

EMOTIONAL INTELLIGENCE AND LECTURERS’ EFFECTIVENESS IN INSTRUCTIONAL DELIVERY IN TERTIARY INSTITUTIONS IN SOUTH-SOUTH, NIGERIA.

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ABSTRACT

The study investigated the Emotional Intelligence and Lecturers’ Effectiveness in Instructional delivery in Tertiary Institutions in South-South, Nigeria. The study adopted the descriptive survey research design. The area of the study was South-South, Nigeria. The population of the study consists of Business Education lecturers in eight (8) universities in south-south, Nigeria. The sample size of the study was 89 respondents. A structured research instrument titled: Emotional Intelligence and lecturers’ Effectiveness in Instructional Delivery” (EILEID) was used for the study to collect primary data. The instrument was validated by two (2) experts. The reliability of the instrument was tested using test-retest method. The coefficients of the responses were computed using Pearsons’ Product Moment Correlation, which yielded a coefficient value of 0.79. Mean and standard deviation were used to analyse the responses of the research questions, while the test of hypotheses were done using z-test at 0.05 level of significance. Based on the analysis, it was revealed that empathy enhances lecturers’ effectiveness in the teaching and learning process, that intrinsic motivation on the part of lecturers in tertiary institutions makes them to teach effectively and dedicatedly, that intrinsic motivation has the capacity to enhance lecturers’ instructional delivery. Sequel to the findings, it was recommended that lecturers’ be considerate and non-judgemental as they guide students into learning. Being empathetic will help to have better understanding of the students they are teaching, lecturers should learn to make themselves approachable and friendly to their students to build cordial interpersonal relationship with them as well as making them feel free to participate in the teaching and learning process and lecturers should see teaching as a divine call to duty and they should cultivate likeness for the subject they teach rather than focusing on the salary they are paid.

INTRODUCTION

Humans are endowed with cognitive power often referred to as intelligence. The concept of intelligence is the ability to learn, understand and think in a logical way. Human beings are endowed with the mental capacity to observe, understand, interpret, think deductively and inductively, strategize, implement decisions, recall and communicate with one another. Every meaningful human endeavour requires some level of intellectual exertion and the art of lecturing is not an exemption. For a lecturer to lecture effectively, he or she needs some reasonable level of intelligence.

Gardner in Chinem (2014) identified nine types of intelligence such as natural intelligence, musical intelligence, logical-mathematical intelligence, existential intelligence, kinesthetic intelligence, linguistic intelligence, people intelligence, spatial intelligence and intrapersonal intelligence. The fusion of the people intelligence and intrapersonal intelligence gives rise to a new form of intelligence which Arvin, Soofi & Ruwaiya (2013) identified as emotional intelligence. Arvin et al (2013) pointed out that emotional intelligence is one of the indispensable forms of intelligence that must be possessed by instructors at all levels of education.

Lecturers who possess emotional intelligence have the special ability to understand their own moods, emotions including that of students and they have the ability to manage emotions and build good relationship with their students. Goleman who popularized the concept of emotional intelligence described emotional intelligence as “capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship” (Arvin, et al, 2013). Lecturers who possess emotional intelligence have the capacity to understand their own emotions, the moods of their colleagues and students and aptly manipulate them for the benefit of sustained mutual tension-free learning process.

Goleman (2011) and Seji (2015) identified five main dimensions or components of emotional intelligence to include self-awareness, self-regulation, self-motivation, empathy and social skills which are deemed very necessary for lecturers’ effectiveness. Self-awareness as a component of emotional intelligence enables lecturers to have real internal reflection and understanding of their mood, preferences, and drive as they affect others. This is typically what enables experienced lecturers’ to control how they address and relate with students in the teaching and learning process. Lecturers’ who are self-regulated have the ability to control or redirect disruptive impulses and mood while interacting with students. It enables the lecturer to think before acting and to bring disruptive students’ behaviour in the lecture hall to order. As a role model, the lecturer does not need to react and take hash decisions in the classroom. The next domain of emotional intelligence is motivation. It is characterized by the passion and readiness of the lecturer to work and pursue goals with energy and optimism even in the face of failure. Another element of emotional intelligence is empathy. An empathetic lecturer understands the temperament of other people and considerately treats colleagues and students according to their

emotional responses. Emotionally intelligent lecturers also possess social skill that enables them to find common ground and build rapport with colleagues and students in the learning contract.

Ramana (2013) noted that emotional intelligence is one of the key to lectures' effectiveness. Higher institutions in the cause of running their programmes look forward to having lecturers' that are effective. A lecturer is said to be effective to the extent that he or she lectures very well, achieves instructional objectives; explains concepts clearly to the point that the students have clear understanding, and carries every student along in the teaching and learning process (Innocent, 2015).

