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The Influence of Emotional Intelligence Competence on Teachers' Job Performance in Secondary Schools, Sarawak

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Abstract

This study is aimed at identify the influence of emotional intelligence teachers work performance among secondary school teachers in Sarawak, Malaysia. The non-experimental study utilised the survey method by combining several variable sampling techniques to obtain samples. Data was collected through a set of adapted questionnaires administered to 363 teachers. Descriptive analysis shows emotional intelligence competence and teachers work performance being practised at a high level. One-way ANOVA test results show that there is a significant difference in emotional intelligence competence and teachers work performance based on teaching experience. Multiple regression analysis also shows that there is a significant influence of emotional intelligence competence towards teachers work performance. The findings show that the overall contribution predicted by emotional intelligence competence towards teachers work performance is 54.4 percent. Implications and recommendations for further studies are also discussed.

Keywords: Emotional Intelligence Competence, Teacher Work Performance, Teaching Experience, Secondary School

Introduction

In recent decades, the role of emotional intelligence (EI) has garnered significant attention in educational research and practice. Emotional intelligence, broadly defined as the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others, plays a critical role in shaping interpersonal relationships, decision-making, stress management, and overall workplace effectiveness. For teachers, especially those in secondary schools, emotional intelligence is more than a personal asset it is a professional necessity. Secondary school teachers in Sarawak, Malaysia, operate within a unique socio-cultural and educational environment. Sarawak's diversity, coupled with evolving educational policies and student needs, places increasing emotional and professional demands on teachers. Teachers are expected not only to deliver content effectively but also to manage classrooms, motivate students from varied backgrounds, handle conflicts, and collaborate with peers and administrators. These responsibilities require more than cognitive intelligence or technical skills; they demand a high degree of emotional competence. Despite its significance,

emotional intelligence remains an under-researched area within the Malaysian educational system, particularly in Sarawak. Most studies in Malaysia have focused on academic achievement or general teacher effectiveness without delving into the emotional competencies that underpin professional performance. This study addresses a critical gap by examining how emotional intelligence influences the work performance of secondary school teachers in Sarawak. Understanding this relationship can inform policy decisions, teacher training programs, and professional development strategies that promote emotional competence alongside pedagogical skills.

Literature studies have shown that teachers' emotional competence impacts job performance and, subsequently, the role of subordinates in school leadership (Supian Hashim and Khadijah Daud, 2018). Based on this standpoint, Sinclair and Mark (1992) proposed that teachers' emotional competence should be given attention and priority in leadership processes to create more effective job performance. In the context of improving performance and driving educational excellence, especially in national schools, school leaders are not only evaluated by their firmness or leadership style but also by qualities such as motivation, empathy, integrity, and intuitive ability. All of these are integral components of school leadership that are closely linked to the emotional implications in their surrounding interactions (Malek, 2010). According to Goleman (2000), Boyatzis, and McKee (2004), the effectiveness of a leader depends on their ability to understand the emotional state of subordinates in the workplace. Based on Goleman's (2005) theory of primal leadership, a leader with strong emotional intelligence is one who can lead effectively and win the hearts of subordinates around them.

Research Objectives

This study aims to identify the influence of emotional intelligence competence on the job performance of secondary school teachers in the state of Sarawak, Malaysia. The specific objectives of this study are to:

i. To measure the level of emotional intelligence competence and job performance of teachers.
ii. To identify the differences in mean scores of emotional intelligence competence and teachers' job performance based on teaching experience.
iii. To identify the influence of emotional intelligence competence on teachers' job performance.

Research Hypothesis

Based on the established research objectives, several null hypotheses have been formulated. This study adopts the following null hypotheses:

Ho1. There is no significant difference in emotional intelligence competence based on teaching experience.
Ho2. There is no significant difference in the level of teachers' job performance based on teaching experience.
Ho3. There is no significant influence of emotional intelligence competence on teachers' job performance.

Literature Review

Teacher Job Performance

Performance refers to the actions, abilities, or competencies of an individual in carrying out assigned tasks, which are related to achieving quality, quantity, collaboration, authority, and creativity (Fauzilah Salled, Noryati Yaakub & Zaharah Dzulkifli, 2011). Job performance, on the other hand, refers to the behaviors or attitudes that reflect an individual's relationship with their work, typically referring to actions and behaviors under the individual's control that contribute to organizational goals (Rotundo & Sackett, 2002). High performance indicates a teacher's ability to achieve work productivity in terms of quantity or quality that exceeds the requirements set by the organization (Mohamad Zakaria, 2018).

Researchers (Campbell, 1990; Borman & Motowidlo, 1993; Rotundo & Sackett, 2002; Viswesvaran & Ones, 2005; Koopmans et al., 2014) have detailed the dimensions of job performance. Individual job performance is divided into three dimensions: job performance, context performance, and productive work behavior performance. These past studies tend to focus on the work environment in the business sector, which differs somewhat from the environment in public schools. However, the behavior of individuals in both private and public organizations is similar, where performance achievement is influenced by factors such as work pressure, salary, and work environment.

