Scope
Volume 14 Number 02 June 2024

A Study of Emotional Intelligence and Job Performance Among College Teachers in Kolkata

Dr. Binay Krishna Halder

Deputy Controller of Examinations, University of Gour Banga, W. B. India

Abstract: Job performance is considered the ultimate criterion in human resource management (Organ & Paine, 1999). The purpose of present study is to investigate the relationship between emotional intelligence and job performance among the teachers in select Govt. aided colleges in Kolkata, West Bengal. The stratified random sampling under probability sampling technique is used in selecting 180 teachers. The standardized structured questionnaire named "Emotional Intelligence Scale" was developed by Dr. N. K. Chadha and Dr. Dalip Singh (2001) and "Job Performance Scale" developed by Kirkman and Rosen (1999) was administered. Mean, SD, correlation and regression analysis were used to test the hypotheses formulated in the study. The study concludes that emotional intelligence has a significant impact on job performance of teachers. The result reveals that there is a significant and positive relationship between emotional intelligence (EI) which consists three dimensions: sensitivity, maturity, competency and job performance (JP). Result also exhibits that emotional intelligence influence the teachers to motivate their work. Therefore, organisation should develop training programs for improving emotional competencies of the teachers.

Keywords: Emotional Intelligence, Job Performance, College Teachers, Kolkata

Introduction:

Emotional intelligence is considered as one of the most significant parameters to indicate the performance of employees on the basis for bonuses, compensation, promotions, employee retirements, and efficiency. Emotional intelligence of the employees is closely related with the organization from his / her joining to resignation or retirement. Well managed emotions influence the productivity of employees that affects not only the career of the employees but also the work place in the organization. The Emotional Intelligence (EI) of an individual is closely related to the work performance of an employee. Employee performance positivity requires self-consciousness, self-control, relationship management, and social awareness. EI is closely involved within the organization from the recruiting stage to the promotion stage. Emotional intelligence (EI) is the most powerful indicator of personal success and organizational efficiency. EI is a human behavioral aspect, which can be considerably improved. A person who is emotionally intelligent accepts, behaves consistently, handles all emotions extremely well and makes the wise and prudent decision (Slaski & Cartwright, 2002).

Job performance is considered the ultimate dependent variable in human resource management, turning its assessment into a capital issue (Organ & Paine, 1999). Job performance is a construct that comprises behaviours under workers' control that contribute to organizational goals and that performance is a set of behaviors, not the variables that determine these behaviors or their outcomes (Campbell and Wiernik, 2015).

Motowildlo (2003) defined job performance is the total expected value to the organization of the discrete bahavioural episodes that an individual carries out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is most of the time determined by motivation and the will and ability to do the job. Jes (2002) expressed job performance as all behaviors that employees engage at work.

Literature Review:

