The Relationship Between Emotional Intelligence and Job Performance of Myanmar School Teachers

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Abstract

The primary purpose of this study was to investigate the strength of teachers' emotional intelligence by four dimensions: utilization of emotion, optimism/ mood regulation, expression/ appraisal of emotion and emotional resilience. Next was to explore the relationship between emotional intelligence and job performance of school teachers. A descriptive research survey design was taken in this study. A total of 2014 school teachers from Yangon Region and Rakhine State participated by using multistage equal stratified random sampling technique. School teachers' emotional intelligence and job performance were assessed by using questionnaire survey method. In this study, out of four dimensions of EI, utilization of emotion is found to be the highest whereas emotional resilience is found to be the weakest among Myanmar school teachers. According to t-test result, gender and marital status are not related factors for EI. But senior teachers have higher EI than primary teachers and junior teachers. Then, more experienced teachers have higher EI than less experienced teachers. Comparing the two regions, school teachers in Yangon Region had higher EI than those in Rakhine State. Working experiences and job designation were related factors of teacher's job performance whereas there were no marital status and region differences in job performance. Primary teachers and junior teachers performed better than senior teachers with regard to job designation. Multiple regression analyses revealed that emotional intelligence was moderate predictor for job performance of school teachers. Optimism/ mood regulation and expression/ appraisal of emotion had direct predictive contribution to teachers' job performance.

Keywords:

Emotion, Emotional Intelligence, Teacher Job Performance

Introduction

Importance of the Study

Nowadays, emotional intelligence has become an exciting topic with enormous implications for many areas. Emotional knowledge, skills and intelligence hold a major key to improving education and helping students, teachers, faculty, and student development professionals attain higher degrees of achievement, career success, leadership and personal well being. Moreover, teaching is an emotional practice which involves emotional relationships, emotional understanding and emotional labor. It therefore requires teachers to become more efficient role models in terms of emotional intelligence. Furthermore, individuals are always in an interaction and communication with their environment. So, in order to develop good interpersonal relationship between teachers and students, feeling and emotion that everyone experiences are considered vital factors. Emotions contain valuable information about relationships.

In daily life, teachers have to bond with students and educate students as emotional and social beings. There may be many factors affecting the quality of this interaction and communication. These factors can be originated either from personal characteristics or other external factors. Individuals' past experiences, personal characteristics, interests, attitudes, and expectations can influence their interpersonal relationships. Besides all, another factor worthy of mentioning relationship among people is emotional intelligence. Emotional intelligence refers to competencies in identifying, understanding, expressing, and managing emotions, in both self and others (Matthews, Zeidner & Roberts, 2004). It represents the combination of heart and mind. The activity of mind, the inner urge, is a fundamental property of life (Khin Zaw, 2001). So, it has been determined as an indispensable activator and enhancer of intellectual powers. Teaching is also an emotional practice which involves emotional relationships, emotional understanding and emotional labor. This requires teachers to become more efficient models in terms of emotional intelligence. As teachers are true builders of the nation, the effect of emotional intelligence on teachers' job performance cannot be ignored and also be taken into account as a crucial point in the classroom environment.

Recognizing the essential of emotional intelligence and the lack of studies in Myanmar, this exploratory study is an attempt to contribute to an understanding of emotional intelligence of Myanmar school teachers. Moreover, there has been no study investigating the relationship between emotional intelligence and school teachers' job performance in Myanmar. On account of these reasons mentioned above, emotional intelligence of Myanmar school teachers and its impact on their job performance are considered as an urgent need.

Purpose of the Study

The primary purpose of this study is to explore the strength of teachers' emotional intelligence by four dimensions: utilization of emotion, optimism/ mood regulation, expression/ appraisal of emotion and emotional resilience.

The specific objectives are:

1. to explore the related factors of emotional intelligence and that of job performance among school teachers;

2. to investigate the relationship of emotional intelligence with job performance of school teachers.

Definitions of Key Terms

The following definitions of the key terms were used in this study.

Emotion: It is defined as "a strong feeling deriving from one's circumstances, mood, or relationships with others" (Matthews, Zeidner & Roberts, 2004).

Emotional intelligence: It is the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Goleman, 2000).

Teacher's job performance: It can be defined as the ability of teachers and the job responsibilities or duties performed by the teacher to combine relevant inputs for the enhancement of teaching and learning processes (Justine, 2010).

Review of Related Literature

Historical Context of Emotional Intelligence

Emotional, social and practical intelligence have been called the nonacademic intelligence, the non-cognitive intelligences, and the non-intellective intelligences. These terms distinguish traditional views of intelligence from the more widely recognized and researched abstract, or academic, intelligence, at the core of which is alleged to be g (general ability) measured by IQ tests (Goleman, 2000).

There were researchers who recognized early on that the non-cognitive aspects were also important. Wechsler was the researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success (Cherniss, 2000). On the other hand, Gardner also (1983) defined social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. Salovey and Mayer (1990) seem to focus on emotions as one aspect of social intelligence. They are the earliest developers of the concept and define EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Goleman's best-selling book, ''Emotional intelligence" includes abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope'' (Goleman, 1995, p.34).

