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## **The Impact of Emotional Intelligence on Job Performance of School Teachers: A Study of A-Graded Schools in Kurukshetra, Haryana**

**Kiran Turka**

Research Scholar, Department of Commerce and Business Management, St. Xavier's College,  
Mapusa

### **ABSTRACT**

**Purpose** – The study examines the relationship between emotional intelligence (EI) and job performance (JP) among school teachers. EI is measured across four dimensions: self-emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotions (ROE) and use of emotions (UOE).

**Design/methodology/approach** – Data was collected from 166 teachers working in five A-graded schools in Kurukshetra district, Haryana. Structural Equation Modeling-Partial Least Squares (SEM-PLS) was applied to analyze the data.

**Findings** – The results indicate significant positive relationships between each of the four EI dimensions and teachers' job performance. SEA, OEA, ROE and UOE all contributed meaningfully to improved job outcomes.

**Research limitations/implications** – The study was confined to a limited geographical area and a specific group of schools. Future studies could expand the sample size and include other educational or organizational settings.

**Originality/value** – This research provides empirical evidence supporting the importance of EI in improving teachers' performance and highlights its application in teacher recruitment, training and development.

**KEYWORDS:** Emotional Intelligence; Job Performance; Self-Emotional Appraisal; Others' Emotional Appraisal; Regulation of Emotions; Use of Emotions; School Teachers; Kurukshetra.

### **INTRODUCTION**

To attain organizational success, technical & intellectual skills of employees play a crucial role. Similarly, emotional intelligence is one of the most important psychological factors contributing to attain individual and organizational goals at job's all levels (Goleman, 1998). The ability of an individual to be aware about his emotions along with others people's emotions and then manage them to successfully establish social relationships is a feature of highly emotional intelligent individual. It is basically recognition & regulation of own's and other's emotions (Mayer, Salovey and Caruso (2008). Previous studies concluded that individuals with high emotional intelligence perform better than the individuals who have lower emotional intelligence (Law, Wong,



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&Song,2004; VanRooy&Viswesvaran,2004). A number of studies depicted impact of emotional intelligence on job satisfaction & job performance (Bachman, Stein, Campbell, & Sitarenios, 2000; Wong & Law, 2002; Mohamad & Jais,2015; Praveena,2015).

The education sector is one of the foremost sectors contributing to the development of any economy. In India, government is taking several initiatives to improve the education system of country. New Education Policy, 2020 is one of the fundamental steps taken to upgrade our education system. These plans seek teachers to play an active role towards incorporating the required and initiated change. The quality of teacher education, recruitment, deployment, service conditions and empowerment of teachers is not where it should be. Hence, the motivation and empowerment of teachers is required to ensure the best possible future for children and our nation (National Education Policy 2020, Ministry of Human Resource Development).

The technological upgradations & proposed educational reforms upshifts the role of school teachers. In process of acting as a change agent, the stress level among teachers can increase manifolds. In order to cope up with these challenges, development of emotional & professional competencies is a must (Ignat and Clipa,2012). Teachers with ability to understand and manage their own's & other's emotions can communicate and perform better. Studies confirmed that outstanding performance is depicted by highly emotional intelligent teachers (Hayashi & Ewert,2006; Arnold, 2005).

In order to identify the skill & competency requirements of school teachers, it becomes important to study the impact of emotional intelligence on job performance. From the above arguments, we can summarize that there is an opportunity to conduct this study. It will provide an understanding of the extent to which the job performance of school teachers is impacted by their emotional intelligence. Accordingly, educational institutions can formulate policies and strategies to improve EI. Hence, this study aims to provide an understanding about the linkage between emotional intelligence (EI) which consists of four dimensions (self-emotional appraisal, other's emotional appraisal, regulation of emotions and use of emotions) and job performance (JP) of school teachers.

## 1. LITERATURE REVIEW

This section provides a broad overview of the existing studies on emotional intelligence and job performance.

