

Relationship between Emotional Intelligence and Performance of Secondary School Teachers

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Abstract

Emotional intelligence is a gold standard for measuring and predicting the performance of a teacher. The study was designed to assess the relationship between emotional intelligence and performance of secondary school teachers working in Khyber Pakhtunkhwa. Survey was conducted to collect the information from the respondents. 840 secondary school teachers were randomly selected as sample from 8407 teachers working in secondary and higher secondary schools of Khyber Pakhtunkhwa. The sample was selected by multistage stratified sampling technique with proportionate to size sampling method. Emotional intelligence of the secondary school teachers were examined by the SEI (adult version) questionnaire. The tool was developed for measuring the emotional intelligence of the adults having age 18 years and above. It is composed of 58 randomly ordered items answered through five-point Likert type response scale. The raw scores on each competency were summarized by using the descriptive statistics. Performance of secondary school teachers were assessed through self-developed questionnaire. The questionnaire was developed on four factors of teachers' performance. The relationship between emotional intelligence and performance of secondary school teachers was calculated by Pearson product moment correlation coefficient method. The study revealed that emotional intelligence and performance of secondary school teachers were highly correlated.

Key Words: emotional intelligence, teachers' performance, subject mastery, attitude towards profession, teaching methodology, interpersonal relationships

Introduction

Emotional intelligence is an ability of comprehending, approaching and producing emotions for helping the ideas to understand emotions and emotional knowledge. Emotional intelligence is considered as a gold standard for measuring and predicting the performance of a teacher (Walter & Marcel, 2013). Gibbs (2002) stated that it is necessary for teachers to improve the ability of controlling the emotions, thoughts and beliefs. They can improve their teaching skills by inculcating such

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abilities. Shapiro (2009) believes that through expression of emotional identity teachers can improve reflexivity, solidarity and sensitivity for their colleagues and students. Emotionally intelligent people reduce their difficulties through recognizing, managing and using emotions. They progress better in their career than emotionally low intelligent people.

The efforts in teaching create high level stress. Emotional intelligence facilitates the teachers for controlling the pressure and preventing the adverse effects on professional attitude. Emotionally intelligent teachers respond positively. The evidence shows positive relationship between emotional intelligence and performance of the teachers (Mehmood, et al., 2013). The studies have shown that emotional intelligence is related with the sense of accomplishment in different areas such as effective teaching (Ghanizadeh & Moafian, 2010), optimal learning of students (Bracket & Mayer, 2003) and appropriate educational performance (Gil-Olarte, Palomera & Brackett, 2006). Emotional intelligence is a designated ability to use emotional condition of an individual, group or own-self for attaining a certain goal or a set of goals or objectives (Fox & Spector, 2000). It is the ability to appreciate the emotions and categorize the possible outcomes as well as through this knowledge attain expected goals (Choudary, 2010). Cherniss (2000) pointed that the contribution of emotional intelligence to the performance is beneficial and interesting. Emotional intelligence is must for teachers as they have to deal with students coming to class with negative feeling towards learning (Hashemi, 2015). Teacher should be aware of emotional intelligence and reduce the anxiety of students when they have to learn difficult subjects.

Teachers are important for schools and for success of the students. They have exciting duties of fulfilling the learning requirements of mentally different students. Due to Education for All under Dakar Framework of Action the Government of Pakistan has taken initiatives for improvement of education (April, 2000). The most important commitment by the Government of Pakistan is setting standards for the teachers in 2009 for transmission of quality education. These developments have raised the bar for students' achievement and responsibility of teachers. Efficiency and accountability of teachers are the burning issues in Government plans. It is important to identify the strengths and weaknesses of teachers for the improvement of efficiency and working conditions in educational institutions. It is also worthy to identify the basic needs of teachers and determine the current position and standard of education for overcoming

the future challenges. All such developments are related to the active performance of a teacher.

Many researches had shown that emotional intelligence of teachers had significant relationship with their performance. The secondary level is very important among all the educational levels and performance of secondary school teachers is also of great importance. Therefore, a study was conducted to assess the relationship between emotional intelligence and performance of secondary school teachers working in Khyber Pakhtunkhwa.

