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Abstract

The purpose of this study was to investigate the relationships of emotional intelligence and self-efficacy to work attitudes of secondary school teachers in southwestern Nigeria. The sample consists of 475 secondary school teachers (males = 230, females = 245) randomly selected from southwestern Nigeria. Measures of demographic data form, career commitment, organizational commitment, emotional intelligence, self-efficacy and work-family conflict were administered to the teachers. Data collected were analysed using hierarchical multiple regression analysis. Results of the study indicate that emotional intelligence and self-efficacy had significant relationships with work attitudes. However, age, sex and work experience had none. The implications of the findings for selection, training, counselling and retention of teachers were discussed. It was recommended that emotional intelligence and self-efficacy of the teachers should be enhanced to improve their work attitudes.

Introduction

There are evidences that most teachers in the school system in Nigeria are not satisfied with their jobs (Adegoroye, 1999; Adeyoju, 1999; Uwaimeiye & Onyewadume, 2001). There is high turnover or drop-in-drop-out syndrome among the teachers (Fagebo, 1998; Nwagwu & Salami, 1999). It is also evident that people join the teaching profession as the last resort when all efforts to get into other professions have failed (Adeyemo, 2001; Ajayi, 1999; Nwagwu & Salami, 1999; Salami, 1999). However, because of the central position teachers occupy in the educational system of Nigeria, the National Policy on Education admitted that "no education system can rise above the quality of its teachers." The policy therefore recommended some steps towards the enhancement of an effective and efficient teaching profession. These included training and recruitment of more teachers at both primary and secondary school levels (Adepoju, 2001; Adeyoju, 1999).

Surprisingly, however, there is a wide gap between policy formulation and policy implementation. This gap has resulted in disheartening consequences and unwarranted failure. The major problem with production of teachers has to do with getting persons of the right personality traits, caliber, orientation and emotional intelligence to be interested in teaching, opting for it and getting committed to it, rather than those who want it as a last resort or stepping stones to other more lucrative jobs. Despite all efforts to recruit and retain qualified secondary school teachers by various governments (Federal and States)

the teaching profession is replete with teachers who lack job satisfaction, career commitment and organizational commitment (Adeyemo, 2001; Nwagwu & Salami, 1999). High turnover has been reported among the Nigerian teachers because of poor salary, intolerable conditions of service, low prospects and low prestige (Fagebo, 1998; Salami, 1999). Although, over the years several attempts have been made to solve these problems, they still remained unresolved.

Studying the teachers' affective characteristics however, seems to be one promising area of research that has potential for providing answers or shedding some light on the enigma. As Adepoju (2001) noted, affective characteristics (personality traits and emotional intelligence) serve as vehicle through which the teachers' professional skills and qualifications could work to produce effective outcomes on their schools. Although Cherniss (2000) pointed out that it is more useful and interesting to consider how emotional intelligence contributes to effective performance at work, the unique contributions of emotional intelligence and self-efficacy to important work-related attitudes, behaviour and outcomes have not received much empirical attention and support. Little research has been conducted in an organizational context and therefore as Dulewicz and Higgs (2000, p. 341 and p. 351) suggested there is need for rigorous research to underpin the usefulness of emotional intelligence and self-efficacy in organizational settings whether public or private on both personal and organizational levels. It is hoped that the information to be derived from the results of this study will assist the teachers and organizations in enhancing the work attitudes of the teachers thus stemming the tide of high turnover in the teaching profession.

Purpose of the Study

The purpose of this study was to investigate the degree to which secondary school teachers' emotional intelligence and self-efficacy are related to their work attitudes (career commitment, organizational commitment, work-family conflict).

Literature Review

Emotional intelligence and work attitudes
Emotional intelligence is conceptualized as either ability (Mayer, Caruso & Salovey, 1999) or a personality trait (Schutte & Malouff, 1999). Mayer and Salovey (1999) defined emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Later on, emotional intelligence was refined and defined as the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997, p. 5).

