

## THE IMPACT OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE: A COMPARATIVE STUDY BETWEEN PRIMARY AND SECONDARY LEVEL SCHOOL TEACHERS IN JAFFNA ZONE, SRI LANKA

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### **Abstract**

*One of the most important traits of human personality is emotional intelligence (EI). Now a day's individuals are assessed for their Emotional quotients along with the intelligence quotients. Emotional Intelligence plays a vital role in the educational system. It has directly impact on the teachers' behavior and it is important for the success of their profession. The aim of this research is to examine the impact of emotional intelligence on job performance among primary and secondary level school teachers in Jaffna Zone. This is the comparative study between primary and secondary school teachers. It has been completed with an empirical survey through a self-administered standard questionnaire in English and Tamil languages. 60 primary level school teachers and 60 secondary level school teachers were selected through stratified random sampling method from different schools in Jaffna Zone. Descriptive statistics highlighted that primary level school teachers have highest emotional intelligence than secondary level school teachers. Multiple regression analysis and ANOVA test revealed that Self-regulation, Self-awareness, Self-motivation and Social skills have significant impact on job performance of primary and secondary level school teachers in Jaffna Zone. The overall result stated that emotional intelligence has significant impact on school teachers' performance. Finally, the most valuable suggestions for future studies have been outlined.*

**Keywords:** *Emotional intelligence, self-regulation, self-awareness, self-motivation, social skills, Job performance*

### **Introduction**

Emotions play a significance role in our lives. Emotional Intelligence defines as the ability of emotion and their relationships to recognize the meanings, and to reason and problem-solving on the basis of them, which involves in assimilate emotion-related feelings, capacity to perceive, emotions understand the 'emotions' information, and manage them (Mayer, Salovey, & Caruso, 2000). Over the last few decades, there is a greater importance on the part of emotions in the educational system. Teachers face many challenges in their profession because they consider it is as the most stressful job.

In the recent years, the concept of emotional intelligence among school teachers has been taken a greater attention and there has been an increased interest in the academic success of students in the educational institutions.

Emotional Intelligence plays a vital role in the educational systems. It has direct impact on the teacher's behavior and it is important factor in the success of their profession. Teachers are considered as the main pillar in the educational system and they are the moderators through which the knowledge can be transferred to the students. Therefore, this study was conducted among school teachers in Jaffna zone, Sri Lanka.

### **Problem statement**

Emotion is an integral part of every human being. The interactions between students and teacher's emotions in schools are affecting teachers' performance. If a human being can manage their own emotions and assess the people around them, then they likely have high emotional intelligence, it leads to understand and manage emotions of others. De Villiers (2004) suggested that problems

such as turnover, absenteeism and burnout may be reduced by selecting individuals with higher emotional intelligence.

Emotional intelligence is crucial specially for teachers. It helps the teachers to motivate the students and achieve the objectives through superior performance of the students. Student's performance is influenced by the teacher's job performance in the primary and secondary level schools; therefore, teachers work with different unexpected situations while perform their job. Coetzee et al. (2006) have identified Emotional intelligence develops throughout one's life and can be increased through training and development.

The main problem of this study is to understand how emotional intelligence impacts on job performance among teachers in the primary and secondary level. When the teacher performance is poor, it will affect to the students' performance as well. Even though abundant literature has been focused on the impact of emotions related to teaching profession, only few studies examined the association of emotional competencies with job performance of primary and secondary level teachers empirically. In Sri Lanka, specially in Jaffna, lack of previous studies on this area to evaluate the impact of emotional intelligence on job performance among the school teachers. Therefore, this study was conducted in order to fulfill the gap of limited studies in this extent.

### **Objectives and significance of the study**

The primary objective of this study is to examine the effect of Emotional intelligence on Job performance among primary and secondary level school teachers in Jaffna Zone. The specific objectives are, Impacts of Self-regulation, Self-awareness, Self-motivation and Social skills on job performance among primary and secondary level school teachers in Jaffna zone, Sri Lanka.

This study will contribute to find out the relationship between the emotional intelligence and job performance among primary and secondary level school teachers in Jaffna zone. It is obvious that teachers require much more level of emotional intelligence since they have more interactions with students. Thus, this study examines the impact of emotional intelligence on job performance and thereby provides a new contribution to policymakers to develop the emotional intelligence among primary and secondary level school teachers in Jaffna zone. Findings of this study will be benefited to the different parties who are engaged with schools' administration.

### **Literature review**

#### *Emotional Intelligence*

According to Goleman, (2005), Emotional Intelligence has been defined as an ability for recognizing one's own feeling better than others, motivated ourselves and good in managing own emotions and relationships. The capacity to reason about emotions to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth Ngah, Jusoff & Rahman (2009).

