Emotional Intelligence And Contextual Performance Of Teachers Of Higher Education: A Correlational Study

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ABSTRACT

Emotional intelligence and contextual performance of university teachers have emerged as influential constructs. Therefore, the current study conducted to explore correlation between emotional intelligence and contextual performance. Various vital features of interpersonal and intrapersonal relationship are merged into emotional intelligence. These features have a profound statistical significant relation with contextual performance of university teachers. The population of the present study was comprised teachers of four public sector universities of Southern Punjab. In this way, Sample of the study consisted of 311 teachers (147 male teachers and 164 female teachers). The instrument for data collection named Bar-On (2002) EQ-I was adopted to measure the emotional intelligence of university teachers while the contextual performance of university teachers was measured through Koopman's (2014) scale of contextual performance. There were two sections of questionnaire consisted of 60 items, 30 items were about Emotional Intelligence and remaining 30 items were based on contextual performance of University Teachers. Cronbach's Alpha of the questionnaire was (0.83). The collected data were analyzed by using computer software SPSS, v 25®. Mean, Standard Deviation, Frequency, Exploratory Factor Analysis, Pearson's "r", independent sample t-test, and Regression analysis were used. The study revealed that statistically significant positive moderate relationship existed between emotional intelligence and contextual performance of university teachers. The conclusion of this study indicated that there was no significant difference between male and female teachers in terms of emotional intelligence and its components but there were significant differences between male and female teachers in contextual performance (CP) and its components. It can be concluded that to enhance quality of teaching in universities, teachers be trained and skilled as emotionally intelligent so that they may improve their task performance and contextual performance subsequently.

Key Words: Emotional Intelligence, Contextual Performance, Teachers of Higher Education

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INTRODUCTION:

In any organization, human resources have utmost importance who are embedded with in complex relationships with each other however, sometimes they have problems in expressing their feelings and understanding others' feelings, in their daily work life. It is evident that peace of mind, satisfaction and well-being of employees and success of organizations depend only on the mental, emotional and mutual understanding of its workers (Aykan, 2014).The human mind is influenced by three key variables: mental processes, emotions and individual motivation levels. It has been found that the team that can perform better consists of members who can interact effectively and intelligently with each other (Naqvi, 2013).Success of working with others always depends on mutual understanding, empathy, controlling, managing and regulating each other's emotions. It is always possible when workers are emotionally intelligent.

Undoubtedly, emotional intelligence is that construct which is reflected in recognition of self-esteem, shifting desires, showing resistance to obstacles, respectful treatment towards others, and the formation and maintenance of effective relationships with others. In other words, emotional intelligence determines how we treat ourselves and others simultaneously (Aykan, 2014). In view of Ganji (2011) & Hasanzadeh (2009), emotional intelligence promotes innovative human creativity and thus contributes to the improvement of work. In addition, facilitating communication within the organization, is another function of emotional intelligence which ultimately elevates work performance.

Teachers at their workplace are expected not only creativity, flexibility, diversity and multidimensionality but also the ability to detect the value of human skills in understanding the diverse emotions of students and colleagues. In this way, they can improve the environment while controlling and managing these emotions by using all abilities of emotional intelligence. However, teachers encounter certain challenges and problems mainly related to poor academic performance of students, parents' demands and expectations, low quality of education, poor student attitudes, increased teacher workload, lack of job security and delay in promotion. Such problems make it difficult for teachers to deal with their colleagues and needs of students. All these pressures on the teacher can cause stress and emotional challenges.It is believe that such challenges can be easily tackled as teachers try to develop their professional and emotional skills. In this regard, emotional intelligence (EI) is a vital tool that helps teachers adjust their emotions and overcome social, emotional and professional challenges that disrupt their emotional balance (Haq, Anwar & Hassan, 2017).

The emotional intelligence of university teacher is crucial for him because he is exposed to the semester system at the university. The teacher in this system has maximum strength and he enjoys full power. In particular, the internal ranking system allows it to judge a student's future based on grades. His emotional intelligence can help him find a balance between authority and responsibility (Shahzad, 2006).At higher education level, teacher has to foster the social, cognitive and psychological development of students. During this period, teachers can identify their own emotional states as well as the emotional states of their students and thus develop a deeper understanding of why they and their students tend to behave in certain ways. On the other hand, a lack of awareness about the emotional state of oneself or others can lead to interpretations of problematic behavior and inappropriate approaches in dealing with emotional states. In addition, emotionally intelligent teachers can understand how their words and actions can influence the attitudes and feelings of their students (Naqvi, 2013).

The impact of emotions on work performance is generally measured through two different behavioral dimensions. The first relates to people's behavior as needed for their work, which is called "Task Performance or Task Fulfilment", while the second covers people's emotional behavior, which is called contextual performance (Aykan, 2014). A person's task performance depends on the job, for example, for a teacher, teaching is a task. On the other hand, individual contextual performance includes voluntarily taking additional tasks, efforts, initiative, enthusiasm, attention to the task, motivation, commitment, proactivity, creativity, collaboration, support for others, politeness, effective communication, interpersonal relationships and organizational commitment.Koopman(2014) also supports that integral ingredient of performance is based on four aspects as adaptive performance, contextual performance, task performance and counterproductive work behaviour.

Differentiating task performance and contextual performance, Saboor et al. (2018) postulate that "performance has been divided into three comprehensive categories i.e. contextual performance, task performance, and counterproductive behaviors. A role clearly defined by the job agreement and its contribution to the technical aspects of the organization is called task performance, but contextual performance sets its foundation on activities that are unpaid and add values to the social and psychological domain of the organization"(p.999).While both task performance and contextual performance in job play a vital role in the success of the institution, it is likely that officials who interact with people in the institution will succeed if they take additional roles beyond the requirements of formal roles (Cichy et al, 2009).

Explaining the contextual performance, Borman, Motowidlo and Van Scotter (1997, 1994) who also introduced this construct in organizational world, posit that in any organization task performance and contextual performance complement each other. In their view task performance is composed of activities that enhance technical core of organization. On the other hand, contextual performance is more altruistic, voluntary and discretionary in nature. Therefore, while evaluating the performance of employees, administrators prefer that employees not adhere only to perform job related tasks rather they should go beyond the work boundaries while welcoming the activities that contribute the overall social and psychological core of organization like accepting additional work willingly, following organizational rules without taking them as burden or feeling inconvenient for themselves, assisting and cooperating with colleagues and showing other prosocial tendencies (Johnson,2001).

In addition, contextual performance of higher education teachers consists of interpersonal behavior or actions that benefit universities .Contextual performance of teachers also comprises activities that may not be official work assignments, although they still make a significant contribution to their organizational effectiveness. This type of service is often not recorded in job descriptions but is considered an important part of job performance. Contextual performance is a behavior that contributes to the culture and climate of an organization. This is the context in which transformation and maintenance of activities take place. For capacity building of higher education institutes, teachers will have to be emotionally intelligent for their improved contextual performance (Kappagoda, 2012). One of the most important functions of a university is making sure teachers do their jobs effectively. However, in recent years, contextual performance has been considered an integral part of overall work performance. Due to changes in global markets and increasing competition, it is now expected that employees will exceed expectations in their job descriptions. Contextual performance captures the ability of employees to participate in activities that contribute to organizational well-being. Contextual efficiency occurs when employees exceed expectations. Contextual performance contribute to the overall welfare of the organization (Nini, 2019).

The impact of emotional intelligence and its relationship with other constructs like task performance, job performance, job stress and job satisfaction in any organization have been studied by various researchers. So far, studies on the relationship between EI and CP have received not much attention as it has been mostly discussed under phenomenon of job performance rather as separate construct. However, few researchers have highlighted this phenomenon like Bozionelosa and Singh (2017) found in their study a positive relationship between emotional intelligence and contextual performance. Dhani and colleagues (2016) concluded that employees with high EI have better working relationships with other employees and they reflect higher integrity. Mshellia, et al. (2016) concluded in their study that characteristic-based Emotional Intelligence (EI) model for employees require empathic skills for improving contextual performance.

