

# Emotional Intelligence and Job Performance of Higher Secondary School Teachers:

## A Correlational Study

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### Abstract

This study focuses on uncovering the relationship between job performance and emotional intelligence levels among higher secondary school teachers. A survey technique was employed to collect data, which remained solely descriptive. The education sector in Islamabad City operates 55 higher secondary schools employing 6200 teachers, including 3000 male instructors and 3200 female instructors. The model higher secondary schools of Islamabad provided 90 male and 115 female instructors through a stratified random-selection process. The study utilized Schutte's assessment of emotional intelligence scale alongside Ching et al. 's (2016) teacher job performance work satisfaction scale by Ching et al. (2016) which is organized into four and five categories. The research team performed statistical data analysis using the Statistical Package for Social Sciences (SPSS). The mean was used to determine the results for descriptive analysis, while Pearson's correlation provided the analysis of inference. The study found that teachers working at the higher secondary level displayed positive attitudes toward both job performance and emotional intelligence. The research led to a substantial positive relationship linking better job performance outcomes to emotional intelligence levels among secondary teaching staff. The installation of emotional intelligence skill improvement content into teacher training programs for aspiring and established teachers will result in better performance outcomes.

**Keywords:** *Job performance, Emotional Intelligence, Relationship, higher secondary level.*

## **Introduction:**

Emotional intelligence (EI) is broadly known as a crucial attribute and personality trait of an ideal teacher. Teachers with high emotional intelligence foster a supportive learning environment for students to feel valued, cared for, and emotionally secure. This contributes to their growth as a positive and motivated learner. The concept of emotional intelligence combines two fundamental aspects of applied psychology: emotions (affective component) and cognition (intellectual component), and brings them together under a single framework. The Emotional Intelligence Scale was originally created by Salovey and Mayer in (1990) to define competencies such as understanding emotions, adopting others' perspectives with empathy, and effectively managing one's own emotions to promote well-being and positive relationships (Fransic, 2024).

Later, this idea was popularized by Goleman in (1996), whose book on emotional intelligence became best-selling (Brandon, 2019). The concept gained significant media attention and further traction when it was featured on the cover of Time magazine in 1995, with the headline emphasizing that emotional intelligence surpasses IQ in predicting life success. This perspective highlights emotional intelligence as a more reliable indicator of personal and professional achievement than traditional measures of intelligence.

Researchers have examined emotional intelligence as a pivotal area of study, conceptualizing it as both social intelligence (Thorndike, 1922) and personal intelligence (Gardner, 1983). Additionally, they considered emotional intelligence and emotional literacy (Goleman, 1995; Salovey & Mayer, 1990). According to Mayor et al. According to the historical perspective of EI, its roots are based on education, psychology, sociology, and human resource management (Khosravi and Khosravi, 2014). The concept is considered to play a significant role in enhancing employees' effectiveness and efficiency at the workplace.

Emotional intelligence has gained attention in research as a modern understanding of human intelligence. The research field of cognitive development receives new potential discoveries from EI, which also enables discrimination in both personal emotional states and those of others. According to Salovey and Mayer (2014), emotional intelligence consists of four essential components: emotional understanding while recognizing emotional states and emotional interpretation for their strategic benefits, as well as

emotional management of rational thought processes. Such capability consists of understanding emotions in others and oneself and controlling emotional responses in oneself and others.

Since its introduction, emotional intelligence has captivated researchers who have contributed to its development and underscored its critical role in shaping human behavior and relationships. In Educational Psychology, human resource management, and other related disciplines, the emotional intelligence core concept is seen as more impactful than several other traditional forms of intelligence. Researchers and professional organizations have investigated the significant aspects of emotional intelligence. It encompasses identifying one's own and others' emotions and using that understanding in both personal and professional settings. The term emotional intelligence has been discussed under different terms like social intelligence (Thorndike, 1922), emotional literacy (Salovey & Mayer, 1990; Goleman, 1995), and personal intelligence (Gardner, 1983).

