

## **EXAMINING THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE OF HIGHER EDUCATION TEACHERS**

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### **ABSTRACT**

*Emotional Intelligence serves as a significant tool that helps the teachers in increasing their performance. The study aimed to examine the role of emotional intelligence in job performance of higher education teachers. A 2×2×2 factorial design with two levels of EI (High & Low) × Type of institution (Government-aided & Private) × two job tenures (short tenured (Below 10 years) & long tenured (Above 10 years)). Emotional Intelligence of teachers was assessed by modified version of Emotional Intelligence Scale (Bhattacharya, Dutta & Mandal, 2004) and Individual Work Performance Questionnaire (Koopmans, et al., 2013) to identify job performance. Data analysis was done using univariate analysis.*

*Results revealed that dimensions of job performance were identified better in teachers with high EI in comparison to low EI counterparts. Specifically, these findings shed further light on the theoretical and practical utility of the construct of emotional intelligence and job performance in teaching institutions.*

**KEYWORDS:** *Emotional Intelligence, Higher Education, Job Tenure, Job Performance, Type Of Institution.*

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### **INTRODUCTION**

Emotions are everyday life experiences both in intimate environments and working environments. They represent both our reaction to events and happenings that we meet frequently and a cause for it. In spite of technical advances and educational reforms, the educational institutes face certain difficulties and issues associated to the education system. These problems are mainly concerned with the poor academic performance, demands and parental expectations and workload on teachers. Social pressure on teachers could be the result in emotional disorders and challenges.

Emotional intelligence can be conceptualized as an ability to identify, understand and manage emotions in positive ways to reduce stress and communicate effectively. Emotionally intelligent teachers can easily empathize with others and can do so mastering challenges more comfortably.

Emotional Intelligence values individual differences instead of basic processes. The purpose of emotional intelligence is to provide a methodical structure to study how individuals identify, understand, express and control self emotions and those of others (Mayer & Salovey, 1997). The concept of Emotional Intelligence was introduced in 1990, when two articles were published by Salovey and Mayer (1990). In the present study emotional intelligence was conceptualized as “the

skill to regulate own and other's feelings and emotions, to differentiate between them and to use the information to direct one's thinking and actions" (Mayer & Salovey, 1997). Ever since then emotional intelligence has been used by many researchers in psychology and management.

The conceptualization of job performance has been expanded in recent years to include core task performance, contextual performance, and counterproductive work behaviour. Task performance refers to the basic required duties of a particular job. It is also called "in-role prescribed behaviour" (Koopmans et. al. 2011). From teaching perspective, the task performance means set of regulated job behaviours, which a teacher can do. In this context, a study identified the significant role of emotional intelligence in task performance of teachers (Srivastava & Pandey, 2022). In contrary, the contextual performance refers to the employees; activities, which do not contribute to the technical core but it support the organizational, social and psychological environment in which the organizational goals are followed. (Borman & Brush, 1993), consisted of occupation morality, job dedication, and assistance and cooperation among teachers (Cai & Lin, 2006). In the last counterproductive work behaviour refers to behaviours engaged in by employees that intentionally harm the well-being of the organization (Bennett et. al. 2000).

Understanding the precursors of emotions in the workplace is useful because affect has important consequences (Fisher, 2010). Affect impacts organizationally relevant outcomes such as motivation, persistence and engagement (Bledow et. al., 2011; Erez & Isen, 2002, Seo et. al. 2004), citizenship and counter productivity work behaviour (Dalal et. al. 2009), and performance (Beal et. al. 2005).

