

## A Study about Head Teachers' Emotional Intelligence and its Effects on Teachers' Job Performance

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Received: 21-Mar-2024

Accepted: 03-Apr-2024

### **Abstract**

**Introduction:** This study investigates the influence of head teachers' emotional intelligence on the performance of secondary school teachers (SSTs) in the Gujranwala division of Punjab, Pakistan. Emotional intelligence is increasingly recognized as a critical factor in leadership effectiveness and organizational outcomes.

**Methodology:** A sample of 532 SSTs was selected using multi-stage random sampling. Data were collected through two questionnaires: the Emotional Intelligence Assessment Tool (EIAT) and the Teacher Performance Evaluation Scale (TPES). Quantitative analysis techniques, including frequency analysis, correlation, and regression, were employed to analyze the data.

**Results/Findings:** The study revealed a significant positive correlation between head teachers' emotional intelligence and the job performance of SSTs.

*Additionally, it was observed that female head teachers demonstrated higher levels of emotional intelligence compared to their male counterparts.*

***Future Direction:*** *This study highlights the importance of emotional intelligence in educational leadership and suggests that head teachers should focus on developing their emotional intelligence to enhance the performance of their teaching staff. Further research could explore additional factors influencing teacher performance and investigate interventions to improve emotional intelligence in educational leadership roles.*

***Keywords:*** *Emotional Intelligence (EI), Teachers' Job Performance (TJP), Headteachers (HTs), Secondary school teachers (SSTs)*

### **Background of the Study**

The term Emotional Intelligence (EI) was introduced by Thorndike in the 1920s (Law et al., 2008). He categorized it into three dimensions i.e., abstract intelligence (academic), social and mechanical intelligence. He recognized emotional or social intelligence as, “the ability to understand and manage people - to act wisely in human relations” Thorndike (1920, p. 288). Cronbach (1960) proposed that social intelligence should be defined and measured like IQ. Steiner (1984) worked on this concept and gave the notion of EI (Phulpoto, Oad, & Imran, 2024). Salovey and Mayer (1991) published a research paper in a journal named ‘Imagination, Cognition and Personality’ concerning emotional intelligence. They developed the first model of emotional intelligence. In 1997, Bar-On proposed the term “EQ” as an emotional quotient and explained it as emotional and social competence. He also introduced the first emotional intelligence test as Emotional Quotient Inventory (EQ-i) (Ali, et al., 2023).

Role of emotional intelligence is vital in organizations. It fosters a culture of openness, cooperation, collaboration, and innovation (Goleman, 2000). It also affects communication, teamwork, and employee engagement which results in high productivity and performance (Cherniss & Goleman 2001). In this regard, Mayer and Cobb (2000) viewed that emotional intelligence can enhance job performance, interpersonal interactions, and other work-related outcomes of individuals. The same claim was made by other researchers (Carmeli & Freund, 2003). Bar-On (1997) is of the view that both emotional and social intelligence consist of

intrapersonal and interpersonal abilities that result in effective human behavior when aligned. Intrapersonal abilities are essential for self-awareness, which means knowing about one's strengths and weaknesses and expressing emotions in a non-destructive way. Bar-On (2006) further stated, "Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands". In 1997 Salovey and Mayer revised EI as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Ali, Ahmad, & Sewani, 2022). They also proposed a model for emotional intelligence to regulate the emotions and feelings of oneself and others (Ahmad, Rashid, & Ali, 2023). This model helps to judge emotions and regulate them for emotional stability and intellectuality. The model has three main components. The first component is to appraise and articulate one's own emotions and the emotions of others. The second one is to adapt the emotions and the last one is to use them constructively (Asrar-ul-Haq et al., 2017). In 1995 and 1998, Daniel Goleman wrote two books "Emotional Intelligence" and "Working with Emotional Intelligence" respectively, and gave the applications of EI for success in daily life and work life. Goleman (1998) concluded that EI could predict the success of an individual at any level. He also argued that EI could play an 85% role in an individual's success. He further explained that EI can be learned or enhanced by practice (Ahmad, Bibi, & Imran, 2023).

The concept of job performance has been broadening since the 1970s (Campbell, 2013). It is the organizational behavior of an employee at an organization. It is simply defined as the set of observable and measurable activities based on the objectives of an organization (Munchinsky, 2012). It specified the predictors and processes related to the employee's performance (Sonntag et. al, 2014). It is an important link between an employee's job performance and his/her organizational commitment (Ali & Rehman, 2011). It can also be defined as competency in applying knowledge and the ability to perform special tasks (Sa'atchi et al., 2013). Robbins (2019) viewed job performance as the sum of an individual's work outcome and efficiency in work. He also theorized that job performance is not only individual work but also part of an organization's work (Akram, Khan & Ahmad, 2022).

