

## COMPONENTS OF EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN UGHELLI-NORTH LOCAL GOVERNMENT AREA OF DELTA STATE

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**ABSTRACT:** *This study investigated emotional intelligence and self-efficacy as correlates of job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta state. A sample size of 400 respondents were used. The study used simple random sampling to select the schools and stratified proportional sampling to draw the sample. Six research questions and six null hypotheses were used. The design for the study was correlational design. The instruments used were Emotional Intelligence Scale (EMIS), General Self-Efficacy Scale (GSES) and Job Satisfaction Scales (JSS) for data collection. The reliability of the instruments (EMIS, GSES and JSS) were also determined using cronbach alpha method of internal consistency and the coefficients obtained were 0.814 for Emotional Intelligence Scale, 0.779 for Job Satisfaction Scale. Linear and multiple regressions were used to answer the research questions, while t-test and one way ANOVA associated with regression analysis were used to test the hypotheses. Self-Awareness of Emotional Intelligence significantly relates to Job Satisfaction among secondary school Teachers in Ughelli-North Local Government Area of Delta State. Some of the recommendations of the study are: School administrators, should provide a conducive working environment and appreciate teachers for a job well done. School Psychologists and counselors should organize seminars, workshops and training to educate teachers on emotional intelligence and how to develop high self-efficacy. Teachers should also read material on emotional intelligence. The implications of the result and suggestions for further studies were made*

**KEYWORDS:** Emotional Intelligence, Job Satisfaction and Teachers.

## INTRODUCTION

Job satisfaction is used around world by workers. It is one of the concerns of an organization. It can affect employees in a positive or negative manner. It is used to describe the fulfillment that workers derive from their job. Locke in Vida and Eccles (2003) viewed satisfaction from job as “a pleasurable or a positive emotional state resulting from the appraisal of one’s job or job

experiences". Adi (2001) states that, "workers who are satisfied and are happy at work, tend to be very productive." Good and attractive working conditions usually bring about job satisfaction. When a worker is happy, contented, pleased and derives fulfillment from his or her job or job experiences that worker is said to have job satisfaction and such a person will be very productive.

Erdogan in Akomolafe and Ogunmakin (2014) is of the view that Job satisfaction can affect an employee physically and also affect the mental health of an employee. Selyn in Akomolafe and Ogunmakin (2014) reported that teachers who experience job satisfaction, these teachers usually experience a great level of competence in their profession. Also, job dissatisfaction can lead to being absent from school, exhibiting aggressive behavior towards colleagues and students. It can also lead to leaving the teaching profession early (George and Jones, 2008).

Vanrooy and Viswesvaran (2005) viewed emotional intelligence is a collection of abilities that includes spoken words and unspoken gestures that assists a person in generating, recognizing, expressing, understanding and evaluating theirs and other peoples' emotion so as to help in guiding thoughts and guiding actions that can cope with the pressures and demands of the environment. Emotional intelligence implies the skills, that helps a person to see and also helps in understanding his/her emotion(s) and emotions of other people, which will make him/her cope with the environmental pressures and demands. When people recognize and understand their emotions, it helps a great deal because the individual understand how he/she feels and why he/she feels that way. When people recognize and understand other people emotions it makes it easy to understand other people's actions

Emotional intelligence has become a relevant subject to individuals and organizations because it helps one perceive emotion, understanding emotion, it facilitates thinking and control actions of people. Goleman (2005) gave an authority definition of the term emotional intelligence. "It is capacity for recognizing our feeling and those of others for motivating ourselves and for managing emotions well in us and in relationships." Emotional intelligence has to do with how people think and carryout actions. It is necessary for teachers to understand themselves, recognize their feelings and those of others, to be able to interact appropriately with people because our thought and actions can affect our interpersonal relationship(s). This model was proposed by David Goleman, Richard Boyatzis and Annie McKee in 2002. (Goleman, Boyatzis and McKee 2002) states that this model consists of four components or competencies of emotional intelligence which is further subdivided into eighteen sub competencies. The Five domains of Emotional intelligence; Self-awareness, Self-regulation, motivation, empathy and social skills are represented in four quadrant or components, (Goleman, Boyatzis and McKee 2002) , The four components of emotional intelligence are divided into two personal competencies which comprises of Self-awareness, Self-management and two social competencies which comprises of Social awareness and Relationship management. (Goleman, 2009)