Ishak, Iskandar & Ramli, (2010) suggested that due to active role of the teachers, they are constantly challenged by their working surrounding such as implementation of School Based Assessment (SBA), disruptive students, heavy workload, hectic working environments, insensitive administrators, and parents' expectation. Such environments create psychological distress (Kokkinos, 2009 Malach-Pines, 2005: Skaalvik & Skaalvic, 2007), discontentment and emotional outburst or emotional fallout among teachers (Idris, 2003; Noriah et al., 2006; Ishak et.al. 2010), and choose early retirement (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005: Hakanen, Bakker, & Schaufeli, 2006). Teacher's role in today's era has become more difficult and varied (Williams & Burden, 2000. Corcoran & Tormey, (2012) found that EI contributes positively toward the teaching role. Specifically, researchers assert that employees' EI can predict work related outcomes, such as job satisfaction and job performance (Bachman, Stein, Campbell, & Sitarenios, 2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Wong & Law, 2002). Teachers who are skilled at valuating their own emotions are better in communicating their needs and they would be able to be more concern towards their own feelings in order for them to accomplish their goals resulting better performance (George, 2000; Day & Carroll, 2004). Carmeli (2003) stressed that employees with a high level of intelligence can manage their emotions in terms of retaining a positive mental state which can lead to improved job performance. Mastracci & Hsieh, (2016) defined emotional intelligence is the most basic skills of individual emotional labor, emotional labor is the performance of this ability. Brotheridge, Céleste, & M., (2002) suggested that employees with high emotional intelligence can manage their own emotions and perceive the emotions of others, while also encouraging themselves to show positive emotions and reduce the expression of negative emotions, notifying how to manage their behavior by controlling and managing their emotions. Goleman (2005) stated that emotional intelligence enhance performance and effectiveness of individuals. According to Scullen, Mount & Goff, (2000) job performance act as an important concept in organizational practice and research. It also acts as the main role in most personnel decisions such as merit-based payment, promotion and retention of employees by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Work performance often depends on the support, advice, and other resources provided by others (Seibert, Kraimer & Liden, 2001). Carmeli (2003) asserted that employees with a high level of intelligence can manage their emotions in terms of retaining a positive mental state which can lead to improved job performance. Watkin (2000) stressed that emotional intelligence is one of the most important factors which would result to a higher level of job performance. Slaski & Cartwright (2002) found that management performance and emotional intelligence have a significant positive relationship. Higgs (2004) suggested that emotional intelligence is a significant predictor of job performance in a wide variety of organizational contexts and roles. In addition, the neurological sciences literature also suggested that there is a positive relationship between emotional intelligence and job performance. Goleman (1997) and Higgs & et al., (2000) agreed that EI is about own feeling and being able to handle those feelings; being able to motivate ourselves to get jobs done, be creative and perform at our level best; be sensitive and able to handle relationships effectively."

Objectives:

The objectives of the study are enumerated below:

1. To identify the relationship between Emotional Intelligence and job performance among Teachers.
2. To examine the relationship between sensitivity and job performance
3. To find out the relationship between maturity and job performance
4. To study the relationship between competency and job performance

Conceptual Framework and Hypothesis:

The conceptual framework of Emotional intelligence used in this study comprising the effect of sensitivity, maturity and competency on job performance is illustrated in the figure below:

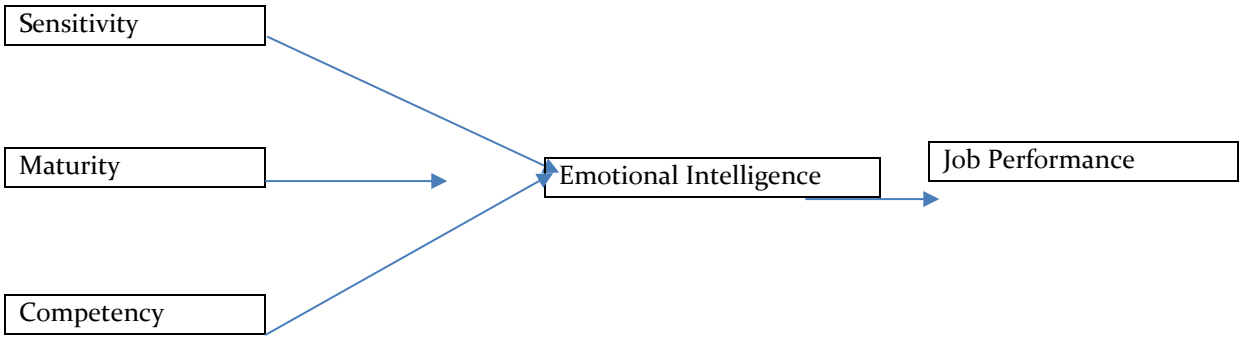

Figure 1: Conceptual framework of Emotional Intelligence and Job Performance

Hypotheses of the Study:

H_1: Job performance will be positively correlated with Emotional Intelligence.
H_2: There is a significant relationship between sensitivity and job performance.
H_3: There is a significant relationship between maturity and job performance.
H_4: There is a significant relationship between competency and job performance.
H_5: Emotional intelligence influences job performance.

Methodology:

Methodology includes sample, measures / test or adaptation of tools, and administration of tests for collection of data.

