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**PREDICTING JOB PERFORMANCE ACCORDING TO EMOTIONAL
INTELLIGENCE OF THE PHYSICAL EDUCATION TEACHERS OF KAZEROON IN
THE 2015-16 EDUCATIONAL YEAR**

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ABSTRACT

The purpose of this research is to study the predicting of job performance according to Emotional Intelligence among the physical education teachers of Kazeroon.

The method of this research is analytical and it is in applied researches field. The statistical society included of all teachers of physical education in Kazeroon schools that they were 62. So the sample size was considered as equal as the statistical society. The data were collected by using of 2 questionnaires: 1) Peterades's and Forenham's emotional intelligence (2002); 2) Peterson's job performance (1990). The validity of both questionnaires is approved by ten 10 professors and their reliabilities are 0.81 and 0.82 respectively according to the Kronbach's alphabet. The data were analyzed with many ways such as descriptive-statistical method, Pearson's correlation and multiple regressions.

The results shows that there is a positive and meaningful relationship between emotional intelligence and job performance of the physical education teachers ($P \leq 0.05$) and also emotional intelligence and its dimensions can explain about 46 percents of changes in job performance. It means that the teachers with higher emotional intelligence have better performance ($P < 0.05$, $r = 0.655$).

These results show that emotional intelligence has a great importance on job performance of physical education teachers.

Keywords: Emotional Intelligence, Job Performance, Physical Education Teachers

INTRODUCTION

Now a day's one of the most important topics in offices is to have personnel's with the best characteristics, best performance, and finally they can increase the performance of organization. We see many times that the same persons in the same organizational position have different performance or successes. So the determination and improve the effective factors are so important.

One of the most important ways to boost the successful performances and omit the weak performances is to concentrate on the personal characteristics of the personnel's. The new studies show that one of the most important factors that can affect on the personnel's performance is his/her emotional intelligence. Newer and Sallovey (1990), believe that the most important key element in social and personal life is this term "emotional intelligence" this term was used at 1990, by Daniel Goleman for the first time he defined the emotional intelligence as the ability of controlling the feelings of yourself and the other's, accept the attitudes of other people and controlling the social relations and proficiencies [1]. Goleman (1995) believed that not only the managers and the heads of an organization need to have emotional intelligence but also all personnel's of that organization should have

it. And the people should raise emotional intelligence components in themselves so that they can be successful in the challenges [7].

These components are: 1) self awareness: have deep and obvious understanding of excitements and feelings, weak and strength spots, his /her needs and health, and do his/her works precisely; 2) Self controlling or self management: having the skill of controlling and managing the feeling which is based on the self awareness and just the people who can control their feelings can adapt with these changes; 3) Self-motivation, have enough commitment to doing works he/she shouldn't became disappointed when he/she failed and they should be Optimistic to their future whoever that can stimulate his/her feeling in the right time can be effective and productive in every activity that are assigned to him/her; 4) Empathy: having the skill of sympathy and empathy with other people; 5) Social relationships or controlling the relationships with other people: the art of having social relationships very much, control and manage others feelings and having the skills of managing the groups.

Virginia (2007) found that the importance of emotional intelligence is twice of Cognitive intelligence and specific skills in different

jobs and 85 percents of factors that separate best job performances from the mean performances are referred to emotional intelligence and just 15 percent of this related to cognitive intelligence. Some researchers theorize that job performance under the effects of the ability of personnel who use emotional intelligence and this is one ability level out of four [2]. The results show that the people can learn emotional intelligence by practicing. We can improve its qualitative and quantitative level by the suitable training. The American government spends 50 billion dollars in a year for educating people.

A great part of this budget is spend in the fields of emotional and intelligence skills and capabilities. Emotional intelligence with itself is the biggest factor for predicting person's performance in the work environment and it is the strongest power for leading and successfulness [1]. Yang (2007) believes that the personnel's with low emotional intelligence have less awareness about their excitements so their stress will became more and more and it caused that their performance decreased [9]. Job performance is the rate of efficiency that earns from person's occupation in services, productive or educational organizations and it's affected by these 2 factors; 1) Ability to do the activities; 2) Personnel's motivation,

as the Rogelberg (2007) said the performance is the activities that are normally part of person's job and he/she should do them [10]. Swanson et al (2002), believe that job performance is the efficiency of personnel's activity according to their defined duties and it include the consequence of Manpower's activities in the works that assigned to them and the amount of his/her trying and is/her range of success in his/her job duties and the expected behavioral assignments.

