

# Relationship of Job Performance and Emotional Intelligence between Subject Specialists at Higher Secondary Level

Author Name: Noman Hafeez

M. Phil Education, University of Education, Lahore (Campus Dera Ghazi Khan)

Tel+ 0092642462628; 00923326242628

Email; [noumancity64@gmail.com](mailto:noumancity64@gmail.com)

Postal Address: House no 38,39; Block Q; Dera Ghazi Khan; Punjab; Pakistan

(Postal code 32200)

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## ABSTRACT

System of Education has speedily changes, having fluctuate experiences, and reforms due to influential role of the job performance of the teacher in all about of the world. In spite of these changes, the performances of teachers are still a burning topic in any educational environment. This present research study highlights the breach in the reviews by previous studies at the role of emotional intelligence in job performance of teachers. This investigating study also examinations the relationship between emotional intelligence (EI) which having four proportions i.e. self-regulations, self-awareness, self motivation and social skill and job performances. The sample of the study was consisted on 215 Subject specialists (teachers) of 46 higher secondary schools of Dera Ghazi Khan Division. Data was gathered from questionnaire and results of significant correlation appear from the data between emotional intelligence and satisfaction of job. On the whole, this research highlights that the emotional intelligence and performance of job of the subject specialists have significant relationship at high level of their confidence and for meaningful outcomes form the teachers in any educational field the administrations of

educational institutions should develop and implications well organized programs of teacher trainings for the teachers to enhance the emotional intelligence and job performance at higher secondary education system.

**Key words:** *Emotional intelligence; job satisfaction; Subject Specialists; Teachers;*

*Education*

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## 1. INTRODUCTION

Teachers have an important role in the production and preservation of any culture or national civilization through their active participation of educational process. They always pay special heed to their responsibilities and duties as regards to the effectiveness of teaching.

Ishak, Iskandar & Ramli, (2010) denoted that most of the teachers face many challenges due to heavy workload of schools, extraordinary teaching practices, heavy expectations from parents as well as students, insensitive assessment and administration procedure. Due to these unexpected situations and perceptions, teachers become full of distress and psychological victims (Malach-Pines, 2005; Skaalvik & Skaalvic, 2007; Kokkinos, 2009), these stressful environment create more stress among these loyal teachers and they choose unwanted retirement before time to save themselves from these awful climates (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005; Noriah et al., 2006; Idris, 2003; Ishak et al., 2010; Hakanen, Bakker, & Schaufeli, 2006).

Williams and Burden (2000) highlighted that role and responsibilities of the teachers have become more critical and influential today as compare to past. Meanwhile, variations in cultural environment create a lot of flexibilities in the level of job satisfaction and stress of job level (Stoeber & Rennert, 2008).

In recent times, most of the research scholars have been suggested that the performance of the teachers directly influence by the emotions and emotional intelligence in educational procedure (Jennings & Greenberg, 2009; Rohana, Kamaruzaman, & Zanariah, 2009; Najmuddin, Noriah, & Mohamad, 2011; Arnold, 2005) and these can be improved the performance of the teachers as regards permanent performance.

Captivatingly, Emotion intelligence supports positively the role of improvement of the teacher qualities (Corcoran & Tormey, 2012). Hence, emotional intelligence can enhance the predictive workload by the teachers and may be reformulate the picking ability of the teachers in their ever changing administrative environment as concern to job performance, job satisfaction and level of job stress (Wong & Law, 2002; Bachman, Stein, Campbell, & Sitarenios, 2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003).

In the field of education, the teachers who have good command on communication and able to have control on their emotions, would have ability to achieve goals according to need of profession. Most of the teachers upgrade their performance in teaching and job performance due to this magical power (Day & Carroll, 2004; George, 2000). Hayashi and Ewert, (2006) described that good performance in teaching related to active participation in educational process as well as the holding of an outstanding emotional intelligence among the stake holders of educational environment. Louis (1998) also elaborated that professional life of the teachers would be increase or decrease by the ever fluctuating level of emotional intelligence. Consequently, the major purpose of this research was to understand and provide the relationship between emotional intelligence and job performance of the teachers.

