

Effects of Secondary School Teachers' Emotional Intelligence on Occupational Commitment: A Case of Balochistan, Pakistan

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Abstract

This quantitative study investigated the effects of emotional intelligence on occupational commitment of teachers in Balochistan. The study's objectives were to find out opinion of teachers about their emotional intelligence and occupational commitment. A quantitative, non-experimental, predictive correlational research design was used to achieve the study's objectives. Moreover, all the government secondary school teachers and students of Balochistan were considered as the population of the study. As a sample, 640 teachers and 640 students were selected for this research from the population through a multistage sampling technique. For data collection, the emotional intelligence developed by Schutte et al. (1998) scales were used. At the same time, the researcher himself developed occupational commitment, measurement questionnaires. For reliability and validity, the self-developed questionnaire was sent to experts for review and were pilot tested. Descriptive statistics, mean and standard deviation, determined respondents' perceptions of emotional intelligence and occupational commitment. To explore the effects of emotional intelligence on occupational commitment, a multiple regression model was used. The results indicated significant effects of emotional intelligence on occupational commitment. Emotional intelligence also possessed a significant positive effect on occupational commitment and performance of the teachers. This is because emotional intelligence is all required to upgrade teaching standards of teachers. After analysing data, this study recommended that the education department, with the collaboration of policymakers, educationists, and all stakeholders, might devise professional courses and teacher education programs to develop the emotional intelligence of the teachers.

Keywords: Effects, Secondary School, Emotional Intelligence, Occupational Commitment

INTRODUCTION

A comprehensive educational system is viewed as foundation of a developing country (Jourdan et al., 2021). The realization of such an educational system largely depends on teachers, thereby making teaching profession more challenging and demanding (Kulikowski et al., 2022). Due to teachers' multiple duties and obligations, this profession is quite demanding; Teachers are tasked with delivering lessons and managing classrooms, fulfilling grading assignments, attending meetings, and engaging in professional development activities (Brammer & Clark, 2020). Certain teachers experience performance-impacting stress, and the

pressure to perform well can lead to increased stress levels, affecting a teacher's ability to deliver quality instruction (Lennox, 2020).

There are three elements of occupational commitment: affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991). Moreover, Panda et al. (2022) defined normative commitment as an obligation of the staff to provide clients with competent service. According to Meyer and Allen (1991), an affective commitment attitude is a good association between individual activities and opportunities, while continuance commitment evaluates the employees' advantages and disadvantages regarding their willingness to retain their work in the organization. Even though organizational commitment has many dimensions, only certain types of study have focused on those three elements. Most studies examined emotions' impact and continued commitment (Wang & Hu, 2022). When employees feel supported by the business, their contributions and commitment to the company will be even more spectacular (Saadeh & Suifan, 2020). Support from the organization may increase their dedication to work. The significance increases with favourable working circumstances (Palumbo, 2020).

Goleman (2003) investigated the causes of emotions in his book "Working with Emotional Intelligence." The Amygdala, according to Goleman (2003), is part of inner brain that controls emotions, gut instincts, memory, and sense of smell. It is situated near the pituitary glands and directly above the termination of the spinal cord. Goleman added that the Amygdala acts as a storehouse for life experience. Its storage is boosted by the accretion of life experience with age. Working memory, which is related to the prefrontal part of the Amygdala and is necessary to remember information and pay attention, is occasionally allowed for by the Amygdala, which allows one to state, "This does not seem right. Impulsive persons frequently communicate in emotional tones, and a stressful situation impairs cognitive function. These circumstances, which Goleman referred to as "Amygdala Hijacks," include shouting at bosses or subordinates, misbehaving among coworkers, losing courage in tests, and feeling anxious when presenting in front of an audience. These circumstances harm people's performance at work. Goleman elaborated on this point. Artists may better control their emotions and avoid potentially harmful situations by having a solid sense of self. Feelings may be pleasant or sour, and Walsh-Messinger et al. (2014) invested that inverse emotions result in weak performance. Goleman (2003) asserts that having emotional intelligence is crucial for achievement in one's or an organization's professional career.

There are inconsistencies in previous studies and scarcity of researches on describing the association between emotional intelligence, and occupational commitment. The researcher did not find studies related to these variables in terms of the kind of relationship being addressed in this study in particular. Therefore, this study is crucial to the understanding of emotional intelligence and occupational commitment of secondary school teachers.

