organizational goals through effective management of material as well as human resources. Effective leadership has long been viewed as extremely essential for the outstanding performance of educational institutions by ensuring a vibrant, encouraging, and conducive environment; making available sufficient resources; and promoting good interpersonal relationships and improving students’

achievement (Marzano et al., 2015). Successful leaders know their feelings, weaknesses, and strengths, and they possess a powerful sagacity of self-respect and self-esteem. Prolific leadership exhibits discipline, controls undesirable sentiments, maintains integrity, and shows flexibility. A school head is required to apply emotional and general intelligence to fulfill these obligations and commitment to ensure efficiently the mandates of a nation and also fulfill the mission of educational institutions effectively (Pashiardis, 2014). A successful leader can accomplish the organizational goals effectively, smooths a way to accomplish collective and individual goals, distributing and utilizing inadequate resources to fulfill the fundamental requirements and demands of the public through effective handling of resources. Leaders should have the capability to manage emotional situations effectively, to fabricate trust and understanding rapidly, to listen well, and to motivate the subordinates (Arinze, 2011). Therefore, effective leadership is extensively believed to be an essential organizational constituent and performing an outstanding contributory role in promoting individuals' well-being as well as organizational efficiency. Leaders are incapable to execute their responsibilities efficiently provided they are knowledgeable, emotionally intelligent, satisfied, and safe in a workplace. It clearly indicates that leaders with problems may contribute to many displeasing and disagreeable issues for the organization and its employees which damagingly influence the organizational performance on the whole. Therefore, emotional intelligence and job satisfaction of individuals are the most leading and dominant variables responsible for outstanding performance.

Emotional intelligence has been recognized to be the most important conceptualization that is progressively recognized in social psychology. Recently, emotional intelligence has been given much concentration in research especially in psychological research. It is regarded as one of the crucial elements of a successful life as well as psychological well-being (Bar-On, 2001). It was primarily explained by Salovey et al. (2010) who expressed that emotional intelligence is a competency to possess emotional knowledge, to perceive and control emotions well, and to stimulate intellectual and emotional growth. Afterward, the authors presented a revised and comprehensive description of emotional intelligence as the capability to observe feelings, coordinate feelings to encourage thoughts, and understand and control feelings to stimulate self-improvement. Goleman (1995) characterizes emotional intelligence as an assortment of skills or capabilities, i.e. having the capability to propel oneself and continue despite hindrances, to deal with impulse and dissatisfaction, to manage one's mindsets, to keep sufferings from influencing the capability to think, to sympathize, and to be hopeful. Goleman's methodology is perceived as a mixed model of emotional intelligence, which depicts a series of abilities and competencies comprising in five key areas: self-awareness, self-regulation, social skills, motivation, and empathy. Emotional intelligence refers to a variety of non-intellectual competencies, capabilities, and skills which have an impact on one's capability to do well with regard to the management of environmental demands and pressures. Bar-On (1997) classified emotional intelligence into five key parts, i.e. intrapersonal, adaptability, interpersonal, stress management, and general mood.

Emotional intelligence may be characterized as the capability to identify, persist, and control driving forces; communicate clearly; make incredible decisions; tackle issues; and perform with other individuals in such a way that makes companions and achievement (Stone et

al., 1998). These competencies enable an individual to observe and control emotions, ensure poise and dignity, formulate objectives, promote empathy, ensure conflict resolutions, and promote competencies necessary for leadership and successful group participation (Elias, 2004). Bradberry and Greaves (2009) expressed that emotional intelligence is the individual's ability, aptitude, recognition assignment, accurate appraisal, and management of his senses against other individuals and gatherings.

Emotional intelligence is extremely indispensable in functioning leadership positions as leaders wish everybody to fulfil his/her responsibilities and obligations as brilliantly as would be prudent. Research reveals that emotional intelligence has significant influences on the leadership roles and success of employment, and it is the prime variable for a successful life that contributes to better individuals' performance (Zijlmans et al., 2011). The leaders with an outstanding level of emotional intelligence apply their social capacities to move others, ensure durable relations with workers, and act as influential motivators by managing their emotions and perceiving their inadequacies (Chastukhina, 2012). Leaders with an outstanding degree of emotional intelligence may be increasingly able to achieve more productivity from less manpower. Emotionally intelligent leaders can unexpectedly make and promote emotionally intelligent teams due to social many-sided nature of the present-day organizations (Goleman, 2002).

