

FROM PASSION TO EMOTION: EMOTIONAL QUOTIENT AS PREDICTOR OF WORK ATTITUDE BEHAVIOUR AMONG FACULTY MEMBERS

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ABSTRACT

Positive thinking, in conjunction with a robust attitude, can affect one's well-being and coping strategies under stressful events. This study sought to identify the role of Emotional Quotient (EQ) to Work Attitude Behaviour (WAB) of selected faculty members from three higher educational institutions in the Philippines. Using a non-experimental research design, participants were asked to complete questionnaires to obtain their EQ and WAB scores. EQ was gauged using the Emotional Quotient Test while WAB was measured using a self-made survey questionnaire. A chi-square test revealed that there was no significant relationship between EQ and WAB, $F(1,24) = 2.469, p > 0.05$. Although no significant relationship has been observed, it is argued that findings from this study will highlight the need for teacher-training programmes to raise awareness of the emotional demands of teaching and consider ways to enhance emotion regulation skills in experienced as well as recently qualified teaching staff.

Keywords: Education, Emotional Quotient, Intelligence, Teaching, Work Attitude Behaviour

INTRODUCTION

Although teaching has been characterised as a profound emotional activity, little is known about the link between emotional quotient of educators and their work attitude behaviour. Also, it is often said that passion and emotion fuel an educator's teaching experience but there is a scarcity of knowledge as to what extent emotion could serve as a predictor of teaching attitude.

This study assumes that emotional intelligence and emotionality could also be key ingredients to stir a more positive work attitude in the educational setting.

Since emotions of teachers arguably play a significant role toward the classroom atmosphere, the need to investigate their emotions and emotional intelligence is obvious (Harrod & Scheer, 2005). Despite the dramatic increase in the number of researches in emotional intelligence, the topic has not seen sufficient exploration relatively to other areas such as cognitive intelligence, mental health and mental capabilities (Harrod & Scheer, 2005).

Goleman (1996) claimed that emotional intelligence, not

Intelligence Quotient (IQ), is the true measure of human intelligence. He argued that qualities such as understanding one's emotions, recognising and empathising with other's emotions and regulating one's emotions are much more important than IQ. Consistent with the argument of Goleman (1996), as a matter of fact, people's life experience is greatly influenced by how they feel and perceive which in turn can play a major role in determining their level of satisfaction. A study done by Fisher (1998) on mood, emotions and job satisfaction revealed that mood and emotions accounted for unique variance for overall job satisfaction.

Gurjat and his colleagues (2012) explained that emotional intelligence is 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.

Moreover, it has been found out that, emotionality along with good self-control, and an ability to understand others, contribute to better skills of standing up for themselves and in working attitude.

Previous studies have also looked for a link on EQ of teachers based on their demographic profiles. Hence, the present study tries to explore the same.

Findings from this study are likely to highlight the need for teacher-training programmes to raise awareness of the emotional demands of teaching and consider ways to enhance emotion regulation skills in experienced as well as recently qualified teaching staff.

What is Emotional Quotient?

The notion that there are forms of intelligence, not captured by IQ and which are important in life skills and life chances, has been long established. For instance, Thorndike (1921) coined the term 'social intelligence' to describe the idea of acting wisely in human relationships. Wechsler (1940) proposed that the non-intellectual abilities were essential for predicting the ability to succeed in life. More recently, Gardner (2011) developed the idea that humans possess multiple intelligences, including inter-personal, intra-personal, physical, visual, special, artistic, environmental and kinesthetic in addition to cognitive intelligence. He argued that inter and intra-personal intelligences were as important as IQ. However Salovey and Mayer (1990) were the first to use the term 'emotional intelligence' to describe a form 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 action.

This form of intelligence can also be linked to work attitude. The literature suggests that managerial skills in general and emotional intelligence in particular, play a significant role in the success of senior managers in the workplace. So, this argument, despite its popularity, remains elusive. This can be attributed to the fact that although a few studies have provided evidence to support this argument, it has not received an appropriate empirical investigation. This study attempts to narrow this gap by empirically examining the extent to which senior managers with a high emotional intelligence employed in public sector organisations develop positive work attitudes, behaviour, and outcomes. The results indicate

that emotional intelligence augments positive work attitudes, altruistic behaviour and work outcomes, and moderates the effect of work-family conflict on career commitment but not the effect on job satisfaction (Carmeli, 2003).

