

## **DIMENSIONS OF EMOTIONAL INTELLIGENCE AS PREDICTORS OF JOB INVOLVEMENT AMONG TEACHERS**

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**ABSTRACT:** *The study investigated how the dimensions of emotional intelligence can predict teachers' job involvement in Obio/Akpor Local Government Area of Rivers State, Nigeria. It used 430 teachers drawn via purposive and simple random sampling techniques. Two research questions and two null hypotheses guided the study. Two instruments, dimensions of Emotional Intelligence Scale (DEIS) and Teachers' Job Involvement Questionnaire were used for data collections. The internal consistency coefficients of 0.76 and 0.90 were obtained for DEIS and TJIQ respectively using Cronbach alpha method. The instruments were administered via direct delivery approach, and data collected were analysed using multiple regression statistics. After the analysis, it was found that emotional intelligence and its dimensions had significant predictions on teachers' job involvement. Again that self-awareness had the highest prediction followed by self-management, social awareness and then relationship management. Based on the findings implications of the study and recommendations were stated.*

**Keywords:** Emotional Intelligence, Self Awareness, Self-Management, Social Awareness, Relationship Management and Job Involvement.

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### **INTRODUCTION**

The most important task of teachers is to educate or effect desirable behaviours among the learners. Teachers have the opportunity to play a significant role in learners personal and social development. They are sometimes the source of help to the learners facing emotional or interpersonal problems. Good teachers are acutely aware of their task orientation and engagement in the learning process they display a remarkable ability to keep students activity involved with a task. To accomplish all these teachers must possess some characteristics that will make them highly effective.

Effective teachers add more values to the system of education by taking more active roles in shaping their careers. To this end, teachers need to view themselves as free agents and try to develop a variety of valuable skills, be productive workers and skillfully market themselves to prospective employer (Smith 2000 in Weinsten and Lloyd, 2003).

Some key behaviours that are associated with good and effective teaching have been revealed. They include lesson clarity, instructional variety, task involvement, consistent classroom guidelines and periodic feedback (Calfée & Berliner 1996 in Elliot, Kratochwill, Cook & Travers 2000).

In another dimension Smith (2000) in Weiten and Lloyd (2003) asserted that in the new work environment, the keys to job success are self-direction, self-management, up-to-date knowledge and skills, flexibility and mobility. In a way, it is worthy to note that the advance of technology into our society had change the nature of job including that of teachers. Sequel to this Weiten and Lloyd (2003) suggested that new work attitudes which job involvement may be one are required. The tendency of teachers to develop these new work attitudes may sometimes depend on their emotional competence. This is because most psychologists in western cultures tend to see emotion as organized psychological and physiological reactions to changes in our relation to the world (Bernstein, Nash, Clarke Stewart, Penner & Roy, 2008). To support this, Woolfolk, Hughes and walk-up (2008) stated that social and emotional competency are critical for both academic and personal development.

Emotions are an integral and inseparable part of everyday organizational life, (Ashforth & Humphrey, 1995). Employees are first and foremost, people and it is the feeling and expression of emotions that make us human. However, the feelings of an individual can be reflected in the activities such an individual is involved. This is in the same way that work can also produce feelings both positive ones (such as elation, gratification, pride, etc.) and negative ones (such as fear, sadness, anger, jealousy and fatigue etc.). Hence, jobs require management of personal emotions in order to produce desired performance/ involvement (Kruml and Geddes, 2000, Munchinsky 2003). This means that emotional labour is necessary in any workplace because how employees behave when they are required to feel or project their appearance of certain emotions may be related to their level of involvement in the job.

Arvey, Renz and Watson (1998) proposed that (1) emotions are common in the workplace and it is futile to ignore emotions or attempt to eliminate them. (2) Emotions produce both positive and negative work outcomes. (3) People have stable individual differences in their predisposition to experience certain emotions. The authors also proposed that work performance can be improved by matching people and jobs in terms of emotionality. The stable patterns of emotional responses may also enable us to predict both the individual's emotional responses to job demands and the resulting behaviours that may affect job involvement.

