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**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE,
TEACHER JOB SATISFACTION, AND ORGANISATIONAL
CITIZENSHIP BEHAVIOUR AMONG TEACHERS
IN PUBLIC PRIMARY
SCHOOL**



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**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
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**FACULTY OF MANAGEMENT AND ECONOMICS
SULTAN IDRIS EDUCATION UNIVERSITY**



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ABSTRACT

The objective of this study is to identify the relationship of Emotional Intelligence, Teacher Job Satisfaction, and Organisational Citizenship Behaviour among teachers in public primary schools to address teacher absenteeism in the classroom. A quantitative research design was selected to answer eight research questions and seven hypotheses. Three sets of instruments were used to measure Emotional intelligence, Teacher Job Satisfaction, and Organisational Citizenship Behaviour. Three hundred and forty-one teachers were chosen as a sample by using the two-stage cluster sampling. Data analysis using the Pearson r correlation reflects a strong relationship between Emotional Intelligence, Teacher Job Satisfaction, and Organisational Citizenship Behaviour. The result showed that Emotional Intelligence contributed significantly to Teacher Job Satisfaction and Organisational Citizenship Behaviour. The Teacher Job Satisfaction also contributed significantly to Organisational Citizenship Behaviour. Furthermore, this study found that the Teacher Job Satisfaction acted as a mediator between Emotional Intelligence and Organisational Citizenship Behaviour parameters. The implication of this study suggested that the high Emotional Intelligent teachers would lower the rate of teacher absenteeism in the classroom. However, a further investigation should be riveted into the contribution of Emotional Intelligence to reduce teachers' absenteeism at secondary school.



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HUBUNGAN ANTARA KECERDASAN EMOSI, KEPUASAN KERJA DAN TINGKAH LAKU KEWARGANEGARAAN ORGANISASI DALAM KALANGAN GURU SEKOLAH RENDAH

ABSTRAK

Objektif kajian ini ialah untuk meneliti hubungan antara Kecerdasan Emosi, Kepuasan Kerja Guru, dengan Tingkah laku Kewarganegaraan dalam kalangan guru-guru di sekolah rendah awam bagi menangani isu ketiadaan guru di dalam bilik darjah. Reka bentuk penyelidikan kuantitatif dipilih untuk menjawab lapan persoalan kajian dan tujuh hipotesis. Tiga set instrumen telah digunakan untuk mengukur Kecerdasan Emosi, Kepuasan Kerja Guru, dan Tingkah laku Kewarganegaraan Organisasi. Seramai 341 orang guru dipilih menjadi responden menggunakan teknik *Sampel Berkelompok Dua Peringkat*. Analisis *Korelasi Pearson r* menunjukkan hubungan yang kuat antara Kecerdasan Emosi, Kepuasan Kerja Guru, dan Tingkah Laku Kewarganegaraan Organisasi. Dapatan kajian menunjukkan bahawa Kecerdasan Emosi menyumbang secara signifikan kepada Kepuasan Kerja dan Tingkah laku Kewarganegaraan Organisasi. Manakala Kepuasan Kerja Guru pula memberi kesan yang signifikan kepada Tingkah Laku Kewarganegaraan Organisasi. Selain daripada itu, kajian juga menunjukkan bahawa Kepuasan Kerja Guru menjadi pengantara kepada hubungan Kecerdasan Emosi dan Tingkah laku Kewarganegaraan Organisasi. Implikasi kajian menunjukkan bahawa kecerdasan emosi guru yang tinggi dijangka dapat mengurangkan kadar ketiadaan guru di dalam bilik darjah. Kajian yang lebih komprehensif perlu dilaksanakan di sekolah menengah untuk melihat kesan kecerdasan emosi terhadap isu ketiadaan guru di dalam bilik darjah.



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By Baron and Kenny (1995)

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CHAPTER 1

INTRODUCTION



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1.1 Introduction

Our Malaysian education system is undergoing a transformation process to cater the economic and social changes, which is so dependent on today's global trend of producing highly skilled and high performing individuals (The Malaysian Education Blueprint, 2011). With that transformation, the demand for quality teachers in the classroom also has been highlighted in the blueprint. A teacher has a great role in an educational system as the coordinator of educational processes and interpersonal relationships. To ensure quality teachers to be in the system, a selection criterion to capture the right candidate to be identified as a teacher to bring out quality students

also need to be amended. These quality students are expected to be competitive with



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the economic demand of highly skilled and high performance individuals in the job market.