Woolfolk, et al (2009) defined EI as the ability to process emotional information accurately and efficiently. Stoeber and Rennert (2008) confirmed that research in different cultures indicated that school teachers are among those professionals with the highest level of job stress. Mayer & Salovey (2000) identified four dimensions that explain the ability of Emotional Intelligence domain as;

1. Self-appraising and identifying emotions
2. Recognizing and appraising of emotions in others

3. Self-regulation of emotions
4. Facilitating and use of emotions

Bar-On & Parker (2000) assigns emotional intelligence is a set of capacities, capabilities and no cognitive skills that increase abilities of the individual in successful encounter with demands and environmental pressures. Bar-on & Parker (2000) and Ezzatabadi et al., (2012) defined emotional intelligence is the potential to feel, use, communicate, recognize, remember, describe, identify, learn, manage, understand and explain emotions.

#### *Job Performance*

Allemnew (2014) explained that the Job performance is the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time. Further, 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 ability to do job Allemnew (2014). Furthermore, Jankingthong & Rurkkhum (2012) identified the overall performance that employee involved at work place is termed as job performance. Therefore, the performance as behavior—something done by an employee. This concept differentiates performance from outcomes. Outcomes result partially from an individual's performance, but they are also the result of other influences. In other words, there are more factors determine outcomes than just an employee's behaviors and actions.

#### *Empirical Evidences for Emotional Intelligence and Job Performance*

Samanvitha & Jawahar (2012) has highlighted that there is a strong correlation between emotional intelligence and level of job satisfaction and performance. Recently, some authors have initiated to explore the role of emotions and Emotional Intelligence

in education as a means to improve performance (Greenberg, 2003; Ngah, Jusoff & Rahman, 2009).

Teachers who are skilled at managing their own emotions, they well accomplish their goals and performance (George, 2000; Day & Carroll, 2004). Further, teachers with the high Emotional Intelligence seems to better in recognizing and regulating their negative emotions and promotes effective teaching environment in classrooms (Krementizer & Miller, 2008).

#### *Self - regulation*

Self - regulation is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. Even the best plans sometimes do not operationalize or occur and must be changed midstream due to something unforeseen. Therefore, self-regulation is one important factor to attain objective within certain time frame and solving the problems effective manner which lead to employee's high performance (Baumeister & Vohs, 2007).

Research consistently shows that self-regulation skill is necessary for reliable emotional wellbeing. Self- regulation also accounts to the ability to stay quiet during conflict circumstances (Wolmarans & Martins, 2001). The concept of self-management is through the ability to remain calm during provocative or conflict situation, while keeping defensiveness to a minimum and ultimately renovating rationality (Wolmarans & Martins, 2001).

#### *Self – awareness*

Self – awareness is the ability to recognize oneself as an individual, separate from the environment and other individuals. Self – awareness is how an individual consciously knows and understands his or her own character, feelings, motives, and desires.

According to Goerge (2000) 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.

Baumeister & Vohs, (2007) identified that the first step of becoming an emotionally intelligent is to become as self-aware as possible and also stated that if emotional intelligence was a journey, then self-awareness would be the skill of map reading. According to Grayson (2013) defined self-awareness is the ability to recognize one's feelings, to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Further, Goerge (2000) mentioned Self-awareness is the ultimate enabler and without it there would be no hope for mindful, positive change.

*Self – motivation*

Self - motivation is the ability to do what needs to be done, without influence from other people or situations. People with self – motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing another to encourage them. Carmeli, (2009) suggests that self -motivation is important to attract and motivate subordinates and the customers at work. Wolmrans & Martins (2001) stated that one way that founded on self-motivations is taking responsibility for a person successes and failures.

*Social Skills*

A social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and non - verbal ways. According to Greenberg (2011), social skills refer to a person's talent in managing relationship with others and building systems also called people skills. The set of social skills include respect for

others, mutual regard, commitment, openness, tolerance, empathy, negotiation and communication. It gives confidence and social acceptance.

**Methodology**

*Conceptual model*

Independent Variables      Dependent Variable

Emotional Intelligence

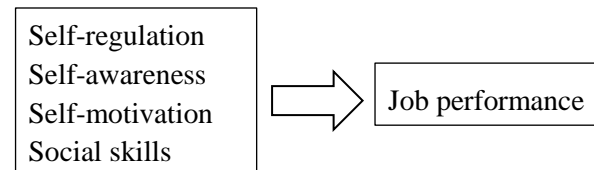


Figure 1. Conceptual Framework

Source: Daniel Goleman's (1996)

*Hypotheses*

Primary level teachers

- H1: Emotional intelligence impact on Job performance of primary level teachers.
- H1<sub>a</sub>: Self-regulation positively impact on Job performance of primary level teachers.
- H1<sub>b</sub>: Self-awareness positively impact on Job performance of primary level teachers.
- H1<sub>c</sub>: Self-motivation positively impact on Job performance of primary level teachers.
- H1<sub>d</sub>: Social skills positively impact on Job performance of primary level teachers.

