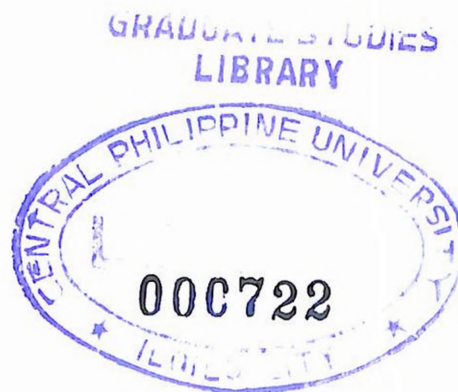


**EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND JOB  
PERFORMANCE OF THE FACULTY MEMBERS OF  
STATE COLLEGES IN THE PROVINCES  
OF ANTIQUE AND ILOILO**

**A Dissertation**

**Presented to  
the Faculty of the School of Graduate Studies  
Central Philippine University**

**In Partial Fulfillment  
of the Requirements for the Degree  
DOCTOR OF EDUCATION**



**MARIBELLE ESTONILO-ARIB  
March 2010**

**EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND JOB  
PERFORMANCE OF THE FACULTY MEMBERS OF STATE  
COLLEGES IN THE PROVINCES OF  
ANTIQUE AND ILOILO**

**by**

**MARIBELLE ESTONILO-ARIB**

**ABSTRACT**

The study was conducted to determine the level of emotional intelligence, job satisfaction and job performance of state colleges in the Provinces of Antique and Iloilo. It further aimed to determine if they are significantly related to one another. The study also sought to determine the profile of these faculty members according to sex, age, civil status, academic rank and length of service, and if those characteristics are related to the faculty members emotional intelligence, job satisfaction and job performance.

The faculty members' emotional intelligence was examined in terms of five subskills namely: emotional awareness, managing one's emotions, self-motivation, empathy and coaching other's emotions.

It was hypothesized that the faculty members' emotional intelligence, job satisfaction and performance significantly vary according sex, age, civil status, academic rank and length of service. It was also predicted that these faculty's personal and work-related characteristics are significantly related to the level of emotional intelligence, job satisfaction and job performance. It was hypothesized further that emotional intelligence is significantly related to job satisfaction, then job satisfaction is significantly associated

with job performance and job performance is significantly related with emotional intelligence. Furthermore, it was also contended that the significant relationship of emotional intelligence and job performance; and job and personal and work-related characteristics exist even when job satisfaction controlled.

This descriptive and correlational study utilized one-shot survey design. The respondents of the study were 201 faculty members of Iloilo State College of Fisheries, Northern Iloilo Polytechnic State College and Polytechnic State College of Antique and their respective external campuses. They were selected using proportionate sampling and stratified random sampling. The research instruments utilized were Dr. Hall's thirty-item Emotional Intelligence Self-evaluation, Dr. Hansen's twenty-item Job Satisfaction Questionnaire and the Performance Evaluation System (PES) AY 2008-2009. The statistical tools used were the frequency count, percentage, mean, Mann-Whitney U, Kruskal Wallis, Chi-square, Gamma and Kendall's tau-c. The level of significance used was .05 alpha.

Majority of the faculty members involved in this study were female, older than 40 years old, married, with academic rank of instructor and had been teaching for more than 15 years. The findings disclosed that in general, the faculty had an average emotional intelligence therefore they need some improvement. It was in the emotional awareness and coaching other's emotions EI subskills that majority of the faculty were definitely strong. In managing one's emotions, self-motivation and empathy skills, the faculty need some improvement. It is worthy to note that a good number of faculty members were definitely strong in their EI.

In general, the faculty members were satisfied with their teaching job with highest mean of satisfaction in their increasingly good attitude toward their job, immediate head and employer. Yet, majority expressed dissatisfaction in promotion policies as mostly believed they were passed up for a promotion.

As a whole group, a great majority of the faculty members had very satisfactory job performance while a considerable member had outstanding rating.

