

Emotional Intelligence and Job Performance of the Teaching Employees at University of Bohol, Tagbilaran City

JOYCE MARIE T. SUMATRA

jmtsumatra@universityofbohol.edu.ph
<https://orcid.org/0000-0002-4662-6186>

ABSTRACT

Emotional Intelligence (EI) is the ability to appraise and express one's emotions, appraise and recognize the emotion of others, regulate one's emotion, and use the emotion to facilitate one's performance. Job performance of teaching employees refers to the instructional skills, personal & social qualities, educational leadership and executive ability of the teachers, which is evaluated by the employees and their respective department/office head. This study was designed to examine the correlation between EI and job performance of the teaching employees. The study utilized a descriptive quantitative survey method using standardized questionnaires in gathering the data. The study respondents comprised 111 full-time teaching regular employees in different departments of the University of Bohol. This study used the Wong and Law Emotional Intelligence Scale with overall reliability between 0.77-0.91, which measured the EI of the respondents. Results displayed a significant positive correlation between EI and job performance. This study implies that as EI increases, the job performance of the teaching employees also increases. Moreover, the job performance between self-evaluation and office head evaluation does not significantly differ. This research indicates that the evaluation scores have no difference in how the teaching employees rated themselves and their respective office/department heads.

Keywords: Emotional Intelligence, Job Performance, Quantitative Method, Visayas, Philippines, Asia

INTRODUCTION

One of the most intriguing notions to emerge from recent management talks is the likelihood that a new form of intelligence relating to emotions is linked to organizational members' Performance (Caruso and Salovey, 2004).

According to this theory, some members of an organization may perform well because they have high emotional intelligence. Emotional intelligence is a group of skills that includes recognizing and regulating emotions in oneself and others, using emotions to aid performance, understanding emotions and emotional knowledge, and sense emotions in oneself and others (Mayer and Salovey, 1997).

Emotional intelligence has been incorporated into several firms' staff development programs and some business schools have introduced emotional intelligence training to their curriculums (Boyatzis, Stubbs, and Taylor, 2002). The popularity of emotional intelligence may stem from the belief that success is defined not just by well-known abilities such as linguistic and numerical abilities but also by emotional intelligence abilities

One of the early researchers that was able to coin the term "emotional intelligence" was Salovey and Mayer (1990). They defined emotional intelligence as the "sub-dimension of social intelligence that includes the ability to monitor one's own and others' feelings and emotions, distinguish between them, and use this information to guide one's thoughts and actions." According to Mayer and Salovey (1997), emotional intelligence (EI) is a single trait, and emotional intelligence is composed of different abilities such as perceiving, understanding and regulating emotions.

A person's emotional intelligence implies how they perceive, understand, and regulate emotions. Perceiving emotions comprise the ability to distinguish different emotions and have the capacity to interpret them. Being able to comprehend emotions depending on the environmental experiences encompasses understanding emotions. Regulating emotions include controlling one's emotions and in others. Emotional intelligence is defined as "the capacity to observe one's own and others' feelings and emotions, distinguish between them, and use this information to guide thoughts and actions" (Salovey & Mayer, 1990).

An excellent emotional intelligence concept can be recognized from different methodologies. This compelling theory of emotional intelligence incorporates the capacity to take part in sophisticated information processing about one's own and others' emotions and the capacity to

utilize this information as a guide to thinking and behavior. People high in emotional intelligence focus on understanding and managing emotions. These abilities serve as adaptive capacities that can be an advantage to themselves and other people (Mayer, Salovey, & Caruso, 2004; Salovey and Grewal, 2005). As we utilize the term, emotional intelligence is an example of standard information that can advance the controversy of human capacities (Mayer, Salovey, Caruso, & Sitarenios, 2001).

Emotional intelligence is one of the vital factors in mental health and adapting to living conditions. It is defined as one's ability to understand and control one's feelings and emotions and recognize and control the feelings of others to guide their thoughts and actions. This skill entails the interaction of emotions and cognition that allows people to adapt to their surroundings. Findings showed a significant link between employees' emotional intelligence and performance. Thus employees with higher emotional intelligence, social skills, and self-awareness have better job performance. Emotional intelligence leads to social awareness and social skills, and that emotional intelligence has a positive and significant relationship with job performance. Employees should attend EI training sessions because EI is a skill that can be learned, is flexible, and varied. By participating in the training courses, employees' ability to adapt to their working environment and establish appropriate working relationships will improve, potentially leading to increased efficiency and improved labor performance (Bidmeshki & Taheri, 2018).