A number of studies have reported some links between emotional intelligence and some work attitudes such as career commitment, organizational commitment and work-family conflicts (Carmeli, 2003). Career commitment is defined as one's attitude toward

one's profession or vocation (Blau, 1985, p. 20). Employees may encounter difficulties in pursuing a career that may result in dysfunctional emotions. According to Carmeli (2003) emotionally intelligent individuals are expected to recognize, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence. This is true when the profession has some high levels of complexity and demands. Teaching work can be demanding and leads to high levels of stress. Emotional intelligence can enable people to control this stress effectively and prevent its negative effects on one's attitude towards his/her profession. Empirical evidence shows that emotional intelligence is related to career commitment (Aremu, 2005; Carmeli, 2003).

The concept of organizational commitment subsumes three constructs: affective, continuance and normative commitment. Affective commitment is defined as positive feelings of identification with, attachment to and involvement in the work of the organization (Meyer & Allen, 1984, p. 375). Normative commitment is the commitment based on a sense of obligation to the organisation (Allen & Meyer, 1996, p.253). Continuance commitment is the extent to which employees feel commitment to their organizations when they consider the costs of leaving the organization (Meyer & Allen, 1984, p. 375). Employees with strong affective commitment remain because they want to; those with strong continuance commitment remain because they need to; while employees with strong normative commitment remain because they feel ought to do so (Allen & Meyer, 1990). In this study, organizational commitment measured with the Organizational Commitment Questionnaire by Mowday, Steers and Porter (1979) was related to emotional intelligence.

Teaching job may be demanding and involves difficulties with heavy workload and controlling of unruly students which may result in feelings of frustration. Emotionally intelligent teachers are able to place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and use emotions in adaptive ways to alleviate feelings of frustration. There is some evidence in the literature that emotional intelligence is positively related to organizational commitment (Ashforth & Humphrey, 1995; Carmeli, 2003).

Work-family conflict is an inter-role conflict in which the role pressures from work and family domains are mutually incompatible in some respect (Carmel, 2003). In short, participation in the work (family) role is affected by participation in the family (work) role (Greenhaus & Beutell, 1985, p. 77). Both the organizations and employees have the responsibilities of eliminating work-family conflict. Organizations/companies adapt work to peoples' lives. Empirical evidence show that individuals with high emotional intelligence were able to balance family interference with work and vice versa (Carmel, 2003).

Self-efficacy and work attitudes
Another independent variable that contributes to work attitudes examined in this study is self-efficacy. Self-efficacy is defined as the belief in one's ability to execute successfully a certain course of behaviour (Bandura, 1986). Bandura (1997) asserted that

self-efficacy is significantly and positively related to future performance and extensive research strongly supports this claim. Research has demonstrated a clear connection between self-efficacy and behaviour. Self-efficacy influences choice of actions and the amount of energy invested in a task and the length of time during which we persevere without achieving the desired results (Busch, Fallan & Pettersen, 1996).

A number of studies have shown that teachers with high self-efficacy are motivated to persist when faced with setbacks and are willing to exert efforts to overcome difficulties (Bandura, 1997; Knobloch & Whittington, 2003; Tschannen-Moran & Woolfolk, 2001; Tschnannen-Moran, Woolfolk & Hoy, 1998). Individuals with low self-efficacy invest less and give up sooner. Ross (1994) reported that teachers' self-efficacy have been linked to their behaviours. According to him teachers with high self-efficacy are more likely to learn and use new approaches and strategies for teaching and provide special assistance to low achieving students. Research evidence also indicated that individuals with high self-efficacy were able to resolve work-family conflicts whenever they arise (Bandura, 1997; Cinamon, 2005). Considering the above submission it was expected that self-efficacy will be related to the teachers' work attitudes (career commitment, organizational commitment and work-family conflicts).