Psychological research increasingly suggests the importance of Emotional Intelligence in predicting success in life (Bar-On, 1997). On the other hand, researches in management and organization revealed that highly emotionally intelligent people are more successful in team performance and team leadership (Rice, 1999). Another study found the significant relationship between EI and job performance (Wong & Law, 2002). Hence, EI can create a pleasant workplace and exert effect on employees' job satisfaction, performance and efficient organizational development (Patra, 2004). Researchers found that the emotional intelligence of employees and their managers' emotional intelligence was positively linked with job performance of employees (Sy, Tram & O'Hara, 2006). In addition, use of emotion and emotion regulation were significant independent predictors of affect at work. However, a study concluded that the emotional intelligence was a significant predictor of job performance of employees (Law & Wong, 2008).

Moreover, a study on telecom employees showed the vital role of emotional intelligence and its effect on work performance of employees (Khurram et. al. 2011). Similarly, another research also found that all the four dimensions of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of emotion and regulation of emotion) were positively significantly associated with job performance (Lee et. al., 2015). Here, emotional intelligence (EI) serves as a significant means that helps the teachers to adjust their emotions and convene the societal challenges that is responsible for instability of their emotions.

After reviewing the extensive literature on the theme of the influence of emotional intelligence on job performance, the researchers found a considerable gap between the studies conducted till now on higher education teachers. A very scanty studies show the influence of emotional intelligence on job performance of higher education teachers in the Indian educational institutions. Although there are a number variables that play role in the enhancement of job performance of teachers, however this research is intended to examine the influence of emotional intelligence on job performance of higher education teachers working in government-aided and private institutions of Uttar Pradesh.

Objectives: - The present research was conducted with following objectives-

- To investigate the impact of emotional intelligence on job performance.
- To examine the role of type of institution and teachers' job tenure in job performance.
- Hypotheses:
- On the basis of the objectives, the following hypotheses would be formulated:
- Prior studies have cited emotional intelligence as a precursor of job performance (Zhang et. al., 2015; Miao et. al., 2018). Therefore it is hypothesized that, job performance of teachers would be significantly influenced by their level of emotional intelligence. More specifically, highly emotionally intelligent teachers would greater job performance as compared to less emotionally intelligent teachers.
- Previous research on job performance conducted worldwide reported that job performance differs in public sector and private sector organizations (Paulo et. al., 2017; Antonio et. al., 2020). Thus, the pattern and trend of job performance of teachers would also vary in accordance with types of educational institutions.
- There is growing evidence that employees' job tenure has an influence on their performance (Felman et. al., 2010; Raghavan & Janardhanan, 2019). Therefore, it is assumed that levels of job performance would differ in different stages of tenure of the teachers.

## METHOD

- **Participants:** A total of 120 higher education teachers (age ranged 30 to 62 yrs) were selected from government aided and private teaching institutions of Gorakhpur district. Stratified random sampling technique was used. Sample selection was done applying a 2×2×2 factorial design viz. two type of institutions (government-aided & private) X two stages of job tenure (short job tenure (below 10 years) & long job tenure (above 10 years)) X two levels of emotional intelligence (high & low). 10 questionnaires were excluded as they displayed pattern responses (e.g. providing the same rating for all items) which can jeopardize the integrity of research findings and 10 questionnaires owing to missing data. As a result, the final sample comprised 100 respondents.

### Measures-

- **Emotional Intelligence Scale-** The level of emotional intelligence of teachers was measured with the help of "Emotional Intelligence Scale" developed by Bhattacharya, Dutta & Mandal (2004) because this scale is suitable for Indian workplace. The scale contains 40 items, divided into five dimensions i.e. (a) Appraisal of Negative emotions, (b) Appraisal of positive emotions, (c) Interpersonal conflict and difficulties, (d) Interpersonal skills and flexibility, (e) Emotional facilitation and goal orientation. Other researchers also used this scale (Pandey et. al., 2021). Scoring of responses of each item were scored following five-point Likert scale ranging from 1 (never true) to 5 (always true) total summated score in each area denote the types of emotional intelligence in teachers.
- **Individual Work Performance Questionnaire-** The job performance of teachers of higher education institution was measured by modified version of Individual Work Performance Questionnaire developed by Koopmans et. al., 2014. This scale contains 18 items, classified within three dimensions of job performance viz., task performance, contextual performance and counterproductive work behaviour. The modified version of the scale is pilot tested and coefficient alpha has been determined ( $\alpha = .86$ ). Items were rated on a five-point Likert scale varying from 0 (seldom) to 4 (always) for task performance and contextual performance, and 0 (never) to 4 (often) for counterproductive work behavior.

