



Exploring the interplay between social intelligence, emotional intelligence, and job performance among college teachers

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Abstract

Socio-emotional management in teachers is extremely substantial, for this is imperative, not merely for their well-being but also to rediscover the joy of teaching, which results in improving student learning. This study investigated the emotional intelligence (EI) and social intelligence (SI) of teachers and their teaching performance as perceived by the students. The study participants were the 120 full-time teachers of Christ College, Irinjalakuda, Kerala. It utilized a descriptive correlational and causal design in describing the relationship among variables. The results show that there is no significant relationship between EI and SI of teachers to their teaching performance. Both EI and SI promote humanity, enrich one's life with people and society concerned. However, it is common knowledge that these two skills rarely address in teacher training. Promoting the benefits of the competences of the nature of teachers' EI and SI for a better understanding is still considered indispensable. It was recommended that the School Administrators appropriate supplementary programs for EI and SI awareness and guidance counselors encourage them to renew and strengthen their commitment to socio-emotional development programs among teachers.

Keywords: Social intelligence, job performance, emotional intelligence, college teachers, performance, descriptive correlational

Introduction

The science of emotions is very new, and colleges are just beginning to understand how emotions impact students' learning and well-being. Socio-emotional management in teachers is paramount for this is imperative not only for their well-being but also to rediscover the joy of teaching, which results in improving student learning.

Emotional Intelligence (EI) is one of the remarkable issues in terms of teaching. It directly affects the teachers' behavior working in an organization. On a related note, not all teachers are the same. They have their unique style to socialize with others and how to communicate individuals even in crucial times. Hence, Social Intelligence (SI) is a prerequisite for teachers and has become an essential skill in the teaching profession. Moreover, teachers whose behaviors are associated with high social intelligence stress the value of collaboration.

The value of this study fabricated on the idea that the teachers' emotional intelligence and social intelligence can influence teaching performance. Strong EI and SI have also been shown to have multiple benefits for teachers themselves (Gkonou & Mercer, 2021). However, these two skills are rarely addressed in teacher training, either pre-service or in-service. With this in mind, it is the primary aim of this research to advocate the benefits of promoting these competences. After all, the worth as teachers lies in finding ways and means to alleviate whatever scenario our classes are in so that in every time our learners come into class, meaningful learning can be achieved (Tadlip, 2020).

Objective of the study

The study investigated the levels of social intelligence and

emotional intelligence of the teachers and their teaching performance.

Framework

The study was anchored on the theory of Goleman's Emotional Intelligence Scale and Tromsø Social Intelligence Scale (TSIS). The intelligent use of emotions is a fundamental mechanism in psychological adaptation and well-being as individuals with higher EI have lower levels of stress and higher levels of happiness (Ruiz-Aranda, Extremera & Pineda-Galán, 2014). SI, on the other hand, is linked closely to EI, and both can help teachers increase their well-being. One of the best things about developing teachers' social-emotional skills is to turn around and help students do the same thing. Thus, it is one of the reasons why teachers need the help of students to get feedback about his teaching job to improve his teaching skills. Sarzynki (2018) concluded that students' participation in standards-based performance assessments could help teachers improve their practice. Since teachers have a large responsibility to promote and ensure learning in students, the only way to determine the effectiveness of a teacher is through assessment or evaluation (Nitalinda, 2020).

Methodology

Research design

This research is a descriptive correlational study and is using a quantitative data survey. Inclusion with this method is a study in which the researcher is primarily interested in describing relationships among variables and seeking to establish a causal connection. The application of this design could help gain more insights that would help make the research conclusion more concrete (Creswell, 2020) [2].

Research setting

The researcher identified Christ College, Irinjalakuda, Kerala as the location for conducting this study. The researcher purposefully chose this institution so that this study could be of great help to the researchers. Most of all, the prospected participants’ population was an appropriate reason to acquire quality information for the benefit of the study.

