

EXAMINING THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE, JOB SATISFACTION AND PERCEIVED JOB
PERFORMANCE AMONG SCHOOL TEACHERS IN MALAYSIA

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DEDICATION

This study is specially dedicated to my beloved husband, Tey Chai Hin, who has always been there for me. You supported me during the hard times and laughed with me during the good times. Your loving support helped me make it through the times when I was ready to give up on this dream. You are a wonderful person, and I thank you for keeping me grounded on what is important in life.

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ABSTRACT

In today's society, emotional intelligence is increasingly seen as an instrument which can influence employees' performance significantly, improve emotions and contribute to the quality of interpersonal relationships at the workplace. Despite the popularity of emotional intelligence, most teachers do not see the importance of its role in the teaching profession. Previous studies did not focus much on the mediating factor with regards to relationship between emotional intelligence and job performance. Therefore, this research examined the differences of school teachers' emotional intelligence level based on their demographic profile. Mayer and Salovey's Ability Model of emotional intelligence was adopted to assess the mediation effect of job satisfaction on the relationship between emotional intelligence and perceived job performance. This research used a quantitative research methodology using survey questionnaire to collect data. 408 questionnaires were collected from both public primary and secondary school teachers in Peninsular Malaysia. The findings revealed that there were significant differences between age and working experience, with emotional intelligence level. This empirical research confirmed that use of emotion, regulation of emotion and intrinsic factors of job satisfaction are positively related to perceived job performance. In the mediation analyses, intrinsic factors of job satisfaction functioned as a mediator between use of emotion and regulation of emotion on perceived job performance. Overall, this research has highlighted that emotional intelligence and job satisfaction are essential in influencing perceived job performance among Malaysian school teachers. The outcome of this study can be used to facilitate school administrators in their planning to effectively improve school teachers' job performance.

ABSTRAK

Dalam masyarakat kini, kecerdasan emosional semakin dilihat sebagai satu instrumen yang dapat mempengaruhi prestasi pekerja secara signifikan, memperbaiki emosi dan menyumbang kepada hubungan interpersonal yang berkualiti di tempat kerja. Walaupun kecerdasan emosional adalah popular, kebanyakan guru tidak melihat kepentingan peranannya dalam profesion pengajaran. Kajian-kajian lepas kurang memberi fokus ke atas faktor mediasi antara hubungan kecerdasan emosional dan prestasi kerja. Oleh itu, kajian ini mengkaji tahap perbezaan kecerdasan emosional para guru sekolah berdasarkan profil demografi. Model Abiliti Kecerdasan Emosional Mayer dan Salovey digunakan untuk menilai kesan mediasi kepuasan kerja ke atas hubungan antara kecerdasan emosional dan persepsi prestasi kerja. Kajian ini menggunakan metodologi penyelidikan kuantitatif dalam bentuk borang soal selidik untuk mengumpul data. Sejumlah 408 borang soal selidik dikumpulkan daripada para guru sekolah rendah dan sekolah menengah awam di Semenanjung Malaysia. Keputusan analisis menunjukkan bahawa terdapat perbezaan signifikan antara umur dan pengalaman kerja dengan tahap kecerdasan emosional. Kajian empirikal ini membuktikan penggunaan emosi, pengawalan emosi dan faktor intrinsik kepuasan kerja mempunyai hubungan positif dengan persepsi prestasi kerja. Dalam kajian analisis mediasi pula, faktor intrinsik kepuasan kerja berfungsi sebagai mediator antara penggunaan emosi dan pengawalan emosi dengan persepsi prestasi kerja. Secara keseluruhan, kajian ini menekankan bahawa kecerdasan emosional dan kepuasan kerja adalah penting dalam mempengaruhi persepsi prestasi kerja dalam kalangan guru sekolah Malaysia. Dapatan kajian ini boleh digunakan untuk membantu pihak pentadbir sekolah membuat perancangan supaya dapat meningkatkan prestasi kerja guru sekolah.