Several studies related to teacher job performance are examined in this research. David Selvam (2017) concluded that teacher job performance did not show differences in institutional support and the dimension of productive work behavior performance. However, there was some inconsistency regarding the teaching experience group, as his study found inconsistent results related to efficacy and productive work behavior performance dimensions. His subsequent analysis confirmed that teachers with 1 to 10 years of experience rated self-efficacy much higher than the group with 21 or more years of experience. Meanwhile, the group of teachers with 21 or more years of experience rated productive work behavior performance much higher than the groups with 1 to 10 years and 11 to 20 years of teaching experience. A survey of the research by Mohamad Zakarian Mat Khazani (2018) also supports David Selvam's (2017) findings and concluded that the job performance of more experienced teachers is lower compared to less experienced teachers. Similarly, Muh Ghufran Faqih (2022) found different effects on job performance based on teaching experience.

Empirical studies also show that teacher job performance is influenced by the teacher's emotional intelligence competence. It has been found that a teacher's emotional intelligence is related to and influences their job performance at school (Doran, 1996; Renyowijoyo Muindro, 2003; Silverthorne, 2004; Hartman, 2006; Abdul Ghani Abdullah, 2018; Goldston, 2012; Dajani, 2014; Nor Nazliyah Zainol, 2016; Kim, 2018; Patil & Kant, 2019; Paul et al., 2020). It was found that a teacher's emotional intelligence has a relationship and impact on their job performance at school (Doran, 1996; Renyowijoyo Muindro, 2003; Silverthorne, 2004; Hartman, 2006; Abdul Ghani Abdullah & Tang, 2016; Goldston, 2012; Dajani, 2014; Nor Nazliyah Zainol, 2016; Lee, 2017; Kim, 2018; Patil & Kant, 2019; Paul, 2020).

Emotional Intelligence Competence

Emotional intelligence competence was originally introduced by Salovey and Mayer (1990) to explain the close relationship between emotional factors and an individual's rational

considerations. Although Bar-On (1997) claimed to be the first to explore and use the term "emotional intelligence," which he referred to as Emotional Intelligence, it was Salovey and Mayer who more academically proposed the theory and model of emotional intelligence competence. Mayer and Salovey (1993), in their study, defined emotional intelligence as social intelligence, the ability to perceive one's own emotions and those of others, classify them, and use this information as a guide to determine appropriate actions. In 1997, Mayer and Salovey revisited the definition of emotional intelligence and divided it into four parts: the mental ability to perceive emotions, the ability to assess emotions, the ability to relate to subordinates, and the ability to inject emotions as a method for understanding one's own emotions and the emotions of others. Knowledge of emotions can enhance leadership effectiveness in interacting with and influencing subordinates to improve intellectual development and organizational effectiveness (Mayer & Salovey, 1997).

Previous studies have also shown that high emotional intelligence can enhance employee organizational commitment. According to Bar-On's (2000) findings, individuals with high emotional intelligence are capable of managing the stress they encounter. Several studies on the emotional intelligence competence of teachers, based on teaching experience, have shown that this variable is not significant to job performance, as seen in the study by Abisamra (2019). Byrne (2014) also found that teaching experience does not create a difference in emotional intelligence competence. The same result was found by Carulli and Com (2019) in their study, which showed that teaching experience does not make a difference in behavior management strategies or emotional intelligence competence. Similarly, the study by Izani Ibrahim (2021) found that demographic factors (such as teaching experience) did not have any differences in emotional intelligence among employees. A survey of several other studies with different results was also conducted in the context of job performance. However, the findings presented in the study by Rosma et al. (2016) found that there were differences in teachers' experiences between the groups of 6 to 10 years, 16 to 20 years, and 21 years and above in their emotional intelligence competence. Cavallo and Brienza (2021) also found in their study that teaching experience could influence the strength and competence of emotional intelligence in more experienced teachers compared to less experienced ones. Similarly, Syiem's (2018) study aligns with Cavallo and Brienza's (2021) findings, showing that the more teaching experience a teacher has, the higher their emotional intelligence level.

In line with this, Noriah et al. (2018), who conducted a study to identify teachers' emotional intelligence competence and its impact on job performance, also agreed with previous researchers. Their study found a significant relationship between teachers' emotional intelligence and job performance. Literature on emotional intelligence shows that emotional intelligence competence in previous studies by researchers such as Gardner (1983), Goleman (1998), Malek Shah Mohd Yusoff and Nor Shah Mohamed (2018), Nurul Hudani Md. Nawi et al. (2020), Salmiah Mohamad Amin (2014), and Salovey and Mayer (1990) indicates that emotional intelligence has a more significant effect on job performance than other intelligence factors. This view is also supported by Malek Shah Mohd Yusoff and Nor Shah Mohamed (2018) and Nurul Hudani Md. Nawi et al. (2020), who state that emotional intelligence has been recognized as one of the human resource factors that can influence employee job performance and serves as a measure of excellence and effectiveness in building a career. Therefore, it can be concluded from this study that emotional intelligence competence will shape teachers' job performance to achieve optimal job performance.