Shafiq & Rana (2016) recommended that emotional intelligence be included in the criteria for selection and recruitment of teachers, and that it should be utilized as an intervention to enhance the level of organizational commitment of prospective and in-service teachers in Pakistani colleges. Naqvi (2013) reveals that there is a statistically significant positive correlation between emotional intelligence and the performance of secondary school teachers. Kappagoda (2012) explored that emotional intelligence have significant positive relationship with task and contextual performance. Shahhosseini,et al. (2012) showed in their research that achieving the best results can be considered as the main goal of all institutions. Therefore, institutions are needed to focus on emotional intelligence as a challenging variable to maintain high achievement and develop competition.Anari (2011) indicates that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment.

Mwathi (2010) in his study revealed that there were no significant differences in emotional intelligence as well as in job performance across various demographic variables namely, age, gender, academic qualifications and length of service. Cichy, Kim & Cha (2009) found a positive relationship between emotional intelligence and contextual performance of employees. Shahzad (2006) explored that university teachers in Punjab have low and underdeveloped emotional and social skills that can theoretically be improved.

Saboor et al. (2018) claim that when emotionally intelligent employees whether doctors, nurses and teachers at their work place have positive perception regarding their organization, they eagerly and warmly welcome job duties voluntarily even not mentioned in their job description and job specification.Furthermore,respect and understanding of others' emotions uplift their contextual performance. In team work, they emphasize strong interpersonal relationships which ultimately elevate their performance and in turn they accept tasks beyond their formal job agreement.

Above mentioned literature regarding both variables presents the scenario that emotional intelligence and contextual performance both are counterpart for each other. In this modern age, there is utmost need to boost up teachers' capabilities to be competitive in the global market arena. Only emotionally intelligent teachers along with high level contextual performance can fulfill this purpose. Various research studies have been conducted in context of Business and Industry regarding contextual performance and emotional intelligence. So far very few researches have highlighted relationship of emotional intelligence and contextual performance of teachers especially higher education teachers.Althogh teachers' emotional intelligence has been correlated with other variables like their performance, job satisfaction and dissatisfactions and self-esteem. This study is much needed at this time in Pakistan when there is limited research about emotional intelligence and contextual performance of university teachers. Although this area of HRM needs attention of researchers and beneficiaries to highlight the position of relationship of these two variables. Considering importance of relationship of these constructs and existing gap, there is dire need to conduct this study.

STATEMENT OF PROBLEM:

The major purpose of this study was to reveal the relationship of teachers' emotional intelligence with their contextual performance at university level. Emotional intelligence is that influential variable that affects the work of the teacher and can be influenced by many other aspects. However, this construct has largely been ignored in Pakistan, in the teaching profession. Teaching does not only involve the transfer of information / knowledge but it also involves multidimensional human interaction to achieve the desired goals of an educational institution. The education sector has become very diverse and demanding. The professional duties of teachers in Pakistan are increasing every day.

Emotional intelligence is an important psychological construct that requires deep understanding to improve teacher work and contextual work. A teacher's performance is not only measured on his job performance but also on his contextual performance that is mainly correlated with his emotional intelligence. Because at workplace he has to control and regulate his emotions while dealing with students and other colleagues. If he is at peace with factors of EI like, Emotional Self- Awareness, Intrapersonal Relations, Empathy, Adaptability, Problem Solving and Stress Management Dimensions, then definitely he shows improved task performance and eventually contextual performance.

OBJECTIVES OF THE STUDY:

The present study was designed to fulfill the following objectives:

- To find out level of emotional intelligence and contextual performance of university teachers.
- To explore the relationship of teachers' emotional intelligence with their contextual performance
- To compare university teachers' emotional intelligence with their contextual performance on basis of gender, faculty, department and designation.

SIGNIFICANCE OF THE STUDY:

The results of the present study will be significant in understanding the emotional intelligence and contextual performance of teachers at university level. This study offers insight into the impact a high or low level of EI can have in shaping the behavior and improving contextual performance of university teachers. The study will give an authentic evidence for role of EI skills in enhancing the contextual performance of university teachers.In addition, it is very important to conduct research on emotional intelligence, to better find its effect on changing the contextual performance of teachers which may ultimately culminate their overall performance in their institutions. The findings of the study would be applicable in the context of Pakistan, as no earlier literature is available discussing the role of

emotional intelligence and university teachers' contextual performance in Pakistan.

DELIMITATIONS OF THE STUDY:

The present study was delimited to:

- Male and female teachers of general public universities of Southern Punjab
- Teachers of Faculty of Social Sciences and Faculty of Sciences.
- Lecturers and Assistant Professors' cadre.

RESEARCH METHODOLOGY:

Research Design:

As the study was correlational in nature and concerned with finding correlation between emotional intelligence and contextual performance of teachers so quantitative research design was thought appropriate for this purpose because it focuses on objective measurement and statistical analysis of mathematical or numerical data collected through surveys and questionnaires using computer techniques and finding association between two or more variables in the same population or between the same variables in two populations (Babbie, 2010; Leedy & Ormrod 2010).

Population and Sample:

Target population of present study was teachers of all public sector universities of Punjab while accessible population of the study was teachers of universities of Southern Punjab. However, keeping in view the financial restrictions and time constraints only four universities out of eight universities were selected conveniently and teachers from cadre of Lecturers and Assistant Professor were selected. Total population of the teachers was 1614 including both male and female teachers out of which 311 teachers(147 male,164 females) were selected by using sample size calculator with 95% confidence level (www.raosoft.com).However,due to 74.27% response rate total respondents were 231.

Table No 01: Sample Distribution

Variables	Frequency
Universities	
BZU	96
WUM	98
IUB	87
UOE	30
Gender	
Male	147
Female	164
Designation	
Lecturers	170
Assistant Professors	141
Faculties	
Sciences	131
Social Sciences	180

Table no 02: Response Rate of the Scale

Response rate of questionnaire	Frequency %
Number of copies of Questionnaire distributed	311
Number of copies returned	231
Number of valid copies returned	231
Number of copies not returned	80
Response rate	74.27%

Measuring Instruments:

To measure and further correlating both variables, a five point Likert type scale based on two sections was used, in which first section was for measuring Emotional Intelligence. For Emotional Intelligence researcher used Bar-On

(2002) EQ-I by reducing total number of items 133 to 30 items clearly based on six factors of emotional intelligence(problem solving, emotional self-awareness, interpersonal relations,empathy,adaptability and stress management). In the scale second section was about measuring Contextual Performance. For Contextual Performance researcher adapted Koopman's (2014) scale of Contextual performance.There were 30 items for measuring the University teachers' contextual performance for the present study comprising seven factors of contextual performance (enthusiasm, organizational commitment, extra task, volunteer task,dedication,cooperation and helping others, effective communication).

Overall scale was found to be valid as it measured what it supposed to measure. The reliability coefficient of wholescale of present study was found to be 0.83, the reliability coefficient of emotional intelligence scale was 0.64 while reliability coefficient of contextual performance of was 0.85.In this way, scale had good internal consistency for the present study.

Statistical Analysis:

The collected data were analyzed through SPSS version 25 and MS excel. As descriptive statistics, Percentage, Mean and Standard Deviation were used while as inferential statistics Pearson's Product Moment Correlation coefficient, independent sample t-test and Regression were applied for measuring the differences in emotional intelligence and contextual performance of university teachers on the basis of their gender, faculty, designation and university. Factor analysis was used to identify different factors of the scale. For factor analysis, Extraction Method, Rotation Method, KMO and Bartlett's Test and Monte-Carlo Parallel Analysis were applied for extracting components of emotional intelligence and contextual performance. Exploratory factor analysis was performed for extracting the components of emotional intelligence and contextual performance.

