

Emotional intelligence, job satisfaction and job performance among teaching personnel of one state university in CALABARZON: Inputs to human resource management framework

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Abstract

This study aimed to explore the relationship between emotional intelligence competencies and job satisfaction on job performance among the Teaching Personnel of One State University in CALABARZON, with the objective of providing valuable inputs to the human resource management model. The researcher used a modified survey questionnaire as the main instrument for obtaining the results. The study found that the respondents strongly agreed that social awareness was a crucial indicator of emotional intelligence, and also agreed that self-awareness, self-management, and relationship management were important indicators. The respondents also agreed that various factors, such as pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work, and communication impact their job satisfaction. Task performance, contextual performance, and counterproductive work behavior were also found to affect job performance. The study also revealed a significant moderate positive correlation between emotional intelligence and job satisfaction, and job satisfaction and job performance. Moreover, there was a significantly low positive correlation between emotional intelligence and job performance. The significant findings of the study may serve as the basis for strategic human capital programs, and the proposed model may be used for human capital strategic planning, including training programs. However, contextualizing the tools used for emotional intelligence, job satisfaction, and job performance assessment is necessary. Furthermore, the study suggests conducting similar research in other municipalities and industries to revalidate the findings and explore the importance of assessing emotional intelligence, job satisfaction, and job performance.

Keywords: emotional intelligence, job satisfaction, job performance

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1. Introduction

Every person has a unique way of understanding, showing, and handling emotions. Knowing oneself and understanding one's own emotion are the most crucial part to an individual. It is the key for better performance at home and in the workplace and a happy disposition in life and job. Educational institutions often struggle to attract and retain highly intelligent employees, especially in fields where there is high demand for skilled workers. This can lead to a lack of diversity in the workforce and a shortage of qualified candidates for open positions. In addition, low job satisfaction levels may contribute to high employee turnover rates, which can impact the overall quality of education.

In recent years, universities have seen the challenge of educators in facing social pressures that result in emotional disturbance affecting their job performance. Given this condition, educational institutions shift their focus in applying services that correspond to enhancing employees' emotional intelligence to maximize their potential and improve performance. Hence, organizations are concerned in relating how emotional intelligence impacts how employees perform in the workplace.

The emotional intelligence of teachers is extremely important, it prevents stress and helps deal with complicated situations in the classroom. Teachers who lack empathy may eventually cause depression and anxiety of students. Teachers do not turn into machines when they enter the classroom, nor do they leave their emotions outside the door. They teach with their own dreams, but also with their own worries. The emotional intelligence model of Daniel Goleman used by the researcher focuses on a wide array of competencies and skills that drive performance. The competencies measured are self-awareness, self-management, social awareness and relationship management.

Moreover, many organizations are struggling to be strong competitors to achieve their goals and objectives. Workforces nowadays are the organizational key success factor, therefore organizations put a lot of thought and effort into discovering the degree of employee satisfaction in order to enhance their productivity and attain overall organization objectives. Therefore, organizations are concerned about the relations between employees and the level of satisfaction and are considered to be critical issues in relation to organization performance and improvement.

One of the most difficult aspects of workplace management is job satisfaction. It is an attitude that can generate a constructive or destructive influence on one's job and responsibilities; as a set of thoughts, one feels about one's job; and as an overall affective assessment of one's employment situation. The extent to which an employee feels positively or negatively about various aspects of job or work (Samson & Nagendra Babu, 2017). Job satisfaction has nine facets from the theory of Paul E. Spector, these are: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of condition and communication. Literature has shown that job satisfaction is helpful in evaluating the emotional wellness and mental fitness of employees and organizations can use the information to improve departmental policies and practices whenever needed.

Understanding job performance for each employee is essential as organizational decisions are based on individual performance leading to organizational success. Performance is defined as "behavior that accomplishes results" (Armstrong et al., 2015) or whether an employee is doing well at his job or not (Javed et al., 2014).

