

Emotional Intelligence and Commitment of Vocational Teachers

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ABSTRACT

Teacher's organisational commitment is important for school effectiveness and, indirectly, is able to affect student outcomes. Thus, this study intended to identify the emotional intelligence of teachers and organisational commitment among vocational college teachers. Also, this work tested the relationship between emotional intelligence and teachers' organisational commitment. This study used the survey method of the quantitative approach using a questionnaire as instrument and surveyed 170 teachers as respondents. The outcomes of the survey show that there is a positive, significant relationship between teachers' emotional intelligence and organisational commitment. The outcomes can assist teachers and organisations in enhancing the teachers' job satisfaction and the organisational commitment of teachers.

Keywords: Emotional intelligence, job satisfaction, organisational commitment

INTRODUCTION

In the 21st century, the roles of schools and teachers have changed and the quality of teachers has become a decisive factor in providing students with the necessary skills

and with quality education. All the changes are towards quality education for realising the goals of vision 2020. Universities play a substantial role in upholding this vision. Teachers play a significant role in increasing the quality of education. The quality of education is constantly undergoing modification in terms of changes to the curriculum so that the development of students' potential is in line with the national education philosophy.

Abraham (2000) explored the idea that individuals possessing higher emotional intelligence were more devoted to their

ARTICLE INFO

Article history:

Received: 01 November 2016

Accepted: 15 March 2017

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organisations. It was important to mention that their loyalty to the employing organisation was higher in the absence of some kind of control, dictating a stronger and internalised form of loyalty which can be said to be one of the affective factors. It is worthwhile to mention that Abraham (2000) further hypothesised that the social skill facets of emotional intelligence may exercise a firm control on organisational commitment by helping to build strong working relationships among peers. This strong relationship between colleagues in an organisation may enhance emotionally intelligent workers relative to their organisation. This kind of commitment associated with emotional intelligence is alleged to be affective commitment, which employers value most.

Jordan, Ashkanasy, Haretl and Hooper (2002) found that organisational commitment was mediated by emotional intelligence; therefore, high affective commitment was expressed by those people with higher emotional intelligence in the face of stress and instability. Cherniss (2001) emphasised that emotional intelligence takes on a central part in contributing to organisational strength by enhancing commitment, improving morale and upgrading the health of individuals.

Teaching is a very demanding profession, and it involves immense emotional labour and exhaustion on the part of teachers (Shafiq & Rana, 2016). It places a heavy professional burden on teachers and tests their ability to manage mischievous students. As a result, teachers may experience frustration and

dissatisfaction with both teaching and their educational organisation.

The teaching profession is not confined to teaching and learning; teachers are also required to do clerical work and governance, organise, oversee and participate in extra-curricular activities and also be actively involved in the affiliation of parents and teachers (Nadeem et al., 2011). In addition, teachers in the field of technical and vocational preparation, particularly vocational colleges, also come under pressure due to the transformation of vocational training. In addition to daily teaching duties, teachers who conduct workshop teaching must deal with preparing the workshop. Teachers' workload is bound to have an impact on job satisfaction and job performance.

The mental strength to deal with odd situations instructors tend to face in the classroom requires emotional intelligence. Emotional intelligence equips teachers with an optimistic outlook (Shafiq & Rana, 2016) as they are required to manage their emotions so that it does not interfere with their work. Studies on the relationship between emotional intelligence and organisational commitment have found positive links in the area of instruction, as well as overall organisational contexts.

This study was undertaken to distinguish emotional intelligence and commitment in the organisation of vocational college teachers working in the state of Johor. It hoped to identify the dimensions of emotional intelligence of the teachers using Goleman's (1999) model of emotional

intelligence. The model measures emotional self awareness, emotional self control, self motivation, empathy and social skills. The study also measured the commitment of the teachers, their organisational commitment, and dedication to teaching and learning and commitment to the teaching profession.

THE PURPOSE OF THE STUDY

The purpose of this study was to determine the emotional intelligence and organisational commitment of teachers who work in a vocational college in the state of Johor and the relationship between emotional intelligence and organisational commitment based on the teachers' views.

METHODOLOGY

This study utilised the survey method and was descriptive in nature. A self report questionnaire was used to collect data

related to the aims of the survey. The items measuring emotional intelligence were adapted from Goleman (1999), with modification to suit the purpose of the study. The items comprised self awareness, self control, self motivation, empathy and social skills. The commitment of teachers that was measured consisted of school organisational commitment, commitment to teaching and learning and commitment to the teaching profession. The samples were drawn from three vocational college. Using random cluster sampling, a sample size of 170 was specified. The Pearson's correlation coefficient (r) was used to measure the relationship between emotional intelligence and teachers' commitment.

RESULTS

The results obtained from this study are shown in the tables below.

Table 1
Comparison between the dimensions of Emotional Intelligence

Dimensions of Emotional Intelligence	Mean	Level Mean Score
Emotional self awareness	4.122	High
Emotional self control	4.074	High
Self motivation	3.931	High
Empathy	4.075	High
Social skills	4.045	High
Overall Total	4.049	High

Table 1 presents the comparison between the five dimensions of emotional intelligence. The study found that the emotional

intelligence of teachers in vocational colleges had a high level mean score for all the dimensions.

Table 2
Comparison between dimensions of Organisational Commitment

Dimensions of Organisational Commitment	Mean	Level Mean Score
Commitment to the college organisation	4.206	High
Commitment to teaching and learning	4.232	High
Commitment to the teaching profession	4.229	High
Overall Total	4.223	High
Social skills	4.045	High
Overall Total	4.049	High

Table 2 shows the comparison between three dimensions of organisational commitment. It was found that all three dimensions, commitment to the college organisation, commitment to teaching and learning and commitment to the teaching profession, had a high level mean score.

Table 3
The relationship between Emotional Intelligence and Organisational Commitment in the implementation of Vocational College Teachers

		Teachers' Commitment
Emotional Intelligence	Pearson correlation coefficient	0.628**
	Significance	0.000

Table 3 shows that there was a significant relationship that was strong and positive between emotional intelligence and commitment in the implementation of vocational college teachers working in the state of Johor.

DISCUSSION AND CONCLUSION

The findings of this research was that there was a significant relationship between teachers' emotional intelligence and their organisational commitment. The teachers who had higher levels of emotional intelligence displayed higher degrees of organisational commitment to the college

in which they were teaching. These findings are supported by Rangriz and Mehrabi (2010), Ates and Buluc (2015) and Shafiq and Rana (2016), proving that teachers who have a higher level of emotional intelligence tend to be more committed, develop good working relationships, are tolerant when facing emotional labour or emotional pressure and can manage emotions without losing their temper. Emotionally intelligent personnel show a moderate degree of continuance commitment and tend to stay with the organisation.

The results of this study showed a positive and statistically significant

relationship of emotional intelligence to the components of organisational commitment. Therefore, it is recommended that emotional intelligence be included in the selection and recruiting standards for teachers in vocational colleges at all points. In this way, we may get teachers of higher emotional intelligence levels and higher commitment to their teaching organisation and the teaching profession. As emotional intelligence demonstrates effects up to a reasonable extent, to enhance the organisational commitment of prospective and in-service teachers, emotional intelligence may be taught to them, as it will definitely contribute to a conducive environment in teaching organisations. A high level of emotional intelligence can enable teachers to function well in any conditions such as stress, heavy workload, challenging work environment, disciplinary problems, and technological change and shifting educational policies. In addition, teachers can work with more commitment and effort to achieve the goals of the school and also contribute to the development of their organisation.

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