Hypotheses
Based on the reviewed literature and empirical evidence, the following hypotheses were tested at the 0.05 level of significance:

1. There is a positive relationship between emotional intelligence and career commitment of secondary school teachers. High emotional intelligence will result in high career commitment among the teachers.
2. There is a positive relationship between emotional intelligence and organizational commitment of secondary school teachers. High emotional intelligence will lead to high organizational commitment among the teachers.
3. There is a negative relationship between emotional intelligence and work-family conflict of secondary school teachers. High emotional intelligence will result in low work-family conflict among the teachers.
4. There is a positive relationship between self-efficacy and career commitment. High self-efficacy will result in high career commitment of the teachers.
5. There is a positive relationship between self-efficacy and organizational commitment of the teachers. High self-efficacy will lead to high organizational commitment of the teachers.
6. There is a negative relationship between self-efficacy and work-family conflict of the teachers. High self-efficacy will lead to low work-family conflict of the teachers.

Methodology

Research Design
This study adopted a survey research design that utilized an ex post facto research type in which questionnaires were used in collect data from the respondents.

Participants

The sample for this study consists of 475 secondary school teachers (males = 230 (48.42%), females = 245 (51.57%) randomly selected from five states in southwestern Nigeria. One hundred secondary school teachers were randomly selected from five schools at the rate of 20 per school in each state capital in the five states involved in the study. Stratified random sampling technique was adopted to ensure equal number of male and female teachers. Of the 500 questionnaires distributed to the teachers, 475 were properly filled and used in the analysis while 25 were incompletely filled and were discarded.

The mean age of the teachers was 36.75 years with standard deviation of 4.30 and an age range of 21-55 years. Level of education of the teachers were the Nigeria Certificate in Education, NCE (120, 25.26%), B.A.Ed/B.Sc.Ed/B.Ed. (225, 47.36%), B.A./B.Sc. plus PGDE (80, 16.84%), M.Ed. (50, 10.53%). The teaching experience of the teachers ranged from 2 to 26 years.

Instruments

Emotional Intelligence

Emotional intelligence was measured with the self-report Emotional Intelligence Test (SREIT) developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornhein (1998). SREIT has 33 items with four subscales that adopt a five-point scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The internal consistency reliabilities of the four scales range from .78 to .85 for this study. SREIT has been used with success among Nigerian samples (Aremu, 2005).

Organizational Commitment

Organizational commitment was measured by the Organizational Commitment Questionnaire (OCQ) by Mowday, Steers and Porter (1979). The OCQ has 15 items that describes the individual's identification with and involvement in a particular organization. A 5-point Likert-type response scale was used to measure responses. High internal consistency has been reported with Cronbach's alpha ranging from .82 to .93. Mowday et al. cite evidence of convenient, discriminant and predictive validity as it correlates positive with self-esteem and optimism and negatively with anxiety; depression and physical symptoms.

Work-family Conflict

Work-family conflict was measured by means of (WFCS) by Hassan (2004). WFCS assessed the extent too which work-related roles interfere with family responsibilities. It has three sections: Work and Husband/Wife Subscale (7 items); Work and children subscale (7 items); and Work and in-laws subscale (6 items). The FWCS used a 5-point scale ranging from 1 = Strongly disagree to 5 = Strongly agree to rate the extent to which they agreed or disagreed with the items on the scale. The coefficient alpha for the WFCS was .89. The scale correlates highly with the Work-Family Conflict Scale by Netemeyer, Boles & McMurian (1996).

Career Commitment

Career commitment was assessed by a 7-item scale developed by Lam, Foong and Moo (1995). The measure was assessed on a 5-point scale ranging from 1 = Strongly disagree to 5-Strongly agree. The Cronbach's alpha for this scale was 0.75.

The demographic and biographical information of the respondents involving age, sex, years of working experience, job position or rank, were obtained as part of the career commitment scale.

Procedure

The five instruments-SREIT, OCQ, GSES, WFCS, and Career Commitment scales were administered to the teachers in the secondary school involved in this study by the researcher and six research assistants who were three undergraduates and three postgraduates students. The consents of the teachers and the school authorities were obtained and the purpose of the study was explained to them before distributing the instruments.