RESEARCH QUESTION

1. How do teachers' emotional intelligence effect their affective commitment?

This study was also influenced by the theory of EI. As mentioned previously, EI models have developed and advanced within the past 50 years. The major constructs of these models are trait, ability and mixed models. EI is perceived as a potential that helps in perception of emotions and enables to differentiate between them. As a result, this information is used to control behavior. Therefore, EI is considered part of the individual's personality. There are

various distinct views regarding the definition of EI. Most scholars believe that three exceptional thoughts and perceptions like EI, IQ and personality are very important characteristics. Goleman (2006) put forward the mixed model of EI which EI is based on different abilities and traits. However, it is significant to note that EI for this study is based on EI mixed model presented by Goleman.

RESEARCH METHODOLOGY

As discussed earlier prime focus of this study was to analyse the potential effect of EI on occupational commitment of the teachers. For this study, non-experimental and predictive correlational design is used. As Terrell (2022) implies that a quantitative methodology is mostly used for secondary education literature. In quantitative research, numerical data are generated to measure objectively the targeted variables (Bloomfield & Fisher, 2019).

Research Design

The researcher opted for quantitative research instead of other approaches as results can be inferred from larger number of participants. In this study, quantitative non-experimental predictive correlational research design was used.

Hypotheses of the Study

- H_{1a}. Self-awareness has significant effect on normative commitment of teachers.
- H_{1b}. Self-regulation has significant effect on normative commitment of teachers
- H_{1c}. Social skills have significant effect on normative commitment of teachers.
- H_{1d}. Empathy has significant effect on normative commitment of teachers
- H_{1e}. Motivation has significant effect on normative commitment of teachers

Population of the Study

In this study, the population comprised 14046 teachers as per Education, Management, and Information System (EMIS, 2020) while the population of the students was those students who appeared in the Balochistan Board of Intermediate and Secondary Education (BBISE) annual tenth class board examination. Their total population was 63506 (BBISE, 2022).

Sampling

In this investigation, a multistage sampling technique was applied. In the first step, eight divisional headquarters were chosen. This method made the researcher choose a sample from the desired population based on accessibility and willingness to participate. A simple random sampling technique was used to select schools during the second stage. Thirdly, a stratified random sampling technique was used to select students and teachers. The stratified random sampling method entails randomly selecting a reasonably large number of units from the population or from particular subgroups (strata) of a population (Etikan & Bala, (2017), and fourth and lastly, the simple random sampling technique was used in each school in the selection of students.

Research Instruments

A questionnaire is regarded as a written document that is created by a researcher and filled out by study participants. The researcher used standardized scales as the tool for gathering data in this investigation. The researcher adapted the emotional intelligence tool developed by

Schutte et al. (1998). The researcher translated the emotional intelligence tool into Urdu. There was a total of 33 items to get the opinion of the teachers. A self-developed tool of affective commitment made up 13 items on a five-point scale were used. Teachers were asked to answer questions about their professional commitment to their organizations in a questionnaire.

Pilot Testing

A pilot study is one of the most essential phases of a research effort (Barnett, 2018). Before implementation across the entire investigation, it is undertaken to identify potential issue areas and weaknesses in the soundness and consistency of the research instruments and methodology (Faizi, 2020). Self-developed questionnaire was sent to professionals for review to determine their face validity and content validity. The surveys underwent a pilot test with 50 secondary school teachers to determine their reliability and Cronbach's alpha coefficient.

Validity of the Instruments

According to Sekaran (2003), the degree to which a notion, inference, or measurement accurately and appropriately depicts the real world is known as its validity. In research, validity is viewed as being equivalent to accuracy. The degree to which the questions and themes seem acceptable to a panel of evaluators with excellent understanding of the area under investigation or a panel of related field specialists is referred to as content validity (Creswell (2012). An expert panel from the University of Haripur's Department of Education validated the study's standardized tool as a result. In order to assure content validity, a few test items were altered on the basis of their recommendations/proposals.

Reliability of the Instruments

By calculating Cronbach's alpha, the validity of the scales employed in this study was assessed. The result was found appropriately according to the range. Cronbach's alpha was 0.79, which is satisfactory for this research investigation. For the Emotional Intelligence Scale Cronbach's alpha was 0.80, which is likewise adequate for this research investigation.

Data Collection

At their universities, the respondents were approached and told what the goal of the study was. Following the delivery of the questionnaire to the class, the teachers and students were asked to complete it by picking the appropriate response option from the list, which included strongly disagree, disagree, nor agree and nor disagree, agree, and strongly agree.