Sample:

The population of this study consisted of 300 teachers from selected govt. aided colleges in Kolkata, West Bengal. The stratified random sampling under probability sampling technique is used in selecting 180 teachers out of the 300 teachers used for the study. A total of 60 % of the respondents were randomly selected from the colleges. According to Yamane (1976), the sampling fraction for samples selection in a survey work, must be high enough at least up to sixty percent before generalization can be done on the population of the study.

Measures /Tests:

The study investigated the relationship between emotional intelligence and job performance among teachers in select govt. aided colleges in Kolkata.

The data has been collected with the help of questionnaire which was developed based on the instruments such as job performance test developed by Kirkman and Rosen (1999). The

scale consisted of one dimension and four items. The scale was 5-Likert type and answered as 1 = Strongly Disagree; 5 = Strongly Agree. Emotional Intelligence test developed by Dr. N. K. Chadha & Dr. D. Singh (2001). It consisted of a set of 22 questions which measure emotional reactions to different situations. The situations were divided into three dimensions of emotional intelligence namely, sensitivity, maturity, and competency and each consisted of a couple of situations that helped to identify the participant's emotional intelligence. For each variable, five-point Likert Scale were used and for each item a corresponding Likert Scale anchored at 1 for "Strongly Agree" and 5 for "Strongly Disagree" were used.

Test Administration:

The study is based mainly on primary data and supported by secondary data. The primary data is collected from the teachers to assess the job performance. This research was done by administering the questionnaires face to face in order to get a valid response on the scales like emotional intelligence and job performance.

The four hypotheses formulated with respect to the objectives stated above and each one of them were tested with appropriate statistical techniques through Statistical Package for Social Sciences (SPSS version 20).

Demographic Characteristics of the Sample

The details of the demographic characteristics of the respondents such as age, gender, educational qualifications and work experience are given below:

Table 1: Demographic Profile of Respondents.

Profiles	Labels	Frequency	Percentage
Age	21 - 30 years	45	25.0
	31 - 40 years	49	27.2
	41 - 50 years	68	37.8
	Above 50 years	18	10.0
	Total	180	100
Gender	Male	173	96.1
	Female	7	3.9
	Total	180	100
Educational Qualification	Master Degree	101	56.1
	Doctoral Degree	52	28.9
	Professional Degree	27	15,0
	Total	180	100
Experience	Less than 5 years	36	20.0
	5 – 10 years	33	18.3

	11 – 16 years	70	38.9
	Above 16 years	41	22.8
	Total		

The distribution of personal information of the respondents were shown in Table 1. The data consists of 180 employees. According to the analysis results, 25 % participants belong to age group 21 – 30 years, 27.2 % belong to age group 31 – 40 years, 37.8 % of them belong to age group 41 - 50 years, 10 % are above 50 years age, 96.1 % were male, 3.9 % were female, 56.1 % were Master Degree, 28.9 % were Doctoral Degree, 15.0 % were Professional Degree, 20 % were less than 5 years' experience category, 18.3 % were 5 – 10 years' experience, 38.9 % were 11 – 16 years' experience category, 22.8 % were above 16 years' experience.

Table 2: Distribution of Scale Scores

Dimensions	Items	n	Mean	Std.	Skewness	Kurtosis
Emotional Intelligence	22	180	399.20	19.00	.241	-.459
Job Performance	4	180	13.32	3.04	.392	-.641

Table 2 shows the distribution of data. The mean score derived from emotional intelligence scale was 399.20 and the mean score obtained from the job performance scale was 13.32. The skewness and kurtosis values of the data ranges between -2, and +2, the research data exhibits a normal distribution (George and Mallery, 2010).

Table 3: Reliability Analysis of the variables

Variables	Number of Items	Cronbach's Alpha
Emotional Intelligence	22	.982
Sensitivity	5	.896
Maturity	7	.935
Competency	10	.480
Job Performance	4	.936

The reliability coefficient value as shown in Table 3 was highly significant for the variable emotional intelligence, sensitivity, maturity, competency and job performance.