Only in academic rank that the emotional intelligence of the faculty members significantly varied and found to be significantly related. On the other hand, only sex was significantly related to job satisfaction although their job satisfaction significantly varied when grouped according to sex, civil status, and academic rank. When it comes to the faculty's job performance, only the academic rank once again was found to be significantly related with it. But both academic rank and civil status caused a significant difference in the faculty's performance rating.

The findings further disclosed that there was a highly significant relationship between the respondents' level of emotional intelligence and job satisfaction, and so with job satisfaction and job performance thus accepting the alternative hypothesis. This study failed to establish a significant relationship between emotional intelligence and job performance therefore rejecting the alternative hypothesis.

This study further tried to determine relationship between emotional intelligence and job performance, and so with personal and work-related characteristics by controlling job satisfaction. It failed, leading to a conclusion that the relationships between the mentioned variables have, they can be explained by the faculty's job satisfaction. This rejects the alternative hypothesis that there is a significant relationship between emotional

intelligence and job performance, and so with personal and work-related characteristics when job satisfaction is controlled.

Based on the findings presented and conclusions stated, the following recommendations are offered:

Increase number of male and younger faculty. More proportion from the males were found to be dissatisfied compared to the females. Most likely, the males can't relate well with their counterpart since like the females, they also have special needs that only their same sex could fulfill. Younger faculty are also needed not only for the sake of having new faces around but for new drives, fresher ideas and more energy in the teaching force.

CHED and school officials conduct Emotional Intelligence (EQ) Evaluation for administrators, teachers and other staff. This will make them aware of their EQ level and their strengths and weaknesses in the EQ subskills so that necessary measures will be undertaken. Those in the academe are builders and enforces of emotional intelligence thus, it is very important that they are steps ahead from the students and at least co-level with their colleagues.

It is suggested that CHED officials and curriculum planners conduct trainings, seminars and workshops for school officials, teachers and staff on Emotional Literacy not only for themselves as mentors but for students' emotional intelligence as well. This is particularly important because emotional intelligence changes and can be developed overtime. Several programs have already been developed both for schools and even computerized program. As Reynata (2004) pointed out that this is being used in the United States and these programs could be used here in the Philippines. Furthermore,

literacy courses on EI have also been developed. Though the effectivity of these programs still need to be studied, it is a positive step toward developing emotional literacy and integrating it into the Philippine education curriculum.

Filipino researchers especially Filipino psychologists are encouraged to develop EQ literacy materials and EQ evaluation questionnaire truly designed for Filipinos which are based on Philippine culture and orientation.

Job Satisfaction evaluation should also be conducted even every three years as this study had proven that the faculty members' satisfaction significantly influences their performance which has been evaluated annually. Much more, job satisfaction builds and enriches emotional intelligence and vice versa. By evaluating job satisfaction, the faculty will perceive that their feelings are respected and their welfare are taken care of by School Officials. Therefore, both of them will be able to create a good blend of factors that contribute to a stimulating, challenging, supportive and rewarding work environment.

Notwithstanding that the faculty members were satisfied with their job, they had the lowest in satisfaction level when it comes to issues on promotions. More than one-half of them perceived or felt they were passed up for a promotion. It is therefore recommended that school officials be more transparent regarding policies, guidelines and results on promotions and that they be sensitive yet objective as regards faculty's potentialities. In other words, enhance the promotion system. Promotion is crucial. It is a morale booster. Moreover, academic rank was found in this study to have a highly significant relationship with emotional intelligence and job performance. Thus, faculty's

credentials and potentials in the service be regarded well. Their achievements in the service, big or small, may be their “all”.

Since no significant relationship had been identified between emotional intelligence and job performance, the researcher strongly recommends to future researchers to replicate or relate this present study to other possible topics. Topics of different issues in the field of education using other variables such as socio-economic status, IQ, school type, number of siblings/children, and management style and teaching strategies.