

## **Impact of Emotional Intelligence on Job Performance of Public Sector University Teachers in Balochistan with Reference to Age, Gender & Academic Rank:**

By

<sup>1</sup>Kanan Asif, <sup>2</sup>Nadeem Malik

### **Abstract:**

*This study examined the impact of Emotional Intelligence or Emotional Quotient (EI) on the Job Performance (JP) of public sector university teachers of Balochistan province (Pakistan) with a focus on demographic variables as moderators in the EI's ability to predict the JP. The population of the study consisted of 1425 faculty members from across 7 public sector university teachers in Balochistan. A sample size of 303 was determined and data was collected using proportionate sampling technique from a sample of 292 with the help of self-administered mail questionnaires. The analysis of the data revealed that the EI was significantly correlated with the JP of public sector university teachers and EI explained around 51.5% of variance in the performance. Furthermore, it was transpired that gender significantly moderates the relationship between EQ and JP, especially the relationship was stronger among the female faculty members as compare to the males. The moderation analysis of age and academic rank revealed that these two variables were negatively moderating the relationship between EI & JP (having negative beta coefficients) however, the **p-value** was insignificant to accept the hypothesis.*

**Keywords:** Emotional Intelligence, Job Performance, University Teachers

### **Introduction:**

The Intelligence Quotient i.e. IQ which is often referred to as academic intelligence has been a widely used tool to assess the intelligence level of people since long and thereby predict their level of performance. A number of organizations throughout the world have been using IQ tests in their recruitment tests on the basis of a common belief that the people

---

<sup>1</sup>M.Phil. Scholar Department of Commerce University of Balochistan Quetta Pakistan

<sup>2</sup>Professor Dr. Nadeem Malik Department of Commerce University of Balochistan Quetta Pakistan

having a high amount of IQ are expected to give better performance results on basis of their mental capabilities. However, it is now believed that IQ may predict one's performance in the academics only and it may have a role in one's admissions in renowned institutes or universities, however in professional life, one's ability to succeed and give better results in terms of performance are widely dependent on one's Emotional Intelligence (EI). (Singh, 2006)

### **Literature Review:**

#### **Emotional Intelligence:**

Goleman (1995) defined EI as the capacity which builds on abilities to recognize our feelings and those of others, managing emotions effectively in others and ourselves and using these emotions to motivate ourselves and others. Salovey, Mayer, & Brackett (2007) defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Singh (2006) defined EI as the "ability to appropriately identify, recognize and manage your emotions for your own well-being as well as the wellbeing of people around you." J. Freedman (as cited by Singh, 2006) defined EI as "a way of recognizing, understanding and choosing how we think, feel and act". Lam & Kirby, (2002) have defined EI as an indication of how one perceives, understands, and regulates emotions.

EI does not only mean appraising one's own and others emotions but recognizing and using one's own and others' emotional states to solve the problems and regulate behaviors. (Salovey, Mayer, & Brackett, 2007) . Hence, the EI tantamount to how well one is able to handle oneself and others and how feelings and emotions are expressed and managed both effectively and appropriately, enabling people to work towards achievement of common goals. (Singh, 2006)

Salovey and Mayer (1997) have identified four domains of EI which are: (a) identifying emotions i.e. the ability to recognize how a person and those around him/her are feeling, (b) using emotions i.e. ability to generate emotions and reasoning with emotions, (c) understanding emotions i.e. the ability to understand complex emotions, the emotion chain and transition of emotions from one stage to another and (d) managing emotions i.e. ability to manage emotions in one's self and in others.

EI is a very important factor in one's success in any organization. Therefore, the higher one advances, the more important EI becomes (Dulewicz & Higgs, 2003). It also determines one's potential to learn other practical skills (Singh, 2006) and leads to a better relationship with others at all levels and a higher level of self-esteem and personal value. (Mitrofan & Cioricaru, 2014). Possessing more amount of EQ means having a developed level of self-awareness, being more motivated,

adaptable and happier to change, more optimistic, self-disciplined and having relatively fewer emotional outbursts (Emotional Hijacks). (Waharam, 2009)

### **Job Performance (JP):**

JP of employees remains an issue of incredible concern to numerous organizations counting the university. It serves as an important concept in organizational research. (Scullen, Mount, & Goff, 2000). The success or failure of any organization is highly dependent upon the level of performance of the individuals who serve in an organization. (Ramawickrama, Opatha, & PushpaKumari, 2017).

