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**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## The Relationship Between Emotional Quotient (EQ) and Job Performance of Teachers in a Public University in China

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**Received:** 03 April 2023

**Revised:** 25 April 2023

**Accepted:** 28 April 2023

**Available Online:** 01 May 2023

**Volume II (2023), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

### Abstract

**Aim:** This study probes the relationship between Emotional Quotient (EQ) and teachers' job performance in a public university in China.

**Methodology:** This is correlational research that samples faculty members in a public university in China.

**Results:** Results showed that EQ plays a significant positive role in predicting the job performance of the respondents. The higher the level of EQ the employees have, the better they perform. It can also be deduced that employees with higher levels of EQ will perform better than those with lower levels. Thus, emotional quotient plays an important role in improving the university's competitive advantage.

**Conclusion:** Employees with a high level of EQ will perform well and have higher satisfaction with their jobs. The higher employees' EQ level, the better their job performance, and the lower the EQ of employees, the higher their job burnout.

**Keywords:** Emotional Quotient, Teachers, Public University, Job Performance

### INTRODUCTION

Educational systems worldwide have undergone rapid changes and reforms, affecting teachers' job performance (Salendab & Dapitan, 2021a). Despite these changes, predicting teachers' performance remains complex and difficult to evaluate (Sanchez, 2022). To address this gap, recent studies have investigated the role of emotional quotient (EQ) in teachers' job performance. A growing body of research has emphasized that teaching is a highly emotional profession that can be associated with high levels of stress, job dissatisfaction, and reduced well-being (Chan et al., 2019; Li & Yang, 2017; Muñoz & Sanchez, 2023). Teachers often have to cope with various stressors, which can have a significant impact on their emotional well-being and job performance.

Emotional quotient has emerged as a critical factor in reducing teachers' intention to leave the profession and promoting their well-being and job satisfaction (Chen et al., 2019; Zhang et al., 2018). Studies have shown that emotional intelligence can influence teachers' mental health, job performance, and professional identity, which can have a significant impact on the stability of the teaching team (Lam, 2019; Ma & Deng, 2019). As a result, emotional quotient has become an essential component of teacher professional development and an important reference for evaluating the quality of the teaching profession (Chan et al., 2019; Sanchez, Sanchez & Sanchez, 2023).

Furthermore, the level of emotional intelligence among teachers has been linked to their job performance (Cherniss & Adler, 2016), suggesting that enhancing well-being among employees benefits not only the employees but also the organization's success (Giorgi et al., 2016; Salendab & Dapitan, 2021b).

Teaching is a highly stressful profession that involves coping with challenging work environments, such as disruptive students, heavy workloads, insensitive administrators, and parents' expectations (Raml, 2010; Sanchez, 2020a; Salendab & Dapitan, 2020). These environments create psychological distress (Kokkinos, 2009), leading to dissatisfaction, emotional outbursts, and early retirement (Hakanen et al., 2006).

As a result, teaching has become a more complex and varied profession (Sanchez et al., 2022; Tolbe, 2020). Research has shown that school teachers are among the most stressed professionals in different cultures (Stoerber & Rennert, 2008; Sanchez, 2020b; Salendab & Cogo, 2022). Recently, literature has begun to explore the role of emotional intelligence (EI) in education to improve performance (Noriah & Mohamad, 2016).



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Interestingly, studies have found that EI positively contributes to the teaching role (Corcoran & Tormey, 2016). Employees' EI can predict work-related outcomes such as job satisfaction and job performance (Wong & Law, 2016). Teachers who are skilled at evaluating their own emotions are better at communicating their needs, resulting in better performance (Day & Carroll, 2016; Sanchez, 2023). They also tend to be more attentive to others' needs, providing emotional support to achieve common tasks and good performance.

Emotionally intelligent teachers can create an effective learning environment by motivating their students and understanding their behavioral and psychological well-being. They can also handle their students' disruptive behaviors, academic performance, and relationship management better. As a result, they can deal with various issues children are facing in a better way (Salendab, 2023).

Self-regulation is an essential aspect of EI, making more self-aware teachers better at managing their students. Children face many age-related issues or home or school-related challenges. Therefore, the child needs to show confidence in the teacher (Dizon & Sanchez, 2020).