Higher Education Institutions dedicated to providing quality education among learners are responsible in maintaining the competence of its educators. Having competent educators facilitates a better learning process among learners as a facet of higher education systems. Additionally, these institutions are expected to guide learners in becoming academically and socially responsible in a professional and competent manner. With this, there is a clear indication that universities may continuously assess their educators concerning their organizational and professional performance. Universities may ensure that they are emotionally stable and satisfied in different conditions present in their workplace. This essentially argues that emotional intelligence and job satisfaction may have an impact on how they behave in the workplace, may improve or decrease their productivity, and may affect their overall well-being on a daily basis.

The researcher gained interest in the topic because of her personal experiences such as loss of enthusiasm to teach due to lack of support for faculty development programs, and the expectations of workload resulting in physical and emotional stress. The demands of teaching include accreditation tasks, research, and extension which can be exhausting. Educators may experience burnout and stress due to heavy workloads, tight deadlines, and pressure to meet high expectations. This can negatively impact job satisfaction and performance and lead to employee turnover. Educational institutions, especially state universities, may face budget constraints that limit their ability to invest in professional development opportunities or provide competitive salaries and benefits packages. This can make it difficult to attract and retain highly intelligent employees and impact job satisfaction levels. Also, teaching personnel may feel unsupported by their colleagues and supervisors, which can lead to a negative work environment and impact job satisfaction levels. Inadequate support can also impact job performance, as employees may struggle to complete tasks or achieve goals without sufficient resources or guidance.

As the researcher is an educator, insights gained in the conduct of this study can make her emotionally intelligent in facing the struggles in the institution. Also, addressing these challenges requires a proactive approach from educational institutions. The output of the study will help in reshaping the university culture to help improve the performance of their teaching personnel. Moreover, the results of the study will help the university's administration to reflect and develop programs that will seek to address the problems in job satisfaction and improve employees holistically.

Objectives of the Study - The study aimed to determine the relationship between emotional intelligence and job satisfaction on job performance among Teaching Personnel of One State University in CALABARZON to provide inputs to the human resource management model. Specifically, the study described the emotional intelligence competencies in terms of self-awareness, self-management, social awareness, and relationship management; described job satisfaction in terms of pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work, and communication; determined the job performance in terms of task performance, contextual performance, and counterproductive behavior; tested the significant relationship among emotional intelligence competencies, job satisfaction and job performance and proposed an input to human resource management framework that can be used to achieve the optimum job performance of teaching personnel of one state university in CALABARZON.

2. Methods

Research Design - Descriptive research design was used in this study for an adequate and precise interpretation of the findings. According to a study of Rahi (2017), descriptive method of research is a type of research which obtains relevant facts, data and information at present state, providing a precise outline of situations, people or events. Polit and Beck (2014) also shared that descriptive research seeks to study and monitor an arising sensation which cannot be recognized by an impartial factor. The researcher sought information from the respondents through providing survey questionnaires and distributing these to them. This descriptive kind of research was helpful in collecting the respondents' data efficiently.

Participants of the Study - The respondents to the study were the Teaching Personnel of One State University in CALABARZON. Out of the 572 total population, 299 sample size of regular teaching personnel were identified using 95% degree of confidence and 5% margin of error. The researcher used convenience sampling in the administration of questionnaire.

Data Gathering Instrument - The researcher used a modified survey questionnaire as the main instrument in obtaining the results. There are four (4) parts of the questionnaire. The first part includes the respondent's profile: age, sex, civil status, length of service and rank. The second part deals with the items about employee intelligence. This was categorized as involving main components namely self-awareness, self-regulation, social awareness and relationship management. After conducting analysis, determinants were adopted with minor modifications to fit the nature of the study areas. The questions used in the study were lifted from Emotional Intelligence Questionnaire of Daniel Goleman, 1995. A total of 20 questions for the assessment of these categories. The third part is about job satisfaction: pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work and communication.

The Job Satisfaction Survey Questionnaire (Spector, 1997) was adopted and modified to customize the need of the study. A total of 45 questions for the assessment of job satisfaction. The last part pertains to job performance. The questions were intended to determine task performance, contextual performance and counterproductive behavior. The job performance questionnaire (Koopsman et al., 2011) was modified and validated by experts to suit the study. A total of 15 questions were included to assess the performance of the respondents. The measurements that were used for Emotional Intelligence, Job Satisfaction and Job Performance is the four-point scale from 1-4 rating to correspond to strongly agree to strongly disagree. The modified questionnaire was validated by experts and subjected to a reliability test.

