



Research Article

EMOTIONAL QUOTIENT IN RELATION TO JOB PERFORMANCE OF FACULTY AND SUPERVISORS IN SELECTED UNIVERSITIES AND COLLEGES IN REGION III, PHILIPPINES

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ABSTRACT

This study determined the emotional quotient in relation to job performance of faculty and supervisors of selected universities and colleges in Region III for the S.Y. 2010-2011. The research utilized descriptive survey method. Three hundred forty- two (342) faculty members and forty-nine (49) supervisors were selected as respondents. The questionnaire was used as the specific tool in gathering information of the profile variables and emotional quotient of the respondents, while the job performances of the respondents were taken from their individual performance rating report for the schoolyear 2010-2011. Percentage, average weighted mean, Pearson Product, T-test and Analysis of Variance (ANOVA) were used to analyze and interpret data. Majority of the faculty-members were female in their early adulthood, married, masters graduates, employed in the university for about 15 years and with academic ranks of Instructor I. The supervisors were generally female, in their middle adulthood, married, doctoral graduates, in the academe for 25 years and with Academic Ranks of Assistant Professor I. Both faculty and supervisors perceived themselves to have very high emotional competency in the five areas: self-awareness, self-management, self-motivation, empathy and relationship management. Both faculty and supervisors are rated very satisfactory in their job performance based on Performance Report for SY 2010-2011. It is recommended that the institutions should provide more relevant seminars and trainings or programs for the enhancement of the Emotional Quotient of faculty and supervisors. The Human Resource Management may conduct a study using Emotional Quotient instruments to determine if job performance benefits from high emotional competency. Research possible reasons of the very high description of their emotional competency were not translated to equal work performance. Conduct another study among other SUC's of Region III. It is suggested that future research be done using the same domains of competency used in this study through peer rating questionnaire to ascertain or validate the perception of faculty and supervisors on self-administered questionnaire.

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INTRODUCTION

Emotional intelligence is a strong predictor of job performance (Child, 2004). Emotional intelligence has become a vital part of how today's leaders meet the significant challenges they face. It can help leaders in an even more difficult leadership role, one that fewer and fewer people seem capable of fulfilling. Thomas Edison once said, "Genius is 99% perspiration Emotional Quotient (E.Q.) and 1% inspiration Intelligence Quotient (I. Q.)." This statement implies the value of emotional quotient (E.Q.) one holds in life. Emotional Quotient (EQ) is a strong predictor of success, both in career and in personal life. How individuals respond to real situations everyday and what organizations do to foster productive emotional responses can make the difference between the organization that stumbles and the organization that thrives.

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Emotional Quotient is an extremely essential factor in living a happy, satisfying and fulfilling life. A high Emotional Quotient ensures that one can make healthy decisions about life. To attain the ultimate and optimum level of emotional quotient means one must feel stable, but always respond with a loving and peaceful mind and heart. To be able to "live above" the pettiness which often consumes lives and must be able to witness and experience it and never to bring himself down. With awareness and effort, Emotional quotient can increase over time. The key is learning how to tune in and identify emotions, then taking responsibility and ownership for them and how one reacts. Every time a strong emotional reaction threatens to cause to react poorly is a perfect opportunity to develop a higher Emotional Quotient. (Kadir, 2011). Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service that have a relationship to strong job performance. It links strongly with concepts of love and spirituality: bringing

compassion and humanity to work, and also to 'Multiple Intelligence' theory that illustrate and measures the range of capabilities people possesses. The Emotional Quotient concept argues that Intelligence Quotient or conventional intelligence is too narrow; that wider areas of Emotional Intelligence dictates and enable how successful people are. Success requires more than IQ (Intelligence Quotient), which tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. There are people who are academically brilliant and yet are socially and inter-personally inept. Despite a high Intelligence Quotient rating, success does not automatically follow. (Goleman, 1995)

Attention driven towards Emotional Quotient is inspired or motivated by its effects on the job performance of employees. Increasing emotional intelligence makes individuals more efficient, productive, and successful. Organizations can become more productive by hiring emotionally smart people and offering opportunities to enhance these skills in the workplace. (Campbell, 1996). The school as an avenue of learning cannot overlook the importance of emotional quotient. This motivated the researcher to determine the level of emotional quotient (EQ) among the faculty and supervisions of SUC's 3 and to find out the relationship of their Emotional Quotient with their job performance.