A good and emotionally intelligent teacher shows empathy towards children, parents, and peers. Empathy shown by the teacher can make a positive and lasting impact on the student's mind (Sanchez & Sarmiento, 2020).

As a teacher, the researcher aimed to explore the relationship between teacher job performance and emotional intelligence at her university. Emotional breakdowns among teachers have become a university challenge, leading to decreased job performance, high error rate, and poor quality of work. Therefore, the researcher decided to investigate the construct of emotional intelligence, as it has been observed as a rapidly growing interest in society, to address the lack of attention on the subject at her school (Cherniss & Adler, 2016).

### Importance of EQ among Teachers

Based on Liu et al. (2019), emotional quotient is a series of emotional reactions of individuals in the face of environment and pressure and is related to psychological adaptability and coping styles. Zhang et al. (2014) presented a study in China that showed emotional quotient was positively correlated with job well-being, with the two concepts often working in coordination and thus becoming essential factors related to the ability to work in the medical industry. Corcoran and Tormey (2012) claimed that EQ is an integral part of a teacher's skill set, and accordingly, those teachers demonstrating a high EQ produce more engaging and motivating lessons (Akhmetova et al., 2014).

According to Goleman (2000), the management of a class by the teacher is a model by itself and a de facto lesson in emotional competence or its absence. On the other hand, Cakiroglu (2008) showed that teachers' self-efficacy is positively related to their effort and persistence in the face of problems. Boyatzis (2008) revealed that emotional quotient competencies could be developed in students. Singh (2003) and Sanchez (2023) also found that different professionals need different levels of Emotional quotient for success. The result says that teachers must be highly Emotionally Intelligent to succeed.

### EQ and Job Performance

According to Gong et al. (2019), EQ plays a significant positive role in predicting their job performance. In other words, in enterprises or organizations, the higher the EQ employees have, the better they perform (Pongyutthaphum & Tolbe, 2021). It can also be speculated that employees with higher levels of EQ will serve better than those with lower levels. Thus, EQ plays an important role in improving enterprises' competitive advantage (Sanchez, 2020c).

In addition, this study supports previous studies, emphasizing the correlation between EQ and job burnout (Schoeps et al., 2019) and confirming that the higher employees' EQ level, the better their job performance, and the lower the EQ of employees, the higher their job burnout. It implies that employees' EQ levels negatively predict job burnout. Miao et al. (2017) confirmed that Employees with high level of EQ perform well and have higher satisfaction with their jobs; what is more, they also build a good social support system for their partner.

According to Chong et al. (2020), intrapersonal skills, interpersonal skills, adaptability, and general mood are positively related to job performance. Academicians do have the responsibility to enlighten the students on the relationship between good emotional quotient and academic achievement (Salendab, 2021).

According to Arreola (as cited in Molefe, 2010), learning and academic performance can be improved if the teacher can cultivate relationships that promote and inspire student engagement. In the face of a dynamic environment, educational institutions are perpetually under pressure to create and furnish EI programs to scholars and learners (Richardson & Norgate, 2015).



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The higher the emotional quotient of female preschool teachers, the higher their job involvement is, which is the higher their professional happiness level. EQ is helpful in reducing the occupational pressure perceived by female preschool teachers, improving the level of work engagement, and then improving the level of occupational happiness. (Li, Gu & Lin, 2021)

**Research Objective**

The study assessed the job performance of teachers in terms of five domains, including teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership. Furthermore, their emotional quotient was evaluated based on five dimensions, namely self-awareness, self-organization, motivation, empathy, and social skills.

**Hypothesis**

There is no significant relationship between the job performance and emotional quotient of the teacher respondents.

**Method**

The study utilized a descriptive-comparative-correlational research design that involved examining the correlation between two variables. The inquiry method employed in the study was adapted questionnaires, specifically the Teachers Job Performance Questionnaire (TJPO) and the Emotional Quotient (EI) Scale based on Goleman's theory. The TJPO assessed five components of teacher job performance, while the EI scale evaluated the dimensions of emotional quotient, including self-awareness, self-organization, motivation, empathy, and social skills. The adapted questionnaires underwent a reliability test, yielding a Cronbach's Alpha of 0.90.

