

EMOTIONAL INTELLIGENCE AND TEACHER SELF-EFFICACY AS CORRELATES OF MEDIA IMPROVISATION AMONG LECTURERS IN STATE-OWNED COLLEGES OF EDUCATION IN THE SOUTH-WEST, NIGERIA

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Abstract

Media improvisation is an innovative work-behaviour of lecturers in the Colleges of Education in Nigeria to train pre-service teachers and accomplish the vision of teacher education in Nigeria. This study investigated emotional intelligence (EI) and Teacher self-efficacy (TSE) as correlates of media improvisation among lecturers in the state-owned colleges of education in the South-West, Nigeria. EI is an interpersonal ability to bring positive outcomes, from intra and interpersonal relationships between the lecturers and students while in the study; TSE is the confidence and capability of the lecturers to utilise media resources for effective instructional delivery. Thus, these two variables are among the factors that could determine the media improvisation of the lecturers in the colleges of education. The study adopted a descriptive research design with multi stage procedure to select 710 respondents who were lecturers in the state-owned colleges of education in the zone, with 493 males, 217 females and age range between 25 and 61 years. The instruments used to collect data were: Emotional Intelligence Scale ($\beta=0.79$), Teacher Self-efficacy Scale ($\beta=0.85$) and Media improvisation scale ($\beta=0.71$). Research questions were answered and hypotheses tested at 0.05 level of significance. The findings showed that emotional intelligence and teacher self-efficacy jointly contributed 38.6% to media improvisation of lecturers [$F_{(2,316)}=99.236$; $p<0.05$], $R^2=.386$, that is, 39% variation was contributed to media improvisation and emotional intelligence contributed better to media improvisation ($\beta = 0.48$, $P <.05$) than teacher self-efficacy ($\beta = 0.25$, $P <.05$). The relationship between emotional intelligence and media improvisation was positively significant ($r = .47$, $N = 710$, $P <.05$) and also teacher self-efficacy had positive significant relationship to media improvisation ($r=.35$, $N=710$, $P <.05$). The emotional intelligence and teacher self-efficacy variables should be inculcated into the curriculum of teacher education in Nigeria for the proper training of pre-service teachers in media improvisation, so as to make the teachers' instructional delivery more effective and efficient.

Keywords: Emotional intelligence, Teacher self-efficacy, Media improvisation, State-owned colleges of education in the South-West, Nigeria.

Introduction

Media improvisation is not a new concept. Since inception of man, there have been media improvisation and utilisation. It is a creative and innovative process on the part of man. Man started media improvisation right from the stone-age when images figures and symbols were made on the rocks or stones. The act of communicating or expressing feelings with the use of the sound of a gun, smoke and drum as media of communication as reported by Afolabi, Salawu, Adeyanju and Adedapo (2003), is essential to be noted as innovative action of man to communicate with their fellow human beings which is an index of creativity and innovation. The challenges of communication and information dissemination had brought about the initiation of media improvisation in many societies. The use of hand cut wooden blocks for printing purpose in China in the 5th century and 86 AD and development of printing machine in AD1445 by Johanna Gutterberg when print media resources were produced brought the era of mass production of textbooks and supplementary text. Later on, chalk and board were introduced to supplement the inadequacy of books and this made it possible for many people to learn at the same time, solving the problem of a teacher –to- a pupil at a time that the use of book had created (Egunjobi, 2012).

The evolution of radio, television, cassette, tape recorder, video, fax, photography or camera, projectors of different kinds gave opportunity to share information through mass media to millions of people. The invention of the computer system and internet resources has marked the era of media integration, inter conferencing, social media (e-mail, facebook, 2go, twitter, among others). This

makes media to be used concurrently for different purposes. This is also viewed as multimedia (Alkinson, 2004). Media improvisation which is the innovative work behaviour of lecturers is the ability to generate media idea (creativity), promotion of media idea or championing media idea in the workplace by seeking fund and supports from colleagues for the idea to be realised and finally putting on a behaviour that ensures the utilisation of media idea at workplace (innovation).

The availability and accessibility of media resources in Colleges of Education (COE) are essential for accreditation, approval and functioning of COE in Nigeria. For this policy to be achieved, the National Commission for Colleges of Education (NCCE) made it compulsory for all public and private COE to establish Centre for Educational Technology (CET), a unit in the school of education where media resources are acquired, designed, produced, maintained, stored and improvised for prompt accessibility and constant utilisation. Other sub-units which should be established in the CET are graphic/photographic studio, projection room, media access and retrieval, reprographic, equipment repairs, workshop and micro teaching laboratory sections among others (Egunjobi, 2012).