Data Analysis:

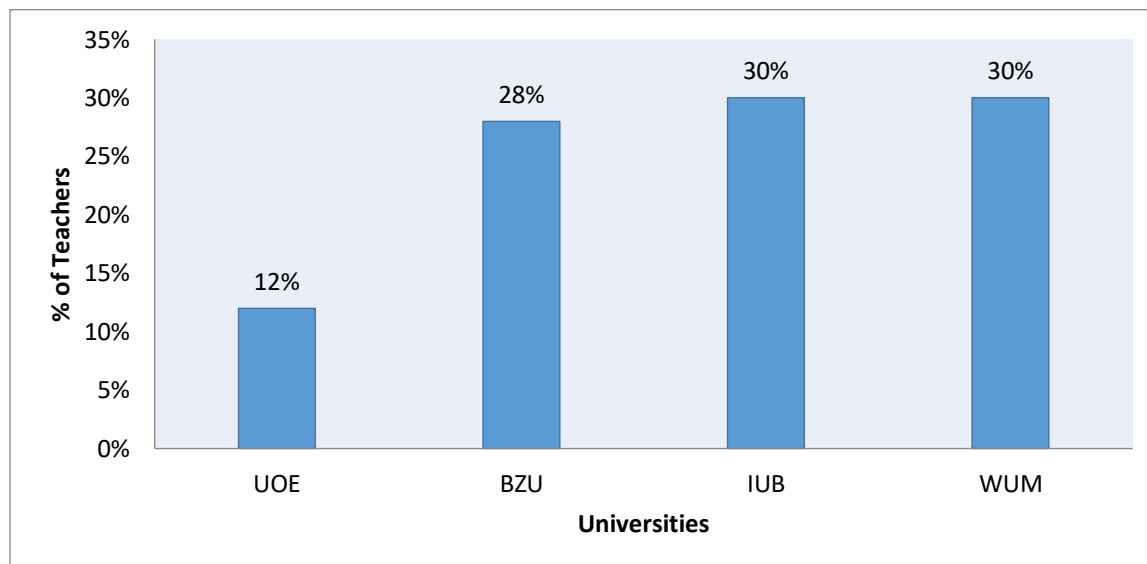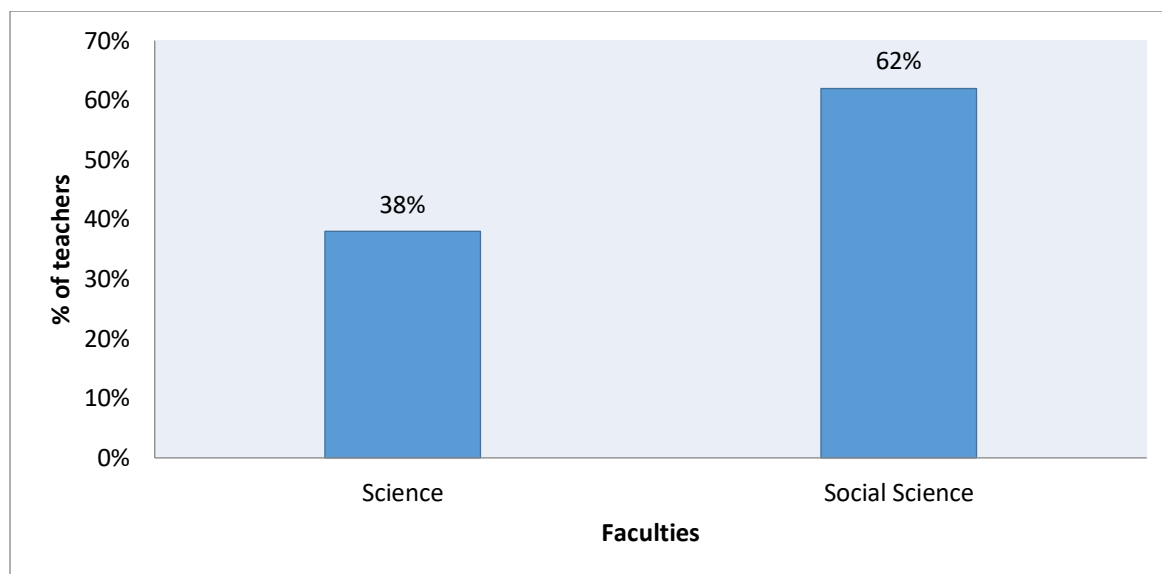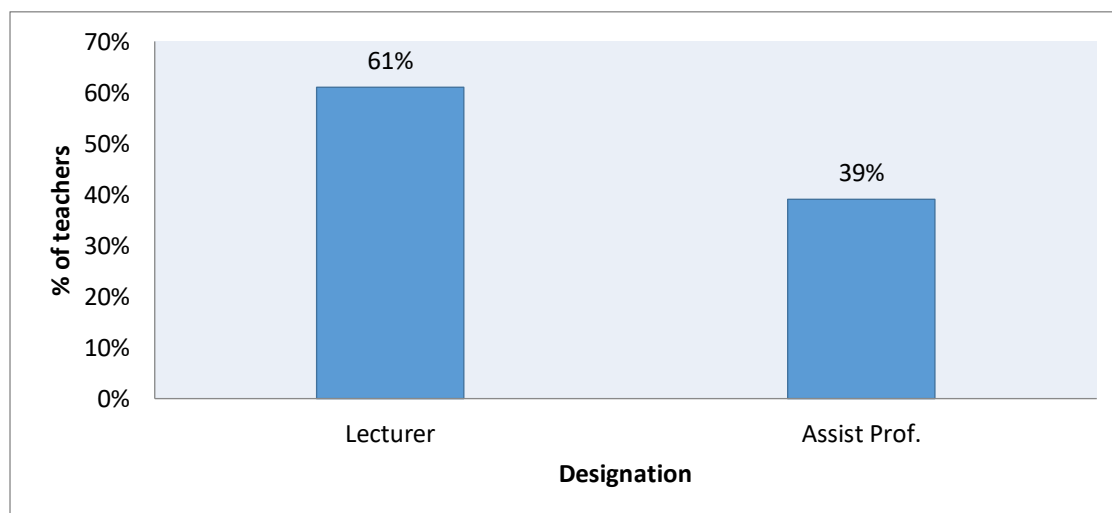**Section A: Demographic information of participants**