Furthermore, emotions are central to effective human functioning and it is so vital to human survival that an intelligence that is driven by emotion is now known as emotional Intelligence (Mayer & Salovey, 1993). Individuals differ in how they deal with their emotions, those who effectively manage their emotions are said to be emotionally intelligent. Emotional Intelligence as defined by Muchinsky (2003) is a construct that reflect a person's capacity to manage emotional

responses in social situations. Woolfolk, et al (2008:137) defines emotional intelligence as the ability to process emotionally information accurately and efficiently. Goleman (2005) defined Emotional Intelligence as ability for recognizing one's own feeling and that of others, for motivating ourselves and for managing emotions in ourselves and our relationships; while Mayer and Salovey (1993) defined Emotional Intelligence as the ability to monitor one's own and other people's emotions to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour. In other words Emotional Intelligence is the ability to manage in and out emotions in order to enhance thought and performance. To this end, Segal, Smith, Robinson and Segal (2012), emotional intelligence is about communicating with others in ways that draw people to you, overcome differences, repair wounded feeling and defuse tension and stress.

There are basically three main models explaining the construct, Emotional Intelligence. These are ability model, mixed model and trait model. Mixed Model proposed by Daniel Goleman (1998) sees Emotional Intelligence as a wide array of competencies and skills that facilitate performance. Trait Model proposed by Petrides, Frederickson & Furnham (2004) sees Emotional Intelligence as a constellation of emotion-related self perceptions located at the lower levels of personality. Ability Model proposed by Mayer and Salovey (1997) sees Emotional Intelligence as a set of abilities that account for how people's emotional perception and understanding vary in their accuracy.

Indeed, in considering the mixed model by Goleman (1998), which the present study is based on, there are four main dimensions of Emotional Intelligence. These are self-awareness, self-management, social-awareness and relationship-management. Self-awareness is the ability to read one's emotion and recognize their impacts while using gut feelings to guide decisions. That means the ability to monitor and recognize feelings as it happens.

Self-management is the ability to control one's emotion and impulses and adapting to changing circumstances. That is the ability to handle one's feeling in an appropriate manner. Social awareness is the ability to sense, understand and react to others emotion while comprehending social networks. In other words it is the ability to understand the feeling of others and why they act in the way they do. Relationship-management is the ability to inspire, influence and develop others while managing conflict. That is the ability to manage emotions in others.

Goleman (1995) posited that people who are low in the ability of self-awareness are prone to feeling of low self confidence. In addition, that people who are low in the ability of self-management are prone to feelings of distress whereas those who are high are more resilient to life's setbacks and upsets. Again he reported that people who have high ability in social-awareness are more attuned to the subtle social signals that indicate what others need or want; hence the skill is well suited for the caring professions such as nurses, teachers and social workers while people who excel in the relationship-management do well in tasks that rely on interacting smoothly with others. In general, Goleman (1995) posited that people who are high in Emotional Intelligence are socially poised, outgoing and cheerful. They are sympathetic and caring in their relationships. They are comfortable with themselves, others and the social environment they find themselves.

The four dimensions of mixed model of Emotional Intelligence were clustered into intrapersonal competence and interpersonal (or social) competence. The intrapersonal competence includes self-awareness and self-management while the interpersonal competence includes social-awareness and relationship-management (Goleman, 2002).

Goleman (2005) asserted that mixed model of Emotional Intelligence operates under the assumption that it can be used to enhance the performance and effectiveness of individuals. He posited that emotional competencies are learned capabilities that must be worked on and developed to achieve outstanding performance. Again, that, individuals are born with a general Emotional Intelligence that determines their potentials for learning, achieving and performing. Hence, the present study is based on it (mixed model by Goleman, 1998).