Recently, in the light of Salovey and Mayer's definition of emotional intelligence, Goleman (1998) expanded the definition of EI into five basic emotional and social competencies: (1) knowing one's emotions, or 'self-awareness' (2) managing emotions, or 'self-regulation' (3) motivating oneself (4) recognizing emotions in others, or 'empathy' and (5) handling relationships, or 'social skills'. At the same time, Bar-On (2000) defined EI in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands. The five main domains in his model are intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood (Cherniss, 2000). Furthermore, the Goleman (2002) taxonomy offers a four-part structure: self-awareness, self-management, social awareness and relationship management.

Moreover, the theory of emotional intelligence is synthesized into ability model and mixed model. Representatives of ability model are Mayer and Salovey (1997) with four-branch model of emotional intelligence. They perceive as a form of pure intelligence, that is, emotional intelligence is a cognitive ability. Mixed model emphasizes how cognitive and personality factors influence general well-being (Goleman, 1995).

Teachers' Job Performance

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Okunola, 1990, cited in Adeyemi, 2010). Job performance, which refers to the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization, is central to any organization (Nayyar, 1994, cited in Akhlaq I & Amjad II, 2010). However, good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole, 1998, cited in Justine, 2004). In addition, teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals.

Methodology

Research Participant and Setting

In order to obtain the data, the sample of Myanmar school teachers from Yangon Region and Rakhine State, was selected by using multistage equal stratified random sampling technique in Phase I. It employed a three stage sample selection process, first, districts from each region, and selected townships, then selecting school teachers (primary teachers, junior teachers and senior teachers) from the townships. A total of 1006 school teachers from Yangon Region and

1008 school teachers from Rakhine State participated in this study. Based on the descriptive analysis of emotional intelligence test scores, the three groups such as high EI level, moderate EI level and low EI level were classified. In Phase II, out of 2014 school teachers, a total of 400 teachers, 100 teachers of low EI group (40%), 200 teachers of moderate EI group (13%) and 100 teachers of high EI group (40%), were selected and administered by Teachers' Job Performance Questionnaire.

Research Instruments

Emotional Intelligence Scale was adapted from Schutte Self-Report Emotional Intelligence [SSREI] scale by Schutte in 1998, Trait Emotional Intelligence Questionnaire (TEIQ) by Petrides in 2001, Leahy Emotional Intelligence Schemas (LEIS) by Leahy in 2002, Wong & Law Emotional Intelligence Scale by Wong and Law in 2002, Trait Meta-Mood Scale (TMMS) by Salovey, Mayer & et al (1995) and Dulewicz & Higgs Emotional Intelligence Questionnaire (DHEIQ) by Dulewicz & Higgs (2001). EIS consists of 60 items: utilization of emotion (20 items), optimism/ mood regulation (21 items), expression/ appraisal of emotion (9 items), and emotional resilience (10items). It is 5-point Likert scales ranging from strongly disagree = 1, to strongly agree = 5. Teachers' Job Performance Questionnaire was mainly adapted from Self-Administered Questionnaire of Teachers' Job Performance (SAQs) by Nabuhenya. It includes 58 items: 25 items of positive interpersonal relations/ professional responsibility, 19 items of instruction/ learning environment and 14 items of planning and preparation.

Data Analysis

Confirmatory Factor Analysis for Emotional Intelligence Scale

Confirmatory factor analysis was used to establish the four factor structure of the Emotional Intelligence Scale. The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.93, above the recommended value of 0.7, indicating sufficient items for each factor. And Bartlett's Test of Sphericity was significant (p < 0.001)

which means that the variables were highly correlated enough to provide a reasonable basic for factor analysis. Finally, factor analysis was conducted with 60 items: utilization of emotion (20 items), optimism/ mood regulation (21 items), appraisal of emotion (9 items), and emotional resilience (10 items).

Emotional Intelligence of School Teachers

In this study, an emotional intelligence scale for Myanmar school teachers have been developed by two parameter logistic model of item response theory (IRT). The results were reported in Journal of Myanmar Academy Arts and Science June, 2015 Vol. X. Using the ability parameter θ estimate from that result, school teachers were identified into the three groups: 14% of school teachers with ability one standard deviation above the sample mean were considered high group; 74% of school teachers with ability (+1) and (-1) standard deviation from the sample mean were grouped into moderate group and the remaining school teachers of 12% who have ability one standard deviation lower than the sample mean were grouped into low group.

Strength Level of Each Dimension of Emotional Intelligence Scale for Myanmar School Teachers

Myanmar school teachers' emotional intelligence was measured by Emotional Intelligence Scale which included four dimensions for emotional intelligence. The descriptive statistics corresponding to each dimension of emotional intelligence are reported in the following Table 1.