- Procedure:** Respondents were contacted at their workplaces (colleges). They were introduced about the rationale of the study. If they were volunteered to participate in the study then they were given a booklet containing Personal Data Sheet (PDS), Emotional Intelligence Scale and Individual Work Performance Questionnaire. They were requested to respond on various measures. As they completed responses on given measures, data were collected and they were thanked for participation. Data were scored according to defined rules as given in manuals and scores were subjected to computer analysis using SPSS-21 version.

**RESULTS AND DISCUSSION**

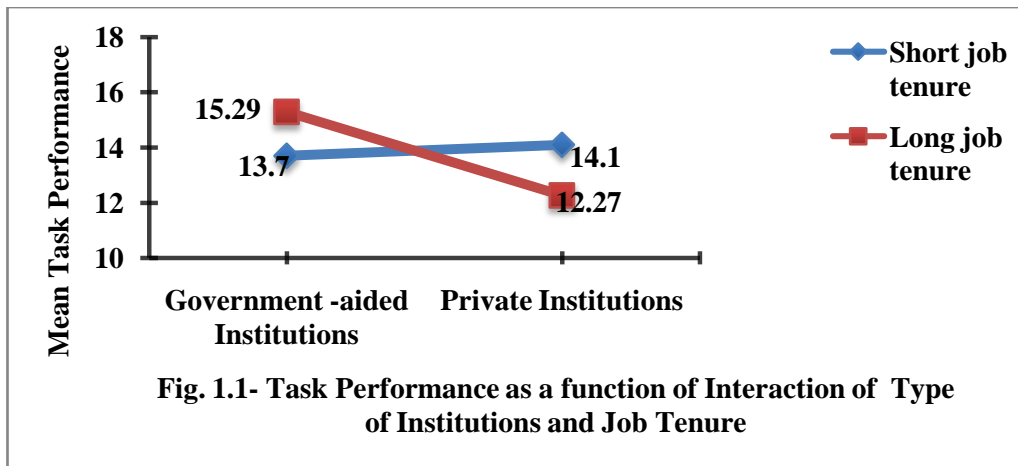
Obtained scores were treated statistically in terms of mean, S.D. and factorial analysis of variance. Graphic representation of data has also been done. More specifically, univariate analysis was done to assess the influence of emotional intelligence, type of institutions and job tenure on job performance and its various dimensions. Results are displayed in tables and figures and are reported separately for each dimension of job performance.

In order to get insight into the pattern of job performances, dimension-wise ANOVA analysis was done to determine the impacts of type of institution, job tenure and emotional intelligence on various dimensions of job performance. Results are displayed in table and interpreted below

**TABLE- (1.1): MEAN, S.D. AND SIGNIFICANT F-VALUE OF TASK PERFORMANCE AS A FUNCTION OF TYPE OF INSTITUTION, JOB TENURE AND EMOTIONAL INTELLIGENCE LEVEL**