JP is defined and measured in a variety of ways which varies from discipline to discipline. (Ramawickrama, Opatha, & PushpaKumari, 2017) It has been defined from different perspectives such as the perspective of efficiency/effectiveness, behaviors, results and organizational goal achievements. From the efficiency and effectiveness point of view, Mehmood et al, (2013) defined performance as the ability of individual to use its knowledge efficiently and effectively. It is also defined as “the ability to use one’s knowledge efficiently and effectively” (Mehmood et al., 2013).

From the teaching perspective, Akhtar & Iqbal (2017) cited Olaniyan (1999) and stipulated that JP of teachers is the extent to which the responsibilities are executed by a teacher in attaining the administrative objectives of the educational institute. (Akhtar & Iqbal, 2017 ). It is also defined as the aggregated effects of a complex set of in-classroom teacher behaviors on student learning (Seidel & Shavelson, 2007; Klassen & Tze, 2014).

### **Role of EI in Improved JP:**

When the emotions are involved into role, performance or both, they play a significant role in the task achievement. (Ashforth & Humphrey, 1995). During the performance, one’s ability to guard against distracting feelings or emotions and build on enhancing emotions not only improves task performance but also positively affects team performance. (Lam & Kirby, 2002). EI is found to significantly influences JP (Shamsuddin & Rahman, 2014). It has been proved to give a person the competitive edge in a competitive environment. Learning emotional skills such as managing emotions, delaying gratification, controlling impulses, reducing stress and knowing the difference between emotions and actions can make an individual a star performer. People with high EQ become better team players, more creative and more productive. They also speed up their adoption to change, develop leadership skills and respond effectively to competition (Singh, 2006). It can also make a person more productive and effective at his job responsibilities as well as his/her interaction with others may bring similar changes in others as

well. (Waharam, 2009). Seipp, (1991) has concluded that emotionally intelligence people are less likely to be encountered by emotional paralysis, emotional hijack and anxiety which adversely affect the individual and team performance. In a research conducted in India by Dhani & Sharma (2017), EI was found to differently affect the performance of males and female employees. In the field of education, the teachers face a number of challenges such as student misbehavior, heavy workload, pressure from society and parents. However, despite these challenges, the teachers are expected to demonstrate an emotionally intelligent behavior hence, it is concluded that teachers with high EQ are more likely to succeed in their job. (Yoke & Panatik, 2015; Asrar-ul-Haq, Anwar, & Hassan, 2017).

From the literature, it can be ascertained that a great deal of work in terms of emotional intelligence and job performance is being performed throughout the world, however, the concept is still very novice in Pakistan, particularly in Balochistan. Furthermore, the demographic variables often tend to play a significant role in relationship between the variables of study, however, these moderators have often been overlooked by the researchers, hence, there is a need of investigating the impact of EI and JP with moderation effect of the demographic variables.

### Theoretical Framework:

#### THEORETICAL FRAMEWORK

##### Independent Variables

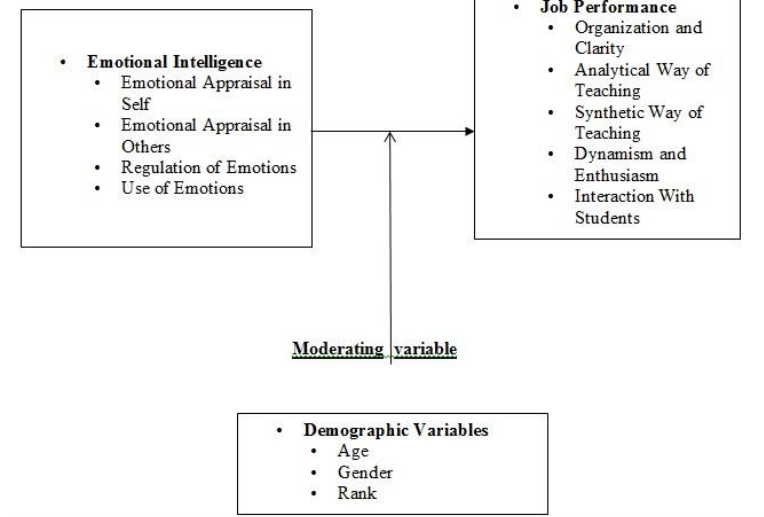
- **Emotional Intelligence**
  - Emotional Appraisal in Self
  - Emotional Appraisal in Others
  - Regulation of Emotions
  - Use of Emotions