Data Gathering Procedure - After the approval of the research topic to work on, the researcher started reading different references. To have a full understanding of the topic, the researcher used different books in business, encyclopedias and clippings from business magazines, international journals and the internet. Through extensive reading and research online, the researcher was able to gather enough literature and studies that served as an excellent source for constructing the questionnaire. The adopted modified questionnaire was validated by the panel of experts and was tested for reliability.

For the final survey, a letter of request was sent to the records management office to determine the population of the state university. The ISO form, Freedom of Information Request (FOI) was processed before obtaining the necessary information. The validated questionnaire was submitted to the Vice President for Research, Development and Extension Services Office to seek the review and evaluation of the questionnaire as a protocol of the university. Thereafter, the selected respondents were given informed consent and enough time to answer the questions. The allocated time for distribution and collection of the survey questionnaire took weeks which will be sufficient for the researcher to gather the data needed for the study.

Ethical Considerations - Ethical considerations were practiced in the conduct of the research work to warrant that every information gathered was used for research purposes only to maintain the quality and integrity of the research. The researcher sought the consent of One State University in CALABARZON through request letters and communication to make sure that the target respondents will be prepared to answer necessary questions involved in the research. It ensured the confidentiality and anonymity of the respondents by not seeking their names as they were answering the questionnaires. The researcher let the respondents voluntarily answered the questionnaires according to their will. Lastly, it also ensured that none of the respondents of the study were hurt or harmed, and their safety and security was of top priority.

Data Analysis - To perform data analysis, the following statistical tools were used. Frequency count was used to describe the profile of the respondents. Weighted means and ranking were used to assess the employee intelligence, job satisfaction and job performance. Therefore, Mann Whitney U test and Kruskal Wallis test were used to test for two and three groups as part of the non-parametric tests to determine the significant differences.

Likewise, Spearman rho was used to test the significant relationship. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05.

3. Results and Discussion

Table 1

Emotional Intelligence

| Indicator | Weighted Mean | Verbal Interpretation | Rank |
|-------------------------|---------------|-----------------------|------|
| Self-Awareness | 3.35 | Agree | 3 |
| Self-Management | 3.43 | Agree | 2 |
| Social Awareness | 3.50 | Strongly Agree | 1 |
| Relationship Management | 3.30 | Agree | 4 |
| Composite Mean | 2.88 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents the summary of the emotional intelligence of the teaching personnel of SUCs in CALABARZON. The overall composite mean of 2.8864 indicates that the respondents agreed that they possessed emotional intelligence that was necessary and essential in the workplace. This can be attributed to the efforts of the local and national educational institutions to develop a holistic approach to performing academic duties. Not only are these teaching personnel required to be academically competent, but emotionally intelligent as well.

Based on the table, social awareness got the highest mean of 3.5010. This indicates that the respondents strongly agreed that they possessed social awareness. This can be attributed to the fact that the respondents are encouraged to assess the social aspects of their learners and other co-workers. Teaching personnel helps improve communication skills, teamwork abilities, leadership qualities, and other interpersonal skills that are important for success in a team or group setting. In a study conducted by Mohd Aznan, et al., (2019), results revealed a significant positive correlation between social awareness and job satisfaction, with a correlation coefficient of 0.857. This highlights the importance of social awareness as a contributing factor to employee satisfaction. In the field of education, social awareness can be particularly beneficial, allowing educators to better empathize with learners and improve their job performance. Mohamad and Jais (2016) showed a significant positive correlation between social awareness and job performance, with a significance level of 0.546. These results further emphasize the importance of social awareness in enhancing job performance in the education sector. Meanwhile, self-management ranked second with a mean of 3.4308. Self-awareness ranked third with a mean of 3.3586.

And finally, relationship management ranked fourth with a mean of 3.3090. Despite being the last, the mean score still suggests that the respondents agreed that relationship management contributed to their emotional intelligence. Effective management of workplace relationships can foster trust among employees and promote a harmonious work environment, ultimately contributing to higher job satisfaction. The findings of Lekara and LongJohn (2020) demonstrated a significant positive correlation between relationship management and employee retention and performance, emphasizing the crucial role of effective relationship management in ensuring employees' trust and commitment to the organization.

