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Relationship of Emotional Intelligence with Job Performance in Secondary Schools of Punjab

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Abstract- This study examined the correlation between secondary school teachers' emotional intelligence and job performance in Punjab province. The study was correlational and descriptive in nature. Data were collected from a randomly selected representative sample of 400 secondary school male and female teachers. Two research instruments were used. Both instruments research instruments were pilot tested to ensure validity and reliability. Descriptive and inferential statistical analysis techniques such as Pearson *r*, regression analysis, independent sample t-test, and one-way ANOVA were applied to analyze the data. The results revealed that there is a strong and statistically significant positive correlation between teachers' emotional intelligence and job performance. Teachers' emotional intelligence also revealed a reasonable power of predictability toward the job performance at secondary level in Punjab province.

Keywords: emotional intelligence, job performance, secondary school teachers (SSTs)

I. INTRODUCTION

Teachers' ability of emotional intelligence plays a vital role in generating excellent teaching performance. It plays a positive role in their personal and social life. Emotionally intelligent teachers perform their classroom activities effectively. The success of a teacher highly depends upon his/her behavior in the classroom scenario. Teachers who have emotional intelligence skills show their satisfaction with teaching profession. They are skilled at raising their teaching performance (AlrajhiAldhafr, Alkharusi, AlbusaidiAlkharusi, &Ambusaidi, 2017).
Excellent teachers' performance contributes towards in achieving educational ends in the school settings (Hwang, Bartlett, Greben, & Hand, 2017). Job performance (JP) is the ability of an instructor to do his/her task in any institution and to accomplish learning tasks (Wu & Lee, 2017). Moreover, "JP is behavior of workers who are busy in different job tasks" (Bibi & Akhtar, 2020, p. 116). Teachers' with trait emotional intelligence is vital subsequently it directly influence managing classroom activities and affects teaching performance (Sanchez, 2016).

Asrar-ul-Haq, Anwar, and Hassan (2017) suggested that emotional intelligence (EI) might be used for regulating state of mind in oneself and others. It is an effective approach for teachers to regulate an individual's feelings to have well instructional effectiveness (Pugazhenthi& Srinivasan, 2018; Monteagudo, Inglés, Granados, Aparisi, &García-Fernández, 2019) resultant of educators' effective classroom management (Valente, Monteiro, &Lourenço, 2019). Therefore, Teachers' emotional capability is indispensable for their professional prosperity, and especially in the attainment and enhancing quality in the processes of teaching and learning. Monteagudo, et al. (2019) also described that emotionally intelligent teachers present themselves as a classical example for their pupils' emotional development in the classroom settings. Empirical studies indicate that EI of teachers has positive and strong relationship with job performance (JP), particularly performance in the classroom scenario and their teaching effectiveness (Anari, 2012; Kaur, Shri, &Mital, 2019; Mohamad &Jais, 2016; Nguyen, Nham, & Takahashi, 2019; Pekaa, van der Linden, Bakker, & Born, 2017; Ramana, 2013; Soanes&Sungoh, 2019).

Kurki, Jarvenoja, Jarvela, and Mykkanen (2016) claimed that the profession of teaching is highly emotional and stressful. It requires an effective way in which teachers manage their own feelings, along with the manner

in which they regulate students' emotions. It is an outstanding feature of a good teaching and learning environment. A teacher can provide positive facilitative leaning classroom environment to students by using emotional intelligence skills (Durlak, Weissberg, Dymnicki, Taylor, &Schellinger, 2011), Teachers influence students with encouraging behavior and may foster students favorable adjustment to the school setting (Hamre, Pianta, Downer, &Mashburn, 2008).

A study conducted by Baczynska (2017), the findings revealed that emotional intelligence plays an extraordinary function with regard to teachers' job performance. Teachers should be highly emotionally intelligent in order to get their professional success. The trait emotional intelligence may be very purposeful for teachers in making decisions and taking outcomes in the classroom settings (Boyatzis, Rochford, & Cavanagh, 2017). Teachers who have higher levels of emotional intelligent abilities; they show better performance in educational institutions and get high achievements as well (Baczynska& Thornton, 2017).