Data Analysis

To assess the relationship of emotional intelligence and self-efficacy to work attitudes (career commitment, organizational commitment and work-family conflict), hierarchical multiple regression analyses were performed. Each model had three steps. The first step involved entering the control variables (age, gender and working experience), and the second step involved entering emotional intelligence while the third step involved entering self-efficacy.

Results

Table 1 presents the means, standard deviations and correlation coefficients of the variables used in the analysis. Results in Table 1 indicate that there were significant relationships among the independent variables and the dependent variables. However, no significant relationships were found between the demographic variables and the dependent variables. The results thus provide preliminary support for significant relationships of emotional intelligence and self-efficacy to work attitudes.

Table 1: **Means, Standard Deviations and Intercorrelation matrix of all variables**

	Variables	1	2	3	4	5	6	7	8
1	Organizational Commitment	1.00							
2	Career Commitment	.20*	1.00						
3	Work-Family Conflict	-.31*	-.15	1.00					
4	Gender	.12	.09	.13	1.00				
5	Age	.09	.15	.08	.12	1.00			
6	Working Experience	.14	.13	.07	.06	.12	1.00		
7	Emotional Intelligence	.33*	.28*	.24*	.11	.13	.09	1.00	
8	Self-Efficacy	.32*	.30*	-.23*	.08	.07	.11	.20*	1.00
	Mean	63.43	30.24	75.50	1.50	38.30	7.50	120.42	34.65
	S.D.	4.70	3.20	5.40	0.50	7.80	4.50	8.60	6.70

Note: N = 475, S.D. = Standard Deviation,
* P < .05

Table 2 presents the results of hierarchical regressions for the effects of emotional intelligence and self-efficacy on each of the work attitudes. Emotional intelligence was positively and significantly related to career commitment (β = 0.32, t = 4.50, P < .05) supporting Hypothesis 1. This finding is consistent with the argument that emotionally intelligent teachers display higher career commitment. The results in Table 2 also provide evidence that teachers with high emotional intelligence develop high organizational commitment (β = 0.25, t = 2.4, P < 0.05), thus supporting Hypothesis 2. Hypothesis 3 was also supported as the relationship between emotional intelligence and work-family conflict was negative and significant (β = -0.28, t = -2.60, P < 0.05). This is an indication that teachers who have high emotional intelligence are more likely to effectively control their work-family conflicts.

Table 2: **Results of hierarchical regression analysis of the prediction of work attitudes from emotional intelligence and self-efficacy**

Variable Entered	Career Commitment	Organizational Commitment	Work-Family Conflict
	Beta (t)	Beta (t)	Beta (t)
Step 1			
Gender	0.02(0.45)	0.01(0.63)	.06(0.56)
Age	-0.19(-1.87)	0.15(1.33)	-.02(-1.20)
Working Exp.	-0.04(-.56)	0.02(0.24)	-.03(-0.32)
R^2	0.078	0.052	0.083
F_{change}	1.80	1.30	1.19
df	3,471	3,471	3,471
Step 2			
Emotional Intelligence	0.32(4.50*)	0.25(2.4*)	-0.28(-2.60*)
R^2	0.202	0.18	0.115
R^2_{change}	0.124	.138	0.032
F_{change}	8.74*	6.50*	5.30*
df	1,470	1,470	1,470
Step 3			
Self-Efficacy	0.29(3.0*)	0.32(3.10*)	-0.30(-3.21*)
R^2	0.33	0.270	0.187
R^2_{change}	.128	0.090	0.072
F_{change}	5.78*	4.40*	3.60*
df	1,469	1,469	1,469

Note: N = 475, * P < 0.05

Support was found for Hypothesis 4 and 5 as teachers with high self-efficacy developed high career commitment (β = 0.29, t = 3.0, P < 0.05) and high organizational commitment (β = 0.32, t = 3.10, P < 0.05). The results also support Hypothesis 6 as self-efficacy was found to be negatively and significantly related to work-family conflicts (β = 0.30, t = -3.21, P < 0.05). This is an indication that teachers who have high self-efficacy are more likely to control effectively their work-family conflicts.