Teachers' job performance is the duties of a teacher that he/she performs at a school in a given time (Obilade, 1999). It is the sum of all knowledge, attitude, and skills by which he/she makes his/her duty effective (Ahmad, Thomas, & Hamid, 2020). It is also defined as the sum of all curricular and co-curricular activities (Hamid et. al, 2012). It is a very important factor as it ensures the quality of the teaching-learning process (Paize, 2010). Teachers' job performance is measured through their job commitment, job satisfaction, and job attitude (Chen & Cheng, 2012). There are specific factors that are fundamental to a teacher's job performance e.g., subject knowledge, communication skills, analytical abilities, and other professional ethics. By following these factors teachers can enhance their job performance to the optimum level (Rao & Kumar, 2004). The ACR for Punjab Government teachers (2012) suggest six major indicators of teachers' performance evaluation. The details of these factors is discussed below.

**i. Power of Expression**

Teaching is the transfer of knowledge from teacher to student. So, to become an effective teacher power of expression is necessary. It is very important for making a conducive learning environment (Brookfield, 2015). According to Gardner (2017), effective teaching is the name of making difficult concepts easy and complex concepts easy to understand. The power of expression also fosters critical thinking and active participation of the students (Smith, 2019).

**ii. Knowledge Work**

For an effective teacher, knowledge work is crucial. Furthermore, a teacher should update his knowledge and skills with the latest developments (OECD, 2009). The subject grip makes a teacher confident and transfers to students' learning and motivation (Borg & Al-Busaidi, 2012). It also makes the lesson clear and misconceptions-free (Hattie & Yates, 2013).

**iii. Ability to take Decision**

Teaching is an instructional leader and decision making is a great quality of a leader. According to Tomlinson (2014), decision-making is necessary to meet the needs of learners and to promote equity and inclusivity in the classroom. The decisions of a teacher affect the whole learning environment and classroom dynamics (Hanushek et al., 2017).

#### iv. Analytical Ability

It is a cognitive ability that is necessary to turn complex concepts into simple parts for deep understanding. It is necessary to promote higher-order thinking skills among learners (Marzano, 2010). According to Hattie (2009), this quality enables a teacher to improve his/her teaching methods by evaluating and reflecting.

#### v. Supervision and Guidance

Besides knowledge, students also need proper supervision and guidance for their academic success. A teacher can navigate the classroom's dynamics by providing equitable learning opportunities to all students through his/her supervision and guidance (Glickman et al., 2014). Furthermore, it is also beneficial for a teacher's self-efficacy and job satisfaction (Coutu et al., 2019).

#### vi. Work Output and Quality

Quality education depends upon the quality of teaching. That's why, a good teacher always tries to demonstrate excellence in his/her work and also focuses on continuous improvement (Marzano, 2012). The quality of the work is measured by how deep, rigorous, and useful is the teaching experience (Danielson, 2013).

### Statement of the Problem

Man is a social being having distinct emotions. He is not only affected by his own emotions but also from the other's emotions. Moreover, he also influences others' behavior through the expression of his emotions. School is a social entity where teachers work under a headteacher. In daily routine work, there is a chance of emotional instability between them which can affect teachers' job performance adversely. Being a school leader, a headteacher must use emotional intelligence to enhance the job performance of the teachers under his/her supervision (Oad & Alwi, 2021).

### Purpose of the Study

Researcher conducted this study to explore the impact of headteachers' emotional

intelligence on their respective teachers' job performance. The researchers also explored the difference between the emotional intelligence of headteachers on locality-based (urban/rural) and gender-based (male/female). Although the study has been done on a specific population, its results will be generalizable and applicable in all the schools of the Punjab School Education Department.

## Hypotheses

H1: The relationship between the Emotional Intelligence of Head Teachers and Teachers' Job Performance is significant

H2: The difference between the Emotional Intelligence of Male and Female Head Teachers is significant.

H3: The difference between the Emotional Intelligence of Head Teachers based on area e.g., Rural / Urban is significant.

## Research Design

The study was quantitative in nature and descriptive and inferential methods were used to conduct it. Further, the survey technique was used to collect data. The main purpose was to collect data from public school head teachers to analyze their emotional intelligence and use of emotional intelligence. Data was also collected from the teachers at the respective schools to measure their performance under the supervision of their head teachers. The correlation of the variables and mediation of emotional intelligence was also measured.