Emotional intelligence has been an exciting research topic in terms of its relationship to employees' job performance. With today's emergence in giving importance to emotional intelligence, hiring personnel were now particular in including the levels of emotional intelligence of the applicants and employees. Individuals are now evaluated for their emotional quotients in addition to their intelligence quotients. In the educational system, Emotional Intelligence is essential. Now, it is being considered that emotional intelligence can affect one's job performance in the workplace.

Emotional intelligence is a better predictor of efficiency in teamwork projects and leadership ratings (Offermann, Bailey, Vasilopoulos, Seal, and Sass 2004). EI is a crucial factor in employees' ability to manage their own emotions. Employees with high Emotional Intelligence competencies outperform those with low EI competencies, according to studies. Employees with high emotional intelligence have been found to have better work performance and, as a result, increased organizational

commitment, which leads to a lower likelihood of turnover. According to the research studies reviewed, employees react positively and value contributing and are ready to search for capabilities and efficient learning for personal emotional Intelligence (Bandi & Chauhan, 2019).

Emotional Intelligence and Job Performance go hand in hand. Employees' must have high emotional intelligence in the workplace to be effective in their job performance to obtain the goals set by the institution.

John P. Campbell's concept of job performance was interpreted as an individual's activity that has importance for the organization's goals (Cambell and Wiernik, 2015). A measure of job performance shows how well an employee carries out the relevant tasks in an organization. Job performance is not only one thing, but rather, it is composed of multiple factors. With Campbell's concept, he proposed an eight-factor model to capture the different dimensions that are common to all jobs.

1. Job-specific task proficiency: Implies that a person can perform their job's primary tasks/duties. These are behaviors that are distinct from one job to another. For example, there's a need to have excellent instructional skills for teachers.
2. Non-job specific task proficiency: Implies that the mass population of individuals is obliged to execute tasks that are not mainly specified to their job. For example, employees must keep the equipment or records safe and be responsible for handling them. It can also be added to the behaviors of maintaining a safe and comfortable working place, orderliness, physical/emotional/ visual demand, and having excellent personal and social qualities among colleagues and superiors.
3. Demonstrating effort: Implies to the extent that a person commits to all their tasks in work, performs a high level of energy, and can work under stressful situations. Employees are expected to be dependable, have the right attitude towards jobs, initiative, and have ingenuity in work.
4. Personal discipline: Implies to the extent of a person that follows the rules/laws. Negative behaviors are being avoided. Examples are having good attendance at work and demonstrating honesty.
5. Team performance: Implies the extent to which a person coordinates and supports their working colleagues, helps them solve their problems, and assists others' tasks. It also includes how well that person can facilitate the working team by setting a

- good role model and participating in group tasks.
6. Written and oral communication: Implies the skillfulness and ability of an individual in terms of writing and speaking.
 7. Supervisory / Leadership component Includes all the behaviors directed at influencing the performance of subordinates through face-to-face interaction and influence. Examples are educational leadership and executive ability.
 8. Management/administration: Includes significant elements in management that are distinct from direct supervision. It consists of the performance behaviors directed at articulating goals for the unit or enterprise, organizing people and resources to work on them.

One of the Sustainable Development Goals (SDGs) goals is to promote sustainable, inclusive and sustainable economic growth, full productive employment, and decent work for all (SDG 8). The SDG explicitly mentions that one of its goals in 2030 is to provide productive employment and exemplary work for all women and men, including young people and people with disabilities and fair pay for work of equal value. Protecting workers' rights and promoting a healthy and safe working environment for all workers, including migrant workers, especially migrants in precarious jobs, are also part of the stated objective.

Thus, with this study, we can determine if there is a significant relationship between emotional intelligence and an employee's job performance in the workplace. The results of this study can immensely help employers appreciate the importance of promoting an increase in one's EI in the workplace.

The influence of EI on job performance among primary and secondary school teachers in the Jaffna Zone was investigated to compare primary and secondary school teachers. The overall conclusion was that emotional intelligence significantly impacts school teachers' performance (Vijitharan, Harikaran, & Nanthagopan, 2019).

