

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

“Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and others. (Daniel Goleman, author of Emotional Intelligence). A good piece of mind is an important factor determining the intelligence in all: this in turn the managing emotions would definitely improve one’s intelligence in all intelligence in all dimensions. The intellectual management of emotions in workplace would definitely improves one’s performance in workplace would developed in workplace. This implies that one’s efficiency in workplace depends on how the individual performing the tasks assigned. The inter-relation among Emotional Intelligence, Occupational Stress and Work Performance should alone be the apex degree of one’s compatibility to job. The findings of various studies regarding the area if impact of Emotional Intelligence and Occupational Stress on Work Performance are highlighted in the following sections for more elegant picture.

2.2 EMERGENCE OF EMOTIONAL INTELLIGENCE

Muhammad Asrar-ul-Haq (2017) “Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan” This research paper aims at investigating the impact of emotional intelligence on teacher's job performance in the education sector of Pakistan. Sample size consists of 166 teachers from universities in the area of central Punjab, Pakistan. Theories of emotional intelligence proposed by Salovey and Mayer (1989–1990) were used as the conceptual framework and its relationship with the job performance of teachers was examined. Reliability and validity of variables was tested through measurement model of PLS-SEM. The result indicated that emotional intelligence has a significant impact on the teacher's job performance. Key research finding revealed that emotional self-awareness, self- confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance. Teachers have a significant role in society as they interact with the students to transfer their knowledge to them. For transferring knowledge in a proper

way they should be emotionally stable (Mehmood et al., 2013). Teachers should have effective skills physically as well as mentally which are named as emotional intelligence (Goleman, 1995). Emotional intelligence is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life (Hassan et al., 2015). Present study indicated that when teachers developed emotional competencies and skills which made a complete emotional intelligent behavior and attitude result in the huge success and satisfaction (Hassan et al., 2015). Mehmood et al. (2013) suggested that teachers having good emotional intelligence would have improved performance.

Singh (2015) “a study of emotional intelligence of teacher educators in relation to certain demographical variables” States that Sound education is expected to provide ways and means for achieving the development of body, mind and spirit. Emotion is the subjective experience associated with personality, temperament, mood and disposition. We all have different wants and needs, and different ways of showing our emotions. Character development is the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of daily life of people. An individual who has control over urge of emotions will be able to take another person’s perspective, which leads to tolerance and acceptance of differences. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. It is expected that academically successful people had higher levels of emotional competencies. Emotional Intelligence predicts success in all walks of life and hence it has gained paramount importance in all the fields. A heart-based ability (emotional intelligence) allows us a new relationship to our emotions. Teachers need to be trained in emotional intelligence, to manage their own emotions and those of others for helping students. Emotional intelligence is as relevant for teacher educators as it is for the teachers and learners. This research article explores the emotional intelligence level of teacher educators in relation to certain demographical variables. The results show that the group under study possessed average emotional intelligence. The gender and experience of the teacher educators did not make any differential influence on their emotional intelligence. But significant difference was found in emotional intelligence of teacher educators in relation to area and marital status.

Sreekala Edannur (2010) "Emotional Intelligence of Teacher Educators" Character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual that has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. Researches show that academically successful people had higher levels of emotional competencies. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners. The present study assesses the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

EMOTIONAL INTELLIGENCE AND OCCUPATIONAL STRESS

Stress in the workplace reduces productivity, increases management pressures and makes people ill in many ways, evidence of which is still increasing. Workplace stress affects the performance of the brain, including functions of Work Performance, memory, concentration, and learning, Stress at work also provides a serious risk of litigation for all employers and organizations, carrying significant liabilities for damages, bad publicity and loss or reputation. It is here that Emotional Intelligence comes to our rescue and guides us to respond appropriately to different stressors. Emotional Intelligence helps to cope up with stressful situations. Stress management, therefore, largely depends upon striking an emotional balance between a potential stress condition and one's reaction to it. Researchers proved this fact in their students, a brief account of which is given below:

Senthil Kumar, Mohan and Velmurugan (2013) made a research in the topic “Causes of work stress of teachers in engineering education”. The study is about to investigate that the Teachers are conscious of their conduct and adherence to human value. In higher education, teachers are experiencing pressures to increase productivity and efficiency at their work places to meet out the expectations of general public, management as well as from state and central governments, which creates stress among them. In the field of engineering and technology, there is a significant gap in the study of stress among the teachers and this study aims to fill the organizational and geographical gaps by examining the sources of work stress. Thus the study sets out to investigate various causes of work stress among 478 engineering faculty members of 58 self-financing engineering and technology colleges and four deemed universities in the Coimbatore district, Tamil Nadu. The objectives of the study are to find out the significant difference and association among demographic and job profile variables of engineering teachers on causes of stress. ANOVA, ‘t’ test and Chi-square test were used to analyze the data. The results showed a significant association among gender, type of institution, location of the college, current working status and average number of working hours with causes of stress. The study identifies the teachers working in the engineering institutions as one the occupational group that functions under conditions of high stress. The variables such as gender, type of institution, location of college and current working status have high level of significant association with level of agreeability on causes of stress and average number of teaching hours is significantly associated at five percent level. Further, the result reveals that there is a need to ensure stress free environment in engineering educational institutions.

Pijus Kanti Bhui (2016) has undertaken study on the topic that Is Teaching Stressful. A review of literature on global higher education sector, narrates that in a globalised knowledge world, occupational stress has taken an international stature by its intensity and virtue. The paper aims at identifying the nature of occupational stress prevalent in higher education sector in India and abroad. Several researches, except a few, have concluded that a significant number of teachers are affected by work-related stress. The paper identifies the factors intrinsic to teachers stress. Indian experiences along with international studies in relation to higher educational job stress are presented

here. Discussions are made on the impact of teachers stress and coping strategies. Studies reveal that creating a high performance organization requires understanding the influence of stress on academic performance. Critical observations are made upon reviewed researches. The paper concludes from the review of the studies that stress is a global phenomenon and teachers are not exception. Stress experts acknowledge the existence of occupational stress in teaching worldwide with its negative consequences. No doubt, students are the most affected community due to teachers stress. This is the time for higher education institutes to accept and reckon occupational stress before it sheds its black shadow. A happy teacher builds a happy nation.

Dalia Desouky (2017) conducted a study in the topic Occupational stress, anxiety and depression among Egyptian teachers, narrates that Occupational Stress (OS) among teachers predispose to depression and anxiety. No study was done to assess these problems among Egyptian teachers. This study aimed to assess the prevalence of OS, depression and anxiety among Egyptian teachers. A cross sectional study was done on 568 Egyptian teachers. The respondents filled a questionnaire on personal data, and the Arabic version of the Occupational Stress Index (OSI), the Arabic validated versions of Taylor manifest anxiety scale and the Beck Depression Inventory (BDI) were used to assess OS, anxiety and depression respectively. The prevalence of OS, anxiety and depression among teachers was (100%, 67.5% and 23.2%) respectively. OS, anxiety and depression scores were significantly higher among teachers with an age more than 40 years, female teachers, primary school teachers, those with inadequate salary, higher teaching experience, higher qualifications and higher workload. A significant weak positive correlation was found between OS scores and anxiety and depression scores. This study indicated the need for future researches to address risk factors of OS and mental disorders among Egyptian teachers, and the need of periodical medical evaluation of teachers and medical and psychological support for the identified cases. The aim of the present work was to assess the prevalence of OS, anxiety and depression among Egyptian teachers. Based on the results, our sample showed a high prevalence of OS (100%), anxiety (67.5%) and depression (23.2%). Occupational stress, anxiety and depression scores were significantly higher among teachers with an age more than 40 years, female teachers, primary school teachers, those with inadequate salary, higher teaching

experience, higher qualifications and higher workload. In this study, teaching was found to be a highly stressful job for Egyptian teachers with a significant weak positive correlation between OS scores and anxiety and depression scores. This study calls for appropriate interventions taken by the relevant Egyptian authorities to prevent or reduce teacher stress and to address cause of OS and mental disorders among them. These interventions should include periodical medical evaluation of teachers, and medical and psychological support for the identified cases. The study calls for future studies focusing on risk factors of OS and other mental disorders among teachers as it is vital for teachers to have a sound mental health.