Table 2 presents the summary table of the job satisfaction of the teaching personnel of a state university in CALABARZON. The overall composite mean of 2.9949 revealed that the respondents were satisfied with their job. Based on the table, the respondents were most satisfied with their co-workers, with a mean of 3.3920. This can be explained by the fact that having positive relationships with co-workers can create a sense of camaraderie and social support in the workplace, which can lead to increased job satisfaction. When employees feel supported by their colleagues, they are more likely to feel engaged and motivated at work, and less likely to experience feelings of isolation or burnout. Abun et al. (2018), revealed a positive correlation between employee-employee relationships and job satisfaction. Specifically, the study identified employee-employee support and expressions of gratitude in the workplace as two variables that significantly contribute to job

satisfaction, as reported by the respondents.

Table 2

Job Satisfaction

| Indicators | Weighted Mean | Verbal Interpretation | Rank |
|--------------------|---------------|-----------------------|------|
| Pay | 2.65 | Satisfied | 9 |
| Promotion | 2.86 | Satisfied | 6 |
| Supervision | 3.10 | Satisfied | 5 |
| Fringe Benefits | 2.70 | Satisfied | 8 |
| Contingent Rewards | 2.75 | Satisfied | 7 |
| Working Conditions | 3.10 | Satisfied | 4 |
| Co-Workers | 3.39 | Satisfied | 1 |
| Nature of Work | 3.24 | Satisfied | 2 |
| Communication | 3.12 | Satisfied | 3 |
| Composite Mean | 2.99 | Satisfied | |

Legend: 4.00-3.5 (Strongly Satisfied) 3.49-2.5 (Satisfied), 2.49-1.5 (Dissatisfied) and 1.49-1.00 – (Strongly Dissatisfied)

Second in rank was the nature of work with a mean of 3.2488. Communication was third with a mean of 3.1233. Meanwhile, fourth in rank was working conditions with a mean 3.1084. Supervision ranked fifth with a mean 3.1043. Sixth in rank was promotion with a mean of 2.8642. Moreover, contingent rewards ranked seventh with a mean of 2.7592. Eighth in rank was fringe benefits with a mean of 2.7023.

And job satisfaction in terms of pay ranked last with a mean of 2.6595. Pay ranking last could be brought about by the fact that people often compare their pay to others in similar roles or industries. If they feel they are being paid less than others, they may feel undervalued and dissatisfied with their job. Mahesh, & Saravanakumar (2020) revealed a positive correlation between higher and fair pay and job satisfaction. Furthermore, the study supports the notion that employees' perception of fairness in their compensation is a significant factor in their level of job satisfaction.

Table 3

Job Performance

| Indicator | Weighted Mean | Verbal Interpretation | Rank |
|---------------------------------|---------------|-----------------------|------|
| Task Performance | 3.24 | Agree | 1 |
| Contextual Performance | 2.96 | Agree | 2 |
| Counterproductive Work Behavior | 2.28 | Agree | 3 |
| Composite Mean | 2.83 | Agree | |

Legend: 4.00-3.5 (Strongly Agree) 3.49-2.5 (Agree), 2.49-1.5 (Disagree) and 1.49-1.00 – (Strongly Disagree)

Table 3 presents the summary table of the job performance of the teaching personnel of a state university in CALABARZON. The overall composite mean of 2.8326 indicates that the respondents agreed that the variables helped them improve their performance. Based on the table, Task Performance received the highest mean of 3.2435. This can be due to the fact that task performance provides a clear and measurable way to assess an employee's ability to meet the requirements of their job, and contribute to the success of the organization.