## **2.1 EMOTIONAL INTELLIGENCE (EI)**

Mayer, Salovey, and Caruso (2000) highlighted that emotional intelligence is comprises on capability to recognize emotions accurately, to think positively and reflect intellectually in the most emotional situation, react positively and enhance emotional knowledge according to the sitting situation.

In the view of different research scholars, Emotional intelligence (EI) a lot of discuss topic and can be a key changer in the academic research development (Stough, Saklofske, & Parker, 2009; Mayer et al., 2000; Petrides & Furnham, 2003; Schutte et al., 2009; Goleman,

2005; Dev et al., 2012). On the other hand, Woolfolk et.al (2008) highlighted that through the emotional intelligence the process of emotional information can be improved and well organized, due to this charismatic ability the emotions of individuals may be modified according to the existing situation which cause of educational improvement.

According to the Goleman (2005), through the recognizing ability of emotional intelligence the teachers may motivate their students in academic achievements as well as other stake holders (educational administrators') who have keen interest to enhance the learning process. On the contrary, teachers who have positive emotional intelligence and have a good level of emotions to adjust themselves in new environment can be creative and motivated in their responsibilities and duties towards teaching profession (Goleman, 1995; Higgs, 2004).

## **2.2 ELEMENTS OF EMOTIONAL INTELLIGENCE**

### **2.2.1 Self-regulations**

Schunk and Zimmerman (2003) identified that positive learning results from individuals mind, ability, self generated evaluation, and systematic behavior is called self regulation. The individuals have deeply interest to solve and formulate self generated situation. They also explained the self regulated person that they are also have a sense of competition to take challenging task and also to complete them, rather they have powerful role to resolve these conflict-wise situation in which other feel disappointment.

Wolmarans and Martins (2001) denoted that keeping himself calm, motivated, energetic, and productive in extreme conflict situation is called self management approach. They also highlighted that self management person has minimum chances of errors in harden climates which he or she faced in his or her professional life.

### **2.2.2 Self awareness**

By the meaning of Self awareness, the ability to understand and feel the emotions at the working place with other subordinators with the use of EI. As Grayson, (2013) explained that due to reorganization of the feelings and individuals emotions at the working place, may create the harmony and sense of well being management of any procedure but especially in educational process. First and foremost step to know the positive emotional intelligence among the people is to become the self aware from one's responsibilities. It also called reading of other's mind with the help of self approach (Yeung, 2009).

### **2.2.3 Self-motivation**

In the view of Wolmrans and Martins, (2001), when a person feel himself responsible and self motivated to do all his duties is called self motivated person. Because the motivation often comes from inside, and always changing in one's life comes from inside. So, self motivation is the main cause of failures as well as success in the professional life. Hence, Goleman (1998) highlighted that ability of self motivated mind-set create a sense of competitions among the participants in educational process as well as administrators'. They try to achieve their goals according to the need of society. Self motivated persons are also called action researcher, because they usually create self made phenomenon to achieve the remarkable goals of life.

### **2.2.4 Social skill (relationship management)**

Schuetz, (2011) elaborated that in daily life, most of the people have many competencies (negotiation, tolerance, open mindedness, creative thinkers) to handle the unexpected moments of life such as harmful situations, management hurdles, and workload stress. These people are called talented people with social skills. They pay heed to those

factors which consider minimum in size but their influences on work place have large scale. The people, who have social skills, may develop the better communication skills with other, share ideas, making good relations, and built the positive level of command among the colleagues.

Petry (2006) said that it is very necessary to make social relationship with the society members to develop and increase the effectiveness of and procedure. For teachers, it is very vital point to complete the project of educational goals with the help of social interaction. Due to this social interaction and social relationship the other stake holders may help the teachers to enhance the social values and process.