According to Mayer et al, 2014, EI is defined as the ability to manage emotions effectively and apply them in reasoning and behavior. It helps an individual understand how they can control and utilize their own and others' emotions to improve relationships and decision-making. Researchers have emphasized that emotional intelligence is a multifaceted and demanding concept that plays an essential role in organizations, work environments, management, and administration (Dolev and Leshem, 2016).

This study focused on job performance as the second research variable. Job performance evaluation for Judge & Ferris (2015) serves as a well-validated human resource management practice (Asiati et al., 2024). The skills and attributes that workers apply during work tasks under job responsibilities at their workplace represent job performance. Job performance consists mainly of outcomes, skills, and dedication, which directly matter to the assistant regarding their products and institutional goals.

Employee work performance measures exist in three forms: quality, reliability, and expenditure (Novitasari et al., 2020). Employee performance is accomplished through tasks performed within an organization. Based on the data, it has a significant impact on employees' work performance and productivity.

Employee work performance represents the activities through which an employee reaches their objectives. The research findings show that labor productivity does not change

significantly. Al-maitah et al. (2021) established how the leadership style critically determines worker satisfaction at their workplace and how transformational leadership enhances employee organizational dedication.

Emotional intelligence is essential for job performance, commitment, and individual skill development in professional settings within an organization, and is linked to better collaboration, decision-making, and personal development. This study aimed to explore how emotional intelligence might influence the job performance of teachers working at the higher secondary school level.

### **Literature review:**

#### **Emotional Intelligence:**

Emotional intelligence (EI) is regarded as more crucial than other related forms of intelligence, within the field of both education and educational psychology, including verbal comprehension, perceptual organization, and visualization. (Mayer et al., 2011).

Wechsler, as a pioneer, broadened the idea of intelligence, describing it as the overall capability of humans to make decisive actions and engage in logical reasoning in real-world settings. He described intelligence as the overall mental ability that allows individuals to make decisions and respond effectively to various environmental situations.

He also identified intelligence as a combination of both cognitive and non-cognitive aspects, which empowers individuals to process emotions, interact socially, and relate to others on an interpersonal level. Furthermore, he emphasized the significance of non-intellectual capabilities, considering them fundamental in shaping an individual's potential for success and achievement in life (Wechsler, 1943, as cited by Woolfolk, 2014).

Society depends on teachers who experience multiple workplace difficulties, including implementing the school-assessment system and dealing with student obligations while managing heavy workloads within extended schedules and administrative tasks, as well as expectations from administrators and parents. (Ishak et al., 2010). Working under these conditions produces psychological distress, which negatively affects teachers (Malach-Pines, 2005; Kokkinos, 2009; Skaalvik & Skaalvic, 2007). Teachers experience discontentment that results in emotional breakdown (Idris, 2003; Ishak et.al. 2010 &

Noriah et al., 2006;) and sometimes leads them to leave their profession early (Hakanen, Bakker, & Schaufeli, 2006; Carrasco-Ortiz, 2005; Cano-Garcia, Padilla-Munoz).

Consequently, teaching has a more complex and varied role in the modern world. (Williams & Burden, 2000). Similarly, Stoeber and Rennert (2008) verified that studies conducted in multiple cultural settings showed that teachers are among the experts who experience stress at the maximum level at work. Literature now devotes more attention to emotional intelligence in education to understand its role in performance enhancement (Najmuddin et al., 2011; Arnold, 2005; Jennings & Greenberg, 2009; Najmuddin et al., 2009; Sutton, 2004). According to Corcoran and Tormey (2012), emotional intelligence brings positive outcomes to teaching processes. Studies have shown that emotional intelligence (EI) levels in workers can forecast numerous work results, including job satisfaction and performance (Bachman et al. 2000; Prati et al., 2003; Wong & Law, 2002).