Invariably, Muchinsky (2003) stated that throughout the history of the scientific study of work, researches on the relevance of emotion to the world of work were denied. They are regarded as transient disturbances to the linkages between abilities and performance. The experience of work is often portrayed through reasoned analytical concepts as witnessed by task statements, job specification and goals. In addition, Muchinsky (2003) stated that recently, there is a realization on the significant role emotion plays in the workplace. This is to the point that psychologists come to recognize that emotions influences work-related behaviours and they accept emotions as a legitimate topic of research. Finally, it is observed that people even teachers experience emotions with varying intensities. So it is plausible that the variations in the level of emotional intelligence can contribute to variations in the levels of teachers task/job involvement.

There are empirical studies addressing what has historically been regarded as the “soft” side of individual differences including moods and emotions. To support this, Goleman (1998) reported that emotional intelligence assessments have been predicted academic drop-out, ability to cope with severe medical conditions and aggression in the workplace etc. Then Fox and Spector (2000) reported that Emotional Intelligence was positively related to performances in an employment interview while Muchinsky (2003) anticipated that the relationship between Emotional Intelligence and job performance would be more fully explored in the near future.

Hence, the present study focused on how the dimension of emotional intelligence can predict job-involvement among teachers of secondary schools. Job involvement refers to the degree to which a person identifies psychologically with his or her work and the importance of work to one’s self-image (Muchinsky 2003, p. 311). Brown (1996) asserted that people may be stimulated by and drawn deeply into their work or they may be alienated from it mentally and emotionally. Brown added that a state of involvement implies a positive and relatively complete state of engagement of core aspect of the self in the job, whereas a state of alienation implies a loss of individuality and separation of the self from the work environment.

Muchinsky (2003) reported that research had shown a wide range of correlations between job involvement and other work-related constructs. For instance Brown (1996) conducted a meta-analysis of studies that examined job involvement and reported an average correlation of 0.45 with overall job satisfaction, 0.09 with performance, -0.13 with turnover and 0.53 with a personality dimension related to conscientiousness. The results suggested that job involvement is related to

the degree to which people view their work and their approach to it. Again that job-involvement is less related to how well people perform their job.

Goleman (1998) reported that emotional intelligence quotient predicts higher job performance three times better than mental intelligence quotient. And that this finding has been replicated by Dozers of different experts in close to five hundred corporation, government agencies and nonprofit organizations worldwide. Aremu, Tella and Tella (2006) found a positive relationship between emotional intelligence and academic achievement. However the rationale for this study is found in the benefit that may be derived from the findings from this study in many aspects. For instance it can provide a basis to understand work motivation, just as feelings help to determine the causes of actions people take. It will also help to reestablish “worker” as people first, who assume several roles in life. Related to the above, employers may see the need to assess the Emotional Intelligence of their employees-to-be during their interview in order to determine the ones that may be fully involved in the job when employed and those that may not be. Work performance can be improved by matching people and jobs in terms of emotionality Arvey et al (1998). The study of emotions in the workplace has the potential to add an understanding of behaviour in organization (Fisher & Ashkenasy ,2000).

Job involvement is a very important employee’s attitude in the workplace which is gear productivity. When the job-involvement is high, productivity rises. The more prevailing situation among some of the teachers is the high rate of truancy, absenteeism and lack of dedication to their duties. Some of the teachers go to school with some ulterior motives such as trading to make both ends meet instead of their main official duties of teaching. And some are easily overcome by the stressful nature of the teaching job on the other hand those with high level of emotional intelligence will develop resilience to any stress that will result from their job, thereby becoming more involved in their duty/job which will inturn leads to high production of high task-involved students. This is because some theorists asserted that Emotional Intelligence is the key to being resilient in the face of stress (Weinten and Lloyd, 2003). And teachers are regarded as foreman in the workshop.

Again, low teachers’ job-involvement may lead to low productivity in the academic work which may adversely affect the students and the society in general. However, the level of job involvement among teachers varies despite the fact that all of them are exposed to the same working conditions. Given this situation, the problem of the study becomes to find out whether the dimensions of emotional intelligence possessed by the teachers can predict their levels of job-involvement.

