

## Emotional Intelligence as Predictor of Commitment and Job Satisfaction among Welding and Fabrication Teachers in Technical Colleges in North Central, Nigeria

By

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### Abstract

The study was conducted to investigate emotional intelligence as predictor of commitment and job satisfaction among welding and fabrication teachers in technical colleges in North Central, Nigeria. Two research questions guided the study while one hypothesis formulated was tested at 0.05 level of significance. This study adopted correlation design. The study area comprised of six states and Federal capital territory of North-central states, Nigeria. The population for this study comprised of 177 Welding and Fabrication Teachers in Government Technical Colleges offering welding and Fabrication engineering craft practice. There was no sampling because the entire population was manageable. The instrument used for data collection was a structured questionnaire. The instrument for this study was face validated by three experts in the Department of Industrial Technical Education. The Cronbach alpha reliability method was used to establish the reliability of the instrument, and 0.84 reliability coefficient value was obtained which indicated that the instrument was reliable. The copies of the instrument were administered with the help of three research assistants. The two research questions were answered using Pearson product moment correlation method. The findings show that a positive relationship existed between emotional intelligence, job satisfaction and commitment of teachers in technical Colleges. The finding on hypothesis revealed that emotional intelligence did not significantly predicted job satisfaction of among welding and fabrication technical college teachers in North Central, Nigeria. The study recommended that: (i) Government and technical college administrators should employ trainers to organize seminar and workshop for welding and fabrication technical College teachers in order to improve their commitment and job satisfaction (ii) ministry of education should send welding and fabrication teachers for in-service training in order to develop their teaching skills.

**Keywords:** Emotional Intelligence, Commitment, Job Satisfaction, Welding and Fabrication

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Technical Education programme is aimed at preparing and providing individuals with employable skills. Welding and Fabrication trade therefore is one of the technical education programme. Welding is the process of joining two or more pieces of metal together permanently. According to larry (2017), welding is used to cover a range of bonding techniques. Welders are required to make, design, construct, join and repair metal parts for different kinds of machines equipment and structure while Fabrication is the process of forming metal, usually steel plates, into different forms either by arc or gas welding or other forms of metal joining methods (Falodun, 2001). Fabricators are

involved in the creation and repair of either water tanks, gates, burglaries, under water and overhead welding, sheet metal building, construction of a ship, hulls bridges, etc. Fabricators specialize in gas and arc, thermite, and resistant welding (Yakubu, 2024). Davies, (2010) stated that students in the Welding and Fabrication trade course (welding and structural steel) will gain the fundamental skills required to gain employment as a welder. These include skills that are guided by human emotional intelligence in interpreting drawings, making calculations, industry safety, thermal cutting, Arc welding and manual inert gas MIG welding.

Welding and fabrication teachers are metalwork teachers who are capable of impacting knowledge that will help the learners to identify, build and acquire skills that is useful to face challenges in life. Teachers of Welding and Fabrication need to be skillful emotionally in handling both theory and practice when teaching. Welding and Fabrication trade subjects.

Emotional feelings had been seen as the feelings people pass through or experienced, express, manage and improve through social interaction. Emotional feeling is a psychological state that maintained the ways an individual displays their decision and action in respect to sadness, fear, anger, anxiety, happiness or frustration in the work environment (Hockenbury and Hockenbury, 2012). Emotional feelings shape an individual's decisions and judgment as well as how one acts toward others (Gardenswartz, Cherbosque and Rowe, 2010). National Teachers Institute, (N T I) (2016) described teachers emotional feeling as the outward expression of an individual's inner feelings which are aroused by events in the environment or by the behaviour of others. Feelings as love, anger, joy, laughter, sorrow, fear, hope, curiosity and pity, in Welding and Fabrication teacher's emotional intelligence, affect welding and fabrication students and society at large. Thus, the emotional feelings of welding and fabrication teachers influence the intelligence of a person in any learning situation.

