

**EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AS
PREDICTORS OF ORGANIZATIONAL COMMITMENT AMONG PRIVATE
SCHOOL TEACHERS**

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ABSTRACT

The study investigated emotional intelligence and job satisfaction as predictors of organizational commitment among private school teachers in Oluyole Local Government Area, Oyo State. Cross-sectional survey research design was adopted and data was gathered from one hundred and fifty three private secondary school teachers. Generated hypotheses were tested using t-test for independent samples, multiple regression analysis and Pearson r correlation. Findings revealed that emotional intelligence had significant influence on organization commitment among private secondary school in Oluyole local government area of Oyo state [$t(151) = 4.23$; $P < .01$]. However, job satisfaction had no significant influence on organization commitment among private secondary school in Oluyole local government area of Oyo state [$t(151) = .41$; $P > .05$]. In addition, emotional intelligence and job satisfaction jointly predicted organizational commitment [$R = .43$; $R^2 = .18$; $F(2, 150) = 50.07$; $P < .01$]. Collectively, emotional intelligence and job satisfaction accounted for about 18% variance in organizational commitment. Further, there exists no significant gender differences in organizational commitment among private secondary school teachers [$t(151) = .99$; $P > .05$]. Finally, there exists no significant relationship between organizational commitment and age among private secondary school teachers in Oluyole local government area of Oyo state ($r = -.09$; $P > .05$). From the findings, it was recommended that emotional intelligence was a significant predictor of organizational commitment. It was therefore recommended that private school management should try as much as possible to train their teachers on how best they can improve the emotional intelligence of their teachers. This will not only help the teachers, it will also increase the commitment of teachers to their duties and

subsequent increased productivity of the school. Also, this study recommends that private school management should try as much as possible to identify ways by which commitment of teachers can be achieved. This could include trying to increase the motivation of teachers.

INTRODUCTION

Specific employee attitudes relating to job satisfaction and organizational commitment are of major interest to the field of organizational behaviour and the practice of human resource management. People get involved with work for several reasons. Some for money, some for praise, some for humanitarian service, some because of societal expectation, etc. In any way they look at work, the end product will be satisfaction; which, when not attained, turnover ideation sets in. People move from one job to another not because they enjoy moving, but because they are looking for that job that can bring out the best in them and also help them to attain satisfaction which will determine their level of commitment to such an organization.

In work cycles, studies have shown that job satisfaction and emotional intelligence has strong tendencies to influence one's commitment on the job (Sokoll, 2014). The issues of educational literature, but there is paucity of research that has presented the role of job satisfaction and emotional intelligence in organizational commitment among secondary school teachers in Oyo state. Thus, this study sought to address this information deficit with the hope that effective management strategies can be developed so as to produce higher motivation levels which will lead to job satisfaction and organizational commitments of teachers.

As a working definition, Organizational commitment is an employee's psychological attachment to the organization that he/she works. Hornby (2006) defined commitment as the willingness to work hard and give your energy and time to a job or an activity. Commitment is of vital and crucial importance because it transcends every sphere of human endeavours. Commitment is the driving force that provides the energy that propels an individual to explore, to attain, to perform, to strive, to discover, to exemplify, to distinguish and to reach an enviable height where no man had ever reached. Commitment is an essential and crucial variable needed in every domain, be it an industrial organization, work organization, church organization, social organization, cultural organization, academic organization, etc. and above all in a

nation. Wherever it is present, workers, employees, citizens etc. go about their duties with utmost diligence, loyalty and seriousness without being coerced or forced to do so. On the other hand where it is absent, individual workers and citizens are disinterested.

One of the factors that could contribute to organizational commitment is emotional intelligence. Emotional intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Emotional intelligence or emotional quotient (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of one's daily life, such as the way an individual behave and the way he/she interact with others.

Apart from emotional intelligence, another factor that could contribute to organizational commitment is job satisfaction. Job satisfaction is the feeling of pleasure and achievement that employees experience in a job when they know that the work is worth doing. Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. Hoppock (1935) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. According to this approach, although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way the employee feels. That is, job satisfaction presents a set of factors that cause a feeling of satisfaction. Vroom (1964) in his definition of job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying. According to Spector (1997), job satisfaction has to do with the way people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job.

