

EXECUTIVE SUMMARY OF THE THESIS
“IMPACT OF EMOTIONAL INTELLIGENCE AND GENDER
DIFFERENCES ON JOB PERFORMANCE.”

A Thesis Submitted
To



The Maharaja Sayajirao University Of Baroda, Vadodara.

For the Degree of
Doctor of Philosophy (Ph.D.)
[Commerce and Business Management]

[Under UGC (Minimum Standard and procedure
for Awards of M.Phil. / Ph.D. Degree) Regulation, 2016]

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APRIL, 2026

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Executive Summary of the Thesis

Chapter 1: Introduction

The higher education sector across the globe has undergone significant transformation over the past two decades, driven by forces such as globalization, technological advancement, increased competition, and policy reforms. In India, these transformations have been further accelerated by the implementation of the National Education Policy (NEP 2020), which emphasizes multidisciplinary learning, outcome-based education, digital integration, and continuous professional development of educators. As a result, the role of university teachers has evolved from traditional knowledge transmitters to multifaceted professionals responsible for teaching, research, mentorship, administrative duties, and institutional development.

In this dynamic and demanding environment, the effectiveness of university teachers is no longer determined solely by their cognitive abilities or subject expertise. Instead, increasing attention is being given to emotional and behavioural competencies, particularly Emotional Intelligence (EI), which enables individuals to understand, regulate, and utilize emotions effectively in professional settings. Emotional intelligence has emerged as a critical factor influencing workplace outcomes, including job performance, interpersonal relationships, decision-making, and stress management.

The concept of emotional intelligence gained prominence through the work of Goleman (1995, 2000), who conceptualized EI as a set of competencies comprising self-awareness, self-regulation, social awareness, and relationship management. These competencies are particularly relevant in academic settings, where teachers are required to interact with diverse stakeholders, manage classroom dynamics, adapt to institutional changes, and cope with increasing performance pressures. Simultaneously, job performance in academia is inherently multidimensional, encompassing task performance (teaching and research), contextual performance (collaboration, mentoring, and institutional contribution), and adaptive performance (responding to change and innovation). The complexity of these roles necessitates a broader understanding of performance beyond traditional metrics.

Another critical dimension influencing teacher effectiveness is Counterproductive Work Behaviour (CWB), which includes behaviours such as withdrawal, disengagement, reduced effort, and interpersonal conflict. Although less visible in academic settings compared to corporate environments, such behaviours can significantly undermine institutional effectiveness over time.

In addition to individual competencies and behaviours, institutional factors such as organizational support, leadership, governance, and work environment play a crucial role in shaping teacher performance. These factors determine the extent to which teachers can effectively utilize their emotional competencies and translate them into productive outcomes.

Against this backdrop, the present study seeks to develop an integrated framework that examines the interplay between Emotional Intelligence, Job Performance, Counterproductive Work Behaviour, and Institutional Factors among university teachers. By focusing on public universities in Gujarat, the study addresses a significant gap in existing literature, which has largely overlooked the combined influence of these variables in the Indian higher education context.

The Indian higher education system is one of the largest in the world, comprising over a thousand universities and millions of students enrolled across various disciplines. Public universities, in particular, play a vital role in ensuring access to higher education, promoting research, and contributing to national development. However, these institutions operate within a complex framework characterized by regulatory oversight, resource constraints, and increasing expectations for quality and accountability.

In recent years, the implementation of the National Education Policy (2020) has introduced significant reforms aimed at transforming higher education in India. These reforms include the promotion of multidisciplinary education, flexibility in curriculum design, integration of technology in teaching and learning, and emphasis on research and innovation. While these changes are expected to enhance the overall quality of education, they have also increased the responsibilities and expectations placed on university teachers.

Teachers are now required to continuously update their knowledge, adopt innovative teaching methods, engage in research activities, and contribute to institutional development. At the same time, they must navigate administrative requirements, accreditation processes (such as NAAC and NIRF), and performance evaluation systems. These demands create a work environment that is both intellectually challenging and emotionally demanding.