Teachers who can accurately assess their own emotions tend to communicate their needs effectively, allowing them to focus on their emotions to achieve their objectives, leading to improved performance (Day & Carroll, 2004; George, 2000). They are also more attuned to the emotions of others, providing emotional support to encourage teamwork and successful collaborations. Research has further indicated that teachers with high EI consistently exhibit superior performance (Hayashi & Ewert, 2006; Arnold, 2005). With a shift towards professionalism, teachers are expected to stay engaged in their roles rather than becoming disheartened (Louis, 1998). Thus, this study aimed to investigate relationship between teachers' job performance and EI.

The performance of emotional reasoning activities brings benefits to cognitive enhancement. Emotional intelligence requires learners to perceive emotions correctly while generating emotions for thinking and understanding patterns of emotions and using this knowledge to control emotions to optimize both emotional and intellectual progress (Mayer et al., 2004).

The academic field has displayed growing interest in emotional intelligence since Goleman (2001) and Dev et al. (2012) and Petrides & Furnham (2003) and Mayer et al. (2000) and Stough et al. (2009) and Schutte et al. (2009). Woolfolk et al. (2008) states that EI works as an efficient system for processing emotional-related information exactly.

Goleman (2005) explains that EI functions as the capability to better manage emotions than others and develop motivation and handle personal interpersonal affairs efficiently. The experts Goleman (1997) and Higgs (2000) instructed that emotional intelligence means students must learn to master emotion control skills combined with self-drive development along with relationship building processes.

### **Dimensions of Emotional Intelligence (EI):**

#### **Awareness of self:**

Self-awareness is the essential workplace competence linked to emotional intelligence. According to Grayson (2013), self-awareness allows individuals to detect their emotions and understand these feelings, alongside their reasons and origins. According to Goleman (1998), emotional self-awareness is the capability of individuals to detect their emotions while understanding their impact.

Similarly, Yeung (2009) highlights that the foundation of developing emotional intelligence lies in achieving a high level of self-awareness. He metaphorically describes self-awareness as the capacity to decipher a map and emotional intelligence as a voyage.

#### **Management of self:**

The method of self-management matches the terms self-regulated learning because it represents a systematic process to attain learning goals (Schunk & Zimmerman, 2003). According to Goleman self-management stands as the second core competency which he identifies. The capacity to handle difficult moments along with maintains logic and avoids defensiveness makes up this competency (Wolmarans & Martins, 2001). The development of self-regulation occurs mainly through social influence until the process transitions to individual control during different stages according to Schunk and Zimmerman (2003). The research established that self-regulation enables people to increase their autonomy when managing their thoughts along with emotions and behaviors.

**Social Awareness:**

According to Mayer and Salovey (2012), the ability to respond to and recognize the needs and feelings of others is known as social awareness. Taking another person's perspective, responding to others' needs, and empathizing with others.

**Relationship Management:**

Social skills, often referred to as people skills, encompass an individual's ability to manage relationships and build effective social networks. According to Schuetz (2011), social skills encompass qualities such as communication, empathy, tolerance, openness, commitment, mutual respect, and bargaining. People may build lasting relationships, communicate their thoughts, feelings, and ideas, and comprehend and meet each other's needs with the help of these abilities.

Goleman (1995) highlighted that strong social skills play a crucial role in driving change, persuading others, and leading teams effectively. Engaging in social interactions offers numerous benefits, including increased confidence and social acceptance. For managers, these skills are particularly valuable because they facilitate teamwork, collaboration, and the successful completion of tasks that may be difficult to accomplish alone (Pettry, 2006).

**Job performance:**

The definition and concept of job performance have been the focus of significant scholarly research over the past 10–15 years. Job performance is commonly understood as the extent to which an individual fulfills their role according to the established criteria and specific standards set by the organization. (Nayyar, 2011). Job performance in the context of teaching refers to the effective execution of various instructional responsibilities by teachers. This entails teaching, explaining, utilizing illustrations, posing challenging queries, providing direction, and providing pertinent examples to students. A teacher's effectiveness is evaluated based on how well they can engage pupils and support learning in a classroom or other setting. (Bashir et al., 2017; Rao, 2017).