Intelligence is explained as the ability of a person to plan, reason, resolve problems, thinks positively, expresses complex ideas and learn faster in any environment. National Teachers Institute, (NTI) (2016) expressed intelligence as a group of underlying abilities in which teachers differ, but which enable them to cope meaningfully with a different types of situations. Therefore, the intelligence of any welding and fabrication teacher is influence by his/her emotion and intelligence.

Emotional intelligence is the ability to

identify, use, understand and manage information of one's self and that of others. Mayer, Salovey, Pavithra and Narasimhan (2016) explained emotional intelligence as the ability to monitor one's own and other's feelings and learning abilities. Emotional intelligence is the ability to bring about different emotions under control that is being sensitive to the emotions of other individuals or collective interaction with day to day activities (Goodness and Emmanuel, 2017). Thus, Emotional Intelligence (EI) is the capability of a Welding and Fabrication teacher to manage and control his or her emotions favorable and possess that requires human feeling to control stress.

Stress refers to the feeling one passes through positively or negatively in life, which could be illness or mental stress. Stress is a harmful and unfavorable reaction to people desirable pressure either physical or mental based on individuals' cognitive performance that causes unpleasant emotional distress. Samuel (2018) describes stress as a universal and common challenge to organizations and employee productivity. Bamba (2016) defined stress as the stimulating state of mind and body, physiological and psychological reaction to demand. Concerning other forms of stress, therefore, psychological stress hurts welding and fabrication teachers both physical and emotional, in their satisfaction.

Job satisfaction is pleasant attitudes, motivation, feelings and demands workers are expected to take from their employment. Consequently, job satisfaction is a collection of individual beliefs, attitudes and feelings towards their jobs (Zahra, Shahla and Mohammad, 2016). Job satisfaction is a reaction/pleasant affective state that emerged in the context of organizational work. Organizational job satisfaction is an emotional feeling that arises from the employee's appraisal of experience at work and involving likes and dislikes as well as needs and wants which are internal and external to the

employee (Pragya and Sandeep, 2015). Job satisfaction is the function of the degree to which one's needs can be satisfied. Thus, the job satisfaction of welding and fabrication teachers 'makes him/her be satisfied in enhancing and sharpening the knowledge, skills and attitudes of Technical College students.

Commitment is likeness of a more stable and general employee attitude, focus, desire and attachment of an individual toward a particular work or profession or vocation. Pitaloka and Sofia (2014) stated that Commitment is the extent to which employees feel committed to their organisation by virtue of the costs that they feel are associated with living. In essence commitment, or one's general attitude toward his or her profession, is a subjective dimension of career (Lunz, Sharp and Castleberry, 2018). Commitment therefore, is the workers or teachers emotional feeling, involvement and attachment to the organization. In this regard, welding and fabrication teachers' commitment is significant aspect for achieving principal quality of education in their respective Technical Colleges.

Technical Colleges are principal Vocational institutions where Students acquire relevant knowledge, skills and attitudes in the real world of work. The goals of Technical Colleges are to provide trained workers in the applied sciences, technology, and business, craft and technician levels. According to the Federal Republic of Nigeria (FGN, 2018), Technical Colleges are designed to produce craftsmen at the secondary school level and master craftsmen at the advanced craft level. The production of a good master craftsman may not be achieved if the teacher's emotional intelligence, work environment, job satisfaction in a negative way such as anxiety, depression, anger, aggression, dissatisfaction, excessive workload and work time pressure. Sound emotional intelligence, good working environment and job satisfaction of individual teachers may have a long way to go in the life

of any student hence, the study seeks to investigate Emotional Intelligence as Correlates of Job Satisfaction and commitment among Welding and Fabrication Technical Colleges Teachers in North Central, Nigeria.