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LIST OF ABBREVIATIONS

Adjusted Goodness of Fit Index	AGFI
Analysis of Moment Structures	AMOS
Analysis of Variance	ANOVA
Average Variance Extracted	AVE
Comparative Fit Index	CFI
Confidence Intervals	CI
Confirmatory Factor Analysis	CFA
Degree of Freedom	DF
Emotional Intelligence	EI
Extrinsic Job Satisfaction	ES
Goodness-of-Fit Index	GFI
Intelligence Quotient	IQ
Intrinsic Job Satisfaction	IS
Minnesota Satisfaction Questionnaire	MSQ
Normed Fit Index	NFI
Others' Emotional Appraisal	OEA
Perceived Job Performance	PJP
Regulation of Emotion	ROE
Root-Mean-Square Error of Approximation	RMSEA
Self Emotional Appraisal	SEA
Statistical Package for Social Sciences	SPSS
Structural Equation Modeling	SEM
Tucker-Lewis Index	TLI
Use of Emotion	UOE
Wong and Law Emotional Intelligence Scale	WLEIS

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CHAPTER 1

INTRODUCTION

1.1 Overview of the Chapter

This research focused on how emotional intelligence affects perceived job performance among school teachers. Consequently, this chapter laid the foundation for this research. It presented the background of the study, describes the problem statement, research objectives, research questions, hypotheses, significance of the research and scope of the study. All these were important aspects in preparing and completing the whole research.

1.2 Background of the Study

In the intelligence development process, people falling with the development of intelligence quotient (IQ), emotional intelligence (EI) and spiritual quotient (SQ). Psychologists have recognise that intelligence quotient predicts some aspects of success - defined as academic achievement and occupational status (Dragow 2003;

Furnham 2005). However, intelligence quotient is often said to account for between 10% and 20% of such success, leaving about 80% to 90% of it to be explained by other factors (Furnham, 2005; Gardner, 1995; Harvey, Novicevic, & Kiessling, 2002; Riggio, Murphy, & Pirozzolo, 2002; Sternberg, 1996). So, there is certainly room for emotional intelligence to predict a portion of such achievement. On the other hand, several authors have noted the relationship between emotional intelligence and spirituality. Emmons (2000) stated that emotional intelligence is needed as a framework to increase an individual spiritual quotient. Strengthening emotional intelligence would further reinforce and assist the growth of spiritual intelligence (Amram, 2009; Meyer, 1997; Orr, 2001; Vernick, 2000; Wigglesworth, 2006). Therefore, without the awareness on the importance of emotional intelligence, the development of spiritual is difficult.

The construct of emotional intelligence has emerged in different forms since the early nineties and has become a major topic of interest in the social and organisational psychological literature (Ingram, 2013; Law, Wong, & Song, 2004; Neophytou, 2013; Petrides, Pita, & Kokkinaki, 2007). Emotional intelligence is seen as a great instrument which can evaluate the individual performance, achievement and qualities of employees (Biol, Atamtürk, Silman, Atamtürk, & Sensoy, 2009). The concept of emotional intelligence was originally coined by Salovey and Mayer (1990) as an ability to recognise, assess and control the emotions of him/herself and others. After its introduction, emotional intelligence has been defined and used by researchers in various ways. Emotional intelligence in today is to be characterised as two broadly different ways: ability model and mixed model. Ability model conceptualised emotional intelligence as "a set of mental skill concerning the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 10). The Mixed Model approach use very broad definitions of emotional intelligence that include "noncognitive capability, competency, or skill" (Bar-On, 1997).

Many organisations require interpersonal interactions to accomplish its goals, and most jobs require the ability to manage emotions. Emotional intelligence enables individuals to understand and regulate their own emotions as well as recognise to the emotions of others, display empathy, increase motivation and improving self confidence. As such, emotional intelligence is a skill that both employees and bosses required in running a successful organisation (McGarvey, 1997), especially when the focus is on human interaction (Goleman, 2001a; Kafetsios & Zampetakis, 2008; Sy, Tram, & O'Hara, 2006; Van Rooy & Viswesvaran, 2004).

The education industry is a service industry that involves group work and require significant amount of person-to-person interactions especially between teachers-teachers and teachers-students. Teachers consider emotional expression in front of students as a skill, and high quality teachers can effectively use emotional competence in teaching (Hosotani & Imai-Matsumura, 2011). Thus, emotional intelligence is considered to be especially important for school teachers as teachers are important role in the schools and their identification and commitment are essential factors that enhance school efficacy (Kushman, 1992).