Participants of the study and sampling procedure

The research used the universal sampling method. The participants of this study were the 120 full-time teachers, and the students represent each class of the teachers. The faculty, being the mainstream of educational learning, have started to embrace the 21st-century approach and pedagogy for the betterment of the curriculum and instruction.

Research instruments

The study adopted the Emotional Intelligence (EI) and Social Intelligence (SI) survey questionnaires from international studies. Further, the researcher sent permission requests to the original researchers - who responded and provided the researcher with permission to use. As for Teaching Performance, the researcher adopted the institutional survey questionnaire used by the Diocese of Butuan Educational System (DBES).

There were two sets of survey questionnaires that asked teachers and students to answer the questions with the degree to which each statement is described. The Emotional Intelligence survey, with 60 questions, has four separate sections; the Social Intelligence survey, with 30 questions, has three sections; Teaching Performance, with 30 questions, has four sections.

Data gathering procedure

The researcher sent a permission letter to conduct the study to the Dean of the School of Graduate Studies and Vice President for Research, Publication, and Extension. For further approval to conduct the study, the researcher sent another letter addressed to the Director for Academic Affairs of Christ College, Irinjalakuda, Kerala. Then, the researcher conducted pre-orientation relating to the purpose, process, and benefits of the study. Subsequently, the fulltime teachers of NASC gave consent on questionnaires.

Further, the researcher administered a guided survey to all student-participants in rating their teachers’ performance by providing interpretations, explanations, and situation-examples for better understanding.

Statistical treatment and data analysis

Mean was used in gathering the level of the participants’ EI, SI, and Teaching Performance. The study used Pearson product-moment correlation to analyze the relationship between emotional intelligence and social intelligence and teaching performance. It used the multiple regression analysis to determine the significant variable that best predicts the teaching performance of the fulltime teachers of NASC.

Validity and reliability

The questionnaire used in this study was administered to a pilot sample of 120 teachers randomly from institutions.

This pilot study consisted of two dimensions: Emotional Intelligence (EI) and Social Intelligence (SI). It used a five-point frequency Likert-type scale for multiple sections of the instrument, and it ranged from 5 = Always to 1 = Never. The higher the score, the more positive the participant’s attitude toward EI and SI, while the lower scores indicate fewer positive attitudes toward EI and SI. However, questions in SI - such as numbers 8, 11, 12, 15, 16, 17, 18, 19, 20, and 21 - are negatively worded. Hence, they scored in reverse. On the other hand, the researcher adopted the teaching performance from DBES. The diocese used this tool for the annual teacher’s evaluation of teaching performance.

For the multiple sections of the instrument, they used a five-point quality Likert-type which ranged from 5 = Excellent to 1 = Poor. The higher the score, the more positive the performance that the participant practices in teaching, while the lower scores indicate fewer positive performance toward teaching.

The response options were from 1 to 5 range, allowing for adequate variability to produce reliable results. The research employed descriptive statistics to analyze this type of data by calculating the means of the items, the standard deviations, and the percentage of participants responding in each response category.

Results and Discussion

Table 1: Summary Table of Mean of Teachers’ Level of Emotional Intelligence

Variable	Mean	Verbal Description
Self-Awareness	4.34	High
Self-Regulation	4.27	High
Motivation	4.33	High
Social Awareness	4.19	High
Social Skills	4.02	High

Table 1 shows the summary means of the teachers’ level of emotional intelligence. Self-awareness has the highest mean with 4.34, and is followed by self-regulation with 4.27; both are high. Self-awareness is the ability to recognize one’s emotions and to know one’s strengths and limits. Becoming self-aware is about the process of understanding oneself. So, when teachers are aware of their strengths and limitations, they can be more confident about what they can and cannot do. On the other hand, self-regulation allows teachers to manage emotions and reactions, and when teachers choose the best response for any situation, they choose not to react impulsively.

The construct with the lowest mean (4.02) is social skills. Though classified as high, still, it should be given emphasis. Since social skills provide the teachers with the ability to understand and respond to others’ needs, there is a call for improvement because understanding other people’s feelings are central to emotional intelligence.