Based on the descriptive statistics shown in Table 1, the mean score for utilization of emotion is the highest among four dimensions. However, it was observed that school teachers' emotional resilience is weak. It may be interpreted that they are weak in performing consistently in a range of situations under pressure and adopting behavior appropriately. According to the result, EI teaching strategies related to improving emotional resilience should be incorporated into pre-service and in-service teacher training programme in Myanmar.

Table 1. Means and Standard Deviations for Four Dimensions of Emotional Intelligence Scale

Dimensions of EI	Mean %	SD
Utilization of Emotion	78.74	9.56
Optimism/ Mood Regulation	69.50	10.93
Expression/ Appraisal of Emotion	68.39	11.97
Emotional Resilience	63.57	11.97

Table 2. Means and Standard Deviations for Emotional Intelligence by Gender

Gender	N	Mean	SD
Male	198	211.58	28.53
Female	1816	214.57	25.14
Total	2014	214.28	25.50

Table 3. Means and Standard Deviations for Emotional Intelligence by Marital Status

Marital Status	N	Mean	SD
Single	994	214.26	25.19
Married	1020	214.30	25.81
Total	2014	214.28	25.50

Comparison of Emotional Intelligence by Gender

Descriptive analysis revealed that the mean score of emotional intelligence for female teachers is greater than those of male teachers (see Table 2).

In order to make detailed investigation, independent sample t-test was conducted. According to the result of t-test, there was no gender difference in EI. So, it may be said that gender is not a related factor for emotional intelligence.

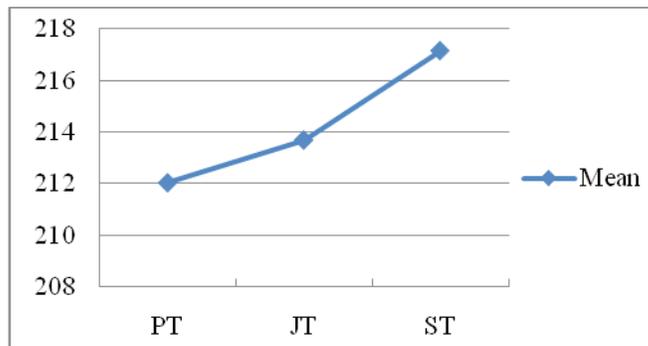### Comparison of Emotional Intelligence by Marital Status

Means and standard deviations for school teachers' emotional intelligence by marital status were reported in Table 3.

To investigate detailed information, independent sample t-test was conducted. According to the result of t-test, there was also no difference in EI by marital status. Moreover, these results were consistent with the other research findings in which emotional intelligence is not significantly related to gender and marital status by Imrani in 2004.

Comparison of Emotional Intelligence by Job Designation

According to the mean score, there were differences in mean score by job designation (see Figure 1). In other words, STs have higher emotional intelligence than JTs who were higher than PTs in emotional intelligence. To investigate detailed information, one way analysis of variance was conducted. The result of ANOVA showed that there were significant differences among PTs, JTs and STs in emotional intelligence. So as to obtain detailed information of which particular job designation had the differences, Post Hoc Test was executed by Tukey HSD method. It is apparent that STs have higher emotional intelligence than PTs and JTs. Such an increase in emotional intelligence may be explained by the increase of experience which increases with the age due to the service related promotion system and

Figure 1. Mean Comparisons for Emotional Intelligence by Job

Table 4. Means and Standard Deviations for Emotional Intelligence by Working Experience

Working Experience (years)	N	Mean	SD
5yr & below 5 yrs	183	206.58	23.92
6-15yrs	469	211.57	25.39
16-25yrs	507	215.88	23.13
26 & above 26yrs	855	216.46	26.79
Total	2014	214.28	25.50

also maturation, the basic elements of development, according to Piaget. By the developmental age, individuals develop competencies to bear the tensions in different social situations. Moreover, their emotional development becomes complex by the experiences through emotional upheavals and storms (Chauhan, 1999). On the flip side, this may be explained that in this study, 97.2% of the STs are BEd degree holders. Thus, it can be said that the effect of BEd training and their education status on emotional intelligence are remarkable.

Comparison of Emotional Intelligence by Working Experience

Descriptive analysis revealed that the mean score of more experienced teachers was higher than that of less experienced teachers (see Table 4). To investigate whether there are differences in emotional intelligence or not, one way analysis of variance was conducted. The result showed that there were significant differences in emotional intelligence. So as to find which particular group had highest difference, Post Hoc Test was executed by Tukey HSD method. It was apparent that school teachers with (16-25 yrs) experiences have higher EI than those with (5 yrs & below) experiences and (6-15 yrs) experiences. Moreover, school teachers with (26 yrs & above) experiences have higher EI than (5 yrs and below) and (6-15 yrs) experiences. This finding seems to be unique and contrary to the findings of previous studies conducted by Imrani in 2004 and Mwathi in 2010.