METHODOLOGY

The study is focused on determining the Emotional Quotient in relation to Job Performance of Faculty and Supervisors of Selected State Universities and Colleges in Region III. Descriptive method of research was used. The study used the quota sampling for the teachers and population sampling for the supervisors. To obtain data for the study, two sets of questionnaire checklist distributed for the purpose of determining the emotional quotient (EQ) of faculty and supervisors, (2) the unstructured interview was used by the researcher to select faculty members in their observation and personal experiences relating to emotional intelligence characteristics. The researcher distributed a questionnaire checklist based on the criterion of Daniel Goleman with some revision to fit the organizational setting of the respondent. The percentage, weighted mean, Likert's Scale, ANOVA, T-test and Coefficient of Correlation were the statistical tools used. The Pearson Product (Moment of Coefficient of Correlation or Pearson r) was used to determine the relationship between emotional quotient and job performance of faculty and supervisors. The T – Test was used to test the significant difference between the emotional quotient and job performance as perceived by the respondents.

RESULTS AND DISCUSSION

Table 1 shows the distribution of respondents according to age, sex, civil status, educational attainment, years of service and academic rank. As indicated on the table, the computed weighted mean age of the faculty – respondents was 41.61 years old. This implies that the respondents were in their early forties. The weighted mean age for supervisor – respondents is 49.63. This implies that they have already spent more than fifteen years in this profession. According to sex, the table shows that 51.75 percent are female faculty members while 48.25 percent are male respondents.

It appears that this phenomenon is always present in our educational system that female teachers even in the administrative levels always outnumber the male faculty – respondents. Out of 49 respondents, female supervisors are 51.02 percent compared to the male respondent that is 48.98 percent. The role of women in the Philippines is explained based on the context of Filipino culture, standards, and mindsets. The Philippines is described to be a nation of strong women, who directly and indirectly run the family unit, businesses, government agencies and haciendas. Modern-day Philippine women play a decisive role in Filipino families. For the faculty, data shows that 20.18 percent are single, 79.53 percent are married, and .29 % is divorced. Findings revealed that the majority of the respondents are married. 10.20 percent of the supervisor-respondents are single, 87.76 percent are married, and 2.04 percent is divorced. Findings reveal that the majority of the respondents are married. As to educational attainment, the table shows that majority of the faculty members are masters' degree holders with a 38.60 percent while 6.43 percent are with doctorate units. For supervisor doctoral graduates is 65.31 percent. The table reveals that the majority of the supervisors have complied with the necessary educational qualification of a supervisor.

As to the number of years of service, the table shows that most of the faculty members have been teaching for 1-5 years. The weighted mean for the years in service of the respondents was 14.74 years. The data shows that the supervisors are in the teaching profession for 31-35 years with 20.41 percent. The weighted mean of years in service of the supervisor was 24.84 or 25 years. As to the academic rank of the faculty members, majority with 44.15 percent of the faculty members are Instructor I while the least percentage of 0.29 percent are Professor IV. According to the respondents under Instructorship, aside from attaining minimum requirement of a masters' degree, they still lack academic experience and professional achievement to get higher rank. As could be gleaned from the data, majority of the supervisors, with 14.29 percent are Assistant Professor I, while only 2.04 percent is Instructor I. It reveals that majority of the supervisors belonged to assistant professor to professorship. According to the respondent with Instructor rank, he is a CPA and pursuing masters' degree. When asked about their ranks, some of the Assistant Professors mentioned they will soon finish their masters' degrees while others are pursuing doctorate degrees. The Associate Professors claimed that aside from their doctorate degrees, they have academic and professional achievements. The Professors related that they finished their doctorate degrees from reputable universities, written numerous research articles and textbooks, research grants and administrative functions and experiences in their 25 years as academicians. They all recounted how these achievements contributed to their position. Table 2 shows the summary of the mean and description of the perception of faculty-respondents to the five areas of emotional competencies. On self-awareness, a weighted mean of 4.45 with a descriptive rating of Very High (VH); Self-Management with a weighted mean of 4.34 interpreted as very high (VH); Self-Motivation with a weighted mean of 4.35 interpreted as very high (VH); Empathy with a weighted mean of 4.36 interpreted as very high; and Relationship with others with a weighted mean of 4.42 interpreted as very high. The grand mean for all the areas of emotional competencies is 4.39 interpreted as very high.