**Procedure**

The researcher analyzed the significant relationship between the two main variables in the study. The data that was gathered from the questionnaires were analyzed using quantitative survey tools, which provided a guarantee for exploring the correlation of the research variables.

The study was conducted at Qingdao University located in Qingdao, Shandong, China. It was established in 1985 and in 1993, it merged with several colleges to form the new Qingdao University. At present, QDU is recognized as a member of the national "Excellent Engineer Education and Training Program" and consists of 25 faculties and departments as well as a graduate school.

The researcher validated the adopted questionnaires with experts in the fields of educational leadership and psychology. A letter of request asking for permission to conduct the study was approved. The questionnaires were distributed to the target respondents for data collection during the second semester of the school year 2021-2022.

In order to assess the subjects in this study, the following statistical tools were used: Frequency Count and Percentage for analyzing the profile of the teacher respondents, Weighted Mean for analyzing the teachers' level of job performance, and T-test/ANOVA for determining significant differences in the level of job performance and emotional quotient of the teachers when their profiles were taken as factors.

The statements on the survey questionnaire will be answerable with the use of the four-point Likert Scale with interpretation as follows:

<b>Weight</b>	<b>Scale/Range</b>	<b>Description/Interpretation</b>
4	3.51-4.00	Strongly Agree/ Very High Level
3	2.51-3.50	Agree/ High Level
2	1.51-2.50	Disagree/ Low Level
1	1.00-1.50	Strongly Disagree/Very Low Level

Finally, Pearson's r correlation analysis was used to determine the significant relationship between teacher respondents' job performance and emotional quotient.



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## Ethical Considerations

1. Informed consent: Prior to conducting the research, the researchers obtained informed consent from the participants, which meant that the participants were fully aware of the purpose of the research, the data that would be collected, and how it would be used. The participants were also informed of their rights to refuse participation or withdraw from the study at any time.
2. Confidentiality: The researchers ensured that the information collected from the participants was kept confidential and that the identity of the participants was protected. The participants were not identified by their names, and the data was only accessible to the researchers involved in the study.
3. Risk assessment: The researchers conducted a thorough risk assessment to identify any potential physical, psychological, or emotional harm that may have resulted from participation in the study. Appropriate measures were taken to minimize or eliminate these risks.
4. Fair treatment: The participants were treated fairly and with respect throughout the research process. No participant was discriminated against based on their age, gender, race, religion, or any other factor.
5. Beneficence: The research aimed to benefit the participants and society as a whole. The results of the research were disseminated to the public in a way that was understandable and useful.
6. Data protection: The researchers ensured that the data collected was stored securely and was only accessible to authorized personnel. Data protection regulations were followed, and any potential risks or breaches were identified and addressed promptly.

## RESULTS and DISCUSSION

### 1. Profile of Respondents.

According to a sample of 100 responses, 18 respondents were men, while 82 were women. Over the years, the proportion of women in the education sector has been quietly increasing. Of the respondents, 33 were between the ages of 41 and 50, with only 10 respondents being over the age of 51. Moreover, only 3 respondents had more than 31 years of service, compared to 46 respondents who were in the 1-10 year range.

Gender disparities in teaching can be attributed to several factors, including women's deliberate and intentional choices, labor market circumstances, social conventions, and cultural messages (Olson-Strom & Rao, 2020). The increase in female labor force participation in many countries has coincided with the demand for more qualified instructors to staff growing educational institutions (Olson-Strom & Rao, 2020). Additionally, the relative pay for female teachers is substantially higher than that of other female workers with university degrees. According to Blau and Kahn (2020), women in primary school make more than 90% of what other female workers with university degrees make. Although men and women who work as teachers in public schools earn about the same amount of money, their relative worth in the professional labor market differs noticeably.

### 2. Job Performance Assessment.

The evaluation of instructors' job performance in teaching planning revealed a high level of job performance, as indicated by a composite mean score of 3.50 and a standard deviation of 0.64. This finding is consistent with a study by Oliveira et al. (2019), which found that teachers' job performance in terms of planning and preparation was positively related to their students' academic achievement. In terms of classroom management, the evaluation showed that the teachers performed well, with a composite mean score of 3.42 and a standard deviation of 0.72. This result aligns with the findings of a study by Nelson and Sassi (2018), which suggested that teachers' classroom management practices have a significant impact on students' academic outcomes and their overall experience in school.

