

Emotional Intelligence and Job Performance among School Teachers – an Empirical Approach

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Abstract

The major purpose of the study is to empirically test the association between the factors of Emotional Intelligence (EI) and job performance of school teachers. A cross sectional study was conducted among 113 teachers presently working in private schools from selected towns in Vellore district. Purposive sampling is used to select the participants. Questionnaire is used to collect data. Result using correlation analysis indicated that there exists a positive correlation between all the factors of emotional intelligence and job performance. Further, the findings indicates that EI and job performance is different across teachers' age, working experience at present organisation, while there is no significant difference exhibits across teaching grade and qualification of teachers. Further, the gender shows significant difference only with regard to EI and not with job performance. This study is limited only to examine the relationship between EI factors and job performance of teachers. Further, it would be beneficial to examine other mediating or moderating effect of variable such as self efficacy, job satisfaction, empowerment, motivation which may have impact on the relationship between emotional intelligence and job performance.

Originality/Value: This study provides a unique contribution to the emotional intelligence perspective by identifying the major factors of EI that best predicts the job performance of school teachers.

Keywords: Emotional Intelligence, Job Performance, teacher, Vellore district

Introduction

For almost two decades, there exists a greater importance concerning the part of emotions in the field of education (Palomare, 2008). Emotions are found to be a significant

factor for teachers' career (Reio, 2005), since teaching profession is considered as the most stressful job (Johnson , et al 2005), which is characterized by many challenges as they are faced with high level of emotional

exhaustion and burnout (Chang, 2009).

In order to develop the emotional competencies, the professionals in the education context have to understand not only the emotions of students', but also recognize and regulate their self-emotions (Greenberg, et al 2003). A recent meta- analysis of around 213 studies has documented that social and emotional learning yielded positive impact on socio-emotional competencies and attitudes about self and others (Durlak, et al 2011). Further the emotional competencies of educators is significant for both their well being and socio-emotional development of the students (Sutton, et al 2003). Comparatively with other professions, teachers experienced much greater emotional demands (Brotheridge, et al 2002) which can lead to have a impact on mental health, physical health, cyclical attitude, job satisfaction and job performance (Chan, 2006; Vandenberghe & Huberman, 1999)

Even though abundant literature has focused on the impact of emotions related to teaching profession, only few studies examined the association of emotional competencies with job performance of teachers empirically. Therefore the present study aims to empirically examine the relationship between the factors of Emotional Intelligence (EI) and job performance of teachers. Accordingly, the objectives of this study aims (a) To measure the EI level of teachers (b) To examine the difference in EI and Job performance across demographics of teachers (c) To examine the association between the dimensions of Emotional Intelligence and job performance of teachers.

The upcoming sections include review of literature, hypothesis, methodology, results, discussion and conclusion.

Review of Literature And Hypotheses Development

Emotional Intelligence

The most extensively accepted definition of EI is described as “the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and to regulate these emotions to personal growth” (Mayer & Salovey, 1997).

Though the concept of EI has been established two decades, recently it gains more importance in the field of education. Emotions are found to be a significant factor for teachers career (Reio., 2005), since teaching profession is considered as the most stressful job (Johnson, et al 2005), which is characterized by many challenges as they are faced with high level of emotional exhaustion and burnout. (Chang, 2009).

Wool folk, et al 2008 also defined EI as “the capability to process the emotional information in an accurate and effective way”. As assessed by Mayer & Salovey model (Wong, et al 2007) identified four dimensions that explains the ability of EI domain as

- (1) Self appraising and identification of emotions
- (2) Recognizing and appraising of emotions in others
- (3) Self regulation of emotions
- (4) Facilitating and use of emotions

Job Performance

“Job performance is the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is the most of the time determined by motivation and will and ability to do job” (Motowildo, 2003)

In simple terms, the whole performance that employee involved at work place is termed as job performance (Jex, 2002). According to Mount & Goff (2000), job performance is considered as one of the most significant concept in organizational practice. Also it act as the prominent factor to make personnel decisions related to promotions, incentives, merit based pay thereby enhancing positive tendency towards work and positive relationship within teams (Scullen, et al 2000)