To achieve the objectives of this study, the following research questions and null hypotheses tested at 0.05 were formulated to guide the study;

1. To what extent does the combination of the dimensions of Emotional Intelligence (self-awareness, self-management, social-awareness and relationship management) predict job-involvement among teachers of secondary schools?
2. What is the relative influence of each dimension of Emotional Intelligence (self-awareness, self-management, social-awareness and relationship management) in predicting job-involvement among teachers of secondary schools?

## 2. Null Hypotheses

1. The combined influence of the dimensions of Emotional Intelligence do not significantly predict job-involvement among teachers of secondary schools.
2. The dimensions of Emotional Intelligence do not independently have significant prediction for job-involvement among teachers of secondary schools.

## METHODOLOGY

The study used the correlation survey research design. It was conducted in Obio/Akpor Local Government Area of Rivers State. The population consisted of all teachers in the 14 public secondary schools within the area. Four hundred and thirty teachers were randomly selected from the 14 secondary schools in the area i.e. 25 teachers were selected from each school. Two instruments were used for the study namely Dimensions of Emotional Intelligence Scale (DEIS) and Teachers' Job Involvement Questionnaire (TJIQ). Both are self-rating in nature and are developed by the authors. The DEIS is made up of five sections, A, B, C, D and E, section A deals on personal information about the respondents while section B, C, D and E deals on the extent the respondent possesses the ability of self-awareness, self-management, social-awareness and relationship management respectively. Each of the sections contains 8 items making a total of 32 items on the whole scale. The second instrument, TJIQ contains 8 items that was used to assess the varying level of job-involvement among the teachers towards their job. Both instruments were responded based on 5 point Likert-type response, ranging from (5) for SA to (1) for SD.

The face validity of the two instruments were done by subjecting them to the expert scrutiny of the industrial psychologists. Then the construct validity of TJIQ was done by correcting scores from emotional intelligence and job involvement scales via divergent validity method. And these gave a coefficient of 0.38. While in determining the construct validity of DEIS, scores from each of section was correlated against the teachers score in self-concept. After the analysis, the following coefficient 0.31, 0.43, 0.27 and 0.21 were obtained respectively for self-awareness, self-management, social awareness, relationship management. This means that instruments possess the construct of emotional intelligence and job involvement. The Cronbach Alpha reliability method was used in establishing the internal consistency of the two instruments DEIS and TJIQ. For DEIS that was made up of four subscale/dimensions, their coefficient values are 0.72, 0.85, 0.79 and 0.68 for self-awareness, self-management, social awareness and relationship managements respectively, giving an overall coefficient as 0.76 while that of JIQ was 0.90. Thus the instruments were highly reliable for the study. The two instruments were administered to the respondents at the same time, while data collected were analysed using linear multiple regression statistics.

## RESULTS

The results of the study are presented below in tables 1, 2 and 3.

**Research Question 1:** To what extent does the combination of the dimensions of Emotional Intelligence (Self-awareness, self-management, social-awareness and relationship management) predict teachers' job involvement?

**Hypothesis 1:** The combined influence of the dimensions of Emotional Intelligence do not significantly predict for job involvement among teachers of secondary schools.

To answer this research question, a multiple regression analysis was carried out. The result obtained are summarized and presented in table 1 below:

**Table 1: Multiple regression showing the prediction of teacher's job involvement on dimensions of Emotional Intelligence**

Variables	N	Mean	SD	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std error
Self awareness	350	19.10	2.36	0.356	0.127	0.116	3.37
Self- management	350	18.67	2.45				
Social awareness	350	18.98	2.59				
Relationship	350	19.19	2.52				
Job involvement	350	23.19	3.58				

(a) Predictors: (constant). Relation management, social awareness, self awareness, self management

(b) Dependent variable: Job involvement

Table 1 showed that the combination of the four dimensions of Emotional Intelligence in predicting the teachers' job involvement yielded a coefficient of multiple regression of 0.356, a multiple R<sup>2</sup> of 0.127 and Adjusted R<sup>2</sup> of 0.116. This means that combined influence of the dimensions of Emotional Intelligence has a low prediction on the teachers' job involvement hence 12.7% of the variance in the levels of teachers' job involvement can be explained by their combined influence.