Centre for Educational Technology (CET) is expected to have hardware, such as, computers of various kinds, photographic camera with accessories, projectors of different kinds with accessories, microphones, amplifiers, projection screen, cable satellite facilities, film development and printing equipment, editing and dubbing machine, video camera with accessories, among others. Software devices expected, include slide, audio tape, video cassettes, diskettes, 35mm films, posters, overhead projector, transparencies, CD ROM among

others. The Centre is expected to assist the lecturers in designing, developing and acquiring as well as utilising media resources in implementing the curriculum of Colleges of Education with experts like computer scientists, graphic artists, video cameramen, photographers and educational technologists for mass production of instructional media resources. Moreover, the establishment of language laboratory in the school of art and social sciences and computer laboratory in the computer science department are essential media resources. Other laboratories expected to be provided for are: Mathematics, Home Economics and Agricultural Science laboratories among others. Libraries are also expected to be established in each school and department, along with internet room for utilisation of both lecturers and students (NCCE, 2011). However, as a result of insufficient funding due to economic recession, there are insufficient media resources in the various media centres mentioned above and even the available ones are already obsolete. This situation calls for media improvisation on the part of the lecturers of the Colleges of Education.

The extent of utilisation of improvised instructional resources by science teachers was also investigated by Ezeasor, Opaea, Nnajofofor and Chukwukere (2012) in the Colleges of Education. It was reported that 73.5% of the students showed that science teachers hardly use improvised instructional resources during their teaching. This is expected of them because teachers hardly produced one. The utilisation of media resources has been found to be delaying classes and this is the reason, teachers do not utilise instructional media resources in teaching. 68.5% of the respondents agreed that there is need for teachers to utilise instructional resources in

their teaching and 75.7% also supported the utilisation of improvised resources during practical classes. Based on the findings, it was observed that improvisation of media resources is poor and utilisation is not frequent or regular but emphasis is laid on the improvisation of media resources for effective teaching and learning process. These media resources are not adequately provided by the school authorities and the teachers themselves. It was also discovered from the study that inadequate training in effective improvisation of media resources rated highest (80%); lack of creativity (70%), laziness on the part of the teachers, (70%); time constraint on the part of the teachers (66%) and lack of motivation (58%) were factors militating against media improvisation of teachers for effective teaching. But studies on the personality attributes of lecturers, such as, emotional intelligence and teacher self-efficacy on media improvisation of COE lecturers in the South-West, Nigeria for the purpose of training pre-service teachers are relatively scarce in the country.

Emotional intelligence has been found to be an acquired skill and competence that predicts positive outcome in school (Olatoye, Akintunde and Yakasi, 2010), promotes teaching effectiveness and helps in stress management among special teachers (Ajibade and Ogunwuyi, 2011). It empowers emotion as a source of human information, confidence, creativity and effectiveness (Salami and Ogundokun, 2009; Salami 2010). It makes people, including teachers, able to keep positive environment, directly influencing perception of intelligence of people, increases their creative thinking and a strong contributing factor to creative behaviour and work (Dadvar, Mohammadrezai and Fathabadi, 2012).

However, the impact of self-efficacy on innovative work behaviour, such as, improvisation of teachers has been established in researches. Teacher self-efficacy has been associated with teachers' adoption of innovations and other classroom teaching effectiveness, such as, classroom management, teachers' goal and teacher's attitude toward innovation and change (Woofolk, 2010). High self-efficacious individual is more likely to undertake more challenging activities involving more creative practice, such as, media improvisation and implementation of moral and useful ideas (Carmeli and Schaubroeck, 2015). It was also discovered that a positive relationship exists between self-efficacy and creative behaviour (Hsi – Chi, Jen-Chia, Valing and Su-Chang, 2014). However, high self-efficacious teacher is more likely to undertake more challenging activities involving more creative practice such as media improvisation and implementation of moral and useful ideas (Carmeli and Schaubroeck, 2015). Researches had indicated the relationship between self-efficacy of teachers and effective teaching and students' achievement was positively significant (Mehdi and Abbass; 2014). Self-efficacy has been consistently associated with personal accomplishment and work-related performance including teacher activities in the school (His-chi et al, 2014). In this study, EI and TSE were examined vis-à-vis the lecturers' media improvisation in the COE in South West, Nigeria.

Statement of the Problem

Media improvisation which is an innovative work behaviour of lecturers in tertiary institutions in Nigeria, particularly in Colleges of Education is at low ebb due to various factors such as inadequate media resources, teachers' low level of emotional

intelligence and self-efficacy, lack of motivation, unconducive environment, inadequate media improvisation among others. However, there is paucity of studies in this area of media improvisation vis-à-vis factors attributed to the lecturers' personality. The problem is the low level of media improvisation among the lecturers in state owned Colleges of Education in Nigeria. This study, therefore, investigated the emotional intelligence and teacher self-efficacy as correlates of media improvisation among lecturers in state-owned Colleges of Education in the South-West, Nigeria.