Figure no 01: Percentage of teachers belonging to different universities

Figure no 02: Percentage of teachers belonging to both faculties

Figure no 03: Percentage of teachers belonging to different designations
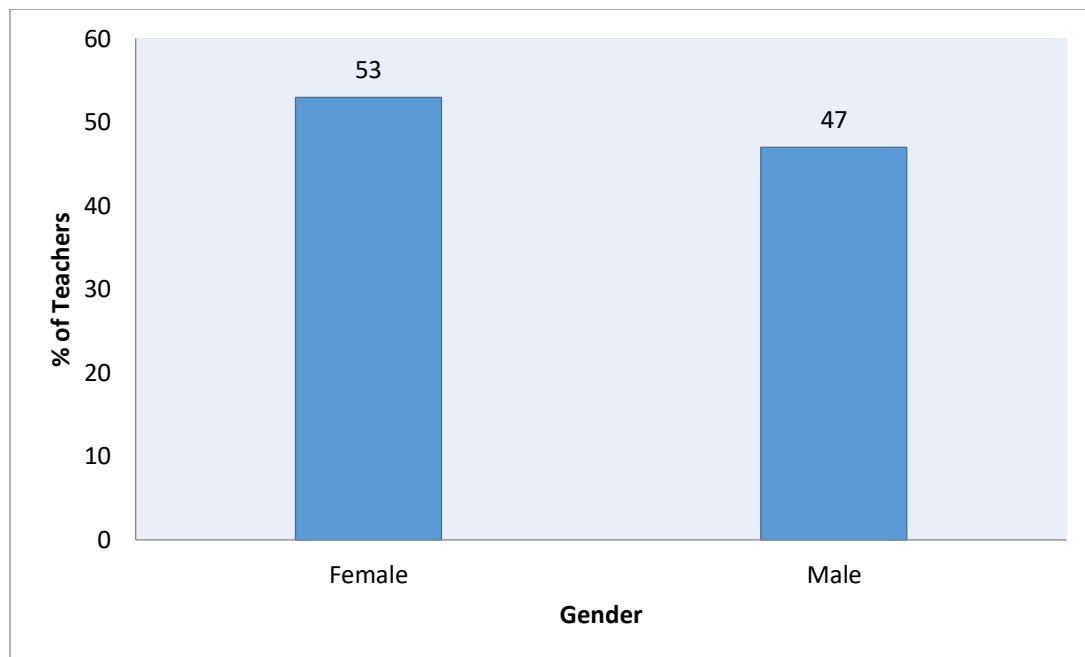
Figure no 04: Percentage of male and female teachers

Section B: Level of Emotional Intelligence of teachers

Table no 03: *Summary statistics of components of emotional intelligence and contextual performance*

	Descriptive statistics						95% CI	
Components	Min.	Max.	Mean	SD	Skewness	Kurtosis	LL	UL
EI	3.10	4.40	3.64	0.18	0.31	1.56	3.62	3.67
EI1	3.14	4.86	3.83	0.31	0.36	0.70	3.79	3.87
EI2	2.20	4.60	3.48	0.41	-0.58	0.39	3.42	3.53
EI3	3.60	5.00	4.35	0.32	0.02	-0.68	4.31	4.39
EI4	2.67	4.50	3.63	0.33	0.03	0.12	3.59	3.68
EI5	2.00	4.25	2.80	0.40	0.96	1.02	2.75	2.85
EI6	2.67	4.33	3.43	0.33	0.07	-0.08	3.39	3.48
CP	3.07	5.00	4.07	0.28	-0.22	0.74	4.03	4.10
CP1	2.67	5.00	4.05	0.45	-0.33	-0.09	4.00	4.11
CP2	2.67	5.00	4.09	0.40	-0.45	0.44	4.04	4.14
CP3	2.40	5.00	3.70	0.61	0.04	-0.82	3.62	3.78
CP4	2.75	5.00	3.90	0.39	0.40	0.52	3.85	3.95
CP5	3.33	5.00	4.25	0.41	0.14	-0.76	4.20	4.31
CP6	3.50	5.00	4.32	0.31	0.50	-0.43	4.28	4.36
CP7	3.00	5.00	4.53	0.47	-0.29	-1.33	4.47	4.59

Table no 03 shows summary statistics of components of emotional intelligence and contextual performance. Mean scores of EI1 (M=3.83, SD=0.31) was highest among all components of emotional intelligence while EI5 (M=2.80, SD=0.40) was lowest among all components of emotional intelligence. The level of emotional intelligence is similar to study.

Table no 04: Levels of Emotional Intelligence

Components		Very Gifted	Gifted	Above Average	Average	Below Average	Emotionally Impaired
EI	f	9	10	38	123	31	20
	%	4	4	17	53	13	9

EI1	f	9	13	22	123	35	29
	%	4	6	10	53	15	13
EI2	f	2	28	43	87	51	20
	%	1	12	19	38	22	9
EI3	f	9	25	47	92	43	15
	%	4	11	20	40	19	7
EI4	f	8	14	16	136	31	26
	%	4	6	7	59	13	11
EI5	f	10	10	22	98	71	20
	%	4	4	10	42	31	9
EI6	f	2	27	60	100	42	2
	%	1	12	26	43	18	1

Table no 04 shows levels of emotional intelligence. One hundred twenty-three (53%) teachers were at average level on Emotional Intelligence while 31(13.4%) teachers were below and 38 (16.4%) were above average on Emotional Intelligence.

Table no 05: Levels of *Emotional Intelligence and Contextual Performance*

		Excellent	Very good	Above Average	Average	Below Average	Need to Rreplace
CP	f	5	12	44	111	37	22
	%	2	5	19	48	16	10
CP1	f	4	22	29	120	32	24
	%	2	10	13	52	14	10
CP2	f	3	17	34	109	41	27
	%	1	7	15	47	18	12
CP3	f	4	21	39	96	46	25
	%	2	9	17	42	20	11
CP4	f	11	21	25	136	24	14
	%	5	9	11	59	10	6
CP5	f	21	50	127	33	21	50
	%	9	22	55	14	9	22
CP6	f	15	23	0	114	75	4
	%	7	10	0	49	33	2
CP7	f	0	0	105	39	85	2
	%	0	0	46	17	37	1

Table no 05 shows levels of contextual performance. One hundred eleven (48%) teachers were at average level on Contextual Performance; while thirty-seven (16%) teachers were below and44 (19%) were above average on Contextual Performance.
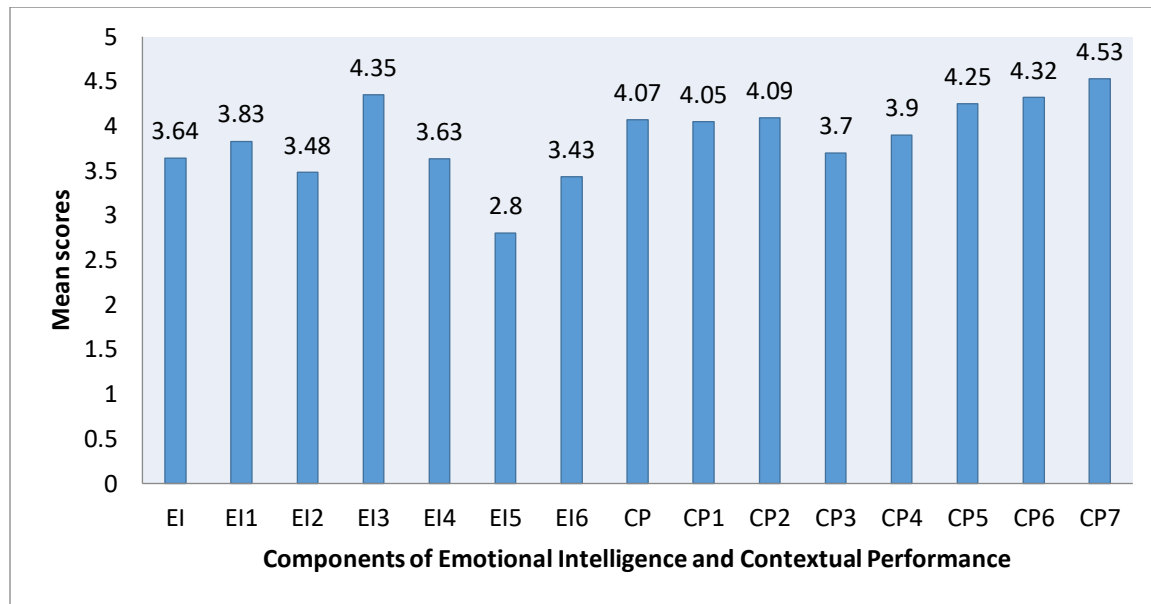
Figure no 05: Comparison of *Emotional Intelligence, Contextual Performance, and Its Component*
Section C: Factor analysis
Table no 06: *Factor analysis of Emotional intelligence*

Rotated Component Matrix						
	EI1	EI2	EI3	EI4	EI5	EI6
Q26	.713					
Q30	.671					
Q25	.644					
Q29	.619					
Q28	.372					
Q22	.366					
Q24	.358					
Q7		.709				
Q8		.609				
Q17		.602				
Q10		.581				
Q9		.408				
Q4			.647			
Q23			.627			
Q14			.592			
Q20			.539			
Q19			.452			
Q2				.590		
Q12				.522		
Q1				.507		
Q5				.505		
Q13				-.448		
Q18				.388		
Q21					.649	
Q15					.551	
Q16					.500	
Q27					.367	
Q6						-.695
Q11						.632
Q3						.424

Note. Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 13 iterations.