Table 4: Descriptive Analysis of Dimensions of Emotional Intelligence

Dimensions	Mean	Std. Deviation	Sample Size
Sensitivity	75.828	10.776	180
Maturity	134.539	3.241	180
Competency	188.833	7.944	180

Table 4 reveals that participated teachers are highly aware of their emotions and feelings. They have understood that emotions can evolve depending on situations. The mean score is on the participants' ability to regulate their emotions and having the ability to regulate emotions allows individuals to accept and handle both pleasant and unpleasant feelings (Salovey and Mayer, 1990).

Results and Discussions

In order to know the degree and nature of relationship between Emotional Intelligence and Job Performance, thecorrelation coefficient has been calculated. The results are reported below.

H_1: Job performance will be positively correlated with Emotional Intelligence

Table 5: Correlation between EI and JP Scores of Respondents

	N	Mean	SD	r	Level of Significance
Job Performance	180	399.20	19.01	.929**	0.000
Emotional Intelligence	180	13.32	3.04		

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

From the above Table 5, it was found that the correlation coefficient (r) is 0.929 with a p (significance level, two-tailed) = 0.000. As the table showed $p < 0.05$, the (H_1) is accepted.

H_2: There is a significant relationship between Sensitivity and Job Performance.

Table 6: Correlation between Sensitivity and Job Performance Scores of Respondents

	N	Mean	SD	r	Level of Significance
Job Performance	180	13.32	3.04	.929**	0.000
Sensitivity	180	75.83	10.78		

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

Table 6, it was found that the correlation coefficient (r) is 0.929 with a p (significance level, two-tailed) = 0.000. As the table showed $p < 0.05$, the (H_2) is accepted.

H_3: There is a significant relationship between Maturity and Job Performance.

Table 7: Correlation between Maturity and Job Performance Scores of Respondents

	N	Mean	SD	r	Level of Significance
Job Performance	180	13.32	3.04	.961**	0.000
Maturity	180	134.53	3.24		

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

Table 7 reveals that the correlation coefficient (r) is 0.961 with a p (significance level, two-tailed) = 0.000. As the table showed $p < 0.05$, the (H_3) is accepted.

H_4: There is a significant relationship between Competency and Job Performance

Table 8: Correlation between Competence and Job Performance Scores of Respondents

	N	Mean	SD	r	Level of Significance
Job Performance	180	13.32	3.04	.570**	0.000
Competency	180	188.83	7.94		

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

From the Table 8 reveals that the correlation coefficient (r) is 0.570 with a p (significance level, two-tailed) = 0.000. As the table showed $p < 0.05$, the (H_4) is accepted.

H_5: Emotional Intelligence Influences Job Performance

The inter-correlation co-efficient among the variables / components are given below:

Table 9.1: Inter Correlation Matrix between Job Performance, Sensitivity, Maturity, Competency and Emotional Intelligence

		Job Performance	Sensitivity	Maturity	Competency	Emotional Intelligence
Job Performance	Pearson Correlation	1	.929**	.961**	.570**	.929**
	Sig. (2-tailed)		.000	.000	.000	.000
Sensitivity	Pearson Correlation	.929**	1	.962**	.454**	.921**
	Sig. (2-tailed)	.000		.000	.000	.000
Maturity	Pearson Correlation	.961**	.962**	1	.516**	.932**
	Sig. (2-tailed)	.000	.000		.000	.000
Competency	Pearson Correlation	.570**	.454**	.516**	1	.763**
	Sig. (2-tailed)	.000	.000	.000		
	Pearson Correlation	.929**	.921**	.932**	.763**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

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

Result of the above Table 9.1 indicates statistically significant inter-correlation co-efficient among all the variables. Results revealing significant positive correlation. So, it is concluded that the sensitivity, maturity, competency and emotional intelligence of the teachers are significantly related to the job performance.

Therefore, the researcher intends to conduct linear regression analysis between the dependent variable - job performance and independent variable - emotional intelligence to frame the prediction equation for the study.