Emotional Intelligence and job performance

Most commonly, job/work performance relies on the support and resources provided by other members (Seibert, et al 2001), in this way emotions play a major role. EI ensures effective job performance of individuals (Goleman, 2006) Employees with higher emotional competencies can easily manage their emotions which in turn retains their mental state in a positive way that leads to increase work performance. Enormous research studies empirically proved EI as a pre dominant factor for effective job performance (Carmelli, 2003; Slaski, 2002; Goleman 2005) and EI also found to have

positive relationship between management performances, additionally empirical evidence found that employees with high level of EI were more likely to adapt changing environment and able to manage their self emotion and others emotion in a positive approach that improves increased organizational citizenship behavior performance (Mossholder, et al 1981; Wong & Law, 2002; Higgs, 2004)

Notably, several studies found that EI as a predictive factor for job performance in variety of organizational settings and roles such as service sectors, corporate, home, academics (Abraham, 1999; Cavallo, 2002; Stagg & Gunter 2002; Ryback, et al 1997; Wong & law 2002). Interestingly, the literature related to neurology also stressed on the positive existence of relationship between performance and EI.

Based on the dimensions of Goleman EI model (2006), self regulation add positive results towards psychological well being, employee socialization (Baumann Kaschel,2005; & Ashford & Black 2006), health supporting behavior (Fuhrman & kahl., 1998) and increased job performance (Vandella, Brown, Cron & Slocum,1999). Self regulation also accounts to the ability to stay quiet during conflict circumstances (Wolmarans, 2001). Self awareness the foremost dimension of Goleman EI model, allows oneself to make priorities for focusing important work related problems rather than concentrating on unimportant ones at organizational settings (Goerge, 2000). In addition, Sosik, et al (1999) & Lewis (2000) suggest that self motivation is important to attract and motivate subordinates at work. Finally the individual with higher level of social skills is found to have significant

relationship between conscientiousness and work performance, the social skill also found to be moderates the association among mental health, job performance and pay (Ferris, et al 2001).

Also, Marc, et al (2010) empirically proved positive relationship among emotional regulation (considered as a core competency of EI) and positive affect; job satisfaction; job accomplishment also shows negative effect on burnout and stress among secondary school teachers. According to (Raquel, et al 2008) a study conducted in Malaysia was examined that, emotional competencies as a prominent factor to be included along with basic competencies for enhancing teachers job performance and well being.

Abundant research has posited the importance of EI and its positive outcomes. For example, it is empirically found that EI as an indeed prominent factor for predicting success of oneself at home, school and organizational settings (Kaur, 2010). Also higher level of EI is found to be correlated with betterment of relationship in work place, and enable managers to endorse productive working environment (Mayer & Salovey, 2008).

Also several studies demonstrated the indispensable need of emotional competencies for teachers to overcome stress related issues (Michell, et al 2005), identifying coping strategies, enhancing mental and physical health, work performance (Brackett & Caruso 2007) and social relationships (Lupton, et al 1998). Schutz, et al (2006) examined the relationship between teachers EI with teaching effectiveness and suggested EI as the prominent factor for teaching

effectiveness. Further it is also identified that those teachers with high EI seems to better in recognizing and regulating their negative emotions and promotes effective teaching environment in classrooms (Krementizer & Miller, 2008). Because of all these indispensable outcomes of EI ability it is also suggested that EI factors can be enhanced by training and EI interventions in various work settings (Chan, 2006).

Based on the above literature, the following hypotheses are stated as,

H1: There exists a positive correlation between dimensions of Emotional intelligence and job performance.

