Faculty of Natural and Applied Sciences Journal of Mathematical and Statistical Computing
Print ISSN: 3026-8605, e-ISSN 3043-632X
www.fnasjournals.com
Volume 2; Issue 1; September 2024; Page No. 9-14.

Emotional Intelligence and Work Attitude as Predictors of Work Efficiency among Secondary School Teachers

Oladayo, O. T.
Michael and Cecilia Ibru University Agbarha-Otor, Delta State, Nigeria

Corresponding author email: oladayoot@gmail.com

Abstract
This study aimed to explore the relationship between emotional intelligence, work attitude, and job performance among secondary school teachers. The research involved 3,182 teachers and 197 principals from Junior Secondary Schools in Abia State. A sample of 40 principals and 400 teachers from 40 junior secondary schools was selected for the study. Data was collected using three research instruments: the Emotional Intelligence Scale (EIS), the Work Attitude Inventory (WAI), and the Job Performance Inventory (JPI). The EIS was adapted and the JPI from Pearce and Porter (1986). Correlation coefficients of 0.81 and 0.87 were obtained for the adapted WAI and JPI instruments, respectively, through re-evaluation using the tester-test method. Data analysis included Mean (x), Standard Deviation, Regression analysis, and Two-Way Analysis of Variance (ANOVA). Results indicated a positive prediction of job performance by emotional intelligence and work attitude among teachers. Gender was found not to significantly influence this relationship. Based on these findings, recommendations were proposed that Government and school administrators should prioritize emotional intelligence training for teachers to enhance their job performance. Additionally, ensuring a conducive working environment, regular salary payments, and opportunities for promotion were suggested to maintain positive work attitudes among teachers.

Keywords: Emotional Intelligence, Work, Attitude, Efficiency, Performance

Introduction

Effective teaching and learning extend beyond mere knowledge dissemination within the classroom; they encompass the capacity of educators to establish meaningful connections with their students (Kingdon & Teal, 2005). Teachers play a pivotal role in shaping the learning environment, tasked with fostering an atmosphere that is engaging, innovative, and stimulating for students (Kingdon & Teal, 2005). This involves embodying qualities such as steadfastness, tolerance, vision, and diligence while cultivating excellent relationships with learners (Kingdon & Teal, 2005). The notion of fostering strong teacher-student relationships hinges on the concept of emotional intelligence, defined as a competency that enhances positive attitudes towards work and drives favorable outcomes (Carmeli, 2003). Emotional intelligence encompasses the ability to perceive, comprehend, and regulate one's own emotions as well as those of others, thereby fostering effective interactions within the educational setting (Carmeli, 2003).

Ajibade (1987) emphasizes the multifaceted role of teachers, not only as instructors but also as guides, learners, and creators within the learning process. This underscores the importance of teachers' emotional intelligence in navigating various aspects of their roles, including fostering confidence, adapting methods, and providing emotional support (Ajibade, 1987). Efficiency in teaching does not solely rely on proficiency but also on the disposition and attitude of educators towards their work. Attitude, defined as an individual's outlook towards responsibilities and events, significantly influences punctuality, willingness to perform tasks, and commitment to excellence (Eren, 2004). Attitudes, comprising cognitive, behavioral, and emotional components, shape individuals' approaches to work and are reflective of their inner beliefs and values (Eren, 2004).

Numerous studies underscore the link between employees' attitudes and job performance (George & Brief, 1996; Isen & Baron, 1991). Positive job attitudes, including job satisfaction and organizational commitment, have been shown to correlate with enhanced performance and job involvement (Boyatzis et al., 1999). Furthermore, emotional intelligence has emerged as a key predictor of performance, with studies indicating its association with effective leadership and job performance among educators (Boyatzis, Goleman, & Hay/McBer, 1999; Sala, 2000). Similarly, organizational commitment has been linked to improved performance outcomes (Wiener & Vardi, 1980; Reddy, 1985; Mayer et al., 1989). Given the significance of emotional intelligence and work attitude in shaping teaching

Cite this article as:
Oladayo, O. T. (2024). Emotional Intelligence and work attitude as predictors of work efficiency among Secondary School Teachers. *FNAS Journal of Mathematical and Statistical Computing, 2*(1), 9-14.

efficiency, it is imperative to explore their predictive roles in educational contexts. Therefore, this research seeks to examine the extent to which emotional intelligence and work attitude influence the efficiency of teachers in their professional roles.

Aim of the study

This study aimed to assess how Emotional Intelligence and work attitude contribute to predicting the job performance of Secondary School teachers. Additionally, it explored the influence of gender on Emotional Intelligence and work attitude concerning their predictive power for teachers' job performance.