Yoke and Panatik (2015) conducted a study in Malaysian context. This research investigated the association between secondary school teachers' EI and JP. Secondary school teachers were taken as a sample from Peninsular Malaysia. The sample was consisted 192 school teachers. The conclusions revealed that both variables emotional intelligence (EI) and job performance (JP) were meaningfully correlated. In Pakistani context, Naqvi, Iqba, and Akhtar (2016) conducted a study to examinethe correlation between teachers' EI and JP. The sample was consisted of 3,168 secondary school teachers. They revealed that teachers' trait emotional intelligence had a positive association with their JP.

Another latest study was conducted by Asrar-ul-Haq, Anwar, and Hassan(2017) in Pakistani context to see the effect of teachers' trait EI on their JP. This study was conducted at university level in Pakistan. The sample comprised to 166 university teachers. The results have shown that EI influences positively and statistically significant on teachers' JP. Similarly, Bala (2017) found that positive relationship exists between EI and teaching effectiveness.Similarly, Dhankar (2015) also pointed out that there was a significant and positive correlation between teachers' EI and JP.Moreover, Su (2014) conducted a study in Malaysian context in private sector.The findings of this study indicated that EI had positive and significant correlation with teachers' JP.

Another study conducted by Wahyuddin (2016) in Indonesian context to see association between EI and teachers' JP. The conclusions of this study revealed that teachers' emotional intelligence had statistically significant relation with job performance. The results also indicated that teachers' job performance might be enhanced by using emotional intelligence skills as well. An effort was made to find relation between teachers' EI and JP at secondary level in Punjab province, Pakistan. In Pakistan, no such study have been conducted at secondary school level to find the correlation between EI and job performance, that's why I have chosen this topic.

Research Objectives

The study was designed to:

1. Investigate the correlation between secondary school teachers' emotional intelligence (EI) and job performance (JP).
2. Find out the impact of EI on teachers' JP.
3. Compare difference in teachers' EI and JP at secondary level with regard to their gender and academic qualifications.

Hypotheses

Following null hypotheses were formulated;

Ho1: There is no statistically significant correlation between secondary school teachers' emotional intelligence and job performance.

Ho2: There is no significant effect of secondary school teachers' emotional intelligence on their job performance.

Ho3: There is no significant difference in secondary school teachers' emotional intelligence and job performance with respect to their academic qualifications.

II. METHODOLOGY

Research Design and Methodology

The current study was descriptive and quantitative in nature. Correlation research design was adopted in this study.

Population and sample

The population comprised of all the secondary school teachers (SSTs) (125216: male, 65331 and female, 59885) working in 6662 secondary schools in 36 districts of Punjab province. Sample was selected by using multi stage random sampling technique. Punjab province has been divided into 9 divisions. There are 36 districts of the Punjab province. At the first stage, 4 divisions were selected randomly out of 9 divisions of Punjab province. At the second stage, one district was selected from each division randomly from 4 divisions of Punjab province. At the second stage, ten boys and ten girls' secondary schools were selected randomly from one selected district from each division. In this way, 80 secondary schools (e.g. forty boys and 40 girls' schools) were selected randomly. Four to six teachers from each selected schools were taken as the sample of the current study. The total sample was 400 teachers working in Punjab province at secondary level.

Instrument

Two research instruments were used to conduct the study. Both instruments were adapted and translated into Urdu language. Firstly, Bar-On (2002) "Emotional Quotient Inventory Short form" was adapted to measure teachers' EI level. It is a 5 point Likert type scale. It is consisted of six factors: "intrapersonal, interpersonal, stress management, adaptability, general mood, and positive impression". The reliability value of this scale was .92. Secondly, Amin, Shah, Ayaz, and Atta (2013) developed a 5 point Likert type scale to assess teachers' job performance was used. It is a self-report measure with six containing sub-scales: "student-teacher relationship, facilitative classroom environment, content and pedagogical knowledge, classroom management, punctuality and regularity, and teaching assessment skills" (pp. 102-103). The reliability value of this instrument was 0.90. Data collection was done through contacts by mail and during personal visits to the schools. Pearson *r* was applied to explore relationship between secondary teachers' emotional intelligence and job performance at Punjab province. Regression Analysis was done to find out the effect of teachers' EI on their JP. Independent sample t-test and One-way ANOVA were applied to see difference with respect to teachers' gender and their academic qualifications.