Data Analysis

For data analysis, the gathered information was organized and summarized in Excel. Following that, it was examined using SPSS version 22. Regression analysis were used to analyse the data.

Table 1: Reliability coefficient of factors of emotional intelligence

Cronbach's alpha was calculated using SPSS software. The alpha coefficient, in general, is 0.90. Five sub-factor's alpha reliability coefficients are shown

Factors	Number of statements	Reliability
Emotional awareness	9	0.76
Self-regulation	5	0.82
Motivation	3	0.80
Empathy	4	0.78
Social Skills	12	0.76

Table 1 indicates that the Cronbach Alpha Reliability Coefficient of the emotional intelligence factors was as follows. Emotional awareness was 0.76; self-regulation was 0.82; motivation had 0.80, empathy had 0.78, and social skills were 0.76, respectively.

Table 2: Reliability coefficient of the factors of occupational commitment

The Cronbach Alpha coefficient for occupational commitment, in general, is 0.87, while three sub-factors of occupational commitment had the following alpha reliability coefficients:

Factors	Number of Statements	Reliability
Affective commitment	4	0.84
Continuance Commitment	5	0.80
Normative Commitment	4	0.82

Table 2 indicates that the Cronbach Alpha Reliability Coefficient of the factors of occupational commitment was as follows. The affective commitment had 0.84, continuance commitment had 0.80, and normative commitment had 0.82, respectively.