Vijaya Shanthi (2015), made a research in the topic ,Occupational Stress - A Study on Teachers Working In Self Financing Colleges in Chennai, narrates that Teaching profession is generally considered as a noble profession with lots of expectations from various sections of the society. Many assume that teaching profession is the least stressful careers. Although not highly paid in comparison to professionals in the commercial sector, academics have been envied for their tenure, light workloads, flexibility and the freedom to pursue their own research interests. However during the past two decades many of these advantages have been eroded. Like many other organizations with changes in trend and expectations the teaching career also carries a huge amount of stress. Greater part of stress is associated with the rapid pace of changes in education in the last decade. 600 teachers working in self financing Arts and Science Colleges were selected through simple random sampling method and questionnaires were distributed. 550 questionnaires were returned out of which 40 were unusable. Therefore the sample size was 510. The problem of stress is inevitable and unavoidable in the educational institutions. This sector which was once considered as the stress free sector is now prone sector. Both the individual and organization can take appropriate coping strategies. Managing stress should be a responsibility of the individuals also. The most important thing for individuals to remember is that stress is created by people's reactions to situations, rather than the situation. It involves recognizing the stressors or the factors that causes stress and affects health. Individuals have to identify certain stress symptoms and relate it with the stress situation that one is going through. Then adopt lifestyle techniques of stress management and seek medical help when it becomes necessary.

Management must take several initiatives in helping their employees overcome its disastrous effect, as otherwise this would ultimately affect their performance and presence in a competitive market. Efforts should be made to provide a common platform to the teachers where they get an opportunity to develop them and project their potential talent.

Lokanadha Reddy and Poornima (2012), make a study in the topic Occupational Stress and Professional Burnout of University Teachers in South India, states that Teachers especially working at university level are under a great deal of stress related to various occupational stressors. Occupational stressors contribute to organizational inefficiency, high staff turnover, absenteeism due to sickness, decreased quality, and quantity of practice, increased costs of health care, and decreased job satisfaction. When there is a prolonged experience of occupational stress, it leads to professional burnout. The purpose of the present study is to investigate the occupational stress and the professional burnout of university teachers. The locale of the study is Tamil Nadu and Andhra Pradesh States of South India. The sample of the study is from 9 state universities selected through simple random sampling technique. A five point rating scales to assess the occupational stress and professional burnout of university teachers developed by the investigators was used. The data obtained through the rating scales were analyzed using the statistical techniques such as descriptive statistics, Spearman's correlation and multiple regression. The results revealed that majority (74%) of the university teachers are experiencing moderate and high levels of occupational stress and 86 percent of teachers have professional burnout. Also, the analysis showed strong support for the hypothesis that there is a positive relationship between the occupational stress and professional burnout of university teachers. The prevention and management of workplace stress requires organizational level interventions, because it is the organization that creates the stress. Further, several stress management techniques such as emotional intelligence training, cognitive behavioral management techniques, social supportive systems, counseling services, yoga and sports activities should be introduced. Success in managing and preventing stress will depend on the culture in the organization. At university level, the culture of openness and understanding, rather than of criticism, is essential.

Veena, Pushpalatha and Mallaiah (2016) attempt a study in the topic Professional Stress among Faculty Members of Mangalore University: A Study, states that the level of professional stress in university teachers and ways of minimizing stress among teachers. The study used structured questionnaire was designed to collect the data from the faculty members of Mangalore University. The findings of the study shows that majority 41(82.0%) of respondents satisfied with their current job and only 9(18.0%) are not satisfied with their current job, 15(30.0%) of respondents manage professional stress by yoga, followed by 14(28.0%) by exercises, 6(12.0%) by orientation. Professional stress in the workplace is becoming a chief anxiety for all teachers, owing to the professional health and wellbeing legislations involving workers to practice duty of care by offering teachers with secure working situations which also hold the psychological well being of their workers. The decrease of professional stress will encourage the teachers to offer resourceful and efficient service to the society. Based on findings the study recommended that the university should provide a more helpful work environment to faculty members so they can carry out their jobs more effectively, the head of the department constantly take into consideration equivalent allocation of duties between the faculty members to reduce the workload. It is suggested that short-range training programmers be designed and scheduled based on the concepts of professional stress for faculty members, furthermore through regular exercise, getting adequate rest, taking tea break to read, listen to a relaxation music at free time, taking time out to laugh by telling someone a joke, taking time to do things that bring enjoyment and pleasure, making the good work environment and helps to avoid occupational stress.