Task performance can also encompass an employee's attitude towards their work, and how this attitude impacts their ability to accomplish tasks effectively. Shahab & Nisa (2014) suggest that an employee's work attitude is closely related to their personality traits. When an employee's occupation aligns with their personality, they are more likely to be able to adapt to their job and perform effectively. This highlights the importance of considering not only an employee's technical skills and abilities, but also their personality and work attitude when evaluating task performance. Meanwhile, Contextual Performance ranked second with a mean of 2.9652. And finally, Counterproductive Work Behavior ranked last with a mean of 2.2890. This can be attributed to the notion that it can result in decreased morale, trust, and cooperation among employees. When an employee engages in counterproductive work behavior, it can create a negative work environment and erode trust among colleagues. This can lead to decreased collaboration and communication, which in turn can hinder the achievement of organizational goals. Ariani (2013) found a significant negative relationship between CWB and

job performance, indicating that employees who engage in CWB are likely to have lower job performance ratings. The negative relationship was observed across different types of CWB, including interpersonal deviance, production deviance, and absenteeism, suggesting that all forms of CWB have negative effects on job performance

Table 4

Relationship between Emotional Intelligence and Job Satisfaction

| Emotional Intelligence | rho-value | p-value | Verbal Interpretation |
|-------------------------|-----------|---------|-----------------------|
| Self-Awareness | .785** | 0.000 | Significant |
| Self-Management | .305** | 0.000 | Significant |
| Social Awareness | .769** | 0.000 | Significant |
| Relationship Management | .658** | 0.000 | Significant |
| Overall Mean | .510** | 0.000 | Significant |

Table 4 shows the result of the test for significant relationship between emotional intelligence and job satisfaction. It can be noticed that overall, it had a p-value of <.001 which was less than the 5 percent level of significance. This connotes that there was significant relationship between emotional intelligence and job satisfaction. With regard to the strength and direction of relationship, the R-value of .510 manifested that there was moderate positive correlation between emotional intelligence and job satisfaction.

It can be observed in the results that self-awareness had a significant low positive correlation with promotion and co-workers. Results indicate a p-value less than 0.05 and R-value of 0.162 on both variables. Moreover, there was also a significant low positive correlation between self-awareness, fringe benefits, and communication. Results indicate a p-value less than 0.01 and R-value of 0.448 on both variables. Additionally, there was a significant high positive correlation between self-awareness and contingent rewards. Results indicate a p-value less than 0.01 and R-value of 0.785. Moreover, it can be perceived in the table that self-management had a significant low positive correlation with pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work, and communication. Results indicate that self-management and these variables had a p-value less than 0.01. They had R-values of 0.300, 0.279, 0.250, 0.291, 0.305, 0.300, 0.279, 0.250, and 0.291, respectively.

Social awareness had a significant low positive relationship with supervision and nature of work. Results indicate that they had a p-value less than 0.01 and r-value of 0.201. Social awareness also had a significant low positive relationship with promotion and co-workers. Results indicate that they had p-value less than 0.001 and r-value of 0.291. Moreover, social awareness had a significant moderate positive correlation between fringe benefits and communication. Results indicate that they had p-value less than 0.01 and r-value of 0.525. Finally, social awareness had a significant high correlation with contingent rewards. Results indicate that they had a p-value less than 0.01 and r-value of 0.769.

Lastly, relationship management had a significant low positive relationship with promotion and co-workers. Results indicate that they had a p-value at 0.01 and r-value of 0.189. More so, relationship management had a significant low positive correlation with fringe benefits and communication. Results indicate that they had a p-value less than 0.001 and r-value of 0.416. Finally, relationship management had a significant moderate positive correlation with contingent rewards. Results indicate that they had a p-value less than 0.01 and r-value of 0.658.

The positive correlation between emotional intelligence and job satisfaction can be linked to the fact that emotional intelligence can help individuals approach problems and conflicts in a more thoughtful and constructive way, leading to more positive outcomes and greater job satisfaction. Moreover, emotional intelligence can help individuals manage their own emotions in stressful situations, leading to lower stress levels and greater job satisfaction.

This can be supported by the study of Ahmed & Malik (2019) which showed that emotional intelligence was

positively related to job satisfaction, and that this relationship was partially mediated by organizational commitment. The researchers concluded that emotional intelligence can be an important factor in promoting job satisfaction among employees. Moreover, Sanchez-Gomez & Bresó (2020) showed that emotional intelligence was positively related to job satisfaction, and that this relationship was stronger for employees who reported high levels of emotional exhaustion.