Emotional intelligence has been an object of research in management research literature. Previous research works have dwelt on analyzing the nature of emotional intelligence (Mondal, Paul & Bandyopadhyay, 2012; Krishnamurthy & Varalakshmi, 2011; Zahar, Arvind, Soofi, Ruwaiya, & Rabani, 2013; and Ramana, 2013). A critical examination of the foregoing shows that none of these studies examined how emotional intelligence affects Business Education Lecturers' effectiveness in tertiary institutions. Based on this therefore, there is need to empirically examine emotional intelligence and lecturers' effectiveness in instructional delivery in tertiary institutions in South-South, Nigeria as to empirically document the facts and fill the existing research-based gap.

Statement of the Problem

As role-models, lecturers need some measure of intelligence especially emotional intelligence in order to make the lecture tension-free and teach effectively. However, the researcher observed that many lecturers hardly demonstrate emotional intelligent traits such as empathy, motivation and social skill (Innocent, 2015). This has not only made the lecturing process very tensed but makes learning difficult, boring and reduces effectiveness.

The researcher also observed that there is lack of empathy among many lecturers and so many of them do not take the emotions and needs of their students into consideration. Many of the lecturers do not also possess persuasive and the readiness to build rapport with the students. The researcher also observed that many do not have strong drive and commitment to cope with the rigorous of lecturing. There is high level of poor performance among Business Education students and many Business Education lecturers' are finding it hard to carry students along and sustain their interest in learning. The main cause of ineffectiveness among many lecturers today remains unknown. There is need therefore, to empirically examine the emotional intelligence and lectures' effectiveness in Instructional Delivery. The researcher therefore deemed it necessary to examine factors that affect Business Education Lectures' emotional intelligence and their instructional delivery in tertiary institutions in South-South Nigeria.

Purpose of the Study

The purpose of the study was to determine the effect of emotional intelligence on business education lecturers' effectiveness in instructional delivery in public tertiary institutions in South-South Nigeria.

Specifically, the study sought to;

1. Examine whether empathy as an aspect of emotional intelligence influences lecturers' effectiveness in instructional delivery.
2. Examine whether intrinsic motivation as an aspect of emotional intelligence influences lecturers' effectiveness in instructional delivery.

Research Questions

The following research questions were posed to guide the study:

1. To what extent does empathy enhance business education lecturers' effectiveness in instructional delivery?
2. To what extent does intrinsic motivation enhance business education lecturers' effectiveness in instructional delivery?

Hypotheses

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

H₀₁: There is no significant difference in mean rating of experienced and less experienced lecturers on the extent to which empathy can enhance effectiveness in instructional delivery.

H₀₂: There is no significant difference in mean rating of male and female lecturers on the extent to which intrinsic motivation can enhance effectiveness in instructional delivery.

Methodology

This study adopted a survey research design. The population of the study consists of eighty-nine (89) Business Education lecturers in eight (8) Universities in South-South Geo-political zone of Nigeria. The entire population was used as sample for the study since the population was not much. The instrument used in obtaining primary data was a questionnaire entitled "Emotional Intelligence and Lecturers' Effectiveness in Instructional Delivery" (EILEID). The questionnaire was designed in a four point rating scale with four response options such as High-extent (4), Moderate-extent (3), Low extent (2), and No extent (1). To determine the content and face validity of the questionnaire, the instrument was submitted to two experts in Measurement and Evaluation in Rivers State University. Their comments and responses were used to effect corrections on the final copy of the questionnaire administered to the respondents. The reliability

of the instrument was determined through test-re-test method. The questionnaire was administered twice to Business Education lecturers in Federal University Otuoke to which two set of scores were obtained. The Pearson Product Moment Correlation Coefficient (r) was used to correlate the two sets of scores as a way of testing the reliability of the instrument. A coefficient of 0.79 was obtained which indicates high level of reliability. A total of eighty-nine (89) copies of the questionnaire were administered while eighty (80) completed copies were retrieved which is 89.9 percent retrieval. The data collected which were based on the research questions that guided the study were analyzed using the mean statistics and standard deviation while the hypotheses were tested using Z-test at 0.05 level of significance. A mean of 2.50 and above was considered high-extent and any mean less than 2.50 was considered low-extent

Result:

Research question 1: To what extent does empathy enhance Business Education Lecturers' effectiveness in instructional delivery?

TABLE 1: Mean Rating for the extent to which empathy enhance Lecturers' effectiveness in instructional delivery.