##### Dependent variable

- **Job Performance**
  - Organization and Clarity
  - Analytical Way of Teaching
  - Synthetic Way of Teaching
  - Dynamism and Enthusiasm
  - Interaction With Students

##### Moderating variable

- **Demographic Variables**
  - Age
  - Gender
  - Rank



### **Hypothesis:**

Hypothesis 1: EI Affects the JP of public sector university teachers.

Hypothesis 2: Age moderates the relationship between EI and JP.

Hypothesis 3: Gender moderates the relationship between EI and JP.

Hypothesis 4: Academic Rank moderates the relationship between EI and JP.

### **Research Design:**

The population of the study was estimated to be around 1425 faculty members from public sector universities of Balochistan. Based on the population, the sample size was estimated to be 303 using Cochran's formula (Cochran, 1977) i.e.  $n = [z^2 * p * (1 - p) / e^2] / [1 + (z^2 * p * (1 - p) / e^2 * N)]$

Where:  $z = 1.96$  for a confidence level ( $\alpha$ ) of 95%,  $p = \text{proportion} = 50\%$ ,  $N = \text{population size} = 1424$ ,  $e = \text{margin of error} = 0.05$

A total of 292 questionnaires were received from the respondents using proportionate sampling technique, where, the sample size 303 was calculated as a percentage of total population (1425) i.e. 21%, which was used for estimating the strata from the total population to be derived from each university. The EI was measured on a 16-item, 5 points Likert scale, developed by (Wong & Law, 2002) comprising of four dimensions of EI i.e. Self-Emotional Appraisal, Others Emotional Appraisal, Regulation of Emotions and Use of Emotions. The JP was measured by 25-items 5 points Likert scale adopted from a similar study by Haddad & Taleb, (2016), which measured effective teaching from perspectives such as organization and clarity, analytical & synthetic way of teaching, Dynamism & Enthusiasm and Teacher Interaction with students (Group & Individual). The data was analyzed using descriptive statistics initially in order to ascertain the nature of the data. Furthermore, before proceeding to the analysis, the assumptions for regression analysis were tested rigorously after which linear and multiple hierarchical regression models were used to test the hypothesis.

### **Discussions and Results:**

The data was collected from a variety of sources and the respondents belonged to different age groups, gender, academic ranks and universities. The brief demographic information of the respondents is reproduced as under.

**Table 1 Demographic Information**

Age		Gender		University		Academic Rank	
1 to 5 years	161	Males	159	UOB	110	Lecturer	199
6 to 10 years	64	Females	133	SBK	48	Assistant Professor	69
11 to 15 years	50			BUIEMS	85	Associate Professor	17
16 to 20 years	12			BUETK	16	Professor	7
Above 20 Years	5			LUWAMS	16		
				UOLI	3		
				UOT	14		
<b>Total</b>	<b>292</b>	<b>Total</b>	<b>292</b>	<b>Total</b>	<b>2932</b>	<b>Total</b>	<b>292</b>

**Hypothesis 1:**

In order to test the first hypothesis, regression analysis was performed which resulted in an “R square” value of .515 which indicated that the independent variable (EI) explains 51.5% variance in our dependent variable (JP). Since the **p-value** is **lesser than** .05, hence the null hypothesis was rejected and the alternative hypothesis was accepted implying that the EI significantly affects the JP of public university teachers in Balochistan. The findings from this test conform to the similar studies by Shamsuddin & Rahman, 2014; Shipley, Jackson, & Larisa, 2010; Ashforth & Humphrey, 1995; and Cichy, Kim, & Cha, 2009. It is because during the performance, one’s ability to guard against distracting feelings or emotions and build on enhancing emotions significantly improves the performance of task on hand. (Lam & Kirby, 2002).