H1a: There exists a positive correlation between self appraisal of emotion and Job performance

H1b: There exists a positive correlation between others appraisal of emotion and Job performance

H1c: There exists a positive correlation between use of emotions and Job performance

H1d: There exists a positive correlation between regulation of emotions and Job performance

Previous studies also identified the impact of demographics based on EI and job performance. Afolabi, Awosola and Omole, (2010) examined the influence of emotional intelligence and gender on job performance and satisfaction among Nigeria Police Officers. They found that police officers who are high on emotional intelligence are more satisfied and perform better than police officers who are of low emotional intelligence. Similarly, the study done by Fatt, (2002) established the significant impact on EI based on gender. Female

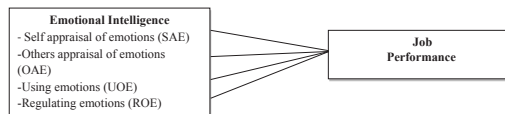
shows higher level of EI compared with men (Anari,2012; Ciarrochi, et al 2000). Additionally, studies also reveal a significant difference between age and with EI (Birol, et al 2009; Bar-On, 2000) and experience with EI (Day & Caroll, 2004)

Based on the literature evidence, the following hypotheses are stated as,

H2: There exists a significant difference among demographics of teachers on Emotional intelligence

H3: There exists a significant difference among between demographics of teachers on job performance

Conceptual model



METHODOLOGY

This study is based on descriptive research. The population of the study consists of teachers among various private schools from selected towns in Vellore district. Through purposive sampling data were collected among 113 teachers using questionnaire.

Scale Instruments

Wong and law EI scale (WLEIS): The WLEIS scale developed by Wong and law (2002). It is a self-report measure of EI with 16 item scale (eg. I really understand what I feel, I am quite capable of controlling my own emotions) that assesses four dimensions (self emotional awareness, others emotional awareness, regulation of

emotions, utilization of emotions) of EI. The respondents' rate each statement to the extent it describes them, using the 1-5 point Likert scale, where 1 indicates "strongly disagree" and a score of 5 indicates "strongly agree".

Job Performance scale (JPS): The JPS is a self-report measure that measures together the individuals task and contextual performance at work environment. Respondents rate themselves on 16 item (eg. I help others employers with their work when they have been absent, I achieve the objectives of my job) questionnaires using 1-5 point Likert scale, where 1 specify "strongly disagree" and a 5 specify "strongly agree".

The reliability value of Wong and law EI scale and Job performance scale is measured using cronbach's alpha, which is found to have the value of 0.93 and 0.68 respectively. Also, the face validity of the scale used is recognized through experts in the field of Psychology. Various demographic factors such as age, qualification, gender, teaching experience, teaching grade, where included.

Using SPSS, statistical analysis were carried out that included frequency distributions, reliability analyses, Correlation analyses, ANOVA and t-tests. Reliability analysis based on the average inter-item correlation was examined for each of the EI factors and for the EI and JPS. T-tests were carried out to test for associations with gender and year of study. ANOVA was performed to test for association with age and discipline.

RESULTS

Descriptive analysis

The demographic profile shows, out of 113 respondents (teachers) in the sample, 37% were male and 68% were female. Based on age 23% of respondents indicated between 24-28, whereas 45% indicated age between 29-33, while 27% indicated between the age of 34-38 and remaining 5% were of age above 38. Based on teaching grade, 26% of respondents served as a teacher for elementary level, while 45% for middle school and 28% served as a teacher for high school grade. Based on total working experience at present school, 37% of respondents indicated 1-2 years of experience, 36% of respondents indicated 3-5 years of experience, whereas 20% indicated 5-7 years of experience and remaining 7% has above 7 years of experience. With regard to qualification, 30% of respondents are with D.ed qualification, similarly 30% of respondents with B.ed and remaining 48% qualified with M.ed.

Table 1 shows the mean emotional intelligence (EI) value as 0.92 (S.D 0.17), and mean Job performance (JP) value as 3.37 (S.D 0.34), similarly, the means scores, standard deviations, and alpha coefficients (Cronbach's alpha) for the four EI dimensions, total EI, and JP are presented in (Table 1). The internal consistency (Cronbach's alpha) was found to have the value of 0.618 for self appraisal of emotions, 0.868 for others appraisal of emotions, 0.864 for using of emotions, and 0.672 for regulation of emotions. The internal consistency for the total EI was found to have the alpha value of 0.934 and 0.668 for JP.

