
IMPACT OF EMOTIONAL INTELLIGENCE ON TEACHERS' PERCEIVED PERFORMANCE: EMPIRICAL EVIDENCE FROM HIGHER EDUCATION SECTOR OF PAKISTAN

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ABSTRACT

This study aims to investigate the impact of emotional intelligence on teacher's perceived job performance in the higher education sector of Pakistan. A total of 330 faculty members of higher education institutes from 5 cities of Pakistan participated in the study. Correlation and regression analysis are applied to examine the relation between variables of the study. The statistical evidence highlighted that emotional intelligence has a significant impact on the teacher's perceived job performance. The results discovered that self-confidence, achievement orientation and developing others have a positive significant relation with the teachers' perceived job performance. Additionally, the impact of training, experience and gender is examined through One-way ANOVA and Independent Sample T test. Research findings revealed that training has a significant and positive impact on teachers' perceived job performance but there is no significant impact of gender and experience on the same. Higher education institutes must pay attention for enhancement of emotional intelligence in their teaching staff for better performance.

KEYWORDS

Emotional intelligence, Achievement Orientation, Developing Others, Conflict Management, Teachers' Performance.

INTRODUCTION

Traditionally the teacher of Higher Education sector was considered an authority who was a corrector of students' errors, seldom challenged by the student and a speaker rather than a listener (Badley & Habeshaw, 1991). This conventional role has been modified due to multiple reasons. Technological advancements brought challenges to the teachers of higher education sector (Asrar-ul-Haq et al, 2017), including immature and non-serious behavior of students, grades of the students, work pressure, multitasking, and dealing with administration and parents of students. Moreover, students' success is greatly determined by the teachers' performance and students' learning is affected by it (Machado et al, 2011).

Rapidly changing global trends have greatly influenced Higher Education Institutions' (HEIs) academic effort, increasing managerial controls, accountability and declining financial support which have resulted in drastic change in organizations and the necessity to manage strain and anxieties inside this educational occupation (Machado et al, 2011). All these factors are social pressures that may lead to emotional disturbance and anxiety. Asrar-ul-Haq et al (2017) quoted that teachers who develop themselves as professionally competent and emotionally intelligent can meet such difficult criteria. Emotional intelligence, as a foundation for emotional competence, is a great tool to improve people performance at work and their quality of life (Ignata and Clipaa, 2012). Teachers need to exhibit real emotional potentials to perform better. These professionals work within human growth and development area and are responsible for development and education of generations.

Emotional Intelligence (EI) is the competence to identify sentiments, assimilate these to assist thought, perceive emotions to adjust them and to stimulate personal development (Salovey and Mayer, 1990). Sean (2010) put forth that "Emotional intelligence comprises of a mix of skills which help a person to be well informed, to recognize, and to be master of their own emotions, to comprehend and realize emotions of others, and to utilize the information to promote their triumph and the victory of others". This statement seems to be founded on EI competencies model introduced by Daniel Goleman in 1995. This statement highlighted few competencies of EI i.e., Emotional Self-Awareness (ESA), Self-Confidence (SC), Self-Control (ESC), Achievement Orientation (AO), Developing Others (DO) and Conflict Management (CM). These competencies of EI are also highlighted by Goleman as self-awareness (ESA, SC), self-management (SC, AO), Social-awareness and social skills (DO and CM). These competencies are taken as independent variables for current study.

Self-awareness is foundation of emotional intelligence, and it is well-defined as recognizing inner condition or feeling of self, inclinations, means, and instincts (Goleman, 1996). Self-Confidence means having faith in own ability to successfully complete a job and choose an effective approach for that job (Goleman, 1998). Among all management tiers i.e., supervisors, managers, and executives, outperformers can be distinguished from average performers through high degree of Self-Confidence (Goleman 2001). Achievement Orientation is optimistic efforts to persistently enhance performance (Goleman 1998). Various studies show that in comparison to many average performers at executive level, great performers are those who show classic Achievement Orientation behavior. They set challenging goals for their subordinates, they dare to take additional premeditated risks and they support visionary novelties (Goleman 2001).