**Hypothesis 2:**

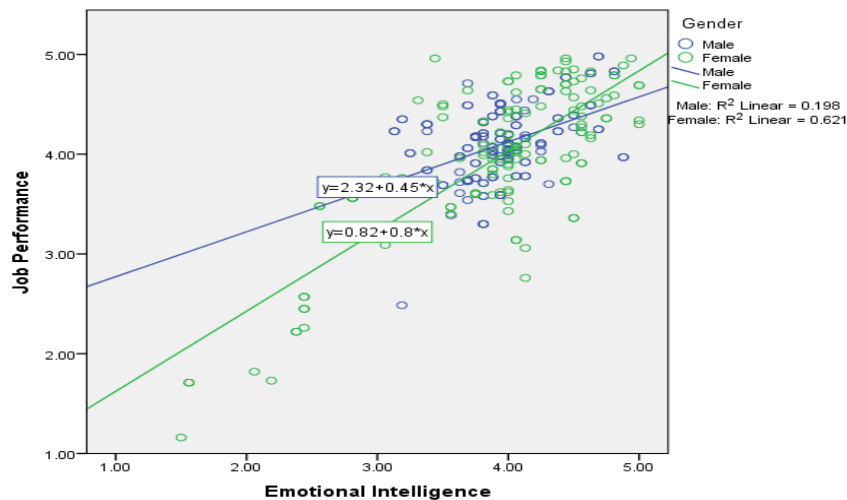
In order to test the second hypothesis, multiple hierarchical regression using process marco was performed which resulted in an “R square” value of .5242 which indicating that the addition of age in the model and then the age & EQ moderation explained 52.42% variance in our dependent variable (JP). The model itself was statistically significant at .00000<.05. However, the effect of the interaction term (EI x Age) had a **p-value** of .8603 which is above the threshold **p-value** of .05, hence, the null hypothesis was accepted and alternative hypothesis was rejected implying that the age doesn’t significantly moderate the relationship

between EI and JP. These findings also conform to a similar study by Shipley, Jackson, & Larisa (2010)

Figure 1 Impact of EI and JP: Gender Perspective

### Hypothesis 3:

Using the same approach of hierarchical regression as for the second hypothesis, the results indicated an “R square” value of .5424 indicates



that our model explained 54.24% variance in our dependent variable (JP) and was statistically significant at  $.00000 < .05$ . Furthermore, the effect of our interaction term (EI x Gender) resulted in a **p-value** of .0030 which is below the threshold **p-value** of .05, hence, the null hypothesis was rejected and alternative hypothesis was accepted implying that the gender significantly moderates the relationship between EI and JP. Further analysis indicates that the Beta coefficient for males was .4508, whereas Beta Coefficient for females was .8033, indicating that females can produce a higher performance with a significant cultivation of EI as compare to their counterparts. The findings of this research conform to that found by (Singh, 2006; Dhani & Sharma, 2017; and Alavinia & Alikhani, 2014)

### Hypothesis 4:

The result of the analysis indicated an “R square” value of .5156 which denotes that the moderator academic rank along with the predictor explained 51.56% variance in our dependent variable (JP) and was statistically significant at  $.00000 < .05$ . However, the effect of our interaction term (EI x Rank) resulted in a **p-value** of .7598 which is above the threshold p-value of .05, hence, the null hypothesis was accepted and alternative hypothesis was rejected implying that the Academic Rank doesn’t significantly moderate the relationship between

EI and JP. As age and academic rank are said to have some correlation, hence the finding of this hypothesis is in consistency with the findings of our 2nd hypothesis.