The knowledge of emotional intelligence can enhance the satisfaction derived from one's job. Cobb (2004) asserted that job satisfaction and also the emotional intelligence among teachers. He found out that Job satisfaction has high positive relationship with Emotional Intelligence

Researchers have studied how teachers 'emotional intelligence relates to job satisfaction by Cobb (2004). It is against this background that the researcher conceived the idea to investigate on how

component of emotional intelligence and relates to Job Satisfaction in secondary school teachers in Ughelli-North LGA in Delta State

From my observation of public secondary school in Ughelli-North Local Government Area of Delta State, some teachers believed their capacity to execute tasks were low, some teachers had little or no interest towards work they were less productive because they viewed tasks to be harder than they were. Such teachers are said to have low self-efficacy, such teachers may experience, little or no job satisfaction.

Also teachers that did not have an understanding of their emotions and that of others, teachers that are not able to perceive, control and evaluate their emotions may think and act irrationally. I also observed that some teachers were frustrated because they that did not have the ability to recognize the emotions of others and also manage others emotions and as a result such teachers sometimes had conflicts with colleagues, superiors and subordinates (including students), which may bring about little or no job-satisfaction. It is to this end that the researcher developed the interest, to investigate the extent to which component of emotional intelligence relate to job satisfaction among public secondary school teachers in Ughelli-North Local Government Area.

The following research questions guided the study:

1. To what extent does Self-Awareness of Emotional Intelligence relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State?
2. To what extent does Self-Management of Emotional Intelligence relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State?
3. To what extent does Social Awareness of Emotional Intelligence relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State?
4. To what extent does Relationship Management of Emotional Intelligence relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State?

The following null hypotheses which was tested at 0.05 level of significance guided the study.

- 1 Self- awareness of Emotional Intelligence does not significantly relate to Job Satisfaction among secondary school Teachers in Ughelli-North Local Government Area of Delta State.
- 2 Self-Management of Emotional Intelligence does not significantly relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State.
- 3 Social Awareness of Emotional Intelligence does not significantly relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State.
- 4 Relationship Management of Emotional Intelligence does not significantly relate to Job Satisfaction among Secondary School Teachers in Ughelli-North Local Government Area of Delta State.

## METHODOLOGY

In this study, the correlational design was used. It investigated the relationship between components of Emotional Intelligence and Job Satisfaction among Secondary School Teachers. Correlational study is a type of research concerned with determining the degree of relationship between two or more variables, it indicates direction and magnitude or nature (positive or negative) of a relationship between the variables. According to Kpolovie (2010) correlational design is a design that is patterned after a statistical tool most suitable for eliciting the form and nature of relationship that exist among the variables under investigation. He went further to say that the design has an independent and dependent variable which are correlated.

The population for the study consisted of 1,339 teachers of 43 public secondary schools in Ughelli-North Local Government Area of Delta State. The research will use public schools. (Source: Ughelli-North, Post Primary Education Board. A sample of 400 public secondary school teachers were selected using proportional stratified sampling technique. Simple random sampling technique was used to select 8 public secondary schools out of 43 public secondary schools.

Three instruments were adapted for this study. They are; Emotional Intelligence Scale (EMIS), the instrument was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) and Job Satisfaction Scale (JSS). It was developed by Steers (1991). The instrument was developed and given to three experts in the field of educational psychology including my supervisor, for vetting and assessment of the suitability of the contents of the questionnaire and also to ensure face validity. The reliability of emotional intelligence scale, self-efficacy and job satisfaction scale was determined through Cronbach Alpha method of internal consistency.

