The Effect of Emotional Intelligence and Job Stress on the Teaching Effectiveness among Malaysia Polytechnic Lecturers

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Abstract

This study aimed to find out the effect emotional intelligence (EI) and job stress (JS) on the teaching effectiveness (TE) among Malaysia Polytechnic lecturers. That research considers the development of a measurement instrument of EI, JS and TE based on lecturer's evaluation. The present study was conducted to understand the correlation between EI, stress and TE in the case of lecturers at Malaysia Polytechnic. A total 293 lecturers from four primary department of Malaysia Polytechnic participated in the study. The various tests employed show a reasonable degree of reliability and validity of the proposed scale. Correlation and Regression analysis was used to examine the objective this study. The findings revealed that there were significant positive relationships between EI, JS and TE. This study also provides an opportunity to expand the research on other Higher Learning Institutions (HLI).

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1. Introduction

Lecturing is a challenging profession in terms of allocating time between working and non-working hours. The numerous roles and responsibilities faced by lecturers have led this profession being regarded as a highly challenging career. Few of them even suffer from burnout that affects their emotion, individual well-being and work performance or their environment. This profession includes some aspects and some of the most important aspects are personality, emotional intelligence, stress, motivation, and other concerns [1]. According author in [2] mentioned that a person who does not have the ability to control emotion while interacting with others and being less motivated in performing task or in doing good job, thus that person could not be regarded as a successful professional individual. Emotional intelligence encompasses several aspects namely involvement of self-control, zealous, persistence, and the ability to motivate oneself and strength to withstand failure based on author in [3].

A study by author in [4] proposes that job involvement, job satisfaction and organizational commitment are considered as one of the aspects in emotional intelligence. While the author in [5] noted thatsets out emotional intelligence factor as very important factor in relation to roles of a committed educator. According to [6] also emphasized that constant stress can mentally and physically weaken and also affect the educators' career on their commitment and quality of teaching. Assessment on teaching effectiveness of lecturers is a unique problem in terms of mechanism in measuring lecturers' teaching effectiveness. As such it carries significant implications for commitment level of a lecturer. The question arises whether emotional stability of a lecturer can be measured empirically by looking at the impact on their teaching effectiveness? Is it a form of intelligence that can be measured? Specifically, the investigation is expected to achieve the following objectives:

1. To examine the relationship between EI and TE among Malaysian Polytechnic lecturers.

2. To identify the influence between EI and TE among Malaysian Polytechnic lecturers.

3. To examine the relationship between JS and TE among Malaysian Polytechnic lecturers.

4. To identify the influence between JS and TE among Malaysian Polytechnic lecturers.

The overall conceptual framework of this study is shown in Figure 1:
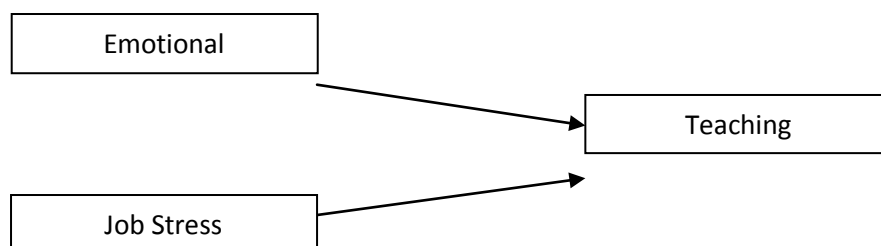
(Figure 1) Research Framework

The hypotheses built on the research are as follow:

$H_0$1: There is no significant relationship between emotional intelligence and effective teaching style.

$H_0$2: There is no significant relationship between job stress and teaching effectiveness of the lecturers.

$H_0$3: There is no significant influence of emotional intelligence on the effectiveness of their teaching style.

$H_0$4: There is no work pressure significantly influence teaching effectiveness of the lecturers.

2. Literature review

2.1 Teaching Effectiveness and Emotional Intelligence

Emotional intelligence also correlates with teacher competence. This is acknowledged by author in [7] who found that high level of emotional intelligence has significant correlation with high level of capability. Study involving 169 high school teachers in the province of Tuscany, Italy as mentioned earlier author in [7] stated that emotional intelligence is associated with higher self-efficacy, teacher with higher ability to manage the classroom, students' motivation and appropriate teaching strategies.

There are many previous studies on emotional intelligence lecturers or teachers from a variety of perspectives. For example, author in [8] his study entitled, 'The Relationship between Emotional Intelligence and Student Teacher Performance (STP)' tries to identify whether the performance of teachers relates with emotional intelligence or otherwise. The study conducted by author in [8] found that there is relation between teacher performances with emotional intelligence.

According to [9] in his study entitled 'The Impact of Teachers' Behaviors, Personality Characteristics and Skills on Students' Motivation to Learn' found that teachers who clearly articulate the combination of positive behavior and personality traits are some of the skills needed as an educator. While a study by [10] found that positive emotional intelligence have to do with self-efficacy of teachers. Based on the findings, author in [10] argued that emotional intelligence can enhance the teaching effectiveness and in turn leads to an increase in the students. Findings by earlier author in [9, 10]is strengthened through the study of author [11] who found that there were significant relationships between emotional understanding, knowledge, communication, and performance improvement.