### **2.3 JOB PERFORMANCE**

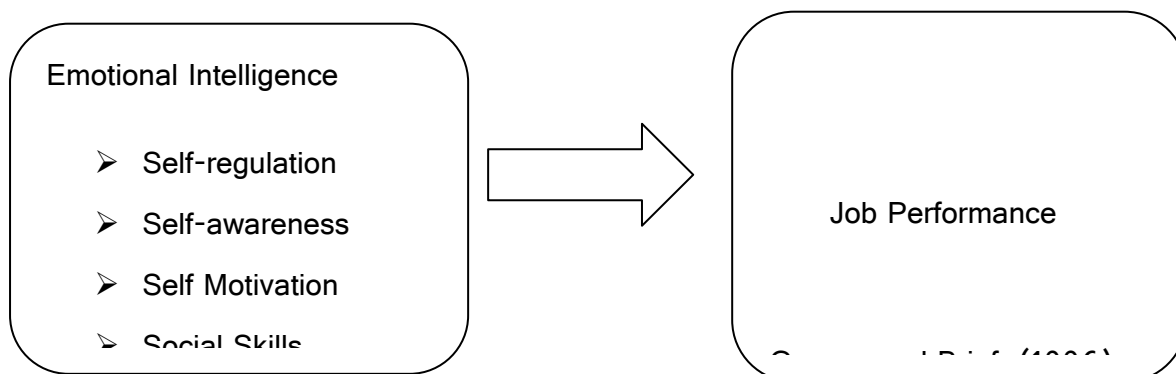
Motowildlo (2003) denoted that one's output for an organization which makes him or herself loyal in responsibilities. These activities of individuals make them punctual, productive, and expected time managers. Job performance and emotional intelligence may affect the individual performance at workplace. Meanwhile, Jex (2000) says that behavior of the individuals at their workplace is called job performance.

In any organization, promotions, retentions, and payment base merit have been decided in the light of job performance; satisfaction of the managers, administrators, as well as different stake holders would be improved with job performance of the employees (Scullen, Mount & Goff, 2000; Seibert, Kraimer & Liden, 2001). Meanwhile, high level of emotional intelligence may develop the mentality level of the workforce and enhance the job performance of the employees (Carmeli, 2003).



### 3 Framework of the study

The framework of the present study is presented under as;



#### 3.1 RESEARCH HYPOTHESES

Emotional intelligence is the most important elements in the measurement of high level of job performance (Watkin, 2000). Meanwhile, performance of job and emotional intelligence has highly positive relationship in the view of Slaski and Cartwright (2002). In any organization, when workers have highly positive response to the job performance with the help of emotional intelligence, the organization may develop a positive repetition in the society; likewise the workers also have a sense of ownership due to this highly positive relation. Wong and Law, (2002) and also Higgs (2004) denoted that positive emotional intelligence have highly influence on job performance of the teachers in academic environment.

Porath and Bateman, (2006) highlighted that with the help of self management and self regulation; the workers have positive mental health in the setting environment of workplace and have highly relationship with job performance as well as emotional intelligence. Hence, high performance of job among the workers has positive effect and minimizes the chance of conflict management and defective administration (Kaschel, & Kuhl, 2005; VandeWalle, Brown, Cron, & Slocum, 1999; Wolmarans & Martins, 2001)

Lewis (2000) says that every individual has its priorities in his setting environment and it's only done with the help of self awareness, unnecessary problems and foremost issues being process in his mind when a worker has ability of self awareness. On the other hand, self motivation is also works as a supporter in conflict situation when it comes (Sosik & Megerian, 1999). In the view of Okumura and Usui (2010), social skills are very necessary to boost up one's ability for achieving the goals and maintain the mental ability with job performance of the worker in any organization.

Following hypotheses were formulated for the study to know the relationship with emotional intelligence and job performance:

**H1:** There exists a significant relationship between EI and job performance among the Subject Specialists.

**H1a:** There exists a significant relationship between self-regulation and job performance among the Subject Specialists.

**H1b:** There exists a significant relationship between self-awareness and job performance among the Subject Specialists.

**H1c:** There exists a significant relationship between self-motivation and job performance among the Subject Specialists.

**H1d:** There exists a significant relationship between social skills and job performance among the Subject Specialists.

### **3.2 RESEARCH METHODOLOGY**

Data was collected through the research instrument, five point likert scales (questionnaire) adapted with the help of literature review. The questionnaire was developed and reformulated with the expert opinions and suggestions of educationists' according to the sitting situation. The research questionnaire was consisted of three sub-sections, as namely A, B, and C. in which, section A was related to the statements of emotional dimensions, second

section was comprised on statements of job performance and last section of the questionnaire was consisted of demographic questions of the respondents of the research study.

