

A Gender Based Analysis of Emotional Intelligence and Job Performance of Teachers at Higher Secondary School Level

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Article History: Received: 09 Sep, 2021 Accepted: 22 Dec, 2021	ABSTRACT <p>The present study was aimed to study the Gender based Analysis of EI and performance of teachers on job at higher secondary school level. The nature of this study was descriptive and data was gathered by survey method. There were 90male teachers and 115 female teachers were carefully chosen from the Islamabad Model higher secondary schools by means of stratified random sampling technique. A standardized questionnaire for measuring: “Emotional Intelligence” the assessment of emotional intelligence scale by Schutte was used with four sub scales and “Teacher job performance” job satisfaction scale by Ching et al., 2016 with five sub scale was used. A data set was created through Statistical Package for Social Sciences (SPSS). Mean, SD and frequencies are used for statistical analysis of the data along with independent t test. Management of self has shown the higher mean score as compared to the other sub scales of Emotional Intelligence. Similarly, the mean value of working Environment is greater than the mean values of other all dimensions of job performance scale. Results indicated that there is a substantial difference in EI and performance of job by female and male teachers at secondary high school. There is no significant difference found with respect to Management of self in Emotional Intelligence scale and Working environment in job performance scale. It may be recommended that the teachers with high Emotional Intelligence will perform well in their organization which will be resulted as the improvement in their job performance.</p> <p>Key Words: Emotional Intelligence, Job performance, Gender, higher secondary school teachers</p>
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Introduction

Teachers play an active and vital role in the building of a nation. Teachers are the main pillar in the teaching learning process. Educational Researchers have tries to analyze the qualities of great teachers. Exemplary teachers have been known to demonstrate a variety of attributes and talents. Personality of a teacher is important and makes a difference in the life of a student. An effective teacher should possess skills beyond cognitive abilities, technology-based, academic and professional knowledge. Soft skills such as using sense of humor, maintaining an

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even temperament, patience and having good relations with students makes a teacher successful in the field.

Like other developing countries Pakistan has made innovation for education in policies and plans and actual provinces are bound by their social, cultural, economic and political realities and limitations. Presently, every country is making their best efforts to provide quality education to their students. Pakistan is no exception in this regard. Government and different NGOs are doing their best in providing a quality education in this regard many efforts have been made to provide free text books to the students, establishing computer Labs free education up to secondary level, provision of qualified teachers and introducing innovative teaching techniques.

Discussing further about the education one can say that it is an important factor responsible for bringing change in individuals according to societal needs. Education, besides imparting knowledge to the individuals, also facilitates the development of their skills, perceptions, recognition of good qualities of someone and comprehension of things. The teachers are responsible for providing this type of education to the children. The fact that the teacher has to perform an important duty of nation-building can't be ignored.

Teachers impact the immature mind of the students and are responsible for molding them into different shapes like a potter. The job of the teacher is not only to give instructions to the students but also to develop confidence among them. She influences the conduct and ideas of the students. She is a person with the capacity to leave an impact on the character and life of the students. A teacher must develop abilities and qualities in the students which will enable them to adapt to society as good citizens. It is obvious from the late examines that teacher have an incredible ability to impact education results of students.

Educating is viewed as both sciences just as workmanship it is a science because cautious arranging of goals, strategies, substance, experience, and assessment is required for acceptable educating. It is workmanship because the teacher needs fine characteristics, for example, affectability to the requirements, interests, and progress of pupils, thoughtful demeanor, personal relationship, aptitude in working with kids. It isn't the insignificant acquisition of information; however, the cooperation among students and teacher's information, taking care of the emotions correctly. Accordingly, for making performance successful this

expertise is required for a teacher. This aptitude can make the teachers to handle students along with their parents (Wachs & Cordova, 2007).

Teachers have a key role in building character of students by providing them quality education, developing high self-esteem, self-efficacy and inculcating self-discipline and empathy among students. For all these teachers should be competent in EI in the workplaces. EI and teachers' job performance are important aspects in teaching process. This study is design to assess the EI and teachers job performance at secondary school The present study provides an opportunity to the reader to analysis gender base difference of Emotional Intelligence of teachers with their job performance at higher secondary school level.

Method and procedure of the study

All higher secondary school teachers working in federal directorate of Islamabad city constituted as the population of the current study. Simple Random sampling technique was used in the study. Descriptive design was applied in this study and for this reason investigator castoff a survey method. The researcher has used the quantitative method for the collection of the data.

The research study was comprised of Teachers working in the public sector schools situated in Islamabad, capital of Pakistan. A sample of 15 schools and 205 teachers working in the public sector of higher secondary schools were taken as a sample of the study according to the federal directorate of education Islamabad. There were 90 male teachers and 115 female teachers were carefully chosen by means of stratified random sampling technique by following Daryle W. Morgan (1970). The investigator adapted a structured questionnaire for this study. For measuring: "Emotional Intelligence" the assessment of emotional intelligence scale by Schutte was used. "Teacher job performance" job satisfaction scale by Ching et al., 2016 was used. A data set was created through Statistical Package for Social Sciences (SPSS). SD, Mean and Frequencies are used to explain the data. The independent t test is used to have further statistical analysis.