Conceptual and review of related studies, the following hypotheses will be tested in this study;

1. Teachers with high level of emotional intelligence will significantly report higher on organizational commitment than those with low level of emotional intelligence.
2. Teachers with high level of job satisfaction will significantly report higher on organizational commitment than those with low level of job satisfaction
3. Emotional intelligence and job satisfaction will jointly and independently predict organizational commitment among private secondary school teachers in Oluyole local government area of Oyo state.
4. Female teachers will significantly report higher on organizational commitment than their male counterparts.
5. There will be significant and positive relationship between age and organizational commitment among private secondary school teachers in Oluyole Local Government Area of Oyo state.

METHODOLOGY

Research Design

This study adopted a cross-sectional survey design and use questionnaire for the data collection so as to maximize the wider coverage of the target population. The choice of this research design is justified by its advantages within a very short period of time. The independent variables in the study are emotional intelligence and job satisfaction, while the dependent variable is organizational commitment.

Research Setting

This study took place in three selected private secondary schools that are in the same area in Oluyole local government area of Oyo state, Nigeria. The simple random sampling was used to select the schools utilized for the study out of the total number of 15 private schools in the local government area. This involve listing out the schools in alphabetical order, divide them into five groups, write the name of each school in a piece of paper wrap them up and handpick a school from each of the five groups to represent all the 15 private secondary schools in the local government. All the schools used for the study are all in oluyola local government area in Ibadan, Oyo state, Nigeria. The study was limited to oluyole local government for the following reasons. Firstly to ensure that participants are from the same homogeneous setting.

Secondly because Oluyole local government is the most cosmopolitan out of all the local government and fifty percent of all business activities and schools takes place in oluyole local government area and its environs. Thirdly there are concentration of schools in the area.

Study Participants

The participants of the study are all class teachers in private secondary school in the local government with at least two years of teaching experience in the school.

Sampling Technique

Both purposive and convenience sampling technique were adopted in this study. Purposive sampling technique was used to select the settings; this is because the study settings (private schools) were visited intentionally.

Instrument.

Data collection in this study was through the aid of a carefully designed and valid questionnaire consisting of four sections. Measures were used from already existing valid scale. Emotional intelligence scale, Job satisfaction scale and Organizational commitment scale.

Demographic Variables ; includes age and gender.

Emotional intelligence scale; Emotional intelligence was measured with emotional intelligence scale which was developed by Schutte and Malouff (1998). Emotional Intelligence Scale (EIS) it has 33 items tapping the appraisal and expression of emotion in self and others as well as utilization of emotions in solving problems, using a five point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale has demonstrated high internal consistency with Cronbach alpha (α) =0.81-0.90, and a two week test-retest reliability coefficient (r) =0.78.

Job Satisfaction Scale ; Job satisfaction was measured with the MSQ scale on a five point Likert scale. It was developed by Weiss, England and Lofquist (1997). It is a 20 item scale measuring job satisfaction. Weiss et al 1967 reported a one-week interval test-retest reliability coefficient of .89, by correlating the general satisfaction scale of MSQ with the overall score on the job description index by Smith et al 1969, the current validity coefficient obtained by Wanos 1974 for American sample is .70 and by Mogaji 1997 sample is .50

Organizational commitment scale; The instrument used to measure organizational commitment is the organizational commitment questionnaire by Meyer, Allen and Smith (1993) and adapted for Nigerian use in 2006. The OCQ is designed to measure the extent to which a worker is attached and loyal towards the achievement of the goals and values of his/her organization. Scoring is done on a 7-point scale ranging from strongly disagree (1) to strongly agree (7) reflecting the degree to which each item applies to an employee. The scale developers reported internal consistency reliability estimates (Cronbach alpha) of 0.82. Similarly, using African samples (Gbadamosi, 2006) obtained internal consistency reliability coefficients of .73 for affective commitment, .74 for continuance commitment, and .66 for normative commitment.