1.2 Research Background

The success of our Malaysian educational system depends to a large extent on the teachers. Teachers play a great role in the educational system and certainly the quality of a system will not exceed the quality of its teachers. A study showed that only fifty percent of the lessons are being delivered effectively (Malaysian Education Blueprint, 2011). Teachers who had undergone three to five years of training are expected to be excellent teachers in the Malaysian Education System.

Apparently, teachers' quality is highlighted in the blueprint. It appears that teachers are lacking in some kind of behaviours or skills that could contribute to their effectiveness in delivering quality lessons in the classroom. It appears that teachers' behaviour is one of the factors affecting teacher's quality as classroom observations showed that more than thirty percent of instructional time lost because teachers arrived late, left early, or otherwise failed to engage in teaching (Bruns, Evans, & Luque, 2010). Eby, Freeman, Rush and Lance (1999), had declared that individuals that are low in organisational behaviours resulted in a higher absenteeism rate. When employees are absent, employers have to bear the costs associated with absenteeism in the workplace. Eby, Freeman, Rush and Lance (1999) concluded that absenteeism was one of the factors that cause an organisation to dysfunction and it is financially costly.

It could upset and disrupt the daily operations of an affected unit or organisation. Teacher absenteeism found to be affected by internal or external factors. The internal factors could be emotional disorders from lack of appreciation and environmental matters (Nurul, Zalina, & Saidi, 2010). The external factors could be pressure face by teachers from colleagues, administrators, and increasing workload that cause uncomfortable feelings, negative emotions such as anger, stress and frustration stemming from the aspect of their work as a teacher. Students' misbehaviour was the leading stressors that caused stress to the teachers. It was followed by time and resource scarcity, workload, interpersonal relationship and recognition (Nurul, Zalina, & Saidi, 2010). Similar results by previous studies (Azizi, Shahrin, & Tee, 2007; Zakiah, 2003) found that the student misbehaviour was the main cause of teacher stress.

Absenteeism of workers in an organisation may be caused by lots of factors, which in most cases are due to the dissatisfaction of the employees (Drakopoulos & Grimani, 2011). The analysis of their study supported that job satisfaction has an impact on employee absenteeism. Absenteeism is also found to be related to job satisfaction by Obasan Kehinde (2011). When satisfaction is high, absenteeism tends to be low, and when satisfaction is low, absenteeism tends to be high. Thirulogasundaram and Sahu (2014) concluded that job satisfaction has a great impact on absenteeism in the corporate sector. Ejere (2010) concluded that job satisfactions, meaningfulness of work, and job stress are major determinants of teacher absenteeism in Nigerian public primary school.

Teacher absenteeism might directly cause the dysfunction of a school as an organisation and indirectly financial costly (Azizi, Shahrin, & Tee, 2007; Zakiah, 2003). Although, there is no estimate on the cost implication of absenteeism in the educational field in Malaysia, however replacement teachers are burdened with the workload of the absent teachers. Inefficiency will arise when the replacement teachers are not skilful or unfamiliar with the subject taught. These factors might cause frustrations on the part of teachers and students concerned. Eventually, teachers get the stress and decrease job satisfaction, lower motivation, and resulted poor performance in the classroom (Zakaria, 1988). Thus, teachers' absenteeism would cause inefficiency to the teaching profession and distort the teaching and learning process.

The instructional time of students' learning needs to be protected. So, any policies and enforcement practices that reduce tardiness, absenteeism, and truancy to increase learning time for students should be addressed seriously (Hallinger & Murphy, 1985; Amiruddin, 2013). According to a research, students with a weak teacher, master only fifty percent or less of the curriculum for the grade over a single school year, compared to students with a great teacher may advance 1.5 grade levels more (Hanushek & Rivkin, 2010; Farr, 2010).

Malaysian teachers are constantly challenged by their working environment. They are working with disruptive students, heavy workload, insensitive administrators, and parents' expectation. Such environment may create psychological distress, discontentment and emotional outburst or emotional fallout among teachers (Noriah, Ramlee, Zuria, & Siti Rahayah, 2006).