Corcoran and Tormey 2012 found out that emotional intelligence has a contribution to the teaching role. Those skillful in appraising their own emotions tend to be better at communicating their concerns and can pay attention to themselves, precisely their feelings, in achieving their goals and giving effective leadership, which is an essential quality of being a teacher (George, 2000).

Initial findings showed that emotional intelligence could positively impact some aspects of the employees' job performance. Lopes et al. 2017 pointed out that employees with higher emotional intelligence also received better peer and supervisor evaluation of interpersonal facilitation, stress, and supervision skills potentials than those with lower emotional intelligence. Similar findings also showed that middle and high school teachers with high emotional intelligence felt satisfied with their jobs and didn't feel exhausted. These were reported by the teachers who were experiencing positive emotions in school and the support they have seen from their school principal (Brackett, Palomera, Mojsa, Reyes, & Salovey 2010).

Asrar-ul-Haq Anwar, and Hassan (2017) conducted a study with 166 teachers as respondents showed that emotional intelligence significantly impacts the teachers' job performance. Results from Dhani & Sharm (2017) demonstrated significant gender differences in Emotional Intelligence and Job performance. Female employees reported having higher scores in EI than male employees. This IT industry also revealed that females were better performers than men.

With 188 individuals included in the study, results revealed that workers with the highest scores in EI received the most substantial job performance ratings at the same time. On the other hand, those individuals with the poorest job performance results didn't have the lowest scores in EI but instead had the middle of the EI scores (Bozionelos & Singh 2017).

Another result showed that employees with higher emotional intelligence also received better peer and supervisor evaluation of interpersonal facilitation, stress, and supervision skills potentials than those with lower emotional Intelligence (Lopes et al., 2006). Similar findings showed that middle and high school teachers with high emotional intelligence also felt satisfied with their jobs and didn't feel exhausted. These were reported by the teachers who were experiencing positive emotions in school and the support they have seen from their school principal (Brackett, Palomera, Mojsa, Reyes, & Salovey 2010).

Studies showed that emotional intelligence might contribute towards more effective teaching and better job performance among teachers (Vesely, Saklofske, & Leschied, 2013). Teachers with higher EI have a better understanding of the emotional needs of others. They are more effective in managing their emotional feedback and are more effective in their overall job performance (Penrose, Perry, and Ball, 2007).

A similar study presented that there is a positive relationship between emotional intelligence and teacher performance. It was found that teachers with higher emotional intelligence were more likely to employ a wide range of dynamic teaching strategies, which positively impacted the outcomes of the teaching process (Koçoğlu, 2011).

It presents that teachers with high emotional intelligence are more effective in responding to undesirable and harmful situations than those with lower emotional intelligence levels (Perry & Ball, 2007). Performance skills such as effective relations with colleagues and overall job performance are associated with high levels of emotional intelligence. It has been argued that teachers with high emotional intelligence often help students cope with behavioral challenges, develop interpersonal skills, and show better academic performance.

Research over the years suggests that emotional intelligence is essential in a wide range of settings, including education, business, and accounts, and that emotional intelligence is related to achievement, productivity, leadership, personal health and job performance (Butler & Chinowsky, 2006; Côté & Miners, 2006; Hopkins, O'Neil & Williams, 2007).

Research in psychology suggests the importance of emotional intelligence in predicting success in life (Bar-On, Handley and Fund, 2006). Research in management and organization presents that people with high levels of emotional intelligence were more effective in team performance and team leadership (Brackett et al., 2004).

This study conveys that emotional intelligence and job performance are positively related. These studies found that emotional intelligence can predict the performance of undergraduate students on a single task (Lam and Kirby, 2002), sales performance (Wong, Law, and Wong, 2004), and supervisory ratings of job performance (Slaski and Cartwright, 2002; Law, Wong, and Song, 2004). There's also another study about the emotional intelligence of teams of students that predicts the performance of these teams at the initial stages of a project (Jordan and Troth 2004).

Castillo and Del Valle (2017) discovered that emotional intelligence is related to increased organizational commitment and improved work performance. This study exhibits that this applies to both executive positions and low-skilled back-office positions. The study's findings stated that middle management employees working in an Indian IT sector demonstrated that EI and Personality Traits impact their job performance (Dhani & Sharma, 2018).