Table no 07: *Description of KMO and Bartlett's Test for emotional intelligence*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.678
Bartlett's Test of Sphericity	Approx. Chi-Square	1321.443
	Df	435
	Sig.	.000

Table no 08: *Monte-Carlo Parallel Analysis for extracting components of* **emotional intelligence**

Components	Criterion values from parallel Analysis	Actual Eigen value from PCA	Decision
1	3.402	1.7408	Accept
2	2.726	1.6257	Accept
3	2.258	1.5523	Accept
4	1.868	1.4851	Accept
5	1.708	1.4212	Accept
6	1.404	1.3701	Accept
7	1.303	1.3174	Reject

Table no 09: List of Emotional Intelligence items in each component

EI1	EI2	EI3	EI4	EI5	EI6
22	7	4	1	15	3
24	8	14	2	16	6
25	9	19	5	21	11
26	10	20	12	27	
28	17	23	13		
29			18		
30					

Table no 10: *Factor analysis of contextual performance*

Rotated Component Matrix							
	1	2	3	4	5	6	7
Q50	.745						
Q51	.731						
Q49	.725						
Q52	.593						
Q48	.462						
Q53	.335						
Q36		.676					
Q38		.623					
Q37		.605					
Q39		.581					
Q35		.540					
Q41		.530					
Q44			.749				
Q42			.626				
Q45			.599				

	1	2	3	4	5	6	7
Q40		.545					
Q43		.530					
Q58			.802				
Q59			.796				
Q60			.555				
Q57			.451				
Q47				.824			
Q46				.806			
Q56				.342			
Q32					.713		
Q31					.641		
Q33					.613		
Q34					.496		
Q54						.896	
Q55						.816	

Note. Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Table no 11: *Description of KMO and Bartlett's Test for contextual performance*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.777
Bartlett's Test of Sphericity	Chi-Square	2072.417
	Df	435
	p-value	<.001

Table no 12: *Monte-Carlo Parallel Analysis for extracting components of Contextual performance*

Components	Actual Eigen value from PCA	Criterion values from parallel Analysis	Decision
1	6.070	1.7408	Accept
2	2.264	1.6257	Accept
3	1.894	1.5523	Accept
4	1.742	1.4851	Accept
5	1.550	1.4212	Accept
6	1.400	1.3701	Accept
7	1.325	1.3174	Reject
8	1.268	1.3174	

Table no 13: List of components of Contextual performance with their items

CP1	CP2	CP3	CP4	CP5	CP6	CP7
48	35	40	57	46	31	54
49	36	42	58	47	32	55
50	37	43	59	56	33	
51	38	44	60		34	
52	39	45				
53	41					

Section D: Pearson's Correlation of Emotional Intelligence and Contextual Performance

Table no 14: Pearson coefficient of correlation between emotional intelligence and contextual performance

EI	EI1	EI2	EI3	EI4	EI5	EI6	CP	CP1	CP2	CP3	CP4	CP5	CP6	CP7
EI	-													
EI1	.629**	-												
EI2	.509**	.082	-											
EI3	.430**	.141*	-.055	-										
EI4	.667**	.296**	.188**	.190**	-									
EI5	.425**	.147*	.032	.030	.144*	-								
EI6	.331**	.025	.209**	.114	.069	-.004	-							
CP	.372**	.246**	.064	.292**	.277**	.189**	.036	-						
CP1	.244**	.122	.132*	.118	.160*	.136*	.065	.759**	-					
CP2	.282**	.235**	.062	.229**	.229**	.026	.035	.686**	.306**	-				
CP3	.303**	.185**	-.010	.280**	.245**	.213**	-.014	.815**	.594**	.434**	-			
CP4	.112	.036	-.001	.062	.098	.122	.042	.573**	.339**	.300**	.315**	-		
CP5	.239**	.129*	.099	.155*	.235**	.041	.035	.537**	.357**	.298**	.312**	.327**	-	
CP6	.261**	.315**	-.093	.288**	.096	.174**	-.006	.354**	.113	.201**	.199**	.111	.025	-
CP7	.042	-.025	.055	.063	.014	.037	-.016	.148*	-.046	.081	-.038	.080	.070	.100	-

Note. *p<.05, **p<.01, ***p<.001

Pearson's coefficient of correlation was conducted to find the relationship between emotional intelligence and contextual performance. Construct of emotional intelligence was divided further into six components through exploratory factor analysis. The Construct of Contextual performance was divided into seven parts through exploratory factor analysis. There was a significant positive moderate correlation between emotional intelligence and contextual performance (r= .372, p<.01).

There was also a significant positive moderate correlation between emotional intelligence and contextual performance component CP3 (r= .303, p<.01). There was a weak positive and significant correlation between emotional intelligence and CP5 (r= .239, p<.01). There was also a weak positive and significant correlation between emotional intelligence and CP6 (r= .261, p<.01). There was no meaningful relationship between emotional intelligence and CP4 (r= .112, p>.05). There was no significant relationship between emotional intelligence and CP4 (r= .112, p>.05). It was concluded that emotional intelligence was correlated with contextual performance and with its components.

Section E: Comparison based on gender, faculty, designation, and university

Table no 15: Comparison of Male and Female teachers regarding emotional intelligence and contextual performance through independent samples t-test

	Male		Female		Independent samples t-test		
	Mean	SD	Mean	SD	t	df	P
EI	3.62	0.19	3.66	0.17	-1.913	229	0.057
EI1	3.49	0.40	3.46	0.42	0.635	229	0.526
EI2	4.36	0.32	4.35	0.32	0.262	229	0.794
EI3	4.34	0.31	4.35	0.32	0.261	227	0.564
EI4	3.60	0.34	3.66	0.32	-1.257	229	0.210
EI5	2.75	0.40	2.85	0.40	-1.948	229	0.053
EI6	3.45	0.31	3.42	0.35	0.825	229	0.410
CP	4.02	0.30	4.11	0.26	-2.359	229	0.019**
CP1	3.98	0.44	4.12	0.45	-2.465	229	0.014**
CP2	4.09	0.45	4.09	0.36	0.023	229	0.981
CP3	3.58	0.61	3.81	0.59	-2.932	229	0.004**
CP4	3.85	0.39	3.95	0.38	-1.995	229	0.047*
CP5	4.21	0.43	4.29	0.40	-1.372	229	0.171
CP6	4.29	0.31	4.34	0.32	-1.157	229	0.249
CP7	4.61	0.46	4.47	0.47	2.270	229	0.024*