Results

Table 1: SD and Mean for Emotional Intelligence Dimensions

Dimensions	Mean	Standard Deviation
Awareness of Self	43.45	9.547
Management of Self	59.57	17.797
Social Awareness	23.28	6.542
Relationship Management	19.49	5.321

Table 1 shows the mean and standard deviation of dimensions of Emotional Intelligence. It reveals that the mean value of Management of self is greater than the mean values of other all dimensions. This means that higher secondary school teachers prefer more Management of self as compared to other dimensions of Emotional intelligence.

Table 2: Mean and Standard Deviation of Dimension of Job Performance Scale

Dimensions	Mean	Standard Deviation
Reward	24.38	4.245
Promotion	32.57	8.407
Flexible Scheduling	35.14	10.352
Training	29.36	7.635
Working Environment	39.66	14.025

Table 2 shows the mean and standard deviation of dimensions of job performance of teachers. It reveals that the mean value of working Environment is greater than the mean values of other all dimensions. This means that higher secondary school teachers prefer more working Environment as compared to other dimensions of job performance scale.

Table 3: Gender Wise Mean, Standard Deviation and t-test of Awareness of Self

Gender	N	M	SD	Df	T	P
Male	90	3.5653	0.62884	203	2.486	0.014
Female	115	3.3554	0.57606			

Table 3 shows that it is important variance between the “mean scores” of Awareness of self “male and female higher secondary school teaches”. It also indicates that male teachers have a higher sense of Awareness of self as compared to female teachers at higher secondary school level. ($M_{Male} = 3.5653 > M_{Female} = 3.3554$; $p < 0.014$).

Table 4: Gender Wise Mean, Standard Deviation and t-test of Management of Self

Gender	N	M	SD	Df	T	P
Male	90	3.8481	0.95788	149.994	-1.837	0.068
Female	115	4.0655	0.65284			

Table 4 directs that “female teachers” give more preference to Management of self as compare to “male teachers” at higher secondary school level. (MFemale=4.0655>MMale=3.8481), whereas the p value is .0.068; therefore, this difference is no significant difference with respect to Management of self.

Table 5: Gender Wise Mean, Standard Deviation and t-test of Social Awareness

Gender	N	M	SD	Df	T	P
Male	90	3.6844	0.77313	203	-2.147	0.033
Female	115	3.8800	0.52835			

Table 5 directs that “female teachers” give more preference to social Awareness as compare to “male teachers” at higher secondary school level. (MFemale=3.8800>MMale=3.6841), whereas the p value is .0.033; therefore, this difference is significant difference with respect to social Awareness.

Table 6: Gender Wise Mean, Standard Deviation and t-test of Relationship Management.

Gender	N	M	SD	Df	T	P
Male	90	3.7511	0.99224	157.836	-2.094	0.038
Female	115	4.0122	0.72755			

Table 6 directs that “female teachers” give more preference to Relationship of Management as compare to “Male teachers” at higher secondary school level. (MFemale=4.0122> MMale=3.7511), whereas the p value is .0.038; therefore, this difference is significant with respect to Relationship Management.

Table 7: Gender Wise Mean, Standard Deviation and t-test of Reward

Gender	N	M	SD	Df	T	P
Male	90	2.2778	0.56225	203	1.592	0.048
Female	115	2.1809	0.48916			

Table 7 shows an important statistical variance between the mean score of Reward in job performance of Male and Female higher secondary school teachers' teachers. (MMale = 2.2778 > MFemale = 2.1809). whereas the p value is 0.048, therefore, it shows a significant difference with respect to Reward in job performance of teachers.

Table 8: Gender Wise Mean, Standard Deviation and t-test of Promotion

Gender	N	M	SD	Df	T	P
Male	90	2.8933	0.72756	205	2.147	0.035
Female	115	2.3061	0.8907			

Table 8 directs that Male teacher gives more preference to promotion in job performance as compare to female teachers at higher secondary school level. (MMale = 2.8933 > MFemale = 2.3061) whereas the p value is 0.035, it shows a significant difference with respect to promotion in job performance of teachers.

Table 9: Gender Wise Mean, Standard Deviation and t-test of Flexible Scheduling

Gender	N	M	SD	Df	T	P
Male	90	2.2756	0.89522	195.025	2.195	0.025
Female	115	2.1065	0.82274			

Table 9 directs the important statistical variance in mean score of flexible scheduling of job performance of higher secondary school teachers between male and female. (MMale = 2.2756 > MFemale = 2.1065) whereas p value is 0.025. which shows the significant difference with respect to flexible scheduling of job performance of teachers.

Table 10: Gender Wise Mean, Standard Deviation and t-test of Training

Gender	N	M	SD	Df	T	P
Male	90	2.2956	0.85970	203	2.272	0.024
Female	115	2.0609	0.61853			

Table 10 shows an important statistical variance between the mean score of Tanning of male and female teacher at higher secondary school teachers ($M_{Male}=2.2956 > M_{Female}=2.0609$) whereas the value of p is 0.024 which shows a significant difference with respect to tanning of teachers at higher secondary school level.