Methodology

Conceptual Framework of the Study

In this study, teacher job performance is set as the dependent variable, while emotional intelligence competence is the independent variable. Drawing from Koopmans et al. (2014), the dependent variable, teacher job performance, is shaped with support from several theories and models, such as classical conditioning theory, Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and the Four-Factor Model. Based on a literature review, it was found that emotional intelligence competence influences elements within teacher job performance, such as job performance, context performance, and productive behavior performance. Therefore, emotional intelligence competence in this study is defined as the independent variable, based on Goleman (1998). Several theories and models have been used to explain emotional intelligence competence in this study. Among them are the School Complexity Theory, the Goleman and Bar-On Model, and the Mayer and Salovey Model. Through this conceptual framework, the influence of the predictor variable on the criterion variable can be tested and further explained.

In this study, teacher job performance is established as the dependent variable, while emotional intelligence competence serves as the independent variable. Figure 1 illustrates the conceptual framework regarding the influence between the variables in this study.

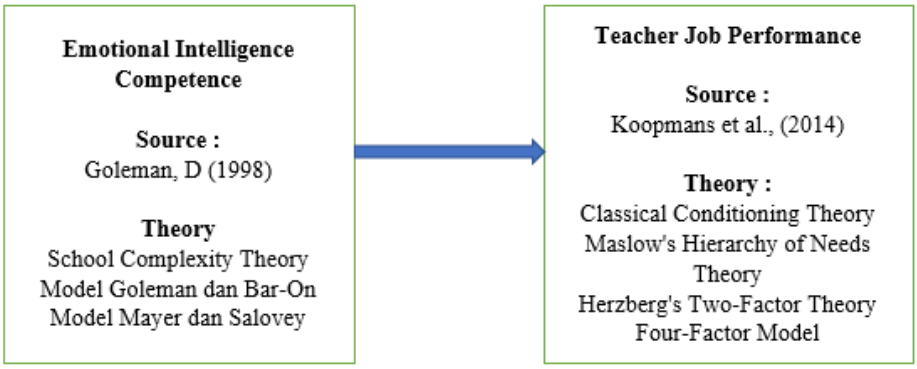

Figure 1 : The conceptual framework regarding the influence between the emotional intelligence competence and teacher job performance

Population and Sampling

The design of this study is non-experimental. Through the use of a survey method on a sample, information from a portion of the population can be obtained. This study adopts a quantitative approach that involves descriptive and inferential statistical analysis. The population in this study is limited to secondary school teachers who receive full government assistance. Based on data from the KPM Emis Data (2021), there are 17,012 teachers serving in 184 secondary schools across the state. Based on the fundamental statistical principles that must be adhered to for data analysis, the researcher has set the sample size for this study at 363 teachers. Additionally, several probability sampling methods have been combined to ensure sufficient and representative population coverage. The main measurement tool used in this study is a questionnaire. The use of questionnaires is suitable for large and comprehensive sample sizes, especially for quantitative studies (Babbie, 2001; Chua, 2006). The measurement scale used is a five-point Likert scale.

Research Instrument

The instrument used to measure the independent variable, emotional intelligence competency, is the Working with Emotional Intelligence questionnaire by Goleman (2001). This instrument is an adaptation of the Working With Emotional Intelligence (Goleman, 1998) and Self-Assessment Questionnaire (SAQ) (Boyatzis, 1991). It has been widely used by many researchers to assess the emotional competency of school leaders (Webb, 2004). This questionnaire was selected because it is simple, has good validity and reliability, contains easy-to-understand questions, and is frequently used by researchers (Manuel, Serlavos, & Boyatzis, 2005; Carulli & Com, 2019; Byrne, 2014; Sala, 2013). Studies related to the emotional intelligence of leaders using this instrument have been conducted in Turkey, South Africa, the United Kingdom, the United States, Australia, China, the Netherlands, Brazil, and Taiwan, with high reliability and validity values (Tumasjan et al., 2015; Zadel, 2021; Cavallo & Brienza, 2012; Sala, 2013; Jolly, 2001; Nickerson, 2010).

The Working with Emotional Intelligence questionnaire divides emotional competency into four categories: (1) self-awareness, which includes self-emotion awareness, accurate self-assessment, and self-confidence; (2) self-management, which covers self-control, transparency, adaptability, optimism, achievement orientation, and initiative; (3) social awareness, which includes empathy, service orientation, and organizational awareness; and (4) relationship management, which includes developing others, inspirational leadership, change catalyst, influence, conflict management, and teamwork. The Cronbach alpha value for the pilot test of the emotional intelligence competency instrument is 0.879, while the value for the actual study is 0.911.