Based on the frequency distribution and percentage of overall 113 respondents (teachers) as mentioned in the Table.2, indicates that 67% of respondents of the study has high level of EI, while 21% possess moderate level of EI and remaining 13% has low level of EI. Hence in this study the majority of the teachers accounted for high level of EI.

Table 1: Means, SD, and reliability (coefficient alpha) for the EI dimensions, total EI, & JP

Measure	Mean	S.D.	α
Self appraisal of emotions (SAE)	3.77	0.62	0.618
Others appraisal of emotions (OEA)	3.75	0.75	0.868
Using of Emotions(UOE)	3.52	0.88	0.864
Regulation of emotions(ROE)	3.68	0.74	0.674
Total EI	0.92	0.17	0.934
Total Job performance	3.37	0.34	0.668

Table 2: Level of Emotional Intelligence – Teachers'

Level of EI	Frequency	Percentage
High	76	67.3
Moderate	24	21.2
Low	13	11.5

Correlation Analysis

Table 3. Correlations among dimensions of EI and dimensions of Job performance

	SEA	OEA	ROE	UOE	Total EI	Total JP
SEA	1					
OEA	0.822**	1				
ROE	0.831**	0.794**	1			
UOE	0.671**	0.736**	0.878**	1		
Total EI	0.890**	0.909**	0.911**	0.957**	1	
Total JP	0.277**	0.257**	0.345**	0.339**	0.335**	1

** Correlation at the 0.01 significant level(2-tailed)

*Correlation at 0.05 significance level (2-tailed)

Correlation analysis result showed that all the dimensions of EI (SEA, OEA,ROE,UOE) and total EI scale were correlated positively with each other ($p < 0.01$) This table reveals that all the four components of EI has direct positive association with Job performance. Hence hypotheses H1, H1a, H1b, H1c, H1d are accepted.

Table 4: Means, standard deviations, T-test & ANOVA between demographics and EI

Gender based on Emotional Intelligence					
Gender	n	Mean	SD	t-value	Sig(2-tailed)
Male	42	0.86	0.16	2.927	0.004**
Female	71	0.95	0.17		
Qualification based on Emotional Intelligence					
Qualification	n	Mean	SD	t-value	Sig(2-tailed)
D.ted	34	0.90	0.16	1.455	0.238
B.ed	34	0.89	0.15		
M.ed	45	0.95	0.18		
Age on Emotional Intelligence					
Age	n	Mean	SD	f-value	Sig(2-tailed)
24-28	44	0.86	0.18	2.861	0.040*
29-32	39	0.93	0.15		
33-38	22	0.98	0.12		
Above 38	8	0.95	0.18		
Experience based on Emotional Intelligence					
Experience(yr)	n	Mean	SD	f-value	Sig(2-tailed)
1-2	42	0.86	0.19	2.892	0.039*
>3-5	41	0.93	0.15		
>5-7	22	0.98	0.12		
Above	8	0.95	0.18		
Teaching Grade based on Emotional Intelligence					
Grade level	n	Mean	SD	f-Value	Sig(2-tailed)
Elementary	30	0.92	0.34	0.010	0.990
Middle school	51	0.91	0.20		
High School	32	0.93	0.35		

* $p < 0.05$

** $p < 0.001$

Results of t-test indicated there exist a significant difference in the EI score with regard to male and female teachers' ($t=-2.927$, $p<0.01$). The result of one way ANOVA indicates that there exist a significant difference ($f= 3.083$, $p<0.05$) between the teachers present years of experience with their EI level. Similarly, the age ($f=2.861$, $p<0.05$) shows significant difference based on EI. Alternatively, the result shows that there is no significant difference based on qualification and teaching grade of teachers' with their EI level(Table 4)

Table 5: Means, standard deviations, T-test & ANOVA between demographics and Job performance