### 1.1 Emotional Intelligence

“Emotional intelligence” term was introduced & conceptualized by scholars Mayer and Salovey. Further, in the year 1995 a book written by Daniel Goleman popularized this term as a construct. Since then, this term has developed and grown through the contributions of a number of academicians, psychologists, researchers and scholars. Studies states that emotional intelligence is the capacity of an individual to perceive, access and generate emotions such that they can promote



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their emotional and intellectual growth by properly assisting, understanding and regulating emotions (Mayer, Salovey, & Caruso 2004, p. 197). An individual with the ability of efficiently processing the information related to one's own & other's emotions and then using this information to motivate & manage relationships can be termed as emotionally intelligent individual (Goleman, 2005).

This study is based on the four dimensions of EI given by Wong & Law. This model defined EI as the ability to appraise and recognize own's & other's emotions and also regulating & using them to facilitate performance. The four dimensions of emotional intelligence are as follows.

## 1.2 Dimensions of Emotional Intelligence

Mayer and Salovey conceptualized EI as composed of four distinct dimensions:

### 1.2.1 Appraisal and expression of emotion in the self (self-emotional appraisal [SEA]).

This relates to the individual's ability to understand their deep emotions and be able to express these emotions naturally. People who have great ability in this area will sense and acknowledge their emotions well before most people.

### 1.2.2 Appraisal and recognition of emotion in others (others' emotional appraisal [OEA]).

This relates to peoples' ability to perceive and understand the emotions of those people around them. People who are high in this ability will be much more sensitive to the feelings and emotions of others as well as reading their minds.

### 1.2.3 Regulation of emotion in the self (regulation of emotion [ROE]).

This relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress.

### 1.2.4 Use of emotion to facilitate performance (use of emotion [UOE]).

This relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance.

## 2.2 Job Performance

Job-performance is one of the most crucial constructs of studies conducted on human resources because it is the ultimate result of all activities performed by human beings in any type of organization. Every activity performed by human resource manager is to increase the performance of employees. Several studies confirmed the positive impact of human resource practices on the performance of employees (G.Patterson, 1997; Wright, Gardner, Moyniham, & Allen, 2005).

Job performance is the output expected by employers in terms of quantity & quality while doing a particular job. It includes all behaviours of an employee at the work. An employee's actions & behaviours contributing in achieving goals of an organization is the performance on job (Rotundo & Rotman, 2002). It effects the organizational decisions related to training & development, compensation and retention of employees. Various aspects can be used to measure the job



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productivity of employees. The goals of organization and individual characteristics along with the job demands effect the performance at job.

## 2.3 Emotional Intelligence & Job Performance

The relationship between emotional intelligence and job performance has been studied by a number of researchers (Mohamad & Jais, 2015; Weinzimmer, Baumann, Gullifor & Koubova, 2016). The multidisciplinary nature of this relationship makes it interesting to study. A study concluded that by retaining a positive mindset, an employee with high emotional intelligence level effectively manages emotions and perform higher than others (Carmeli, 2003). By perceiving and appraising emotions, thinking is facilitated by them which leads to effective understanding and management of one's own and other's emotions. This leads to job satisfaction and as a result, the employee performance improves (Vratskikh, Masa'deh1, Musa Al-Lozi1 & Maqableh, 2016).

Based on these propositions, the following hypotheses can be formulated:

*H1: There is a significant relationship between emotional intelligence and job performance.*

*H1a: There is a significant relationship between self-emotional appraisal and job performance.*

*H1b: There is a significant relationship between other's emotional appraisal and job performance.*

*H1c: There is a significant relationship between regulation of emotions and job performance.*

*H1d: There is a significant relationship between use of emotions and job performance.*

## 2. RESEARCH METHODOLOGY

### Sample & Procedure

For the existing study, all the schools rated with 'A' grade in Kurukshetra (bestschools.net.in) were considered. A total of five schools were found with 'A' rating by this website which ranks top schools in country on the basis of some scientific approach through data analytics. These five schools are: St. Theresa's Convent School, Jawahar Navodaya Vidyalaya, Gurukul, D.A.V Public School and Maharana Pratap Public School. Further, to get information about administrative staff, the official websites of the schools were used. The population of this study was all 289 teachers teaching in these five schools.