In addition, according to [12] in his study found that professional field including teachers and lecturers will directly correlate with the role of emotional intelligence skills in effective teaching and career excellence. The author in [12] also suggested that educational institutions such as schools, colleges or HLI should provide continuing education program in the field of emotional intelligence skills that aims to harmonize the learning environment in educational institutions. As shown by author [13] in a research study entitled 'Some Behavioral Correlates of Teacher Effectiveness' tested the relationship between variable behaviors of teaching effectiveness by 49 teachers in New York City Municipal Collegeused the five constructs that measure the effectiveness of

the supervisory teacher, student reactions to teachers, self-evaluation among teachers, students benefit and control in the classroom. The study found that students relationship with teacher, and climate emotional environment that may consist of emphasis on communication behavior in the classroom. In addition, this study found that the behaviors of a friendly, cheerful and emotionally stable teacher are effective in the classroom.

2.2 Teaching Effectiveness and Job Stress

According to [14] found that naturally there are three phases of pressure in a career's educator. The first phase is the beginning period of employment up to two years in which a teacher will need to adapt to institutional environment. The second phase is between five to seven years of work, and finally the third phase which is after the teaching period of seven years of an educator. In the third phase, the teachers will go through a stressful job because in reality whether their teaching methods effective or not and as expected or not for the students can cause them to quit teaching in effect. The author in [14] also noted that job stress is a hindrance to the successful performance of an educator.

In another study, author in [15] found that stress has a significant relationship with teacher performance. This author in [15] findings that involve teachers in 17 rural schools in the district of Ohio, US showed that stress is major indicators that cause performance degradation and potential teachers in terms of emotional exhaustion, low self-esteem, poor administration and management of a negative component climate school. While author by [16] in his research findings found that there is a negative correlation between job stress relationships with teaching profession.

A total of 1200 teachers from 60 schools were the respondents in the study conducted by author in [16] responded that if they face high stress in school, will indirectly affect teaching in the classroom and vice versa. In conclusion, most of the findings of previous studies found that job stress and educators have significant influence on their teaching performance, especially during the learning process

3. Methodology

3.1 Sampling and Data Collection Procedures

This study used a random sample of Malaysian Polytechnic lecturers. The sample size for this study follows by according to [17] as a rule of thumb. Sample sized between 200 and 500 are appropriate for most researches using regression analysis. 1253 lecturers from 4 campuses of Malaysia Polytechnic were listed in the study and out of this total, 314 lecturers were sampled at systematic random based on author in [18] formula with 3.84 degree of freedom. The numbers are considered effective based on number of Malaysia Polytechnic's institutions available, the research question investigated. The survey method was employed to collect data. To test the suitability of the questionnaire, a pilot survey on 50 respondents were carried by lecturers in private college. A total of 293 questionnaires were completed and used for analysis.

3.2 Survey Instruments and Measures

The questionnaires have been used to collect the data. The survey consisted five sections: demography and lecturers profile, emotional intelligence, job stress, teaching effectiveness. A four–point Likertscale ranging from 1 = strongly disagree to 4 = strongly agree was used to measure the extent to which respondents agree to disagree to each of the statement. In this research, emotional intelligence questionnaire was developed by author in [19] and job stress questionnaire from author in [20]. The teaching effectiveness was measured through developed questionnaire by author [21].

3.3 Data Screening and Analysis

The 293 data set were analyzed using SPSS version 17. In this study, a test for multivariate outliers is conducted using the techniques described by author [22]. From the 293 data used, 20 items are of Emotional Intelligence, 9 items of Job Stress and 26 items of Teaching Effectiveness. Descriptive analysis was used to summarize the profile of the demographics and lecturers information. Pearson Correlation has been used in order to test the relationship between all independent variable to teaching effectiveness. In linear regressions, independent variables are applied to identify the best dependent variable predicted. Therefore, in this study the independent variables are emotional intelligence and job stress while teaching effectiveness is a dependent variable. Based on the reliability tests carried out by the researchers, the Cronbach alpha reliability coefficient was 0.855, indicated as good internal consistency among the 55 items in the questionnaires for this study indicated in Table 1.

(Table 1) Reliability Score For Variable

Variable	No. of items	Cronbach Alpha
Emotional Intelligence	20	0.893
Job Stress	9	0.87
Teaching Effectiveness	26	0.91

4. Research Findings

4.1 Respondents Demographics

The profile of the respondents is illustrated in Table 2. The respondents consisted of 57.0 percent male and 43.0 percent females, majority of which were in the age group of between 36-40 years (27.6 percent). Most of the respondents have teaching experience between 6-10 years (35.2 percent). Majority of them have achieved a bachelor degree education 75.1 percent. Most of the respondents are in the electrical engineering department (31.4 percent) and only 16.0 percent from civil engineering department.