Podsakoff, Whittings, Podsakoff, and Blume (2009) explained, an organisation will benefit from encouraging employees to engage in Organisational Citizenship Behaviour because it has been shown productivity, efficiency, and reduce rate of absenteeism. Emotional intelligence is found to have relationship with job satisfaction and organisational citizenship behaviour; therefore it could be a way to promote some positive behaviour to reduce the rates of absenteeism.

Providing quality education to primary school students is a high-stress, high emotion, and high burn out job. Evidence indicates that employees with particular knowledge, skills, and abilities are more likely to enjoy their work to a greater degree and good at it (Lanser, 2000; Svyantek & Rahim, 2002; Banks, 2003; Goleman, 2007; Webster, 2013). Satisfied and committed educators likely possess some attribute that a high predictive and promote their actualized success, resiliency, satisfaction, and commitment. While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behaviour, or support from administrators, they can learn and choose to develop skilled behaviours to deal with stress. Emotional intelligence skills are keys to managing stress and the daily pressures of life and work (Scott & Wimbush, 1991; Justice, 2005).

Apparently, employers are scouting for emotionally intelligent individuals (Zeidner, Mathews, & Roberts, 2012). Intelligence Quotient and Emotional Intelligence are not opposing competencies, but rather synergistic to each other. Jack Block, a psychologist at the University of California at Berkeley, has made a comparison of two theoretical types of people, people high in Intelligence Quotient versus people high in Emotional Intelligence (Zeidner, Mathews, & Roberts, 2012).



He found out that the high Intelligence Quotient pure type is almost the caricature of the intellectual, adept the realm of mind but inept in the personal world. They tend to be ambitious, productive, predictable, critical, inexpressive and detached, and emotionally bland and cold. By contrast, those who are highly Emotional Intelligence are socially poised, outgoing and cheerful, not prone to fearfulness or worried rumination. They have a notable capacity of commitment to people or causes, for taking responsibility, and for an ethical outlook; they are empathetic and caring in their relationship (Goleman, 1998; Singh, 2006).

Seemingly, cognitive intelligence and training alone will not guarantee your success at work. The more complex the work, the greater the role Emotional Intelligence plays in defining better work performance. Being competent at what you do is not good enough. According to a growing body of research, no matter how excellent you might have mastered the knowledge and skills required doing your job or enter your profession, Emotional Intelligence is the factor that separates out outstanding performers from the average performers (Stubbs, 2005; Slaski & Cartwright, 2003; Spencer & Spencer, 1993).

Emotional Intelligence is the integral part of intelligence and sought out to be the softer component which contributed to both professional and personal lives (Turner, 2004). Cognitive Intelligence Quotient (IQ) on the other hand is the ability to learn, understand, and reason. It is now thought to contribute to twenty percent to one's success, whereas emotional quotient (EQ) now better known as Emotional Intelligence (EI), contributes an eighty percent (Turner, 2004).



Cognitive Intelligence Quotient (IQ) has been linked to job performance and is a key element in recruitment. However, Emotional Intelligence is the evidence of the one's ability to retain their positions and to be successful in their roles. Emotional Intelligence enables a person to deal with just about anything with a measure of balance and maturity. Emotionally intelligent people have a deep rooted sense of self which helps them in understanding other people, keeping things in proportion, retaining focus, and understanding what is important. Emotionally intelligent people also retain a positive viewpoint almost all the time, are successful in whatever they choose to do, have high work performance and personal productivity level, and consequently enjoy greater job satisfaction.

It is now recognized that Emotional Intelligence plays an important role in many areas of life, including work and different professions required different levels of Emotional Intelligence. Teaching, law, tourism, politics, business/entrepreneurship and police are occupations that need high levels of Emotional Intelligence to be 'successful'. For example the teaching profession requires emotional competencies such as rapport, harmony and comfort while dealing with groups (Yate, 1977; Singh, 2006).

A teacher with higher in Cognitive Intelligence (IQ) may not necessarily be high in these Emotional Intelligence competencies. Studies confidently stated that high Emotionally Intelligence teachers demonstrate outstanding performance (Hayashi & Ewert, 2006; Arnold, 2005). They exhibit high empathetic understanding and effective social skills. They also exhibit open and free expression of ideas that lead to creativity and mutual respect. As such, they could work harmoniously with all



elements in their working environments. Other studies indicate some positive relationships between Emotional Intelligence and a variety of job behaviours such as for Emotional Intelligence and well-being (Austin, Saklofske, & Egan, 2005), Emotional Intelligence and higher performance (Carneli, 2003; Petrides, Fredrickson & Furnham, 2004), Emotional Intelligence with better health and lower stress (Slaski & Cartwright, 2003), and Emotional Intelligence and job performance (Zeidner, Matthews, & Roberts, 2004).