ANALYSIS OF DATA

Collected data was analyzed through SPSS 24. Results of data analysis are presented in the following tables.

III. RESULTS

Table 1.*Relationship of EI and teachers' JP*

Variables	*n*	*Pearson r*	*Sig.*
Emotional Intelligence and Job Performance	400	.881	.001

p< .001 (2-tailed)

Table 1 revealed the relation between EI and JP by using Pearson *r*. It is concluded that teachers' emotional intelligence had positive significant relationship with their job performance, *r* =.844, *n* = 400, *p*< .001.

Table 2. *Relationship of teachers' Job Performance factors and Emotional Intelligence*

Factors	*1*	*2*	*3*	*4*	*5*	*6*	*7*
Student-Teacher Relationship	1	.821	.806	.768	.767	.785	.814
Facilitative Classroom Environment		1	.803	.751	.749	.765	.788
Content Pedagogical Knowledge			1	.790	.750	.847	.814
Classroom Management				1	.715	.819	.804

Punctuality & Regularity	1	.791	.755
Teaching Assessment Skills		1	.799
Emotional Intelligence			1

p< .001 (2-tailed)

Above table illustrates the relation between sub-scales of teachers' job performance and emotional intelligence by conducting Pearson *r*. The first sub-scale of job performance is student-teacher relationship. There was strong correlation between student-teacher relationship and teachers' emotional intelligence, *r* = .814, *n* = 400, *p*< .001.

Facilitative classroom environment is the second construct of job performance. There was strong correlation between facilitative classroom environment and teachers' emotional intelligence, *r* = .788, *n* = 400, *p*< .001.

The third sub-factor of job performance is content and pedagogical knowledge. There was strong positive significant association between content and pedagogical knowledge and emotional intelligence, *r* = .814, *n* =400, *p*< .001.

Classroom management is the fourth dimension of job performance. There was strong association between classroom management and teachers' emotional intelligence, *r* = .804, *n* = 400, *p*< .001.

The fifth sub-factor of job performance is punctuality and regularity. There was strong positive significant association between punctuality and regularity and emotional intelligence, *r* = .755, *n* =400, *p*< .001.

The last one dimension of job performance is teaching assessment skills. This dimension had strongly correlated with emotional intelligence. There was strong positive significant association between teaching assessment skills and emotional intelligence, *r* = .799, *n* = 400, *p*< .001.It is evident that factors of job performance have strong positive relationship with teachers' emotional intelligence. If teachers have high level of EI then their performance will be also high in classroom scenario.

Table 3.*Independent Sample t-test by gender regarding the subscales of EI and JP.*

Sub Scales of EI & JP	Gender	*N*	Mean	*SD*	*t*	*df*	*P*
Intrapersonal	Male	224	25.7277	3.29450	3.541	312.614	.001
	Female	176	24.3068	4.45128			
Interpersonal	Male	224	29.7277	4.35550	3.766	352.518	.002
	Female	176	27.9545	4.91042			
Stress Management	Male	224	17.1875	3.80236	1.614	398	.396
	Female	176	16.5852	3.57349			
Adaptability	Male	224	20.7589	3.07236	4.192	309.848	.001
	Female	176	19.1761	4.20445			
Self-motivation	Male	224	25.2054	3.74917	3.208	347.562	.007
	Female	176	23.8864	4.32516			
Positive Impression	Male	224	20.4464	3.40624	1.761	398	.227
	Female	176	19.8295	3.56562			
Student-Teacher Relationship	Male	224	25.6027	3.66393	2.942	336.089	.001
	Female	176	24.3807	4.45260			
Facilitative Classroom Environment	Male	224	21.5268	3.39997	3.371	356.210	.014
	Female	176	20.3011	3.76680			
Content & Pedagogical Knowledge	Male	224	33.6920	4.93262	4.000	398	.067
	Female	176	31.6420	5.27877			
Classroom Management	Male	224	17.1741	2.47336	2.993	310.737	.001
	Female	176	16.2670	3.37084			
Punctuality & Regularity	Male	224	17.3750	2.68904	2.071	398	.072
	Female	176	16.7898	2.94834			
Teaching Assessment Skills	Male	224	21.1563	3.43650	2.400	353.429	.026
	Female	176	20.2670	3.85779			

To compare mean score between teachers' emotional intelligence and their job performance with regard to their gender, an independent sample t-test was applied.

