



Effect of Teaching Commitment and Emotional Intelligence for Workplace Happiness among Senior Secondary School Teachers' in Yobe State, Nigeria

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Abstract

This study investigated the effect of teaching commitment and emotional intelligence for workplace happiness among senior secondary school teachers in Yobe state, Nigeria. Descriptive survey research design was used in the study; multi-stage sampling technique was used to select 120 respondents. The respondents were measured with relevant standardized scales of (0.82, 0.84 and 0.76) reliability and the data obtained was analyzed using t-test. Two research objectives and corresponding hypotheses were formulated and tested at 0.05 level of significance. The result showed that there was significant difference between teaching commitment of senior secondary school teachers' with high emotional intelligence and those with low emotional intelligence of ($t=81.56$; $p<0.05$), similarly, there was significant difference between the teaching commitment of senior secondary school teachers with high workplace happiness and those with low workplace happiness. ($t=36.71$; $p<0.05$). In view of these findings, recommendation such government to provide conducive working atmosphere for teachers and also, teachers should be sent on conferences, seminars and workshops periodically to improve and update their emotional intelligence and intelligent quotients for workplace happiness as well as the required skills needed for pedagogical instruction and commitment to work.

Keywords: Teaching Commitment; Emotional Intelligence, and Workplace Happiness

Introduction

Teachers play crucial roles in the determination of the quality education of a country. In Nigeria, the National Policy on Education (NPE, 2013) succinctly states that no education system can rise above the quality of its teachers, thus implying the crucial roles played by teachers in facilitating teaching-learning process and in determining the quality of educational service delivery. Educational stakeholders and students themselves widely support the notion that teacher commitment is vital to students' overall development, despite the lack of evidence linking achievement to observable teachers' characteristics (Adu, & Olatundun, 2007).

As the saying goes; no nation can rise above the quality of its own teachers, Adeogun cited in Muraina, Ojo, Nyorere and Muraina, (2014) explained that, the quality of the educational system



depends on the quality of its teaching staff and that a school without human and material resources may not be able to achieve the stated goals and objectives of the educational system. These furthermore explained that teachers are the major catalyst and determinants of quality education. Moreover, it has been established that there is high correlation between the emotional stage of teachers and what they teach. Thus, the ability to teach effectively depends on the teachers' emotion, knowledge, skills and knowledge occurs in a variety of forms impeded (Muraina, Muraina, Amao & Oyelade, 2013).

Teaching commitment has been identified as one of the most crucial element for the future success of education and schools (Bagram, 2013). Teaching commitment and emotional intelligence are closely connected to teachers' workplace happiness and their ability to innovate and to integrate new ideas into their own practice (Oluwatoyin, Muraina, & Muraina, 2013). The traditional view of teacher commitment considers it to refer to external referents. Teaching commitment can be seen as the level of effort made by the teachers towards the achievement of the objectives that schools are established for. There is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching (Day, 2014; Amao, Olashinde-Giwa, Muraina, & Muraina 2012). The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. In view of the foregoing, this study focused on the effect of teaching commitment and emotional intelligence for workplace happiness among senior secondary school teachers' in Yobe State, Nigeria.

Emotion has been found to have powerful and significant influences on almost every human cycle. Psychologists have ascertained that emotion has implications on human behaviour through various empirical and theoretical postulations. It has been theoretically proven that a positive emotion evokes positive action (same goes for negative emotion). Emotional intelligence is the ability to understand one's emotion and that of others by relating with them based on the understanding (Ayogu, 2015). It is referred to as an aptitude, a skill, and a combination of both (Mayer & Salovey, 2007; Goleman, 2013; Olanrewaju & Suleiman 2019). Emotional Intelligence is usually denoted by EQ; it is alarmingly becoming a very important skill in every human organisation. It is currently a skill after the heart of employers and organisations throughout the world (Chernyshenko, Kankaraš, & Drasgow, 2018).

Emotional intelligence entails empathy; this implies showing a positive understanding to how people feel. Is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour (Petrides, Sanchez-Ruiz, Siegling, Saklofske, & Mavroveli, 2018). Studies have shown that people with high EQ have greater mental health, exemplary job performance, and more potent leadership skills. Goleman (2005) theorized that emotional intelligence is equal to, if not, more significant than intelligence quotient (IQ) as an important indicator of success in one's professional and personal life. It has also been reported that two brains, two minds and two different kinds of intelligence simultaneously operate, (Parkin, 2002; Damasio, 2004; Goleman, 2005) and that both thinking brain and emotional brain are involved in reasoning and therefore affects productivity (Muraina, et'al 2013).