Using the formula:  $n' = n / \{1 + (z^2 * p^* (1 - p^*)) / e^2 N\}$ , sample size was calculated and found to be 166. A pilot study was conducted involving 25 teachers to determine feasibility and identify limitations in this study. For actual data collection, self-reported questionnaires were sent to the teachers. The questionnaire consists of three sections namely A, B & C. Section A & B contains questions related to dimensions of emotional intelligence & construct job performance respectively. Finally, section C consists questions on demographics of respondents.

### Respondents

The sample was predominantly female (66.9%) and only 33.1% of them were males. The majority of respondents (57.2%) were 20-less than 30 years of age. Further, more than half (57.2%) of respondents had an experience between 1 to 5 years. Most of the teachers (51.8%) were with a



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bachelor's degree followed by Master's degree (36.7%). Table 1 presents the results of descriptive statistics.

## Measures

### *Self-Emotional Appraisal*

The self-emotional appraisal was assessed with four items given by (Wong & Law, 2017), five-point Likert-type scale that was asked to the teachers. An example of the item format is "I have a good sense of why I have certain feelings most of the time".

### *Others-Emotional Appraisal*

The others-emotional appraisal was assessed with four items (Wong & Law, 2017), five-point Likert-type scale that was asked to the teachers. An example of the item format is "I always know my team members' emotion from their behavior".

### *Regulation of Emotions*

Regulation of emotions was assessed with four items by (Wong & Law, 2017), five-point Likert-type scale that was asked to the pharmacists. An example of the item format is "I always tell myself that I am a competent person".

### *Use of Emotions*

Use of emotions was assessed with four items (Wong & Law, 2017), five-point Likert-type scale that was asked to the teachers. An example of the item format is "I can always calm down quickly when I am angry".

### *Job Performance*

A scale with six items drawn from a study of Tseng and Huang (2011) was used to assess job performance. A five-point Likert Scale ranging from 1 as 'Strongly Disagree' to 5 as 'Strongly Agree' was used to record responses.

## 3. ANALYSIS & RESULTS

Partial Least Squares Structural Equations Modeling (PLS-SEM) was the primary statistical method used to analyze the path model. Smart PLS v3.3.3 software was used to test the proposed hypotheses. PLS-SEM is a second-generation data analysis technique that analyses and explains research model with many variables and constructs.

In the current research, firstly the measurement model was analysed. Initially, the goodness of measurement model was assessed through construct and convergent validity. To determine the degree of validity, the recommended loading value with 0.70 (as shown in table 2) and above is considered good for one indicator (Hair et al., 2014). In this study, the degree of construct validity is equal to and more than 0. Factor loadings, average variance extracted and composite reliability should be considered to establish convergent validity. The benchmark value for AVE is 0.5 or greater as shown in table 2. Therefore, this study found that AVE is more than the suggested value. Moreover, in this study value of composite reliability is more than the cut-off value of 0.7. Table





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2 signifies the measurement model used to examine the relationship between dimensions of emotional intelligence and job performance is significantly valid for this study.