Ang et al (2006), defined performance as the activities that are done by the personnel to achieve pre-set goals of the organization and it include different indexes such as: Job satisfaction, commitment, ability, motivation, efficiency and etc [11]. Hoy and Mixel (2003) said that performance increasingly related to the ability of using implications, theories and the experiential skills in recent years many researches were done in the field of emotional intelligence and job performance which shows the effects of this variables better. Dehnavi (2012) in his research study the correlation between emotional intelligence, cognitive intelligence and its five levels with the performance of headmasters of three levels of schools in Isfahan, Lanjan [2]. He concludes that there is a positive and meaningful relationship between emotional intelligence and job

performance and we can predict job performance from the score of emotional intelligence (0.17).

Akbari and Arish (2012) in a research with the title of data analysis and the analysis of the relationship between emotional intelligence and job performance by using decision tree among the staffs of ICT project in Mashhad found that there is a positive and meaningful relationship between emotional intelligence and job performance and we can predict the job performance with the use of emotional intelligence [3].

Shoushtarian et al (2009) study the effects of emotional intelligence on job satisfaction, organizational commitment and job performance of production workers of Fars [4]. They founded that there is a meaningful relationship between emotional intelligence and job performance. Yozgat et al (2013) study the Intermediate role of emotional intelligence in the field of Occupational stress and job performance among the Istanbul security police [14]. They founded that there is a positive and meaningful correlation between emotional intelligence and job performance and emotional intelligence. Have a very high effect in predicting job performance rate. Al Ali et al (2012) study the relationship between emotional intelligence and job performance

in police stations [12]. They founded that there is a positive and meaningful relationship between levels of emotional intelligence and job performance. Have the precise knowledge about manpower's who are working in training and education organization have a great importance within the wave of changes and social development. Selection and appointment of teachers should be done according to their personal characteristics [5]. Having knowledge about the teacher's personal characteristics can help us to assign them the activities that have Coincident with their capacities and their personal characteristics and finally it help us to improve teacher's performance and effectiveness. The system of training and education organization in physical education field is the main administrator of the country in this field; but they have a lot of problems and it seems that some of these problems (efficiencies) are related to the weak performances of manpower's and specially the physical education teachers. According to the presented information we understand that within a scientific attitude and willing to change toward the weak performance of physical education teachers we should provide a situation for understanding and developing emotional intelligence characteristic to empower the teachers'

performances. It needs extensive scientific studies in order to fill these scientific gaps up. So the researcher is interested in determining the relationship between emotional intelligence and job performance of physical education teachers and answer to these questions:

- 1) Is there any positive and meaningful correlation between emotional intelligence and job performance?
- 2) Can we predict job performance by the use of emotional intelligence and its dimensions?

SUBJECTS AND METHODS

The method of this research is descriptive-deductive and it is in applied researches field. The statistical society of this research is the physical education teachers of Kazeroon in 2015-16 they are 62 teachers. All teachers participate in the research in a census way. The data collection instruments include two questionnaires: 1) Peterades's and Forenham's emotional intelligence (2002). It has four subscales of understanding the emotions of yourself and others, emotion controlling, social skills and being optimistic. It has 30 questions that are adjusted in a 7 choice Likert questionnaire. The validity of this questionnaire is approved by 10 professors. And the reliability of that obtained 0.81 by the Kronbach's Alfa

method; 2) Peterson's job performance (1990). It has 15 questions that is adjusted in a 4 choice Likert questionnaire and the validity of this questionnaire is approved by ten professors and its reliability was calculated by Kronbach's Alfa method (0.82). After we collect and arrange the data we enter them to SPSS. We use descriptive-statistical method to analyze the data (mean, standard deviation and percentages), and also use deductive-statistical method (Pearson's correlation test, multiple Regression analyze).

RESULTS

The present research is a kind of applied researches which is done in a correlation sectional way in 2015-16 educational years in Kazeroon. to grade the emotional intelligence and job performance of physical education teachers first we should determine the percentage of mean score of the total questionnaires grades if this percentage is more than 66.6 it means that you are in a strong status and if the percentage is less than 33.3 it means that you are in a weak status and if the percentage is between 33.3 and 66.6 it called the average status of emotional intelligence and job performance of physical education teachers.

According to the information of table 1, the obtained amount for emotional intelligence is

66.6<140. It shows us a strong status of emotional intelligence and the job performance percentage is 18<33.3 that shows a weak status of physical education teachers' performance in Kazeroon schools.

The data of table 2 shows that we can claim that to 95 percent there's a positive and meaningful relationship between emotional intelligence and job performance. The minimum amount of Correlation coefficient is related to being Optimistic (r=0.305) and the maximum amount is related to emotional intelligence (r=0.655).

According to table 3 and the amounts of standardized coefficients the effects of understanding of your and others feeling on job performance is 0.234, controlling of emotions is 0.401, adapting your relationship with others is 0.186, being Optimistic is 0.085, emotional intelligence is 0.054. Also the obtained amount for R is (0<R=0.678<1), shows that there are a lot of Correlation between emotional intelligence and job performance and the obtained R square (R²=0.459), express this 46 percent of changes of job performance is related to emotional intelligence.

