



## **The relationship between emotional intelligence and job performance. A study among Sri Lankan teachers**

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### **Abstract**

Teaching is a profession that is highly linked with emotions. Teachers should be more aware of their emotions and the way students' emotions are dealt with. This research talks about the relationship between Emotional intelligence and job performance by selecting 212 teachers from the central province, Sri Lanka. Previous studies have been conducted in various cultural contexts and identified the relationship between emotional intelligence and job performance, but these studies' results were inconsistent. It is suggested that cultural context can be a reason for this inconsistent result. Convenient sampling is used and it is quantitative research. Data was collected through a questionnaire survey and a significant correlation emerges from the data between emotional intelligence and job performance. The four main dimensions of Emotional intelligence, self-regulation, self-motivation, self-awareness, and social skill, are tested with job performance. The research found a significant relationship among emotional intelligence, self-awareness, self-motivation, self-regulation and social skill with job performance. Overall, this research contributes to the emotional intelligence literature by providing meaningful management implications to the school administrators and Sri Lankan higher education system.

*Keywords: emotional intelligence, emotions and job performance*

### **Introduction**

The education system is the backbone of a country's economy and teachers are the ladders of the country's economic growth. A good teacher creates a good society. So, the teachers should be more aware of this emotional intelligence. They should be able to manage their own emotions and also the emotions of others. A teacher who can manage his or her emotions perform better at school. It is vivid that teachers are also normal humans with all-natural emotions and personal life. Nevertheless, if they cannot manage the emotions, their teaching and performance will not be good, which will turn upside down the future of the next generation.

### **Research Questions**

- Does emotional intelligence relate to job performance?
- Does self-regulation relate to job performance?



- Does self-awareness relate to job performance?
- Does self-motivation relate to job performance?
- Does social skill relate to job performance?

### **Research Objectives**

- to identify the relationship between emotional intelligence and job performance.
- to identify the relationship between self-regulation and job performance.
- to identify the relationship between self-awareness and job performance.
- to identify the relationship between self-motivation and job performance.
- to identify the relationship between social skill and job performance.

### **Literature Review**

#### **Emotional Intelligence**

Goleman (1995) defines emotional intelligence “as the ability to recognize and regulate emotions both within the self and within others” and also as “An array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 2004a). Offermann, Bailey, Vasilopoulos, Seal and Sass (2004), for example, found that EI better predicted performance on student teamwork projects and on ratings of leadership, whereas a cognitive ability measure better predicted student performance on individual cognitive tasks like tests. Likewise, in an assessment center study that gave participants the chance to work on cognitively complex or simple tasks, found that both cognitive and EI measures predicted leadership emergence. The relative importance of EI and cognitive ability may depend on the cognitive complexity of the job being performed. In almost all work settings, individuals have to cooperate with others and do at least some group work task. EI may be especially important in the service sector and in other jobs where employees interact with customers. In a food service setting, Sy, Tram, and O’Hara (2006) directly related the EI of the leaders to their ability to manage the job satisfaction of their subordinates. In a similar study, although not directly on, Bono, Foldes, Vinson and Muros (2007) found that transformational leaders helped their employees remain in a positive mood while interacting with each other and with customers. It is likely that leaders high on EI would be better at helping their employees maintain positive moods while interacting with customers and performing emotional labor.



Emotional labor occurs when employees must alter their emotional expressions in order to meet the display rules of the organization (Ashforth & Humphrey, 1993; Diefendorff, Croyle, & Gosserand, 2005; Hochschild, 1979; Pugh, 2001). The importance of emotional labor to job performance is even greater now that the service sector of the economy has grown while the manufacturing sector has declined (Bono & Vey, 2007). Emotional labor may be stressful for some employees (Bono & Vey, 2005), especially those lacking in autonomy (Grandey, Fisk & Steiner, 2005), and the ability to regulate one's emotions may help employees cope with this stress.