Secondary level teachers

- H1: Emotional intelligence impact on Job performance of secondary level teachers.
- H1<sub>a</sub>: Self-regulation positively impact on Job performance of secondary level teachers.
- H1<sub>b</sub>: Self-awareness positively impact on Job performance of secondary level teachers.
- H1<sub>c</sub>: Self-motivation positively impact on Job performance of secondary level teachers.
- H1<sub>d</sub>: Social skills positively impact on Job performance of secondary level teachers.

### Data Collection Method

Primary data were gathered through self-administrated standard questionnaire and Primary and secondary level teachers in Jaffna zone are considered as population. For this study purpose, questionnaire is developed by including Five-point Likert scale questions to measure the impact of emotional intelligence on job performance among school teachers in Jaffna zone taken as respondents to this study. Stratified random sampling method was used to select the respondents. The questionnaires were distributed among 120 school teachers.

### Method of Data analysis

Descriptive statistic and multiple regression analysis were used to identify the statistically significant impact between sets of variables. These methods were used for this study to assess the outcome of the stated hypothesis. When attempting to assess the outcome of the stated hypotheses.

Thus, multiple regressions had been calculated by using the proposing formula:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

Y= Job performance

X1= Self-regulation

X2= Self-awareness

X3= Self-motivation

X4= Social skills

$\beta_0$ = Constant

$\beta_1, \beta_2, \beta_3$  and  $\beta_4$  = Co efficient of independent variables.

$\epsilon$  = Error Term

## Result and discussion

### Reliability analysis

According to below table, the Cronbach's Alpha value is over 0.8 to all the dimensions. Therefore, the questionnaire of the present study is more reliable.

Table 1. Reliability Test

Dimensions	No. of Question	Cronbach's Alpha
Self-regulation	06	0.853
Self-awareness	06	0.817
Self-motivation	06	0.865
Social skills	06	0.821
Job performance	06	0.882
Overall Questionnaire	29	0.835

Source: Survey data

### Descriptive statistics

Table 2 shows the means of the four dimensions of EI and job performance for both, teachers in primary and secondary level schools in Jaffna Zone, Sri Lanka. Teachers in the primary level scored highest Means and Medians for the four dimensions, such as Self-regulation, Self-awareness, Self-motivation, Social skills and Job performance when compared to the teachers teaching in the secondary level.

Table 2. Descriptive statistics

	Level	Mean	Median	Std. Deviation
Self-regulation	Primary level teachers	3.88	3.83	.470
	Secondary level teachers	3.76	3.74	.380
Self-awareness	Primary level teachers	3.90	3.83	.275
	Secondary level teachers	3.86	3.80	.385
Self-motivation	Primary level teachers	3.87	3.83	.367
	Secondary level teachers	3.80	3.72	.407
Social skills	Primary level teachers	3.67	3.62	.504
	Secondary level teachers	3.59	3.50	.450
Job performance	Primary level teachers	3.95	3.90	.517
	Secondary level teachers	3.74	3.72	.442

Source: Survey Data

*Results of Multiple Regression Analysis*

Table 3 describes impact of individual independent variables on job performance in the primary level school teachers in Jaffna Zone. According to the above table, Self-regulation, Self-awareness, Self-motivation, and Social skills are positively and significantly affected on job performance in the primary level school teachers. The factors of emotional intelligence; self-regulation, self-awareness, self-motivation and social

skills explain the job performance by 0.068, 0.073, 0.341 and 0.235 respectively.

It can be concluded that there is a statistically significant or that the independent variable of emotional intelligence has significant impact on job performance of primary level teachers. These four-sub dimensions of the Emotional Intelligence were explained the variation of Job performance of secondary level schools by 23.1%.

Table 3. Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.601	1.087		.884	.000
	Self-regulation	.075	.141	.068	.533	.002
	Self-awareness	.237	.226	.073	.607	.000
	Self-motivation	.480	.197	.341	2.439	.000
	Social skills	.341	.136	.235	1.771	.000

a. Dependent Variable: Job performance

Source: Survey Data

Table 4. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.647	4	.912	4.143	.005 <sup>b</sup>
	Residual	12.103	55	.220		
	Total	15.749	59			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Social skills, Self-awareness, Self-regulation, Self-motivation

c. R<sup>2</sup> 0.231

Table 5. Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	1.502	.718		3.036	.000
	Self-regulation	.107	.158	.092	.678	.003
	Self-awareness	.337	.180	.119	.760	.000
	Self-motivation	.549	.174	.229	1.430	.000
	Social skills	.336	.147	.138	.923	.000

Dependent Variable: Job performance

Table 4 describes impact of individual independent variables on job performance in the secondary level school teachers in Jaffna Zone. According to the above table, self-regulation, self-awareness, self-motivation and social skills are positively and

It can be concluded that there is statistically significant or that the independent variable of emotional intelligence has significant impact on job performance of secondary level teachers. These four-sub dimensions of the Emotional Intelligence were explained the

Table 6. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.678	4	.420	2.339	.000 <sup>b</sup>
	Residual	9.866	55	.179		
	Total	11.544	59			

a. Dependent Variable: Job performance

Predictors: (Constant), Social skills, Self-regulation, Self-awareness, Self-motivation.