S / N	I	T	E	M E x p e r i e n c e d			L e s s - E x p e r i e n c e d			
				\bar{X}	S	D	R	\bar{X}^2	S D ²	R
1	Lecturers who are considerate succeed in making friends with their students which makes teaching and learning more effective			3.64	0.59		High-extent	3.64	0.77	High-extent
2	Empathy makes it possible for Business Education Lecturers to cope with students' behaviour and it enables them teach more effectively			3.57	0.76		High-extent	3.60	0.74	High-extent
3	Business education lecturers' who are not empathetic find it difficult to manage their classes and cannot teach young students effectively.			3.54	0.80		High-extent	3.61	0.72	High-extent
4	Empathy endeavors lecturers to their students, creates a healthy environment for learning and increases lecturers' effectiveness			3.40	0.65		Low-extent	3.46	0.62	High-extent
GRAND MEAN							High-e			
				3.54	0.70			3.58	0.71	High-ext

Source: Survey Data, 2018

Data presented in Table 1 showed that responses on items 1, 2 up to 4 all have a mean value ≥ 2.50 , therefore, they were all considered to a high-extent to the various questions by both category of respondents with a grand mean of 3.54 and 3.58 respectively which are also ≥ 2.50 . This shows that: Lecturers who are considerate succeed in making friends with their students which makes teaching and learning more effective to a high extent, Empathy makes it possible for Business Education Lecturers to cope with students' behavior and it enables them teach more effectively, Business Education Lecturers who are not empathetic find it difficult to manage their classes and cannot teach young students effectively, Empathy endeavors lecturers to their students, creates a healthy environment for learning and increases lecturers' effectiveness.

Research question 2: To what extent does intrinsic motivation enhance Business Education Lecturers' effectiveness in instructional delivery?

Table 2: Mean Rating of the extent to which intrinsic motivation enhance Business Education Lecturers' effectiveness in instructional delivery.

S / N	I T E M	M	M	a l e	F e m a l e		
		\bar{X}	S D	R	\bar{X}^2	S D ²	R
1	The love and passion that a business educator has for the subject he/she is handling is a necessary ingredient for effective teaching.	3.58	0.73	High-extent	3.64	0.69	High-extent
2	Business education lecturers' who do not have passion for lecturing often do not lecture effectively.	3.48	0.82	High-extent	3.61	0.73	High-extent
3	The amount of value a lecturer places on the course he/she is teaching influences how effective he/she will become in the teaching and learning process	3.72	0.57	High-extent	3.51	0.71	High-extent
4	Having passion for lecturing translate to effectiveness in the teaching and learning	3.53	0.75	Low-extent	3.52	0.83	Low-extent
GRAND MEAN				High-ex	3.57	0.74	High-exte
		3.58					
							0.71

Source: Survey Data, 2018

Data presented in Table 2 showed that response on item 1 for both male and female were considered to a high-extent since its mean value were > 2.50 ; also, item 2 up to 4 for both category of respondents were considered agreed to the various questions since their respective mean values and a grand mean of 3.58 and 3.57 respectively are ≥ 2.50 . This shows that: The love and passion that a business educator has for the subject he/she is handling is a necessary ingredient for effective teaching; Business education lecturers' who do not have passion for lecturing often do not lecture effectively; The amount of value a lecturer places on the course he/she is teaching influences how effective he/she will become in the teaching and learning process; Having passion for lecturing translates to effectiveness in the teaching and learning.

Test of Hypotheses

Ho₁: There is no significant difference in mean rating of experienced and less experienced lecturers on the extent to which empathy can enhance effectiveness in instructional delivery.

TABLE 3: Z-test analysis of mean response of experienced and less experienced lecturers in respect of the extent to which empathy can enhance lecturers' effectiveness in instructional delivery.

I	t	e	m	s	N	Mean	Standard	D	f	z-cal	z-tab	Decision							
							Deviation												
E	x	p	e	r	i	e	n	c	e	d	4	5	2.70	0.06	78	1.99	1.96	Rejected	
L	e	s	s	e	x	p	e	r	i	e	n	c	e	d	3	5	2.40	0.27	

Source: Survey Data, 2018

The data presented in Table 3 reveal that z-calculated value of 1.99 is > z-tabulated value of 1.96 at 0.05 level of significance. Therefore the null hypothesis was rejected. It can then be stated that there is no significant difference in mean rating of experienced and less experienced lecturers on the extent to which empathy can enhance Business Education lecturers' effectiveness in instructional delivery.