The reliability coefficient of emotional intelligence scale (EMIS) was obtained as 0.814. Similarly, the reliability coefficient of self-efficacy scale (GSES) was obtained as 0.793 and the job satisfaction scale (JSS) was obtained as 0.779. The coefficient values obtained are high enough to guarantee the use of instrument as a reliable one for this study

Linear and multiple regression was used to answer the research questions. T-test and one way ANOVA associated with regression analysis was used to test the null hypotheses at 0.05 level of significance

## RESULTS/FINDINGS

### Research Question 1:

To what extent does self-awareness of emotional intelligence relate to job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State?

### Hypothesis 1:

Self-awareness of Emotional intelligence does not significantly relate to job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

In order to answer the Research Question, linear regression was used while in testing the null hypothesis, t-test associated with regression was employed.

**Table 4.1 Linear regression analysis of Self-Awareness of emotional intelligence and Job satisfaction of Teachers.**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard Error or the estimate	N	
1	.129	.017	.014	5.2504	400	
Coefficient.						
Model	Unstandardized coefficient		Standardized coefficients			
	B	Std Error	Beta	t	Sig	Result
(Constant)	37.758	2.727	.129	13.847	.000	Significant (P< 0.05)
Self-awareness of emotional intelligence	.297	.114		2.603	.010	

The table above showed the linear regression coefficient obtained as 0.129, the value for the coefficient of determination ( $R^2$ ) as 0.017, it can be deduced that positive relationship of self-awareness of emotional intelligence only explain 1.7% of the variation in teacher job satisfaction. The table also shows that the self-awareness of emotional intelligence has a standardized coefficient (Beta value) of 0.129 and the t-value of 2.603 which was significant at 0.10 and also less than the chosen probability of 0.05 ( $t = 2.603$ ,  $P < 0.05$ ). Hence, the null hypothesis is rejected, which implies that self-awareness of emotional intelligence significantly relate to job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

### Research Question 2:

To what extent does Self-Management of emotional intelligence of emotional intelligence relate to Job Satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State?

### Hypothesis 2:

Self-Management of emotional intelligence does not significantly relate to Job Satisfaction among secondary school teachers of Ughelli-North Local Government Area of Delta State.

In order to answer the Research Question linear regression was used while in testing the null hypothesis t-test associated with regression was employed.

**Table 4.2 Linear regression analysis of Self-Management of Emotional Intelligence and Job Satisfaction of Teachers.**

Model	R		R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard Error of the estimate	N.
1	0.159		0.25	0.23	5.2276	400
Model	Coefficient.					
	Unstandardized Coefficient	Standardized coefficient				
	B	Std Error	Beta	t	Sig	Result
(Constant)	37.356	2.340		15.961	.000	Significant
Self-management of emotional intelligence	.339	.106	.159	3.210	.001	(P < 0.05)

The table above shows the linear regression coefficient obtained as 0.159, the value for coefficient of determination ( $R^2$ ) as 0.25 while the adjusted coefficient of determination (Adjusted  $R^2$ ) obtained as 0.23. Based on the coefficient of determination ( $R^2$  value) or 0.25 it can be deduced that the relationship of self-management of emotional intelligence only explain 2.5% of the variation in teacher Job Satisfaction.

The table also shows that the self-management of emotional intelligence has a standardized coefficient (Beta value) of 0.159 and the t-value of 3.210 which was significant at 0.001 and also less than chosen probability level of 0.05. ( $t = 3.210$ ,  $P < 0.05$ ). Hence, the null hypothesis is rejected which implies that self-management of emotional intelligence significantly relate to a job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

### Research Questions 3:

To what extent does Social Awareness of emotional intelligence, relate to Job Satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State?

### Hypothesis 3:

Social awareness of emotional intelligence does not significantly relate to job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

In order to answer the Research Question linear regression was used while in testing the null hypothesis, t-test associated with regression was employed.