The dependent variable, teacher job performance, is measured using a questionnaire developed by Koopmans et al. (2014), where the conceptual framework for the job performance questions was established based on a systematic review of job health, occupational psychology, and several past studies. This questionnaire is suitable for use by all types of workers in various jobs, and it is brief, consisting of only 17 items. The individual job performance questionnaire is based on a conceptual framework consisting of three dimensions: task performance, contextual performance, and non-productive work behavior. This section includes 17 items representing the three main constructs of teacher job performance: 4 items for task performance, 8 items for contextual performance, and 5 items for productive work behavior. The Cronbach alpha value for the pilot study of this job performance questionnaire is 0.734, while the value for the actual study is 0.852. These Cronbach alpha values indicate high reliability. Both instruments have been adapted and undergone a "back-to-back" translation process.

Research Findings

Analysis of both study variables based on teaching experience shows high mean scores. Emotional intelligence competency, the independent variable, shows mean scores for all experience groups: 1 to 5 years (M=3.915, SD=0.279), 6 to 10 years (M=4.115, SD=0.266), 11 to 15 years (M=4.150, SD=0.241), 16 to 20 years (M=4.015, SD=0.042), and more than 21 years (M=4.047, SD=0.277). For the dependent variable, teacher job performance, the mean score for the 1 to 5 years experience group (M=3.976, SD=0.388) was the lowest. In conclusion, the mean score based on teaching experience is overall high for all groups, as shown in Table 1.

Table 1
Mean Scores of Study Variables Based on Teaching Experience

Teaching Experience		Emotional Intelligence Competency	Teacher Work Performance
1 to 5 Years	Mean	3.915	3.976
	SD	.279	.388
	N	114	114
6 to 10 Years	Mean	4.115	4.081
	SD	.266	.370
	N	105	105
11 to 15 Years	Mean	4.150	4.118
	SD	.241	.372
	N	87	87
16 to 20 Years	Mean	4.015	4.073
	SD	.042	.423
	N	42	42
21 Years and Above	Mean	4.080	4.192
	SD	.097	.246
	N	15	15
Jumlah	Mean	4.047	4.061
	SD	.277	.381
	N	363	363

Levels of Emotional Intelligence Competency and Teacher Work Performance
The levels of emotional intelligence competency and teacher work performance in this study are classified based on three mean score ranges: high, moderate, and low, as suggested by Levin & Rubin (1998). The levels are shown in Table 2.

Table 2
Mean Score Interpretation

Mean Average	Classification Level
1.00 - 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

The results of the analysis of the ranking levels for emotional intelligence competency and teacher work performance are shown in Table 3. The analysis reveals that both variables are practiced at a high level, with emotional intelligence competency at 90.08% and teacher work performance at 84.02%. Only a small proportion of teachers demonstrated a moderate level in both study variables. These findings indicate that teachers in the study area possess high emotional intelligence competency, which demonstrates that the majority of teachers have strong emotional intelligence, especially in relation to school leadership. Similarly, teacher work performance is also practiced at a high level, covering aspects such as work performance, contextual performance, and productive work behavior.

Table 3
Level of Emotional Intelligence Competency and Teacher Work Performance

variables	Level		Total
	Moderate *N* (%)	High *N* (%)	
Emotional Intelligence Competency	36 (9.92%)	327 (90.08%)	363
Teacher Work Performance	58 (15.98%)	305 (84.02%)	363

Ho1 There is no significant difference in emotional intelligence competency based on teaching experience.

Based on the descriptive analysis of the mean differences in emotional intelligence competency based on teaching experience, as shown in Table 4, from the total study sample (N=363), it was found that teachers with 11 to 15 years of teaching experience had the highest mean score (M=4.149, SD=0.241, N=87) compared to the mean scores of respondents with 1 to 5 years (M=3.915, SD=0.279, N=114), 6 to 10 years (M=4.115, SD=0.266, N=105), 16 to 20 years (M=4.015, SD=0.269, N=42), and 21 years and above (M=4.080, SD=0.097, N=15).

This difference in means suggests that the group of respondents with 11 to 15 years of teaching experience has a higher level of emotional intelligence competency with respect to leadership changes, compared to the other four respondent groups. Statistical evidence also reveals that teachers with 1 to 5 years of teaching experience were the lowest group in terms of emotional intelligence regarding leadership and work tasks.

This analysis suggests that teaching experience, particularly in the 11 to 15-year range, is positively correlated with higher emotional intelligence, especially in areas related to leadership and professional responsibilities.