Table 5. Descriptive Statistics for Emotional Intelligence by Region

Region	N	Mean	SD
Yangon	1006	215.40	26.03
Rakhine	1008	213.16	24.93
Total	2014	214.28	25.50

Table 6. Descriptive Statistics for Dimensions of Emotional Intelligence by Job Designation

Dimensions of EI	Job Designation	N	Mean %	SD
Utilization of Emotion	PT	676	78.14	10.05
	JT	668	78.67	10.00
	ST	670	79.41	8.53
Optimism/ Mood Regulation	PT	676	69.39	10.63
	JT	668	69.15	12.05
	ST	670	69.97	10.00
Expression/ Appraisal of Emotion	PT	676	67.87	11.77
	JT	668	68.55	11.77
	ST	670	68.76	11.94
Emotional Resilience	PT	676	60.95	11.32
	JT	668	63.11	12.20
	ST	670	66.67	11.71

Comparison of Emotional Intelligence by Region

The following table revealed that the mean score of teachers from Yangon Region was higher than those of teachers from Rakhine State (see Table 5). To investigate detailed information, independent sample t-test was conducted. According to the result, school teachers from Yangon Region differ from those from Rakhine State in EI at 0.05 level (t = 1.964, p = 0.050).

Comparison of Dimensions of Emotional Intelligence by Job Designation

Descriptive Statistics for dimensions of emotional intelligence of school teachers by job designation was shown in table 6 to figure out the strength of school teachers' four dimensions of emotional intelligence. According to the result, STs have the highest emotional intelligence in all dimensions. This may be due to the fact that more experienced and matured teachers were good at coping various emotions.

Moreover, to investigate detailed information for job designation, one way analysis of variance was conducted. ANOVA result showed that there were differences among percentage mean score of EI dimensions by job designation. So, to find which particular group had highest difference, Tukey test was conducted. It was obvious that in emotional resilience, STs were better than PTs and JTs who were also better than PTs. This is due to the fact that more matured or experienced teachers can resist emotions and perform consistently in a range of situations under pressure and to adopt behavior appropriately. In addition, STs were better than PTs in utilization of emotion. Moreover, STs seem to be more competent in solving emotional problems through their working experiences.

Comparison of Dimensions of Emotional Intelligence by Gender

Table 7 showed different percentage mean score and standard deviation of dimensions of EI by gender. It was clearly seen that percentage mean scores of female teachers were higher than those of male teachers in every dimension. In addition, independent sample t-test was conducted to obtain specific information on EI dimensions. According to the result, only in expression/ appraisal of emotion, female teachers were higher than male teachers in EI. It can be said that innately, females are very sensitive to emotions and always interested in whether something is wrong with the other people.

Comparison of Dimensions of Emotional Intelligence by Region

Table 8 showed that there were differences among percentage mean score of EI dimensions by region. Vividly, percentage mean scores of teachers in Yangon were higher than those of Rakhine in EI dimensions, except utilization of emotion. To make detailed investigation, independent sample t-test was conducted. The result of t-test revealed that school teachers in Yangon Region differ from those of Rakhine State in appraisal of emotion and optimism/ mood regulation. This may be concluded that teachers in more developed region were better at reading emotions and regulating their emotions.

Table 7. Descriptive Statistics for Dimensions of Emotional Intelligence by Gender

Dimensions of EI	Gender	N	Mean %	SD
Utilization of Emotion	Male	198	78.44	9.95
	Female	1816	78.77	9.52
Optimism/ Mood Regulation	Male	198	68.82	11.80
	Female	1816	69.58	10.83
Expression/ Appraisal of Emotion	Male	198	65.70	13.65
	Female	1816	68.69	11.74
Emotional Resilience	Male	198	62.62	13.18
	Female	1816	63.67	11.83

Table 8. Descriptive Statistics for Dimensions of Emotional Intelligence by Region

Dimensions of EI	Region	N	Mean %	SD
Utilization of Emotion	Yangon	1006	78.39	9.24
	Rakhine	1008	79.09	9.87
Optimism/ Mood Regulation	Yangon	1006	70.33	10.64
	Rakhine	1008	68.68	11.15
Expression/ Appraisal of Emotion	Yangon	1006	69.34	11.84
	Rakhine	1008	67.45	12.04
Emotional Resilience	Yangon	1006	63.91	12.08
	Rakhine	1008	63.22	11.86

Job Performance of School Teachers

Based on the descriptive analysis of emotional intelligence, the three groups such as high EI level, moderate EI level and low EI level were classified. Out of 2014 school teachers, a total of 400 teachers, 100 teachers of low EI group (40%), 200 teachers of moderate EI group (13%) and 100 teachers of high EI group (40%), were selected and administered by Teachers' Job Performance Questionnaire.

Confirmatory Factor Analysis for Teachers' Job Performance

The reliability coefficients were largely acceptable for each of these three theoretically derived Teachers' Job Performance Questionnaire (Alpha = 0.96). Principal axis factor analysis with varimax rotation was conducted to assess the underlying structure for the 75 items of Teachers' Job Performance Questionnaire. Finally, three factors were requested, based on the fact that the items were designed as positive interpersonal relation/ professional responsibility, instruction/ learning environment, planning and preparation.