Teaching is one of the noble professions. Teachers are directly responsible for educating future generation and shape the personality and life of a student. So it is important for a teacher to demonstrate positive emotional skills which could enable them for a better performing. A teacher with a high level of emotional intelligence can accomplish their teaching goals (Sutton, 2004); generate more teaching strategies (Sutton & Wheatley, 2003); dealing with a disruptive students and developing positive teacher-student relations (Wentzel, 1998); building students' motivation, behaviour and well being (Davis, 2003). An effective teacher does not only cope with his or her own feelings but also be able to understand the feelings of students, colleagues, administrators and parents.

However, our school teacher is commonly known as working in the scholastic environment which consists of optional amount of work demand and

stress. Internationally, teaching profession has been identified as one of the most stressful career (Chaplain, 2008; Johnson et al., 2005; Kyriacou, 2001). Teachers working in such a stressful environment can create emotional fallout and cause discontentment that can affect their job performance (Friedman, 1996; Greenglas & Burke, 2003; Jepson & Forrest, 2006; Kokkinos, 2007). To ensure that teachers are not being overwhelmed by the scholastic environment, the emotions and satisfaction of teachers must be taken into consideration as psychological tools that necessary to help them perform efficiently.

In education sector, the ultimate education goal has always been student success as a product. When students achieve excellence academic performance, their schools are deemed successful. Due to the pressing need to enhance the educational system, educational organisations have to venture into attracting and developing competent teachers in the effort to improving student outcomes. As such, the human factor needs to be placed in the foreground because school systems can only progress based on the attitudes, behaviour and perception of their human resources. Stronge, Ward, Turker and Hindman (2007) had identified an important relationship between competent teachers and student achievement. Hence, employ highly qualified teachers that obtain specified professional qualification from a university or college, appropriate credentialing, and have showed enthusiasm in their teaching assignments is a major focus among school in the nation (Mosley, 2006).

Besides employing competent teachers, school system should be ensuring that managing teacher's performance is a top priority. Much of the empirical research on emotional intelligence in organisations has established a relationship between emotional competence and job performance (Goleman, 1995; Lam & Kirby, 2002; Semadar, Robins, & Ferris, 2006). According to Goleman (1995) "the rules for work are changing" (p. 1). An individual job performance is not merely assess by his ability to complete a given task but also by how well he handle his own self and others. Inevitably, it is sceptical to espouse that academic excellence is equivalent to the excellence job effort. Most recruiting personnel would agree that effective hiring should look beyond academic excellence to identify candidates that posse skills and

attribute that may influence performance (Roselius & Kleiner, 2000). Goleman (1995) posits that ability to control own emotion was found in virtually every star performers. They can cope with the tedious task without feeling so much negatively about it, and they are competent organisations team's members that work towards the common organisational goals. Law et al. (2004) showed that a person with high emotional intelligence would be able to direct positive emotions to high performance and redirect negative emotions to generate constructive performance goals. In other words, teachers must be able to contribute their emotional intelligence to attain higher levels of job performance (Arnold, 2005).

While demonstrating that emotional intelligence measures predict job performance is only the first step, there is still a lack of understanding of how emotional intelligence is related to job performance (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012; Cote & Miners, 2006). Thus, this study used the job satisfaction as a mediator on the relationship between emotional intelligence and job performance. Teaching profession is facing problems related to teachers' job satisfaction (Abdullah, Uli, & Parasuraman, 2009; Lytle, 2013). There has been substantial empirical researches on teacher turnover or drop out syndrome in the teaching profession due to the job dissatisfaction (Gonzalez, Brown, & Slate, 2008; Lytle, 2013). Teaching as a profession is sometimes perceived as the last resort when effort to enter to other lucrative careers has failed (Anari, 2012). Even if dissatisfied teachers stay in the profession, they are hardly motivated to do their best (Skaalvik & Skaalvik, 2011). Hence, the importance role of job satisfaction on school teachers should not be ignored (Ghenghesh, 2013; Sara, 2012).

This study was rely on the four dimensional definition of emotional intelligence developed by Davies, Stankov and Roberts (1998) to examine its role in the emotional intelligence, job satisfaction and performance relationship. Their definition was developed based on the Mayer and Salovey's (1997) ability model. Since the key elements for the success of any public schools are lie in its workforce, the entities used to measure the three constructs namely emotional intelligence, job satisfaction and job performance were based on the school teachers. Teachers play

important roles in transforming policies into practice. Razali Mat Zain (1999) claimed that a pre-requisite factor for the public sector to achieve quality and productivity highly depends on its employee who possesses positive work attitudes towards their organisation. Therefore, with good emotional intelligence, job satisfaction and job performance, a school's teacher would definitely help facilitate the school to achieve its goal in general.