## Population

The population of this study was province Punjab which consists of 10 divisions. By using a multi-stage random sampling technique Gujranwala division was targeted as the main population. The division constitutes three districts: Gujranwala, Narowal, and Sialkot. All the public schools from these three districts were selected using a simple random sampling technique. The headteachers were selected to explore the impact of Emotional Intelligence on the performance of teachers working under their supervision.

## Sample of the Study

**How to Cite:** Shahzad, M. N., Farooqi, M. T. K., Ali, S., & Shafiq, A., (2024). A Study about Head Teachers' Emotional Intelligence and its Effects on Teachers' Job Performance. *Spry Contemporary Educational Practices (SCEP)*, 3(1), 377- 392. <https://doi.org/10.62681/sprypublishers.scep/3/1/20>

Due to specific reasons, the data was collected only from the Heads of Secondary Schools and the Secondary School Teachers (SSTs) working at the same school. The reason behind the delimitation of headteachers to only secondary was that these schools' heads had full control to manage the schools. The reason behind selecting only SSTs was that these teachers played a vital role in the careers of students. Another reason was the limitation of time and resource constraints. More importantly, the purpose was also to concentrate the research work so that valid results may be obtained (Khoso, Oad, & Ahmad, 2023).

Below is their tabular presentation

**Table 1** Population and Sample: Gujranwala Division School Principals and SSTs

Participants	Total	Sample obtained	Male Schools	Female Schools	Rural Schools	Urban Schools
School Principals	873	176	100	76	150	26
SSTs	5104	532	302	230	444	88

### Research Tools for Data Collection

The data was collected through a cross-sectional survey method by using three different questionnaires. The first questionnaire was the *Emotional Intelligence Assessment Tool* (EIAT) which was made for head teachers to measure emotional intelligence. Teachers' job performance is measured by using *Teachers' Performance Evaluation Scale* (TPES). EIAT was developed by the researcher under the supervision of his supervisor and TPES was adopted by Shahzad, Farooqi & Akhter (2016). The questionnaires consisted of demographical information of heads and teachers (gender and locality; rural/urban), qualification and experience of heads and teachers, teachers' previous subject results, and heads' teaching experience. The tool was administered by Google Forms, email, WhatsApp, etc.

### Analysis and Interpreting Data

In this study, the quantitative technique was used to collect data. For this purpose, three questionnaires having a 5-point Likert scale were developed; one for teachers to measure their job performance under the supervision of their heads and the other two from heads to measure their use of emotional intelligence. Microsoft Excel 2010 and SPSS version 24 were used to analyze the collected data. For computing the strength of the relationship between Heads' Emotional Intelligence, and Teachers' Job Performance method of product-moment correlation



coefficient given by Karl Pearson was used. Calculated correlations co-efficient are interpreted using the rules given by Hinkle et al. (2003).

### Analysis of Relationship between Factors in Combined Data

**Table 2** Correlation coefficients (*r*) between the factors of Emotional intelligence and Teacher's Performance

Teacher Job Performance	Emotional Intelligence			
	SA	SM	SoA	RM
PE	0.28	0.06	0.08	0.20
KW	0.33	0.35	0.35	0.12
AA	0.08	0.25	0.60	0.45
SG	0.72	0.67	0.65	0.53
AMD	0.30	0.26	0.53	0.38
WOQ	0.81	0.66	0.64	0.39

The table shows that the self-awareness (SA) is highly positively correlated with supervision & guidance (SG) and work (output & quality) (WOQ) (0.70 – 0.90). It has a negligible correlation with power of expression (PE) and analytical ability (AA) (0.00 – to 0.30). It is positively correlated with knowledge work (KW) and the ability to make decisions (AMD) (0.30 – 0.50).

The self-management (SM) is moderately positively correlated with knowledge work (KW) (0.30 – 0.50). It has a negligible correlation with the power of expression (PE), analytical ability (AA), and ability to make decisions (AMD) (0.00 – 0.30), while supervision & guidance (SG) and work (output & quality) (WOQ) is moderate positively correlated (0.50 – 0.70).

Social awareness (SoA) is positively correlated with knowledge work (KW) (0.30 – 0.50). It has negligible correlation with power of expression (PE) (0.00 – 0.30), while analytical ability (AA), supervision & guidance (SG), ability to make decisions (AMD), and work (output & quality) (WOQ) is moderate positively correlated (0.50 – 0.70).

Relationship management (RM) is negligible correlated with power of expression (PE) and knowledge work (KW) (0.30 – 0.50). It has a low positive correlation with analytical ability (AA), ability to make decisions (AMD), and work (output & quality) (WOQ) (0.30 – 0.50), while supervision & guidance (SG) is moderately positively correlated (0.50 – 0.70).