Research Questions

The research was guided by the following questions:

1. What is the relationship between emotional intelligence and job performance among teachers?
2. How does work attitude affect job performance among teachers?
3. To what extent do emotional intelligence and work attitude jointly impact job performance among teachers?
4. What role does gender play in the relationship between emotional intelligence, work attitude, and job performance among teachers?

Hypotheses

The understated null hypotheses were tested at 0.05 alpha level.

1. The null hypothesis posited that there is no significant difference in how emotional intelligence and work attitude predict job performance among teachers, tested at the 0.05 alpha level.
2. Gender does not significantly impact the relationship between emotional intelligence, work attitude, and job performance among teachers

Methodology

This study aimed to investigate the relationship between emotional intelligence, work attitude, and teachers' job performance in Abia State, Nigeria. The population comprised all 197 Junior Secondary School principals and 3,182 Junior Secondary School (JSS) teachers across 197 public secondary schools in the state. A sample of 40 principals and 400 teachers was selected from 40 secondary schools using proportionate stratified random sampling, with 10 teachers (5 males and 5 females) drawn from each school. Data were collected using three research instruments: the Emotional Intelligence Scale (EIS) adapted from Schutte et al. (2001), which contains 33 items which measure Emotional perception, Emotional understanding, Emotional regulation and Empathy; the Work Attitude Inventory (WAI) adapted from Tsui et al. (1992), Carmeli,A (2003), and Rohana et al. (2009), it is a psychological tool designed to assess an individual's attitudes, behaviours and perceptions toward their work environment. It has its application in employee development, organizational improvement, retention strategies, and performance management, while the Job Performance Inventory (JPI) adapted from Pearce and Porter (1986), is a tool used to measure the quality of work, the quantity of work, efficiency, teamwork and conflict resolution. The reliability of the adapted instruments (WAI and JPI) was assessed using the test-retest method, yielding coefficients of 0.81 and 0.85, respectively. The researchers, assisted by two research assistants, administered the Emotional Intelligence and Work Attitude instruments to the teachers, while principals assessed their job performance using the Job Performance Inventory. Data analysis involved Mean (x), Standard Deviation (SD), Pearson Product Moment Correlation (r), Regression analysis, and Two-Way Analysis of Variance (ANOVA).

Results

After data analysis, the results, as presented in the tables below were obtained.

Research Question 1: What is the relationship between emotional intelligence and job performance among teachers?

Table 1: Correlation (r) between Emotional Intelligence and Job Performance among teachers

Variable	N	Mean	SD	r	r^2	%
Emotional Intelligence	400	118.22	18.31	0.92	0.846	85
Job Performance	400	64.36	14.54			

Table 1 indicated a strong positive correlation between emotional intelligence and job performance, with a correlation coefficient (r) of 0.92. This suggests that emotional intelligence significantly predicts teachers' job performance by 85%.

Research Question 2: How does work attitude affect job performance among teachers?

Cite this article as:
Oladayo, O. T. (2024). Emotional Intelligence and work attitude as predictors of work efficiency among Secondary School Teachers. *FNAS Journal of Mathematical and Statistical Computing, 2*(1), 9-14.

Table 2: Correlation (r) between Work Attitude and Job Performance among teachers.

Variable	N	Mean	SD	r	r^2	%
Work Attitude	400	67.14	15.26	0.96	0.92	92
Job Performance	400	64.14	15.26			

The findings outlined in Table 2 reveal a robust, affirmative relationship between work attitude and teachers' job performance, exhibiting a correlation coefficient (r) of 0.96. This implies that work attitude accounts for 92% of the variability in teachers' job performance.

Research Question 3: To what extent do emotional intelligence and work attitude jointly impact job performance among teachers?

Table 3: The statistical measures of Mean (x), Standard Deviation (SD), and correlation coefficient (r) are examined to assess the impact of gender on emotional intelligence and work attitude in predicting the job performance of teachers.

Variable	Variable	N	Mean	SD	R	r^2	%
Male	EI		118.38	18.36	.92	.84	84
	WKA	200	67.17	15.15	.96	.92	92
	Job Performance		64.41	14.41			
Female	EI		118.07	18.29	.92	.84	84
	WKA	200	67.12	15.26	.93	0.86	86
	Job Performance		64.32	14.71			

Gender's impact on the prediction of job performance via emotional intelligence yielded r-value of .92 for both male and female subjects. Conversely, the influence of gender on job performance prediction through work attitude resulted in r-values of .96 for males and .93 for females. These findings suggest that gender has a comparable effect on the prediction of teachers' job performance based on emotional intelligence, while males demonstrate a stronger influence on job performance prediction through work attitude, with an r-coefficient of .96 compared to .93 for females**.**

Hypothesis 1: The null hypothesis posited that there is no significant difference in how emotional intelligence and work attitude predict job performance among teachers, tested at the 0.05 alpha level.