1.3 Problem Statement

Emotional intelligence plays an important role in teacher development (Hargreaves, 1998a; Vesely, Saklofske, & Leschied, 2013; Yin & Lee, 2011), and the formation and transformation of teachers' identity or self-understanding (Neophytou, 2013; Zembylas, 2003). Unfortunately, a major challenge in today's Malaysia teaching profession is to produce educators who are emotionally intelligent (Mohamad Zaid, Yahya, Abdul Rasid, Nordiyana, & Rosnee, 2014; Syed Najmuddin, Noriah, & Mohamad, 2011; Zainatul Azura, 2011). Although there are teachers who are able to demonstrate competency in their teaching skills but they did not aware to the development of emotional dimensions in the teaching-learning process (Syed Najmuddin et al., 2011).

Teachers in Malaysia are constantly challenged by their working environment such as disruptive students, heavy workload and insensitive administrators (Noriah, Ramlee, Zuria, & Siti Rahayah, 2006). In addition, Ross Azura and Normah (2011) asserted that Malaysian teachers have too many obligations towards parents, education reform and principal. The present scenario happening among Malaysian teachers are representative of emotional instability that will threaten the teachers' own professionalism. Mortiboys (2005) suggested emotional intelligence should be developed and employed to complement with the conventional focus on academic subject matter and teaching pedagogy. The attention to the emotional reactions,

feelings focused on the self and the students is critical to the quality of the learning experience. Therefore, teachers need to learn to develop their own emotional intelligence competencies at the workplace (Nurharani & Norshidah, 2014). That is, a teacher that does not aware on the importance of emotional intelligence in their teaching process is unlikely to facilitate a positive atmosphere in the classroom. Although these studies have led to the increased recognition of the importance of emotional intelligence in teachers' work, researchers are only beginning to examine various manifestations of the transactions between teaching and emotion, which indicates the urgent need of more research on Malaysia teachers' emotional intelligence (Noriah, Iskandar, & Ridzaudin, 2010; Noriah, Zuria, Amla Haji, & Syed Mohamad, 2007; Nurharani & Norshidah, 2014).

Each teacher is different from other teachers in many aspects such as gender (Ponterotto, Ruckdeschel, Joseph, Tennenbaum, & Bruno, 2011), age (Sliter, Chen, Withrow, & Sliter, 2013), working experience (Ghanizadeh & Moafian, 2009), and marital status (Ealias & George, 2012). These differences do not deter a teacher to enhancing his/her emotional intelligence since Freel (2010) reports that emotional intelligence is not permanently set of behaviours. In additions, research by Jorfi, Yaacob and Shah (2011) found that the demographic profiles have positive relationship with emotional intelligence, that is why researcher is interested to examine the level of emotional intelligence among various group of demography factors. Similarly, studies conducted by Najmuddin (2007), Rorlinda (2010), Selva and Loh (2008), and Syafrimen (2010) revealed that Malaysian teachers' emotional intelligence portray from low to moderate level. A study conducted by Noriah et al. (2010) also shows that the daily school teachers in Malaysia have lower emotional intelligence. Although the research on school teachers' emotional intelligence is noteworthy, such ongoing researches are extremely rare and limited. The existing researches are some of the few conducted in the Malaysia context. As such, it was suggested that further research to examine the teachers demographic profile and the differences in emotional intelligence level is needed in the teaching profession to be explored in-depth (Noriah et al., 2006; Rohana, Kamaruzaman, & Zanariah, 2009; Syed Najmuddin et al., 2011). Therefore, one of the purpose of this study was to

explore the differences of school teachers' emotional intelligence level based on their demographic profiles.

Reports of teacher misbehaviour in class or in public such as aggressive behaviours directed towards the students, inconsiderate punishments on students, and verbal abuse among colleagues often emerge in the popular press (Noriah et al., 2007). Aggressive teachers, teachers' defensive behaviours and teachers' workplace deviance indicate that teachers are unable to cope with their own emotional dissonance (Idris, 2003, Syed Najmuddin et al., 2011). Teachers' incompetent in regulating emotions has cause a concern within the education community. Teachers can transform lives of their students and who will carry them into adulthood. If teacher has problem in attain emotional stability, how can they guide students to a path of success; and what will happened to their job performance if emotions run amuck. Discussion and debate on teacher performance is considered complex and remains difficult to predict (Abdul Shukor, Noran, & Rosna, 2002). Not surprisingly, there is a paucity of studies focused on teacher performance. In view of this practice and in evaluating teacher performance at the work place, it is therefore, researcher interest to conduct a study on school teachers, so as to examine their emotional intelligence with job performance.