Table 1. Profile of the Respondents

Percentage and Frequency Distribution of Respondent	Percentage		Mean age of the faculty-respondent	
	Faculty	Supervisor	Faculty	Supervisor
Age	31-35	46-60	17.84	20.41
Sex	Female	Female	51.75	51.02
	Male	Male	48.25	48.98
Civil status	Single	Single	20.18	10.20
	Married	Married	79.53	87.76
	Divorced	Divorced	0.29	2.04
Educational attainment	Masteral Graduate	Masteral Graduate	38.60	14.29
	Doctoral Graduate	Doctoral Graduate	11.40	65.31
Years of Service	1-5 years	31-35 years	26.61	20.41
Academic Rank	Instructor I	Instructor I	44.15	2.04
	Professor IV	Assistant Professor I	0.29	14.29

Table 2. Perception on Emotional Quotient in Terms of the Five Emotional Competencies

Emotional Quotient	Overall Weighted Mean		Description	
	Faculty	Supervisor	Faculty	Supervisor
Self-awareness	4.45	4.54	Very High	Very High
Self-management	4.34	4.49	Very High	Very High
Self-motivation	4.35	4.53	Very High	Very High
Empathy	4.36	4.50	Very High	Very High
Relationship with others	4.42	4.48	Very High	Very High
Grand mean	4.39	4.51	Very High	Very High

Table 3. Job Performance of Respondents

School	Mean rating		Description	
	Faculty	Supervisor	Faculty	Supervisor
BPSU	4.13	4.35	Very Satisfactory	Very Satisfactory
BSU	4.35	4.18	Very Satisfactory	Very Satisfactory
DHVSU	3.41	3.40	Satisfactory	Satisfactory
PAC	4.28	4.42	Very Satisfactory	Very Satisfactory
PMMA	4.52	4.22	Very Satisfactory	Very Satisfactory
RMTU	4.50	4.76	Very Satisfactory	Very Satisfactory
Grand Mean	4.20	4.22	Very Satisfactory	Very Satisfactory

Table 4. Relationship of Emotional Quotient and Job Performance of Respondents

School	Mean EQ		Mean Performance Rating	
	Faculty	Supervisor	Faculty	Supervisor
BPSU	4.49	4.84	4.13	4.35
BSU	4.33	4.55	4.35	4.18
DHVSU	4.42	4.43	3.41	3.40
PAC	4.44	4.65	4.28	4.42
PMMA	4.31	4.09	4.52	4.22
RMTU	4.30	4.29	4.50	4.76
Grand Mean	4.38	4.47	4.20	4.22

Table 5. Relationship of Emotional Quotient and Job Performance of Respondents

Pearson r	Faculty	0.55
	Supervisor	0.03
n	Faculty	6
	Supervisor	6
df	Faculty	4
	Supervisor	4
t-computed	Faculty	1.31
	Supervisor	0.06
t-Critical	Faculty	2.13
	Supervisor	2.13
Interpretation	Faculty	Not Significant
	Supervisor	Not Significant

Faculty members are employees of higher institution expected to be personally and socially competent. According to the respondents, people know they are professionals in higher academic institutions; they try to enhance their emotional

competencies as well as their IQs. For supervisors, self-awareness was 4.54 with a descriptive rating of very high (VH); self-management with a weighted mean of 4.49 interpreted as very high (VH).

For self-motivation obtained a 4.53 weighted mean interpreted as very high (VH); empathy with a weighted mean of 4.50 interpreted as very high(VH). For the relationship with others got a weighted mean of 4.48 interpreted as 4.48. The grand mean was 4.51 interpreted as very high. According to the respondents, their experience, maturity, and education were the factors that caused their high emotional competency. Lazarte (2003) in her study on the emotional intelligence and job performance of school principals, their emotional quotient was found out to be optimal as rated both by teachers and the principals themselves. Baron (2006) emphasized that emotional intelligence increases with age. The study of Natano (2001) in general resulted to have optimal emotional intelligence among school administrators. Table 3 shows that the job performance of the faculty members of the selected universities and colleges in Region III was based on the documentary analysis of their Performance Rating for the 1st Semester SY 2010-2011. Gleaned from the table, PMMA got the highest mean of 4.52 while DHVSU has the lowest mean of 3.41. The grand mean was 4.20 described as Very Satisfactory. According to the supervisors, the performance rating of every faculty member is rated both by the faculty themselves and their immediate supervisor. This implies that self-assessment is higher compared to the rating they give to their constituents. For the supervisor, Table 3 shows that, RMTU has the highest mean of 4.76 described as "Very Satisfactory". DHVSU has the lowest mean of 3.40. The grand mean was 4.22 described as "Very Satisfactory". The supervisors also have superiors who will rate them. As mentioned by the superiors, they try to maintain a good organizational climate of interpersonal relationship. According to them, they consider the effort, time and sacrifices of the deans so they were given very satisfactory ratings. Also, the study of Lazarte (2003) among elementary school principals revealed that their job performance was very good in all tasks

The data in Table 4 gives the mean perception on emotional quotient (EQ) and mean performance of faculty members and supervisors in selected state universities and colleges in Region III. Pearson r was used to determine the relationship between mean EQ and mean performance rating. For faculty, computer-generated Pearson r value of -0.55 using Microsoft Excel software shows that job performance and emotional quotient are negatively linearly correlated.