Gender based on Job Performance					
Gender	n	Mean	SD	t-value	Sig(2-tailed)
Male	42	3.34	0.34	0.762	0.448
Female	71	3.39	0.33		
Qualification based on Job Performance					
Qualification	n	Mean	SD	t-value	Sig(2-tailed)
D.ted	34	3.42	0.37		
B.ed	34	3.26	0.36	2.838	0.063
M.ed	35	3.46	0.27		
Age based on Job Performance					
Age	n	Mean	SD	f-value	Sig(2-tailed)
24-28	44	3.39	0.31		
29-32	39	3.26	0.35	3.252	0.025*
33-38	22	3.42	0.33		
Above 38	8	3.63	0.28		
Experience based on Job Performance					
Experience(yr)	n	Mean	SD	f-value	Sig(2-tailed)
1-2	42	3.39	0.05		
>3-5	41	3.27	0.54	2.985	0.034*
>5-7	22	3.42	0.71		
Above	8	3.63	0.10		
Teaching Grade based on Job Performance					
Grade level	n	Mean	SD	f-Value	Sig(2-tailed)
Elementary	30	3.33	0.29		
Middle school	51	3.40	0.38	0.352	0.704
High School	32	3.37	0.30		

* $p < 0.05$; ** $p < 0.001$

Similarly, the results of t-test reveals that there is no significant difference between job performance of teachers' with regard to gender ($t=0.762$, $p>0.05$). Additionally, the result of one way ANOVA also shows that there exists no significant difference on qualification ($f=2.838$, $p>0.05$) and teaching grade ($f=0.352$, $p>0.05$) with regard to job performance. Alternatively, age ($f=3.252$, $p<0.05$) and years of experience ($f=2.985$,

$p<0.05$) with the job performance shows significant difference. (Table 5)

DISCUSSIONS

The major results of the study indicates that all the dimensions of EI (self appraisal of emotions, others appraisal of emotion, using emotions and regulation of emotions) were positively correlated with the job

performance among school teachers, the result of this correlation does found to be similar with the studies done by Carmeli & Josman (2006); Shin (2010); Van Rooy ,et al 2004. Also this result lines up with the empirical studies that proved EI as a pre dominant factor for effective job performance (Carmelli, 2003; Slaski, 2002; Goleman 2005). Employees with higher emotional competencies can easily manage their emotions which in turn retains their mental state in a positive way that leads to increase work performance.

The findings showed the difference of EI and Job performance based on demographic variables of teachers. Primarily gender shows significant difference based on the level of EI. This result is supported by various studies, in which gender act as a significant predictor of EI (Fatt, 2002). Adversely gender does not show any significant difference based on job performance which is also supported by findings of the study done by Kakar 2002, & Baume 2000. The equality gained by this result shows that, male and female equally make every effort for obtaining organizational goals.

Also, the demographic impacts based on EI and job performance of teachers reveals that experience level has significant difference with respect to EI and job performance. This result were found to be supported by Day & Caroll, (2004) indicates that the experience level of teachers tend to possess positive relation with their EI. Since the emotional appraisal and recognition tend to increase with increasing number of years (Chan, 2006), it is noted that, this study also indicates significant difference in EI with experience of teachers, which eventually make changes in their job performance.

Further, the age of the respondents were found to be significant with regard to EI and job performance. This result is found to be consistent with the findings of Bar-On, 2002; Goleman,1998& Silter et al 2013which indicates that EI found to increase with growing age and thereby increases performance.

In contrast, the qualification and teaching grade were found to be not significant related to EI and job performance of the teachers. This result obtained is found to be inconsistent with the findings of previous study (Amantha & Balakrishnan, 2012). This is because accordingly with the qualification level the teaching grades were allotted to the teachers.

Finally, the summary of the findings indicates that EI and job performance is different across teachers' age, working experience at present organisation, while there is no significant difference exhibits across teaching grade and qualification of teachers. Further, the gender shows significant difference only with regard to EI and not with job performance.

CONCLUSION

The findings of this study lay emphasis on the significance of emotional intelligence, since it appears that the four dimensions of emotional intelligence (self appraisal of emotion, others appraisal of emotions, regulation and use of emotions) have direct positive impact on job performance of teachers. It is also concluded that emotional intelligence leads to increased performance in work settings. Since EI gains enormous advantages to an individual and group, finally it is suggested that the EI competencies can

be enriched through appropriate training and interventions, that leads to betterment of job performance.

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