Comparison of Teachers' Job Performance by Marital Status

It is hypothesized that there may be differences in job performance of teachers with regard to marital status and so it is necessary to find out marital difference. Descriptive analysis for job performance by marital status was shown in the following Table 9. As slight differences can be found between single and married teacher, it showed the necessity to conduct the mean comparison for job performance by marital status. So, analysis of independent sample t-test was conducted. According to the result of t-test, there was no significant difference in job performance by marital status (t = 0.060, p = 0.952).
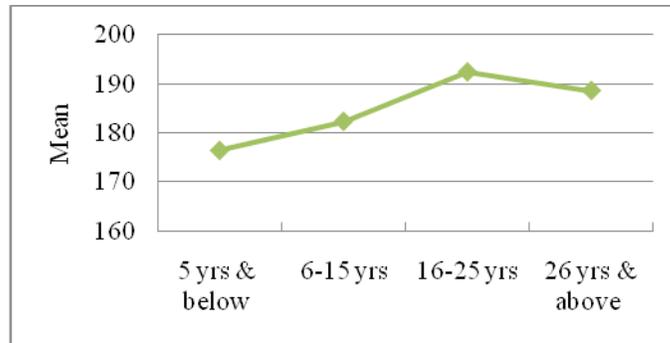
Comparison of Job Performance by Working Experience

Interestingly, the sources of mean differences were found among the four groups. It is apparent that both two groups of well experienced teachers showed better job performance than less experienced ones (see Figure 2). So, it is satisfactorily found that having more teaching experience has an impact on teachers' job performance. Comparing with the two experienced groups, it was found that although the last group had a lot of experiences, their performance was lower than the third group. This fact pinpointed that teachers in the last group were the oldest teachers and so they approach retirement age. Therefore, they are not energetic to perform their job as much as before.

Next, one way analysis of variance was undertaken for further detailed analysis. The result highlighted that there were significant differences among school teachers with regard to working experience. For making mean comparisons among the groups, Tukey HSD comparison procedure was again interpreted. It can easily be seen that school teachers with (16-25 yrs) experiences have higher job performance than those with (6-15 yrs) experiences significantly. It may be due to the fact that teachers with (16-25 yrs) experiences are more self-reflective through their experience and they are already well-equipped with their professional development at that time. This finding seems to be unique and contrary to the findings of previous research conducted by Mwathi in 2010 that working experience does not affect on job performance.

Table 9. Means and Standard Deviations for Job Performance by Marital Status

	Marital Status	**N**	**Mean**	**SD**
	Single	198	187.99	20.42
Job Performance	Married	202	188.12	23.77
	Total	400	188.06	22.15

Figure 2. Mean Comparisons for Job Performance by Working Experience

Figure 3. Mean Comparisons for Job Performance by Job Designation

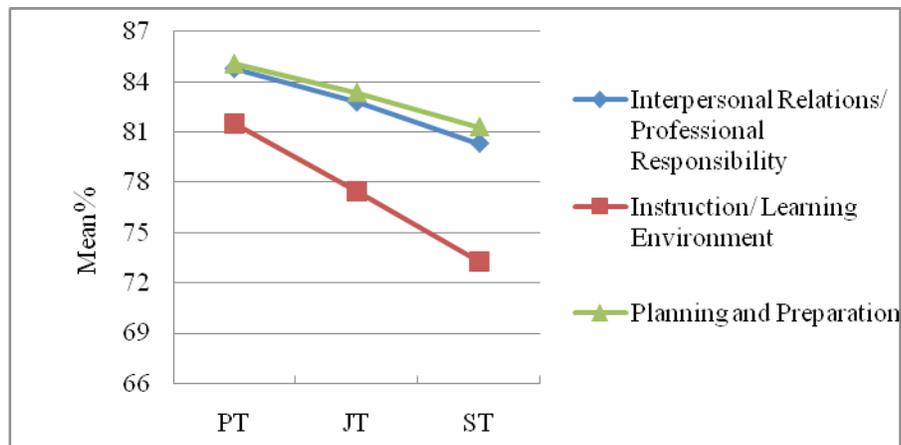*Comparison of Job Performance by Job Designation*

The following figure shows that there were differences in mean score by job designation. It was found that PTs had the highest job performance among them. In addition, significant differences were found in job performance by job designation by using one way analysis of variance. Then, Post Hoc Test was executed by Tukey HSD method. From this result, PTs and JTs were better than STs in job performance evidently. It may be due to the fact that age group may be a related factor in job performance because in this study, 23% of PTs and 20% of JTs are less than 35 years old. However, it was found that very few STs (only 10%) are less than 35 years old. So, it can be concluded that young teachers are very energetic and they can make a great effort in their job.

Comparison of Job Performance by Region

Comparing to the two regions, it was clearly seen that the mean score of teachers from Rakhine State was higher than those in Yangon Region in job performance (see Table 10). So, it can be observed that the teachers in less developed region have to exert effort in their job when they teach their students because they get less support and cooperation from the parents of their students. Afterwards, independent sample t-test was conducted to gain detailed information about job performance. Yet, there was no significant difference between the two regions in job performance (t = -0.661, p = 0.509). So, it was clearly seen that the teachers in the two regions have the same ability in job performance.