Figure 1: Screening of the data to exclude outliers

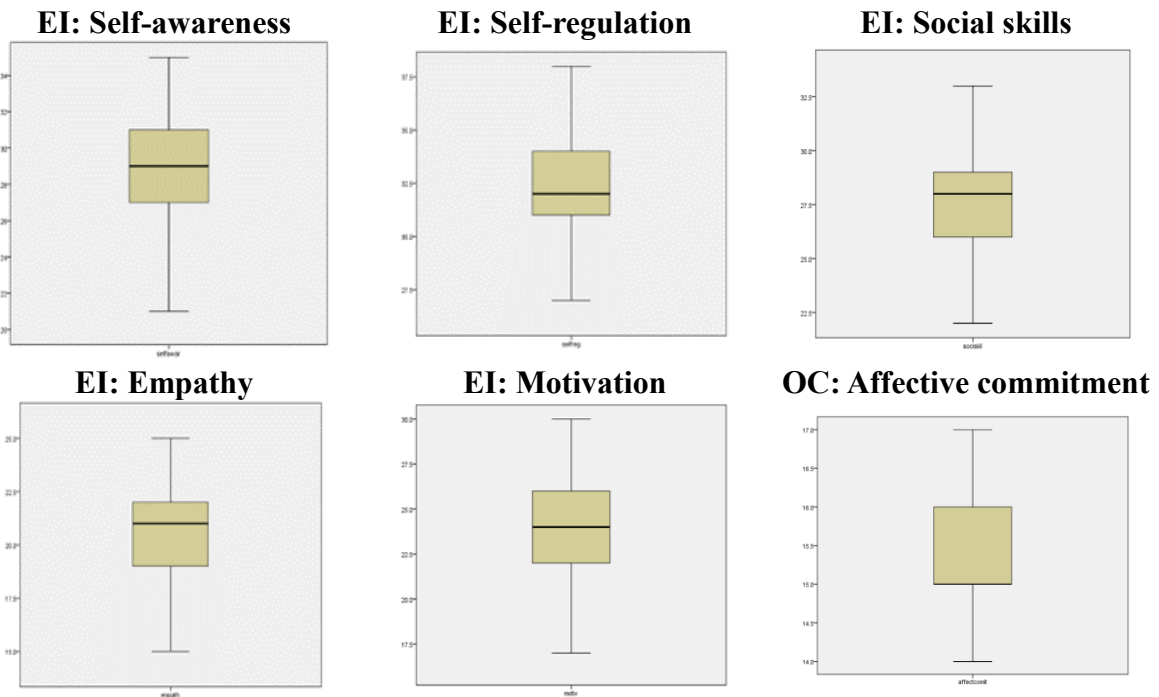
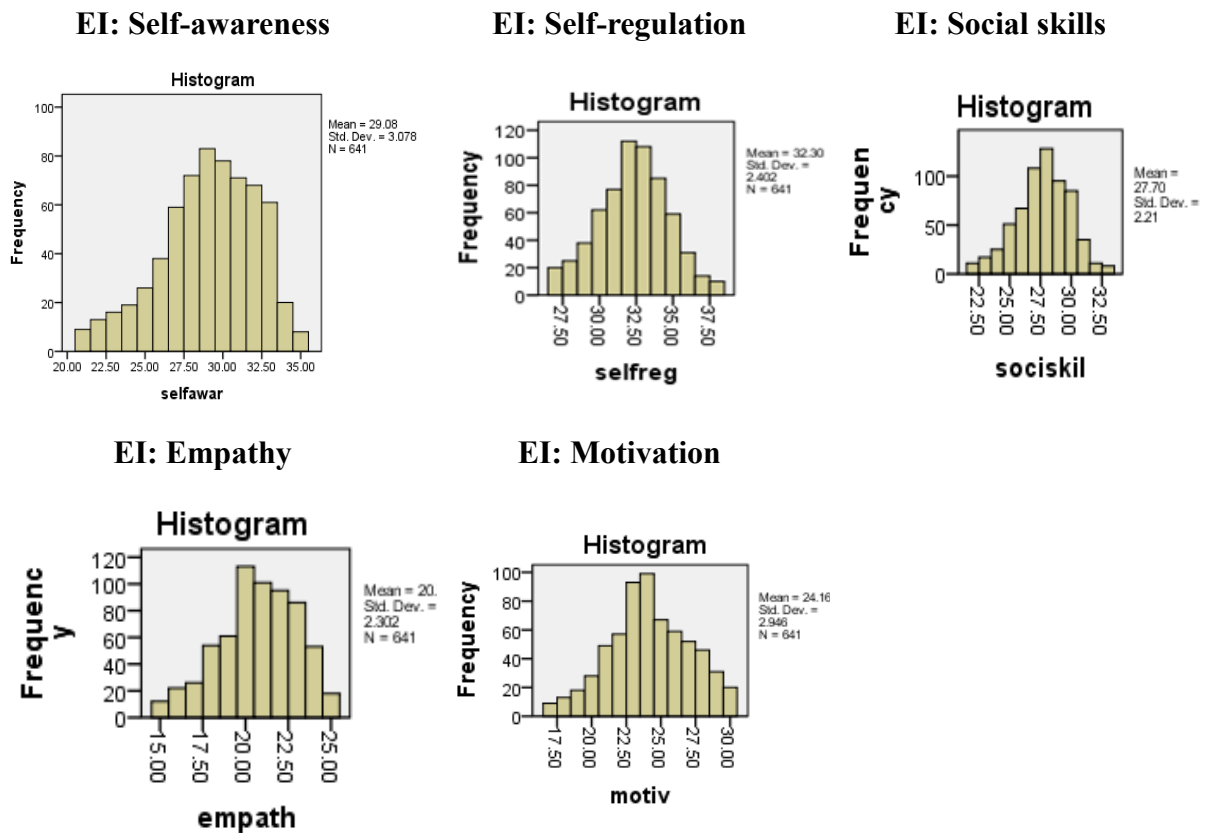


Figure 2: Histograms for Emotional Intelligence (EI) abilities scores (IV) and Stress (DV) scores



Multiple Linear Regression

To find the answer the research question, what are the effects of emotional intelligence on the stress of students? Multiple linear regression model (MLRM) was applied to explore the predictive effect of Self-Awareness (SA), Self-regulation (SR), Social skills (SS), Empathy (E) and Motivation (M). Keeping in view, the assumptions related to apply the regression model were investigated. Field (2013) and Kaur (2018) suggested to verify required assumptions before using MLR analyses:

Dependent Variable.

Only one dependent variable is required which can be determined at the continuous level. This hypothesis was fulfilled as the total scores of dependent variable affective commitment of were calculated at the continuous level.

Independent Variables

There were Self-Awareness (SA) Self-regulation (SR), Social Skills (SS), Empathy (E), and Motivation (M) of Emotional Intelligence (EI) five independent variables whereas minimum two independent variables are required those either may be measured at the continuous or nominal level. This assumption was achieved by both variables emotional intelligence and age.

Autocorrelation

Durbin-Watson test is used to find independence of observations. The value of the Durbin-Watson test was 1.848, which is greater than the lower limit 1.5 and less than 2, as the absence of autocorrelation limit is 1.5 to 2. This indicates that autocorrelation is not found.