(Table 2) Profile of Respondents

Variabel	Frequency	Percent (%)
Gender:		
Male	167	57.0
Female	126	43.0
Department:		
Civil Engineering	47	16.0
Electrical Engineering	92	31.4
Mechanical Engineering	86	29.4
Management & Commerce	68	23.2
Education Level:		
Diploma	60	20.5
Degree Holder	220	75.1
Doctorate/Master Holder	13	4.4
Length of Teaching at Polytechnic		
Less than 1 years	46	15.7
1 - 5 years	83	28.3
6 - 10 years	103	35.2
Above 10 years	61	20.8
Age:		
24 - 30 years	76	25.9
31 - 35 years	72	24.6
36 - 40 years	81	27.6
Above 40 years	64	21.9

4.2 Hypothesis Testing

$H_0$1: There is no significant relationship between emotional intelligence and effective teaching style.

The analysis employed the Pearson Correlation method, and revealed that there is moderate significant and positive relationship between emotional intelligence and teaching effectiveness among respondents with a correlation coefficient (r) of 0.485 which was significant at the 0.05 level (p= 0.000). Hence, the Ho1 was rejected. This result is as illustrated in Table 3.

$H_0$2: There is no significant relationship between job stress and teaching effectiveness of the lecturers.

The Pearson Correlation analysis for Ho2 found that the correlation coefficient (r) was -0.037 and was significant at 0.05 (p = 0.000). The analysis revealed that there was a negative and moderate significant relationship between job stress and teaching effectiveness among respondents. Therefore, the Ho2 was rejected as indicated in Table 3.

(Table 3) Pearson Correlation Result between Teaching Effectiveness
with Emotional Intelligence and Job Stress

Variable	Teaching Effectiveness		
	Correlation (r)	Sig. t	P
Emotional Intelligence	0.485	0.05	0.000
Job Stress	- 0.037	0.05	0.000

$H_0$3: There is no significant influence of emotional intelligence on the effectiveness of their teaching style.

Regression analysis was used to test the relationship between emotional intelligence and teaching effectiveness. The regression analysis results in Table 4 indicate that emotional intelligence is positively and significantly related to teaching effectiveness. This finding rejected $H_0$3.

(Table 4) Regression of Emotional Intelligence

Variable	R	R^2	F	Beta (β)	Sig
Emotional Intelligence	0.485	0.235	89.273	0.485	0.000

Based on Table 4, the regression results found that emotional intelligence variable is contribute to teaching effectiveness among Malaysian lecturers which correlation coefficient (R) of 0.485. The variable emotional intelligence [F = 89.273, $p \leq 0.05$] was able to contribute to 23.5% of the variance in explaining teaching

effectiveness. Thus, the variable of emotional intelligence was the significant contributor on teaching effectiveness (Beta = 0.485, p ≤ 0.05)

H$_0$4: There is no work pressure significantly influence teaching effectiveness of the lecturers

A regression analysis is employed to evaluate how well the job stress predicts on the teaching effectiveness among Malaysian lecturers. Table 5 presents the regression results for the sample in this study. Finding shows that the regression coefficient (B = -0.026). The variable job stress [F = 0.403, p ≤ 0.05] was able to contribute -0.1% of the variance in explaining teaching effectiveness. Thus, the variable of job stress was the significant contributor on teaching effectiveness (Beta = -0.037, p ≤ 0.05). Therefore, the Ho4 was rejected which is indicated in Table 5.

(Table 5) Regression of Job Stress

Variable	R	R^2	F	Beta (β)	Sig
Job Stress	- 0.037	- 0.001	0.403	- 0.037	0.000

5. Limitation, Discussion & Conclusion

We are in the opinion that the findings of this study have several limitations in terms of sample size, model and analysis.Therefore the results from this study must be interpreted with care. First, the sample size of 293 respondents Polytechnic lecturers limits the generalization of the results to all co-operative sectors. In addition, all the samples studied were from Polytechnic institutions that reside in Malaysia. Generalizations to be made across foreign higher learning institutions should bear in mind the similarities and differences in higher educations structures and policies across the countries.

Overall, correlation analysis found that emotional intelligence lecturers have moderate positive correlation with the overall effectiveness of the lecturers (r = 0.485) and work pressure has weak negative correlation (r = -0037) the effectiveness of teaching. Linear regression analysis showed that emotional intelligence is a significant predictor of teaching effectiveness (t_292 = 9448, β = 0.485, p <0.05. Regression analysis also found that job stress is a significant negative predictor of teaching effectiveness (t_292 = -0635, β = -0037, p < 0.05).

In conclusion, four null hypotheses are rejected at the significant level of 0.01. Based on the results of testing the null hypothesis, the conclusions of the studies have found that a total of four tests reject the null hypothesis. The findings of this study show that there is a positive relationship and significant relationship between emotional intelligence and there is a significant negative relationship between job stress and the effectiveness of teaching. Meanwhile strong relationship existed between emotional intelligence and overall teaching effectiveness. The same case goes to the relationship between job stress and teaching effectiveness.

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