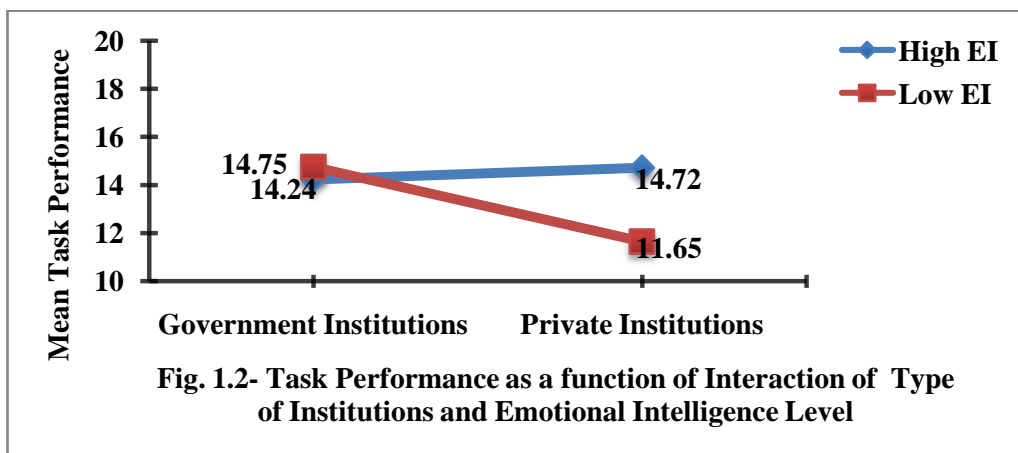
| Task Performance |      | Government-Aided Institutions |        | Private Institutions |        | Significant F- value                              |
|------------------|------|-------------------------------|--------|----------------------|--------|---|
|                  |      | High EI                       | Low EI | High EI              | Low EI |   |
| Short Job Tenure | Mean | 12.66                         | 14.75  | 16.80                | 11.40  | A×B = 3.609**<br>A×C=3.954**<br>A×B×C=4.718*<br>* |
|                  | S.D. | 4.35                          | 4.62   | 3.93                 | 4.59   |   |
| Long Job Tenure  | Mean | 15.83                         | 14.76  | 12.64                | 11.90  |   |
|                  | S.D. | 4.36                          | 4.65   | 4.65                 | 4.06   |   |

\*\*=  
P<.0  
1,\*\*  
\*=  
P<.5



The significant type of institution × job tenure interaction effect revealed that in case of government-aided institutions teachers of long job tenure (above 10 years) group (M=15.29) showed more task performance than short job tenure( below 10 years) group of teachers (M=13.70) . Whereas, in the case of private institutions, a sharp variation was identified between short job tenure group (M=14.10) and long job tenure group. Short job tenured teachers exhibited higher level of task performance than their long job tenured counterparts (12.27) (Fig. 1.1).

Moreover, significant type of institution × emotional intelligence interaction effect (fig.1.2) revealed that in the case of government-aided institutions little difference was found between high EI group (M=14.24) and low EI group (M=14.75) on task performance. Whereas, specifically, in case of private institutions, a sharp variation was identified between high EI group (M=14.72) and low EI group. Highly emotionally intelligent teachers exhibited higher level of task performance than their low EI counterparts (11.65).



Again, Fig. 1.2 displays significant interaction effect of type of institution x job tenure ×emotional intelligence on task performance. The interaction graph revealed that, in the case of government aided institution, very a sharp variation was found between short tenured group (M = 12.66) and long tenured group (M = 15.83) of high emotionally intelligent teachers on task performance. Whereas, in low EI group, both short tenured and long tenured teachers exhibited equal level of task performance. Again, in the case of private institutions, in high EI group, short tenured teachers (M=16.8) displayed greater task performance than their long tenured counterparts (M = 12.64) while in the low EI group, both short tenured teachers (M = 11.4) and long tenured teachers (M = 11.9) exhibited equivalent level of task performance.