Table 3: Influence of Emotional Intelligence upon continuance commitment

Model		USC		SC	t-value	Sig.
		B	St. Er	Beta		
	Constant	-0.030	0.209		0.145	0.885
	SA	0.314	0.060	0.234	5.221	0.000
	Self-regulation	0.039	0.055	0.028	0.702	0.483
	Empathy	0.437	0.057	0.373	7.615	0.000
	Social skills	0.194	0.050	0.168	3.885	0.000
	Motivation	0.019	0.054	0.012	0.346	0.729
R=0.715 R square =.511 Adjusted R square =0.507 F=132.58 alpha =0.000						
Durban Watson=1.457, VIF=1.834,1.312, 1.511,1.971,1.373						
Continuance commitment						

Table 3 shows that the value of R is 0.715, which depicts that, social awareness, social skills and empathy has significant effect on continuance commitment while self-regulation and motivation has no significant effect on continuance commitment. The R^2 value is 0.511, which depicts that the independent variables explain 51 % of the variability in continuance commitment.

For homoscedastic, p should be greater than 0.05, here p is greater than 0.05 for (SR) and (M), so, the p value of (EA), (E) and (SS) are less than 0.05, that is heteroscedastic. The value of VIF should be less than 10, here, values are 1.834,1.312, 1.511, 1.971 and 1.373, so no multicollinearity.

The F=132.58 and the alpha value show that accurate expectation and profound influence of the model, is made. The value of beta β (slop of coefficient) for emotional intelligence (EA), and (SS) 0.234, 0.373 and 0.168 and t for (EA), (E) and (SS) 5.221, 7.615 and 3.885 respectively, having p less than 0.05, therefore, changes in depending variable continuance commitment are statistically significant.

While the (SR) and (M) is 0.028 and 0.346 the t is 0.702 and 0.346 having p (0.483 and 0.729s) greater than 0.05, therefore, change in dependent variable teacher continuance commitment is not statistically significant