Gong, Chen, and Wang (2019) presented that employees' EI has a significant positive role in predicting job performance. In organizations, the higher the level of their EI, the better their job performance. It was also presented that employees with higher levels of EI tend to perform better than those with lower levels of it. Affirming the results, the higher employees' EI, the better their job performance, and the lower their EI, the higher their job burnout. It entails that employees' EI levels negatively predict job burnout.

Asiamah (2017) conducted a thorough examination among health workers wherein emotional intelligence significantly predicts job performance after controlling the lurking variables. Contrarily, emotional intelligence is said to be accountable for and can predict the job performance of academic workers in a private higher educational institution. In conclusion, there are significant findings between emotional intelligence and job performance (Chong, Falahat, & Lee, 2020).

A quantitative survey conducted by Singh & Mahmood (2017) showed that EI has a strong relationship with the job performance of the 301 expatriates in the ICT Sector in Malaysia. This research evidence presented that Jordanian Hospitals' Registered Nurses' emotional Intelligence correlated with their job performance, satisfaction, and motivation. There is a compelling correlation between the nurses' clinical performance and their respective EI.

A study conducted by Rexhepi and Berisha (2017) with 265 non-managerial and managerial positions from different private and public institutions showed a significant correlation between the level of emotional quotient and employees' performance in their working place.

Based on previous findings, which found that emotional intelligence (EI) has varying effects on job performance, a study investigates the relationship between emotional intelligence (EI), cognitive Intelligence (CI), and job performance. The results showed that, amongst four components of EI, emotion law performs the maximum essential function in influencing process overall performance and that its interplay with CI produced a compensatory effect (Nguyen, Nham, and Takahashi, 2019).

A study was conducted to conclude the relationship between emotional intelligence and the Total Sales Performance of sales professionals assigned in Kuwait. The study wants to know whether EI contributes to predicting the performance of the employees. Results showed that there was no correlation was found between total sales performance and emotional intelligence. A small positive correlation existed between

Objective Sales Performance and each of total EIS, Accuracy, and Patience subscales (AlDosiry, Alkhadher, AlAqraa, and Anderson, 2016).

The previous analysis reveals a set of findings, which may focus on a potentially linear effect of emotional intelligence on work performance. Part of the case for emotional intelligence has been made by claiming that it explains differences in job performance (Mayer and Salovey, 1997). This study explains why emotional intelligence predicted job performance in some past studies but not in others. In the Philippines, there is a limited number of studies on the topic of emotional intelligence. The study was conducted to examine the correlation between emotional intelligence and job performance of the teaching employees to provide supplementary references specifically for Filipino workers.

The primary objective of this study was to determine the emotional intelligence of the teaching employees and job performance at the University of Bohol, Tagbilaran City, Bohol, during the school year 2019-2020. The results of this study served as the proposing of a developmental plan.

Specifically, it sought to answer the following:

1. What are the employees' emotional intelligence in the context of:
 - 1.1. appraisal and expression of emotion in oneself;
 - 1.2. appraisal and recognition of emotion in others;
 - 1.3. use of emotion to facilitate performance; and
 - 1.4. regulation of emotion in oneself?
2. What is the level of the teaching employees' job performance as evaluated by the employees and to their respective Office / Department Heads in the context of:
 - 2.1. instructional skills;
 - 2.2. personal and social qualities; and
 - 2.3. educational leadership and executive ability?
3. Is there a significant correlation between respondents' age, years of service, and emotional intelligence?
4. Is there a significant degree of correlation between the following:
 - 4.1. emotional intelligence and job performance (self-evaluation) of the teaching employees;
 - 4.2. emotional intelligence and job performance (office head evaluation) of the teaching employees; and
 - 4.3. self-evaluation job performance and job performance (office head evaluation) among teaching employees?

5. Is there a significant difference in the teaching employees' job performance between self-evaluation and office head evaluation?
6. Based on findings, what developmental plan can be proposed?

Null Hypotheses. The study investigated to accept or reject the following null hypotheses, tested at a 0.05 level of significance.

Ho1: There is no significant correlation between respondents' age, years of service, and emotional intelligence.

Ho2: There is no significant degree of correlation between the following:

Ho2.1. emotional intelligence and job performance (self-evaluation) of the teaching employees; and

Ho2.2. emotional intelligence and job performance (office head evaluation) of the teaching employees; and

Ho2.3. Self-evaluation job performance and job performance (office head evaluation) among teaching employees.

Ho3: There is no difference in the teaching employees' job performance between self-evaluation and office head evaluation.