The above table revealed that four sub-scales of emotional intelligence of teachers had statistically difference with respect to their gender such as: 1. Intrapersonal (male SSTs) (M = 25.7277, SD = 3.29450) and female SSTs, M = 24.3068, SD=4.45128; t (3.541) = 312.614, p= .001. 2. Interpersonal (male teachers (M = 29.7277, SD = 4.35550) and female teachers, M = 27.9545, SD=4.91042; t (3.766) = 352.518, p= .002. 3. Adaptability (male SSTs (M = 20.7589, SD = 3.07236) and female SSTs, M = 19.1761, SD=4.20445; t (4.192) =309.848, p= .001. 4. Self-motivation (male SSTs (M = 25.2054, SD = 3.74917) and female SSTs, M = 23.8864, SD=4.32516; t (3.208) =347.562, p= .007.

It is observed from above table that four factors of teachers' job performance had statistically significant difference in terms of their gender for example: 1. Student-teacher relationship (male SSTs (M = 25.6027, SD = 3.66393) and female SSTs, M = 24.3807, SD= 4.45260; t (2.942) = 336.089, p= .001.2. Facilitative classroom environment (male SSTs (M = 21.5268, SD = 3.39997) and female SSTs, M = 20.3011, SD=3.76680; t (3.371) = 356.210, p= .014.3. Classroom management (male teachers (M = 17.1741, SD = 2.47336) and female SSTs, M = 16.2670, SD=3.37084; t (2.993) =310.737, p= .001.4. Teaching assessment skills (male SSTs (M = 21.1563, SD = 3.43650) and female SSTs, M = 20.2670, SD=3.85779; t (2.400) =353.429, p= .026.

It is concluded that only four factors intrapersonal, interpersonal, adaptability and self-motivation had significance difference out of six factors emotional intelligence and four factors such as student-teacher relationship, facilitative classroom environment, classroom management, and teaching assessment skills out of six factors of teachers' JP had also significant difference.

Table 4.*One way ANOVA on different dimensions of* teachers' emotional intelligence and job performance *regarding qualification*

Sub Scales of EI & JP		Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Intrapersonal	Between Groups	18.719	3	6.240	.407	.748
	Within Groups	6068.079	396	15.323		
	Total	6086.798	399			
Interpersonal	Between Groups	67.539	3	22.513	1.026	.381
	Within Groups	8692.358	396	21.950		
	Total	8759.897	399			
Stress Management	Between Groups	91.714	3	30.571	2.241	.083
	Within Groups	5402.884	396	13.644		
	Total	5494.597	399			
Adaptability	Between Groups	11.793	3	3.931	.286	.835
	Within Groups	5433.644	396	13.721		
	Total	5445.437	399			
Self-motivation	Between Groups	52.492	3	17.497	1.062	.365
	Within Groups	6527.258	396	16.483		
	Total	6579.750	399			
Positive Impression	Between Groups	24.317	3	8.106	.665	.574
	Within Groups	4825.433	396	12.185		
	Total	4849.750	399			
Student-Teacher Relationship	Between Groups	25.074	3	8.358	.503	.681
	Within Groups	6585.236	396	16.629		
	Total	6610.310	399			
Facilitative Classroom Environment	Between Groups	68.841	3	22.947	1.768	.153
	Within Groups	5140.096	396	12.980		
	Total	5208.937	399			
Content & Pedagogical Knowledge	Between Groups	95.517	3	31.839	1.187	.314
	Within Groups	10620.84	396	26.820		