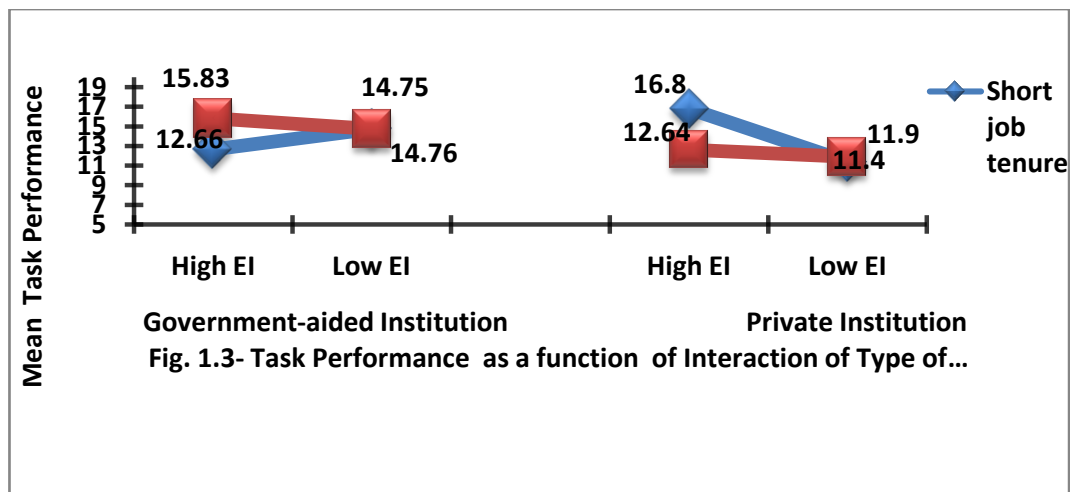
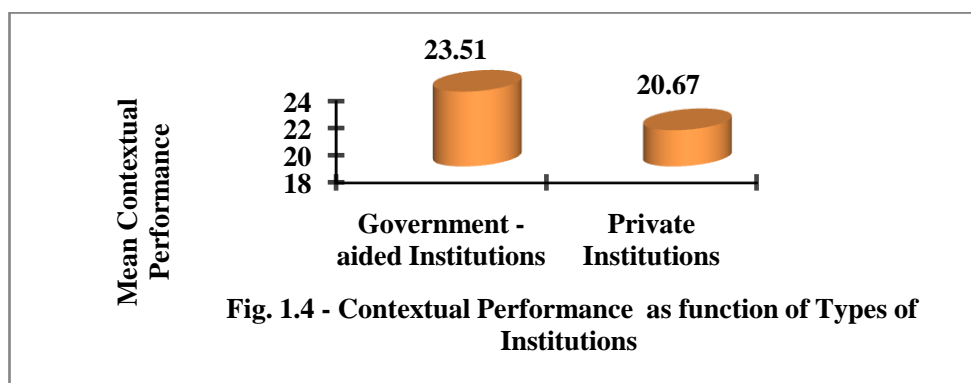


TABLE- (1.2): MEAN, S.D. AND SIGNIFICANT F-VALUE OF CONTEXTUAL PERFORMANCE AS A FUNCTION OF TYPE OF INSTITUTION, JOB TENURE AND EMOTIONAL INTELLIGENCE LEVEL

| Contextual Performance |      | Government-Aided Institutions |        | Private Institutions |        | Significant F- value   |
|------------------------|------|-------------------------------|--------|----------------------|--------|--|
|                        |      | High EI                       | Low EI | High EI              | Low EI |  |
| Short Job Tenure       | Mean | 23.55                         | 24.56  | 25.86                | 16.50  | A=Type of Institution<br>B=Job tenure<br>C=EI level<br>A = 3.779**<br>C=4.591**<br>A×C=6.903** |
|                        | S.D. | 8.63                          | 7.36   | 5.40                 | 9.24   |  |
| Long Job Tenure        | Mean | 22.75                         | 23.15  | 22.42                | 17.90  |  |
|                        | S.D. | 5.31                          | 6.38   | 7.24                 | 7.96   |  |

\*\*=P<.01, \*=P<.5



Results (Table 1.2) further, indicated significant main effect of types of institution [F (1, 92) = 3.77, P<0.01] which revealed that teachers of government-aided institutions (M=23.51) displayed better contextual performance in comparison to their private institutions counterparts (M=20.67)

(Fig. 1.4).