Table 4: Predicting teachers' job performance through regression analysis using emotional intelligence and work attitude as predictors.

Model	Sum of Squares	df	Mean Square	F-Cal	Sig	P:
Regression	78050.44	2	39025			
Residual	6305.720	397	15.883	2456.978	0.000	P<0.05
TOTAL	84356.160	399				

a: means significance

Table 4 illustrates the results of a regression analysis examining the predictive power of emotional intelligence and work attitude on teachers' job performance. The calculated F-value of 2456.978 was found to be significant at the 0.000 level, indicating a rejection of the null hypothesis. This suggests a significant difference between emotional intelligence and work attitude in their ability to predict job performance, with work attitude exhibiting a higher correlation (r = 0.96) compared to emotional intelligence (r = 0.92). The table below displays the coefficients for emotional intelligence and work attitude in predicting job performance among teachers.

Table 5: Analyzing the Beta of a Regression Model: Predicting Job Performance Among Teachers through Emotional Intelligence and Work Attitude.

Model	B	P:	Adjust R Square	Significance
(Constant)	-3.399	.035		S
Emotional Intelligence	.149	.000	.925	S
Work Attitude	.748	.000	.925	S

Cite this article as:
Oladayo, O. T. (2024). Emotional Intelligence and work attitude as predictors of work efficiency among Secondary School Teachers. *FNAS Journal of Mathematical and Statistical Computing, 2*(1), 9-14.

Table 5 demonstrates that emotional intelligence and work attitude ($p<0.05$) significantly predict job performance, accounting for an adjusted R Square of .925. This suggests that emotional intelligence and work attitude collectively contribute 93% to the interaction between the coefficients, exhibiting a robust positive forecast for teachers' job performance.

Hypothesis 2: Gender does not significantly impact the relationship between emotional intelligence, work attitude, and job performance among teachers

Table 6: Two-way ANOVA examining the impact of gender (male and female) on emotional intelligence and work attitude in predicting job performance among teachers.

Sources of Variation	Type III Sum of Squares	Df	Mean Square	F	Sig.	P<0.05	Remark
Corrected Model	83326.277[a]	196	425.139	83.881	.000		S
Intercept	151164.991	1	151164.991	29825.058	.000		S
Gender	.034	1	.034	.007	.935		NS
Emotional Intelligence	1315.777	63	20.885	4.121	.000		S
Work Attitude	5462.674	47	116.227	22.932	.000		S
EI*WKA	2145.438	82	26.164	5.162	.000		S
Error	1028.883	203	5.068				
Total	1741240.000	400					
Corrected Total	84356.160	399					

According to the data presented in Table 6, the F-calculated values for emotional intelligence and work attitude were found to be 4.121 and 22.932, respectively. These values were deemed significant at the 0.000 level, indicating a probability of less than 0.05, with degrees of freedom (df) of 63 and 47, respectively. However, the F-calculated value for gender, which was 0.032, did not reach significance at the 0.935 level, indicating a probability greater than 0.05. This suggests that gender did not exert a significant influence on the predictive relationship between emotional intelligence, work attitude, and job performance among teachers. Additionally, a comparison of the coefficients for gender, emotional intelligence, and work attitude in predicting job performance among teachers is presented in the table below.

Table 7: Beta Analysis of Regression Model on Gender influence on Emotional Intelligence and Work Attitude Predicting Job Performance among Teachers

Model	B	P:	Adjust R Square	Significance
(Constant)	-1.860	.004		S
Emotional Intelligence	.109	.000	.984	S
Work Attitude	.793	.000	.984	S
Gender	.083	.618	.984	NS

Table 7 indicated that both emotional intelligence and work attitude ($p<0.05$) significantly predicted job performance, accounting for an adjusted R Square of .984. However, gender did not exert influence on emotional intelligence and work attitude in predicting job performance among teachers.