Jeryl Shawn T. Tan (2017), concentrated in the topic Factors Affecting Stress among Faculty Members of Public Universities in the Philippines: A Multiple Regression Analysis, narrates that it focused on particular demographic and education-related factors that contribute to the stress levels of public university faculty members in the Philippines. Participants in this study were part-time or full-time faculty members of Philippine public universities and were teaching at least a class during the First Semester of Academic Year 2016-2017. Participants were tasked to answer a survey, online or paper format, consisting of 3 instruments and other questions. Responses from 100 participants were then analyzed with multiple regression as the main statistical analysis. Results showed

part-time/full-time status, age, job satisfaction and negative religious coping as significant predictors of faculty stress. Other performed analyses also revealed significant negative correlations between job satisfaction and stressors related to reward and recognition and departmental influence. In addition, though faculty members preferred positive religious coping as a coping strategy over negative religious coping, a significant positive correlation was noted between the 2 types. Recommendations were made for future studies related to stress among public university faculty members in the Philippines. The stress levels of public university faculty members in the Philippines and to identify significant predictors of faculty stress. In addition, this study explored any significant associations between the FSI scales and job satisfaction and significant associations between the two types of religious coping and faculty stress. Based on the responses of 100 participants, faculty members generally felt slight to moderate pressure when dealing with different stressors. Multiple regression analysis also revealed part-time/full-time status, age, job satisfaction and negative religious coping as significant predictors of faculty stress. Stressors related to reward and recognition and departmental influence showed significant negative correlations with job satisfaction. Finally, though faculty members preferred positive religious coping over negative religious coping, results suggested that faculty members may use positive and negative religious coping simultaneously.

Spector and Goh (2001) examined the role of emotion in Occupational Stress. They employed a narrow definition of job stress as “any condition or situation that elicits a negative emotional response, such as anger/ frustration or anxiety / tension” in an attempt to overcome the broadness of previous definitions and focus on negative emotional responses. The authors suggested that emotions influence how the work environment is perceived, that is whether, a particular condition is appraised as a job stressor or not. They further suggested that these appraising emotions may lead to psychological and physical strains. Psychological strain might result from conditional negative emotional experiences and may lead to decrease in job satisfaction and organizational commitment. Physical strains (for example, suppression of immune system, heart disease) may result from the physiological components of experienced emotions that can adversely affect health. It was concluded that an individual’s ability to manage and control their emotions (particularly negative emotions) in the work place will influence the outcome of stress.

Nomita Punia and Shanti Balda July (2016), had published research article in the topic “Emotional Intelligence and Occupational Stress among School Teachers in Haryana, India” The present study aims at exploring the relationship between emotional intelligence and occupational stress among the school teachers of Haryana state. The study was conducted in five cultural zones of Haryana state - Khadar, Nardak, Bagar, Mewat and Ahirwal. From each district headquarter; two separate lists of schools, one list for schools affiliated to Central Board of Secondary Education (CBSE) and the other list for schools affiliated to Board of School Education, Haryana (BSEH) were prepared. From these schools, lists of primary teachers (PRT), Trained Graduate Teachers (TGT) and Post Graduate Teachers (PGT) were prepared separately for CBSE and BSEH affiliated schools. To represent the sample from teachers of CBSE affiliated schools, from one cultural zone, 15 PRT, 15 TGT and 15 PGT were selected at random. Similar procedure was adopted for selecting teachers from BSEH affiliated schools from the same zone. Thus, from one cultural zone a total of 90 teachers, 45 teachers from CBSE affiliated schools and 45 teachers from BSEH affiliated schools were selected. Similar procedure was adopted to select teachers from other four cultural zones. Total sample constituted of 450 teachers, 225 teachers from Central Board of Secondary Education (CBSE) affiliated schools and 225 teachers from Board of School Education Haryana (BSEH) affiliated schools. Emotional Intelligence of school teachers was assessed with the help of Emotional Intelligence Scale by Hyde et al. and Occupational Stress of school teachers was assessed with the help of Occupational Stress Index developed by Srivastava and Singh. Results revealed that teachers with higher levels of Emotional Intelligence experience lower levels of occupational stress. The results also indicated that the personal variables- sex, age, educational levels, years of teaching experience and types of school, play a significant role in the perception of various sources of stress related to the teaching profession.