Job satisfaction has a direct association with the productivity and efficiency of an organization and also to individuals' success. It is the basic component that acts as a contributory factor to advancement, productivity, appreciation, income, development, and achievement, causing a feeling of fulfillment (Kaliski, 2017). It reflects the enthusiasm and gratification of an individual with his/her work. It is described as the feeling that is experienced at the end of accomplishing an assignment and might be desirable or undesirable reliant on the results of the task endeavoured (Saiyadain, 2017). It is a many-sided and multifaceted phenomenon that portrays diverse things to different persons. It is generally associated with motivation, but the mode of association is not comprehensible. Satisfaction is different from motivation (Mullins, 2015). It is also described as a pleasant enthusiastic situation initiating from the occupational assessment, it represents a viable response to one's profession as well as attitudes, the significant characteristics of employment gratification that are generally determined through organizations by means of the rating scale, workers' responses (Kumari & Pandey, 2011).

Job satisfaction involves emotional, intellectual, and behavioural variables. The emotional variable refers to emotions with regard to employment, for example, exhaustion, tension, or pleasure. The cognitive or intellectual variable refers to beliefs as to one's occupation, i.e. feeling that one's profession is reasonably challenging and difficult. Lastly, the behavioural variable is comprised of employees' practices related to their employment comprising of coming and remaining late, or appearing as sick, etc. Job satisfaction may affect capability, productivity, absenteeism, turnover, employees' resignation, and finally employees' prosperity (Usop et al., 2013). Dissatisfied individuals have a tendency to withdraw from organizations, whereas satisfied personnel are in good well-being and have a tendency to remain for a longer period in the organizations. Job satisfaction has various negative impacts such as despondency, uneasiness, and poor physiological and psychological prosperity influencing workers' absenteeism, turnover,

obligation, and commitment. Job satisfaction impacts individuals' personal lives and therefore influences turnover and other essential business-related dispositions as well as demeanours. It acts as an outstanding turnover predictor and may influence learners' judgment regarding the quality of services offered by the organization. Nevertheless, employees may be displeased with their occupation and ultimately, they have the intentions to leave the profession due to some reasons, for example, poor communication with contemporaries, high stress, lack of opportunities for advancement, and lack of recognition, etc. (Ucho et al., 2012).

In this technologically advanced era, every organization needs to accomplish outstanding achievement by means of productivity. Nevertheless, the accomplishment of this dream requires substantial satisfaction of workforces because they endeavour to increase more efforts to perform effectively to accomplish the stated goals. Likewise, the organizational achievement relies upon effective and creative individual execution (Kwateng et al., 2014).

Aim and Objective of the Study

The aim of the study was to investigate emotional intelligence and job satisfaction as correlates of organizational commitment among teachers in Obio/Akpor Local Government Area in Rivers State. The study specifically sought to:

1. Examine the relationship between emotional intelligence and organizational commitment among secondary school teachers.
2. Examine the relationship between emotional intelligence and organizational commitment among secondary school male and female teachers.
3. Determine the relationship between job satisfaction and organizational commitment among secondary school male and female teachers.

Research Questions

The following research questions guided the study:

1. To what extent is emotional intelligence related to organizational commitment among junior secondary school teachers?
2. To what extent is emotional intelligence related to organizational commitment among secondary school male and female teachers?
3. To what extent is job satisfaction related to organizational commitment among secondary school male and female teachers?

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between emotional intelligence and organizational commitment among junior secondary school teachers.
2. There is no significant relationship between emotional intelligence and organizational commitment among secondary school male and female teachers.
3. There is no significant relationship between job satisfaction and organizational commitment among secondary school male and female teachers.

Method

This study adopted correlational research design. The population of the study was 4,215 teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State (RSUBE Board, 2022). A sample size of 400 teachers was selected using stratified random sampling technique. Three (3) instruments designed by the researcher were used in collecting data for the study. These instruments include: Emotional Intelligence Scale (EIS), Job Satisfaction Scale (JSS) and Organizational Commitment Scale (OCS). The three instruments (Emotional Intelligence Scale (EIS), Job Satisfaction Scale (JSS) and Organizational Commitment Scale (OCS) were validated by three experts in the Department of Educational Psychology, and Measurement and Evaluation. The experts examined the instruments with regard to its suitability to the purpose of the study. Their corrections, suggestions and remarks were incorporated into final draft of the instrument. The reliability of the instrument was determined using Cronbach alpha reliability method and yielded the following reliability coefficients: 0.72 for the Emotional Intelligence scales 0.68 for the Job Satisfaction Scale and 0.76 for the organizational commitment scale. These coefficients indicated that the instruments were quite reliable for use in the study. Copies of the instruments were administered with the assistance of research assistant. Also, the cooperation of the principals in the public junior secondary schools was sought. The instruments therefore were administered through the assistance of the principals. This is to avoid loss of the copies of the instruments. Pearson Product Moment Correlation Method was utilized in answering the research questions and tested the hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent is emotional intelligence related to organizational commitment among junior secondary school teachers?

