

The Roles of Emotional Intelligence (EI) Towards Work Commitment and Satisfaction in Teaching Profession

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Abstract: This research aims to find out the roles of Emotional Intelligence (EI) towards work commitment and satisfaction in teaching profession. The research was carried out by means of a questionnaire survey. Samples of the research consist of 1,200 teachers from 60 schools. The Emotional Competence Inventory (ECI) by Boyatzis, Goleman and HayMcBer was used to measure EI while Job Diagnostic Survey (JDS) by Hackman and Oldman was used to measure work satisfaction as well as the work commitment questionnaire by Carson and Bedeian. The result based on Pearson correlation analysis shows that EI has positive and significant relationship with the work commitment and satisfaction variables.

Key words: Emotional intelligence, work commitment, work satisfaction, teaching profession, Malaysia

INTRODUCTION

Teaching profession is an extremely challenging public career which demands multiple skills and often changes. This has often causes the teachers to be busy, stressful, unhappy and unsatisfied, especially when they have to carry out some ad hoc task out of their work scope (Salim *et al.*, 2012).

According to study by Bar-On (1997) the relationship of EI with work satisfaction shows that the combination of dimensions within EI such as the intrapersonal relationship, interpersonal relationship, self-adaptability, stress management and overall feeling are all related to work satisfaction (Salim *et al.*, 2012).

Besides, studies from the West such as by Campbell (2000), Grandey (2000), Pasanen (2000) and Lam and Kirby (2002) show that EI can help to predict behaviour or an individual's overall involvement into a career which they have chosen. As such this study intends to reveal the roles of EI towards the work involvement and satisfaction among those in the teaching profession.

MATERIALS AND METHODS

The study was carried out by using a set of questionnaire survey. According to Salovey *et al.* (2000),

study on EI is mostly based on ability, self-assessment and proficiency, therefore questionnaire survey is the best option to carry out the research.

This study, focuses on teachers from three different states, namely Malacca (South zone), Perak (Middle zone) and Penang (North zone). There were altogether 1,200 respondents from 60 schools. Cluster sampling was applied in this research as the locations amongst the respondents were too far, plus the big amount of population and high cost involved, thus this is the best sampling option. Meanwhile, the school sampling was done by using simple random sampling.

A set of questionnaire consisting of three parts was used to measure EI, work involvement and satisfaction, namely the Emotional Competence Inventory (ECI) by Boyatzis *et al.* (1999), Job Diagnostic Survey (JDS) by Hackman (1980), a questionnaire on work involvement by Carson and Carson (1998) and the last part was the details of the respondents.

The descriptive and inference statistics were used in analysing the data. Occurrences distribution, percentages and min etc were used in descriptive statistics to clearly present the data distribution. Meanwhile, inference statistic was used to test the hypotheses in this study in order to observe the relationship between the research variables.

RESULTS AND DISCUSSION

Descriptive result: The descriptive statistic analysis shown in Table 1 indicates that data transmission is high for each of the variables namely EI, work satisfaction and work involvement within the teaching profession. Besides based on Table 1, findings show that the values of min, median and mod are close to the middle range. This indicates that the acquired data distribution is close to normal distribution.

Levels of emotional intelligence: The levels of EI are divided into 3 categories which are low (marks 110-256), moderate (marks 257-403) and high (marks 404-550) (Yahya, 2004). Overall based on the analysis, most of the teachers possess moderate level of EI with 53.4 (641 persons) while 46.3% (556 persons) of the teachers possess high level of EI and only 0.3% (3 persons) of the teachers possess low level of EI. This result is in congruent with the min value of EI at moderate level, as shown in Table 1. The full analysis showing occurrences and percentages of the levels of EI is shown in Table 2.

Levels of work involvement: The levels of work involvement are divided into two categories which are low (marks 9-26) and high (marks 27-45) (Yahya, 2004). Overall based on the conducted analysis, most of the teachers possess high level of work involvement with 88.1% (1,057 persons). This result is in congruent with the min value of the high level of work involvement, as shown in Table 1. Meanwhile, there is 11.9% (143 persons) of teachers at the low level of work involvement. The full analysis showing occurrences and percentages distribution of levels of work involvement in teaching profession is shown in Table 3.