Figure 3: Influence of Emotional Intelligence upon continuance commitment

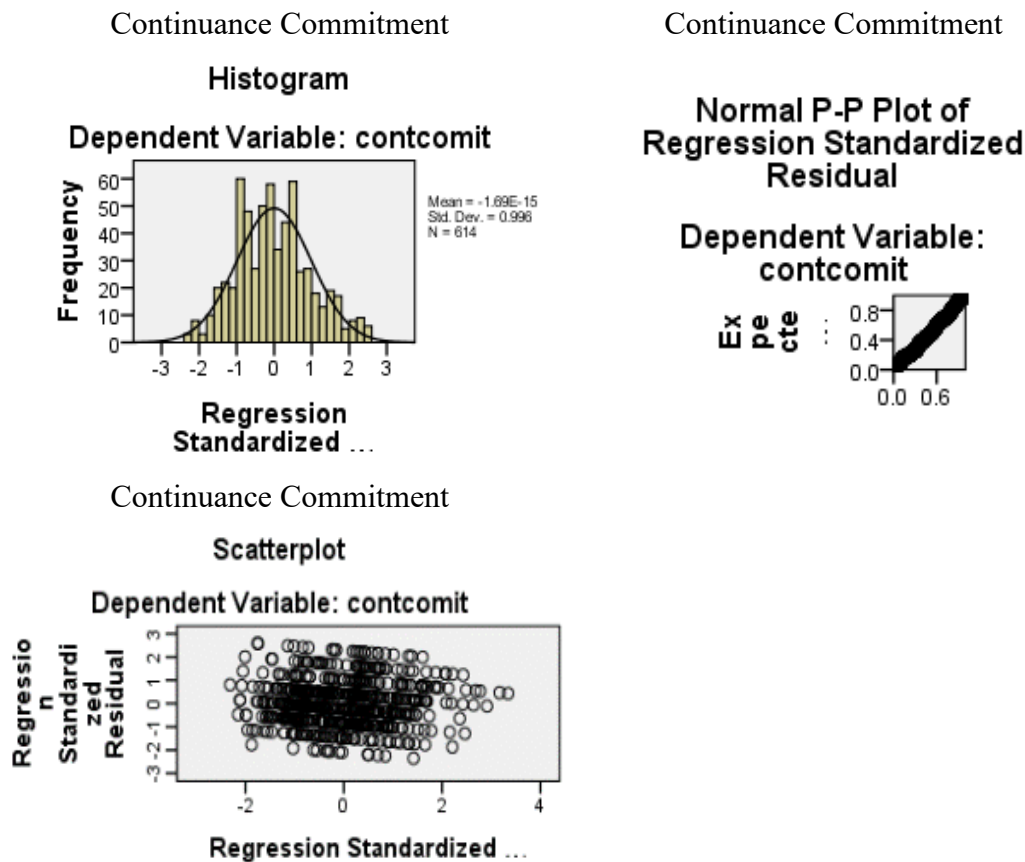


Table 4: Influence of Emotional Intelligence upon normative commitment

Model		USC		SC	t-value	Sig.
		B	St. Er	Beta		
	Constant	1.674	0.211		7.942	0.000
	SA	0.130	0.061	0.118	2.139	0.033
	Self-regulation	0.107	0.056	0.092	1.919	0.055
	Empathy	0.230	0.058	0.239	3.971	0.000
	Social skills	0.052	0.050	0.054	1.024	0.306
	Motivation	0.118	0.054	0.093	2.182	0.030
R=0.509 R square =0.259 Adjusted R square 0.253 F=44.447 alpha =0.000						
Durban Watson=1.755, VIF=1.834,1.312,1.511,1.971,1.373						
Continuance commitment						

Table 4 shows that the value of R is 0.509, which depicts that self-regulation, emotional awareness, motivation, social skills and empathy, which are emotional intelligence factors, have a highly significant relation with normative commitment. Normative commitment is the factor of occupational commitment. The R² value is 0.259, which depicts that the independent variables explain 25 % of the variability in normative commitment. For homoscedastic p should be greater than 0.05, here, p is greater than 0.05 for (SR) and (SS), so, the p value of (EA), (E) and (M) are less than 0.05, that is heteroscedastic. The value of VIF should be less than 10, here values are 1.834, 1.312, 1.511, 1.971 and 1.373, so no multicollinearity. The F=44.447 and the alpha value show that accurate expectation and profound influence of the model is made. The value of beta β (slop of coefficient) for emotional intelligence (EA), (E) and (M) 0.118, 0.239 and 0.093 respectively having p less than 0.05, therefore, changes in depending variable

continuance commitment are statistically significant. While the (SR) and (SS) is 0.092 and 0.3460.054 the t is 1.919 and 1.024 having p (0.055 and 0.306) greater than 0.05, therefore, change in depending variable teacher normative commitment is not statistically significant.