### Statement of the Problem

The product of welding and fabrication trade are expected to possess relevant skills in Arc and Gas welding methods, shielded welding, seaming welding, Riveting, bending, among others. The vital role of welding and fabrication teachers in Technical Colleges to ensure effective teaching and learning of theoretical and practical skills in the welding and fabrication trade. To achieve the teaching and learning of skills in Technical Colleges, the welding and fabrication teacher should be in their health good conditions, good state of mind and in a good emotional feeling with their co- staff and students, in a conducive environment to be committed to their responsibilities.

Unfortunately, the academic achievement of welding and fabrication students in NATECH and NTC examinations are declining drastically and also the technical teachers are exposed to stressors experience. These situations have become a source of concern to the parents, curriculum designer, evaluators, educational administrators and researchers. It is understandable that if the academic achievements of students continue to be declined it may affect the economic and technological growth of our Nation.

Nevertheless, some factors responsible for the poor academic achievements of welding and fabrication students in NABTECH/NTC examinations could be as a result of the workplace and at home, this also includes anger, fear anxiety, stress, disgust, schemes, aggression, and teachers dissatisfaction which can lead to high blood pressure, stroke, conflict within the family cycle and co-staff, absenteeism, lateness, sabotage, and other

unnecessary stress output. If the above mentioned dissatisfaction and negative faced by welding and fabrication teachers are not handled well, it may affect the effectiveness of these teachers in shaping and changing the attitude of students in both theoretical and practical classes which may have a long way to hinder the academic competencies of the welding and fabrication students. Therefore, the problem of this study is to determine the emotional intelligence, job satisfaction and commitment of welding and fabrication Technical College teachers in North Central States.

### Purpose of the study

The general purpose of the study was to *investigate* emotional intelligence as a predictor of commitment and job satisfaction among welding and fabrication technical college teachers in North Central, Nigeria. Specifically, the study sought to determine the:

1. relationship between emotional intelligence and job satisfaction of teachers in technical Colleges
2. relationship between emotional intelligence and commitment of teachers in technical Colleges

### Research Questions

The following research questions guided the study:

1. What is the relationship between emotional intelligence and job satisfaction of teachers in technical Colleges?
2. What is the relationship between emotional intelligence and commitment of teachers in technical Colleges?

### Results

#### Research Question 1

What is the relationship between emotional intelligence and job satisfaction of teachers in technical Colleges?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between emotional intelligence and job satisfaction of welding and fabrication teachers of technical colleges

### Methodology

This study adopted a correlational design. The study area comprised of six States in North-Central, Nigeria. The population for this study comprised of 177 Welding and Fabrication Teachers in Government Technical Colleges offering Welding and Fabrication engineering craft practice, there was no sampling because the entire population was manageable. The instrument used for data collection was structured a questionnaire. The instrument for study was face validated by three Experts in the Department of Industrial Technical Education, University of Nigeria, Nsukka. To establish the reliability of the instrument, a trial testing was carried out in North Western Nigeria, which is out of the study area. The copies of the questionnaire were administered on the Welding and Fabrication Teachers of Government Technical College, Malali. The Cronbach alpha reliability method was then used to establish the reliability of the instrument, and 0.84 reliability coefficient value was obtained which indicated that the instrument was reliable. The copies of the instrument were administered on the teachers with the help of three research assistants. The two research questions were answered using Pearson product moment correlation method.

Data for answering research question 1 were presented in Table 1

**Table 1****Bivariate Correlation between emotional intelligence and job satisfaction of teachers in technical Colleges**

Variables	EI	JS
EI	1	
JS	.519	1

The result in Table 1 shows the relationship between **emotional intelligence and job satisfaction of teachers in technical Colleges**. The table revealed a positive correlation between **emotional intelligence and job satisfaction of teachers in technical Colleges**. The table revealed a moderate positive relationship between **emotional intelligence and job satisfaction of teachers in technical Colleges** ( $r = .519$ ), and this