### **Conclusion & Recommendation:**

For the betterment of educational standards and the society as a whole, the higher education institutes need to acknowledge the role of EI in developing a human resource base with utmost level of performance. (Mohamad & Jais, 2016). As evident from the study, EI indeed affects the performance level of public sector university teachers, therefore, there is a need to reform the educational system (Shamsuddin & Rahman, 2014) and universities' administration and higher education commission of Pakistan should take necessary steps in order to cultivate and boost the level of EI among the university teachers with a view to improve the performance of university teachers (Akhmetova, Kima, & Har, 2014). A good amount of attention is to be paid to the training programs that can boost the EI level of university teachers with a special focus on female faculty members as their performance is highly susceptible to improvement with the cultivation of EI abilities as compared to their counterparts. Moreover, the EI test should be introduced before the recruitment of the university teachers along-with the subject related such as GAT, as these tests are designed to evaluate the subject knowledge or IQ, however, the performance also highly depends on the EI of teachers, hence, the emotional side of the teachers must also be evaluated. This is highly important as the introduction of EI in the field of education contributes to the development of professional teaching qualities, competencies, teacher-training, and improve the system as a whole. (Akhmetova, Kima, & Har, 2014)



**References:**

- Akhmetova, J. B., Kima, A. M., & Har, D. L. (2014). Using mixed methods to study emotional intelligence and teaching. *Procedia - Social and Behavioral Sciences* 128 ( 2014 ) 516 – 521, 128(2014), 516-521.
- Akhtar, J. H., & Iqbal, I. (2017 ). Impact of motivation on teachers' job performance: A case study of a public sector university. *Journal of Educational Sciences & Research*, 4(1), 53-71.
- Ashforth, B. E., & Humphrey, R. H. (1995). Emotions in the workplace: A reappraisal. *Human Relations*, 48, 97-125.
- Cichy, R. F., Kim, S. H., & Cha, J. (2009). The relationship between emotional intelligence and contextual performance: Application to automated and vending service industry executives. *Journal of Human Resources in Hospitality & Tourism*, 8(2), 170-183.
- Cochran, W. G. (1977). *Sampling techniques* (Third ed.). New York: John Wiley & Sons.
- Dulewicz , V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *The International Journal of Organizational Analysis*, 11(3), 193-210.
- Haddad, S. I., & Taleb, R. A. (2016). The impact of self-efficacy on performance (An empirical study on business faculty members in Jordanian universities). *Computers in Human Behavior*, 55(2016), 877-887.
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12(2014), 59-76.
- Lam, L. T., & Kirby, S. L. (2002). Is Emotional Intelligence an Advantage? An Exploration of the Impact of Emotional and General Intelligence on Individual Performance. *The Journal of Social Psychology*, 142(1), 133-143.

- Mitrofan, N., & Cioricaru, M. F. (2014). Emotional intelligence and school performance-correlational study. *Procedia - Social and Behavioral Sciences*, 127, 769-775.
- Mohamad, M., & Jais, J. (2016). Emotional intelligence and job performance: A study among malaysian teachers . *Procedia Economics and Finance*, 35(2016), 674 – 682.
- Ramawickrama, J., Opatha, H. H., & PushpaKumari, M. D. (2017). A synthesis towards the construct of job performance. *International Business Research*, 10(10), 66-81.
- Salovey, P., Mayer, J. D., & Brackett, M. A. (2007). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Port Chester, NY: Dude Publications.
- Scullen, S. E., Mount, M. K., & Goff, M. (2000). Understanding the latent structure of job performance ratings. . *Journal of Applied Psychology*, 85(6), 956-970.
- Shamsuddin, N., & Rahman, R. A. (2014). The relationship between emotional intelligence and job performance of call centre agents. *Procedia - Social and Behavioral Sciences*, 129(2014), 75-81.
- Shipley, N. L., Jackson, M. J., & Larisa, S. (2010). The effects of emotional intelligence, age, work experience, and academic performance. *Research in Higher Education Journal*, 1-18.
- Singh, D. (2006). *Emotional intelligence at workplace*. New Delhi, India: Response Books.
- Waharam, J. (2009). *Emotional intelligence: journey to the centre of yourself*. Winchester, UK: O Books.
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13, 243–274.