METHODOLOGY

The study utilized the descriptive quantitative survey method of research. Standard questionnaires were utilized in gathering the data from the respondents. A sample size of one hundred eleven (111) with a 4.16% margin of error and 95% confidence interval, comprising full time, regular, rank and file, teaching employees in different departments are employed for the school year 2018-2019.

Environment. The study was conducted at University Bohol, 0186 Dr. Cecilio Putong St., Tagbilaran City Bohol. The University of Bohol has two other campuses, the UB- Grade School and UB-Victoriano D. Tirol Advanced Learning Center (UB-VDT ALC), situated at Peñaflores St., Tagbilaran City.

Instruments. This research study used the Wong and Law Emotional Intelligence Scale (WLEIS), which measured the emotional intelligence of the respondents. The WLEIS has four dimensions namely: *appraisal and expression of emotion in oneself, appraisal and recognition of emotion in others, regulation of emotion in oneself, and facilitating performance.* It is

a standardized instrument developed by Chi-Sum Wong and Kenneth S. Law, Department of Management, The Chinese University of Hong Kong, N.T., Hong Kong, China, Department of Management of Organizations, Hong Kong University of Science and Technology, Clear Water Bay Road, Hong Kong China.

Some studies were conducted to test the reliability and validity of WLEIS. A study from Aslam and Erku (2008) showed high internal consistency with an overall result of $\alpha = 0.89$; SEA $\alpha = 0.81$; OEA $\alpha = 0.89$; UOE $\alpha = 0.83$; and ROE $\alpha = 0.87$. There's also from the study of Li (2010) that tested to validate the WLEIS. It showed that the overall Cronbach Alpha was between 0.84 and 0.89. For all the dimensions of the WLEIS, it showed results between 0.77 and 0.91.

The researcher sought permission from the authors of WLEIS to use the tool for this study. Please see the appendices for email communication.

The items stated are given the following scale and interpretation.

Scale	Descriptor	Interpretation
1.00-1.74	Disagree	Very Low Emotional Intelligence
1.75-2.49	Slightly Disagree	Low Emotional Intelligence
2.50-3.24	Moderately Agree	Moderate Emotional Intelligence
3.25-4.00	Strongly Agree	High Emotional Intelligence

The Job Performance and for Teaching Employees were self-made questionnaires. The items were based on the University of Bohol evaluation tool. A pilot test of the instrument was conducted and tested for Cronbach's alpha. The Job Performance Tool for Teaching Employees has the following dimensions with their respective reliability statistics Cronbach's alpha: Instructional Skills (0.908), Personal and Social Qualities (0.911), Educational Leadership, and Executive Ability (0.877).

The items stated are given the following scale and interpretation.

Scale	Descriptor	Interpretation
1.00-1.74	Disagree	Poor Job Performance
1.75-2.49	Slightly Disagree	Fair Job Performance
2.50-3.24	Moderately Agree	Good Job Performance
3.25-4.00	Strongly Agree	Very Good Job Performance

Ethical Considerations. The research underwent an ethics review by the University of Bohol – Ethics Review Committee and secured the “Clearance to Gather Data” before distributing the questionnaires.

The researcher secured proper permission and consent from the employees through informed consent. They affixed their signatures that signify their willingness to participate as the participants of the study voluntarily. The participants were informed of their rights and the study’s objectives, and they may withdraw their participation anytime they want. Moreover, the participants are also assured of the proper data management and utmost confidentiality of the data gathered.

Statistical Treatment. The data gathered used the following statistical tools:

1. Statistical Package for Social Sciences (SPSS): This was when data was gathered, coded, and processed.
2. Shapiro-Wilk: This is to check if the data were normally distributed.
3. Simple Percentage and Frequency: It is used for the profile of the respondents.
4. Weighted Mean and Composite Mean: This is used to determine the average value of responses to the different items in the questionnaire.
5. Pearson-Product Coefficient Moment Correlation: It is used to determine the significant correlation between the teaching employees’ emotional intelligence and job performance.

RESULTS AND DISCUSSION

Employees’ emotional intelligence. Table 1 presents the emotional intelligence of the teaching employees in the following dimensions: appraisal and expression of emotion in oneself, appraisal and recognition of emotion in others, use of emotion to facilitate performance, and regulation of emotion in oneself.