Emotional Quotient in the Workplace

There is evidence that managers' emotional intelligence positively accounts for differences in employee outcomes. Studies show that emotional intelligence is positively related to employee's performance (Higgs, 2004). Managerial emotional intelligence influences team satisfaction (Langhorn, 2004). Leaders in positive affective states may energise the people they manage, causing them to approach tasks actively and enthusiastically as they have high levels of confidence in their ability to succeed (George, 1995). Kupers and Weibler (2006, p. 380) reporting the Gardner and Stough's (2002, p. 77) study, emphasised as 'recognising and expressing feelings enables leaders to take advantage of and use their positive emotions and emotional information to facilitate organisational performance, including prioritising demands and solving problems'.

Emotional Quotient and Work Attitude of Teachers

A body of research indicates that teachers are more vulnerable to work-related stress, psychological distress and burnout than many other occupational groups (Johnson et al., 2005; Jones, Huxtable, Hodgson, & Price, 2003; Kyriacou, 2001). In order to develop more precisely targeted interventions to enhance well-being in the profession, insight is needed into the aspects of the teaching role that threaten psychological health and job satisfaction.

Studies conducted in the United Kingdom and other countries have highlighted a wide range of stressors that are commonly experienced by teachers. These encompass the job-specific hazards, such as teaching preparation, large class sizes, poor pupils motivation and pupil misbehaviour (e.g. Clunies-Ross, Little & Kienhuis, 2008; Hastings & Bham, 2003; Maslach & Leiter, 1999) as well as more general stresses such as time pressures, administrative demands, lack of human and technical

resources and a perceived imbalance between efforts and rewards (Burke & Greenglass, 1995; Byrne, 1991; Griva & Joekes, 2003; Kyriacou, 2001; Pithers & Soden, 1998; Travers & Cooper, 1996; Unterbrink et al., 2007).

Studies of various occupational groups have found the emotional demands intrinsic to many types of job to be a considerable source of strain (Zapf, 2002). Teaching has been described as a profoundly emotional activity requiring the effective management of personal emotions and the ability to engender the desired emotional state in others. Teachers are expected to safeguard the emotional well-being of their pupils as well as their physical safety (Brennan, 2006; Hargreaves, 2000). They are also required to model successful emotional control at all times, treating pupils with warmth and compassion and suppressing the feelings of impatience or anger (Beatty, 2000). It has been recently argued that teachers are increasingly expected to manage their emotions in ways similar to service sector employees (Hebson, Earnshaw, & Marchington, 2007). Thus, the teaching role is likely to be a considerable degree of 'emotional labour', defined as 'the effort, planning and control needed to express organisationally desired emotion during interpersonal transactions' (Morris & Feldman, 1996, p. 987). The concept of emotional labour was first introduced by Hochschild (1983) based on her studies of cabin crew, but subsequent research has found emotional labour to be commonplace in a number of human service occupational groups and a considerable predictor of strain (Brotheridge & Grandey, 2002; Zapf, Vogt, Seifert, Mertini, & Isic, 1999). As yet, however, little is known about how the emotional labour involved in the teaching role may impact on the well-being of teachers. Most it has been gleaned from reviews, commentaries and ethnographic studies (Brennan, 2006), or from small samples of teachers working in the post-compulsory sector (Ogbonna & Harris, 2004; Zhang & Zhu, 2008). A notable exception is a recent study conducted by Philipp and Schupbach (2010) with a sample of German teachers. Evidence was found that emotional labour was positively related to levels of emotional exhaustion. In order to extend knowledge of

teacher's stress and inform the development of effective interventions to enhance well-being in the professions, the present study examines relationships between emotional labour and burnout and job satisfaction.

What is Work Attitude Behaviour (WAB)?

There is scarcity of studies that explored the concept of WAB. Siang (2015) defines it as a characteristics of an employee demonstrated by the feelings and approach toward work. Hence, WAB is intangible but work colleagues are likely to observe it through a subconscious transfer of feelings. This concept belongs to fall under the facets of organisational behaviour along with leadership, decision making, team building, motivation and job satisfaction.

Emotional Labour and Teaching Experience

As insight into the role played by teaching experience in the emotional labour process, it will help to inform more precisely targeted interventions, what will be examined in the present study. Research conducted with service sector employees suggest that the longer an employee is required to perform emotional work, the more negative the consequences for well-being due to the gradual erosion of emotional resources (Deery, Iverson, & Walsh, 2002; Grandey, 2000). It has been also argued however, that employees might become gradually desensitised to the emotional demands of their work as they develop more effective coping strategies and utilise workplace social support more effectively (Bolton, 2000). Consequently positive or negative relationships between emotional labour and job experience might be expected.