Table 9.2: Model Summary of Emotional Intelligence and Job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.929[a]	0.863	0.862	1.13039

a. Predictors: (Constant), EI

From the above Table 9.2, it was found that the correlation co-efficient (R) between emotional intelligence and job performance is 0.929 and the adjusted R^2 is 0.862 meaning that 86 % of the variance in job performance can be predicted from the emotional intelligence.

Table 9.3: Results of ANOVA[a] in terms of EI and Job Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1427.868	1	1427.868	1117.466	.000[b]
	Residual	227.443	178	1.278		
	Total	1655.311	179			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Emotional intelligence

From the Table 9.3, it was observed that F = 1117.466 with a p = 0.000. As the table showed p < 0.05, the alternative hypothesis is accepted. Therefore, it can be concluded that emotional intelligence is a significant predictor of job performance.

Table 9.4: Results of Coefficients of EI and Job Performance

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	-46.001	1.777		-25.892	.000
	Emotional Intelligence	0.149	0.004	0.929	33.429	.000

a. Dependent Variable: Job performance

From the above Table 9.4, it was found that the t = 33.429 with a p (significance level, two-tailed) = 0.000. As the Table showed p < 0.05, the alternative hypothesis is accepted. Therefore, it can be concluded that emotional intelligence is a significant predictor of job performance. The regression equation that can be formulated based on the information obtained is as follows:

Job Performance = -46.001 + 0.149 (Emotional Intelligence)

Conclusion

Based on the researches that have been conducted to find out the relationship between emotional intelligence and job performance among the teachers in select govt, aided colleges in Kolkata, it was found that the three domains (sensitivity, maturity and competency) of emotional intelligence have a significant impact on teacher job performance and have positively relationship between the variables. Emotional intelligence plays a vital role in attaining job performance. High emotional intelligence leads to a high job performance in a organisation. Results showed that the reliability coefficient was significant. The regression analysis results showed that emotional intelligence has positive impact on job performance. According to Perkins, 1995; Bar-On, 1997 and et al. in order to sustain high performance and competitive advantage, emotional intelligence should be developed and improved through a systematic and consistent approach. Therefore, organisation should develop training programs for improving emotional competencies of the teachers and workers.

References

1. Bachman, J., Stein, S., Campbell, K., Sitarenios, G. 2000. Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment,* 8, 176 – 182.
2. Bar-On, R. (1997). The Emotional Quotient Inventory (EQ-i): TechnicalManual, *Multi-Health Systems,* Toronto.
3. Brotheridge, C. M., & Lee, R. T. (2002). Testing a conservation of resources model of the dyanmics of emotional labor. *Journal of Occupational Health Psychology,* 7(1), 57 – 67.
4. Campbel, J. P., & Wiermik, B. M. (2015). The modelling and assessment of work performance. *Annual Review of Organizational Psychology and Organizational Behavior,* 2, 47 – 74.
5. Cano-Gracia, F. J., Padilla-Munoz, E. M., & Carrasco-Ortiz, M. A. 2005. Personality and contextual variables in teacher burnout. *Personality and Individual Differences,* Vol. 38, 929 – 940.
6. Carmeli, A. 2003. The relationship between Emotional Intelligence and Work attitudes, Behavior, and Outcomes: An examination among Senior Managers. *Journal of Managerial Psychology*, 18(8), 788 – 813.
7. Chadha, N. K. & Singh, D. (2001). "How to Measure your EQ," in the book by Dalip Singh, *Emotional Intelligence at Work: A Professional Guide*, New Delhi: Response Books.
8. Corcoran, R. P., Tormey, R. 2012. How emotionally intelligent are pre-service teachers? Teaching and Teacher Education, 28, 750-759.
9. Day, A. L., Carroll, S. A. 2004. Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group

citizenship behaviors. *Personality and Individual Differences,* 36, 1443-1458.