Table 4
Descriptive Analysis of Emotional Intelligence Competency Based on Teaching Experience:

Variabel		*N*	M	SD
Kompetensi	1 – 5 Years	114	3.915	.279
Kecerdasan	6 – 10 Years	105	4.115	.266
Emosi	11 – 15 Years	87	4.149	.241
	16 – 20 Years	42	4.015	.269
	21 Years and Above	15	4.080	.097
	Total	363	4.047	.277

The results of the One-Way ANOVA are shown in Table 4.20, which compares the mean scores of emotional intelligence competency based on teaching experience. Based on the obtained statistical values, emotional intelligence competency according to teaching experience is found to be not significant, $F (df=4, 358) = 12.799$, $p < 0.05$.

This result indicates that Null Hypothesis 7 (Ho^7) is rejected. Therefore, the findings suggest that there are differences in teachers' emotional intelligence competency based on their teaching experience. Since the results show differences in the mean scores and are not shown in the One-Way ANOVA analysis, a Post Hoc Multiple Comparisons analysis will be conducted to examine the pairs of mean scores within the same group that show significant differences.

Table 5
One-Way ANOVA Analysis of Emotional Intelligence Competency Based on Teaching Experience

Variabel		***Ss***	***df***	***MS***	***F***	***SD***
Emotional	Between Groups	3.465	4	.866	12.799	.000
Intelligence	Within Groups	24.230	358	.068		
Competency	**Total**	27.695	362			

*Signifikan pada tahap *p<0.05* (2-Hujung)

Table 6 displays the results of the Post Hoc Multiple Comparisons analysis conducted to examine the significant differences in the mean scores within the same group. The validation test results show a significant difference in the mean scores of emotional intelligence competency based on teaching experience, specifically between respondents with 1 to 5 years of teaching experience, 6 to 10 years of experience, and 11 to 15 years of experience (p=0.000). Referring to the mean scores, the group of respondents with 1 to 5 years of teaching experience (M=3.915) is lower compared to those with 6 to 10 years (M=4.115) and 11 to 15 years of teaching experience (M=4.149). The mean difference is 0.234.

Additionally, a significant difference in the mean scores based on teaching experience was found between respondents with 11 to 15 years of teaching experience and those with 16 to 20 years of experience (p=0.048). The results show that the mean score of respondents with 11 to 15 years of experience (M=4.149) is higher than that of respondents with 16 to 20 years of teaching experience (M=4.015), with a mean difference of 0.134.

This confirms in greater detail the significant differences in mean scores between the groups of teachers' teaching experience, leading to the rejection of Null Hypothesis 7 (Ho7). Therefore, the study concludes that there is a significant difference in emotional intelligence competency based on teaching experience.

Table 6
Post Hoc Tukey HSD analysis for emotional intelligence competency based on teaching experience

Variable	**(I) Teaching Experience (Years)**	**(J) Teaching Experience (Years)**	**Mean Difference (I-J)**	**Sig**
Emotional Intelligence Competency	1-5	1 to 10	-.200*	.000*
		11 to 15	-.235*	.000*
		16 to 20	-.100	.206
		21 Year and above	-.165	.141
	6-10	1 to 10	.200*	.000*
		11 to 15	-.034	.887
		16 to 20	.100	.220
		21 Year and above	.034	.989
	11-15	1 to 10	.235*	.000*
		6 to 10	.034	.887
		16 to 20	.134*	.048*
		21 Year and above	.069	.874
	16-20	1 to 10	.100	.206

	6 to 10	-.100	.220
	11 to 15	-.134*	.048*
	21 Year and above	-.065	.920
21 Years and above	1 to 10	.165	.141
	6 to 10	-.034	.989
	11 to 15	-.069	.874
	16 to 20	.065	.920

* Significant at the p<0.05 level (2-Tailed)

Ho2 There is No Significant Difference in Teacher Job Performance Based on Teaching Experience

Based on the difference in mean scores for teacher job performance based on teaching experience shown in Table 7, from the total sample of the study (N=363), it was found that the mean score for teachers with 21 or more years of experience (M=4.192, SD=0.381, N=15) was higher compared to the mean scores of respondents with less than 1 to 5 years of experience (M=3.976, SD=0.388, N=114), 6 to 10 years (M=4.081, SD=0.370, N=105), 11 to 15 years (M=4.118, SD=0.372, N=87), 16 to 20 years (M=4.073, SD=0.413, N=42), and 21 years and above (M=4.080, SD=0.97, N=15). The difference in mean scores shows that the group of teachers with 21 or more years of experience have a higher level of job performance.