Objectives

This study sought to identify the following:

1. What are the profiles of the respondents as to their:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 Civil status
 - 1.4 Employment status
2. What are the levels of their emotional intelligence?
3. How do the respondents view their work attitude

behaviour?

4. How does EQ and WAB relate to the profiles of the respondents?
5. How does EQ influence work attitude behaviour?

Materials and Methods

Sampling Site

The study involved three higher educational institutions in the Philippines-Centro Escolar University, Don Mariano Quinto Memorial College and STI College-Meycauyan.

Population Frame and Sample Size

This study involved faculty members from the three higher education institutions mentioned.

Ethical Clearance

This study was approved by the Ethics Committee of Centro Escolar University. Written informed consents were obtained from each participant prior to the distribution of the standardised questionnaires.

Methods

The study made use of descriptive research to identify the relationship of Emotional Quotient (EQ) to Work Attitude Behaviour (WAB).

Sampling Technique

The researchers employed a Random Sampling technique in a total of 42 Filipino Faculty members (29 females; 14 males).

Research Instruments

In gathering the needed data, one standardised tool was utilised. EQ was gauged using the Emotional Quotient Test. This EQ test has a test-retest and split-half reliability of 0.94 and 0.89, respectively and validity of 0.89 (Ganpat, Dash & Ramarao, 2014). Whereas, WAB was measured using authors' self-made survey questionnaire. This questionnaire was validated by giving a pre-test to the selected faculty members from Centro Escolar University. WAB Questionnaire is comprised of 13 statements rated by participants on '5-point Likert scale' where 1 is strongly disagree and 5 is strongly agree. This test has a test-retest and split-half reliability of 0.90 and 0.79, respectively and validity of 0.80.

Data Gathering Procedure

The data were gathered from the faculty members from the selected three higher educational institutions.

Discussion

According to Gender

From Table 1, most of the respondents were female (29), comprising 66 per cent and there were 14 males comprising 33 per cent.

According to Age

From Table 2, majority of the respondents were in their adolescence (70.59 per cent) and early adulthood stage (17.65 per cent), followed by late adulthood (8.82 per cent) and adulthood (2.94 per cent).

According to Civil Status

From Table 3, the majority (29) of the respondents were single, accounting for 73.53 per cent and 13 of them were married, accounting for 26.47 per cent.

According to Employment Status

From Table 4, most of the respondents were in their contractual basis of employment, accounting for 79.41 per cent. While the remaining teaching staff were full-time permanent in their respective schools (20.59 per cent).

As, it can be seen from Table 5, there is a moderate correlation among all the EQ Dimensions. Competency is

| Gender | F | % |
|--------|----|-----|
| Male | 14 | 33 |
| Female | 29 | 66 |
| Total | 42 | 100 |

Table 1. Profile of the Respondents According to Gender

| Age | F | % |
|---------|----|-------|
| 18 - 25 | 26 | 70.59 |
| 26 - 33 | 8 | 17.65 |
| 42 - 41 | 3 | 2.94 |
| 42 - 49 | 5 | 8.82 |
| Total | 42 | 100 |

Table 2. Profile of the Respondents According to Age

| Civil Status | F | % |
|--------------|----|-------|
| Single | 29 | 73.53 |
| Married | 13 | 26.47 |
| Total | 42 | 100 |

Table 3. Profile of the Respondents According to Civil Status

more correlated to sensitivity with a correlation score of 0.52.

The respondents' Work Attitude Behaviour is shown in Table 6. The lowest score of 3.40 was for the statement, "I enjoy my work". Whereas the highest rated statement was for, "I am determined to have continuous learning with regards to my work (4.52)". In summary, respondents show that they were determined to have a continuous learning with regard to their work. This only proved that they are taking their work seriously. They are motivated to work at their best that shows efficiency with regard to their task or job performance.