*p<.05, **p<.01, ***p<.001

Table no 15 compares Male and Female teachers regarding emotional intelligence and contextual performance through an independent samples t-test. Results show no significant difference between male and female teachers on emotional intelligence and its components (p>.05). But there was a significant difference in male and female teachers on contextual performance (CP) and its components CP1, CP4, CP7. The mean score of male on CP (*M*= 4.02, *SD*=0.30) was less than the mean score of female (*M*= 4.11, *SD*=0.26). In other components, i.e., CP1, CP3, CP4, and CP7 were different in male teachers and female teachers; in all cases, mean scores of males were more minor than female teachers.
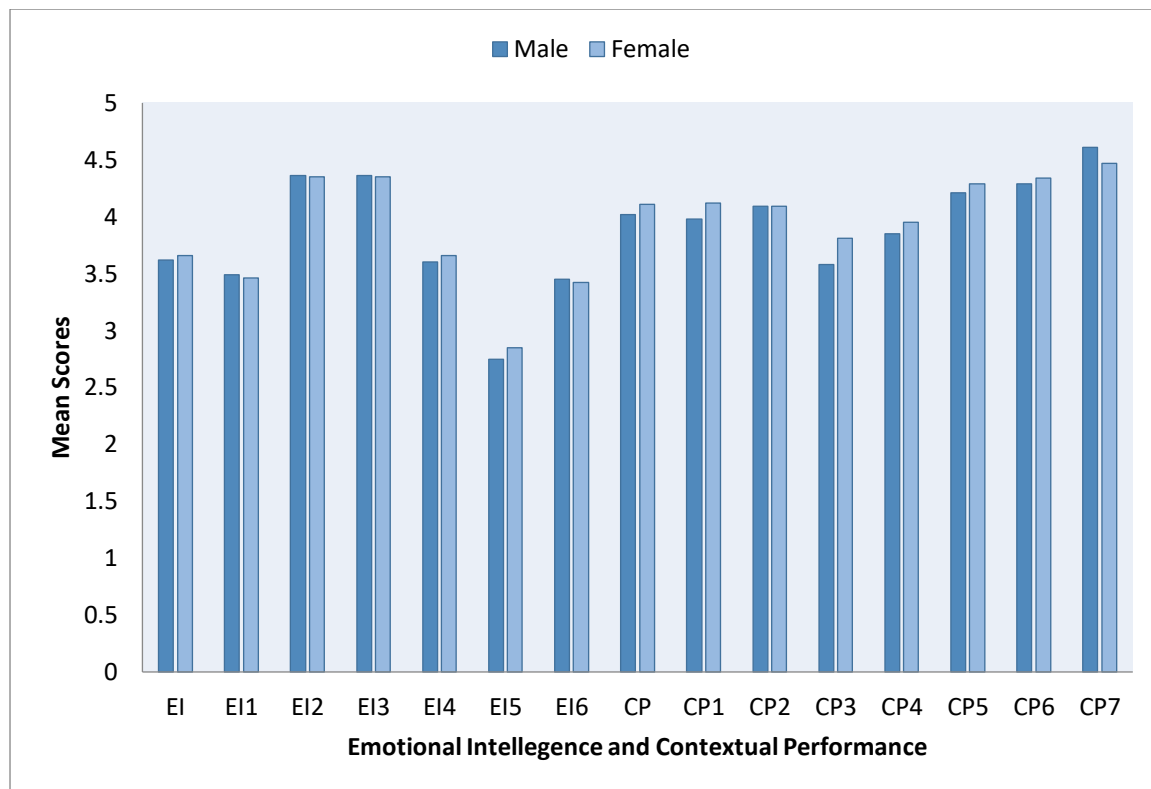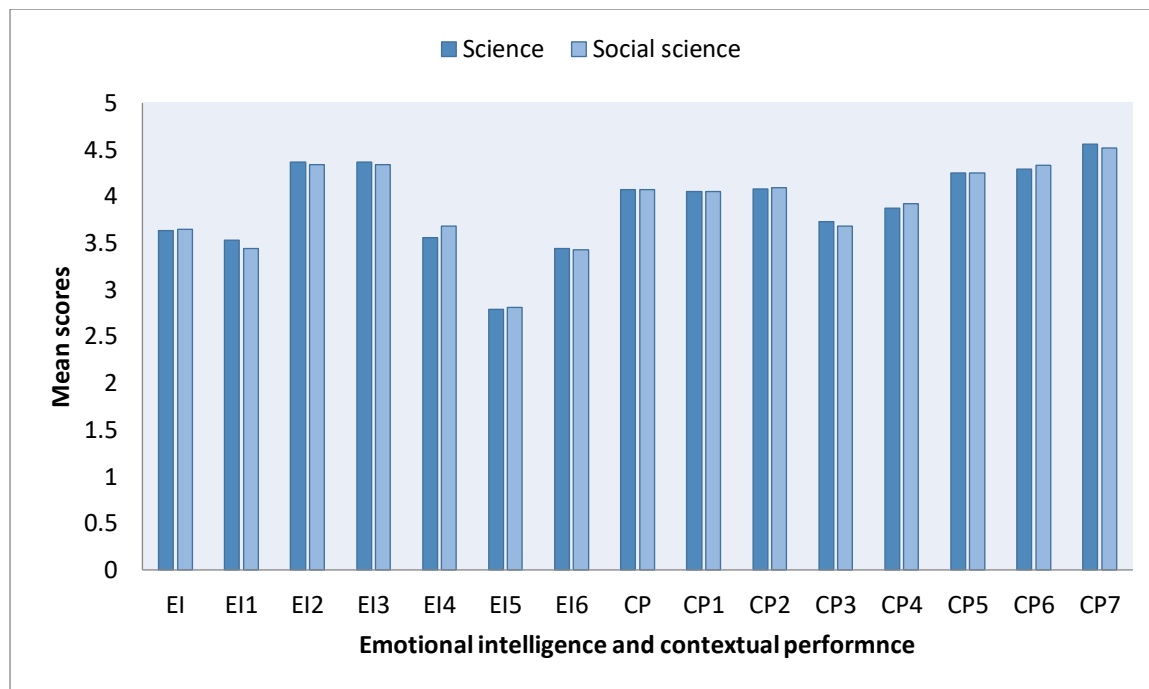
Figure no 6: Comparison of Male and Female teachers regarding emotional intelligence and contextual performance

Table no 16: Comparison of Science and Social Science teachers regarding emotional intelligence and contextual performance through independent samples t-test

	Science		Social science		Independent samples t-test		
	Mean	SD	Mean	SD	T	df	P
EI	3.63	0.16	3.65	0.19	1.53	229	0.127
EI1	3.53	0.41	3.44	0.40	0.64	229	0.523
EI2	4.37	0.28	4.34	0.34	0.64	229	0.523
EI3	4.37	0.28	4.34	0.34	-2.66	229	0.008**
EI4	3.56	0.31	3.68	0.34	-0.30	229	0.768
EI5	2.79	0.38	2.81	0.41	0.27	229	0.785
EI6	3.44	0.34	3.43	0.33	-0.07	229	0.946
CP	4.07	0.28	4.07	0.28	0.01	229	0.996
CP1	4.05	0.44	4.05	0.46	-0.09	229	0.928
CP2	4.08	0.44	4.09	0.37	0.58	229	0.561
CP3	3.73	0.61	3.68	0.61	-0.93	229	0.353
CP4	3.87	0.41	3.92	0.37	0.06	229	0.950
CP5	4.25	0.43	4.25	0.40	-1.07	229	0.287
CP6	4.29	0.28	4.33	0.33	0.61	229	0.544
CP7	4.56	0.48	4.52	0.46	1.53	229	0.127