## **Dimension of Emotional Intelligence (EI)**

### **Self-regulations**

"Self-regulation (or self-regulated learning) refers to learning that results from a student's self-generated thought and behaviors that are systematic oriented toward the attainment of their learning goals" (Schunk & Zimmerman, 2003). Self-regulation or self-management is the second of Goleman's core competencies

### **Self-awareness**

Grayson, (2013) defined self-awareness as the ability to recognize one's feelings, to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Goleman (1998) defined emotional self-awareness as a way of identifying a person emotions and how it could effect.

### **Self-motivation**

Goleman (1995) defined that emotional self-motivation involves the ability of controlling the emotional tendencies that facilitate in other to reach one's goals.

### **Social skill (relationship management)**

The set of social skills includes respect for others, mutual regard, commitment, openness, tolerance, empathy, negotiation, communication etc. (Schuetz, 2011). It involves the ability of meeting each other's needs, relating to each other over time and exchanging information about one feeling, thought and ideas

## **Methodology**

It is quantitative research. The data is collected from 212 teachers from the central province, Sri Lanka. Convenience sampling is used for this research. Data were collected using the questionnaire, which was developed based on



the instruments by previous researchers. For each variable, five items were used and for each item, a corresponding Likert scale anchored at 1 for “Strongly Agree” and 5 “Strongly Disagree” were used. The respondents were required to respond based on their level of agreeableness. The Statistical Package for Social Science (SPSS) is used for data analysis in this research.

### Hypotheses of the study

- H<sub>1</sub>: There is a significant relationship between emotional intelligence and job performance
- H<sub>1a</sub>: There is a significant relationship between self-regulation and job performance.
- H<sub>1b</sub>: There is a significant relationship between self-awareness and job performance.
- H<sub>1c</sub>: There is a significant relationship between self-motivation and job performance.
- H<sub>1d</sub>: There is a significant relationship between social skills and job performance.

## Results and Discussions

### Reliability Analysis

Table 1. Cronbach’s Alpha

Variables	Cronbach’s Alpha
Emotional Intelligence	0.891
Self-Regulations	0.774
Self-Awareness	0.709
Self-Motivation	0.859
Social Skill	0.859
Job Performance	0.884

As the Cronbach’s Alpha values range from 0.7 to 0.8, there is high internal consistency.

### Correlation Analysis

Table 2. Correlation Analysis

	Emotional intelligence	Self-regulation	Self awareness	Self Motivation	Social Skill	Job Performance
Emotional intelligence	1	.645**	.659**	.825**	.802**	.477**
Self-regulation	.645**	1	.247**	.411**	.282**	.203**
Self awareness	.659**	.247**	1	.352**	.423**	.252**
Self Motivation	.825**	.411**	.352**	1	.581**	.380**



Social Skill	.802**	.282*	.423**	.581**	1	.546**
Job Performance	.477**	.203**	.252**	.380**	.546**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a strong positive relationship between the variables,  $r = 0.477$ ,  $n = 212$ ,  $p < 0.05$ , with a high level of emotional intelligence associated with a high level of the job performance of the respondents

## Hypothesis Testing

Table 3. Hypothesis Testing

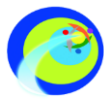
Hypotheses	Accepted or rejected
H1 There is a significant relationship between Emotional Intelligence and Job Performance	Accepted
H1a There is a significant relationship between Self-Regulation and Job Performance	Accepted
H1b There is a significant relationship between Self Awareness and Job Performance	Accepted
H1c There is a significant relationship between Self-Motivation and Job Performance	Accepted
H1d There is a significant relationship between Social Skill and Job Performance	Accepted

## Conclusions and Recommendations

In conclusion, the research highlights the importance of emotional intelligence. It appears that the four domains (self-awareness, self-regulation, self-motivation, empathy, and social skills) of emotional intelligence have a greater impact on teachers' job performance. It is clear that a teacher who can manage his or her feelings and emotions will be producing best brain for the society. In order to sustain high performance and competitive advantage, emotional intelligence should be developed and improved through a systematic and consistent approach (Perkins, 1995; Bar-On, 1997; Goleman, 1998). Therefore, it is recommended that organizations develop training programs in improving emotional competencies of their managers and workers in the organization. Organizations should recognize the significant role of emotional intelligence in developing human capital that leads to a high-performing workforce.

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