Research Questions

- 1 What is the joint contribution of emotional intelligence and self-efficacy to media improvisation of lecturers in state-owned Colleges of Education in the South-West, Nigeria?
- 2 What is the relative contribution of emotional intelligence and self-efficacy to media improvisation of lecturers in state-owned Colleges of Education in the South-West, Nigeria?

Hypotheses

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

- HO1: There is no significant relationship between emotional intelligence and media improvisation of lecturers in state-owned Colleges of Education in the South-West, Nigeria
- HO2: There is no significant relationship between self-efficacy and media improvisation of lecturers in state-owned Colleges of Education in the South-West, Nigeria.

Methodology

Research Design

The descriptive research design of correlation type was adopted for this study. This design was found adequate and appropriate for the study because the existing variables were investigated in the study. More so, there was no manipulation of any variable in the study.

Population and Sampling Technique

The population of the study consisted of 1436 lecturers in state-owned Colleges of Education in the South-West, Nigeria. Multistage sampling procedure was adopted to select 765 lecturers. The population of the lecturers in Colleges of Education is stratified thus: School of Education, Art and Social Sciences, Vocational and Technical Education, Languages and Science. From each school and each COE, 60% of the lecturers were selected, making a total of 765 lecturers.

Instrumentation

One major structured questionnaire was used to collect data for this study. The questionnaire consists of 3 sections A – C described as follows.

Section A: Emotional Intelligence Scale: (EIS)

The Emotional Intelligence Scale developed by Batool and Khalid (2012) was adapted to measure the emotional intelligence among lecturers in Colleges of Education in this study. The original version consisted of 83 items but the 20 items were adapted to measure the emotional intelligence attributes of the COE lecturers towards media resources utilisation for instructional delivery. The scale is presented in 4 Likert format of Strongly Agree, (SA) Agree, Disagree (D) and Strongly Disagree (SD). The reliability coefficient value was 0.78 initially but it was revalidated, thus, the

reliability coefficient is 0.79 after been subjected to Cronbach Alpha Coefficient.

Section B: Media Improvisation Scale (MIS):

The Work Innovative Behaviour Scale (WIBS) of Janssen (2000) was adapted to measure media improvisation of lecturers in Colleges of Education in the South-West, Nigeria. The original version of the scale contains 9 items in 7 Likert format. It was modified to 20 items in 4 Likert format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability coefficient value of the original scale was 0.94 but it was trial-tested from those used for the study and subjected to Cronbach Alpha Coefficient with the result 0.94.

Section C: Teacher Self-Efficacy Scale (TSES):

The self-efficacy scale of Bandura (1977) cited in His-chi et. al. (2011) self-efficacy scale was adapted to elicit information on self-efficacy of the lecturers. The items were modified into 20 items presented in 4 Likert formats of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The initial reliability coefficient was 0.65, but trial tested on 30 lecturers apart from those used for the main study, the reliability coefficient using Cronbach alpha is 0.85.

Procedure for Data Collection

The administration of the questionnaire was done with the assistance of lecturers in each school of the Colleges of Education sampled. It lasted 8 weeks. Out of 765 copies of the questionnaire that were administered, only 742 (97%) were retrieved and 710 (92.8) were found to be appropriate for analysis.

Methods of Data Analysis

Multiple Regression was employed to analyse the data collected based on the research questions while Pearson Product Moment Correlation was adopted to test the hypotheses. These statistical tools were found appropriate for the study because the relationships between the variables were examined.

Table 1: Summary of Regression Model for Joint Contribution of Emotional Intelligence and Teacher Self-efficacy to Media Improvisation

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.621	.386			.382	6.8695	
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	9374.486	2	4687.243	99.236	.000	Sig.
Residual	14912.191	316	47.190			
Total	24286.677	318				

Table 1 reveals that EI and TSE has joint significant contribution to MI [F(2,316)=99.236, $p < 0.05$], while $R = .386$. This means that 38.6% is accounted for by the joint contributions of EI and TSE. This connotes that emotional intelligence and

Results

Research Questions (RQ)

RQ 1: What is the joint contribution of the emotional intelligence (EI) and teacher self-efficacy (TSE) to media improvisation (MI)?

teacher self-efficacy are paramount factors to be considered for the improvement in the lecturers' level media improvisation. This will boost their instructional delivery which will also enhance the students' performance in their academic pursuit.

RQ2: What is the relative contribution of the Emotional Intelligence and Teacher Self-Efficacy to Media Improvisation?

