



EMOTIONAL INTELLIGENCE AS PREDICTOR OF JOB PERFORMANCE AND JOB SATISFACTION OF SELECTED SECONDARY SCHOOL TEACHERS IN THE DIVISION OF SANTA ROSA, LAGUNA

JAKE RAYMUND F. FABREGAR

Cavite State University, jrffabregar@gmail.com

Polytechnic University of the Philippines

ABSTRACT

This study determined the level of emotional intelligence and its relationship to job performance and job satisfaction of selected secondary school teachers of the Division of Sta. Rosa, Laguna.

There were total of 148 respondents from three selected national high schools and they were selected using a stratified sampling technique

The study was a descriptive correlation type of research utilizing the survey technique. Data was obtained through standardized instrument which was then treated using a computer program to compute the mean, frequency and Pearson R to test the relationship of the variables.

The findings revealed that secondary school teachers under the Division of Sta. Rosa, Laguna are emotionally competent. It was found out that their job performance is very satisfactory. Therefore, it was concluded that the respondents were satisfied in their job.

Based on the Pearson r computation, emotional intelligence had no significant relationship with the job performance of the respondents. Also, emotional intelligence had also no significant relationship with the job satisfaction of the selected secondary school teachers.

Since emotional intelligence fell under “sometimes true of me” category, it was recommended that group guidance and counseling be conducted in schools of Division of Sta. Rosa, Laguna. It is also recommended that workshops and seminars must be conducted by the Division office to encourage variation in the assessment method used by the teachers and to intensify the full implementation of DepEd programs in the school level. Another study using bigger population and sample is recommended so that more reliable results shall be obtained.

Keywords: *emotional intelligence, predictor, job performance, job satisfaction, secondary school teachers*

1. INTRODUCTION

It is an indisputable fact that the life of contemporary men is always beset with problems and complexities. It is indeed a cause for sadness to hear, see or read stories about who kill themselves because of problems, people who kill others because they cannot control their anger, and governments or nations waging war against each other because of conflicts of interests and perspectives.

Some authors claimed that emotional intelligence can motivate one individual and can be successful in his/her endeavor (Hasson 2012; Goleman, 2001; Bar-On, 2006). Also, people who excel in life are those who have high emotional intelligence and not those who have high intelligent quotient (Nadler, 2011; Bar-On, 2006). Emotional Intelligence (EI) is an array of non-cognitive capabilities, competencies, and skill that influence one’s ability to succeed in coping with environmental demands and pressure.



Several researches revealed that when the school heads are not supporting the emotional needs of teachers, the latter feel dissatisfied in their job which results to poor job performance because emotional intelligence nourishes healthy relationships, effectiveness, satisfaction and productivity of people at work (Goleman, 2000; Morones, 2001; Barai, 2012).

The researcher inferred through common comments and complaints of the researcher's friends who are employed in the Division of Sta. Rosa, Laguna that emotional incompetence of teachers impedes performance and satisfaction. Besides, researcher believes that low performance and unsatisfied teacher is related to their emotional ineptitude. However, his own experiences and academic training did not include appropriate information to warrant conclusive statements on the relationships of these variables.

The main purpose of the study was to determine whether emotional intelligence predicts job performance and job satisfaction of secondary school teachers in the Division of Sta. Rosa, Laguna. In this study, job performance is defined as the employee's knowledge of his present job, quantity of work done and measured as outstanding, very satisfactory, satisfactory, fair and poor. While this study defined job satisfaction as the pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

2. MATERIALS AND METHODS

The study was a descriptive correlation type of research utilizing the survey technique. The study utilized three standardized instruments to measure the emotional intelligence, job performance, and job satisfaction of the respondents. A total of 148 respondents of the study were taken randomly from the three national high schools in the Division of Sta. Rosa, Laguna, namely: Aplaya National High School, Balibago National High School, and Southville IV National High School during the school year 2015-2016, using Slovin's Formula. The study used stratified random sampling in selecting the sample respondents.

3. RESULTS AND DISCUSSION

a. Level of Emotional Intelligence

In terms of the respondents' emotional intelligence, eighty three (83) items were verbally interpreted as "average", thirty nine (39) items as "low" and nine (9) items as "very low". The study revealed that the general weighted mean for their emotional intelligence was 3.14 and was verbally interpreted as "average".

The findings were affirmed by Goleman (2000) that emotional intelligence can also include anxiety as this was one of the results from the responses of the respondents. This is somehow revealing that although in general, the respondents got "sometimes true of me", there are still few teachers in the Division of Sta. Rosa, Laguna who are emotionally incompetent as the results exposed, particular in the items with lowest weighted mean

b. Level of Job Performance

The respondents' response on job performance revealed that all 20 items in the instrument received a verbal interpretation of "very satisfactory". It was revealed that the general weighted mean for the job performance was 3.73 and was verbally interpreted as "very satisfactory".

The result on job performance was affirmed by Herman (2012) that encouraging the teacher to feel positive about his work can have a direct impact on job performance. It was also, in particular, true with Upadhayaya (2008) that teachers are performing better and communicating with clarity when they perform very satisfactorily.



c. Level of Job Satisfaction

Grounded from the responses made by the respondents, it was found out that out of 25 items, 20 were verbally interpreted as “satisfied”, and 5 were interpreted as “highly satisfied”. Thus, it was revealed that the general weighted mean of job satisfaction was 3.96 and was verbally interpreted as “satisfied”.