Table 7 shows the Pearson Correlation of EQ and WAB that have no significant relationship to the profile of the respondents as to their gender (.353 and .399), civil status

| Employment Status | F | % |
|----------------------------------|----|-------|
| Fixed Term/ Contractual basis | 31 | 79.41 |
| Permanent | 11 | 20.59 |
| Total | 42 | 100 |

Table 4. Profile of the Respondents According to Employment Status

| EQ Dimensions | Sensitivity | Maturity | Competency |
|---------------|-------------|----------|------------|
| Sensitivity | 1 | 0.48 | 0.52 |
| Maturity | 0.48 | 1 | 0.47 |
| Competency | 0.52 | 0.47 | 1 |

Table 5. EQ of the Respondents Based on its Three Dimensions

| Work Attitude Behaviour | Score |
|--|-------|
| 1. I enjoy my work. | 3.40 |
| 2. Most of the time I feel happy in my work. | 4.15 |
| 3. It's easy for me to keep my mind on my task or job | 4.17 |
| 4. I am motivated to do my best in my work. | 4.39 |
| 5. I'm always on time. | 4.23 |
| 6. I see to it that I am giving my best in my work. | 4.37 |
| 7. I am looking forward for a promotion. | 3.26 |
| 8. I always do my task in time. | 4.04 |
| 9. I usually feel that my life is worthwhile because of my work. | 4.11 |
| 10. I am taking my work seriously. | 4.41 |
| 11. My work boost my self esteem | 4.22 |
| 12. I am determined to have continuous learning with regards to my work. | 4.52 |
| 13. I am relaxed and confident that I am doing well in my job. | 4.04 |

Table 6. Respondents' Work Attitude Behaviour

(.385 and .316), and employment status (.395 and .316). However, both EQ and WAB have a relationship with regards to age (.582 and .606). It only means that EQ and WAB have been developed through years of experience. Respondents were still young at age that reflects immaturity and incompetency but this age group also shows being energetic and passionate to do their job that as years goes on stability of their EQ and WAB may be achieved through experiences.

Table 8 summarises the findings of this study where it shows a Pearson correlation of .176 between EQ and WAB which signifies a no significant relationship. The chi-square df is 3 and the calculated is 9.81. Since the calculated chi-square is bigger than the critical value of 7.81, the null hypothesis has been rejected for this study. A chi-square test revealed that there was no significant relationship between EQ and WAB, $F(1,24) = 2.469, p > 0.05$.

Conclusion

The result of the study was there was no significant relationship between EQ and WAB which is likely to be attributed to teachers demonstrating a positive attitude toward their work regardless of their EQ scores (Bhalla, Jajoo, & Kalantri, 2002).

Meanwhile, Fabio & Palazzeschi (2008) have observed that there are significant differences in EQ that could emerge with respect to the age of educators, potentially as a result of gender-specific differences. In comparison to females, males obtained higher scores in the intrapersonal dimension, while women scored higher on the interpersonal dimension. The study also revealed that teacher self-efficacy was best explained by the

| | Gender | Age | Civil Status | Employment Status |
|-----|--------|------|--------------|-------------------|
| EQ | .353 | .582 | .385 | .395 |
| WAB | .399 | .606 | .316 | .316 |

Table 7. Relationship of Emotional Quotient and Work Attitude Behaviour to the Profiles of the Respondents

| | WAB |
|------------|------|
| EQ | .176 |
| Chi- sq df | 3 |
| Asymp. Sig | 9.81 |

Table 8. Relationship of Emotional Quotient to Work Attitude Behaviour

intrapersonal dimension. This study indicates both a need for further analysis of the EQ and WAB of teachers and new areas of possible research.

On a separate study by Moafian & Ghanizadeh (2009), it was revealed that there is a significant relationship between the teachers' emotional intelligence and their self-efficacy.

In light of previous studies, the findings of this study extends our existing knowledge about emotional quotient and work attitude behaviour in an educational setting.

Job satisfaction among educators is certainly one of the emerging issues in the education sector. This issue has been explored in various industrial setting and also at different levels of employees' roles and responsibilities. However, existing literature on current educational management and organisational behaviour has failed to focus on the role of emotional Intelligence. This study addressed this gap by exploring existing literature which assert that EQ has positive effect on job satisfaction of teaching employees of an University.

It could be inferred from such studies that University administration and Human Resource (HR) policies could be developed to ensure that theoretical concepts about EQ should be incorporated in the selection process, performance appraisal, as well as in other HR related functions. Employing a teaching employee who possess a high level of EQ is likely to be an asset to the educational organisation.

Recommendations

Drawing from the assumption and findings of this study, authors would like to endorse few recommendations to educational organisations to achieve a broader university strategic vision.