All these four factors of emotional intelligence of head teachers are positively correlated with teachers' job performance. It means if head teachers use EI, then the teachers' job performance will be increased.

### Relationship between Teachers' Job Performance and Emotional Intelligence of Head Teachers

In this part relationship between teachers' job performance and the emotional intelligence of head teachers is studied.

**Table 3** Correlation coefficients (*r*) between the factors of Emotional Intelligence and Teachers Job Performance

Teacher Job Performance	EI			
	SA	SM	SoA	RM
PE	2.4+0.4A	3.4+0.1M	3.3+0.1A	2.7+0.3R
<i>p</i> -value	.1036	.7364	.6386	.2446
KW	3.2+0.2A	2.9+0.2M	2.9+0.2A	3.3+0.1R
<i>p</i> -value	.0184	.0125	.01216	.5610
AA	3.0+0.1A	2.1+0.4M	0.4+0.8A	1.3+0.6R
<i>p</i> -value	.6836	.2523	.0027	.0316
SG	-0.5+1.1A	-0.4+1.1M	0.2+0.9A	0.9+0.7R
<i>p</i> -value	.0007	.0021	.0038	.0230
AMD	1.6+0.5A	2.0+0.4M	0.8+0.8A	1.6+0.5A
<i>p</i> -value	.1592	.2225	.0100	.0733
WOQ	-1.5+1.4A	-1.6+1.5M	-0.4+1.1A	1.4+0.6A
<i>p</i> -value	.0069	.0052	.0061	.0030

In this table, regression models between all four factors of emotional intelligence and six factors of teacher job performance are estimated. *P*-values of regression coefficients are also computed. Results show that the effects of factors, social awareness (SoA), self-management, and relationship management (RM) of emotional intelligence have insignificant relationship with power of expression (PE), knowledge work (KW), self-awareness (SA), analyzing ability (AA) and ability to take decision (ATD), but effects of these factors of emotional intelligence are significant on supervision & guidance (SG) and work (output & quality) (WOQ), by comparing *p*-values with 0.01.

### Testing of Hypothesis about Comparison between Male and Female Teachers

In this part, correlation coefficients between different factors of teachers' job performance, and head teachers' emotional intelligence and regression models between these factors are estimated also.

### Analysis of Relationship between Factors for Male and Female Teachers

In this part, the relationship between teachers' job performance and school principals' emotional intelligence is studied for the data sets of male and female teachers.

**Table 4**

*Relationship between Teachers' Job Performance and Emotional Intelligence in Male Schools*

Respondent	n	Mean	S.D	Correlation (r)	t-value	p-value
Emotional Intelligence	302	2.9	.42	0.34***	6.262	.000
Teachers' Job Performance	302	3.4	.45			

$p < 0.05, p < 0.01^{**}, p < 0.001^{***}$

The correlation coefficient between male head teachers' emotional intelligence and teachers' job performance in male schools is 0.34. It means by using emotional intelligence at school, a principal can improve the job performance of his teachers.

**Table 5**

*Relationship between Teachers' Work Performance and Emotional Intelligence in Female Schools*

Respondent	N	Mean	S.D	Correlation (r)	t-value	p-value
Emotional Intelligence	230	2.7	.43	0.36***	5.826	.000
Teachers' Job Performance	230	3.0	.47			

$p < 0.05, p < 0.01^{**}, p < 0.001^{***}$

The correlation coefficient between female head teachers' emotional intelligence and teachers' job performance in female schools is 0.36. It means by using emotional intelligence at school, a principal can improve the work performance of his teachers.

### Testing of Hypothesis about Comparison between Urban and Rural Teachers

In this part, correlation coefficients between different factors of teachers' job performance and head teachers' emotional intelligence are studied. Regression models between these factors are estimated also.

### Analysis of Relationship between Factors for Rural and Urban Teachers.

This section examines the relationship between rural and urban teachers' job performance and head teachers' emotional intelligence.

**Table 6** *Relationship between Teachers' Job Performance and Headteachers' Emotional Intelligence in Rural Schools*

Respondent	N	Mean	S.D	Correlation (r)	t-value	p-value
Emotional Intelligence	444	2.6	.42	0.23***	4.969	.000
Teachers' Job Performance	444	3.2	.47			

$p < 0.05, p < 0.01^{**}, p < 0.001^{***}$

The correlation coefficient between head teachers' emotional intelligence and teachers'

job performance in rural schools is 0.23. It means by using it, a headteacher can improve the job performance of his teachers.