Procedure

The researcher introduced himself to the potential participants and explained the purpose of the data collection using the questionnaire method. The issue of informed consent was clearly observed by collecting data from those potential participants who willingly indicated interest to participate in the study. However, in the process of briefing the participants, there was assurance that every bit of information supplied by the respondents will only be used for the research purpose and no personal identification such as name or other particulars will not be required to participate in the study in order to ensure confidentiality. The instruction on how the respondents should respond to each of the items was clearly stated on the questionnaire. The completely filled and retrieved questionnaires were therefore coded for data analysis.

Data Analysis

Both descriptive and inferential statistics were utilized in the analysis of the data collected. Descriptive statistics was used to get the simple frequencies and percentages of the socio-demographic variables, while inferential statistics was used to test for the stated hypotheses. Hypotheses one, two and four were tested using t-test for independent samples, hypothesis three was tested using multiple regression analysis, while hypothesis five was tested using Pearson r correlation.

RESULTS

This section presents results on emotional intelligence and job satisfaction as predictors of organizational commitment among private school teachers in Oluyole local government area of Oyo state. Data was gathered from one hundred and fifty three (153) secondary school teachers.

1 Socio-Demographic Information of Respondents

Table 1: Age Distribution of Respondents

Age	Frequency	Percentage
Less than 30 years	2	1.3
30-39 years	43	28.1
40-49 years	93	60.8
50 years above	15	9.8
Total	153	100

Table 1 presents results on frequency distribution of age among secondary school teachers in Oluyole local government area of Oyo state. It is shown that more of the respondents 93 (60.8%) were between 40 and 49 years old, 43 (28.1%) were between 30 and 39 years old, 15 (9.8%) were 50 years and above, while the other 2 (1.3%) indicated to be less than 30 years old.

Table 2: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	50	32.7
Female	103	67.3
Total	153	100

Table 2 presents results on gender distribution of secondary school teachers in Oluyole local government area of Oyo state. It is shown that more of the respondents 103 (67.3%) were females, while the other 50 (32.7%) were males.

2 Hypotheses Testing

Hypothesis One

Teachers with high level of emotional intelligence will significantly report higher on organizational commitment than those with low level of emotional intelligence. This was tested using t-test for independent samples and the result is presented on Table 3;

Table 3: Summary of T-test for Independent Samples Table Showing Results on the Influence of Emotional Intelligence on Organizational Commitment

Dependent	Emotional Intelligence	N	Mean	SD	T	df	P
Org. commitment	High	80	75.84	5.69	4.23	151	<.01
	Low	73	71.62	5.96			

Table 3 presents results on the influence of emotional intelligence on organizational commitment among private secondary school teachers in Oluyole local government area of Oyo state. It is shown that emotional intelligence had significant influence on organization commitment among private secondary school in Oluyole local government area of Oyo state [t (151) = 4.23; P<.01]. Further, teachers with high level of emotional intelligence reported higher on organizational commitment (Mean = 75.84; SD = 5.69) than those with low level of emotional intelligence (Mean = 71.62; SD = 5.96). This confirms the stated hypothesis, hence was retained in this study.

Hypothesis Two

Teachers with high level of job satisfaction will significantly report higher on organizational commitment than those with low level of job satisfaction. This was tested using t-test for independent samples and the result is presented on Table 4;

Table 4: Summary of T-test for Independent Samples Table Showing Results on the Influence of Job Satisfaction on Organizational Commitment

Dependent	Job Satisfaction	N	Mean	SD	T	df	P
Org. commitment	High	79	71.92	5.86	.42	151	>.05
	Low						

Low 74 71.53 5.77

Table 4 presents results on the influence of job satisfaction on organizational commitment among private secondary school teachers in Oluyole local government area of Oyo state. It is shown that job satisfaction had no significant influence on organization commitment among private secondary school in Oluyole local government area of Oyo state [t (151) = .41; P>.05]. This negates the stated hypothesis, hence was rejected in this study.