HR Policy

The most important recommendation is gearing towards HR strategic policy of the educational institution. Policy should clearly state that the selection of teaching employees at a university will not discriminate on the basis of gender. Potential candidates should be given equal employment opportunity.

Previous studies reveal that greater work attitude

behaviour is one of the crucial factors to ensure higher productivity, lower turnover, and lower absenteeism. Collectively, these features help to create an enhanced educational organisation. Therefore, all key factors should have been identified during the recruitment and selection process. Also, HR policies should be focused on: (1) compensation policies, (2) improvement of relationship between department head and faculty member, (3) improvement of educational environment where co-teachers' relationship can be improved, and, (4) effective communication policy within the university.

Selection Criteria Testing

On the basis of the findings from this study, authors would like to focus on the selection standards, which is one of the most important determinants of selecting potential teaching employee, such as teaching qualifications, teaching skills, intelligence, etc. However, since this study reveals that there is a marginal relationship between WAB and dimensions of EQ, it is therefore recommended that if University would introduce EQ tests, candidates with better EQ scores may be considered for potential hiring. This would certainly be proven to higher job satisfaction and thus greater performance among teaching staff. The University can develop psychometric EQ tests as they may had already developed for IQ and then test the potential candidates EQ level and do select those who have better EQ scores on tests.

Organisational Redesigning

Hinged on the framework of greater emotional intelligence, organisational redesigning is one of the recommendations that the researchers would like to propose in terms of achieving an optimum level of job satisfaction for the educators. Findings from this investigation clears that there is still a need for improving the EQ levels of the teaching staff among the three Universities involved in this study, because the findings do not allow us to explain the fact that employees in the University do have an EQ level at higher level, rather they are at moderate level, therefore an educational organisation change strategy toward providing a much more decentralised working environment which provides

opportunity in fair and fearless communication channels among teaching employees and the top academic management, which ensure that faculty members would be able to freely communicate and express their emotions, use them and regulate to exhibit functional behaviour which would result in greater job satisfaction and thus better productivity and higher teaching performance, would be required.

Learning Organisation

Fundamentally, this is relatively new concept of the educational management and needs to be discussed extensively in the literature of organisation behaviour (Robbins, 2005). This is a philosophy which ensures that academic organisation is able to adapt changes and support people for suggestions on how to improve the organisation effectiveness. This philosophy is therefore based on sharing of knowledge, expertise, values, and beliefs among the employees at the work place. The learning organisation is therefore, would certainly an enabler to improve the EQ of teaching employees which encourage the people at work place to effectively communicate each other and do contribute in the academic organisational development through better performance by encouraging creativity, motivation and innovation at workplace.

Limitations and Further Research Opportunity

The limitation of this study is the sample size, since the sample size is too small to generalise the overall study, therefore the result findings may be understood with cautions and should therefore limit to the university environment.

The second limitation as far as the research design is concerned in terms of questionnaire used in this study is to capture the EQ. Since there are few more widely used EQ constructs developed by Goleman, which has 139 items constructed of most of the dimension of EQ which is also in use of the organization behaviour studies in terms of EQ and to measure its several dimensions. Therefore one of the issues which limit this research study findings is using only three dimensions instead of other dimensions mentioned by Goleman et.al (2002) to capture most of

other dimensions of the emotional intelligence.

Further research can be done on the comparative study of IQ and EQ of employees at educational institutions and combined effect of IQ and EI on job satisfaction. This would certainly be an important contribution to the body of knowledge, which would determine how these two effects on job satisfaction at work place taking into factors demographic profiles such as marital status and sexual orientation of employees.

Furthermore, future researchers can also look on other control variables and introduce those onto their regression model such as age, year of experience or marital status to know how these factors influence on the job satisfaction when controlling the model through these variables in the presence of EQ as independent variables etc.

The present study has not ascertained on how different educators from various departments display their emotions and how this correlates with their respective levels of job satisfaction. The need for a follow-up research is underscored as this may need to be enhanced in terms of cross-functionality or even at cross-racial level of educators and their perceived job satisfaction and its association to emotional intelligence.

There could be various approaches and many opportunities are available for academics as well as managerial research in the area of job satisfaction and the EQ, the only requirement is however the understating of the contextual variables of EQ been take into account in the study, that is how EQ has been affected by other variables such as family conflict, a divorced employee or organisation internal environment etc.

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