**Table 4.3: Linear regression analysis of Social Awareness of Emotional Intelligence and Job Satisfaction of Teachers.**

Model	R		R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard error of the estimate	N.
1	.178		.032	.029	5.2105	400
Coefficients						
Model	Unstandardized coefficient		Standardized Coefficient			
	B	Std Error	Beta	t	Sig	Result
(Constant)	37.546	2.035		18.448	.000	Significant
Social awareness of emotional intelligence	.285	.079	.178	3.605	.000	(P <0.05)

The above table shows that the coefficient (R) obtained as 0.178, the value for coefficient of determination (R<sup>2</sup>) as 0.032 while the adjusted coefficient of determination (Adjusted R<sup>2</sup>) obtained as 0.029. Based on the coefficient of determination (R<sup>2</sup> –value) of 0.32, it can be deducted that the relationship of social awareness of emotional intelligence only explains 3.2% of the variation in teacher job satisfaction.

The above also shows that the social awareness of emotional intelligence has a standard coefficient (Beta-value) of 0.178 and the t-value of 3.605 which was significant at 0.000 and also less than the chosen 0.05 level of significance. (t = 3.605, (P < 0.05). Thus, the null hypothesis is rejected which implies that social awareness of emotional intelligence significantly relate to job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

#### **Research Question 4:**

To what extent does Relationship Management of emotional intelligence relate to Job Satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State?

#### **Hypothesis 4:**

Relationship Management of Emotional Intelligence does not significantly relate to Job Satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

In order to answer the Research Question linear regression was used while in testing the null hypothesis t-test associated with regression was employed.



**Table 4.4 Linear regression analysis of Relationship Management of Emotional Intelligence and Job Satisfaction of Teachers.**

Model	R		R <sup>2</sup>	Adjusted R <sup>2</sup>	Standardized Error of the estimate	N
1	.298		.089	.086	5.0544	400
Model	Coefficients.		Standardized Coefficient			
	Unstandardized Coefficient		Beta	t	Sig	Result
(constant)	$\beta$	Std Error				
Relationship management of emotional intelligence	29.638	2.452	.298	12.088	.000	Significant
	.548	.088		6.226	.000	

From this table above, the correlation coefficient (R) yielded 0.298, the value for coefficient of determination (R<sup>2</sup>) as 0.089, while the adjusted coefficient of determination (Adjusted R<sup>2</sup>) obtained as 0.086. Based on the coefficient of (R<sup>2</sup>) value of 0.089, it can be deduced that the relationship management of emotional intelligence only explains 8.9% of the variation in teacher job satisfaction.

The table also shows that the relationship management of emotional intelligence has a standardized coefficient (Beta value) of 0.298 and the t-value of 6.226 which was significant at 0.000 and also less than the chosen alpha level of 0.05 ( $t = 6.226, P < 0.05$ ). Hence, the null hypothesis was rejected which implies that relationship management of emotional intelligence significantly relate to job satisfaction among secondary school teachers in Ughelli-North Local Government Area of Delta State.

## DISCUSSION OF RESULTS

### Self-Awareness of Emotional Intelligence and Job Satisfaction.

The result indicates that self-awareness of emotional intelligence has a relationship with job satisfaction. This means that teachers who are able to recognize and understand their emotions, their strengths, their weaknesses and also teachers that are confident in themselves will have job satisfaction.

The findings of this study, is in agreement with the findings of Cobb (2004) who carried out a study on job satisfaction and emotional intelligence in public school teachers in Kentucky and found out that emotional intelligence correlates positively with job satisfaction. The findings of this study is in disagreement with the findings of Ogunna (2010) who carried out a study on the relationship between emotional intelligence and teachers' job satisfaction in Delta State. The result shows that there is no significant relationship between emotional intelligence and job satisfaction. The variation in the findings may be attributed to the sample size and also the locale of the study.



### **Self-Management of Emotional Intelligence and Job Satisfaction.**

The result indicates that self-management of emotional intelligence has a relationship with job satisfaction. This means that teachers that are transparent, adaptable, optimistic, having initiative and are able to control or manage their emotions especially disruptive emotions will have job satisfaction.