Hypothesis One: There is no significant relationship between emotional intelligence related to organizational commitment and secondary school teachers.

Table 1: Relationship between Emotional Intelligence and Organizational Commitment among Teachers

		Correlations	
		Emotional Intelligence	Organizational Commitment
Emotional Intelligence	Pearson Correlation	1	0.64**
	Sig. (2-tailed)		0.016
	N	384	384
Organizational Commitment	Pearson Correlation	0.64**	1
	Sig. (2-tailed)	0.016	
	N	384	384

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

Result in Table 1 revealed the relationship between emotional intelligence and organizational commitment among teachers in junior secondary schools in Obio/Akpor Local Government Area

of Rivers State. The result showed that there is a moderate positive relationship between emotional intelligence and organizational commitment among teachers in junior secondary schools in the area. This result shows that teachers who scored highly on emotional intelligence also scored corresponding high scores on organizational commitment. Result in Table 1 also revealed that the relationship between emotional intelligence and organizational commitment in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level of probability (.05). This is because the p-value (0.016) was less than the level of probability (0.05). This means that the null hypothesis is rejected while the alternate hypothesis is accepted. The result of this null hypothesis is that there is significant relationship between emotional intelligence and organizational commitment among teachers in junior secondary schools in Obio/Akpor Local Government Area.

Research Question Two: To what extent is emotional intelligence related to organizational commitment among junior secondary school male and female teachers?

Hypothesis Two: There is no significant relationship between emotional intelligence and organizational commitment among male and female teachers in junior secondary school?

Table 2: Relationship between Emotional Intelligence and Organizational Commitment among Male and Female Teachers

		Correlations	
		Emotional Intelligence	Organizational Commitment
Emotional Intelligence	Pearson Correlation	1	0.58**
	Sig. (2-tailed)		0.028
	N	195	195
Organizational Commitment	Pearson Correlation	0.58**	1
	Sig. (2-tailed)	0.028	
	N	195	195

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

Result in Table 2 reveals the relationship between emotional intelligence and organizational commitment among female teachers in junior secondary schools in Obio/Akpor Local Government Area of Rivers State. The result shows that there is a moderate positive ($r=0.58$) relationship between emotional intelligence and organizational commitment among female teachers in junior secondary schools in the area. This result indicates that teachers who scored highly on emotional intelligence also scored corresponding high scores on organizational commitment. Result in Table 2 also reveals that the relationship between emotional intelligence

and organizational commitment in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level of probability. This is because the p-value (0.028) was less than the level of probability (0.05). This means that the null hypothesis is rejected while the alternate hypothesis is accepted. The result of this null hypothesis is that there is significant relationship between emotional intelligence and organizational commitment among female teachers in junior secondary schools in Obio/Akpor Local Government Area.

Research Question Three: To what extent is job satisfaction related to organizational commitment among male and female teachers in public junior secondary schools in Obio/Akpor Local Government Area?

Hypothesis Three: There is no significant relationship between job satisfaction and organizational commitment among male and female teachers in junior secondary schools.

Table 3: Relationship between Job Satisfaction and Organizational Commitment among Male and Female Teachers

Correlations

		Job Satisfaction	Organizational Commitment
Job Satisfaction	Pearson Correlation	1	0.65**
	Sig. (2-tailed)		0.014
	N	195	195
Organizational Commitment	Pearson Correlation	0.65**	1
	Sig. (2-tailed)	0.014	
	N	195	195

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

Result in Table 3 shows the relationship between job satisfaction and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. This result indicates that there is high positive ($r=0.65$) relationship between job satisfaction and organizational commitment among female teachers in public junior secondary schools in the area. This result indicates that female teachers who scored highly on job satisfaction, also scored highly on organizational commitment. Result in Table 3 also reveals that the relationship between job satisfaction and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level of probability. This means that the null hypothesis is rejected while the

alternate hypothesis is accepted. This is because the p-value (0.014) is less than the level of probability (0.05). The result of this null hypothesis is that there is significant relationship between job satisfaction and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