Table 1: Descriptive statistic for emotional intelligence, work involvement and satisfaction in the teaching profession

Variables	Min	Median	Mod	SP	Min.	Max.
Emotional intelligence	401.50	400	383	48.48	235	544
Work involvement	29.83	30	30	3.26	17	43
Work satisfaction	54.03	54	54	4.98	39	76

Table 2: Occurrences and percentages distribution of the levels of emotional intelligence

Emotional intelligence	Occurrences	Percentages
High	556	46.3
Moderate	641	53.4
Low	3	0.3

Table 3: Occurrences and percentages distribution of the levels of work involvement

Work involvement	Occurrences	Percentages
High	1057	88.1
Low	143	11.9

Levels of work satisfaction: The levels of work satisfaction are divided into three categories which are low (marks 17-39), moderate (40-62) and high (63-85) (Salim *et al.*, 2012). Based on Table 4, most of the teachers possess moderate level of work satisfaction with 95.1%. This result is in congruent with the min value of the moderate level of work satisfaction, as shown in Table 1. Meanwhile, there are 4.8% of teachers at high level of work satisfaction and only 0.1% of teachers at low level of work satisfaction. The complete result and information on the occurrences and percentages distribution of the levels of work satisfaction is shown in Table 4.

Inferences result: The hypotheses were tested using three different statistics method, namely the Pearson correlation, two ways ANOVA and multiple regressions.

Emotional intelligence, work involvement and satisfaction:

- H_0 : There is no significant relationship between EI and work involvement and satisfaction in teaching profession

Results of Pearson correlation analysis indicate that EI shows positive and significant relationships with the work involvement and satisfaction variables in the teaching profession. As such, hypothesis that denies the existence of relationship between EI and work involvement and satisfaction in teaching profession is rejected. The full details on the relationship between EI and each tested variable, as well as the relationship amongst the variables are clearly shown in Table 5.

Based on analysis, result shows that EI has the highest correlation value with work satisfaction with $r = 0.328$, $p < 0.01$ whereas with work involvement is ($r = 0.203$, $p < 0.01$). Besides, the relationship between the

Table 4: Occurrences and percentages distribution of the levels of work satisfaction

Work satisfaction	Occurrences	Percentages
High	58	4.8
Moderate	1141	95.1
Low	1	0.1

Table 5: Relationship between emotional intelligence, work involvement and satisfaction in the teaching profession

Variables	EI	Work satisfaction	Work involvement
Emotional intelligence	-	-	-
Work involvement	0.203*	0.332*	-
Work satisfaction	0.328*	-	-

* $p < 0.1$

variables of work involvement and work satisfaction shows the highest correlation value with $r = 0.332$, $p < 0.01$. However, this relationship is considered weak in terms of strength because the correlation coefficient value is only strong if it is close to one (maximum value of a correlation coefficient) as highlighted by Cohen and Holliday (Bryman and Cramer, 2001) and Abu and Tasir (2001).

Relationship between emotional intelligence and work satisfaction: Finding shows that there is a relationship between EI and work satisfaction in the teaching profession. Result indicates that the higher the level of EI, the higher the work satisfaction of an individual towards the profession they have chosen. This result directly supports and congruent with a few studies by Bar-On (1997), Hoon (2001) and Yahya (2004).

There are some main traits of an employee's personalities which are connected to EI, hence influencing work satisfaction in the teaching profession. Amongst them are the ability to understand and appreciate the emotion of others and themselves having necessary social skills and the ability to be alert and understand the emotional changes of other members. These traits will greatly influence work satisfaction in the teaching profession. These are congruent with study by Reis *et al.* (2007) in which EI correlates with the relationship in socializing whereby individual who appreciates the emotion of others and themselves would develop efficient relationship, therefore brings work satisfaction in the teaching profession.

According to Goleman (1998) individual with higher level of ei has the ability to recognize and understand their own emotion. Usually, they are able to make better, accurate and rational decision besides being able to make realistic evaluation and also, possess high level of self confidence. Eventually, they are able to state out their feeling and emotion rationally.

As such it is clear that EI play important roles in the career development of individuals in which they are able to recognize and take charge of their own emotion, able to self-motivate as well as recognize the emotion of others. These would then contribute to personal productivity and organization productivity while experiencing the joy of work satisfaction in the teaching profession which they have chosen, thus improving their level of work involvement.

CONCLUSION

Finding shows that EI is an important variable which influence behaviour. Besides, other traits in the teaching

profession also influence work satisfaction among teachers. Since, EI is neither a fate nor influence by genetic factor, therefore, it is an opportunity not only to the teachers themselves but also to the schools, the Education Department of the State and the Education Ministry of Malaysia, so that they could all play their roles actively in the implementation of courses designed for the teachers gradually according to each zone. As a result, teachers would have the chance to attend courses to improve their level of EI. All of these efforts are easier said than done. However, it is an opportunity to prevent the teachers from getting bored and feeling stagnant at their job. If ignored, this would affect their level of work involvement and get worse over time. As such the series of short term and long term courses are specifically, designed for the teachers with the hope to help them improve their level of EI in the teaching profession.

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