Table 10. Means and Standard Deviations for Job Performance by Region

	Region	N	Mean	SD
Job Performance	Yangon	200	187.32	22.85
	Rakhine	200	188.79	21.45
	Total	400	188.06	22.15

Figure 4. Mean Comparisons for Dimensions of Job Performance by Job Designation

### Comparison of Dimensions of Job Performance by Job Designation

Descriptive Statistics for job performance dimensions of school teachers by job designation was shown in figure 4 to figure out the strength of school teachers' three dimensions of job performance. Concerning with the three dimensions of job performance, PTs had the highest percentage mean score in all dimensions. Next, one way analysis of variance was undertaken for further detailed analysis. According to the ANOVA result, PTs was significantly better at performance than the others in the three dimensions whereas JTs were also better than STs in instruction/ learning environment. It may be due to the fact that primary students have strong attachment to their teachers whereas adolescents keep distance away from them. According to the period of human development, adolescents move towards independence and autonomy (Coleman, n.d.). So, STs may be weak in positive interpersonal relations/ professional responsibility dimension.

Moreover, adolescents are challenged in the development of cognitive skill whereas children are likely to accept the adults' view point without challenging due to the fact that they would have little reason to challenge the adults' opinion (Naing Naing Maw, 2007). Adolescents can think logically and use their capacity to make judgments and decisions to themselves. On the other side, PTs can teach the students with ease due to their easy course for them so that they are efficient in their lessons. Thus, it has been seen that PTs are good at instruction/ learning environment. Besides, as PTs teach young children, they can succeed behavior management and achieve in the classroom as well.

Correlation Between Emotional Intelligence and Job Performance Using Self-rating (400 participants)

Concerning interrelations between emotional intelligence and job performance, there is a significant correlation among emotional intelligence, EI dimensions, overall job performance and its dimensions. The value of Cronbach's alpha for Emotional Intelligence Scale and Teachers' Job Performance Questionnaire was 0.91 and 0.96. For
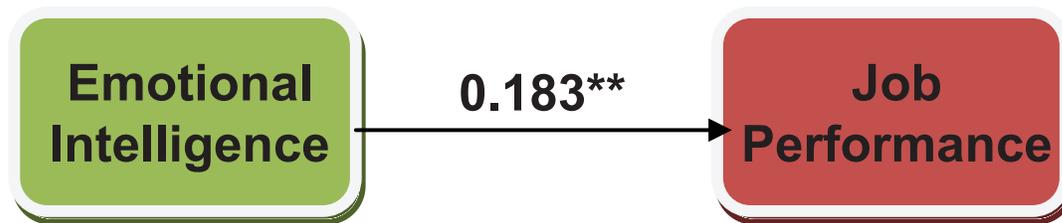
**Correlation is significant at the 0.01 level (2-tailed).

Figure 5. Model of Emotional Intelligence and Job Performance

four dimensions of Emotional Intelligence Scale, internal consistency reliabilities of utilization of emotions, optimism/ mood regulation, expression/ appraisal of emotions, and emotional resilience are 0.85, 0.86, 0.76 and 0.70 respectively. Inter-correlation among four dimensions and overall EI Scale ranges from 0.404** to 0.943**and they were significantly correlated at 0.01 level. For Teachers' Job Performance Questionnaire, internal consistency reliabilities of positive interpersonal relations/ professional responsibility, instruction/ learning environment, planning and preparation are 0.92, 0.89 and 0.86 respectively. Similarly, inter-correlation among three dimensions and overall job performance ranges from 0.627** to 0.921** and they were also significantly correlated at 0.01 level. The correlation coefficient (r) of 0.289** was obtained between emotional intelligence and job performance. According to several researchers such as Cohen (1988), for the behavioral sciences correlation coefficients, $r = .10$, $r = .30$ and $r = .50$ are interpreted as small, medium and large coefficients respectively (cited in Hemphill, 2003). The obtained r of 0.28 which is approximately equal to 0.30 therefore, indicates a moderate positive relationship between the two variables, emotional intelligence and job performance.

***Regression Analysis for Prediction of Teachers' Job Performance***

A simple linear regression analysis was calculated for predicting teachers' job performance based on their emotional intelligence. Regression Analysis revealed

that the model significantly explained job performance, $F = 36.36$, $p = 0.000$. R^2 for model was 0.084 and adjusted R^2 was 0.081. Based on the result, emotional intelligence contributed 8.1% of the variance to job performance. According to Cohen (1998), this is a medium effect. It was consistent with the study of Bradberry & Greaves (2005) in which people who develop their emotional intelligence tend to be successful on the job because the two go hand in hand. By applying regression analysis, the resultant model for job performance can be described as in the following equation concerned with emotional intelligence.

$$\text{Job Performance} = 149.11 + 0.183EI$$

From the result, the model of emotional intelligence and job performance was developed (see figure 5).