Emotional Intelligence is one of the aspects of human which psychology seeks to study, control and explore to the apex. Today, Emotional Intelligence has become a very important issue



in different spheres of life that is why employers of labour routinely look through the lens of EQ in hiring, promoting and developing their employees. EQ is a must for all to be able to carry out profession effectively and successfully. However, it's quite mystifying that nowadays EQ is not given the required attention that is why today many people don't know how to control their emotion. In developed nations, counselling is a feasible profession and counsellors often have chambers as lawyers do. Parker, Summerfeldt, Hogan and Majeski (2002) discovered that various emotional and social competencies were strong predictors of academic success and teacher productivity. Similarly, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. Hence, recommends the inclusion of emotional intelligence in the schools' curriculum.

More succinctly, Petrides, Frederickson and Furnham cited in Muraina, et'al (2014) argued that any investigation of the potential effects of emotional intelligence on academic performance of students must be pursued in a specific context. As noted by Orioli cited in Ayogu (2015) further concluded that emotional intelligence is neither the opposite of intelligence nor the triumph of heart over head. Rather, it is the unique intersection of both. Parker, et al (2002) found that emotional intelligence is significant predictors of academic success. By and large, there is need for the teachers to improve on their level of emotional intelligence so as to enhance their commitment to the job in the school system (Olanrenwaju & Suleiman, 2019). Researchers have found that our emotional awareness and ability to handle feelings rather than our intelligence quotient (I.Q) will determine our success and happiness in all walks of life. Damasio (2004) found that emotions and feelings are interwoven with the networks of reason and interconnectivity between emotions and cognition.

Another important aspect of EQ is emotional regulation. Emotional regulation is the ability to control one's emotion in tandem with a context and emotional requirement of every situation. Emotional Regulation (ER) is defined by Nolen-Hoeksema (2011) as the activities that allow an individual to monitor, evaluate and modify the nature and course of emotional response. Similarly, Emotional Awareness (EA) is another component of emotional intelligence. An emotionally intelligent person is expected to be aware of his emotion and that of others. This will enable him/her to emote appropriately. In the current world, being emotionally intelligent is a skill that can earn a possessor world class recognition in any human recognition. It helps man to understand people around him better. It also helps to know the stimulus that demands response and nor, that is why a psychologist would not take it for play.

Meanwhile, in the words of Goleman (2013) EQ accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical. Moreover, it was even established that people with high EQ have greater mental and sound health, job performance, good leadership skills, good human relation etc. Emotional intelligence is no longer the "touchy-feely" soft skill that some once thought it was. It's an increasingly important differentiator for leaders and teams that can help you manage difficult situations successfully, enable your team to work calmly under pressure, help you earn the respect of your team members, and create loyalty. There's really no downside to emotional intelligence.

Workplace happiness as a moderating variable in this study has been a subject of debate in recent years predicting commitment to work. Happiness refers to the feeling or experience of satisfaction, positive wellbeing, sense of joy combined with meaningful work (Torres, Espinosa, Dornberger & Acosta, 2017; Muraina & Saleh, 2019). Evidence has shown that the presence of



happiness at work encourages positive outcomes among employers (Kaya, 2015; Hoi, Cundiff, Kim & Akhatib, 2018). Thus, happiness is a multidimensional construct that comprises of many components such as satisfaction, autonomy, work integration and aspiration (Andujar, Nijholt & Gilbert, 2016). Dimkpa (2015) believes that happiness at workplace often has positive impact rather than negative impact on employees' innovative behaviour. Hoi et'al (2018) identified that there are two approaches of happiness namely hedonic and eudemonic approach. Hedonic approach focuses on pleasures of the mind and body by avoiding pain. While eudemonic approach is a deeper level of perceived happiness that exist through involvement or doing something meaningful and noble that generate progress. Literature reveals a positive connection of happiness at the workplace on commitment to work, emotional stability and intention to quit (Fidan & Ozturk, 2015; Salas-Vallina, Alegre, & Fernandez, 2017).

Moreover, Choi, Kim, Ullah and Kang (2016) found that leaders can improve workplace happiness to increase the level of productivity among employees. This means that leaders can affect the mood of their followers to ensure high sense of commitment. According to Andujar et' al (2016) positive mood state of a leader can influence the followers to experience the same positive mood. This is because a leader's mood can provide a better or conducive environment to influence or control the interaction of resources and productivity (Dimkpa, 2015; Jebson & Muraina, 2018). Thus, teacher's emotional state or mood and teaching commitment could affect his or her workplace happiness (Salas-Vallina et'al., 2017). Choi et'al (2016) explains that since happiness is an element of mood that encourages a person to feel, think or act towards achievement of goals, a positive mood of a teacher can affect co-workers and students. This positive act can promote a healthy climate and social relationship among the school community and hence teaching commitment (Muraina & Saleh, 2019). For example, healthy school environment can provide teachers with happiness, and through the positive mood, students can learn with joy and lead to teachers' commitment to work.