Review of Literature

Emotional Intelligence

Emotional Intelligence is a capability to emphasize, persevere, control impulses, communicate openly, make thoughtful decisions, solve problems and work with such a way of earning fellows and achieve success (Stone McCown, Jensen, Freedman, & Rideout, 1998). These capabilities assist an individual to recognize and regulate emotions, develop self-control, set the goals, develop empathy, resolve conflicts and develop skills mandatory for leadership and effectively involving of the groups (Elias, 2004). Emotional intelligence utilizes the feelings for improvement of the performance, understand keen information and guide feelings in self and others (Mayer, Salovey & Caruso, 2002). Emotional intelligence is the ability of monitoring the emotions of one-self and other peoples. Emotions are differentiated and appropriately labeled by the emotional intelligence. Emotions helps in controlling impulses and managing the hazardous suffering mood. The ability of appreciating emotions, perceiving that what they tell and recognizing the effects on people around you is emotional intelligence. It is the capacity for goal-oriented suitable behavior; concentrate on the prospects of intelligence that regulated understanding of abilities (Goleman, 1997). The person with high emotional intelligence understands and respond appropriately for the improvement of social conditions. Emotionally high intelligent persons use emotional knowledge with the better reasoning skills. They make proper decisions for maintaining suitable relations (Bar-On, 2000).

Teachers' Performance

The ability of using knowledge effectively for achieving goals is known as performance. The performance of teachers mentions the conduct of instructions that a teacher performs in the classroom as putting

questions, giving justifications, guiding instructions, presenting endorsement and engaging in numerous teaching activities (Ahmed, 2000). Siddique (2004) acknowledged the teachers' role in three regions; job skills, approach towards job and contribution in professional improvement. Providing guidelines to the students is also an important aspect of teachers' performance. Researches show that a strong and definite understanding and a better knowledge base approach contribute to the power of teachers. They offer such abilities that enable an individual for teaching confidently and achieving the respect of students and colleagues.

The subject mastery is a key component of the teaching-learning process. Picking useful learning activities, giving helpful descriptions, asking creative questions and assessing learning of students, all depends on teachers' subject matter knowledge (Ahmed, 2000). The attitude is an opinion which show inclination of a person to an object, idea or institution. It is a state of readiness molded through experience. Suja (2005) stated that attitudes of teachers towards occupation have an effect on their teaching. Teachers have the knowledge of pedagogy, collaboration and cooperation for attaining the aims and objectives of the education. Teachers identify and design instructions that are suitable for developmental stage, learning styles, strengths and needs of the students (Singh & Shan, 2005). Sound and healthy interpersonal relations can create healthy environment which is conducive for the effective learning (Shah & Sultana, 2000).

Research Methodology

The research study was quantitative and survey was conducted to collect the information from secondary school teachers.

Population

All 8407 secondary school teachers working in secondary and higher secondary schools of Khyber Pakhtunkhwa were population of the study.

Sample

Multistage stratified random sampling technique was used for sample selection. There are seven divisions in Khyber Pakhtunkhwa. Initially, from each division two districts with high and low literacy rate were selected. Then from both the districts of each division, 120 secondary school teachers were randomly selected with proportionate to size sample technique. Hence, the study sample was 840 secondary school teachers.

Social Emotional Inventory SEI (AV)

Emotional intelligence of the secondary school teachers were examined by the SEI (AV) questionnaire. The SEI (AV) is used to measure emotional intelligence competencies and related performance outcomes. Social emotional intelligence focuses on three pursuits and eight competencies for the leadership and life. The questionnaire has been designed for adults of age 18 and above. It is composed of 58 randomly ordered items with an optional 19 mood items.

A. Teachers' Performance Questionnaire

The performance of secondary school teachers were assessed through a self-developed questionnaire, while participating in different professional activities. The questionnaire was developed on four factors i.e. subject mastery, attitude towards profession, teaching methodology and interpersonal relationships. The piloting of tool show high validity and reliability.

Results

The relationship between emotional intelligence and performance of secondary school teachers were calculated by the Pearson Product Moment Correlation Coefficient method.