Discussion

The purpose of this study was to examine the extent to which emotional intelligence and self-efficacy are related to work-attitudes of secondary school teachers. This study advances the literature regarding emotional intelligence and self-efficacy by empirically demonstrating the important roles of these variables in developing positive work attitudes of secondary school teachers.

The results indicate that teachers who have high emotional intelligence and high self-efficacy develop more emotional commitment to their organizations and are also more committed to their career. That emotional intelligence was significantly related to career commitment and organizational commitment support the work of previous

researches who found similar results (Aremu, 2005; Ashforth & Humphrey, 1995; Carmeli, 2003).

These results might be due to the fact that emotional intelligent teachers are able to recognize, manage and use their emotions to eliminate ensuing obstacles and advance their career horizons than those with low emotional intelligence. They are also likely to be able to cope with the job demands, frustrations and stress involved in teaching. Hence they are able to develop high commitment to their career and organizations.

That self-efficacy was significantly related to career commitment and organizational commitment support the findings of previous researchers who reported similar findings (Aremu, 2005; Bandura, 1997; Knobloch & Wwhittington, 2003; Ischannen-Moran et al. 1998). Teachers with high self-efficacy are likely to be motivated to persist when faced with setbacks and will be willing to learn and use new approaches to overcome difficulties. Hence, they are likely to develop high commitment to their career and organizations.

Results of this study also revealed that emotional intelligence was negatively and significantly related to work-family conflict. This result is consistent with the work of Carmeli (2003) who found that emotionally intelligent managers had lower work-family conflicts because they were able to control such conflicts. Teachers with high emotional intelligence were able to balance work and family programmes such that they are able to attain a healthy midpoint. Similarly, it was found in this study that self-efficacy was negatively and significantly related to work-family conflicts.

These results corroborate the findings of earlier researchers who reported that individuals with high self-efficacy were able to resolve work-family conflicts wherever they arise (Bandura, 1997; Carmeli, 2003; Cinamon, 2005). Teachers with high self-efficacy are likely to be able to use appropriate available resources and social support to maintain a balance between work and family demands when there is work-family conflict.

Implications of the Findings

The results of the present study demonstrated that work attitudes (career commitment, organizational commitment and work-family conflicts) are influenced by emotional intelligence and self-efficacy of the teachers. A teacher with high emotional intelligence and high self-efficacy will likely be more committed to his/her career and organization she/he works for and will develop more control over his/her work-family conflicts. The implication of these findings is that retaining talented and knowledgeable teachers becomes the concern of both the organizations and the individual teacher. Organizations need to select teachers who have high emotional intelligence and self-efficacy because this may have positive impact on the extent to which they can succeed in retaining their valuable work force.

Similarly, teachers who have high emotional intelligence and self-efficacy are likely to be able to balance work with family demands in order to minimize work-family conflicts. Therefore, counselling and personnel psychologists need to mount intervention programmes designed to enhance the emotional intelligence and self-efficacy of teachers in their various organizations. Various organizations that employ teachers have the responsibility for providing attractive and conducive working environments that will motivate the teachers and enhance their commitment to their career and organizations. The organizations should also design programmes that would enable the teachers balance work and family needs so as to resolve any ensuing work-family conflict.

Limitations and Future Studies

Some limitations of this study are worth mentioning. Although this study utilized validated and usable measures, the data collected were from self-report measures that have their obvious limitations. Future studies on this topic could add interview schedules to augment data collection from questionnaires. The data collected were from secondary school teachers (one level of the teaching profession), future studies could include teachers from other levels namely: primary and tertiary level, private and public educational institutions. These limitations notwithstanding, this study has contributed significantly in demonstrating the influence of emotional intelligence and self-efficacy on the work attitudes of secondary school teachers in Nigeria.

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