DISCUSSION OF FINDINGS

The result of the study shows that there is a positive relationship between emotional intelligence and organizational commitment among teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. The positive relationship between emotional intelligence and organizational commitment means that as scores on emotional intelligence increases, there is a corresponding increase in the scores on organizational commitment among teachers in public secondary schools in the area. In other words, teachers whose scores are high in emotional intelligence also scored high in organizational commitment in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

The degree of relationship between emotional intelligence and organizational commitment among teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State is 0.64. The coefficient of alienation was found to be 0.83. Thus while the degree of relationship was 0.64, the degree of lack of relationship was found to be 0.83. However, the relationship between emotional intelligence and organizational commitment among the teachers in the public secondary schools is significant.

This shows that emotional intelligence enables a teacher to be sensitive of his/her surroundings in order to take the most appropriate decisions. This result is in agreement with Saiyadin (2017) that enable teachers to make the right decision or decisions that are fair and just to the staff.

The result of the study indicates that there is a positive relationship between emotional intelligence and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. The positive relationship between emotional intelligence and organizational commitment means that as scores on emotional intelligence increases, there is a corresponding increase in the scores on organizational commitment among female teachers in public secondary schools in the area. In other words, female teachers whose scores are high in emotional intelligence also scored high in organizational commitment in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

The degree of relationship between emotional intelligence and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State is 0.58. The coefficient of alienation was found to be 0.81. This represents the degree of lack of association between emotional intelligence and organizational commitment. Thus, while the degree of relationship was 0.58, the degree of lack of relationship was found to be 0.81. However, the relationship between emotional intelligence

and organizational commitment among female teachers in the public junior secondary schools is significant.

This shows that emotional intelligence make a teacher to be effective and exhibits self-awareness, social awareness, relationship management, motivation, empathy and social skills. These behaviour drives productivity gains, innovations and accomplishments of individuals and organizations. This result is in agreement with Marzano et al (2015) that emotional intelligence to be significantly and positively related to organizational commitment. This is supported by Ucho (2012) that emotional intelligence positively affects organizational commitment.

The result of the study shows that there is a positive relationship between job satisfaction and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. The positive relationship between job satisfaction and organizational commitment means that as scores on job satisfaction increases, there is a corresponding increase in the scores on organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. In other words, female teachers whose scores are high in job satisfaction also scored highly in organizational commitment in public junior secondary schools in the area.

The degree of relationship between job satisfaction and organizational commitment among female teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State was found to be 0.65. The coefficient of alienation was found to be 0.76. This represents the degree of lack of association between job satisfaction and organizational commitment. Thus, while the degree of relationship was found to be 0.65, the degree of lack of relationship was found to be 0.76. However, the relationship between job satisfaction and organizational commitment among female teachers in the public junior secondary schools is significant.

Job satisfaction relates positively with organizational commitment. Female teachers who are satisfied with their work are likely to be regular to school, be punctual to school, be efficient in lesson preparation and instructional delivery etc. This result is in agreement with Mullins, (2015) that job satisfaction relates significantly to teachers' organizational commitment. This result is also supported by Kumari and Pandey (2011) that there is significant and positive relationship between job satisfaction and continuance commitment.

CONCLUSION

The variables discussed in the study are quite germane for the improvement of the educational system. The reason that teachers are the change agents and since no nation can rise above the quality of the teachers, the teachers characteristics such as their emotional intelligence and job satisfaction determines how efficient they will be in discharging their duties. The motivation of this study therefore was geared toward determining whether emotional intelligence and job satisfaction correlate with organizational commitment. Based on the results of the study the researcher concluded that (i) emotional intelligence significantly correlates with organizational commitment among female and male teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. Again, the result of the study revealed that job

satisfaction significantly relate with organizational commitment among female and male teachers in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

RECOMMENDATIONS

Based on the results of the study, the researcher recommended as follows:

1. There should be regular capacity training programmes for teachers especially on organizational commitment.
2. Motivational strategies should be put together for teachers to ensure good condition of service for teachers.
3. There should be more awareness on the importance of emotional intelligence especially as regards the work of a teacher due to its relevance.

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