Emotional Intelligence is also strongly associated with network size (Austin, Saklofske, & Egan, 2005) whereby individuals with high level of Emotional Intelligence tend to relate to more people and build larger relationship networks within the organisation. Other researchers suggested that individuals with high level of Emotional Intelligence may possess social skills that are needed for teamwork (Sjoberg, 2001), may affect relationships within the work setting (Cherniss & Caplan, 2001), and are important to organisational leadership (George, 2000).

Apparently, Organisational Citizenship Behaviour is another factor that could contribute to teacher's effectiveness in their function in the education system. Organisational Citizenship Behaviour is a discretionary behaviour that is not part of an employee's formal job requirement, but it is that which promotes the effective functioning of the organisation (Applebaum *et al.*, 2004). It is a discretionary behaviour which embodies the cooperative and constructive gestures that are neither mandated by formal job role prescriptions nor directly or contractually compensated for by the formal organisational reward system (Allen, Barnard, and Russell, 2000).





Employees with Organisational Citizenship Behaviour had the willingness to exceed their formal job requirements in order to help each other, to subordinate their individual interests for the good of the organisation, and to take a genuine interest in the organisation's activities and overall mission. Good citizenship behaviours generally have two common features; they are not directly enforceable, meaning that they are not technically required as part of one's job and they are representatives of a special or extra effort that an organisation needs from their workforce in order to be successful (Bolino, Turnley, & Bloodgood, 2002; Bolino & Turnley (2003).



These include a variety of employee behaviours such as taking on additional assignments, voluntarily assisting people at work, keeping up with developments in one's profession, following the company rules (even when no one is observing), promoting and protecting the organisation, keeping a positive attitude, and tolerating inconveniences at work. These behaviours could be the relevant behaviours that will contribute to teachers' effectiveness in delivering quality lessons in the classrooms and fit the quality teacher behaviours.



Emotional Intelligence was related to conscientiousness, civic virtue, and altruistic, the four dimensions of Organisational Citizenship Behaviour (Yaghoubi, Mashinchi & Hadi, 2011). Emotional Intelligence is also found to be directly related to teamwork cohesion. The emotional competencies among members strengthen the teamwork cohesion and resulting good performance (Abraham, 2004). The emotional competencies are the capacity to recognise other's emotion and utilize them for one's actions. The emotional competencies of heightened conscientiousness, reliability, and integrity, enhance feelings of trust in the team by arousing positive moods and



positive perceptions. Unconditional trust is the sharing of positive values between team members that leads to their investment in long-term relationship and greater interpersonal cooperation and teamwork (Abraham, 2004). Thus, Emotional Intelligence and Organisational Citizenship Behaviours could be the two relevant behaviours in improving teachers' effectiveness functioning in the education.

However, Teacher Job Satisfaction appears to be another factor that contributes to teachers' quality. Teacher Job Satisfaction as one's emotional responses to one's job as a whole or to a particular facet of it. More specifically Teacher Job Satisfaction refers to how much the teacher enjoys teaching as a profession as his or her current assignment (Cooley & Yavanoff, 1996). Researchers found there was a positive significant relationship between Emotional Intelligence and Teacher Job Satisfaction (Cobb, 2004; Anari, 2012). The relationship between job satisfaction and employee citizenship behaviour is strong. It was seen more than twice as strong as the relationship between job satisfaction and employee productivity (Shapiro & Kessler, 2004).

Conceivably, these particular teachers must be categorically high emotional intelligence (Jewel, 2007). A lack of emotional intelligence in teachers could negatively affect their satisfaction and organisational behaviours which could reveal in familiar symptomatic ways, including stress, poor attitudes, burnout, and shoddy performance and stressed relationship. Emotional intelligence skills are keys to managing stress and the daily pressures of life and work (Ramesar, Koortzen, & Oosthuizen, 2009).