Hypothesis Three

Emotional intelligence and job satisfaction will jointly and independently predict organizational commitment among private secondary school teachers in Oluyole local government area of Oyo state. This was tested using multiple regression analysis and the result is presented on Table 5;

Table 5: Summary of Multiple Regression Table Showing Emotional Intelligence and Job Satisfaction as Predictors of Organizational Commitment

Criterion	Predictors	β	t	P	R	R ²	F	P
Organ. Commitment	Emotional intell.	.28	5.28	<.01	.43	.18	50.07	<.01
	Job satisfaction	-.02	-.24	>.05				

Table 5 presents results on the joint and independent influence of emotional intelligence and job satisfaction on organizational commitment among private school teachers in Oluyole local government area of Oyo state. It is shown emotional intelligence and job satisfaction jointly predicted organizational commitment [R = .43; R² = .18; F (2, 150) = 50.07; P<.01]. Collectively, emotional intelligence and job satisfaction accounted for about 18% variance in organizational commitment among private school teachers in Oluyole local government area of Oyo state. However, only emotional intelligence had independent influence on organizational commitment (β = .28; t = 5.28; P<.01). This confirms the stated hypothesis, hence was retained in this study.

Hypothesis Four

Female teachers will significantly report higher on organizational commitment than their male counterparts. This was tested using t-test for independent samples and the result is presented on Table 6;

Table 6: Summary of T-test for Independent Samples Showing Gender Differences in Organizational Commitment

Dependent	Gender	N	Mean	SD	t	df	P
Org. Commitment	Male	50	72.40	5.85	.99	151	>.05
	Female	103	71.41	5.78			

Table 6 presents results on gender differences in organizational commitment among private secondary school teachers in Oluyole local government area of Oyo state. It is shown that there exists no significant gender differences in organizational commitment among private secondary school teachers [$t(151) = .99; P > .05$]. This negates the stated hypothesis, hence was rejected in this study.

Hypothesis Five

There will be significant and positive relationship between age and organizational commitment among private secondary school teachers in Oluyole Local Government Area of Oyo state. This was tested using Pearson r correlation and the result is presented on Table 7;

Table 7: Pearson r Correlation Summary Table Showing Results on the Relationship Between Age and Organizational Commitment

Variables	Mean	SD	r	df	P
Organizational commitment	71.73	5.80	-.09	152	>.05
Age	41.82	5.28			

Table 7 presents results on the relationship between organizational commitment and age among private secondary school teachers in Ibadan metropolis. It is shown that there exists no significant relationship between organizational commitment and age

among private secondary school teachers in Oluyole local government area of Oyo state ($r = -.09$; $P > .05$). This negates the stated hypothesis, hence was rejected in this study.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The foregoing conclusions were made based on the findings of the study;

Firstly, this study concludes that emotional intelligence was a significant determinant of organizational commitment among secondary school teachers in Oluyole local government area of Oyo state. Those with high level of emotional intelligence reported higher on organizational commitment than those with low level of emotional intelligence.

Also, this study concludes that job satisfaction was no significant determinant of organizational commitment. In addition, this study concludes that when combined, emotional intelligence and job satisfaction were significant predictors of organizational commitment. However, only emotional intelligence was a significant independent predictor of organizational commitment.

Further, it is concluded from this study that there exists no significant gender difference in organizational commitment. In other words, there is no difference between male and female teachers in organizational commitment in Oluyole local government area of Oyo state.

Finally, this study concludes that there exists no significant relationship between age and organizational commitment among secondary school teachers in Oluyole local government area of Oyo state.

Recommendations

The following recommendations were made based on the findings of the study;

Firstly, it was found that emotional intelligence was a significant determinant of organizational commitment among private secondary school teachers in Oluyole local government area of Oyo state. It was therefore recommended that private school management should try as much as possible to train their teachers on how best they can improve the emotional intelligence of their teachers. This will not only help the

teachers, it will also increase the commitment of teachers to their duties and subsequent increased productivity of the school.

Also, this study recommends that private school management should try as much as possible to identify ways by which commitment of teachers can be achieved. This could include trying to increase the motivation of teachers.

Further, this study recommends that more studies should be carried out on other factors that could contribute to organizational commitment among private secondary school teachers. This will further increase the bank of recommendations to ensuring commitment of teachers to work.

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