Table 5*Relationship between Emotional Intelligence and Job Performance*

| Job Satisfaction | rho-value | p-value | Verbal Interpretation |
|--------------------|-----------|---------|-----------------------|
| Pay | 0.038 | 0.527 | Not Significant |
| Promotion | .250** | 0.000 | Significant |
| Supervision | 0.099 | 0.087 | Not Significant |
| Fringe Benefits | .388** | 0.000 | Significant |
| Contingent Rewards | .510** | 0.000 | Significant |
| Working Conditions | 0.038 | 0.527 | Not Significant |
| Co-Workers | .250** | 0.000 | Significant |
| Nature of Work | 0.099 | 0.087 | Not Significant |
| Communication | .388** | 0.000 | Significant |
| Overall Mean | .510** | 0.000 | Significant |

Table 5 shows the result of the test for significant relationship between emotional intelligence and job performance. It can be noticed that overall, it had a p-value of $<.01$ which was less than the 5 percent level of significance. This connotes that there was significant relationship between emotional intelligence and job performance. With regard to the strength and direction of relationship, the R-value of .341 manifest that there was low positive correlation between emotional intelligence and job satisfaction.

Dealing with the specific construct of emotional intelligence, self-awareness had a significant low positive correlation with counterproductive work behavior. Results indicate that they had a p-value less than 0.05 and R-value of 0.140. Moreover, self-awareness had a significant low positive correlation with contextual performance. Results indicate that they had a p-value less than 0.01 and r-value of 0.316. More so, self-management had a significant low positive correlation with contextual performance. Results indicate that they had a p-value less than 0.05 and r-value of 0.145. Meanwhile, self-management had a significant low negative correlation with task performance. Results indicate that they had a p-value less than 0.01 and r-value of -0.179.

Social awareness had a significant low negative correlation with contextual performance and counterproductive work behavior. Results indicate that they had p-values less than 0.01 and 0.05, respectively. It also indicates that they had r-values of -0.154 and -0.148, respectively. Lastly, relationship management had a significant positive low correlation with contextual performance. Results indicate that they had a p-value of less than 0.05 and r-value of 0.147. Moreover, relationship management had a significant negative low correlation with task performance. Results indicate a p-value less than 0.05 and r-value of -0.135.

The impact of emotional intelligence on job performance can be due to the fact that individuals with high emotional intelligence are better equipped to manage their emotions and stay focused on tasks, which can increase productivity and efficiency. Moreover, emotional intelligence can help individuals develop strong leadership skills by enabling them to inspire and motivate their team members, manage conflicts effectively, and provide constructive feedback.

This is supported by the study of Krishnakumar et al. (2019), which showed that emotional intelligence was positively related to job performance, suggesting that employees with higher emotional intelligence were more likely to perform well in their job. Additionally, the study found that job satisfaction partially mediated the relationship between emotional intelligence and job performance. Moreover, the study of Hameli & Ordun (2022) showed that emotional intelligence was positively related to job performance, and this relationship was fully mediated by self-efficacy and work engagement. The study suggests that employees with higher emotional

intelligence are more likely to have higher self-efficacy and work engagement, which in turn leads to better job performance.

Table 6

Relationship between Job Satisfaction and Job Performance

| Job Performance | rho-value | p-value | Verbal Interpretation |
|---------------------------------|-----------|---------|-----------------------|
| Task Performance | .530** | 0.000 | Significant |
| Contextual Performance | .604** | 0.000 | Significant |
| Counterproductive Work Behavior | -.122* | 0.034 | Significant |
| Overall Mean | .536** | 0.000 | Significant |

Table 6 shows the result of the test for significant relationship between job satisfaction and job performance. It can be noticed that overall, it had a p-value of $<.01$ which was less than the 5 percent level of significance. This connotes that there was a significant relationship between job satisfaction and job performance. With regard to the strength and direction of relationship, the R-value of .536 manifested that there was a moderate positive correlation between job satisfaction and job performance.

Dealing with the specific construct of job performance, task performance had a significant low positive correlation with pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, and communication. Results indicate that they had a p-value less than 0.01. Moreover, the results indicate that they had R-values of 0.330, 0.143, 0.450, 0.322, 0.369, 0.436, and 0.459, respectively. Meanwhile, task performance had a significant moderate positive correlation with co-workers and nature of work. They had a p-value of less than 0.01, and r-values of 0.552 and 0.580, respectively.