To identify the best model for predicting job performance of school teachers, simultaneous multiple regressions analysis was used. Significant variance in job performance was explained by optimism/ mood regulation and expression/ appraisal of emotion which yielded the model best explaining variance in job performance of school teachers. Regression Analysis revealed that the model significantly explained job performance, $F = 10.69$, $p = 0.000$. R^2 for model was 0.098 and adjusted R^2 was 0.089. According to the result, optimism/ mood regulation and expression/ appraisal of emotion contributed 8.9% of the variance in shared variability to job performance. It was found that optimism/ mood regulation and expression/ appraisal of emotion had moderate effect on job performance. By applying regression analysis, the
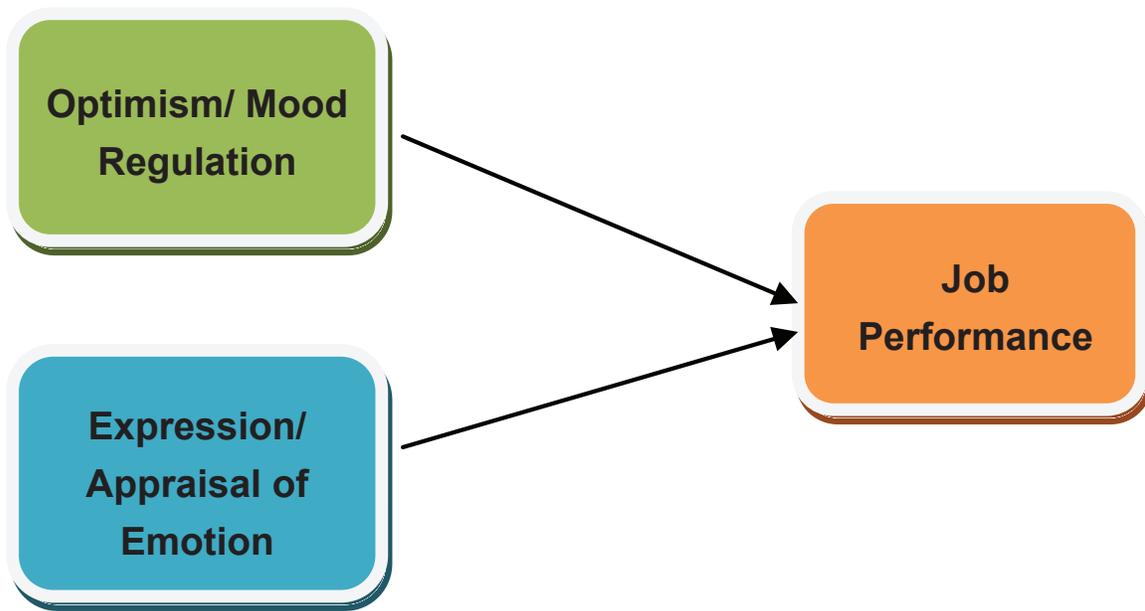
*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

Figure 6. Predictive Power of Dimensions of Emotional Intelligence on Job Performance

resultant model for job performance can be described as in the following equation concerned with optimism/ mood regulation and expression/ appraisal of emotion.

$$\text{Job Performance} = 154.89 + 0.39\,($$

According to the result of multiple regressions analysis, the model of EI dimensions and teachers' job performance was developed (see Figure 6).

In order to test the predictive contributions of the EI dimensions to job performance dimensions: positive interpersonal relations/ professional responsibility, instruction/ learning environment, planning and preparation, the simultaneous multiple regressions analysis was undertaken. The result revealed that the two dimensions of EI, optimism/ mood regulation and expression/ appraisal of emotion, made a significant predictive contributions to instruction dimension, F = 11.46, p < 0.000, and explained for 9.5% (adjusted R^2) of the variance in instruction. The resultant model of for instruction dimension can be described as in the following equation concerned with optimism/ mood regulation

and expression/ appraisal of emotion.

$$\text{Instruction} = 62.31 + 0.14\,E/AOE + 0.24\,O/MR$$

According to Cohen (1998), this is a medium effect. Likewise, optimism/ mood regulation could contribute to planning and preparation dimension, F = 8.42, p < 0.000, and explained for 6.9% (adjusted R^2) of the variance in planning and preparation dimension. This is also a medium effect (Cohen, 1998, cited in Warmbrod, 2001). In this study, no EI dimension was a significant predictor for positive interpersonal relations/ professional responsibility dimension of job performance. The resultant model of for planning and preparation dimension can be described as in the following equation concerned with optimism/ mood regulation.

