Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan

Muhammad Asrar-ul-Haq\(^a,b\), Sadia Anwar\(^b,*\), Misbah Hassan\(^c\)

\(^a\)University of Illinois at Urbana Champaign, United States
\(^b\)Department of Management Sciences, COMSATS Institute of Information Technology, Pakistan
\(^c\)Department of Management Sciences, SZABIST, Islamabad, Pakistan

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Abstract

This research paper aims at investigating the impact of emotional intelligence on teacher's job performance in the education sector of Pakistan. Sample size consists of 166 teachers from universities in the area of central Punjab, Pakistan. Theories of emotional intelligence proposed by Salovey and Mayer (1989–1990) were used as the conceptual framework and its relationship with the job performance of teachers was examined. Reliability and validity of variables was tested through measurement model of PLS-SEM. The result indicated that emotional intelligence has a significant impact on the teacher's job performance. Key research finding revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance.

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Introduction

Despite the advancement in technology and educational reforms, the educational institutes face certain challenges and issues related to the education system. These issues are mainly concerned with the poor academic performance, demands and expectations of parents, declining quality of education, non-serious attitude of the students, heavy workload on teachers’ etc. such issues make it difficult for the teachers to cope with the academics as well as societal demands of the parents and students. Social pressure on teachers could result in emotional disturbance and challenges. Ignat and Chipa (2012) are of the view that, if teachers put efforts in developing their professional and emotional competencies, then such challenges can be met easily. In this regard, emotional intelligence (EI) serves as a significant tool that helps the teachers to adjust their emotions and meet the societal challenges that disturbs the

*Corresponding author.

E-mail addresses: asrar.uiuc@gmail.com (M. Asrar-ul-Haq), sadiaanwar@ciitsahiwal.edu.pk (S. Anwar), misbah hassan23@gmail.com (M. Hassan).

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balance of their emotions. In addition, Beilock and Ramírez (2011) also identified the significance of studying the emotions in the class room environment so as to understand the learning patterns and motivations of the students.

In order to be successful in interpersonal and career domain, the ability to read and manage emotions in social contexts is vital (Zeidner, Matthews & Roberts, 2004). Emotional intelligence is an important psychological factor that has a profound effect on employee's abilities and performance. Previous research on emotional intelligence have identified that emotional intelligence results in certain work related outcomes. However, there has been limited research which proves that emotional intelligence is related to positive work related outcomes particularly in the education sector.

Research findings of various authors suggest that, those individuals who are highly emotional intelligent are inclined to show better performance in their organization in comparison to individuals who are low on emotional intelligence (Law, Wong, & Song, 2004; Van Rooy & Viswesvaran, 2004). In this era of competitiveness and uncertainty, role of teachers is important in shaping the attitudes and behaviors of their students. Organizations are embracing the training and development programs regarding the emotional intelligence of their employees (Fact Company, 2000 as cited in Cote and Miners (2006)) because emotional intelligence is positively correlated with performance.

Although, technological revolution and educational reforms has improved the education system of Pakistan, teachers are having issues to identify their roles as teachers towards the community. Moreover, the societal demands make it difficult for them to balance their emotions at work. Therefore, there is need to improve their emotional intelligence so that the performance could be increased and positive work related outcomes could be achieved.

The purpose of this study is to identify the relationship between teachers’ emotional intelligence and their work performance. Furthermore, how to enhance the performance by managing the emotional intelligence of the teachers? This paper also provides insights on measuring the performance of the teachers through emotional intelligence. This study will be helpful for the educational institutes to understand that, to what extent emotional intelligence contribute towards increasing the performance of the teachers. It will be helpful in designing certain programs and strategies to boost the emotional intelligence of the teachers so that they not only meet the workplace challenges but also increase their performance through effective management of their emotions.

**Literature review**

**What is emotional intelligence?**

The concept of emotional intelligence (EI) originated back in 1920s when Thorndike (1920) for the first time conceptualized the emotional intelligence into three dimensions i.e. abstract intelligence, mechanical intelligence and social intelligence. Afterwards in 1980s, several scholars made further contributions to the concept of emotional intelligence, e.g. Gardner (2013) came up with the idea of intra-emotional intelligence and inter-emotional intelligence. The work of Steiner (1984) conceptualized the notion of EI. The contribution of these scholars gave rise to the emergence and development of the concept “emotional intelligence” by Salovey and Mayer (1990). In the subsequent years, emotional intelligence was studied extensively in the literature of organizational behavior, human resources, and management and many other disciplines.

The contribution of Salovey and Mayer (1990) is substantial, as they suggested a model for emotional intelligence by defining EI as part of the social intelligence, which deals with the ability of an individual to regulate his/her personal, and others’ emotions and feelings. It helps them differentiate and manage their reasoning and actions. Mayer, Caruso and Salovey (1999) redefined the concept of EI as the capability of an individual to identify access and produce emotions in order to facilitate the judgments. Moreover, EI helps understand and regulate feelings, emotions and emotional knowledge to promote the growth of emotions and intellectuality.

Salovey and Mayer (1990) presented a model of EI with three mental processes. The first component is appraising and articulating emotions in self and others which is related to the awareness of verbal and non-verbal expression of emotions. The second component is adapting emotions in self and other individuals. Third component is use of emotions in adaptive ways. Following is the brief description of the components of EI model:

**Appraising and articulating emotions in self and others**

George (2000) is of the view that individuals are different from each other in terms of degree of awareness about their emotions and expression of verbal and non-verbal emotions. Those individual who have ability to recognize and
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