**Table 2: Analysis of variance associated with multiple regression showing the prediction of teachers' job involvement on the dimensions of emotional intelligence.**

Model	Sum of squares	df	Mean square	F	Sig
Regression	567.46	4	141.87	12.50	0.000
Residual	3915.33	345	11.35		
Total	4482.79	349			

The table shows that the analysis of variance for the multiple regression data yielded an F-ratio of 12.500 at degrees of freedom of 4 and 345 at 0.000 Alpha level. Since 0.000 is lesser than our chosen 0.05 level of significant it therefore means that the F-ratio obtained was also significant at 0.05 alpha level. This indicated that the combination of the emotional intelligence can significantly predict teachers' level of job involvement. Thus dimensions of emotional intelligence are significant predictors of job involvement among secondary school teachers.

**Research Question 2:** What is the relative influence of each dimension of Emotional Intelligence (Self-awareness, self-management, social-awareness and relationship-management) in predicting job involvement among teachers?

**Table 3: Relative influence of the dimensions of emotional intelligence on the prediction of job involvement**

Model	Unstandardised coefficient		Standardised Coefficient		
	B	Std. Error	Beta	t	Sig
Constant	6.491	2.391		2.72	0.007
Self Aware.	0.292	0.078	0.192	3.77	0.000
Self Mgt.	0.254	0.075	0.174	3.39	0.001
Social Aw.	0.176	0.071	0.127	2.49	0.013
R/Ship Mgt.	0.159	0.073	0.111	2.17	0.031

On table 3, Beta weight provides an indication of the relative influence of each of the dimensions of Emotional Intelligence (predictor variables) on the prediction of the teachers' job involvement when the other variables are controlled. It shows that Beta weights are 0.192, 0.174, 0.127 and 0.111 for self awareness, self management, social awareness and relationship management respectively. The values indicated that self awareness has the greatest influence in predicting job involvement followed by self-management, social awareness and then relationship management. The table also shows that t-ratios associated to the Beta weights are all significant at 0.05 alpha level. This indicated that each of the dimensions of Emotional Intelligence can significantly predict job involvement among teachers independently.

## DISCUSSION

### **Influence of the combination of the dimensions of Emotional Intelligence in predicting job involvement among teachers.**

The results of this finding show that the coefficient of variation is 12.7%. This indicated that 12.7% of the variance in the level of job involvement among teachers can be explained by the combined influence of the dimensions of Emotional Intelligence. This result of low percentage is not surprising but expected because most teachers may be deeply involved in their jobs not due to their emotions alone but also due to other factors outside the scope of this study like wages (salary), interest, personality trait and the location of their job. This stand to mean that this finding is explicable based on the submission of Brown (1996) that people may be stimulated by and drawn deeply unto their work or they may be alienated from it mentally and emotionally.

Again, the result of a significant prediction of teachers' job involvement by the combination of the dimensions of Emotional Intelligence implies that the feeling (emotions) of an individual have some parts to play in any activity one is engaged in life. This result is in support of the propositions of Arvey, Renz and Watson (1998) that emotions produce both positive and negative work outcomes. In addition the result of the study also supported the assertion of George and Brief (1996) that there is an association between emotions and work attitude. They further stated that emotions provide basis to understand work motivation, just as feeling help determine the cause of actions people take. The result indicated that people who are high in emotional intelligence are socially poised, outgoing, cheerful, caring in their relationship, comfortable with themselves, others and the social environment they lived in. hence are suited for the caring professions such as teaching and nursing. However, emotional intelligence is important predictor of job involvement.



Emotional intelligence is a construct that reflects a person's capacity to manage emotional responses in social situations. The more people develop or acquire emotional intelligence, the more they get involved in their jobs. Fox and Spector (2000) reported that emotional intelligence was positively related to job performance in an employment interview. And Brown (1996) had reported that organizational attitudes tend to be substantially interrelated thus job performance is related to job involvement.