This suggests that as the perception of emotional quotient increases, performance rating decreases. This result was also found by Harris (2010) when she studied the emotional intelligence and performance of agents. According to her, they can have very high emotional competency but there are still factors that will limit their competency. She mentioned that the emotional competency questionnaire is self-administered while the performance rating is accomplished as self-rating and peer-rating. According to the respondents, they have busy schedules- the dual task in the family and work- and that sometimes this affects their performance especially when someone is sick or has a problem in the family. The Bible mentioned this truth that no one can serve two masters at the same time. For supervisor, computer-generated Pearson r value of 0.03 using Microsoft Excel software shows that job performance and emotional quotient have very low correlation. As already cited by Harris (2010), they can have very high emotional competency but there are still factors that will limit

their competency. She mentioned that the emotional competency questionnaire is self-administered while the performance rating is accomplished through self-rating and peer-rating. According to the respondents, their multi-tasking as teachers, supervisors and mother or father, at times intervene in their functions. Cote *et al.* (2006) offered a compensatory model that posits that the association between emotional intelligence and job performance becomes more positive as cognitive intelligence decreases and vice versa.

The data in Table 5 present the result of the t-test for significance of Pearson $r = -0.55$ at 0.05 level of significance, one-tailed test of faculty and supervisor. The absolute value of the computed t- value of -1.31 is less than the absolute value of the critical t- value of -2.13. The critical t- value was obtained from statistical tables (Reyes, 1996). The null hypothesis of no significance is accepted. The findings show that at the 5% level of significance, job performance and emotional quotient of faculty- members are not significantly correlated. These studies mentioned that there are different factors or limitations of the study such as the questionnaire is self-rating while the performance rating is a self-rating and peerrating (superior). They also considered the time or period involved where the questionnaire is a present assessment of while the performance rating result is based on the past performance. For the supervisor, the Table shows that the computed t- value of 0.03 is less than the critical t- value of 2.13. The critical t- value was obtained from statistical tables (Reyes, 1996). The null hypothesis of no significance is accepted. The findings show that at the 5% level of significance, job performance and emotional quotient of supervisor-respondents are not significantly correlated. Also in the study of Janakiram (2009) on the emotional competency and performance of supervisors, there is no significant correlation between EI and performance appraisal.

Conclusion

- The majority of the faculty-members are females, in their early adulthood, married, masters' graduate, employed in the university for about 15 years, and with academic ranks of Instructor I. On the other hand, the supervisors are generally female, in their middle adulthood, married, doctoral graduates, in the academe for 25 years and more, and with Academic Ranks of Assistant Professor I.
- Both faculty-members and supervisors perceived themselves to have very high emotional competency in the five areas of competency self-awareness, self-management, self-motivation, empathy and relationship management.
- Both faculty-members and supervisors were rated very satisfactory in their job performance based on Performance Report.
- The faculty-members' perception towards emotional competency have highly significant difference when grouped according to profile variables. The supervisor-respondents' perception towards emotional quotient has highly significant difference towards the five areas of emotional competency when grouped according to profile variables age, civil status, educational attainment, years of service and academic rank.

- They have no significant difference in perception towards self-awareness, self-management and self-motivation, and significant difference in empathy and highly significant in relationship with others when grouped according to sex variable.
- There is no correlation between emotional competency and job performance of both faculty and supervisor.

Recommendation

- Provide more relevant seminars and trainings or programs for the enhancement of the Emotional Quotient of faculty and supervisors.
- The Human Resources Management conducts a study using Emotional Quotient instruments to determine if job performance benefits from high emotional competency.
- Research possible reasons why the very high description of their emotional competency were not translated to work or performance.
- Conduct another study among other SUC's of Region III.
- It is suggested that future research be done using the same domains of competency used in this study through peer rating questionnaire to ascertain or validate the perception of faculty and supervisors on self-administered questionnaire.

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