Table 1 shows the Summary Table of the Emotional Intelligence of the respondents. Results showed an overall Mean of 3.65, which is considered as High Emotional Intelligence.

Table 1. Summary Table of the Emotional Intelligence (N=111)

Sub dimensions of Emotional Intelligence	Overall Mean	Interpretation
Appraisal and Expression of Emotion in Oneself	3.7365	High Emotional Intelligence
Appraisal and Expression of Emotion in Others	3.5856	High Emotional Intelligence
Use of Emotion to Facilitate Performance	3.6667	High Emotional Intelligence
Regulation of Emotion in Oneself	3.6171	High Emotional Intelligence
Emotional Intelligence Overall Mean	3.651464	High Emotional Intelligence

Legend:

Interpretation	Range
H- High Emotional Intelligence	3.25-4.00
M- Moderate Emotional Intelligence	2.50-3.24
L- Low Emotional Intelligence	1.75-2.49
VL - Very Low Emotional Intelligence	1.00-1.74

The table revealed that among the sub-dimensions of the Emotional Intelligence, Appraisal and Expression of Emotion in Oneself (3.73) reflects the highest among the other dimensions, which has an interpretation of High Emotional Intelligence, followed by the Use of Emotion to Facilitate performance (3.66) and Regulation of Emotion in Oneself (3.61). The dimension for the Appraisal and Expression of Emotion in Others got the lowest overall mean (3.59) but still interpreted as High Emotional Intelligence. The emotional Intelligence overall mean of the teaching employees was 3.65, with an interpretation as High Emotional Intelligence.

Level of Teaching Employees' Job Performance. Table 2 shows the Summary Table of the Teaching Employees' Job Performance (Self-Evaluation). It has an overall mean of 3.47, interpreted as Very Good Job Performance.

Table 2. Summary Table of the Teaching Employees' Job Performance (Self-Evaluation)
(n1=111)

Sub dimensions of Teaching Employees' Job Performance	Mean	Interpretation
Instructional Skills	3.56	Very Good Job Performance
Personal and Social Qualities	3.57	Very Good Job Performance
Educational Leadership and Executive Ability	3.21	Good Job Performance
Teaching Job Performance Overall Mean (Self-Evaluation)	3.47	Very Good Job Performance

Legend:

Interpretation	Range
VG - Very Good Job Performance	3.25-4.00
G - Good Job Performance	2.50-3.24
F - Fair Job Performance	1.75-2.49
L - Low Job Performance	1.00-1.74

The table revealed that among the Teaching Employees' Job Performance sub-dimensions, Personal and Social Qualities (3.57) scored the highest, followed by Instructional Skills (3.56). Educational Leadership and Executive Ability ranked third among the dimensions, with a Mean of 3.21 being interpreted as Good Job Performance.

Table 3 shows the Summary Table of the Teaching Employees' Job Performance (Office/Department Head Evaluation). It has an overall mean of 3.42, interpreted as Very Good Job Performance.

Table 3. Summary Table of the Teaching Employees' Job Performance (Office/Department Head Evaluation)
(n1=111)

Sub dimensions of Teaching Employees' Job Performance	Mean	Interpretation
Instructional Skills	3.52	Very Good Job Performance
Personal and Social Qualities	3.50	Very Good Job Performance
Educational Leadership and Executive Ability	3.18	Good Job Performance
Teaching Job Performance Overall Mean (Office/Department Head Evaluation)	3.42	Very Good Job Performance

Legend:

Interpretation	Range
VG - Very Good Job Performance	3.25-4.00
G - Good Job Performance	2.50-3.24
F - Fair Job Performance	1.75-2.49
L - Low Job Performance	1.00-1.74

Degree of correlation between respondents' age and years of service and their emotional intelligence. Table 4 shows the correlation between respondents' age and years of service and their emotional intelligence. Results showed that the p-value of variables, age and emotional intelligence, and years in service and emotional intelligence both have a greater significance level of 0.05; therefore, it failed to reject the null hypothesis. These are interpreted as no significant correlation between age and emotional intelligence and years in service and emotional intelligence.

Similar findings showed that a study conducted by Phillips, MacLean, and Allen (2002) indicated that age is not a variable in understanding emotions. In contrast to the study results by Fariselli, Ghini, & Freedman (2008), it showed that older people are slightly higher in emotional intelligence than younger ones. Their study indicated that emotional intelligence is a person's ability to develop it as time progresses. It was also reported that employees' emotional intelligence increases as their years of work experiences increase (Pooja & Kumar, 2016).