In work and organisation psychology, job performance is frequently regarded as a function of ability and motivation (Campbell & Prtichard, 1976). Job performance comprises any behaviour which is contributed to the attainment of task or organisational goal (Campbell, 1990). Employees with good performance can be related to specific business outcomes such as increase in financial gain, motivated workforce, and quality working relationship among employees, enthusiastic about their work and having positive emotional attachment to their job. However, the result of past researches exploring the relationship between emotional intelligence and job performance have yielded inconsistent and mixed results. Several studies found that emotional intelligence is related to job performance (Carmeli, 2003; Foo, Elfenbein, Tan, & Aik, 2005; Jennings & Palmer, 2007; Jordan, Ashkanasy, Hartel, & Hooper, 2002; Jordan & Troth, 2004; Law, Wong, Huang, & Li, 2008; Law et al., 2004;

Rozell, Pettijohn, & Parker, 2006; Schutte, Schuettpelz, & Malouff, 2001; Semadar et al., 2006; Sue-Chan & Latham, 2004; Sy et al., 2006; Wong & Law, 2002). Other studies have suggested there is no relation or an inconsistent relation between emotional intelligence and job performance (Austin, 2004; Day & Carroll, 2004; Feyerherm & Rice, 2002; Janovics & Christiansen, 2001; Petrides, Frederickson, & Furnham, 2004; Rapisarda, 2002; Sosik & Megerian, 1999). Therefore, current study attempted to examine if the concept of emotional intelligence are applicable in effecting the job performance or whether other factors influencing job performance which are ignored or have not been taken into account in the workplace.

The preceding researches revealed the linear effect model of emotional intelligence on job performance may be overly simplistic and incomplete (Brunetto et al., 2012; Cote & Miners, 2006). The primary reason why it is difficult to ascertain an accurate level of emotional intelligence in measures of job performance is due to the lack of understanding how such a relationship is correlated. This uncertainty has led to the criticisms of the rigorous scientific evidence of emotional intelligence in organisational research (Becker, 2003; Landy, 2005; Locke, 2005). Moon and Hur (2011) indicate one of the causes of inconclusive results in the literature regarding the relationship between emotional intelligence may have been the omission of an intermediate variable. Descriptors such as emotional exhaustion, conflict management style, employees' interpersonal proactive behaviours are some of the mediators established empirical linkages in the literature (Kim, Cable, Kim, & Wang, 2009; Moon & Hur, 2011; Shih & Susanto, 2010). Likewise, teachers' job satisfaction mediates the linkage between their emotional intelligence and their performance is yet to be studied. In addition to this, studies examining the interactive effects of the three constructs: emotional intelligence, job satisfaction and job performance in a single study is absent from the literature and remain a gap to be studied. Therefore, a complete hypothesised model for this study can be established based on the relationship of the three constructs.

This study proposed that job satisfaction is an underlying mechanism that links emotional intelligence and job performance. In the educational realm, schools

consider teachers' job satisfaction as a key factor in improving educational performance (Caprara, Barbaranelli, Steca, & Malone, 2006; Sargent & Hannum, 2005). Several studies indicate that job satisfaction influences teacher performance (Skaalvik & Skaalvik, 2011; Chen, 2007; Van den Berg, 2002). The intrinsic and extrinsic factors of job satisfaction were found to be the factors that led to the job satisfaction or dissatisfaction of teaching staff (Ismail Hussein & Abdul Rahman, 2011). In Malaysia, there was an increase in the number of teachers who opted for early retirement or resigned from work during the period from 2008 to 2011 (Ministry of Education Malaysia, 2012). Since the increase in the number of teachers leaving the profession is an important outcome of job dissatisfaction (Skaalvik & Skaalvik, 2011), the factors that could help improve teacher job satisfaction should be further investigated. In addition, Skaalvik and Skaalvik (2010) has stated that teachers will rate the importance of each facet of job satisfaction differently based on their individual preferences. Therefore, measure teachers' overall job satisfaction instead of looking at the intrinsic and extrinsic factors can create a problem. Moreover, there is lack of studies on the relationship between emotional intelligence dimension and job satisfaction facets.