Figure 4: Influence of Emotional Intelligence upon normative commitment

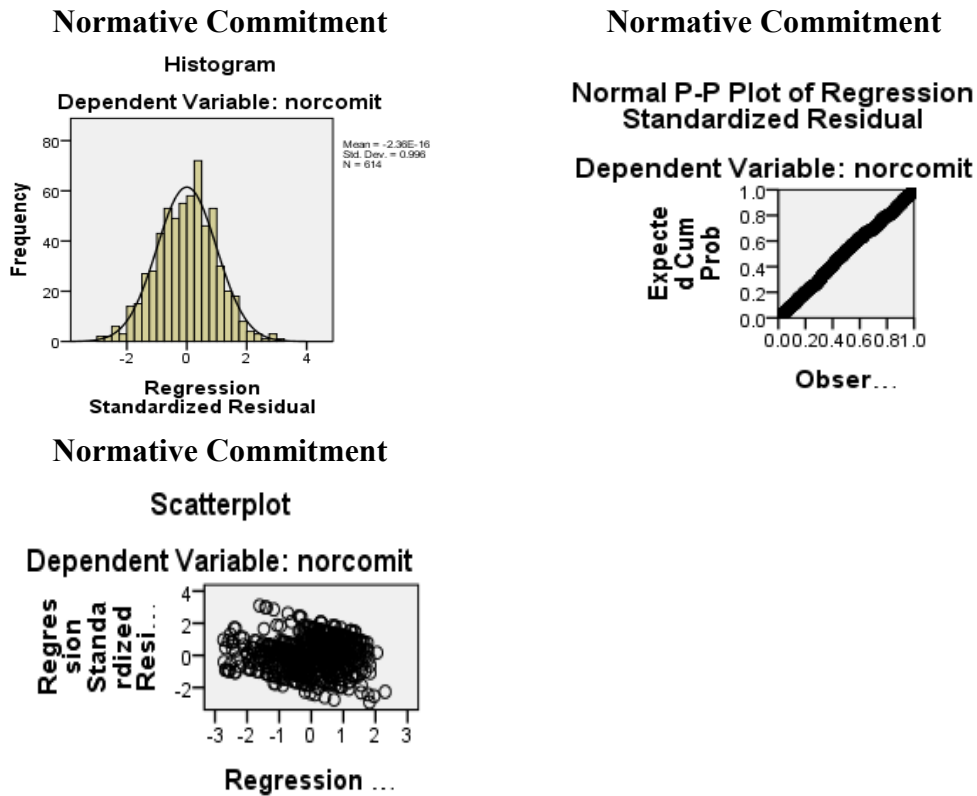


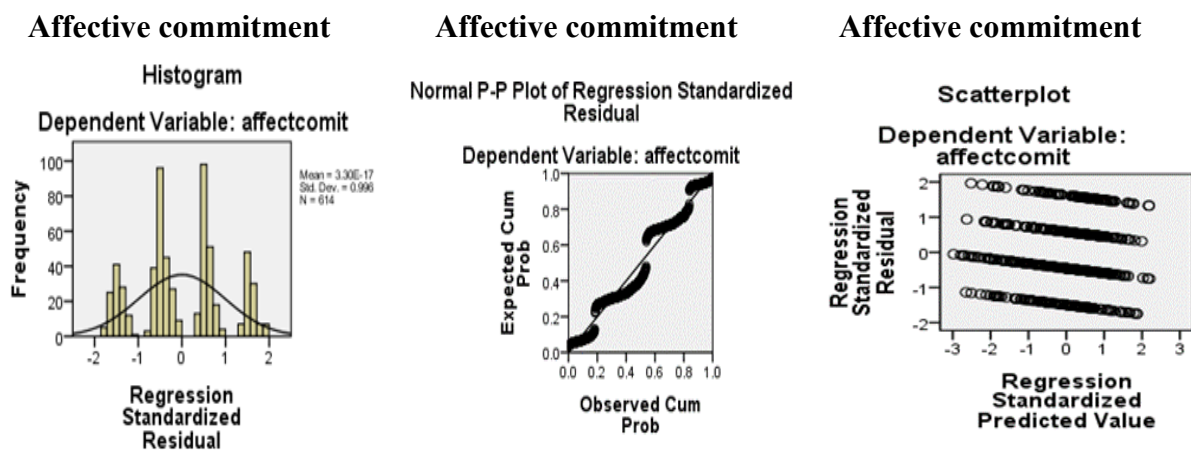
Table 5: Effect of emotional intelligence on affective commitment

Model	USC		SC	t-value	Sig.
	B	St. Er	Beta		
Constant	0.923	0.218		04.230	0.000
SA	0.173	0.063	0.140	2.751	0.006
Self-regulation	0.061	0.058	0.047	1.049	0.294
Empathy	0.276	0.060	0.257	4.617	0.000
Social skills	0.212	0.052	0.200	4.065	0.000
Motivation	0.080	0.056	0.056	1.428	0.154
R=.607 R square= 0.369 Adjusted R square= 0.364 F=74.25 alpha =0.000					
Durban Watson=1.819, VIF=1.834,1.312,1.511,1.971,1.373					
Affective commitment					

Table 5 shows that the value of R is 0.607, which depicts that self-regulation, emotional awareness, motivation, social skills and empathy, which are emotional intelligence factors, have a highly significant relation with affective commitment. Affective commitment is the factor of occupational commitment. The R² value is 0.369, which depicts that the independent variables explain 36.9% of the variability in affective commitment. For homoscedastic p should be greater than 0.05, here p is greater than 0.05 for (SR) and (M). The p value of (EA), (E) and (SS) are less than 0.05, these are heteroscedastic. The value of VIF should be less than 10, here, values are 1.834,1.312 and 1.373, so no multicollinearity. The F=74.25 and the alpha value

show that accurate expectation and profound influence of the model, is made. The value of beta β (slop of coefficient) for emotional intelligence (EA), (E) and (SS) 0.140, 0.257, 0.200 and t for (EA), (E) and (SK) 1.049, 4.617 and 4.065 respectively, having p less than 0.05, therefore, changes in depending variable affective commitment are statistically significant. While the (SR) and (M) is 0.047 and 0.056 the t is 1.049 and 1.428 having p (0.294 and 1.428) greater than 0.05, therefore, change in depending variable teacher affective commitment are not statistically significant.