**p<.01

Table no16 compares science and social science teachers regarding emotional intelligence and contextual performance through independent samples t-test. There was no significant difference in science and social science teachers regarding emotional intelligence and contextual performance except EI3.
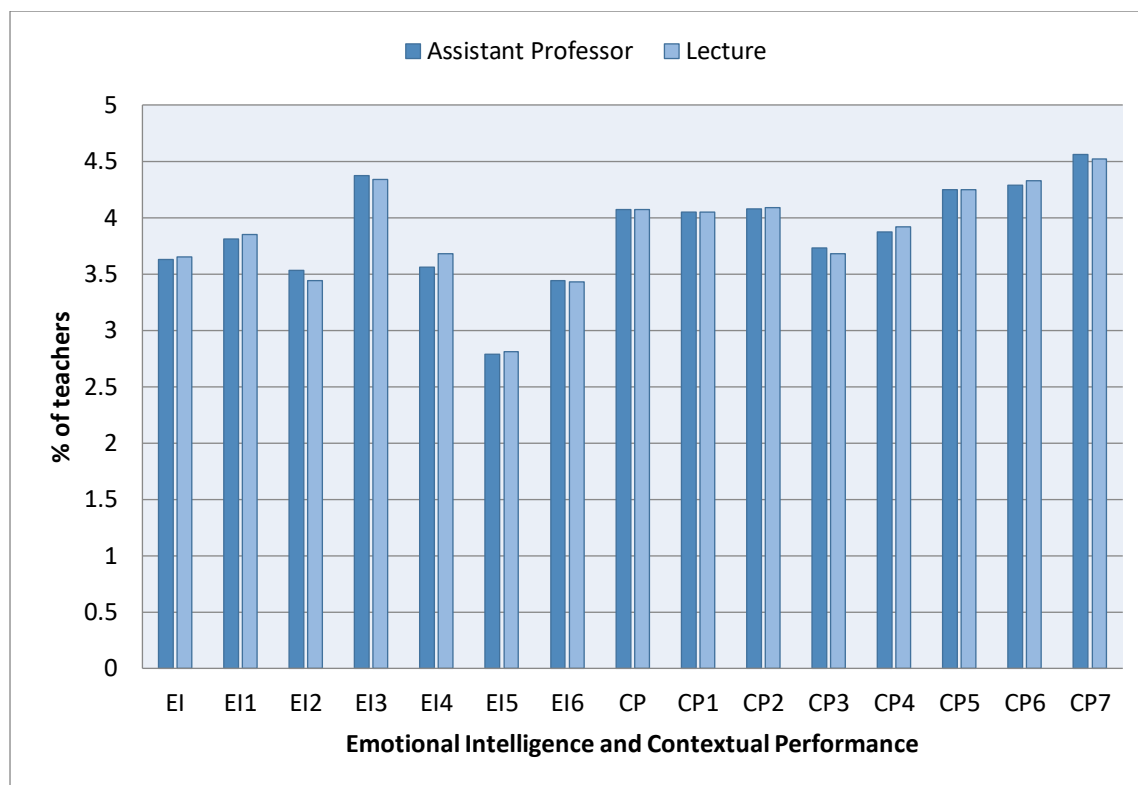
Figure no 07: Comparison of Science and Social Science teachers regarding emotional intelligence and contextual performance

Table no 17: Comparison of Assistant Professor and Lecturer regarding emotional intelligence and contextual performance through independent samples t-test

	Assistant Professor		Lecture		Independent samples t-test		
	Mean	SD	Mean	SD	t	df	P
EI	3.63	0.16	3.65	0.19	-0.21	229	0.836
EI1	3.81	0.28	3.85	0.33	-0.77	229	0.443
EI2	3.53	0.41	3.44	0.40	1.532	229	.127
EI3	4.37	0.28	4.34	0.34	.669	212	.504
EI4	3.56	0.31	3.68	0.34	0.32	229	0.750
EI5	2.79	0.38	2.81	0.41	0.85	229	0.396
EI6	3.44	0.34	3.43	0.33	-0.21	229	0.833
CP	4.07	0.28	4.07	0.28	-1.25	229	0.212
CP1	4.05	0.44	4.05	0.46	-2.44	229	0.015*
CP2	4.08	0.44	4.09	0.37	0.47	229	0.641
CP3	3.73	0.61	3.68	0.61	-1.23	229	0.218
CP4	3.87	0.41	3.92	0.37	-0.77	229	0.440
CP5	4.25	0.43	4.25	0.40	0.01	229	0.995
CP6	4.29	0.28	4.33	0.33	-0.80	229	0.426
CP7	4.56	0.48	4.52	0.46	1.02	229	0.309

*p<.05

Table no 17 shows comparison of Assistant Professor and Lecture regarding emotional intelligence and contextual performance through independent samples t-test. There was no significant difference in Assistant Professors and Lectures regarding emotional intelligence and contextual performance except CP1.

Figure no 08: Comparison of Assistant professor and Lecturer regarding emotional intelligence and contextual performance

Table no 18: Comparison of various universities regarding emotional intelligence and contextual performance through One-way ANOVA

Factors	BZU M	SD	IUB M	SD	UOE M	SD	WUM M	SD	ANOVA F	p	Comparison
EI	3.67	0.19	3.57	0.14	3.65	0.26	3.69	0.15	5.77	0.001**	BZU >IUB, WUM>IUB
EI1	3.93	0.30	3.65	0.23	3.97	0.43	3.88	0.25	14.92	<.001***	BZU >IUB, IUB<UOE,WUM
EI2	3.43	0.47	3.47	0.28	3.21	0.45	3.63	0.38	8.02	<.001***	BZU,IUB < WUM, IUB> UOE
EI3	4.25	0.34	4.43	0.29	4.48	0.36	4.32	0.28	5.35	0.001**	IUB,UOE>BZU,
EI4	3.76	0.33	3.48	0.33	3.73	0.32	3.64	0.28	9.81	<.001***	IUB< BZU, UOE, WUM
EI5	2.87	0.44	2.72	0.28	2.77	0.57	2.84	0.37	1.75	0.157	NS
EI6	3.43	0.35	3.47	0.30	3.26	0.40	3.48	0.31	3.19	0.024*	IUB> UOE, WUM> UOE
CP	4.05	0.29	4.02	0.22	4.07	0.43	4.13	0.23	1.99	0.116	NS
CP1	3.99	0.47	4.01	0.38	3.93	0.56	4.21	0.42	4.07	0.008**	WUM> BZU, WUM> UOE
CP2	4.11	0.36	4.05	0.37	4.06	0.58	4.11	0.39	0.36	0.779	NS
CP3	3.65	0.67	3.58	0.57	3.94	0.69	3.79	0.52	3.12	0.027*	UOE>IUB
CP4	3.91	0.33	3.86	0.38	3.86	0.54	3.96	0.38	0.77	0.511	NS
CP5	4.29	0.37	4.17	0.43	4.20	0.50	4.32	0.38	2.10	0.101	NS
CP6	4.29	0.36	4.31	0.26	4.37	0.36	4.33	0.30	0.52	0.667	NS
CP7	4.47	0.47	4.62	0.44	4.52	0.56	4.51	0.45	1.32	0.270	NS

*p<.05, **p<.01, ***p<.001, NS=not significant

Table no 18 shows a comparison of various universities regarding emotional intelligence and contextual performance through One-way ANOVA. There was a significant difference among multiple universities regarding emotional intelligence and contextual performance except for EI5, CP, CP2, CP4, CP5, CP6, and CP7. BZU teachers were better in emotional intelligence as compared to teachers of IUB. Similarly, teachers of WUM were also better than IUB teachers. BZU teachers were better in EI1 than IUB teachers. Again, teachers of WUM, UOE were even better than IUB teachers.