Table 7
Descriptive Analysis of Teacher Job Performance Based on Teaching Experience

Variabel		***N***	**M**	**SD**
Emotional	1 – 5 Years	114	3.976	.388
Intelligence	6 – 10 Years	105	4.081	.370
Competence	11 – 15 Years	87	4.118	.372
	16 – 20 Years	42	4.073	.413
	21 Years and Above	15	4.192	.246
	Total	363	4.061	.381

Table 8 presents the analysis of the One-Way ANOVA results to compare the mean scores of teachers' job performance based on teaching experience. Based on the analysis results, teachers' job performance based on teaching experience was found to be not significant, F (df=4, 358) = 2.494, p<0.05. This result indicates that Null Hypothesis 2 (Ho2) is rejected. The findings of this study suggest that there are differences in the variable of teachers' job performance based on teaching experience. Since the results indicate differences in the mean scores that were not shown in the One-Way ANOVA analysis, a Post Hoc Multiple Comparisons analysis was conducted to examine the mean score pairs within the same groups that show significant differences.

Table 8
One-Way ANOVA Analysis of Teacher Job Performance Based on Teaching Experience

Variabel		***Ss***	***df***	***MS***	***F***	***Sig***
Teacher Job	Between Groups	1.421	4	.355	2.494	.043
Performance	Within Groups:	51.003	358	.142		
	Total	52.424	362			

* Significant at the p<0.05 level (2-Tailed)

Table 9 presents the results of the Post Hoc Multiple Comparisons analysis conducted to examine the pairs of mean scores within the same group showing significant differences. The validation test results show that there is a significant difference in the mean scores of the teacher's job performance based on teaching experience, specifically for respondents with 1 to 5 years of teaching experience compared to those with 6 to 10 years of experience (p=0.040). Referring to the mean scores, the group with 1 to 5 years of teaching experience (M=3.976) was lower compared to those with 6 to 10 years of teaching experience (M=4.081), with a mean difference of 0.105. Additionally, a significant difference in mean scores based on teaching experience was also found between respondents with 1 to 5 years of teaching experience and those with 11 to 15 years of experience (p=0.008). The results show that the mean score for respondents with 1 to 5 years of experience (M=3.976) was lower compared to those with 11 to 15 years of teaching experience (M=4.118), with a mean difference of 0.142.

Furthermore, there was also a significant difference in mean scores between respondents with 1 to 5 years of experience and those with 21 years and above (p=0.038). The results indicate that the mean score for respondents with 1 to 5 years of experience (M=3.976) was lower compared to those with 21 years and above (M=4.192), with a mean difference of 0.216. These results further confirm the differences in the mean scores between groups based on teaching experience, leading to the rejection of Null Hypothesis 2 (Ho2). Therefore, the study concludes that there is a significant difference in teacher job performance based on teaching experience.

Table 9
Post Hoc Tukey HSD Analysis of Teacher Job Performance Based on Teaching Experience

Variable	(I) Teaching Experience (Years)	(J) Teaching Experience (Years)	Mean Difference (I-J)	Sig
Teacher Job Performance	1-5	1 to 10	-.10548*	.040*
		11 to 15	-.14257*	.008*
		16 to 20	-.09708	.155
		21 Year and above	-.21641*	.038*
	6-10	1 to 10	.10548*	.040*
		11 to 15	-.03709	.498
		16 to 20	.00840	.903
		21 Year and above	-.11092	.288
	11-15	1 to 10	.14257*	.008*
		6 to 10	.03709	.498
		16 to 20	.04549	.522
		21 Year and above	-.07383	.485
	16-20	1 to 10	.09708	.155
		6 to 10	-.00840	.903
		11 to 15	-.04549	.522
		21 Year and above	-.11933	.294
	21 Years and above	1 to 10	.21641*	.038*
		6 to 10	.11092	.288
		11 to 15	.07383	.485
		16 to 20	.11933	.294

* Significant at the p<0.05 level (2-Tailed)

Ho3 There is no significant influence of emotional intelligence competence on teacher job performance.

Hypothesis Null 3 (Ho3) was analyzed using Stepwise Multiple Linear Regression to measure the influence of predictor variables on the criterion variable. The predictor variable, emotional intelligence competence, was included in the regression model at a significance level of p<0.05. Upon analysis, it was found that the emotional intelligence competence of teachers was accepted as a significant predictor of the criterion variable, teacher job performance (Table 10).

Table 10

Stepwise Multiple Regression Analysis on the Influence of Emotional Intelligence Competence on Teacher Job Performance

Predictor Variable	*β*	*t*	*P (Sig)*
Emotional Intelligence Competence	.135	2.878	.004

Info :
Emotional Intelligence Competence
R^2= .544
ΔR^2 = .011
F = 8.281

Based on Table 10, the beta coefficient value and the significance level for the predictor variable indicate that if emotional intelligence competence changes by 1 unit, the variance in the teacher's job performance criterion variable will also change by 0.135 units (β = 0.135, t = 2.878, p < 0.05). The study results also show that the predictor variable contributes 54.4% (R^2 = 0.544) to teacher job performance. Therefore, the remaining 45.6% of the variance in teacher job performance cannot be predicted and is likely due to other factors not examined in this study. Since the significance value is less than p < 0.05, the null hypothesis 3 (Ho3) is rejected. These findings suggest that teacher emotional intelligence competence has a significant influence on teacher job performance.