Figure 5: Influence of emotional intelligence on affective commitment



CONCLUSION AND RECOMMENDATIONS

The results of this study show that the scores of predictors Self-Awareness (SA), Self-regulation (SR), Social skills (SS) Motivating (M) and Empathy (E). The factors of emotional intelligence self-awareness, social skills and empathy has significant effect on affective commitment while self-regulation and motivation has no significant effect on affective commitment. Data collected from 640 secondary school students and teachers. Self-awareness, empathy and motivation has significant effect on normative commitment while self-regulation and social skills has no significant effect on normative commitment. Self-awareness, empathy and social skills has significant effect on Continuance commitment while self-regulation and motivation has no significant effect on continuance commitment.

Self-awareness which is the factor of emotional intelligence has a positive effect on normative commitment. Self-awareness showed a positive relationship with normative commitment in the study conducted by (Shafiq & Rana, 2016., and Navas., & Vijayakumar, 2018). The same variables had an antagonistic relationship in the study being conducted (Washburn, 2021)., Kukah, 2022). Emotional intelligence had a significantly positive relationship with normative commitment, which validated the results of a similar study (Chigede, 2022). There is significant effect of the factor of independent variable empathy on normative commitment. In another study there was negative relationship with normative commitment in the studies conducted by (Shafiq & Rana, 2016; Washburn et al., 2021). Emotional intelligence has shown a positive relationship with normative commitment, which recognizes the findings of the studies carried by (Karkoulian et al., 2010; Anari (2012), while the same variables showed a negative inverse relationship in the studies conducted by (Nikolaou, 2002; Aghdasi et al., 2011).

There is significant effect of the factor of independent variable motivation on the factor of dependent variable normative commitment. The same variables had a negative effect in the study being conducted by (Marnisah et al., 2022), while, there is significant effect of motivation on normative commitment (Eliyana et al., 2019).

There is no significant effect of the factor of independent variable self-regulation on the factor of dependent variable normative commitment. The same variables had a negative effect in the study being conducted by (Delbari et al., 2021), while there is significant effect of self-regulation on normative commitment (Hussain et al., 2021).

There is significant effect of the factor of independent variable social skills on the factor of dependent variable normative commitment. The same variables had a negative effect in the study being conducted by (Kanyaet al., 2021), while, there is significant effect of social skills on normative commitment (Ateş & Ünal, 2021). There is significant effect of the factor of independent variable self-awareness on the factor of dependent variable affective commitment, while, the same variables had a negative effect in the study being conducted by (Soeprijanto et al., 2022). There is significant effect of self-awareness on affective commitment (Hutagalung. Et al., 2020).

Self-awareness positively effects affective commitment. Emotional intelligence showed a positive relationship with affective commitment in the study conducted by (Navas. & Vijayakumar, 2018). The same variables had an antagonistic relationship in the study being conducted (Washburn, 2021., Kukah, 2022). Self-awareness had a significantly positive effect with affective commitment, which validated the results of a similar study (Ribeiro et al., 2022). There is significant effect of the factor of independent variable social skills on the factor of dependent variable affective commitment social skills, have shown a positive effect on affective commitment in the study conducted by (Washburn et al., 2021). The same variables showed a non-significant effect in the studies conducted by (Aghdasi et al., 2011). There is significant effect of the factor of independent variable empathy on the factor of dependent variable affective commitment. Empath has shown a positive effect on affective commitment, which recognizes the findings of the studies carried by (Anari (2012), while the same variables had a negative effect in the study being conducted by (Quiambao et al., 2023). There is no significant effect of the factor of independent variable self-regulation on the factor of dependent variable affective commitment. The same variables had a negative effect in the study being conducted by (Delbari et al., 2021), while there is significant effect of self-regulation on affective commitment (Hutchinson et al., 2021).

There is significant effect of the factor of independent variable motivation on the factor of dependent variable affective commitment. The same variables had a negative effect in the study being conducted by (Amri & Ramdani, 2021), while there is significant effect of motivation on affective commitment (Hardiansyah & Zainuddin, 2022).

It is recommended that emotional intelligence must be included in curriculum of higher education. Educational institutions should prioritize the implementation of emotional intelligence training programs for teachers. These programs can enhance self-awareness, empathy, emotion regulation, and interpersonal skills. By providing teachers with the knowledge and tools to understand and manage their emotions effectively, educational institutions can promote their emotional intelligence and its positive impact on occupational commitment of the teachers.

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