**Table 7** Relationship between Teachers' Job Performance and Heartaches' Emotional Intelligence in Urban Schools

Respondent	N	Mean	S.D	Correlation (r)	t-value	p-value
Emotional Intelligence	88	3.1	.39	0.29***	2.810	.006
Teachers' Job Performance	88	3.5	.43			

$p < 0.05$ ,  $p < 0.01^{**}$ ,  $p < 0.001^{***}$

The correlation coefficient between headteachers' emotional intelligence and teachers' job performance in urban schools is 0.29. It means by using emotional intelligence, a headteacher can improve the job performance of his teachers.

**Table 8** Summary of Regression Analysis between EI and TJP

Independent Variable	Dependent Variable	Correlation coefficient	Regression coefficient
Self-Awareness	PE	Negligible	Insignificant
	KW	Low positive	Significant
	AA	Negligible	Insignificant
	SG	High Positive	Significant
	ATD	Negligible	Insignificant
	WOQ	High Positive	Significant
Self-Management	PE	Negligible	Insignificant
	KW	Low positive	Significant
	AA	Negligible	Insignificant
	SG	Moderate positive	Significant
	ATD	Negligible	Insignificant
	WOQ	Moderate positive	Significant
Social Awareness	PE	Negligible	Insignificant
	KW	Low positive	Significant
	AA	Moderate positive	Significant
	SG	Moderate positive	Significant
	ATD	Moderate positive	Significant
	WOQ	Moderate positive	Significant
Relationship Management	PE	Negligible	Insignificant
	KW	Negligible	Insignificant
	AA	Low positive	Insignificant
	SG	Moderate positive	Significant
	ATD	Low positive	Significant
	WOQ	Low positive	Significant

## Conclusion

The study investigated the link between head teachers' emotional intelligence and the job performance of secondary school teachers (SSTs) in the Gujranwala division of Punjab, Pakistan. Results revealed significant correlations between different facets of emotional intelligence and SSTs' performance. Specifically, self-awareness, self-management, social awareness, and relationship management were positively associated with various aspects of teacher performance. Notably, female head teachers demonstrated higher emotional intelligence levels compared to their male counterparts, highlighting the potential influence of gender on leadership effectiveness. Furthermore, distinctions were observed between rural and urban contexts, with varying degrees of correlation between head teachers' emotional intelligence and SSTs' performance (Oad & Niazi, 2021). The findings underscore the importance of emotional intelligence in educational leadership and its impact on teacher effectiveness. Moving forward, efforts to enhance emotional intelligence among head teachers should be prioritized through targeted training and development initiatives. Gender-sensitive leadership programs can address disparities in emotional intelligence across male and female head teachers, fostering inclusive and effective leadership practices. Additionally, interventions tailored to specific rural and urban contexts can optimize the utilization of emotional intelligence in enhancing teacher performance.

## Recommendations

- i. Implement Emotional Intelligence Training: School headteachers should undergo training in emotional intelligence to improve their ability to enhance teachers' job performance.
- ii. Methodological Enhancement: Future research endeavors should employ robust data collection methods to ensure the reliability and validity of findings.
- iii. Prioritize Emotional Intelligence Development: Educational institutions should prioritize the development of emotional intelligence among headteachers through targeted training programs and workshops.
- iv. Focus on Key Skills: Training strategies should concentrate on enhancing key emotional intelligence skills such as self-awareness, self-management, social awareness, and relationship management.
- v. Create Conducive Environment: Efforts should be made to create a conducive environment for teacher growth and performance improvement by fostering emotional

intelligence among headteachers.

- vi. Address Gender Disparities: Implement gender-sensitive leadership training initiatives to address disparities in emotional intelligence levels across male and female headteachers.
- vii. Tailor Training Programs: Develop training programs that are tailored to the specific needs and contexts of educational institutions to maximize effectiveness in enhancing emotional intelligence among headteachers.
- viii. Foster Collaboration: Encourage collaboration and knowledge-sharing among headteachers to facilitate the integration of emotional intelligence principles into leadership practices.
- ix. Evaluate Training Outcomes: Regularly evaluate the outcomes of emotional intelligence training programs to assess their effectiveness and make necessary adjustments for continuous improvement.
- x. Promote Continuous Learning: Promote a culture of continuous learning and professional development among headteachers to ensure ongoing enhancement of emotional intelligence skills and leadership effectiveness.

#### **Future Directions:**

Future research could delve deeper into the mechanisms through which emotional intelligence influences teacher performance, considering contextual factors such as organizational culture and leadership styles. Longitudinal studies could assess the effectiveness of emotional intelligence interventions on sustained improvements in teacher performance over time. Additionally, comparative analyses across different regions and educational settings could provide insights into the generalizability of findings and inform tailored interventions for diverse contexts within Pakistan's educational landscape.

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