		3				
	Total	10716.360	399			
Classroom Management	Between Groups	10.297	3	3.432	.397	.755
	Within Groups	3423.453	396	8.645		
	Total	3433.750	399			
Punctuality & Regularity	Between Groups	8.862	3	2.954	.370	.774
	Within Groups	3158.615	396	7.976		
	Total	3167.477	399			
Teaching Assessment Skills	Between Groups	13.148	3	4.383	.327	.806
	Within Groups	5302.762	396	13.391		
	Total	5315.910	399			

One-way ANOVA was applied to compare mean scores regarding the factors of secondary school teachers' emotional intelligence and job performance with different categories of academic qualifications. It is evident from above table that there was no statistically significant difference among sub-scales of teacher' EI and their job performance at $p > 0.05$ with regard their academic qualifications.

Table 5.*Regression Analysis to identify the Predictive Power of EI and JP*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881	.777	.776	9.31129

a. Predictors: (Constant), EI

R and R^2 values have been shown in table 5. The *R* value showed the strong correlation at .881. Moreover, the R^2 value showed how much of the total difference in teachers' JP (dependent variable) can be explained by the EI (independent variable). In this study, $R^2 = .777$ which is very high.

Table 6. *ANOVA to determine the Significance Level of the Predictive Power of EI to assess JP*

Model		Sum of Squares	*df*	Mean Square	*F*	*Sig.*
1	Regression	120095.132	1	120095.132	1385.180	.001
	Residual	34506.618	398	86.700		
	Total	154601.750	399			

a. Predictors: (Constant), EI
b. Dependent Variable: JP

Table 6 revealed that the regression model predicts the JP considerably well. The *p* value < α = .05 which indicated that the regression model statistically significantly predicts the job performance. It is a good fit for the data.

Table 7. *Coefficients Model to fix the Predictive Power of EI for JP*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	7.096	3.314		2.141	.033
	Emotional Intelligence	0.899	0.024	.881	37.218	.001

a. Dependent Variable: JP

The table 7 shows information on EI (predictor variable). It provides the data for equation of the line on a graph. Table also gives the statistics to predict emotional intelligence from the factor of job performance. It indicates that emotional intelligence (constant) and job performance contribute significantly to the model (reflected by the Sig. column). By looking at the B, 7.096is the intercept and 0. 899is the gradient.

IV. DISCUSSIONS AND RECOMMENDATIONS

The basic objective of the research was to find the correlation between EI and JP. The findings revealed that there is a strong positive significant connection between teachers' emotional intelligence and JP at secondary level in Punjab. The teachers with higher levels of EI showed higher degrees of job performance to the school settings. These findings are supported by Baczynska (2017); Boyatzis, Rochford, & Cavanagh (2017); Baczynska and Thornton (2017); Yoke and Panatik (2015); Naqvi, Iqba, and Akhtar (2016); Asrar-ul-Haq Anwar and Hassan(2017); Bala (2017); Dhankar (2015); Su (2014); Wahyuddin (2016). They found a strong positive and statistically significant relationship of EI to JP which verifies this concept that teachers who have a higher degree of EI tend be more dedicated towards their job performance, develop good working relationships, are tolerant when facing any emotional burden and may handle stressful situation in school settings without losing their tempers. They also can handle their work-family conflicts in an appropriate way. It is evident from the results that the teachers' EI has significant impact on their job performance at secondary level in Punjab province. Other findings revealed regarding teachers' gender that factors of emotional intelligence for example: intrapersonal, interpersonal, adaptability, and self-motivation have significance difference out of six factors emotional intelligence and all six factors student-teacher relationship, facilitative classroom environment, classroom management, and teaching assessment skills of teachers' job performance have significant difference. Another finding of this current study revealed no difference between teachers' EI and their job performance regarding their academic qualifications.

It is recommended that in the light of findings that emotional intelligence might be helpful in Pakistani context especially in school settings for the recruitment and selection of teachers. Emotionally intelligent teachers are self-motivated, having intra-personal and interpersonal skills; they have also adaptability skills in order to perform effectively in the classroom scenario. Emotional intelligence can be imparted to teachers; consequently it may absolutely contribute to a conducive environment in teaching organizations.

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