2.4 EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE

Among other things/ purposes, organizations are places where individuals are “organized” to work. To the extent that the work requires interactions among individuals, emotions such as excitement, anger and fear are indispensable in facilitating cooperation. Employees who are “intelligent” about their emotions will, therefore, be

more efficient and effective in their interactions with the work environment and with their co-workers. This Emotional Intelligence performance link has been proposed in few previous studies which are mentioned as follows:

Quoidbach and Hansenne (2009) investigated the relationship between Emotional Intelligence, performance was measured at four different levels: job satisfaction, chief nursing executives' rating, turnover rate, and health care quality. The results did not support the generalization that all components of Emotional Intelligence relate to all measures of performance: however, the data clearly supported a relationship emotional regulation as an important aspect of team performance (i.e., health care quality). Emotional regulation was also positively correlated with group cohesiveness. These results suggest that emotional regulation may –provide an interesting new way of enhancing nursing teams' cohesions and patient/ client outcomes. The study suggested that including training on emotional regulation skills during team- building seminars might be more effective e than focusing only on exercises to create long- term cohesiveness.

Srinivas Bandi and Neerupa Chauhan (2019)narrates that with the emergent development of globalization of the business world, organizations must adopt various sorts of strategies and additional procedures in comprehensive and pioneering way in order to achieve well-organized and effective work. Employees are the back bone of any organization and to make them work effectively, many strategies are being followed. Though, employees' performance and effectiveness in the workplace depends on a number of factors such as financial support, educational background, job position and attitude etc. But, now leaders have also started giving consideration to Emotional Intelligence (EI) as one of the key element in organization's success. EI is one of must-have skills and capabilities which are required by leaders and followers at workplace to encounter the environment changes and do as possible as they could to gain the organization commitments that could lead to organization's success. Previous research exhibited that EI is also one of the important factor in organizational commitment and there is a strong relationship between emotional intelligence and job satisfaction and Employee performance with leads to organizational commitment. Hence, the higher employees' EI scores, higher will be employee performance and his commitment towards organization. Employees with high developed Emotional Intelligence (EI) are proven to

be more successful at workplace, because of the understanding of their emotions and why they behave in a particular situation in that way. In this study effect of Emotional Intelligence (EI) on employee performance in an organization has been investigated and the gap in the existing literature of Emotional intelligence has been identified. Assessing the reviews and analyses presented in this paper, it is expected that this review can be further referred in the new studies for the understanding of effect of emotional intelligence on organizational commitment. This study may also be beneficial for managers/ leaders to recognize diverse factors which influence the performance of employee.

Laxmi Narayan Sharma(2014)states that the role of emotional intelligence in fostering work life balance among the working and non working professionals Teacher, Business man, Scientist, Social worker and Politicians. The study comprised of 55 working professional of postgraduate colleges of Sidhi. The subjects belong to age group between 22 -40 years. All most matured youth and having post graduation and above qualifications in IT, BIO- tech, Commerce, Management And social work etc. To find out emotional intelligence levels of teaching and non teaching employees of academic institutions. To find out the degree of work life balance of the subjects. To find out relationship between the Emotional Intelligence (EI) and Work Life Balance (WLB) in an academic institutions. This research paper reflects that in global liberalized economic world EI appears as key factor for employee's stability, talent retention and sustainable development. As it appears that the high WLB is directly proportion to high emotional intelligence of employees. It means extremely high EI bearing employees are having fully WLB in their respective department and offices. To conclude the topic it appears that the liberalization of global economy is an opportunity to country like India and its student's professionals, corporate people, professors, research scholars and social workers to get benefit of working in any corner of the world with different culture, social, religious and demographic setup. No doubt this opportunity will certainly open the doors to the highly emotionally competent talented group to work effectively in cultural diversity and side by side have the opportunity to adopt cross cultural integrity for global peace prosperity and brotherhood.