Ho₂: There is no significant difference in mean rating of male and female lecturers on the extent to which intrinsic motivation can enhance effectiveness in instructional delivery.

TABLE 4: Z-test analysis of mean response of Male and Female lecturers in respect of the extent to which intrinsic motivation can enhance Business Education Lecturers' effectiveness in instructional delivery.

I	t	e	m	s	N	Mean	Standard	D	f	z-cal	z-tab	Decision
							Deviation					
M	a	l	e	4	2	2.71	0.04	78	2.58	1.96	Rejected	
F	e	m	a	l	e	3	8	1.40	0.77			

Source: Survey Data, 2018

The data presented in table 4.8 reveal that z-calculated value of 2.58 is > z-tabulated value of 1.96 at 0.05 level of significance. Therefore the null hypothesis was rejected. It can then be

stated that there is no significant difference in mean rating of Male and Female lecturers on the extent to which intrinsic motivation can enhance Business Education Lecturers' effectiveness in instructional delivery.

Discussion of Findings

Table 1 revealed that empathy enhances lecturers' effectiveness in the teaching and learning process. This implies that lecturers who are empathetic teach more effectively. This finding is in line with the findings of Ajoku (2009) that the effective lecturer is one who loves the students he teaches, respects their person, views and listens patiently to their complaints with a view to helping them solve their problem. Empathy makes the lecturer to be kind, accessible and friendly with his students in the teaching and learning process. Michael (2014) carried out a research to investigate the effect of interpersonal relations between skill of Chemistry teachers and students' performance in Ghana found that teachers who were empathetic achieve controlled learning environment and better performance in continuous assessment than those that were indifferent to their students. Empathetic lecturers make students to feel at home in their class which creates a calm and conducive learning environment that promotes effective learning. Effective teaching and learning can only be achieved in a class that is not psychologically tensed; lecturers' friendliness makes students feel at home while learning and enhances their performance.

Similarly, Talin (2015) found that the teaching and learning of manual typewriter, office practice, shorthand and some difficult aspects of Business Education courses requires patience and encouragement from the business educator. Naturally, students find it difficult to learn shorthand and typewriter but if the Business educator is patient and keeps encouraging them, the students will start developing interest in learning the course as a way of involuntarily reciprocating to their lecturers' love. Ezhi (2014) supported the above finding when he asserted that female lectures are more considerate in their dealing with students than their male counterpart. Women are very emotional and they treat their students with so much love.

Table 3 reveals that intrinsic motivation on the part of lecturers makes them to teach effectively and dedicatedly. It takes a lecturer who has passion for lecturing to effectively impart knowledge to the students. This finding is in agreement with the findings of a study conducted by Aham (2015) to examine factors that influence coverage of scheme of work among teachers in public secondary schools in Abia State revealed that teachers who had high interest and love for the subject area they handle cover their scheme of work on time than their counterparts who did not have personal likeness and commitment for the subject they were teaching. This finding suggests that self-motivated teachers are more committed to their teaching job so they are punctual, regular and dedicated to fulfilling their primary responsibilities as teachers. While extrinsically motivated lecturers primarily work for salary and the benefits they get from the job, self-motivated lecturers have personal likeness, affective commitment, passion and attachment for the course they teach which makes them to put in all their efforts in the teaching and learning process.

The test of hypothesis two revealed that there is no significant difference in mean rating of male and female lecturers on the extent to which intrinsic motivation can enhance lecturers effectiveness in instructional delivery. Women are ordinarily comfortable with teaching considering the fact that it gives them more time to take good care of their family. This psychological disposition gives them more passion for teaching. Self-motivated lecturers have inner joy just doing the job and they do not mind devoting extra time teaching their students just to ensure that instructional objectives are achieved (Chinem, 2014). Similarly, the study of Seji (2015) on factors affecting students' performance in Mathematics, it was found that teachers who have high interest level are more committed to their teaching assignment which results to better grades of students.

Conclusions

Based on the analysis of data and discussion of findings, the study concluded that emotional intelligence enhances instructional effectiveness amongst Business Education lecturers in tertiary institutions in south-south Nigeria. The study also concluded that empathy makes Business Education lecturers more considerate and effective in their teaching functions. It was also concluded that the effectiveness of Business Education lecturers' is influenced by the level of intrinsic motivation they have.

Recommendations

Considering the relevance of emotional intelligence in lecturers' effectiveness, the following recommendations were made:

1. Lecturers should be considerate and non-judgmental as they lecture students. Being empathetic will help them to have better understanding of the students they are teaching.
2. Lecturers should see their work as a divine call to duty and they should develop interest for lecturing rather than focusing on the amount they receive as pay.

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