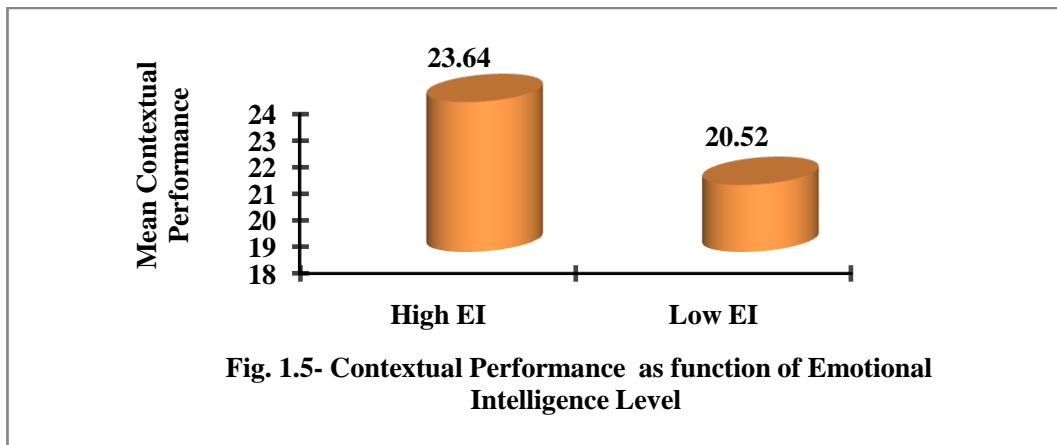


Fig. 1.5- Contextual Performance as function of Emotional Intelligence Level

Again, results (Table 1.2 & Fig.1.5) indicated significant main effect of emotional intelligence level [F (1, 92) = 4.59, P<0.01] which revealed that teachers who have high EI (M=23.64) presented greater contextual performance in comparison to their low EI counterparts (M=20.52) (Fig. 1.5).

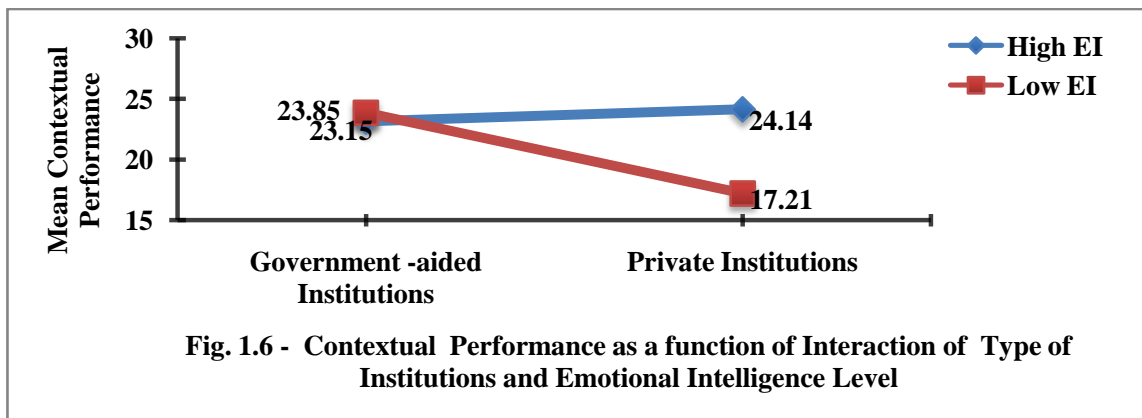


Fig. 1.6 - Contextual Performance as a function of Interaction of Type of Institutions and Emotional Intelligence Level

Furthermore, significant interaction effect of type of institution × emotional intelligence level [F (1, 92) = 6.90, P<0.01] explained that contextual performance was jointly influenced by type of institutions and emotional intelligence level. Interaction graph (Fig.1.6) revealed that, in the case of government-aided institution a little difference was found between high EI group (M=23.15) and low EI group (M = 23.85) on contextual performance. Whereas, in the case of private institutions, high EI group (M=24.14) exhibited better contextual performance than their low emotionally intelligent counterparts (M = 17.21).