The findings of this study is in agreement with the findings of Kathowade (2014) who carried out a study on emotional intelligence and job satisfaction of higher secondary school teachers in India. The result shows that emotional intelligence of secondary school teachers correlates positively with their job satisfaction. The findings of this study disagrees with the findings of El Badawy and Magdy (2015) who carried out a study on assessing the impact of emotional intelligence on job satisfaction among academicians in Egypt. The result shows no significant correlation between emotional intelligence and job satisfaction. The difference in the findings may be attributed to location (area of the study) where the research was carried out

### **Social Awareness of Emotional Intelligence and Job Satisfaction.**

The result shows that social awareness of emotional intelligence has a relationship with job satisfaction. This means that teachers that are aware of how the organizational networks and politics work, also rendering services and being empathic leads to job satisfaction.

The findings of this study agrees with the study of Yahyazadeh-Jeloudar and Lofti-Goodarzi (2012) who carried out a study on teachers' emotional intelligence and its relationship with job satisfaction in Iran. The result shows that there was significant relationship between teachers' emotional intelligence and job satisfaction. The findings of this study disagrees with the study of Tulsi and Walia (2015) who carried out a similar study on emotional intelligence and job satisfaction of college teachers in Chandigarh. The result shows that there was no significant outcome on emotional intelligence and job satisfaction. The variations in the findings may be attributed to the cultural or ethnic background.

### **Relationship Management of Emotional Intelligence and Job Satisfaction.**

The result indicates that relationship management of emotional intelligence has a relationship with job satisfaction. This means that teachers who communicate effectively with people, teachers that help in developing people, working together as a team, resolving conflicts, initiating change and influencing people in a positive manner will have job satisfaction.

The findings of this study corresponds with the findings of Tabatabaei and Farazmehn (2015) who carried out a similar study in Iran and found out that there is a significant relationship between emotional intelligence and job satisfaction. The researcher did not review any study that is in disagreement with the present result

## **CONCLUSION**

1. Self-Awareness of Emotional Intelligence significantly relates to Job Satisfaction among secondary school Teachers in Ughelli-North Local Government Area of Delta State.
2. Self-management of Emotional Intelligence significantly relate to Job Satisfaction among secondary school Teachers in Ughelli-North Local Government Area of Delta State.

3. Social Awareness of Emotional Intelligence significantly relate to Job Satisfaction among secondary school Teachers in Ughelli-North Local Government Area of Delta State.  
Relationship Management of Emotional Intelligence significantly relate to Job Satisfaction among secondary school Teachers in Ughelli-North Local Government Area of Delta State

## **IMPLICATIONS**

1. The study reveals that self-awareness of emotional intelligence is related to Job Satisfaction. This implies that, teachers who recognize and understand their emotions will experience job Satisfaction.
2. The study reveals that self-management of emotional intelligence is related to Job Satisfaction. This implies that teachers who are able to control their emotions especially disruptive emotions will experience job satisfaction.
3. The study reveals that social awareness of emotional intelligence is related to job satisfaction. This implies that teachers who are ready to render services, teachers who are empathic and teachers that understand how the school system works will experience job satisfaction.
4. The study reveals that relationship management of emotional intelligence is related to job satisfaction. This implies that teachers who communicate effectively, develop people, work with others as a team, and resolve conflicts and initiate change in a positive manner will experience job satisfaction.

## **RECOMMENDATION**

Based on the findings of this study, the following recommendations were made.

- Based on the result that self-awareness of emotional intelligence relates positively to job satisfaction, it is recommended that teachers should try to recognize and understand their emotions to be able to have job satisfaction.
- Based on the result that self-management of emotional intelligence relates positively to job satisfaction, it is recommended that teachers should learn how to control their emotions especially disruptive emotions so that they can enjoy job satisfaction.
- Based on the result that social awareness of emotional intelligence relates positively to job satisfaction, it is recommended that the school administrator(s) with the help of the Ministry of Education, should provide a conducive and safe working environment for teachers so that teachers will render services and work effectively. On the other hand teachers should be empathic and try to understand how the school system works so that they can experience job satisfaction.
- Based on the result that relationship management of emotional intelligence relates positively to job satisfaction, it is recommended that teachers should learn to communicate effectively, develop people, work with others as a team, resolve conflicts and initiate change in a positive manner so that they can have job satisfaction

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