Ramana (2013) “Emotional Intelligence and Teacher Effectiveness -An Analysis” narrates that Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means must persons have a self-awareness that enables to recognize feelings and manage your emotions. An attempt is made in this paper to analyze the concept of emotional intelligence and teachers’ effectiveness in the class room of schools and universities. Role and the qualities of the teachers, programmes for enhancing emotional intelligence and their results, emotional intelligence, proactive coping, burnout and supervisor support and ideas for improving the situation of the teachers etc. are also discussed. Teacher emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage peoples’ emotions. Role of teacher in restructure the society is invincible. emotional competence of teachers is necessary, both in general for their own well- being and for effectiveness and quality in carrying out teaching— learning processes in the classroom, and in particular for the socio-emotional development of students. These can be improved with effective intelligence of the teachers. Thus, it is necessary to create various projects, in order to give teachers more information about burnout and how they can overcome it and to understand how they can deal with the problems.

2.5 OCCUPATIONAL STRESS AND WORK PERFORMANCE

Stress is a mental and physical condition, which effects an individual’s productivity, effectiveness, personal health and quality of work. The harmful and costly consequences of stress demonstrate the need for strategies to limit stressors within the organization. Organizations that do not adopt strategies to alleviate stress may find their employees looking elsewhere for better opportunities. The impact of stress from overwork, longwork, long hours at work and work intensification has had a major and often devastating effect on organizations of developed nations.

Chand and Sethi (1997) conducted a study to examine the organizational factors as predictors of job related strain among 150 junior officers working in various banking institutions in the stated of Himachal Pradesh. Role conflict, strenuous working conditions and role overload were found to be the dearest and most significant predictors

of job related strain. A study on 100 bank employees by Manila University Singh (2001) showed that intelligence quotient scores were virtually unrelated with job performance whereas emotional quotient score accounted for 27 percent of job performance.

Aziz (2004) opined that organizational stress originates in organizational demands that are experienced by the individual. Stress is built up in the concept of role which is conceived as the position a person occupies in a system. The paper investigated the intensity of organizational role stress among women information Technology professionals in the Indian private sector. Organizational role stress scale was used on a sample of 264 professionals to explore the level of role stress. Resource inadequacy emerged to be the most potent role stressor, followed by the role overload and personal inadequacy. The research found differences in the level of stress between married and unmarried employees on several role stressors.

Singh and Singh (2008) investigated the relationship as well as impact of Emotional Intelligence on the perception of role stress of medical professionals in their organizational lives. The study was conducted on sample size of 312 medical professionals consisting of 174 male and 138 female doctors working for privately managed professional hospital organizations. The findings of the study indicated no significant difference in the level of Emotional Intelligence and perceived role stress between genders, but significantly negative relationships of Emotional Intelligence with organizational role stress for both the genders and the medical professionals as a whole.

Annierah Maulana Usop (2013) Work Performance and Job Satisfaction among Teachers this study attempted to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Results stated that most teachers are 31-40 age brackets. Majority of them are females, married, earned a college degree and further master's unit. Sixty- four percent of them had 11 to 15 years of service. Therefore, the findings concluded that the teachers of Division of Cotabato City display a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

This implies that a teacher's satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners. The participants of the study were 200 elementary teachers from twelve selected public schools in the Division of Cotabato City. The respondents were full-time teachers with at least two-years teaching experience in the organization. Based on the findings of the study, it is concluded that the teachers of Division of Cotabato City displays a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the area of work performance. The teachers of Division of Cotabato City were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

CONCLUSION

From the findings mentioned above, the intelligence in managing emotions at workplace would lead the individual to most competitive in the field. As in International studies the factors such as the interpersonal competencies to manage their own and others emotions play and predominant role. Most studies observed that the Work Performance strongly depends on Occupational Stress and Emotional Intelligence and also reiterates that these factors need special attention.