Adeyemo & Chukwudi (2021)^[1] stressed that emotionally intelligent individuals tend to make better team players and are more effective at motivating themselves and others. Since teachers are significant in searching for productive and sustainable educational standards, it is imperative to evaluate and give importance to their effectiveness as teachers.

Table 2: Summary table of mean of teachers level of social intelligence

Variable	Mean	Description
Social Information Processing	3.76	High
Social Skills	3.34	Average
Social Awareness	2.80	Average

Table 2 shows a summary of the means of the teachers' level of social intelligence. The result has social information processing classified as high with a 3.76 mean.

Further information has that social information processing is widely established as the central factor in workforce success, especially in institutions, because it is a prerequisite for treating all people with respect and building strong relationships. Therefore, teachers can transmit and interpret signals, whether by words or actions, making them active players in society.

Thus, supporting teachers' social needs enables them to build a strong school culture and increase their effectiveness. In this researcher's institution, several social activities are facilitated by the Human Resource Office, such as institutional orientation, team building, personnel Olympics, physical fitness programs, and the likes. These activities were done but not regularly due to hectic schedules and academic meetings in preparation for accreditations. The result of the study may consider the administrators to investigate social programs routinely facilitated, and to allow teachers to reflect and share experience communally. Such will cater to teachers' submission to find common ground, empathize, and connect with their colleagues.

The lowest construct is social awareness at 2.80 mean classified as average. It shows that teachers are sometimes affected by any untoward instances but are aware of their reasons. Activities such as recollection, retreat, and the institutional spiritual enhancement program called GKK (Gamay Kristohanong Katilingban) are avenues for teachers because these allow the discovery of their 'real' selves. However, because of time constraints and the growing population of personnel, there is a need to intensify these programs. Based on the researcher's observation, if teachers are socially aware of their existence, they will know their strengths and weaknesses, thoughts, and feelings, likes and dislikes, and even tolerances and limitations.

Moreover, teachers' social responsibility does not only care about the students; they must understand how they fit in interacting with their co-teachers, parents, other stakeholders, and the people in the community. As Olarinan *et al.* (2011) stressed, meanings in communication activities are mediated by past interactions and time and by meanings bounded in our culture.

Conclusions

Modern society demands high-quality teaching and learning from teachers. Teachers must possess a great deal of knowledge and skills about teaching to meet those demands and standards of quality education. Emotional intelligence and social intelligence are the key components to achieve the best teaching performance.

The researcher found that the teachers' emotional intelligence is high, social intelligence is average to high, and the teaching performance is high to very high. There is no significant relationship between the variables EI and SI and teaching performance. This study shows that teachers

do not find a healthy environment in schools for developing their emotional intelligence and social intelligence. Observations claimed that school fails to provide a proper environment to develop a better relationship, positive behavior, social skills, positive attitudes, and good mental health in teachers. Exclusive training packages for teachers' needs can facilitate the development of professionalism in teachers, promotion, and improvement of values and attitudes among teachers.

Recommendations

From the drawn conclusions, the following are the recommended measures:

To the College Administrators. Given that teachers are not aware of all of their behaviors and practices, there may be appropriate supplementary EI and SI awareness programs. Since these two skills are rarely addressed in teacher training, either pre-service or in-service, there should be an attempt to incorporate relevant training in the teacher education program.

To the Guidance Counselors. As emotional and social consultants in the academe, guidance counselors are encouraged to renew and strengthen their commitment to socio-emotional development programs among teachers. Since guidance is an intrinsic part of teaching, guidance counselors must find ways for teachers to accept that guidance is not an "extra" but an intrinsic part of teaching and ensure that every teacher must possess certain EI and SI levels.

To the Teachers. The socio-emotional awareness program is encouraged to help teachers avoid burnout, increase well-being, and create a positive learning environment. Studies proved that teachers who have high social-emotional skills could maintain long-term well-being in their profession.

To the Future Researchers. It is recommended for future researchers to go in-depth learning about this study to be able to compare the findings from their collected results. Further, the consideration to include other intelligence as variables for future studies is crucial.

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