On the other hand, an important limitation in the emotional intelligence literature is that majority of the studies were conducted within Western countries (Kong, Zhao, & You, 2012). Although the emotional intelligence construct may be universal, Law et al., (2004) agreed that behaviours resulting from emotional intelligence of an individual may vary across culture. Hence, the relationship of emotional intelligence, job satisfaction and job performance can be used as a guideline in setting framework of school teachers in Malaysia or in setting a working model of any education institutions. Testing these findings in an Asian culture would provide meaningful evidence for the external validity.

To conclude, the influence of demographic factors on teacher differences of emotional intelligence level is worth to be examined. At the same time, it was also interesting to investigate the interrelationship between emotional intelligence, job satisfaction and job performance within the context of Malaysia.

1.4 Objective of the Study

This study, in fact, has both explanatory and exploratory characteristics that have been derived from extant literature and problem statement. Therefore, the following objectives have been set for this study.

1. To examine the differences of emotional intelligence level based on the demographic factors (i.e. gender, age, working experience, marital status and race) among Malaysian school teachers.
2. To examine the differences of emotional intelligence, job satisfaction and perceived job performance based on the school type among Malaysian school teachers.
3. To investigate the direct effect of emotional intelligence on perceived job performance among Malaysian school teachers.
4. To investigate the direct effect of job satisfaction on perceived job performance among Malaysian school teachers.
5. To investigate the direct effect of emotional intelligence on job satisfaction among Malaysian school teachers.
6. To examine the mediating role of job satisfaction on the relationship between emotional intelligence and perceived job performance among Malaysian school teachers.

1.5 Research Questions

Since this study focused on both existing theories and past literature reviews, as well as on exploration of a conceptual framework, a series of primary research questions which were pertinent to the study were developed. Based on the objectives of the study, the research questions were formulated as:

1. What are the differences of emotional intelligence level based on the demographic factors (i.e. gender, age, working experience, marital status and race) among Malaysian school teachers?
2. What are the differences of emotional intelligence, job satisfaction and perceived job performance based on the school type among Malaysian school teachers?
3. What is the direct effect of emotional intelligence on perceived job performance among Malaysian school teachers?
4. What is the direct effect of job satisfaction on perceived job performance among Malaysian school teachers?
5. What is the direct effect of emotional intelligence on job satisfaction among Malaysian school teachers?
6. To what extent does job satisfaction mediate the relationship between emotional intelligence and perceived job performance among Malaysian school teachers?

1.6 Significance of the Study

The significance of this study was divided into the following groups: academia, authority and the case participant.

1.6.1 Academia

From an academic perspective, the results of this study could provide some evidences in explaining the relationship between teachers' emotional intelligence, job satisfaction and perceived job performance. This, in turn, will point out whether theories and concepts which were generated in a western context might be valid and effective in a non-western context.

In addition, the theoretical value in the findings will contribute knowledge to researchers on the role of emotional intelligence, job satisfaction and job performance of Malaysian school teachers. This result would be useful when compared with other careers which have similar job functions.

Moreover, emotional intelligence dimensions and/or job satisfaction aspects that are predictive to the job performance that recognise in this study will further be developed in an associate model and apply to the school setting. It is hoped that this model may create awareness and interest for academicians or researchers to engage in further studies to examine the insights to what extent our education industry is catering to the emotional literacy of school teachers. If this model can be further tested and tried as well as put into use by many researchers, then the model might possibly become an important theory of organisational psychology in the future. This is an important ingredient for the goal of a holistic education.

1.6.2 The Authority and the Case Participant

From a practical perspective, the result of this study will provide school administrators with data on emotional intelligence level among school teachers in Malaysia. School administrator might use the results to develop suitable program to train and improve school teachers emotional intelligence. It is hoped that after the training they will be more successful in their work and career and in turn will help head teachers or principles to upgrade the school and become a high performing school.

Subsequently, the findings from this study can provide information whereby it can serve as a helping hand for the school administrators to enhance teachers' job performance. School administrators can improve their understanding on the teacher performance by paying attention to the emotional intelligence and job satisfaction. This information will be useful and important for school administrator to identify the best performers and retain them in the school.