Apparently, studies have revealed Emotional Intelligence act as a predictor of job performance, job satisfaction, organisational commitment, and organisational citizenship behaviours. A line-up of researches revealed the impact of Emotional Intelligence to Job Satisfaction and Organisational Citizenship Behaviour in profitable organisations but less in the educational sector (Hassan & Hashim, 2011; Jung & Yoon, 2012; Yuan, Hsu & Shieh, 2012; Hanzaee & Mirvaisi, 2013). A few studies revealed the impact of Emotional Intelligence to Job Satisfaction or Teacher Job Satisfaction in the educational setting, specifically among teachers in schools (Sampath, 2011; Platsidou, 2011; Syed Salim et al., 2012). A few studies also reported the significant relationship of Organisational Citizenship Behaviour and Job Satisfaction (Aslam, 2012; Tok, 2013; Yilmaz & Tasdan, 2009).

Emotional Intelligence, Job Satisfaction and Organisational Citizenship Behaviour are three concepts of high interest in the modern work environment. However, it appears that most researchers explore the affecting factors of Emotional Intelligence to Job Satisfaction and Organisation Citizenship Behaviour but very few attempts to think up with conducting a study to understand the relation of Emotional Intelligence and Organisational Citizenship, mediated by Teacher Job Satisfaction.

Thus, it would be interesting and useful to study if there is any relationship between Emotional Intelligence and Teacher Job Satisfaction of teachers. This research also proposes to study the relationship of Emotional Intelligence and Organisational Citizenship Behaviour. An attempt is also made to study the relation of Emotional Intelligence and Organisational Citizenship Behaviour mediated by Teacher Job Satisfaction to fill the gap in the literature linked to these three factors.



1.3 Problem Statement

In this era of globalization, one that wants to succeed in any field should have the characteristics of discipline, responsibility, trust, honesty and good values. These values will form the ethics of the individual. Teaching is considered an honourable profession by our society because teachers are change agents who help to shape the nation.

The issue of teacher absenteeism is one of the issues that is increasingly becoming the attention of many as the number of reported cases of teacher absenteeism showed an increase. It was reported that teacher misconduct cases, especially teacher absenteeism is on the rise and should be taken seriously by the Ministry of Education. The Education Ministry's School Inspectorate and Quality Assurance (JNJK) reported on February 22, 2010, a total of 117 teachers from 11 schools absent from duty while on May 5, 2010, there were 157 teachers from schools also absent from duty (Inspectorate and Quality Assurance Annual Report, 2010). Teachers absent from work also reported by the Islamic Affair Department, Sabah dated May 21, 2010 (Ahmad, 2010).

The Education department also identifies there are some teachers skipping school to return to their village before the school holidays started. The director of Education said the matter was identified from visits to the schools by the school inspectorate after several complaints received from parents locally. Another report dated May 20, 2008, commented that the Ministry of Education is taking strict action against teachers' truancy. A teacher in a Tamil school in a state was charged for



absenteeism and holiday without reasonable excuses. The teacher was penalised for being absent from school for thirty days and only informed the school board via short messaging service (Inspectorate and Quality Assurance Annual Report, 2008).

From the lists of teacher absenteeism reports, the issues may be minimal, but this figure has the potential to incapacitate the service quality in our education system in the future if not look into seriously (Muhiddin, 2010).

Similar to other developing countries, teacher absenteeism is a growing issue in the Malaysian Education system, particularly in government or public schools. Studies of government teacher absence in six countries (Bangladesh, Equador, India, Indonesia, Peru, and Uganda) found teachers absence rates to be between 11% and 27% (Chaudhery, Hammer, Kremer, Muralidharar, & Rogers, 2005). Another report found that 20% of teachers in rural Kenyan primary schools in 2002 and 20% in 2007. In Nigeria, it is currently estimated that about 20% of the teaching workforce in government primary schools are absent on a given work day (World Bank, 2010; Champion, 2010).

It is apparent that teacher absenteeism when excessive will impact negatively on student academic achievement as student learning is disrupted when a teacher is repeatedly absent from the classroom. Studies (Miller, 2007; Whelan 2008; Clotfelter et al., 2009) have indicated that teacher's absence negatively affects student's academic performance. The researchers stated that successful learning outcomes can only occur when pupils are taught by teachers who applies effort- is present in the classroom and spends time actually teaching so as to maximize instruction.