Goleman (1998) said that Developing Others encompasses identifying individual's developmental requirements and strengthening their capabilities. This ability is essential for top management level as it has appeared as an ability for effective leadership at highest levels (Goleman, 2000). To resolve a conflict one needs to understand own as well as others' emotions and feelings (McConnon and McConnon, 2008). EI has been a precursor of some conflict management styles (Shih & Susanto 2010). Many authors researched on relation of EI and job performance in education sector (Sutton, 2004; Arnold, 2005; Rohana et al., 2009; Jennings & Greenberg, 2009; Najmuddin et al, 2011). EI affects positively the teaching (Corcoran & Tormey, 2012). Specifically, researchers emphasized that outcomes related to work i.e., satisfaction in job, employees' job performance can be predicted by individual's EI level (Bachman et al, 2000; Prati et al, 2003). Though past researches have conducted in-depth investigation of the link between employee job performance and emotional intelligence (Kulkarni et al, 2009; Shahzed et al, 2011), less work has been done so far on emotional intelligence and employees' performance generally and performance of HE teachers particularly in Pakistan. Hence this research aims to investigate the relation of perceived job performance of Higher Education Teachers with various competences of emotional intelligence. It also aims to analyze the impact of gender, training and experience on perceived job performance of Higher Education Teachers.

RESEARCH OBJECTIVES

1. To investigate the relation of various competences of emotional intelligence with perceived job performance of higher Education Teachers.
2. To examine the impact of gender, training and experience on perceived job performance of Higher Education Teachers.

RESEARCH HYPOTHESIS

1. Teachers having high emotional self-awareness show better job performance.

2. Teachers having high Self-confidence show better job performance.
3. Teachers having high achievement orientation show better job performance.
4. Teachers having competency to develop others are better performers at job
5. Teachers having competency of conflict management are better performers at job.
6. On average both groups (Male and Female) do not have same job performance level.
7. There is statistically significant impact of EI training on teachers' perceived job performance.
8. There is statistically significant impact of experience on teachers' perceived job performance.
9. There is statistically significant impact of experience and training on teachers' perceived job performance.

RESEARCH METHODOLOGY

For this study, university teachers from 5 cities of Pakistan i.e., Islamabad, Karachi, Lahore, Muzaffarabad (A.K) and Quetta were selected. Usable sample for the study is 330. Sample size is selected through stratified random sampling technique. Population is divided into five strata, i.e., Karachi, Lahore, Islamabad, Quetta and Muzaffarabad. Total population of all faculty members from these five cities was 22767. This total population strength was taken from data available on HEC website for the year 2014-2015. The research was quantitative, therefore the two-part questionnaire containing structured and close-ended question following Likert scale of 1 to 5 was used as research instrument. The instrument was adopted from the study of Asrar-ul-Haq et al. (2017). The study explanatory (descriptive) in nature and comprising quantitative data, employed deductive approach.

Emotional Intelligence

- ESA
- SC
- AO
- DO
- CM



Teachers' Job Performance

Figure 1: The conceptual framework

RESULTS AND DISCUSSION

First descriptive statistics of collected data was analyzed in sequence of variables as presented in framework. To assess internal consistency of questionnaire, reliability analysis was done through Cronbach's Alpha whose 0.7 value is considered ideal for interpretation of its coefficient. Santos (1999) confirmed the same about the inter-item reliability of the instrument.

Table 1: Summary of Reliability Test

Sr. No.	Variables	No of Items	Cronbach- α
1	ESA	3	0.720
2	SC	6	0.819
3	AO	6	0.846
4	DO	5	0.875
5	CM	5	0.806
6	TP	14	0.935

Table 2: Correlation Matrix for Study Variables

	<i>TP</i>	<i>ESA</i>	<i>AO</i>	<i>DO</i>	<i>CM</i>	<i>SC</i>
TP	1					
ESA	0.300	1				
AO	0.489	0.376	1			
DO	0.420	0.484	0.443	1		
CM	0.210	0.332	0.192	0.640	1	
SC	0.270	0.501	0.550	0.506	0.360	1

Note: Correlation is significant at the 0.01 level (two-tailed)

Pearson's correlation analysis was done to analyze association between various competencies of EI and performance of teachers of Higher education sector of Pakistan. High collinearity i.e., 0.64 value was noted between Developing others and Conflict Management. The second highest value of 0.55 was noted amid Achievement orientation and Self-confidence. Hence, there is direct proportionality between AO and SC. A directly proportional relationship was noted between SC and ESA as well with value of .51. A moderate uphill (positive) linear relationship was noted between DO and SC with the value of .506. A moderate to weak uphill (positive) linear relationship was noted between few variables i.e., .489 between Teachers' performance and Achievement orientation, .420 between Teachers' performance and Developing Others, .484 between Emotional Self Awareness and Developing Others, .443 between Achievement orientation and Developing Others. Rest of variables had weak but positive linear relationship with other variables. Overall the correlation was found to be significant at 0.01 level.

Table 3: Regression Analysis (Model Summary)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.550 ^a	.303	.292	.426

The adjusted R² value of 0.292 and R² value of 0.303 indicated that 30% of variation in teachers' performance is explained by independent variables.