Another finding of this study is that the prediction of teachers' job involvement was highest with self-awareness, followed by self-management, social-awareness and then relationship-management. The results also show that the t-values associated to the Beta weights are significant at 0.05 level of significance. These results show that self-awareness is the cornerstone of emotional intelligence. This is because it takes the knowledge of self to be able to read and understand about others and how to relate with them. Thus, it is only when self is developed that one can think of others. This means that one can understand and relate well with others only when one is fully aware of oneself. Hence the level of self-confidence one has within oneself determines the level of self-management which in turn determines the level of job involvement among teachers.

The significant t-values obtained in predicting job involvement on dimension of emotional intelligence indicated that the dimensions of Emotional Intelligence can independently predict for job involvement among teachers. This is because it takes one who is emotionally intelligent to regulate feelings of others, so that they aid rather than impede the handling of situations. This means that it does not just take the knowledge of the subject matter to be involved in one's work but some other constructs like emotional intelligence. High emotional intelligence can assist the teacher to withstand the crowd of students/other teachers and perform his/her duty effectively. That is to say that low emotional intelligence may be responsible for some situation where some teachers who have high knowledge of the subject matter and good pedagogical knowledge fail to perform well in the class (i.e. fail to be involved). They also have problems in school, in relationship and at work and can't seem to improve the situations. The finding is in line with the assertion made by Segal et al (2012).

Moreover, the significant t-values obtained indicated that emotion often disrupts thinking and behaviour, but it also triggers and guides thinking, organizes, motivates, and sustains behaviour and social relations. That is the dimensions of emotional intelligence help to bring on an action tendency, a motivation to behave in certain ways.

However, this finding is in line with the proposition made by Arvey, Renz and Watson (1998) that work performance can be improved by matching people and jobs in terms of emotionality. And that teachers need emotional intelligence to be able to help some students, learners that are faced with some emotional or interpersonal problems. This is because sometimes these like teachers are seen to be their very best source of help, so without acquisition of a high level of emotional intelligence, teachers cannot cope and at the same time learning will suffer since the students may have not really identified with their work psychologically.

### **IMPLICATIONS OF THE STUDY**

The study have some far reaching implications for instance the findings that;

- 1) The combination of the dimensions of the emotional intelligence had a significant prediction for teachers job involvement implies that emotional intelligence is a key factor to development of positive interpersonal and interpersonal relationship and that it is a good component of motivators. It also helps to trigger empathetic feeling and social relations.
- 2) The findings that self-awareness had the highest prediction on teachers' job involvement imply that only one who is aware of his/her emotion that can put him/her in the position of another in order to assist the individual. It also implies that knowledge of self can greatly influence the treatment given to others.

Finally the finding that revealed significant t-value for all the four dimensions of emotional intelligence, self-awareness, self-management, social awareness and relationship management implies that both interpersonal and intrapersonal competence of emotional intelligence are key factors to being resilient in the face of some stressful work like that of the teachers. And that emotion is contagious.

### **RECOMMENDATIONS**

Based on the implications of the findings the following recommendations are made.

1. Employers of teachers should try to incorporate the assessment of emotional intelligence of the would-be-teachers during their recruitment exercise. This will help the teaching field to be filled with teachers with sense of efficacy thereby productivity will be enhanced. This is because assessment of emotional intelligence is useful in corporate settings, small business and collar occupations. Again, a combination of Emotional Intelligence Quotient and Intelligent Quotient with give a better indication of one's general intelligence and, hence, offer a better indication of one's potential to succeed in life.
2. Workshops, seminars and other sensitization programme should be organized for the practicing teachers. This will help to inculcate in them the need and relevance of emotional intelligence to life activities.
3. Regular assessment of the teachers' emotional intelligent quotient should be done by the employers of labour and policy makers. This will help to organize training, remedial programs and guidance counselling services for those identified with low emotional intelligent quotients since training helps to increase the level of emotional intelligence.

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