BZU, IUB teachers were less in EI2 than WUM, similarly teachers of UOE were less than IUB teachers. BZU teachers were less in EI3 as compare to IUB and IUB. BZU, UOE, and WUM teachers were better in EI4 as compare to IUB. IUB teachers were better in EI6 as compare to BZU, UOE, and WUM teachers. WUM teachers were better than BZU in CP1, and WUM teachers were better than UOE teachers in CP1. UOE teachers were better than IUB teachers in CP3
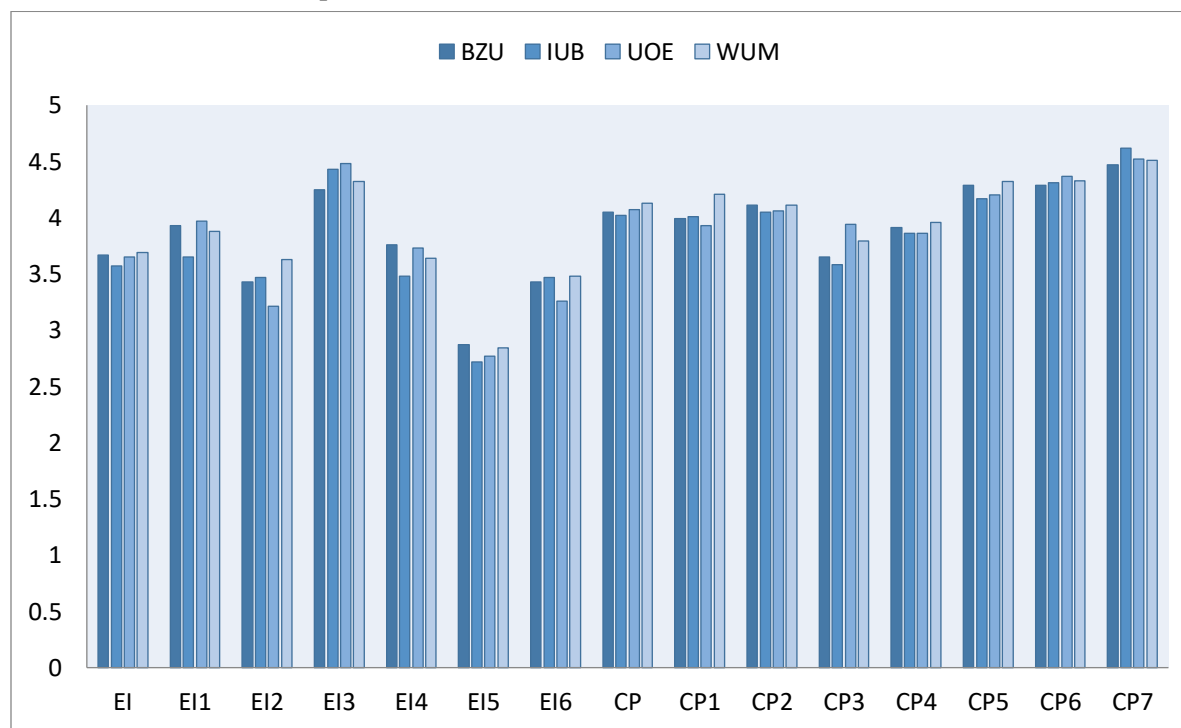
Figure no 09: Comparison of various universities regarding emotional intelligence and contextual performance

Section F: Regression Analysis

Table no 19: Regression analysis: effect of emotional intelligence on contextual performance

Components of EI	B	SE	B	t	p-value
(Constant)	1.873	.359		5.212	<.001
E1	.126	.057	.141	2.197	.029*
E2	.022	.043	.033	.515	.607
E3	.208	.054	.240	3.822	<.001
EI4	.138	.055	.165	2.508	.013*
EI5	.095	.043	.136	2.213	.028*
EI6	-.010	.052	-.012	-.198	.843

R^2=.178, F (6, 24) = 8.07, p<.001

Table no 18 shows the effect of emotional intelligence on contextual performance. There was a significant effect of E1, E3, E4, and E5 on contextual performance. The result of E3 (β=.250, p<.001) is highest among others E1 (β=.141, p=.029), E4 ((β=.165, p=.013), and E5 (β=.136, p=.028).

RESULTS:

Following results were drawn after data analysis, as per the objectives of the study:

First Objective: To find the level of emotional intelligence and contextual performance of university teachers.

For this objective, the results of the present study show that the maximum number of teachers were at the average EI level, while only few teachers were below the average EI level and only few teachers were above the average EI level. The results show that most university teachers were emotionally intelligent. The results of the study also show that the maximum number of teachers was at the average level of CP, while only few teachers were below the average of CP and only few teachers were above the average level of CP. The results show that most of the university teachers have contextual performance.

Second Objective: To explore teachers' emotional intelligence's relationship with their contextual performance based on gender, faculty, and designation.

The results for this objective show that there was a significant positive moderate relationship between emotional intelligence and contextual performance.

Third Objective: To compare teachers' emotional intelligence and contextual performance (Comparison of EI and CP based on gender, faculty, designation, and university).

For this objective, the results of this study indicate that there was no significant difference between male and female teachers in terms of emotional intelligence and its components. With regard to emotional intelligence and contextual performance, sciences and social science teachers did not show significant differences, with the exception of EI3. With the exception of CP1, there was no significant difference between assistant professors and lectures on emotional intelligence and contextual performance. But there was significant difference between various universities in terms of emotional intelligence and contextual performance, with the exception of EI5, CP, CP2, CP4, CP5, CP6, and CP7. However, regression analysis shows that

there was significant effects of E1, E3, E4 and E5 on contextual performance.

DISCUSSION:

The present study was concerned with exploring association between emotional intelligence of teachers and their contextual performance. Extensive date analysis has explored statistically significant positive however moderate relationship between emotional intelligence and contextual performance of university teachers. The results also revealed that most of the university teachers were emotionally intelligent and have tendency towards showing contextual performance. The results also showed that there were significant effects of E1, E3, E4 and E5 on contextual performance. At the end it was concluded that excellence in the level of emotional intelligence brings enrichment in the contextual performance of university teacher.

The results based upon the relationship of emotional intelligence and contextual performance of university teachers of present study are in line with study results by Bozionelosa and Singh (2017) who have elaborated that the positive relationship exists between global EI and its aspects with contextual performance. The concept of relationship between emotional intelligence and job performance has also been explored by Dhani, et.al (2016).The results of this study showed the positive relationship between emotional intelligence and job performance. Mshellia, et.al (2016) conducted a study in Nigeria on emotional intelligence and contextual performance among nursing professionals who have investigated that the role of emotional intelligence is very vital in nursing practice and have positive significant relationship with their contextual performance. Their study also supports the results of the present study. Another study on the similar pattern by Naqvi (2013) indicated that there was a statistically significant positive correlation between emotional intelligence and the performance of secondary school teachers. In another parallel research study by Kappagoda (2012) it has been resulted that Emotional Intelligence had significant positive relationship with Task Performance and Contextual Performance. Similar to this study, conducted by Cichy, Kim, & Cha (2009), it has been inferred that there was a positive correlation between EI scores and the intended contextual performance

of employees. These all studies support the results of the present study.

CONCLUSION AND RECOMMENDATIONS:

After literature review and data analysis it can be concluded that the ability of teachers to properly direct, control and manage their emotions and emotions of other colleagues and students enable them to deal with job related tasks efficiently without taking them as a burden. As a result of which their task performance and contextual performance will be upgraded simultaneously. Emotionally intelligent teachers are able to reduce and furthermore cope with possible negative effects of job stress on their job performance. In this manner, they can combat all workplace related problems like over work load, work ambiguity, job insecurity, academic dishonesty, low self-efficacy and poor quality of teaching and learning. In developing countries like Pakistan where very few universities are in international ranking, it is need of time to improve quality of teachers, teaching and research along with infrastructure.Undoubtedly,all these issues of our universities can better be tackled by emotionally intelligent teachers who can enhance the quality by using traits of emotional intelligence like empathy,dedication,dutifulness and healthy interpersonal relationships which may motivate them for demonstrating contextual pwrformance.Both constructs are concerned with behaviours that are required to elevate the social, academic and psychological environment of universitiesTherfore, it is highly recommended that teachers be evaluated on the basis of traits of emotional intelligence and contextual performance as well. However, generally in universities of Pakistan they are reported on the basis of their research work and academic work in Annual Confidential Reports. Such workshops by competent occupational psychologists are arranged that may train teachers to be emotionally intelligent. Teacher leaders can play their role by encouraging those teachers who show tendency towards contextual performance.

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