Al-Ahamodi (2010) claims that there is no discernible connection between teachers' performance of job and their educational background. In contrast, Feldsman (2010) asserts that qualifications significantly influence teachers' effectiveness (Kilechuk et al., 2009).

Additionally, role ambiguity affects job performance, as clearly defined targets and job-related roles contribute to improved performance (Knight et al., 2017).

Jex (2012) defines job performance as the range of behaviors employees exhibit in the workplace. Goleman (2005) emphasized that emotional intelligence (EI) enhances individual performance and effectiveness. According to Scullen, Mount, and Goff (2000), a fundamental idea in organizational studies and practices is that job performance influences hiring decisions such as promotions, merit-based compensation, and employee retention. This enables people to develop social capital, work well in teams, and cultivate strong working connections. Job performance refers to the overall expected contribution of an individual to an organization through their actions over a given period. It also encompasses an employee's output in terms of both quality and quantity, as required by their specific role. An individual's performance is largely influenced by their motivation, willingness, and ability to effectively fulfill their job responsibilities. (Motowildlo, 2003)

Laslett and Smith (2017) describes that the teacher's performance is comparatively more productive and efficient when they perform comparatively with more energy and enthusiasm which enhances their fundamental capability to get ready for improving himself/herself. Teachers perform in a more positive way, and this change in behavior not only enhances their skills in particular areas, but also improves the areas where progress is needed. If such teachers understand their strengths and have command over their subjects, they work hard to achieve mastery. Committed teachers do not waste their students' valuable time. Teachers supply additional educational materials to their students while distributing lesson handouts that provide benefits to all students. Science students require sufficient experimental facilities that meet all students' needs to perform experiments. The career requirements of art students to create sculptures and paintings prompt institutions to distribute essential materials needed for these artistic activities. The essential elements for teaching any lesson have been described (Bhatia, 2016).

According to his assessment, the full implementation of lesson planning is a fundamental requirement. Teachers need to prepare their lessons ahead of time before leading lectures. Instructors should clearly explain the main points along with a central idea regarding the topic. Providing the subject matter deserves attention as an essential step. The utilization of maximum learning time is possible through a productive approach to both subject planning and delivery of the course. The lecturing teaching method becomes effective



when teachers plan its execution and deliver it effectively. Staff members must develop all themes that target the subject material. Every aspect of the discussion, together with detailed information, needs to be planned in advance. activities require proper organization during their arrangement. A lesson requires effective sequencing combined with proper communication techniques to be successful. Teachers should handle the planning of classroom management along with all possible actions that enhance learning abilities. Learner engagement depends on methodologically designed questions. Before class begins, teachers can prepare answers for queries that students may present about the topic.

The successful implementation of reinforcements in classrooms results in better classroom management. Being a teacher demands the ability to cope with work stress and ensure proper conduct inside the classroom. Empirical studies show that teachers' job execution and classroom performance are positively connected to their emotional intelligence abilities. Emotionally strong teachers demonstrate the necessary capability to handle the problems that students present. Burnout occurs regularly among teachers because they face high levels of daily stress. Instructors need to possess emotional regulation abilities, as well as student emotional regulation capabilities, to address their elevated job stress levels. The ability of emotionally intelligent teachers to swiftly understand their own emotions and accurately assess student emotions enables them to achieve superior teaching results in the classroom.

### **Problem Statement:**

This study examined the relationship between high school teachers' job performance and emotional intelligence.

### **Objectives of the Study:**

Objectives of the are as follows:

1. To evaluate higher secondary school teachers' emotional intelligence.
2. To investigate higher secondary school teachers' job performance.
3. To investigates the relationship between emotional intelligence and job performance among teachers at the higher secondary school level.