Table 1: Statistical description of emotional intelligence and job performance

Variables	Mean Score	Standard Deviation	Percentage
Emotional intelligence	170.10	12.338	140.00
Job performance	27.95	5.801	18.00

Table 2: Pearson's Correlation coefficient the dimensions of emotional intelligence with job performance

Variables	Emotions understanding	Emotion controlling	Adapting relationships	Being optimistic	Emotional intelligence
Job performance	0.486**	0.579**	0.377**	0.305**	0.655**

*P<0.05; **P<0.01

Table 3: Regressive coefficient the dimensions of emotional intelligence and job performance

Variable	Predicting	Unstandardized	Standardized	R	R ²	F	Meaningful
Emotions							
Understanding	0.313	0.234	0.678	0.459	9.340	0.000	
Emotion							
Controlling	0.462	0.401				0.000	
Job performance							
Adapting relationships	0.237	0.186				0.001	
Being							
Optimistic	0.125	0.085				0.010	
Emotional							
Intelligence	0.026	0.054				0.039	

CONCLUSION

The purpose of this research is to study the relationship of emotional intelligence and job performance. the results of this research

shows that the total score of emotional intelligence is 170.10, it shows the high position of emotional intelligence in the statistical society that are under study and

between emotional intelligence and components of understanding of your emotions and other's emotions, emotions controlling, adapting your relationship with others and being Optimistic and job performance of physical education teachers there is a positive and meaningful relationship. The findings of this research are as same as these researches: Akbari and Arish (2012), and Kenneth et al (2007) [3,13]. But it's not as same as Barnes (2008), Dehnavi and Abedi findings (2012) [2]. Also the predictability of 46% of emotional intelligence has a very high ability in determining job performance variance. the emotions controlling have the most effect and the being optimistic have the minimum effect on predicting job performance that is as same as Gharebaghi and Rahinnia (2013), Dehnavi and Abedi (2012), Yozgat et al (2013), Azman et al (2010), and Tony (2007) [2,5,14,15,16]. These findings have an approximate concordance with the theories of effectiveness of emotional intelligence on behaviors on working and social environments [7]. Goleman (1995) believed that there is emotional intelligence in the best performances as same as technical and conceptual skills synthetically. And approximately 90 percent of difference in personnel's performance is because of

emotional intelligence. Your and other's emotions means that you know you're and other's excitement and feelings, weak and strength points, your needs and health [7].

Emotions control means that you can dominate your feelings and manage them, understand the differences, suitable reaction. The social skills component means to inhibit and control other's feelings. Having the high level of relationship with other people and being Optimistic means that they have commitment to their duties, lead the feelings in a particular way and not to be so disappointed in face of failures. So understanding of emotional intelligence with its dimensions can have an effective and important role in determining job performance.

According to the presented information knowing the characteristics of teacher's personality can improve the situation for their attraction and keeping and also the organization with doing various outputs that are adapted with the characteristics of teacher's personality can increase their performance and effects [5]. The system of training and education organization with their special attention to educative and training goals and the personal characteristics of teachers they need to have human resources with optimal characteristics and high

performance and they have the major part of athletic performances at national and global levels. So the performance of physical education teachers as the main performers can have a great effect on decreasing the championship age in a short period. While according to the employment records and citing fundamental transformation document of training and education organization they pay more attention to the physical education teacher's proficiency and professional skills and they pay less attention to the physical education teacher's personality characteristics. But by new findings and the important role of emotional intelligence in affecting the job performance, know about the teacher's emotional intelligence can improve the performances and help us to achieve the athletic goals of organization in an effective way.

The physical education teachers with high emotional intelligence have a more realistic knowledge about their and other's motivation, they decide better in unexpected events, they got the responsibilities in range of their ability, they are honest with themselves and others, they treat logically in difficult situation by controlling their feelings, they have a high adaptation ability with the changes, they are skillful and disciplined in their relationships and their

assigned works. The teachers with such special characteristics with Synergistic in performances can have a very effective role in improvement of school physical education level, decreasing the expenses of school and organization, increase the efficiency of organization progressing the personal and organizational goals in a more extensive dimension such as the sport of society, in social Anomaly, decrease of Cost of treatment and improve the health of society. As the emotional intelligence is Educable, the head managers can provide some courses in universities and schools and holding inservice workshops to build a suitable field to boost the emotional intelligence of teachers. Also in the employing policy of training and education organization they paid a great attention to people's personality characteristics and in their job interviews they should evaluate emotional intelligence indexes in addition to physical evaluation.

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