Contextual performance, on the other hand, had a significant low positive correlation with contingent rewards, work conditions, and co-workers. They had a p-value less than 0.01, and r-values of 0.489, 0.221, and 0.450. In continuation, contextual performance had a significant moderate positive relationship with pay, supervision, fringe benefits, and nature of work. Results indicate that they had p-value less than 0.01, and r-value of 0.562, 0.689, 0.547, and 0.613, respectively. Finally, counterproductive work behavior had a significant low negative correlation with working conditions, co-workers, and nature of work. Results indicate that they had a p-value less than 0.05, and r-values of -0.117, -0.162, and -0.251.

The impact of job performance on job satisfaction can be explained by the fact that employees who perform well and achieve their goals may feel a sense of accomplishment and satisfaction in their work. They may also receive recognition or rewards for their performance, which can contribute to their overall job satisfaction. Moreover, when employees have more control over their work, they are likely to feel more satisfied with their job, which can improve their performance. Autonomy can also lead to increased creativity and innovation, which can benefit the organization.

Conte et al. (2019) found that both job satisfaction and work engagement predicted job performance over time, with job satisfaction having a stronger effect than work engagement. Specifically, they found that higher levels of job satisfaction predicted better job performance over time. The authors suggest that interventions aimed at improving job satisfaction may have a positive impact on job performance. Moreover, Ng et al., (2021) showed that job satisfaction was a significant predictor of job performance among healthcare professionals. Specifically, the authors found that higher levels of job satisfaction were associated with better job performance, while lower levels of job satisfaction were associated with poorer job performance. The authors suggest that interventions aimed at improving job satisfaction may have a positive impact on the quality of healthcare services provided by healthcare professionals.

A framework is proposed by the researcher to the Human Resource Management Office as the output of this study. The framework is composed of emotional intelligence, job satisfaction, and job performance variables. This can be essential to assess employees and later used in strategic planning in developing training programs. A similar model was developed by Conte (2019), where they found that emotional intelligence has a direct effect

on job satisfaction, which in turn has a direct effect on job performance. The authors suggest that their model can be used to improve the management practices of organizations by highlighting the importance of emotional intelligence in improving job satisfaction and job performance.