### **Null Hypothesis:**

**H<sub>0</sub>1:** There is no significant relationship between emotional intelligence and job effectiveness of teachers at higher secondary education institutions.

### **Method and procedure of the study:**

The focus of the study was the teachers working in higher secondary schools employed by the Federal Directorate of Education in Islamabad. All instructors employed by public schools in Pakistan's capital city comprised the study's population. There were 55 schools and 6200 teachers (3000 male and 3200 female) in the city of Islamabad. The simple random sampling technique was used to select the sample for the study. This study followed a descriptive research design and employed a survey method for data collection.

### **Sample Size of the Study:**

The research sample included 205 teachers from public-sector higher secondary schools, among whom 90 were male teachers and 115 were female teachers. The selection was based on a stratified random sampling technique following Daryle W. Morgan (1970) guidelines.

*Table 1: Calculated Sample Size, Rate of Return and Rate of Response*

Gender	Total population	Calculated sample ,Returned responses. (Rate of Return)
Male	3000	90 ,79,(87%)
Female	3200	115,102,(88%)
Total	6200	205,181,(88%)

Table 1; shows sample size of the teachers at higher secondary level.

### **Data collection:**

Emotional intelligence was assessed for data collection using the Emotional Intelligence Scale developed by Schutte in 1998 (Caruso, and Salovey, 2016; Ishaq,

Shabbir, and Khan, 2020). Teacher Job Performance was assessed using the Job Satisfaction Scale developed by Ching et al. in 2016 (Omer et al, 2019). The collected data were analyzed using the Statistical Package for Social Sciences (SPSS), employing Mean and Pearson correlation analysis for further statistical evaluation.

## Results:

### Objective.1: Emotional intelligence of Higher Secondary School Teachers

*Table 2: Mean Score of Emotional Intelligence and its sub scales.*

Sr. No.	Emotional Intelligence	Mean	Agree or Not
1	Awareness of Self	3.77	✓
2	Management of Self	3.99	✓
3	Social Awareness	3.61	✓
4	Relationship Management	3.91	✓
5	Overall Mean Score	3.82	✓

Table 2 presents the mean scores for the four subscales among higher secondary school teachers. The four subscales that form the dimensions are self-awareness, self-management, social awareness, and relationship management. Research shows that the self-management sector obtains the highest mean score, while social awareness achieves the lowest. Overall, teachers showed a positive response to emotional intelligence, as indicated by the overall mean score.

### Objective 2: Higher Secondary School Teachers' Job performance

*Table 3: Mean Score of Job Performance and its sub-scales.*

Sr. No.	Job Performance	Mean	Agree or Not
1	Reward	3.71	✓
2	Promotion	4.01	✓

3	Flexible Scheduling	3.70	✓
4	Training	4.20	✓
5	WorkingEnvironment	4.00	✓
	Overall Mean Score	3.84	✓

Table 3 presents the mean scores for the six subscales of job performance among higher secondary school teachers. The average reward score was 3.71. 4.01 is the promotion rate. The corresponding value is 3.70 for flexible scheduling. Training had the highest mean score of 4.20 among these subscales. The current working environment received a score of 4.00. Research shows that the average performance rating equals 3.42. Workers were awarded 3.84 as their general assessment. Training provided the highest mean score, while performance provided the lowest mean score. Teachers demonstrated consistent responses in the assessment of their general job performance.

### **Objective 3. Higher Secondary School Teachers' Relationship between Emotional Intelligence and Job Performance**

H<sub>0 1</sub>: There is no significant relationship between emotional intelligence and job effectiveness of teachers at higher secondary education institutions.

