



# **Emotional Intelligence and Job Performance among Physical Education Teachers**

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## **Abstract**

*The purpose of this study was to explore the relationship between emotional intelligence and job performance among physical education teachers in Egypt. The subject sample consisted of 60 primary, preparatory and secondary school teachers, Alexandria Governorate, Egypt. The age range of the participants was 25 to 40 years. Wong and Law Emotional Intelligence Scale (WLEIS: Wong & Law, 2002) and Teacher Job Satisfaction Survey (TJSS)(Fredy Wilson Ngimbudzi, 2009) were employed to collect data. Results indicated that the relationship between emotional intelligence and job performance is high and statistically significant.*

**Keywords :**Emotional intelligence, job performance ,physical education teachers

## **Introduction**

In recent years the popularity of the construct emotional intelligence (EI) has steadily increased. The result has been increasing exposure in mainstream media (Caruso & Salovey, 2004; Cherniss & Goleman, 2001; Ryback, 1998) as well as in the research arena (Ciarrochi, Chan & Caputi, 2000; Emmerling & Goleman, 2003; Zeidner, Matthews & Roberts, 2004). The concept of EI was formally introduced in the research arena by Salovey and Mayer in 1990. They defined EI as a cognitive ability to monitor and manage feelings, and to discriminate among them in oneself and others. A critical aspect of EI for Mayer and Salovey was, and continues to be, its separation from other domains of intelligence, such as motivation. Daniel Goleman first introduced EI to the general public through his 1995 book *Emotional Intelligence* in which he defined EI as the ability to recognize, understand, and manage one's own and others' feelings and emotions. The detailed version of Goleman's model incorporates motivation and traits of personality. Bar-On (1997) followed suit in coining the term *Emotional Quotient* (EQ), and his own model of EI proposed a connection of emotional and social knowledge to various skills and traits in order to help one adapt to the rigors of his environment.

Emotional intelligence has been indicated as important in education, with educators calling for an increased emphasis on emotional intelligence facilitation, arguing that the timely facilitation of learners' emotional intelligence could significantly improve their ability to deal better with, adapt to and cope with changing surroundings (Elkins and Low,2004). Similar ideas are advanced by Elkin and Low (2004) who conducted a study with first-year college students who were planning to become teachers. They identified a clear need to develop communication competence and emotional intelligence skills in these teacher trainees. Nelson and Low (2005) provided evidence that student achievement could be improved by learning and developing key emotional intelligence skills. Related work by Lyons & Schneider (2005), examining the relationship of ability-based EI facets with performance under stress among undergraduate students, found that EI was related to more challenge and enhanced performance. These studies have identified the need to integrate emotional intelligence instruction into the curricula to improve academic and career success.

### *Job Performance*

Job performance is one of the most important work outcomes since the success or failure of an organization or institution depends on the performance of its employees. As such, much effort is put in trying to design appropriate measures of job performance. Job performance is a teacher performance in the school.

The teacher performance can be evaluated from views of inputs, processes, and outputs (Goe, Bell, & Little, 2008). Many of the literature on "teacher effectiveness" focusses

on the results about impact of the teacher on student learning outcome Arguably, the best measure of teacher performance might be to assess the increase in a scale of distinct types of student learning including curriculum and co-curriculum results (Corcoran & Tormey, 2013)..

### *Emotional Intelligence and Job Performance*

Goleman (1995,1998) believes that the prediction of emotional intelligence for individuals is successful life and work. Due to the influence of emotional intelligence on each aspect of individuals' work life, high-level possessed emotional intelligence employees are considered as "star performers". As a result, as stated in the previous sections, there exist a positive correlation between emotional intelligence and job performance. As such, a majority of probes done previously have supports for the relationship between these two variables, namely emotional intelligence and job performance (Cavallo & Brienza, 2002; Duleciwz & Higgs, 2003; Law, Wong & Song, 2004; Shahhosseini et al., 2012).