Table 4. Degree of correlation between respondents' age and years of service and their emotional intelligence. (n1=111)

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
<i>Age</i>		.099	180	.000	.954	180	.000
<i>Years in Service</i>		.130	180	.000	.931	180	.000
<i>Emotional Intelligence</i>		.119	180	.000	.926	180	.000
Overall Mean							
a. Lilliefors Significance Correction							
Variables		Spearman Rank Correlation Value		P-Value	Decision	Interpretation	
<i>Age and Emotional Intelligence</i>		0.040		0.591	Fail to reject the null hypothesis.	There is no significant correlation between the variables.	
<i>Years in Service and Emotional Intelligence</i>		0.058		0.443	Fail to reject the null hypothesis.	There is no significant correlation between the variables.	

Degree of correlation between emotional intelligence and job performance (self-evaluation) of the teaching employees. Table 5 presents the Degree of correlation between emotional intelligence and job performance (self-evaluation) of the teaching employees. Results revealed that the spearman rank correlation value is 0.659 with a p-value of 0.000. There is a correlation between EI and job performance (self-evaluation). Employees with high EI evaluated their selves to have high scores in job performance.

The results showed a similar implication of a study wherein the emotional intelligence leads them towards creating an excellent classroom environment that directly relates to teacher performance and the students learning (Sutton & Wheatley, 2003). Penrose, Perry, and Ball (2007) have promoted the idea that emotionally intelligent teachers fulfill the job responsibilities of a teaching-learning process in a result-oriented way, a crucial performance criterion.

Table 5. Degree of Correlation between Emotional Intelligence and Job Performance (Self-Evaluation)*Correlations*

			Emotional Intelligence Overall Mean	Job Performance Self Evaluation
Spearman's rho	Emotional Intelligence Overall Mean	Correlation Coefficient	1.000	.659**
		Sig. (2-tailed)	.	.000
		N	111	111
	Job Performance Self Evaluation	Correlation Coefficient	.659**	1.000
		Sig. (2-tailed)	.000	.
		N	111	111

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

Degree of correlation between emotional intelligence and job performance (Office/Department Head Evaluation) of the teaching employees. Table 6 presents the Degree of correlation between emotional intelligence and job performance (Office/Department Head Evaluation) of the teaching employees. Results revealed that the spearman rank correlation value is 0.279 with a p-value of 0.003. Therefore, there is a significant correlation between EI and job performance (Office/Department Head Evaluation). Teaching employees that scored high in EI also accumulated high scores in job performance as evaluated by their respective office/department heads. This conclusion is to reject the null hypothesis.

The results showed a similar implication of a study wherein emotional intelligence and job performance are positively related. These studies found that emotional intelligence can predict the performance of professionals (Sue-Chan and Latham, 2004) and supervisory ratings of job performance (Slaski and Cartwright, 2002; Law, Wong, and Song, 2004).

Table 6. Degree of Correlation between Emotional Intelligence and Job Performance (Office/Department Head Evaluation)

			Emotional Intelligence Overall Mean	Job Performance Office Head Evaluation
Spearman's rho	Emotional Intelligence Overall Mean	Correlation Coefficient	1.000	.279**
		Sig. (2-tailed)	.	.003
		N	111	111
	Job Performance Office Head Evaluation	Correlation Coefficient	.279**	1.000
		Sig. (2-tailed)	.003	.
		N	111	111

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

Degree of correlation between self-evaluation job performance and office head-evaluation job performance among teaching employees. Table 7 presents the correlation between self-evaluation job performance and office head-evaluation job performance among teaching employees. Results showed that the spearman rank correlation value is 0.358 with a p-value of 0.000. The finding is to reject the null hypothesis. There is a significant correlation between self-evaluation job performance and office head-evaluation job performance among teaching employees. Employees who rated themselves high in job performance likewise had similar scores as their respective office/department heads rated.

The results contrast to Kolm, Paul, and Steven's (1987) study wherein the results showed a lack of correlation between the two sets of evaluations, namely, the self-evaluation and supervisor evaluations. The study concluded that self-evaluations were more discriminating compared to the supervisors' in evaluating the job performance.