Table:1. Relationship of Subject Mastery with Competencies of Emotional Intelligence

S. No	Competency of EI	R-value	p-value
1	Enhance Emotional Literacy	.365	.000
2	Recognize Patterns	.309	.000
3	Apply Consequential Thinking	.401	.000
4	Navigate Emotions	.008	.807
5	Engage Intrinsic Motivation	.252	.000
6	Exercise Optimism	.419	.000
7	Increase Empathy	.249	.000
8	Pursue Noble Goals	.366	.000
9	Emotional Intelligence	.432	.000

The table show that the value of correlation of subject mastery with enhance emotional literacy was .365, recognize pattern was .309 and apply consequential thinking was .401 with p-value 0.000. The correlation was significant at 0.01 level of confidence. The value of correlation between subject mastery and navigate emotions was .008 with p-value

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0.807. There was not significant correlation between the two variables. Whereas the value of correlation of subject mastery with engage intrinsic motivation was .252, exercise optimism was .419, increase empathy was .249, pursue noble goals was .366 and emotional intelligence was .432 with p-value 0.000. The correlation was significant at 0.01 level of confidence.

Table:2. Relationship of Attitude towards Profession with Competencies of Emotional Intelligence

S. No	Competency of EI	R-value	p-value
1	Enhance Emotional Literacy	.334	.000
2	Recognize Patterns	.284	.000
3	Apply Consequential Thinking	.400	.000
4	Navigate Emotions	-.021	.544
5	Engage Intrinsic Motivation	.227	.000
6	Exercise Optimism	.397	.000
7	Increase Empathy	.261	.000
8	Pursue Noble Goals	.368	.000
9	Emotional Intelligence	.409	.000

The value of correlation of attitude towards profession with enhance emotional literacy was .334, recognize pattern was .284 and apply consequential thinking was .400 with p-value 0.000. The correlation was significant at 0.01 level of confidence. The value of correlation between attitude towards profession and navigate emotions was -.021 with p-value 0.544. There was not significant correlation between the two variables. Whereas the value of correlation of attitude towards profession with engage intrinsic motivation was .227, exercise optimism was .397, increase empathy was .261, pursue noble goals was .368 and emotional intelligence was .409 with p-value 0.000. The correlation was significant at 0.01 level of confidence.

Table:3. Relationship of Teaching Methodology with Competencies of Emotional Intelligence

S. No	Competency of EI	R-value	p-value
1	Enhance Emotional Literacy	.253	.000
2	Recognize Patterns	.253	.000
3	Apply Consequential Thinking	.285	.000
4	Navigate Emotions	.021	.534
5	Engage Intrinsic Motivation	.177	.000
6	Exercise Optimism	.308	.000
7	Increase Empathy	.209	.000

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8	Pursue Noble Goals	.322	.000
9	Emotional Intelligence	.335	.000

The value of correlation of teaching methodology with enhance emotional literacy was .253, recognize pattern was .253 and apply consequential thinking was .285 with p-value 0.000. The correlation was significant at 0.01 level of confidence. The value of correlation between teaching methodology and navigate emotions was .021 with p-value 0.534. There was not significant correlation between the two variables. Whereas the value of correlation of teaching methodology with engage intrinsic motivation was .177, exercise optimism was .308, increase empathy was .209, pursue noble goals was .322 and emotional intelligence was .335 with p-value 0.000. The correlation was significant at 0.01 level of confidence.

Table:4. Relationship of Interpersonal Relationships with Competencies of Emotional Intelligence

S. No	Competency of EI	R-value	p-value
1	Enhance Emotional Literacy	.281	.000
2	Recognize Patterns	.258	.000
3	Apply Consequential Thinking	.300	.000
4	Navigate Emotions	-.001	.983
5	Engage Intrinsic Motivation	.206	.000
6	Exercise Optimism	.334	.000
7	Increase Empathy	.189	.000
8	Pursue Noble Goals	.305	.000
9	Emotional Intelligence	.339	.000

The value of correlation of interpersonal relations with enhance emotional literacy was .281, recognize pattern was .258 and apply consequential thinking was .300 with p-value 0.000. The correlation was significant at 0.01 level of confidence. The value of correlation between interpersonal relations and navigate emotions was -.001 with p-value 0.983. There was not significant correlation between the two variables. Whereas the value of correlation of interpersonal relations with engage intrinsic motivation was .206, exercise optimism was .334, increase empathy was .189, pursue noble goals was .305 and emotional intelligence was .339 with p-value 0.000. The correlation was significant at 0.01 level of confidence.