### 3.3 POPULATION OF THE STUDY

The population of the study was delimited to only one out of eight divisions of province of Punjab, Pakistan. In Dera Ghazi khan division, there were 46 (28 male and 18 female) higher secondary schools and in these schools 430 (294 male and 136 female) subject specialists were working as teachers.

### 3.4 SAMPLE AND SAMPLING TECHNIQUE

For the selection of the sample from the targeted population, random sampling technique was used and according to Gay (2003) the sample was selected 215(140 male and 75 female) out of 430 (294 male and 136 female) subject specialists as sample of the study.

## 4. DATA ANALYSIS

Table no 1 highlights the analysis and measurement for variables of the study, these statements answers stated as, 1 for “Strongly Agree” and 5 “Strongly disagree”.

*Table Number 1: Respondent’s profile of demographical base*

Characteristics	Frequency	%
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Gender	Male	140	64.5
	Female	75	35.5
Age	25-30	45	20.3
	31-35	52	25.2
	36-40	47	21.1
	41-45	29	13.0
	46-50	31	17.2
	50 Above	11	3.2
	Qualification	M. Phil	19
Masters Degree		196	91.8
Experience (Stay in School)	1-2	26	12.2
	3-5	47	22.4
	6-8	58	25.4
	9-11	30	14.5
	12 and Above	54	25.5

#### 4.1 ANALYSIS OF RELIABILITY

The reliability analysis of reliability of both of dependent and independent variables highlight in table no 2 through Cronbach's Alpha explains a high level of internal consistency, from 0.72 to 0.82.

*Table Number 2: Analysis of reliability*

Variables	Items	Cronbach's Alpha
Emotional Intelligence	28	0.874
Self Regulations	6	0.782
Self Awareness	8	0.715
Self Motivations	7	0.865
Social Skills	7	0.864
Job Performance	7	0.873

### 4.3 ANALYSIS OF CORRELATION

Table no 3 elaborates that there was a positive and strong relationship between two variables,  $r=0.44$ ,  $n=215$ ,  $p=0.05$ , with high level of emotional intelligence correlated with the responses of high level of job performance.

*Table Number 3: Analysis of Correlation*

	Emotional Intelligence	Self Regulations	Self Awareness	Self Motivations	Social Skills	Job Performance
Emotional Intelligence	2	634**	649**	811**	799**	461**
Self Regulations	634**	2	247**	419**	279**	219**
Self Awareness	649**	269**	2	349**	423**	247**

<b>Awareness</b>						
Self	811**	419**	349**	2	568**	384**
<b>Motivations</b>						
Social Skills	799**	279**	423**	568**	2	539**
Job	461**	219**	247**	384**	539	2
<b>Performance</b>						

\*\*Correlation is significant at the level of 0.05 (2 tailed)

*Table Number 4: Mega Table of Results of Hypotheses*

Sr No.	Hypotheses of the Research Study	Results
H1	There exists a significant relationship between EI and job performance among the Subject Specialists.	Accepted
H1a	There exists a significant relationship between self-regulation and job performance among the Subject Specialists.	Accepted
H1b	There exists a significant relationship between self-awareness and job performance among the Subject Specialists	Accepted
H1c	There exists a significant relationship between self-motivation and job performance among the Subject Specialists.	Accepted
H1d	There exists a significant relationship between social skills and job performance among the Subject Specialists.	Accepted

## 5. CONCLUSION OF THE STUDY

Emotional intelligence has an important role in the job performance of the teachers. The overall result of the study highlights the significance level of the emotional intelligence. It is concluded that all four sub areas of emotional intelligence i.e., self-awareness, self-regulation, self-motivation, empathy, and social skills have a high level of impact on the job performance of the teachers (Subject Specialists) at higher secondary schools in Dera Ghazi Khan Division (Province of Punjab, Pakistan). It is also concluded that to maintain the higher level of performance and the advantages of emotional intelligence, the stake holders should develop the systematic procedure and sustainable approaches. It is also recommended that all the administrators and managers should improve and maintain such as training programs to enhance the emotional intelligence and should provide the opportunities to the teachers to develop themselves in high performance human resource.



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