## **Methods**

### *Design*

The present study utilized a descriptive correlational design.

### *Participants*

The subject sample consisted of 60 primary, preparatory and secondary school teachers, Alexandria Governorate , Egypt. The age range of the participants was 25 to 40 years. The exclusion criterion was that newly appointed teachers are not included in the study as teachers with less experience are not competent to provide sufficient information on their job characteristics (Sala, 2002).

### *Instruments*

Wong and Law Emotional Intelligence Scale (WLEIS: Wong & Law. 2002). WLEIS consists of 16 items and taps individuals' knowledge about their own emotional abilities rather than their actual capacities. Specifically, the WLEIS is a measure of beliefs concerning self-emotional appraisal (SEA) (e.g., "I have a good sense of why I have certain feelings most of the time"), others' emotional appraisal (OEA)(e.g., "I always know my friends' emotions from their behavior"), regulation of emotion (ROE) (e.g., "I always set goals for myself and then try my best to achieve them"), and use of emotion (UOE) (e.g., "I am able to control my temper and handle difficulties rationally"). The response scale has been seven point Likert-type scale ranging from one (strongly disagree) to seven (strongly agree). Coefficients alphas for the four dimensions were: SEA: .80; OEA: .82; ROE: .81; UOE: .82.

Teacher Job Satisfaction Survey (TJSS)( Fredy Wilson Ngimbudzi, 2009). which consisted of 36 five Likert scale items ((i.e. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree) items related to various facets of job satisfaction.

Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job satisfaction facets by putting a tick (√) in appropriate spaces provided.

## **Findings**

The relationship between emotional intelligence and job performance is high and statistically significant ( $r = 0.70$ ). All the four emotional intelligence dimensions (SEA, OEA, UOE, ROE) were significantly correlated with the job performance. The SEA ( $r = 0.66$ ) and

UOE ( $r = 0.68$ ), OEA ( $r = 0.65$ ) and ROE ( $r = 0.72$ ) all have a high relationship with the job performance. These results are included in Table 1.

Table 1. *Correlation between emotional intelligence and job performance*

	<b>Job Performance</b>
EI	0.70**
SEA	0.66**
OEA	0.68**
UOE	0.65**
ROE	0.72**

Note: N=60. \*\*Correlation is significant at the 0.01 level (two-tailed). EI=Emotional Intelligence, SEA=Self Emotional Appraisal, OEA=Others' Emotional Appraisal, UOE=Use of Emotion, ROE=Regulation of Emotion, JP= Job Performance.

## Discussion

The purpose of this study was to explore the relationship between emotional intelligence and job performance among physical education teachers in Egypt. The relationship between emotional intelligence and job performance is high and statistically significant ( $r = 0.70$ ). All the four emotional intelligence dimensions (SEA, OEA, UOE, ROE) were significantly correlated with the job performance. The SEA ( $r = 0.66$ ) and UOE ( $r = 0.68$ ), OEA ( $r = 0.65$ ) and ROE ( $r = 0.72$ ) all have a high relationship with the job performance. The significant relationship between emotional intelligence and job performance in this study supports the previous literature (Carmeli, 2003; Jennings & Palmer, 2007; Sy et al., 2006). Results of the findings indicated that study focus in business organisation may also be valid in the school setting.

The findings of the research are directly consistent with the results of Abraham (2000), Busso (2003), Thomas and Linda (2006). Carmeli (2003) states that people with high emotional intelligence are constantly in a good mood and that they experience a higher level of job satisfaction and well-being (in comparison with people with lower emotional intelligence). Gardner and Stough (2003) observed a significant relationship between emotional intelligence and job satisfaction.

## Conclusion

According to the previous studies, emotional intelligence has a key role in the increase of performance. Different studies are illustrative that high-level possessed emotional intelligence individuals have also excellent job performance. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence and they are influenced by each other.

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