Discussion

In this study, the researchers investigated the relationship between emotional intelligence, work attitude, and job performance among Secondary School teachers. The findings revealed a positive association between emotional intelligence, work attitude, and job performance, as evidenced by the results presented in Table 1 and Table 2 (Smith et al., 2022). These findings suggest that teachers who exhibited higher levels of emotional intelligence and a positive work attitude were more likely to demonstrate better job performance outcomes. The observed correlation between emotional intelligence and work attitude underscores the proficiency of teachers in managing interpersonal relationships and collaborating effectively. According to Rohana et al. (2009), individuals with heightened emotional intelligence tend to demonstrate enhanced creativity, effective planning, and heightened motivation, which likely contributes to improved job performance among teachers. This finding aligns with prior

Cite this article as:
Oladayo, O. T. (2024). Emotional Intelligence and work attitude as predictors of work efficiency among Secondary School Teachers. *FNAS Journal of Mathematical and Statistical Computing, 2*(1), 9-14.

research by Sy et al. (2006), Tans (2003), Carmeli et al. (2000), and Schutte et al. (2001), all of whom reported a positive association between emotional intelligence and job performance.

Similarly, the positive relationship between work attitude and job performance has been substantiated by various researchers (Wright, et al., 1993; Mishra & Gupta, 1994; Gable & Dangello, 1994; Hossain & Islam, 1999; Hossain, 2000; George & Brief, 1996; Isen & Baron, 1991. These studies collectively highlight the importance of fostering a positive work attitude in facilitating optimal job performance outcomes among teachers. While gender differences were observed to influence the relationship between work attitude and job performance (as indicated in Table 3), overall, no statistically significant gender disparities were found concerning the predictive capacity of emotional intelligence and work attitude on job performance among teachers. This suggests that gender does not play a significant role in determining the extent to which emotional intelligence and work attitude impact job performance outcomes in this context.

Conclusion

Based on the study's results, it was determined that both emotional intelligence and work attitude positively correlated with teachers' job performance. There was a notable difference in the predictive power between emotional intelligence and work attitude regarding job performance, with work attitude being favored. Gender did not exhibit a statistically significant influence on how emotional intelligence and work attitude impacted teachers' job performance.

Recommendations

Following these findings, it is advised that:

- Government and school administrators offer emotional intelligence training for teachers to boost their performance.
- Government and school administrators maintain a positive work environment for teachers by ensuring timely payment of salaries, promotions, and conducive working conditions.

References

Ajibade, D. (1987). *The roles of teachers in educational development*. Educational Research Quarterly, 6(3), 18–29.

Boyatzis, R. E., Goleman, D., & Hay/McBer. (1999). *Emotional competence inventory (ECI)*. Boston: The Hay Group.

Boyatzis, R. E., Goleman, D., & Rhee, K. (1999). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In *Handbook of emotional intelligence* (pp. 343-362). San Francisco: Jossey-Bass.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology, 18*(8), 788–813.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18(8), 788-813. https://doi.org/10.1108/02683940310511881

Eren, E. (2004). *Örgütsel davranış ve yönetim psikolojisi* [Organizational behavior and management psychology]. İstanbul: Beta Publishing.

George, J. M., & Brief, A. P. (1996). Motivational agendas in the workplace: The effects of feelings on focus of attention and work motivation. *Research in Organizational Behavior, 18*, 75-109.

Isen, A. M., & Baron, R. A. (1991). Positive affect as a factor in organizational behavior. *Research in Organizational Behavior, 13*, 1-53.

Kingdon, G., & Teal, F. (2005). *Does performance-related pay for teachers improve student performance? Some evidence from India*. Economics of Education Review, 24(4), 473–486.

Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1989). An integrative model of organizational trust. *Academy of Management Review, 20*(3), 709-734.

Pearce, J. L., & Porter, L. W. (1986). Employee responses to formal performance appraisal feedback. *Journal of Applied Psychology*, 71(2), 211-218. https://doi.org/10.1037/0021-9010.71.2.211

Reddy, M. (1985). *Organizational commitment and job performance among teachers*. Delhi: Mittal Publications.

Rohana, H., Mohamad, S., & Ahmad, R. (2009). Development of a work attitude inventory for measuring employees' attitudes toward organizational change. *International Journal of Human Resource Management*, 20(1), 154-171. https://doi.org/10.1080/09585190802528764

Sala, F. (2000). *Relationship between emotional intelligence and work attitudes, behavior and outcomes: A study of emotional intelligence and middle school teachers*. Unpublished doctoral dissertation, Case Western Reserve University.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (2001). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167-177. https://doi.org/10.1016/S0191-8869(98)00001-4

Tsui, A. S., Egan, T. D., & O'Reilly, C. A. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37(4), 549-579. https://doi.org/10.2307/2393472

Wiener, Y., & Vardi, Y. (1980). Relationships between job, organization, and career commitments and work outcomes—An integrative approach. *Organizational Behavior and Human Performance*, *26*(1), 81–96.