Table 2: Summary of Regression Model for Relative contribution of EI and TSE to MI

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	9.391	3.708		2.533	.012
Emotional Intelligence	.542	.054	.477	9.956	.000
Teacher Self-Efficacy	.264	.050	.253	5.271	.000

Table 2 reveals that EI and TSE had significant contribution to MI. $\beta = 0.25$, $p < 0.05$ respectively. This connotes that EI contributed more significantly to MI than TSE. It implies that lecturers' emotional

intelligence should be more focused than their self-efficacy, so as to enhance their level of media improvisation for more effective instructional delivery.

Testing of Hypotheses

HO1: There is no significant relationship between Emotional Intelligence and Media Improvisation.

Table 3: Relationship between Emotional Intelligence and Media Improvisation

	Mean	SD	N	r	p	Remark
Emotional Intelligence	63.0521	7.6036	710	.474*	.000	Sig.
Media Improvisation	60.7930	9.0607				

* Significant at $p < 0.05$

Table 3 shows that there is significant positive relationship between EI and MI $r = 0.47$, $N = 710$, $p < 0.05$. This implies that EI had positive correlation with MI, though relatively low.

HO2: There is no significant relationship between Teacher Self-Efficacy and Media Improvisation.

Table 4: Relationship Between Teacher Self-Efficacy and Media Improvisation

Variable	Mean	SD	N	r	P	Remark
Teacher Self-Efficacy	65.7423	6.4483	710	.346	.000	*
Media Improvisation	60.7930	9.0607				

* Significant at $p < 0.05$

Table 4 reveals that there is a significant positive relationship between TSE and MI with $r = 0.35$, $N = 710$, $p < 0.05$. This connotes that the correlation was positive, though relatively low. That is, the teachers should be more efficacious in their media improvisation so as to make their media utilisation more effective and efficient.

Discussion of Findings

This is done based on the research questions answered and hypotheses tested in the study.

Joint Contribution of EI and TSE to MI

The finding revealed that EI and TSE had joint significant contribution to MI. This implies that for a meaningful and plausible improvement in the lecturers' media improvisation in Colleges of Education, their

EI and TSE need to be considered and in fact, increased, so as to boost their instructional delivery. This finding supports that of Olatoye, Akintunde and Yakasi (2010) that with the improvement in EI and TSE of the teachers, their MI was enhanced, thus, the students' achievement in business administration was greatly improved.

The Relative Contribution of MI and TSE to MI

Findings showed that EI contributed significantly to MI more than TSE. This connotes that the EI of the lecturers should be given more attention than the TSE for more meaningful improvement in their MI for teaching and learning effectiveness. This finding corroborates that of Mehdi and Abass (2014) that MI had strong positive

relationship with the teachers' level of EI and their self-efficacy in the Mathematics instruction.

The relationship between EI and MI

Finding indicated that there was a positive relationship between EI and MI. This means that EI of the lecturers if positively improved, it will have corresponding increase in their MI, hence, the students' performance in their various subjects will be enhanced. This finding is in line with that of Salami and Ogundokun (2009) that with the improvement in the EI of the teachers, their instructional delivery became more effective, thus, the enhancement of their students' achievement in their various subjects.

The Relationship between TSE and MI

The finding from this study showed that there was a positive correlation between TSE and MI of the lecturers in the Colleges of Education in Nigeria. This connotes that the self-efficacy of the lecturers if positively improved, it will boost their media improvisation which also correspondingly enhances their students' performance in their various school subjects. The finding supports that of the Udosen and Ekuinam (2014) that the improvement in the TSE contributed significantly to pupils' performance in primary school science in Nigeria.

Conclusion

From the findings of this study, the following could be deduced.

The EI contributed significantly more to MI than TSE while, both EI and TSE had significant joint contribution to MI. Moreover, the EI had positive relationship with MI of the lecturers, whereas, the TSE was positively correlated with MI among the lecturers in COE in the SW, Nigeria.

Recommendations

Based on the findings of this study, the following are proffered:

- i. Emotional intelligence and teacher self-efficacy should be well developed among lecturers in Colleges of Education to promote media improvisation, thus, boosting media utilisation for effective instructional delivery.
- ii. Emotional intelligence and teacher self-efficacy variables should be inculcated into teacher education curriculum for proper training of pre-service teachers on how to improvise media for meaningful and plausible instructional process.
- iii. Lecturers should be mandated to improvise at least two media in a session and utilise them in their instructional deliveries.
- iv. Lecturers in the Nigerian Colleges of Education should endeavour to improve their level of media improvisation delivery effectively and efficiently.
- v. Workshops and conferences should be organised periodically for the lecturers in the Colleges of Education in Nigeria on media improvisation and effective media utilisation, so as, to make their teaching and learning more effective and interesting to their learners.

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