Similarly, Fidan and Ozturk (2015) highlighted that happiness is always displayed on the face of the teachers, which has a direct impact on the students during learning. Thus, it can be argued that the feeling of happiness can encourage commitment of teachers. Also, commitment and creative teachers can attract and stimulate students' minds by applying fun to the content of lessons during teaching (Abdullah, Ling & Ping, 2017).

Statement of the Problem

Teaching commitment and emotional intelligence may have a great impact on teaching commitment and wellbeing of teachers in the school. An employee with high emotional intelligence and work place happiness is likely able to respond appropriately to workplace stress and to emotional behaviour of his co-workers and hence enhance his commitment to work and productivity. These abilities greatly enhance job satisfaction, moderates depression, hopelessness and suicidal ideation (Chapman & Hayslip, 2005; Muraina, et'al 2013). Identical to every organization, teacher's commitment and emotional intelligence are of the imperative and inevitable objectives of institutional management. Teachers at secondary schools level play an important role in school success and its good-will among students and academic. Teaching commitment and emotional intelligence are crucial contributor for workplace happiness in delivering knowledge and grooming the students as the global citizens and master of their specialized fields. As such, in order to fill the gaps in the previous studies reviewed, and add more



to the existing literature, the present study, investigated the effect of teachers commitment and emotional intelligence for workplace happiness among senior secondary school teachers' in Yobe State, Nigeria.

Objectives of the Study

The main objectives of this study are to:

1. Find out the difference in the teaching commitment of secondary school teachers with high emotional intelligence and those with low emotional intelligence
2. Investigate the difference in teaching commitment of secondary school teachers with high workplace happiness and those with low workplace happiness

Null Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

H₀₁: There is no significant mean difference between the teaching commitment of secondary school teachers with high emotional intelligence and those with low emotional intelligence

H₀₂: There is no significant difference between teaching commitment of secondary school teachers with high workplace happiness and those with low workplace happiness

Methodology

The study adopted descriptive survey research design. The population for the study comprised of two thousand four hundred and ninety two (2492) public secondary school teachers in 17 Local Government Areas (LGAs) of Yobe State, Nigeria (YSTSB, 2019). Multi-stage sampling technique was used for the study. The first stage involved the use of simple random sampling technique to select three (3) LGAs. The second stage witnessed the selection of two (2) public senior secondary schools from each sampled LGAs. 20 secondary school teachers were sampled in each school through balloting and this cut across gender. On the whole, 120 secondary school teachers were drawn for the study.

Research Instruments

For the purpose of this study, the researchers used the following scales:

Teachers' Commitment Scale

Teaching commitment scale developed by Allen and Meyer (1997) was used as a measure of teachers' commitment to teaching. The instrument has ten (10) items. The responses anchored based on four liker's points which are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The instrument was reconstructed to 15 items, revalidated and pilot tested on forty (40) public secondary school teachers in Borno State, Nigeria which were not part of the participants for the study and the alpha coefficient was found at .82

Emotional Intelligence Scale

The emotional intelligence scales constructed by emotional health group (2008) was adopted to be used as a measure of emotional intelligence questionnaire. It was a fifteen item scale with responses anchored base on the four points rating scale. The scale had high internal consistency of .79 with Cronbach's alpha of .84 as reported by the authors.



Workplace Happiness Scale

Workplace Happiness Scale (WHS): developed by Afsar, Badi, and Saeed, (2014) was used as a measure of workplace happiness of participants. The scale in its' original form contained 26 items of which 15 most relevant items were used in this study. The instrument according to the Author had reliability coefficient of 0.80. The instrument was based on a 4-point scale which include Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2 and Strongly Disagree (SD =1). However, Cronbach alpha of .76 was obtained in a pilot study which involved an administration of the instrument to a selected sample of forty (40) public secondary school teachers in Borno State, Nigeria which were not part of the participants for the study.