Findings

The findings of this study indicate that teachers perceive themselves as having a high level of emotional intelligence competence. This study is generally in line with the research of Salovey and Mayer (1990), who found that the level of emotional intelligence competence among teachers is generally high in terms of acceptance of transformational and transactional leadership practices by principals. Therefore, teachers with high emotional intelligence are relatively able to interact better with organizational members and handle various forms of stress more effectively. This, in turn, can enhance job satisfaction and an unwavering commitment to the organization where they work.

Previous studies also align with the results of this study, which prove that teachers with high emotional intelligence exhibit higher job satisfaction and greater commitment to their careers. This was emphasized in the study by Syiem (2018), which highlighted that emotional intelligence can motivate employees to perform challenging tasks with more enthusiasm and optimism. Additionally, the findings of Ooi Yeng Keat (2019) also indicated that emotional intelligence competence among employees is at a high level.

However, some of the findings of previous studies contradict the results of this study. For example, Noriah Mohd Ishak (2019) found that the emotional intelligence competence questionnaire regarding the acceptance of transformational leadership practices was at a low level. This study also contradicts the findings of Izani Ibrahim (2021), where the level of emotional intelligence competence was reported to be low in relation to commitment to change in their study.

This study found that the teachers' job performance is at a high level. This indicator shows that teachers perform their tasks well in ensuring consistent work performance, which includes task performance, contextual performance, and productive behavior. This study supports the research by Noriah Mohd Ishak, Ramlee Mustapha, Siti Rahaya Ariffin, and Syed Najmuddin Syed Hassan (2021), which found that the achievement performance level of an employee is high in completing assigned tasks by the organization's leader. In this regard, this study aligns with Edaham Ismail (2020), who found a high level of job performance in his research on the impact of job performance in influencing knowledge transfer, agreeing that job performance is also influenced by internal elements related to the mind, heart, emotions, and feelings. These findings are consistent with and in line with Hall and Nyman's (2004) Four-Factor Theory, which emphasizes that a person's social environment, such as friends, family, or acquaintances, serves as an emotional inspiration in improving job performance to meet needs and requirements. This explanation is also supported by Hagemann (2020) in his study aimed at identifying factors related to employee performance.

However, the findings of this study contradict those of Huang et al. (2019), who conducted a study to explore whether the concept of employee performance quality in the West could be generalized to China. Their study also identified the effects of employee performance on job satisfaction, suggesting that job performance was not at a high level. The findings revealed that three out of the four dimensions influencing employee performance in their study—attraction to service policies, emotional consistency, and willingness to serve—could be generalized in China and identified as dimensions that could improve employee performance.

Regarding teaching experience, it was found that the mean score for teachers with 11 to 15 years of experience was higher compared to the other two groups. This mean difference indicates that respondents with 11 to 15 years of teaching experience have higher emotional intelligence competence regarding educational changes. Meanwhile, teachers with 1 to 5 years of experience were found to have the lowest emotional intelligence competence. The analysis confirmed a significant difference in the emotional intelligence competence of teachers based on teaching experience. This finding supports the study by Noriah Mohd Ishak et al. (2021), which found a significant difference in terms of work experience related to emotional intelligence competence and the effectiveness of school leadership. Similarly, the study by Nurul Hudani Md. Nawi et al. (2020) found that teachers' emotional intelligence competence varied based on teaching experience.

However, this study does not align with the research by Spector (2017), which found that emotional intelligence competence did not have a significant effect based on the teachers' experience. The findings of Syiem (2018) are also refuted, as the analysis of emotional intelligence competence in teachers revealed no significant differences based on teaching experience.

From the findings of this study, it is clear that teachers with longer service have higher emotional intelligence competence. This is proven in the study, as teachers with more than 11 years of service showed the highest mean scores, compared to teachers with 1 to 5 years of service, who showed the lowest mean scores. At this level, teachers are more comfortable adjusting to the real work environment and are considered better equipped to support task execution compared to newly appointed teachers.

The findings of this study indicate a significant difference in the mean scores of teacher job performance based on teaching experience. The results show that respondents in the 1 to 5 years of teaching experience category have the lowest mean scores compared to teachers with 21 years or more of experience, who achieved the highest mean scores. Meanwhile, teachers with 5 to 10 years, 11 to 15 years, and 16 to 20 years of experience showed similar performance levels. This means that both junior and senior teachers have different levels of job performance in their efforts to achieve school effectiveness.