**Table 4: Relationship between emotional intelligence and job performance of teachers**

Variable	M	R
1.Emotional Intelligence	3.8743	
2.Job performance	3.8581	.996**

Level of Significance  $\geq .05$

The findings of Table No 4, establish a strong positive relationship between emotional intelligence and job performance ( $r = .996^{**}$ ) among higher secondary school teachers. The research findings warrant rejection of the null hypothesis stating, "there is no significant relationship between emotional intelligence and job performance of teachers at the higher secondary school level."

## **Discussion:**

This study examined the connection between emotional intelligence and work performance among teachers working at higher secondary school levels.

The researchers examined the four differential emotional intelligence subscales throughout the study to fulfill the first objective of the study. The subscale names come from four distinct categories: self-awareness, self-management, social awareness, and relationship management. The mean score for self-management was the highest, while social awareness exhibited the lowest value. The general emotional intelligence scores of the teachers matched those of the other participants.

The approach of facing new obstacles individually produces better alignment between their expertise and their occupational responsibilities. This kind of employee shows superior skill compatibility which directly corresponds with the specific job responsibilities.

Siddique et al. (2020) discovered through their research that teachers with emotional intelligence succeeded in their tasks at the higher secondary educational level. Anshu (2024) referred the work of Baczynska (2017), which supports the finding based on the work from other scholars such as Boyatzis et al., (2017) and Naqvi et al. (2016) and Anwar and Hassan (2017). The research explored emotional intelligence together with teaching performance because these concepts strongly affect each other. The educational performance of teachers grows due to better relationships with students and enhanced work dedication and teaching satisfaction when they show strong emotional intelligence. The effectiveness of teachers in handling their emotions enables them to establish beneficial learning areas that lead to positive educational outcomes for their students.

By handling individual challenges in the workplace workers learn to better match their on-site expertise with their professional duties. Employees who maintain such emotional levels achieve better skills that fit with their jobs since their abilities properly match up to occupational requirements. In the view of Siddique et al., (2020), the teachers demonstrated excellent task in their institutions due to excellent emotional intelligence skills. Baczynska (2017) confirmed this research through integrating her work with Boyatzis et al. (2017), Naqvi et al. (2016) and Anwar and Hassan (2017). Research evidence verifies that emotional intelligence shows substantial correlations with teaching

performance quality. The combination of strong emotional intelligence in educators leads to increased understanding of personnel which results in better delivery quality teaching practice and higher job satisfaction and commitment. Student educational activities become more beneficial because teachers with strong emotion regulation skills design learning environments.

Mohamad and Jais (2016), investigated how emotional intelligence affects teacher job performance and creativity in their work. Research findings indicate that teachers' work performance depends significantly on the results shows the teachers emotional intelligence is positively corelated with teachers' creativity and work engagement. The four domains of emotional intelligence, including self-awareness, self-regulation, self-motivation, empathy, and social skills creates a bridge between balanced emotions and successful teaching. According to research findings, instructors who display high emotional intelligence have a significant relationship with their job effectiveness levels (Su.H, at el., 2022).

### **Conclusions:**

The key findings and debates served as the foundation for the following conclusions:

Teachers at the higher secondary school level showed agreement regarding their emotional intelligence. Teachers also exhibited agreed responses at the higher secondary level related to their job performance. A significant positive correlation was found at the higher secondary level between teachers' emotional intelligence and their job performance.

### **Recommendations:**

The following recommendations are based on the conclusions;

Organizations may introduce training sessions for teachers before, during and after the academic year to enhance their emotional intelligence skills. This initiative may also focus on improving the emotional intelligence competencies of both teachers and managers within the institution. Additionally, organizations may acknowledge the crucial role of emotional intelligence in shaping human capital, which ultimately contributes to a highly performing workforce. Emotional intelligence development should be integrated into pre-service and ongoing professional training programs. This can be achieved through

specialized modules and activities designed to enhance teachers' emotional awareness, self-regulation and interpersonal skills. Psychological training can help teachers effectively manage workplace stress and create a positive and productive classroom environment. This not only improves teaching effectiveness but also fosters a supportive and collaborative work culture among teachers.

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