Table 4: ANOVA Application

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	25.559	5	5.112	28.169	.000 ^b
Residual	58.796	324	.181		
Total	84.355	329			

a. Dependent Variable: TP

b. Predictors: (Constant), SC, CM, ESA, AO, DO

ANOVA showed that model is statistically significant, F (5, 324) = 28.169, p < .001. Thus, model was assumed good fit for further statistical analysis.

Table 5: Coefficients of Regression

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	95% Confidence Interval for B		Collinearity Statistics	
					Lower Bound	Upper Bound	Tolerance	VIF
Const	2.113	.229	9.215	.000	1.662	2.564		
ESA	.073	.048	1.517	.130	-.022	.167	.668	1.498
AO	.379	.054	7.044	.000	.273	.485	.638	1.568
DO	.261	.064	4.065	.000	.135	.387	.440	2.271
CM	-.027	.053	-.514	.608	-.131	.077	.570	1.754
SC	-.152	.072	-2.106	.036	-.293	-.010	.551	1.816

Dependent Variable: Teachers' Performance

Table 5 showed the regression coefficients, the intercept and the significance level of all independent variables. The p values of intercept, AO, DO, and SC were 0.000, 0.000, 0.000, and .036 respectively proved these to be highly significant at 5% for model whereas Conflict Management and Emotional Self Awareness were insignificant.

Job Performance w.r.t. Gender

Table 6: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TP	Male	134	4.16	.493	.043
	Female	196	4.27	.747	.053

Table 7: Results for Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Difference Lower Upper	
TP	Equal Var assumed	42.8	.000	-1.44	328	.149	-.106	.074	-.251	.038
	Equal Var not assumed			-1.56	327.7	.121	-.106	.068	-.241	.028

To verify whether job performance level of male and female differ from each other or not, independent sample t test was used and “Equal variances assumed” remained significant.

Job Performance w.r.t. Experience

Table 8: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.639	5	.328	.757	.582
Within Groups	140.316	324	.433		
Total	141.955	329			

Dependent Variable: Teachers' Performance

Five different groups of teachers (w.r.t experience) of higher education sector from 5 cities of Pakistan were tested. All groups had statistically different mean scores. With

$F(5, 324) = .757$ and $p = .582$ null hypotheses is rejected. Results of a Tukey post hoc test also rejected performance difference due to change in experience.

Job Performance w.r.t. EI Training

Table 9: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.133	2	8.066	20.964	.000
Within Groups	125.822	327	.385		
Total	141.955	329			

Dependent Variable: Teachers' Performance

Different group of teachers (w.r.t training sessions attended on EI) of higher education sector from 5 cities of Pakistan were tested. All groups had statistically different mean scores. $F(2, 327) = 20.964$ and $p < .001$ which is statistically significant thus accepting null hypothesis. Results of a Tukey post hoc test also indicated that there is an impact of EI training on performance of individuals.

Job Performance w.r.t. Experience and EI Training

Table 10: Between-Subjects Factors

		Value Label (Years)	N
Experience	1	0-5	161
	2	6-10	117
	3	11-15	25
	4	16-20	3
	5	21-25	9
	6	26 or above	15
Training Session on EI	1	Nil	285
	2	1-3	39
	4	6 or more	6

Table 11: Tests of Between-Subjects Effects

Dependent Variable: TP					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	18.34 ^a	8	2.29	5.95	.000
Intercept	499.15	1	499.15	1296.16	.000
Experience	1.34	5	.27	.70	.626

TRG_EI	5.61	2	2.81	7.29	.001
Experience *	.018	1	.018	.047	.828
TRG_EI					
Error	123.62	321	.39		
Total	6039.00	330			
Corrected Total	141.96	329			

a. R Squared = .129 (Adjusted R Squared = .107)

Above test indicated that both training and experience did not impact performance level as $p=.828$ was statistically insignificant. However, training alone was significantly related with performance.

Linear regression model has been used to test first five hypotheses.

H₀1: Teachers having high emotional self-awareness show better job perceived performance

The Sig value of 0.130 at 5% significance level does not provide ample support for significant impact of ESA on teachers’ perceived job performance. Contrarily, ESA in literature is found to be related with having deep understanding of emotions and emotional knowledge which subsequently leads to great job performance, (Malik & Shahid, 2016; Igbinoia, 2015; Asrar-ul-Haq et al, 2017; Mehmood et al., 2013).