Moreover, the assessment of the teachers' job performance in monitoring and evaluating their pupils' activities resulted in a composite mean score of 3.43 and a standard deviation of 0.73, indicating a high level of job performance in this area. This finding is consistent with the importance of monitoring and evaluating students' progress and adjusting teaching strategies accordingly, as highlighted in a study by Gentry, Chung, and Sabatino (2018). The evaluation of teachers' job performance on the basis of classroom atmosphere and discipline produced a composite mean score of 3.44 and a standard deviation of 0.72, indicating a high level of job performance and



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obedience implemented by the teachers on their students. This finding is supported by a study by Mercurio and Arbuckle (2018), which found that a positive classroom environment and effective discipline strategies are associated with better student outcomes and higher levels of student engagement.

Lastly, the assessment of teacher leadership resulted in a composite mean score of 3.53 and a matching standard deviation of 0.69, indicating a very high level of job performance in this area. This finding is consistent with the recognition of the role of teacher leadership in improving school effectiveness and student outcomes in the literature (Leithwood & Jantzi, 2018; Harris, 2015).

Overall, the evaluation of instructors' work performance had a mean score of 3.46 and a standard deviation of 0.70, indicating a high evaluation. The small standard deviation values showed that the overall evaluation of teachers' work performance throughout those criteria revealed uniform results.

### 3. Teacher profile and assessment of their job performance.

There was no statistically significant difference in how male and female teachers were evaluated for their job performance, but male teachers had better mean scores than female teachers in all factors related to teaching strategies. However, there were no significant results in the job performance of instructors based on their age or years of service, suggesting that assessments of teachers' job performance were similar regardless of these factors.

These findings are consistent with a similar study conducted in Assumption College School and Saint Gabriel College, which utilized the Self-assessment Instrument for Teacher Evaluation II (SITE II) to assess instructors' job performance based on content knowledge, pedagogical planning, strategy evaluation, learning environment, and communication (Dowpiset & Eamoraphan, 2018). The study found that teachers generally exhibit a high level of professionalism, and there was no discernible variation in the quality of teachers based on their gender or years of teaching experience.

Taken together, these studies suggest that the quality of self-assessment of the job performance of teachers is independent of their age and years of experience, implying that age and experience do not affect the quality of teachers' self-assessment (Dowpiset & Eamoraphan, 2018).

### 4. Emotional quotient assessment.

To strengthen an organization's competitive advantage, employees need to have an emotional quotient (EQ). The evaluation of teachers' emotional quotient in terms of self-awareness yielded a composite mean score of 3.36 and a related standard deviation of 0.72, while the evaluation of self-organization resulted in a composite mean score of 3.27 and a related standard deviation of 0.72. The assessment of motivation yielded a composite mean score of 3.43 and a related standard deviation of 0.69, and the evaluation of empathy resulted in a composite mean score of 3.35 and a related standard deviation of 0.73. Finally, the assessment of social skills produced a composite mean score of 3.12 and a related standard deviation of 0.84.

Overall, the evaluation of teachers' emotional quotient suggested that they had strong EQ, with a mean score of 3.31 and a standard deviation of 0.75, indicating high competence. This result is consistent with the findings of Welmilla (2020), who suggested that teachers with high emotional quotient are effective at engaging students in educational activities, resulting in better learning outcomes for students. Furthermore, Alam and Ahmad (2018) noted that teachers with high emotional quotient scores frequently show greater concern for their learners, are better able to recognize pupils' needs, and constructively address them.

The findings of this study imply that the higher the emotional quotient of the teacher, the better the learning outcomes of the students will be, thereby increasing the quality of education in public schools.

### 5. Teacher profile and their assessment of their emotional quotient.

The T-Test of Independent Samples revealed that there was no statistically significant difference in teachers' assessments of their emotional quotient based on their sex. This indicated that teachers were evaluated equally regardless of their sex, and the null hypothesis was accepted at the 5% level of significance. Furthermore, the F or ANOVA test showed no significant results in the emotional quotient of instructors based on their age or years of employment, suggesting that assessments of teachers' emotional quotient were consistent regardless of these factors, and the null hypothesis was accepted at the 5% level of significance.