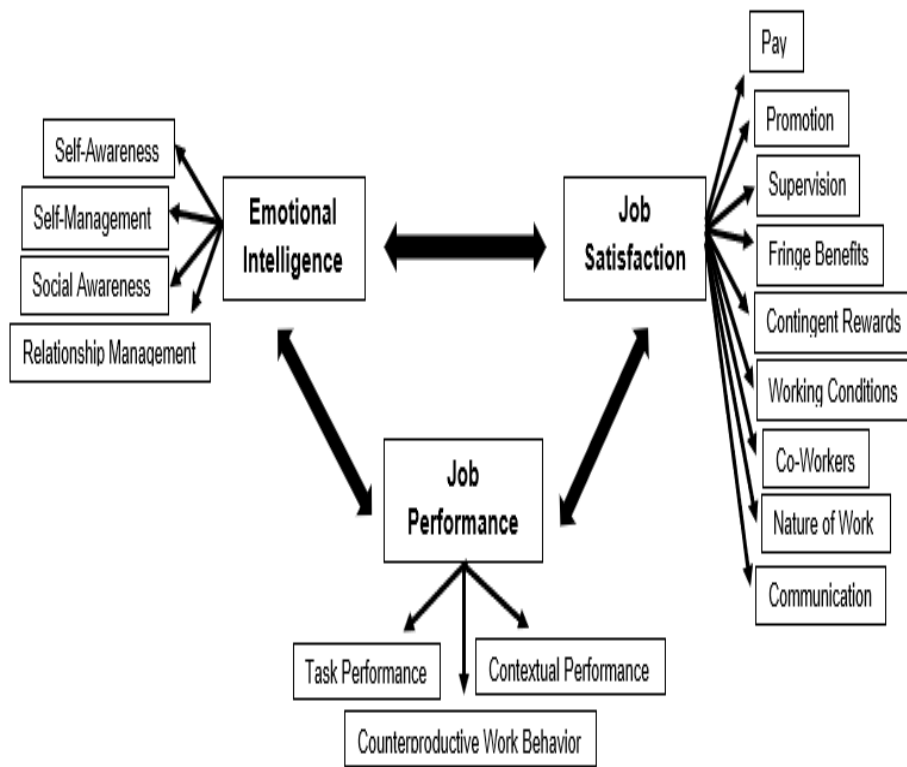


Figure 1. Employee Intelligence, Job Satisfaction and Job Performance Framework

Figure 1 presents the framework developed by the researcher for employee intelligence, job satisfaction and job performance of a state university. Based from the studies, employee with a higher level of emotional intelligence competency will most likely to have higher job satisfaction. This is because the employees with higher emotional intelligence are able to develop strategies to overcome the possible consequences which may arise out of stress. It can be linked to the fact that emotional intelligence can help individuals approach problems and conflicts in a more thoughtful and constructive way, leading to more positive outcomes and greater job satisfaction. Moreover, emotional intelligence can help individuals manage their own emotions in stressful situations, leading to lower stress levels and greater job satisfaction.

On the other hand, the impact of emotional intelligence on job performance can be due to the fact that individuals with high emotional intelligence are better equipped to manage their emotions and stay focused on tasks, which can increase productivity and efficiency. Moreover, emotional intelligence can help individuals develop strong leadership skills by enabling them to inspire and motivate their team members, manage conflicts effectively, and provide constructive feedback. This is supported by the study of Kim et al. (2020), which showed that emotional intelligence was positively related to job performance, suggesting that employees with higher emotional intelligence were more likely to perform well in their job.

Lastly, the impact of job performance on job satisfaction can be explained by the fact that employees who perform well and achieve their goals may feel a sense of accomplishment and satisfaction in their work. They may also receive recognition or rewards for their performance, which can contribute to their overall job satisfaction. Moreover, when employees have more control over their work, they are likely to feel more satisfied with their job, which can improve their performance.

4. Conclusions and Recommendations

Based on the results, the respondents strongly agreed that social awareness contributes to their emotional intelligence. Moreover, they agreed that self-awareness, self-management, and relationship management contributed to their emotional intelligence. This indicates that the respondents agreed that they possessed emotional intelligence that was necessary and essential in the workplace. This can be attributed to the efforts of the local and national educational institutions to develop a holistic approach to performing academic duties. The respondents agreed that pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work, and communication impact their job satisfaction. This can be explained by the fact that having positive relationships with co-workers can create a sense of camaraderie and social support in the workplace, which can lead to increased job satisfaction. The respondents agreed that task performance, contextual performance, and counterproductive work behavior affect their job performance. This signified that employee's occupation aligned with their personality, they are more likely to be able to adapt to their job and perform effectively. It highlights the importance of considering not only an employee's technical skills and abilities, but also their personality and work attitude when evaluating task performance. There was a significant difference in the responses of the respondents when grouped according to their age, sex, civil status, length of service, and rank. Respondents who belonged to the age group of less than 25 years old, males, widowed/separated, more than 16 years, and Professors 1-6 had the highest means for each profile respectively. There was a significant moderate positive correlation between emotional intelligence and job satisfaction. Meanwhile, there was a significant low positive correlation between emotional intelligence and job performance. Finally, there was a significant moderate positive correlation between job satisfaction and job performance. Based on the result of the study, the researcher developed a framework that can be used as an input to human resource management to achieve the optimum job performance of teaching personnel in a state university.

The Human Resource Management Office has the option to consider on a periodical basis the administration of Emotional Intelligence Competency test in order to improve the competency level. It is recommended for the Human Resource Management Office to conduct an assessment on job satisfaction of the teaching personnel to determine the weak points among the facets and conduct job performance evaluation to sustain a harmonious and productive environment. The significant findings between the relationship of Emotional Intelligence, Job Satisfaction and Job Performance could serve as one of the bases on strategic human capital programs. The proposed framework may be used for human capital strategic planning in terms of developing for a training program. A lot of tools on assessing emotional intelligence ability models, job satisfaction and job performance are readily available in the market and on the web, but since the tool was made and developed in a different environment, contextualizing the instrument is highly recommended to suit the organization. Further studies may also be conducted into the municipalities and industries of the province not only to revalidate the findings of the present studies but to explore the importance of assessing each employee's emotional intelligence, job satisfaction and job performance.

5. References

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