Results

Testing Hypotheses

Null Hypothesis 1: There is no significant mean difference between the teaching commitment of secondary school teachers with high emotional intelligence and those with low emotional intelligence

Table 1: Summary of t-test of secondary school teachers with high emotional intelligence and those with low emotional intelligence

Groups	N	\bar{X}	SD	df	t-cal	P-value	LS
High Emotional Intelligence	56	68.74	25.59	118	81.56	0.000	0.05
Low Emotional Intelligence	64	27.39	11.04				

In Ho1, the Table 1, deduced the fact that t-calculated is 81.56, P. value 0.000 at degree of freedom 118 and level of significance, 0.05. P-value is therefore less than the level of significance. The null hypothesis is hereby rejected, meaning there is a significant difference in teaching commitment between those with high and low emotional intelligence

Null Hypothesis 2: There is no difference between the teaching commitment of secondary school teachers with high workplace happiness and those with low workplace happiness

Table 2: Summary of t-test of teachers with high and low workplace happiness

Groups	N	\bar{X}	SD	df	t-cal	P-value	LS
High Workplace Happiness	48	56.83	23.64	118	36.71	0.002	0.05
Low Workplace Happiness	72	25.69	10.37				

In Ho2, the Table 2, deduced the fact that t-calculated is 36.71, P. value 0.002 at degree of freedom 118 and level of significance, 0.05. P-value is therefore less than the level of significance. The null hypothesis is hereby rejected, meaning there is a significant difference between the teaching commitment of secondary school teachers with high workplace happiness and those with low workplace happiness.

Discussion of Findings

In testing the research hypothesis one, the result in table 1 showed that there was significant difference between teaching commitment of secondary school teachers with high emotional



intelligence and those with low emotional intelligence. The mean value of the table 1 has also revealed that the teachers with high emotional intelligence had higher teaching commitment than their counterpart with low emotional intelligence. The finding has agreed with the previous study of Petrides et'al (2018) that ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour affects productivity. The emotional intelligence is not only to provide a framework for teacher to freely use their creative thinking, but also recommends systematic and practical approaches to ensure different, creative and original thinking. High emotional intelligence was found to be effective in creating numerous ideas which is expected from divergent thinking process and productive to work (Torres, et'al 2017). By and large, there is need for the teachers to improve on their level of emotional intelligence so as to enhance their commitment to the job in the school system (Olanrenwaju & Suleiman, 2019). Similarly, emotional awareness and ability to handle feelings determine our success and happiness in all walks of life. Damasio (2004) found that emotions and feelings are interwoven with the networks of reason and interconnectivity between emotions and cognition.

Hypothesis two also revealed that there was significant difference between the teaching commitment of secondary school teachers with high workplace happiness and those with low workplace happiness. The mean value of the table 2 has further revealed that the teachers with high workplace happiness had higher teaching commitment than their counterpart with low workplace happiness. This also meant that workplace happiness had significant influence on teaching commitment of secondary school teachers. This is consistent with the study of Andujar et al. (2016) who found that positive mood state of a leader can influence the followers to experience the same positive mood. This is because a leader's mood can provide a better or conducive environment to influence or control the interaction of resources and committed to work (Dimkpa, 2015; Jebson & Muraina, 2018). Furthermore, literature revealed a positive connection of happiness at the workplace on job satisfaction, emotional stability and intention to quit (Fidan & Ozturk, 2015; Salas-Vallina et al., 2017; Muraina & Saleh 2019). Choi, et'al (2016) found that leaders can improve workplace happiness to increase the level of commitment to work among employees. Teacher's emotional state or mood can affect teaching and learning in the school and productivity (Salas-Vallina et al., 2017). Choi et al. (2016) further explained that since happiness is an element of mood that encourages a person to feel, think or act towards achievement of goals, a positive mood of a teacher can affect co-workers and students. Fidan and Ozturk (2015) found that happiness is always displayed on the face of the teachers, which has a direct impact on the students during learning and general commitment to work.

Conclusion

Based on the findings of this study, persistent poor of low workplace happiness of secondary school teachers should not continue indefinitely. There is hope that with the improvement of teachers' emotional intelligence and workplace happiness, the situation can be changed for better. The study discovered that teachers' emotional intelligence and workplace happiness influence significantly the teachers' commitment in the school. By and large, emotional intelligence and work place happiness have a great influence on the teachers' commitment. As such, it is very crucial to improve these factors so as to eradicate the persistent occurrence of poor report of teachers' commitment at work. By implication, teachers' commitment can be improved



through high emotional intelligence and workplace happiness in the school system. Therefore, these components are to be improved in teachers for them to have efficient job performance and reasonable academic achievement of students, not only Yobe State but also all over the country at large.

Recommendations

In view of the foregoing findings, the following recommendations are hereby made:

1. There is a need to provide conducive learning atmosphere for teachers and also,
2. Teachers should be sent on conferences, seminars and workshops periodically to improve and update their emotional intelligence and intelligent quotients as well as the required skills needed for pedagogical instruction.

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