**Table 2****Bivariate Correlation between emotional intelligence and commitment of teachers in technical Colleges**

Variables	EI	Commitment
EI	1	
Commitment	.628	1

The result in Table 1 shows the relationship between emotional intelligence and commitment of teachers in technical Colleges. The table revealed a positive correlation between emotional intelligence and commitment of teachers in technical Colleges. The table 1 reveals a strong positive relationship between emotional intelligence and commitment of teachers in technical Colleges ( $r = .628$ ), and this implies that the

**Table 3****Regression Analysis Summary Model of the Relationship between emotional intelligence and job satisfaction of welding and fabrication teachers of technical colleges**

Sum of Squares	Df	Mean Square	F	Sig.	Unstandardized Coefficients		Standardized Coefficients		T	R	R <sup>2</sup>
					Beta	Std. Error	B				
.255	1	.255	.035	.851	65.201	8.340			7.818	.019	.000
676.703	94	7.199			.022	.117	.019		.188		
676.958	95										

implies that the variables move in the same direction with each other.

**Research Question 2**

What is the relationship between emotional intelligence and commitment of teachers in technical Colleges?

Data for answering research question 2 were presented in Table 2

variables move in the same direction with each other.

**Hypothesis 1**

There is no significant relationship between emotional intelligence and job satisfaction of welding and fabrication teachers of technical colleges

Data for testing hypothesis 1 are presented in Table 3

The result in Table 3 shows the regression model summary and coefficients of the relationship between emotional intelligence and job satisfaction of welding and fabrication teachers of technical colleges. The analysis showed a good model fit:  $F(1, 94) = .035$ ,  $P > .851$ . This implies that the overall regression model is not statistically significant. The value of  $R^2$  is .000 which means that EI have no effect of the JS. The table also showed that EI have significant positive relationship with JS ( $\beta = 0.19$ ,  $t = .188$ ,  $p > .851$ ). Thus, the null hypothesis is therefore accepted. It may be concluded that emotional intelligence does not significantly predict job satisfaction of welding and fabrication teachers of technical colleges

#### Discussion of Findings

The findings of the study reveal that a moderate positive relationship exists between emotional intelligence and job satisfaction of teachers in technical Colleges ( $r = .519$ ). This finding agreed with the results of Gardenswartz, Cherboque, and Rowe (2010) that a reasonable relationship existed between emotional intelligence and job satisfaction of individuals in an organization. The finding of the study was in consonance with the findings of Goodness and Emmanuel (2017) that emotional intelligence is predictor of concept mapping ability in biology among secondary school students. It was also revealed that a strong positive relationship between emotional intelligence and commitment of teachers in technical Colleges ( $r = .628$ ). This finding also agreed with the opinion of Mayer, Solovey and Narasimham (2016) that emotional intelligence is one of the psychological concepts that is capable of predicting job satisfaction and commitment of individual employees in organisations

#### Conclusion

Welding and fabrication teachers of technical colleges occupy an important place in the training of students; they are expected to equip students with knowledge, skills and attitudes required for employment after graduation. However, these teachers are faced with challenges in discharging their duties,

and experiences show that Welding and fabrication teachers possess low job satisfaction and poor commitment to work and these directly affect the quality of training expected to be given to students in technical colleges in the study area. Based on this point, the researcher investigated the emotional intelligence as predictor of commitment and job satisfaction among welding and fabrication technical College teachers in north central, Nigeria. It was now found that emotional intelligence predicted commitment and job satisfaction among welding and fabrication technical College teachers in north central, Nigeria

#### Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and technical colleges administrators should employ trainers to organize seminar and workshop for welding and fabrication technical College teachers in order to improve their commitment and job satisfaction
2. Ministry of education should send welding and fabrication teachers for in-service training in order to develop their teaching skills
3. The government and school administrators should provide enabling environment and relevant facilities that could help improve commitment and job satisfaction of welding and fabrication technical College teachers

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