**TABLE- (1.3): MEAN, S.D. AND SIGNIFICANT F-VALUE OF CONTEXTUAL PERFORMANCE AS A FUNCTION OF TYPE OF INSTITUTION, JOB TENURE AND EMOTIONAL INTELLIGENCE LEVEL.**

| Counterproductive Work Behaviour | Government Institutions |        | Private Institutions |        | Significant F- value                                |
|----------------------------------|-------------------------|--------|----------------------|--------|---|
|                                  | High EI                 | Low EI | High EI              | Low EI |   |
|                                  |                         |        |                      |        | A=Type of Institution<br>B=Job tenure<br>C=EI level |

|                  |      |      |      |      |      |                   |
|------------------|------|------|------|------|------|-------------------|
| Short Job Tenure | Mean | 3.44 | 4.18 | 4.73 | 5.20 | A×B×C=<br>3.169** |
|                  | S.D. | 3.90 | 4.16 | 3.26 | 2.61 |                   |
| Long Job Tenure  | Mean | 6.45 | 2.21 | 4.07 | 5.27 |                   |
|                  | S.D. | 6.13 | 2.48 | 4.93 | 2.45 |                   |

\*\*=P<.01, \*=P<.05

Again, Fig. 1.7 displays significant interaction effect of type of institution x job tenure x emotional intelligence on counterproductive work behaviour. The interaction graph revealed that, in the case of government aided institution, very little difference was found between high EI group (M = 3.44) and low EI group (M = 4.18) of short tenured teachers on counterproductive work behavior. Whereas, in the case of long tenured teachers, high EI group (M = 6.45) exhibited more counterproductive work behavior than their low EI group counterparts (M = 2.21).

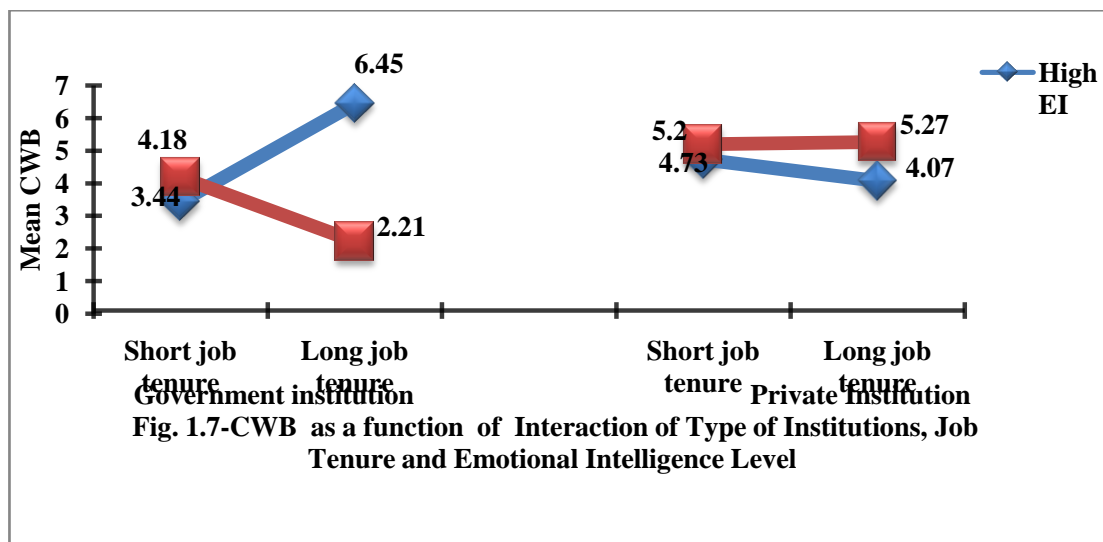


Fig. 1.7-CWB as a function of Interaction of Type of Institutions, Job Tenure and Emotional Intelligence Level

An overview of present results clearly evinced that emotional intelligence exerted significant impact on the exhibition of various types of job performance in teachers. The main effect of type of institutions on job performance and on its various domains was found partially significant. More specifically, teachers of government aided institutions showed more contextual performance than their private institution counterparts. However, the role of job tenure in job performance is partially supported but interaction effect of type of institution x job tenure x emotional intelligence was found to be significant on job performance of teachers.