These findings are consistent with a similar study conducted by Jimenez (2020) on Filipino teachers' emotional quotient, which found no significant differences based on gender and years of service. However, Jimenez (2020) observed significant distinctions based on age, suggesting that Chinese and Filipino educators may have unique characteristics with regard to their emotional quotient.

**6. Relationship between teacher’s job performance assessment and their emotional quotient.**

The results of the Pearson Product Moment Correlation analysis revealed significant relationships between teachers' job performance and emotional quotient across all of its components. The null hypothesis was rejected at the 5% level of significance, and the correlation coefficients ranged from 0.50 to 1.00, indicating substantial degrees of correlation. These findings suggest that job performance has a significant impact on teachers' emotional quotient and vice versa.

These results are consistent with a study by Asrar-ul-Haq et al. (2017), which demonstrated that the emotional quotient of educators significantly affects their job performance.

**Correlation between Job Performance and Emotional quotient of Teacher-Respondents**

Job Performance	Emotional quotient														
	Self-Awareness			Self-Organization			Motivation			Empathy			Social Skills		
	r	sig	Int	r	sig	Int	r	sig	Int	r	sig	Int	r	sig	Int
Teacher Planning	.746	.000	S	.659	.000	S	.749	.000	S	.711	.000	S	.646	.000	S
Classroom Organization	.799	.000	S	.781	.000	S	.755	.000	S	.777	.000	S	.681	.000	S
Monitoring & Evaluation	.768	.000	S	.755	.000	S	.782	.000	S	.725	.000	S	.620	.000	S
Classroom Atmosphere & Discipline	.790	.000	S	.823	.000	S	.791	.000	S	.777	.000	S	.647	.000	S
Teacher Leadership	.801	.000	S	.803	.000	S	.877	.000	S	.822	.000	S	.680	.000	S
Overall	.781	.000	S	.764	.000	S	.791	.000	S	.762	.000	S	.655	.000	S

Legend: "S" means significant

The Pearson Product Moment Correlation analysis revealed significant correlations between teachers' job performance and emotional quotient across all its variables. The null hypothesis was rejected at the 5% level of significance, and the correlation coefficients ranged from 0.50 to 1.00, indicating strong degrees of correlation. These results suggest a strong influence of job performance on the emotional quotient of teachers and vice versa.

Daniel Goleman argued in an article by Cherry (2020) that while conventional intelligence was linked to leadership effectiveness, it was insufficient on its own. Employees who do better on EQ tests also tend to score better on tests of leadership potential and tension handling skills (Cherry, 2020).

Gong et al. (2019) examined the significance of psychological ownership as a mediating involvement on the relationship between emotional quotient and job performance/burnout. The findings revealed that emotional quotient is negatively correlated with job occupational stress but has a positive and significant correlation with job performance. Additionally, the researchers found that psychological capital has a positive correlation with job performance, and that psychological capital moderates the relationship between emotional quotient and job performance (Gong et al., 2019).



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## Conclusions and Recommendations

The evaluation of instructors' job performance in teaching planning, classroom management, monitoring and evaluating, and classroom atmosphere and discipline all yielded high levels of job performance that highlights the importance of these areas in improving student outcomes and engagement. The evaluation of male and female teachers' job performance did not yield any significant difference. In addition, the job performance of instructors based on their age or years of service showed no significant results, indicating consistent assessments regardless of these factors. The quality of self-assessment of the job performance of teachers is independent of their age and years of experience.

Teachers in the evaluated study demonstrated strong emotional quotient with a high mean score and standard deviation, indicating high competence. Consistent with previous research, teachers with higher emotional quotient scores have been found to be more effective at engaging students in educational activities and addressing their needs, ultimately leading to better learning outcomes for students. The results of this study suggest that promoting emotional intelligence training among teachers may enhance the quality of education in public schools.

Furthermore, the results underscore the importance of emotional intelligence in teaching and the need for teachers to develop their emotional intelligence to improve their performance and achieve better outcomes for their students.

Lastly, the significant relationships found between teachers' job performance and emotional quotient across all components highlight the importance of emotional intelligence in job performance and that emotional quotient affects job performance.

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