H₀2: Teachers having high Self-confidence show better job perceived performance

Since the Sig value remained .036, at 5% significance level, SC has positive and considerable relation with job performance of teachers. Similar result was obtained by Asrar-ul-Haq et al, (2017); Mehmood et al. (2013). Previous researches conducted by Holahan & Scars, (1995); Saks, (1995); Stabkov & Crawford, (1997) also support these results.

H₀3: Teachers having high achievement orientation show better job perceived performance.

The Sig value remained 0.000, at 5% significance level, there is substantial impact of achievement orientation on teachers’ perceived job performance. Based on the result it can be claimed that the teachers who are higher in achievement drive or who are more ambitious are better performers at job. Tauer & Harackiewicz, (1999); Steers & Spencer (1977) also proved the impact of Achievement Orientation on job performance.

H₀4: Teachers having competency to develop others are better performers at job.

Since the Sig value remained .000, at 5% significance level, competency of developing others has therefore positive and significant relation with job performance of teachers.

Based on the result it can be claimed that the teachers who are higher in developing others are better performers at job. The same has also been proved by Asrar-ul-Haq et al, (2017); Mehmood et al., (2013).

H₀5: Teachers having competency of conflict management are better performers at job.

The Sig value remained .608, at 5% significance level, competency of conflict management has insignificant relation with job performance of teachers. Therefore, this hypothesis cannot be accepted.

H₀6: On average both groups (Male and Female) have same job performance level

Independent sample t-test is used to test this hypothesis. This test is used when the participants perform in only one of two conditions: that is, an unrelated design, between-participants or independent (Dancey & Reidy, 2011). The result of “Equal variances assumed” remained significant. At 5% significance level, the data provides ample support to claim that male and female have same job performance level. Therefore, it is concluded that both male and female are equal in job performance as difference of mean score of these two groups is equal to zero. Whereas there are mixed opinions in literature regarding gender and job performance, some result show that females are slightly high performer at job than males (Roth et al., 2010).

H₀7: There is statistically significant impact of EI training on teachers’ perceived job performance.

ANOVA is applied for testing this hypothesis. Different group of teachers (w.r.t training sessions attended on EI) of higher education sector from 5 cities of Pakistan were tested. All groups have statistically different mean scores. The results with $F(2, 327) = 20.964$ and $p < .001$ (Table I) is statistically significant. Therefore, it can be stated that at 5% significance level, the data provides ample support to claim that training sessions attended on EI can enhance performance of teachers. Results of a Tukey post hoc test also indicated that there is an impact of EI training on performance of individuals. Up to 3 training sessions can only create a significant difference.

H₀8: Experience has a statistically significant impact on teachers’ perceived job performance.

Five different groups of teachers (w.r.t experience) of higher education sector from 5 cities of Pakistan were tested. All groups have statistically different mean scores. $F(5, 324)$ is 0.757 and p-value is 0.582 (Table H) which is statistically insignificant at 5% level. The data does not provide enough evidence to prove the hypothesis.

H₀9: Training and experience jointly create a significant impact on teachers’ perceived job performance.

One-way ANOVA was done to test this hypothesis. P-value of 0.828 (Table J) is statistically insignificant at 5% level. The null hypothesis cannot be accepted. Training alone is significantly related with performance whereas experience is statistically insignificant to create any impact on job performance.

DISCUSSION

The motivation of the research was to analyze the impact of selected competencies of Emotional Intelligence on teachers' perceived job performance in Higher Education sectors of Pakistan, as well as to examine the effect of gender, EI training and experience on the teachers' performance. The selected EI competencies, ESA, SC, AO, DO, and CM were chosen after reviewing previous studies in the field. It can be concluded from the results of first five hypotheses that emotional intelligence has a significant impact on teacher's performance in higher education institutions of Pakistan. Emotional Intelligence competencies which proved to affect significantly the performance were self-confidence, achievement orientation and developing others. Conflict management and emotional self-awareness did not prove to have any significant impact on performance.

However, previous studies have proved all these EI competencies to play a significant role in affecting teachers' performance. Last 4 hypotheses tested the relation of Job Performance with Gender, Training and Experience. Only training proved significant for enhancing job performance of teachers. Whereas results highlighted that job performance of teachers remained unaffected by gender, experience or joint impact of training and experience in higher education sector of Pakistan.

RECOMENDATIONS

1. HEIs may develop such programs for boosting EI of their teachers as a part of their continuous development program (specially designed for faculty) so they can perform effectively and efficiently by managing their emotions well.
2. Higher education institutes must organize training sessions on emotional intelligence to enhance emotional skills in teachers which ultimately support them to perform better in their jobs.
3. It is also recommended that HEIs should ensure that each faculty member must attends at least 3 EI training sessions for improvement in EI skills and job performance.

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