The present piece of research attempted to assess the influence of emotional intelligence, type of institution and job tenure on job performance of teachers. Findings of present study provided



strong support for hypotheses formulated for the present study. Univariate analysis revealed significant impact of emotional intelligence on job performance in teachers. This finding has been supported by a number of researches. The characteristics of emotional intelligence can anticipate the effect on individual jobs, such as academic achievement and academic classroom expression (Dhani & Sharma, 2017; Gunu & Oladepo, 2014; Afolabi et. al., 2010). Similarly, previous research has shown the beneficial effects of emotional intelligence for performance in jobs with a high level of interpersonal contact (Joseph & Newman, 2010; Wong & Law, 2002). Teachers have significant role in society as they interact with the students to transfer their knowledge to them. They should be emotionally stable so that they can transfer their knowledge in a proper way (Mehmood et. al., 2013). In this regard, emotional intelligence is still really helpful for teacher's performance because it would mentor them to communicate explicitly and lead everyone else in an acceptable way, resulting in successful interplay at work and in personal life (Hassan et. al., 2015).

Results of this research have also indicated that pattern of job performance in teachers varied according to the type of institutions. On contextual performance, favourable significant effect of institution's type was found, which revealed that government aided institution teachers were better in terms of contextual performance. Many job performance researches conducted worldwide reported that the contextual performance of employees in public and private sector organizations differs (Bozeman & Bretschneider, 1994; Boyne & Walker, 2004; Goulet & Frank, 2002). However, in comparative study in Indian perspective, it has been identified that there is a significant differences in the degree of contextual performance in public and private sector of organizations. The results showed that teachers in government –aided institutions have greater degree of contextual performance in comparison to private institutions (Sharma et. al. 2011; Garg & Rastogi, 2006).

Finally, another result of present study evinced that interaction effect of type of institution, job tenure and emotional intelligence jointly influenced task performance and counterproductive work behaviour of teachers. Literature also evinced the significant impact of job tenure on the exhibition of job performance. According to a study, as teachers' tenure increases, they tend to display superior level of task performance and positive behaviours. On the basis of Meta analysis on 350 empirical studies showed, longer tenured employees showed more task performance and contextual performance (Ng & Feldman, 2010). As employees continue to learn and grow in their jobs, they learn how to do their jobs more effectively and, as, a result, long tenured ones perform better in-role behaviours.

## CONCLUSION

Present research proved the strong positive influence of emotional intelligence on job performance of teachers. The results have reflected that high emotionally intelligent teachers exhibited superior level of task performance and contextual performance than their low emotionally intelligent counterparts. There is a strong conceptual support for notion that emotional intelligence enhance exhibition of task performance and contextual performance. Similarly, a study suggested that teachers having good emotional intelligence would have improved job performance (Assar-ul-haq et. al., 2017). Also, the outputs from this research revealed that emotional intelligence can be learned and it has positive influences on learner's well-being, staff morale and self esteem. Moreover, types of institution and job tenure of teachers have shown partial impact on various forms of job performance.

## LIMITATIONS

The present research provides valuable data, which focus on some of the unexplored areas of job performance in teachers of higher education institutions in Indian context. The challenge of present

study is the target samples. The findings of this study just represented Gorakhpur district higher education institution's teachers so generalization cannot be done. Secondly researchers should exercise other qualitative analysis to support present findings.

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