This finding supports the research of David Selvam (2017), which found that teaching experience influences job performance, with more experienced workers receiving greater institutional support and demonstrating higher self-directed learning transfer. This view is also supported by the research of Mohamad Zakarian Mat Khazani (2018), which concluded that more experienced teachers show higher job performance compared to less experienced teachers. Similarly, the findings of Azman Ismail et al. (2016) are consistent with this study, as they found significant differences in the job performance of teachers based on their experience level.

However, some inconsistencies arise with the findings of Muh Ghufran Faqih (2022), which showed that teachers with 1 to 10 years of teaching experience rated their self-efficacy significantly higher than those with 21 years or more of experience. On the other hand, teachers with 21 years or more of experience rated their self-directed learning much higher than teachers with 1 to 10 years and 11 to 20 years of teaching experience. Additionally, the findings of Supian Hashim and Khadijah Daud (2018) contradicted this study, as they found that junior teachers achieved higher mean scores compared to more experienced teachers.

The Stepwise Multiple Linear Regression analysis to measure the influence of predictor variables showed that emotional intelligence competence was accepted into the regression model as a significant predictor of teacher job performance. The study also found that the predictor variable contributed 54.4% ($R^2 = 0.544$) to teacher job performance. Therefore, 45.6% of the changes in teacher job performance cannot be predicted, possibly due to other factors not explored in this study. The study concludes that emotional intelligence behavior has a significant influence on teacher job performance. Furthermore, the findings of this study support the research by Nurul Hudani Md. Nawi et al. (2020), which aimed to identify the impact of educational managers' emotional intelligence competence on teacher job performance. The analysis showed that the emotional intelligence practices of educational managers had a significant impact on teacher job performance.

However, the findings of Noriah Mohd Ishak (2019), which linked emotional intelligence competence to various variables such as leadership, teacher attitudes, and school administrators' leadership styles, were inconsistent with this study. The findings of Chen et

al. (2019), which showed that the leadership of principals and teachers had no significant impact on emotional intelligence competence—such as the ability to understand emotions, identify appropriate emotions, and resolve emotional conflicts—also differ from the findings of this study.

When viewed from the perspective of emotional intelligence's influence on secondary school teachers' job performance, the findings of this study support Noriah Mohd Ishak's (2019) study, which aimed to identify the impact of emotional intelligence competence on the performance of leaders and their organizations. The results of this study found that the performance of leaders is closely related to the emotional intelligence competence of their team members within the organization. Therefore, in the context of schools, emotional intelligence competence is a crucial factor in influencing teachers' job performance toward achieving high-impact schools.

Implications And Suggestions

This research provides valuable input regarding the theories underlying the study of teacher job performance and emotional intelligence competence. The developed model of teacher job performance aligns with and reinforces the Four-Factor Model proposed by Hall and Nyman (2004). Furthermore, the findings of this study are grounded in Classical Conditioning Theory, Maslow's Hierarchy of Needs Theory, and Herzberg's Two-Factor Theory. The aspects of teacher job performance examined, from the perspective of collective efficacy beliefs, self-efficacy beliefs, improvement beliefs, intrinsic motivation, and extrinsic motivation, are core elements in the aforementioned theories.

Additionally, the findings contribute to the understanding of several theories and models related to teacher emotional intelligence competence, such as Goleman's (1998) Emotional Intelligence Competency Model, Bar-On's (1997) Emotional Intelligence Model, and Mayer and Salovey's (1990) Emotional Intelligence Model. Based on the results, the majority of teachers perceive their emotional intelligence competencies in alignment with the core aspects of these models.

The findings from this study can serve as a guide for future research, especially in examining elements that are linked to and influence teacher job performance. The model derived from this research can also inspire other researchers to explore relationships and the influence of factors not covered in this study on teacher job performance. Additionally, the model developed through this study provides a foundation for future research that may explore the impact of other factors not investigated in this research.

The measurement tools used in this study can also be applied in future research, depending on the alignment with specific objectives. The back-to-back translation process used in this study enhances confidence in the reliability of the measurement tools. Moreover, the tools have been tested and validated by several experts in the relevant field, following stringent procedures and standards. Therefore, the Multifactor Leadership Questionnaire (MLQ), Working with Emotional Intelligence (WWEI), Self-Assessment Questionnaire (SAQ), and the teacher job performance questionnaire developed by Koopmans et al. (2014), whether in its original form or the Malay version, can be valuable resources for future researchers conducting studies in areas related to the variables investigated in this study.

Conclusion

Based on the findings of the study, it was found that the independent variable, emotional intelligence competence, has an influence on teacher job performance. This study demonstrates that teachers play a significant role in determining the success of any changes implemented in the national education system. From an academic perspective, this study contributes new knowledge regarding the influence of emotional intelligence competence on teacher job performance, particularly in Sarawak and more generally in Malaysia. The effectiveness of educational reforms depends on the role played by teachers, along with various other factors, including emotional intelligence competence, as outlined in this study.

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