## Assessing Structural Model

Structural model was run to check the hypothesis and the relationship among the variables (Hair et al., 1998). Table 4 shows the results of hypotheses testing through bootstrapping in the research model. The endogenous variable (Job Performance) has  $R^2$  of 0.791. It depicts that all the four dimensions of EI are explaining 79% of variation in job performance. In addition, the model fit was assessed using SRMR & NFI. The cut-off criteria for SRMR values are:  $SRMR < 0.08$  &  $NFI > 0.9$  and for our model these values were 0.023 & 0.929 respectively. Hence, it was an acceptable model fit. (Haie et al., 2016). Figure 1 gives an overview of PLS-SEM structural model. Four hypotheses were formulated for conducting this study. To ascertain significance of relationships, hypothesis testing was performed. H1 evaluates whether SEA has a significant impact on JP. The results supported it with JP ( $\beta=0.230$ ,  $t=3.801$ ,  $p$  value=0.000). With a significant relationship of OEA with JP ( $\beta=0.307$ ,  $t=4.832$ ,  $p$  value=0.000), H2 was also supported. Similarly, H3 evaluates the significance of relationship between ROE & JP. The results revealed that ROE has a significant relationship with JP ( $\beta=0.242$ ,  $t=4.470$ ,  $p$  value=0.000). With  $\beta=0.223$ ,  $t=4.447$ ,  $p$  value=0.000, UOE was also found in a significant relationship with JP. A confidence interval bias corrected of 2.50% & 97.50% was also generated. A confidence interval different from zero indicates a significant relationship. Table 4 indicates the significance level as well as the t-values which showed the acceptance and rejection of the hypothesis.

## 4. DISCUSSION & CONCLUSION

The main purpose of this study was to conduct an empirical exploration of relationship between various dimensions of EI (self-emotional appraisal, other's emotional appraisal, regulation of emotions and use of emotions) and JP among the school teachers in Kurukshetra. The research found support for the four alternative hypotheses, indicating strong potential for the model in explaining the variation in JP in terms of four dimensions of EI.

Prior studies on EI also support the findings of the current study. The significant findings of this study were the outcome of all four dimensions of EI and results shows, job performance is the significant outcome of EI of the teachers. The probable reason behind this significant result is that teachers who are emotionally intelligent give more inputs through their skills and efficiencies to increase their output which results in increased performance. These results also have a strong support with prior literature (Vratskikh et al., 2016) (Mohamad & Jais, 2016). Some studies indicated that teachers having increased level of emotional intelligence can perform in a better way rather than having less emotional intelligence (Mayor & Salovey, 1997; Mehmood et al., 2013).

Teachers play a significant role in the society. Their interaction with the students leads to transfer of information and it must be emotionally stable. Emotionally intelligent teachers can



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communicate clearly and are capable of creating a productive interaction (Asrar-ul-Haq et al., 2017). In conclusion, the research highlights the importance of emotional intelligence. It appears that the four dimensions (self-emotional appraisal, others-emotional appraisal, regulations of emotions and use of emotions) of emotional intelligence have a greater impact on teachers' job performance. In order to sustain high performance and competitive advantage, a systematic and consistent approach to emotional intelligence should be followed (Perkins, 1995; Cooper & Sawaf, 1997; Goleman, 1998). Therefore, it can be suggested to school principals & authorities to include EI construct as a component in their practices. When they interview the prospective candidates, they should consider their emotional intelligence skills especially their ability to appraise self-emotions along with other's emotions, how they regulate their emotions and also how they can use their emotions to improve their performance.

## 5. RESEARCH IMPLICATIONS

The findings of this study have a number of important implications in the workplace. The HR managers must understand the theory of EI and can incorporate in functions like recruitment, selection, training, performance appraisal and capacity-building. This will increase their capacity to predict the job performance of any employee and will provide deeper insights in how to manage them. An employee high on the level of self-emotional appraisal and others emotional appraisal, can develop and manage relationships. Such employees must be placed at a position where best utilization of their capabilities is possible. Employees who can effectively regulate and use their emotions, can be used for conflict resolution or politics. It can be recommended to professionally train the employees about how to appraise their own and other's emotions and how they can use them to improve their performance via effective regulation.

## 6. LIMITATIONS & FUTURE RECOMMENDATIONS

Regardless of its implications, current research study is prone to some limitations. This study is focused on educational sector of Kurukshetra. Future researchers can replicate the same study in any other sectors. Future researches can also consider other dependent variables like job satisfaction, employee performance. Also, some mediators like job satisfaction, psychological capital, organizational commitment and leadership can also be introduced while conducting further researches.

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