R<sup>2</sup> 0.145

significantly affected on job performance in the secondary level school teachers. The factors, self-regulation, self-awareness, self-motivation and social skills are explained on job performance by 0.092, 0.119, 0.229 and 0.138 respectively.

variation of Job performance of secondary level schools by 14.5%.

The studies of Jawahar & Samanvitha (2012) in India has shown that there is a strong correlation between emotional intelligence

Table 7. Results of Hypotheses Testing- Primary level

Hypothesis	Independent Variables	Dependent Variable	Significant value	Result
H1 <sub>a</sub>	Self-regulation	Job performance	.002	Accepted
H1 <sub>b</sub>	Self-awareness	Job performance	.000	Accepted
H1 <sub>c</sub>	Self-motivation	Job performance	.000	Accepted
H1 <sub>d</sub>	Social skills	Job performance	.000	Accepted
H1	Emotional intelligence	Job performance	.005	Accepted

Source: Survey data

Table 8. Results of Hypotheses Testing- Secondary level

Hypothesis	Independent Variables	Dependent Variable	Significant value	Result
H1a	Self-regulation	Job performance	.003	Accepted
H1b	Self-awareness	Job performance	.000	Accepted
H1c	Self-motivation	Job performance	.000	Accepted
H1d	Social skills	Job performance	.000	Accepted
H1	Emotional intelligence	Job performance	.000	Accepted

Source: Survey data

and job performance. Further, Krementizer & Miller, (2008) mentioned that teachers who have high emotional intelligence they can handle the situation in an effective manner and they can promote effective teaching environment in the classroom. Furthermore, Woolfolk, Winne & Perry (2009) denote that teachers who have higher Emotional Intelligence supports to the effective teaching and it help to increase the teacher's performance. Kocoglu (2011) identified there is a positive relationship between Emotional Intelligence and Turkish pre-service teacher's performance which impact on the outcomes of the teaching process. Furthermore, Arnold (2005), Greenberg (2009); Ngah, Jusoff & Rahman (2009) highlighted the Emotional Intelligence in education as a mean to improve performance and the finding of the current study pars with the above-mentioned previous studies.

### *Hypotheses Testing*

#### Primary level teachers

Based on the significant value of regression analysis, self-regulation, self-awareness, self-motivation and social skills have scored less than 0.05, which indicates these factors have significant impact on Job performance of secondary level teachers. Therefore, hypothesis H1<sub>a</sub>, H1<sub>b</sub>, H1<sub>c</sub> and H1<sub>d</sub> are accepted. Altogether emotional intelligence has scored less than 0.05, which indicates the emotional intelligence has a significant impact on job performance of secondary level teachers. Therefore, hypothesis H1 is accepted.

Secondary level teachers Based on the significant value of regression analysis, self-regulation, self-awareness, self-motivation and social skills have scored less than 0.05, which indicates these factors have significant impact on Job performance of secondary level teachers. Therefore, hypothesis H1<sub>a</sub>, H1<sub>b</sub>, H1<sub>c</sub> and H1<sub>d</sub> are accepted. Altogether emotional intelligence has scored less than 0.05, which indicates the emotional

intelligence has a significant impact on job performance of secondary level teachers. Therefore, hypothesis H1 is accepted.

### **Conclusion and Recommendation of the Study**

The main objective of this research is to examine the effect of emotional intelligence on job performance among primary and secondary level school teachers in Jaffna Zone. The results of the Descriptive statistics implied that primary level school teachers have highest level emotional intelligence than secondary level school teachers in Jaffna Zone, Sri Lanka. The emotional intelligence is creating and maintaining effective relationships in the workplace. The study highlights the Self-motivation and Social skills are the most effective dimensions which impact on Job performance of primary and secondary level teachers.

However, the study reveals the Self-regulation, Self-motivation, Self-awareness and Social skills are making positive impact on Job performance of primary and secondary level teachers in Jaffna Zone. This shows the management should consider on improving the above dimensions to improve the performance of School teachers. This study is limited to primary and secondary level teachers in the schools of Jaffna Zone. The future research can be conducted by including more variables and can be compared in the various Zones.

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