$$\text{Planning and Preparation} = 71.13 + 0.25\,O/MR$$

According to the above two results of multiple regressions, the model of EI dimensions and job performance dimensions was developed (see Figure7).
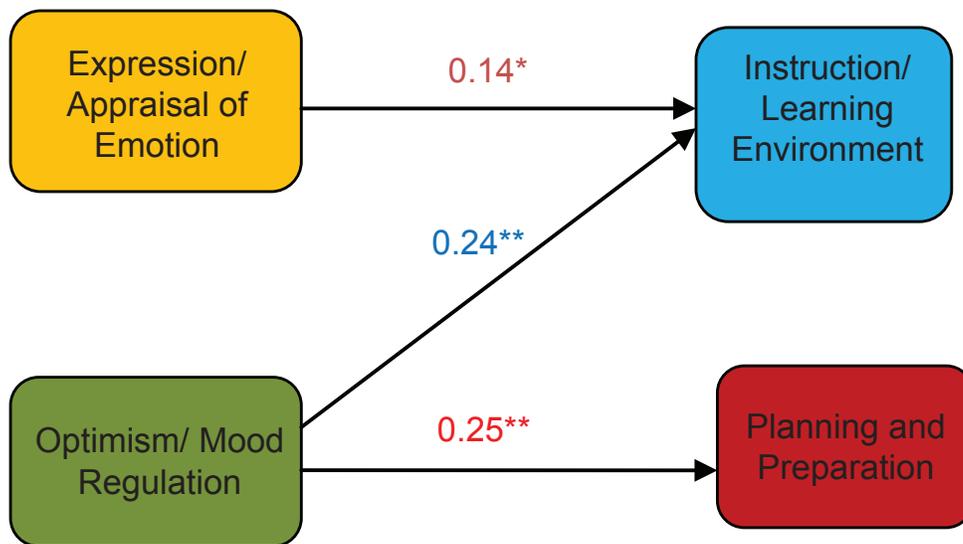
*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

Figure 7. Predictive Power of Dimensions of Emotional Intelligence on Dimensions of Job Performance

Conclusion and Recommendations

In this study, out of four dimensions of EI, utilization of emotion was found to be the highest whereas emotional resilience was found to be the weakest among Myanmar school teachers. Observing emotional intelligence in general, gender and marital status were not related factors of emotional intelligence. When emotional intelligence was examined across job designation, working experience and region, STs have higher emotional intelligence than JTs and PTs according to ANOVA result. Moreover, more experienced teachers have got higher EI level than less experienced teachers. Comparing the two regions, school teachers in Yangon Region have higher EI than those in Rakhine State.

Next, specific dimensions of emotional intelligence were examined across job designation, gender and region. It was found that STs were better than PTs and JTs in both utilization of emotion and emotional resilience. On the other hand, JTs were better than PTs only in emotional resilience. It is not a surprised fact that female teachers were higher than male teachers only in expression/ appraisal of emotion. Interestingly, teachers in Yangon Region have higher EI than those in Rakhine State.

Moreover, teacher's job performance was also examined. Dsepite no marital status and region difference in job performance, working experience and job designation distinctly influence on teacher's job performance. According to mean score, performance begins to decline as one approaches retirement age due to age related decline in physical and cognitive capacities. Surprisingly, ANOVA result revealed that teacher with (16-25 yrs) of working experiences performed much better than (6-15 yrs) of working experiences. In job designation, PTs and JTs performed better job performance than STs.

Again, a series of multiple regression analyses was conducted to find out the impact of emotional intelligence on teacher's job performance. The results revealed that emotional intelligence was moderate predictor for job performance of school teachers. Moreover, optimism/ mood regulation and expression/ appraisal of emotion had direct predictive contribution to teachers' overall job performance. Specifically, optimism/ mood regulation was a moderate prediction of instruction/ learning environment dimension, and planning and preparation dimension. Besides, expression/ appraisal of emotion was also a moderate predictor of instruction/ learning environment dimension only.

Implication for Teacher Education

Myanmar as a country giving highest priority for education is now striving to create a Myanmar learning society to be able to face the challenges of the 21st century. Here, human resource development plays a large part in building a modern developed nation through education. The ultimate goal of every educational institute is to provide better quality of education to their students and that totally depends upon the people who have to impart knowledge to students. As the future of a nation depends on the hands of nowadays students, the responsibility of a teacher is sky–high. To be a good teacher, he or she must be physically or mentally well being in which teachers' emotional intelligence is a vital role for their effective job performance. So, this study pinpointed that emotional intelligence is one of the related factors of job performance for Myanmar school teachers so as to keep up with the global targets.

It has been accepted that schools are basic training grounds to enhance emotional intelligence. For the youths, this includes an education in emotional literacy; for those already at work, it means cultivating emotional competence. If EI can be documented to impact job performance, EI teaching strategies could be incorporated into pre-service teacher training programme. If it is so, in our country, training programs of emotional literacy programs for the teachers who are responsible to all round development students should be taken into account. Definitely, the teachers having good emotional intelligence can mould the students in effective manners and be successful in the job performance.

Moreover, it was suggested that it is necessary to conduct an experimental research design where some teachers are exposed to EI development training programs while others are not, and their job performances before and after trainings are compared. Apart from these, next study might examine the relationship between other variables, demographics on individual differences such as personality, value, attitude, leadership, deviant behavior and life satisfaction.

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