Table:5. Relationship of Teachers' Performance with Competencies of Emotional Intelligence

S.No	Competency of EI	r-value	p-value
1	Enhance Emotional Literacy	.387	.000
2	Recognize Patterns	.346	.000
3	Apply Consequential Thinking	.434	.000
4	Navigate Emotions	.003	.934
5	Engage Intrinsic Motivation	.270	.000
6	Exercise Optimism	.457	.000
7	Increase Empathy	.284	.000
8	Pursue Noble Goals	.426	.000
9	Emotional Intelligence	.475	.000

The table show that the value of correlation of teacher performance with enhance emotional literacy was .387, recognize pattern was .346 and apply consequential thinking was .434 with p-value 0.000. The correlation was significant at 0.01 level of confidence. The value of correlation between teacher performance and navigate emotions was .003 with p-value 0.934. There was not significant correlation between the two variables. Whereas the value of correlation of teacher performance with engage intrinsic motivation was .270, exercise optimism was .457, increase empathy was .284, pursue noble goals was .426 and emotional intelligence was .475 with p-value 0.000. The correlation was significant at 0.01 level of confidence.

Discussion

The purpose of the study was to examine the relationship between emotional intelligence and performance of secondary school teachers working in Khyber Pakhtunkhwa, Pakistan. The study revealed that there was significant relationship between emotional intelligence and performance of secondary school teachers. The results of the study seem agreement with previous studies in this line of research which revealed that emotional intelligence had positive relationship with the performance of teachers (Walter & Marcel, 2013). The result can easily be explain as emotional intelligence competencies problem solving, intrapersonal and interpersonal skills and empathy are highly germane to academic success (Adeyemo, 2007).

Subject mastery, Attitudes towards profession, teaching methodology and interpersonal relationships had significant correlation with enhance emotional literacy, recognize patterns and apply consequential thinking competencies of secondary school teachers. The

relationship between subject mastery, Attitudes towards profession, teaching methodology and interpersonal relationships and navigate emotions competency were non-significant among secondary school teachers. Subject mastery, Attitudes towards profession, teaching methodology and interpersonal relationships had significant correlation with engage intrinsic motivation, exercise optimism, increase empathy and pursue noble goals competencies of secondary school teachers.

Results of the study revealed that there were significant relationship between teacher performance and competencies of emotional intelligence. Teacher performance had significant correlation with enhance emotional literacy, recognize patterns and apply consequential thinking competencies of secondary school teachers. The relationship between teacher performance and navigate emotions competency was non-significant among secondary school teachers. Teacher performance had significant correlation with engage intrinsic motivation, exercise optimism, increase empathy and pursue noble goals competencies of secondary school teachers.

Conclusion

The significant relationship exists between emotional intelligence and the performance of secondary school teachers. The relationship of emotional intelligence with factors of teachers' performance were significant. The relationship among factors of teachers' performance and navigate emotions were non-significant. There was significant relationship among factors of teachers' performance and (enhance intrinsic motivation, exercise optimism, increase empathy and pursue noble goals) competencies of emotional intelligence.

Recommendations

There is a need to develop an effective instructional curriculum that incorporates emotional intelligence skills with the objectives of enhancing personal and career success of the teachers. Educational officials must provide facilities for arranging workshops and training courses for teachers, in which concept of emotional intelligence could be introduced. During the training of teachers, balanced combination of emotional and cognitive mind will facilitate the identification, recognition and development of their emotional skills that contributes in the personal and academic success of the teachers. Teachers must consider emotional intelligence as influential as cognitive aspects in their development. They must develop skills and abilities related to emotional intelligence.

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