Furthermore, it is hoped that the findings of this explanatory and exploratory study can provide some kind of information on predicting school teachers' behaviour. This will help teachers to realise about the importance of emotional intelligence and identify areas (self emotional appraisal, others' emotional appraisal, regulation of emotion and use of emotion) to be cultivating in order to enhance their emotional intelligence. At the same time, teachers with high emotional intelligence can prevent a job dissatisfaction and will surely reflect good performance in their work.

1.7 Scope of the Study

This study is concerned about school teachers' perception on emotional intelligence, job satisfaction and job performance in Malaysia. Most of the previous studies have been conducted in western countries, it is imperative to follow these practices in a non-western country like Malaysia. To fulfil the objectives of this study, the researcher conducted the said study among the school teachers who are currently teaching in the public primary and secondary schools from Peninsular Malaysia. The data were collected via questionnaire distributed to the primary and secondary school teachers. It is believed that the results of the present study can be generalising to other developing countries because emotional intelligence is a universal topic.

1.8 Definition of Terms Used in the Study

Various terms have been used in this study. Hence, it is necessary to explain definitions of these important variables. These terms have been explained in this section in such a way that a person who is not familiar with the discipline can easily understand the basic concepts.

1.8.1 Emotional Intelligence

Emotional intelligence can be defined as "a form of intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"

(Salovey & Mayer, 1990). Davies et al. (1998) later on review this definition and conceptualised emotional intelligence into four distinct dimensions:

- (a) Appraisal and expression of emotion in the self (Self emotional appraisal)
Refer to an individual ability to acknowledge their deep emotions and be able to express these emotions naturally. Individual who are high in this ability will aware and understand their emotions well and facilitate a more authentic expression.
- (b) Appraisal and recognition of emotion in others (Others' emotional appraisal)
Refer to an individual ability to perceive and understand the emotions of others accurately. Individual who are high in this ability will comprehend another's feeling and emotions as well as reading their minds.
- (c) Use of emotion to facilitate performance (Use of emotion)
Refer to an individual ability to use specific emotions to direct them toward constructive activities and personal performance. Individual who are high in this ability will generate emotions to assist judgment and facilitate decision making.
- (d) Regulation of emotion in the self (Regulation of emotion)
Refer to an individual ability to control their emotions. Individual who are high in this ability will recover from psychological distress more rapidly.

These four dimensional ability views of emotional intelligence will be operationalised based on Wong and Law Emotional Intelligence Scale (Wong & Law, 2002).

1.8.2 Job Satisfaction

Job satisfaction is positive emotional state resulting from the appraisal of one's job (Locke, 1976). Moreover, job satisfaction is the actual satisfaction of an individual with the achieved correspondence in relation to intrinsic and extrinsic job environmental factors leading to work contentment (Weiss, Dawis, England, & Lofquist, 1967). According to Herzberg (1968), intrinsic factors (motivators) in the workplace cause job satisfaction while extrinsic factors (hygiene factors) cause job dissatisfaction. Thus, job satisfaction and job dissatisfaction act independently of each other.

- (a) Intrinsic factors or motivators were closely related to the job itself and largely internal to the individual. Intrinsic factors include the work itself, recognition, advancement and responsibility.
- (b) Extrinsic factors or hygiene factors are largely determined by the organisation. These include company policy and administration, salary, working conditions and interpersonal relations.

The intrinsic and extrinsic factors of job satisfaction will be operationalised as measured by Weiss et al. (1967) Minnesota Job Satisfaction Scale (Short Form).

1.8.3 Perceived Job Performance

Perceived job performance is refer to an individual's perception that his or her own behaviour or action will results in a particular level of performance. Campbell (1990) defined job performance as individuals' behaviours regarding self-control and those affecting achievement of organisational goals. A key component of job performance is the tasks carried out by an individual (task performance). Task

performance has long been recognised by researchers as the most important aspect of work behaviours and has sometimes been regarded as being synonymous with overall job performance. Perceived job performance will be operationalised as measured by scale designed by Tessema and Soeters (2006) and William and Anderson (1991).

1.9 Chapter Summary

Basically, this chapter has described the background and problem statement of the research, objective of the research, research questions, and significance of the research. The background and problem statements on this chapter were focused on the topic of emotional intelligence and showed that emotional intelligence is a significant issue for the quality of education. Teachers are the employees of education organisations, teachers possess favourable level of emotional intelligence are able to achieve outstanding job outcomes. It is believed that this research will bring benefits to the academia, school administrator, teachers, and the public.

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