The finding was agreed with Nelson (2003) that perceptions of oneself and the knowledge of what he is doing can contribute to job satisfaction of an individual.

d. Relationship of Emotional Intelligence and Job Performance

The Pearson r computed was 0.93, thus accepted the hypothesis that there is no significant relationship between the emotional intelligence of the respondents and the job performance.

This result was contrary to the study of Tobias (2002) that emotional intelligence can significantly predict job performance of an employee. The finding was also contrary to the result of Camba’s (2011) study that emotional intelligence can greatly affect the job performance of Nursing Faculty of Adventist University of the Philippines.

However, it was affirmed by Culha (2013) that emotional intelligence does not predict job performance of educational managers.

e. Relationship of Emotional Intelligence and Job Satisfaction

The Pearson r computed was 0.93, thus accepted the hypothesis that there is no significant relationship between the emotional intelligence of the respondents and the job performance.

This result contradicted the study of Morones (2001) that emotional intelligence is one of the variables that has a relationship with job satisfaction. However, the result presented herewith was similar to Segumpan (2000) that elementary teachers’ emotional intelligence could not predict their job satisfaction.

4. CONCLUSIONS

Respondents’ level of emotional intelligence based from the Emotional Intelligence inventory was verbally interpreted as “average”. Since the EI level of the respondents’ was average, this result recommends the Division office and school heads to generate staff development programs to further enhance teacher’s EI to high or very high. It is recommended that group guidance and counselling on how to be more emotionally competent, be conducted in schools of the Division of Sta. Rosa, Laguna, especially to the items on the emotional intelligence survey where respondents got the lowest weighted mean.

Respondents’ responses were verbally interpreted as “very satisfactory” in terms of their job performance level. This means that teachers under the Division of Sta. Rosa, Laguna were generally performing well in their job. Since the study revealed that job performance of the respondents was very satisfactory, it is recommended that school heads must still conduct programs to motivate more teachers to perform extra-ordinarily. This recommends that workshops and seminars must be conducted by the Division office to encourage variation in the assessment methods used by the teachers and to intensify the full implementation of DepEd programs in the school level.

As to their job satisfaction level, study found out that the respondents’ responses were verbally interpreted as “satisfied”. This concluded that the respondents believed that what they are doing is a great contribution to the attainment of the goals, objectives and philosophy of the school. The study revealed that respondents were satisfied in their job. This recommends that Division office can still intensify their award system and performance appraisal to further increase job satisfaction for the secondary school teachers as very satisfied. However, since there were few items where the respondents got “satisfied” only as interpretation for job satisfaction, particularly in salary classification and its relationship to job, it is recommended by this study that wide awareness on salary and promotion



system must be discussed by the Division, HRD office thru seminar and Division wide meeting. It is also recommended that Division office must extend extra effort to disseminate information regarding these items with lowest weighted mean to teacher level.

There was no significant relationship between the emotional intelligence of the respondents and their job performance. There was no significant relationship between the emotional intelligence of the respondents and their job satisfaction. It is also recommended that future researcher can use other independent variables as predictor of job performance and job satisfaction of teachers. Particular attention in selecting variables should be given by future researchers to get more valid results. It is also recommended to apply and use this study to other group of respondents which holds supervisory position. It is also recommended to get level of job performance and job satisfaction by position/rank in future studies. Another study using a bigger population and sample should be conducted so that more reliable result shall be obtained.

REFERENCES

- Camba, N.O (2011). Emotional Intelligence of the Nursing Faculty of AUP, Adventist University of the Philippines
- Culha, Tom E. (2013). Ethics Education of business centers. Published Thesis, University of California. Information Age Publishing, Inc.
- Barai, Thomas H. 2012. Administrative Functions, Motivation and Commitment of Higher Education Institution Workers in Bangladesh: Basis for a Proposed Program. Adventist University of the Philippines
- Bar-On, R. 2006. The Bar-On Model of Emotional Social Intelligence. The Consortium for Research on Emotional Intelligence in Organizations
- Goleman, D. 2001. Harvard Business Review on What Makes a Good Leader. Harvard Business Publishing Corporation. United States of America
- Goleman, Daniel. (2000). Emotional Intelligence. New York. Bantam Books.
- Hasson, Gil. 2012. Understanding Emotional Intelligence. Pearson Education. Edinburgh
- Gate. Harlow CM20 2JE. United Kingdom
- Herman, R. (2012). Strategies for Retaining Employees. Retrieved from: <http://www.qm2.com/articles/article30906.html>
- Herzberg, F. 1967. Work and the Nature of Man. Cleaveland, OH: World Book
- Morones, C.L. 2001. School Learning Environment: It's Relationship to Teacher's Job Satisfaction and Performance. University of San Agustin
- Nadler, Reldan S. 2011. Leading with emotional Intelligence: hands-on strategies for building confident and collaborative star performers. McGraw Hill Companies. United States of America
- Nelson D. (2003). Emotional Intelligence: Achieving Academic and Career Excellence. Upper Saddler River, Prentice Hall, New Jersey
- Tobias, Victoria L. (2002). Emotional Intelligence as Predictor of Job Performance, Job Satisfaction of the NPUM: Input to Staff Development. Technological University of the Philippines
- Segumpan, R.G. (2000). "The Modern Teacher" Vol. XLIX no. 4
- Uphadayaya, Pratik. (2008). Emotional Intelligence in Teacher Education. Anubhav Publishing House, India