10. Dulewicz, V., & Higgs, M. (2000). Emotional intelligence: A review and evaluation study. *Journal of Managerial Psychology, 15*(4), 341–372.
11. George, J. M. 2000. Emotions and leadership: the role of emotional intelligence, Human Relations, 53: 1027-1055.
12. George, D. & Mallery, M. (2010). SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 update (10a ed.) Boston: Pearson.
13. Goleman, D. (1997). Emotional intelligence. Bantam trade paperback ed. *New York: Bantam Books.*
14. Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. 2006. Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495– 513.
15. Higgs, M. 2004. A study of the relationship between emotional intelligence and performance in UK call centres. *Journal of Managerial Psychology,* 19(4), 442-454.
16. Idris, R. 2003. Profile personality guru-guru sekolah. Unpublished Master's Thesis. Bangi, Selangor: University Kebangsaan Malaysia.
17. Ishak, N. M., Iskandar, I. P., & Ramli, R. 2010. Emotional intelligence of Malaysian teacher: a comparative study on teachers in daily and residential schools. *Procedia Social and Behavioral Sciences,* 9, 604 – 612.
18. Jex, S. M. 2002. Organizational Psychology: A Scientist-Practitioner Approach John Wiley & Sons, New York.
19. Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal, 42*(1), 58–74.
20. Kokkinos, C. M. 2007. Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77, 229 – 243.
21. Malach-Pines. 2005. The Burnout Measure, Short version. *International Journal of Stress Management*, 12, 78 – 88.
22. Mastracci, S. H., & Hsieh, C. (2016). Emotional labor and job stress in caring professions: Exploring universalism and particularism in construct and culture. International Journal of Public Administration, 39, 1125 – 1133.
23. Motowildlo, S. J. 2003. Job Performance. In: Borman, W. C., & Ilgen, D. R., & Klimoski, R. J. (Ed) Handbook of Psychology, pp. 39 – 54. Hoboken, New Jersy: John Wiley & Sons. Inc.
24. Noriah, M. I., Ramlee, M., Zuria, M., Siti Rahayah, A. 2006. Emotional intelligence of Malaysian teachers: Implications on workplace productivity. *International Journal of Vocational Education and Training*, 14, 7 – 24.
25. Organ, D. W., & Paine, J. B. (1999). A new kind of performance for industrial and organizational psychology: Recent contributions to the study of organizational citizenship behavior. In C. L. Cooper & I. T. Robertson (Eds), *International Review of Industrial and Organizational Psychology*, Vol. 14, 337 – 368. New York, NY: John Wiley & Sons Ltd.
26. Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. An introduction to a special issue. *American Journal of Community Psychology,23*, 569–579.

27. Prati, L. M., Douglas, C., Ferris, G. R., Ammeter, A. P., Buckley, M. R. 2003. Emotional intelligence, leadership effectiveness, and team outcomes. *International Journal of Organizational Analysis*, 11, 21 – 40.

28. Salovey, P. and Mayer, J. D. (1990) 'Emotional intelligence', *Imagination, Cognition, and Personality*, 9, 185–211.

29. Seibert SE, Kraimer ML, Liden RC. (2001). A social capital theory of career success. *Academy of Management Journal*, **44**(2), 219–237.

30. Skaalvik, E. M., Skaalvik, S. 2007. Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. . *Journal of Educational Psychology*, 99 611–625.

31. Slaski and Cartwright. 2002. Health performance and emotional intelligence. An Exploratory Study of Retail Managers Stress and Health, 18, 63 - 68.

32. Watkin, C. 2002. Developing Emotional Intelligence. *International Journal of Selection and Assessment,* Vol.2, 89 – 92.

33. Williams, M., Burden, R. 2000. Psychology of language teachers: A social constructivist approach. Cambridge: Cambridge University Press.

34. Wong, C., Law, K. S. 2002. The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly,* 13(3), 243 – 274.

35. Yamane S. (1976). Morphological and taxonomic studies of vespine larvae, with reference to the phylogeny of the subfamily Vespinae (Hymenoptera: Vespidae). *Insecta Matsumurana*, vol. 8, pp 1 – 45.