Table 11: T-Test, SD and Mean for the Working Environment on the basis of gender

Gender	N	M	SD	Df	T	P
Male	90	2.0494	0.64124	203	1.591	0.113
Female	115	1.9256	0.47226			

Table 11 shows the statistical variance of mean score of working environments of male and female teachers at higher secondary school level. ($M_{Male}=2.0494 > M_{Female}=1.9256$) whereas. The p value is 0.113 therefore this difference is not significant with respect to working environment.

Discussion

The study results focus more on self-management perspective of teachers in high school, compared to regulation of their emotional intelligence. According to hypothesis 1, there is no gender-based difference regarding emotional intelligence of teachers at higher secondary school level. There are differences reported regarding emotional intelligence of teachers in terms of gender-based differences. So, it can be said that the null hypothesis is rejected. Similar results have also been found in order to studies as well. (Rani, 2012) and (Myint, Aye, & Aung, 2016).

The current study also supports the hypothesis partially, because there are similarities found in both the gender as well, where work environment has been the key factor for both the genders which is supported and it is preferred as the important factor in regulating emotion intelligence among both the genders. Teachers also prefer work environment to be an important factor in maintaining higher job satisfaction. The gender-based differences are also common in understanding the level of “self-awareness” among teachers. Mayer and Salovey (1995) study reports that self-awareness is significant when it comes to having the distinctive view of yourself, understanding your shortcomings, musings, inspirations, feelings and convictions. Male teachers are more conscious about “self-awareness” compared to the female teachers.

On the other hand, female teachers are also more conscious for their “social-awareness” compared to the male teachers as significance differences have been observed in terms

their social-awareness level. Grewal and Salovey (2005) study have helped to understand that social knowledge among individuals is important in order connect with others and carefully analyze the human capabilities. This helps in proper emotional intelligence among individuals setting them better human connection and relational aptitude (Arash Hashemifardnia, 2017).

According to hypothesis 2, there is no gender-based difference regarding job performance of teachers at higher secondary school. There are differences reported regarding gender-based differences in terms of how job performance of teachers is affected. So, it can be said that the null hypothesis is rejected. Similar results have also been found in order to studies as well (M, Díaz, A, Y, & K, 2018).

In the same way, female teachers are more aware of their relationship management with others at school, while make teachers are less conscious about their relation building and development at schools. The management of reward at schools has an impact on job performance of teachers and statistics have found that significance differences are observed for both male and female teachers with respect to reward management and how it impacts their job satisfaction. Male teachers are also more conscious about promotions and it impacts their job performance, while female teachers are less conscious about promotions.

The same applies for tanning of male and female teachers. However, work environment seems to be important for both male and female teachers equally. Several studies report that both male and female teachers have been identified with common mental disorders because of high job demand, workload, pressure from pupils and parents. In the same way, lack of social support from supervisors and colleagues results in negative environment at schools. This results in impacting their mental health, as they are unable to maintain the required work-life balance (Maria Boström, 2020).

Conclusion

- It is concluded that the mean value of Management of self is greater than the mean values of other all dimensions of Emotional Intelligence scale. This means that higher secondary school teachers prefer more Management of self as compared to other dimensions of Emotional intelligence.
- It is concluded that the mean value of working Environment is greater than the mean values of other all dimensions of job performance scale. This means that higher secondary school teachers prefer more working Environment as compared to other dimensions of job performance scale.
- It is concluded that male teachers have a higher sense of Awareness of self as compared to female teachers at higher secondary school level.

- It is concluded that “female teachers” give more preference to Management of self, social Awareness and Relationship management as compare to “male teachers” at higher secondary school level.
- It is concluded that “Male teacher” gives more preference to Rewards, promotion, flexible scheduling Training and Working Environment in job performance as compare to female teachers at higher secondary school level.

Recommendations

To build upon the conclusion of this research study some important recommendations could be suggested for the researchers, scholars, policy makers and all the stakeholders in education.

- The findings of this research study show that male teachers are more emotionally intelligent than female teachers so it is recommended that in-service training programs with respect to emotional intelligence especially for female teachers may be arranged.
- This research study was delimited to the higher secondary school teachers, but future researchers should consider that a study like this can be conducted on the performance of teachers at primary level. Outcomes of such study will be a great help to solve the problems of teachers and students at primary level, e.g., dropout, absenteeism and lack of motivation among students.
- It is recommended that some strategies can be used to improve the Emotional Intelligence of teachers by motivating them at their work place. Utilized an assertive style of communications, practice ways to maintain a positive attitude practice of self-awareness, respond instead of reacting to conflict.
- It is recommended that to improve the job performance of teachers develop, apply, measure and institutionalized standards for teachers’ professional development.
- It is recommended that focus on teachers in low-income and crisis-affected contexts as professionals, learners and individuals.
- It is recommended that create professional development opportunities that promote teacher collaboration.
- It is recommended that provide teachers with ongoing support.
- It is recommended that Use information and communication technology (ICT) to provide access to content, professional development and professional learning communities.
- It is recommended that built instructional leadership at all levels of the educational system.
- It is recommended that invest in high-quality teacher educators.

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