Table 7. Degree of Correlation between Self-Evaluation Job Performance and Office Head-Evaluation Job Performance among Teaching Employees

Correlations

			Job Performance Self Evaluation	Job Performance Office Head Evaluation
Spearman's rho	Job Performance Self-Evaluation	Correlation Coefficient	1.000	.358**
		Sig. (2-tailed)	.	.000
		N	111	111
	Job Performance Office Head Evaluation	Correlation Coefficient	.358**	1.000
		Sig. (2-tailed)	.000	.
		N	111	111

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

Degree of difference in the teaching employees' job performance between self-evaluation and office head evaluation. Table 8 presents the difference in the teaching employees' job performance between self-evaluation and office head evaluation. The data showed that job performance between self-evaluation and office head evaluation does not significantly differ. As opposed to Heidemeier's (2005) study, it showed a difference in ratings wherein self-ratings have higher scores than supervisory ratings.

Table 8. Degree of Difference in the Teaching Employees' Job Performance between Self-Evaluation and Office Head Evaluation

		N	Mean Rank	Sum of Ranks
Job Performance Office Head Evaluation	Negative Ranks	33 ^a	32.74	1080.50
	Positive Ranks	27 ^b	27.76	749.50
Job Performance Self Evaluation	Ties	9 ^c		
	Total	69		
		Job Performance Office Head Evaluation – Job Performance Self-Evaluation		
Z				-1.219 ^b
Asymp. Sig. (2-tailed)				.223
Exact Sig. (2-tailed)				.225
Exact Sig. (1-tailed)				.113
Point Probability				.001
a. Wilcoxon Signed Ranks Test				
b. Based on positive ranks.				

CONCLUSIONS

One of the most significant aims of organizations is to attain the most efficient job performance from its employees. As mentioned in the previous studies, emotional intelligence has an essential role in the employees' job performance. This study has shown that emotional intelligence does correlate with the employees' job performance. In addition, employees' age and emotional intelligence did not acquire a significant correlation between the variables. This study showed that teaching employees' age is not directly correlated with emotional intelligence. Regardless of the employees' age, this does not influence the scores on their EI. As to the Degree of difference in the teaching employees' job performance based on self-evaluation and office head evaluation, it showed no significant difference in self-evaluation and office/department head evaluation. It can be inferred that there are consistent scores of evaluation on how the employees rate their job performance compared to their respective office/department heads.

RECOMMENDATIONS

The study has implications for job performance and emotional intelligence for teaching employees, particularly the importance of their role as part of the workforce in the university. Regardless of the high EI scores and job performance scores, the employees alongside the university's administration must collaborate to maintain and improve these variables. The following recommendations are provided:

The University of Bohol should provide its employees with emotional intelligence activities and practices year-round to improve job performance. These include Self and Social Awareness Activity, Relationship Management, and Group Feedbacking. The university should include these activities in their yearly calendar that tackles employees' emotional intelligence and job performance.

The employees should strive more to be well-informed of the current issues from different scopes since they have immediate contact with the students to exchange information, views, and opinions. There will be scheduled group discussions regarding current issues among the employees.

In coordination with the University of Bohol – Union of Employees and Office of the Vice President for Administration, the Human Resource Department should provide a scheduled orientation of each department regarding the updated laws and issues the teaching employees face. At least one office/department should undergo a re-orientation every month.

The office/department heads should encourage their faculty and staff to do different tasks beyond their comfort zone. The administration should give proper orientation to the employees regarding the precise procedures/format if specific special projects are assigned to the employees. An example is the preparation of various documents during an accreditation visit to the university.

Incorporate an open forum and group sharing during team building activities, which usually falls during summer, on each department to increase understanding among co-employees and office heads.

The administration should boost the interest of the employees, especially the teaching staff, in engaging in research productivity. Reinforcement, such as higher monetary incentives and recognition, should be given to those employees that participate in research or any publication. There should be an in-depth training about research should be given to the employees. At the same time, there should be equal dissemination of information regarding training/workshops/seminars about research to the employees in the university. Everyone should be given a chance to participate in such activities.

The employees should strictly follow the rules and regulations to avoid violations. The Human Resource Department must continue their yearly re-orientation to the employees, but they should increase the number of departments they've reoriented yearly. The goal should be 100% of the departments/offices must be reoriented in one school year.

Employees will feel more valuable and perform better if exclusive training is given in each department appropriate to their daily tasks.

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