In the context of Gujarat, public universities exhibit a diverse academic and administrative landscape. Institutions such as Maharaja Sayajirao University, Sardar Patel University, Veer Narmad South Gujarat University, Saurashtra University, and the Central University of Gujarat represent different regional and institutional characteristics. Despite this diversity, common challenges faced by teachers

include heavy workload, bureaucratic processes, contractual employment structures, and limited institutional support in certain areas.

The increasing prevalence of contractual and temporary employment has further added to job insecurity and stress among teachers. Additionally, the rapid shift toward digital and hybrid modes of teaching, especially during and after the COVID-19 pandemic, has required teachers to adapt quickly to new technologies and pedagogical approaches. In such a complex and evolving environment, emotional intelligence becomes a critical resource that enables teachers to manage stress, maintain motivation, and build effective relationships with students, colleagues, and administrators. At the same time, institutional factors determine whether these emotional competencies can be effectively utilized to enhance performance.

Thus, the context of higher education in India, and specifically in Gujarat, provides a compelling setting for examining the relationship between emotional intelligence, job performance, and behavioural outcomes.

Chapter 2: Review of Literature

The review of literature provides a comprehensive understanding of the theoretical and empirical foundations of the study by examining previous research on emotional intelligence, job performance, counterproductive work behaviour, and institutional factors. The literature also highlights gaps that justify the need for the present study.

The concept of emotional intelligence has evolved significantly over time, drawing from earlier theories of social intelligence and emotional processing. Thorndike (1920) first introduced the idea of social intelligence, emphasizing the ability to understand and manage people. Later, Gardner (1983) expanded this concept through his theory of multiple intelligences, which included interpersonal and intrapersonal intelligence.

The formal conceptualization of emotional intelligence was provided by Salovey and Mayer (1990), who defined EI as the ability to perceive, understand, and regulate emotions. Subsequently, Goleman (1995, 2000) popularized the concept by linking it to workplace performance and leadership effectiveness. Goleman's model identifies four key domains of emotional intelligence:

- Self-awareness
- Self-regulation
- Social awareness

- Relationship management

These domains collectively represent the emotional competencies required for effective functioning in professional environments.

Several theoretical frameworks support the role of emotional intelligence in workplace behaviour. Affective Events Theory (Weiss & Cropanzano, 1996) suggests that workplace events trigger emotional responses, which in turn influence behaviour and performance. Similarly, Emotional Labour Theory (Hochschild, 1983) highlights the importance of managing emotions in professional roles, particularly in service-oriented professions such as teaching. Additionally, the Conservation of Resources Theory (Hobfoll, 1989) conceptualizes emotional intelligence as a personal resource that helps individuals cope with stress and maintain performance. These theoretical perspectives collectively establish emotional intelligence as a critical determinant of workplace outcomes.

A substantial body of empirical research has established a strong positive relationship between emotional intelligence and job performance. Studies by Carmeli (2003) and Van der Zee et al. (2002) demonstrate that emotionally intelligent individuals exhibit higher levels of performance, better interpersonal relationships, and greater job satisfaction.

In the context of education, emotional intelligence has been found to enhance teaching effectiveness, classroom management, and student engagement. Chan (2006) and Yin et al. (2013) report that teachers with higher emotional intelligence are better able to manage classroom dynamics and respond to students' emotional needs. Furthermore, emotional intelligence contributes to adaptive performance, enabling teachers to cope with changes such as technological advancements and policy reforms. In the Indian context, studies by Devi and Rayalu (2013) and Sharma and Jyoti (2009) highlight the role of emotional intelligence in reducing stress and improving organizational commitment among teachers.

Counterproductive work behaviour represents actions that harm the organization or its members. Research indicates that emotional intelligence is negatively associated with such behaviours. O'Boyle et al. (2011) and Devonish (2016) found that individuals with higher emotional intelligence are less likely to engage in deviant behaviours, as they are better able to regulate emotions and manage stress. In academic settings, counterproductive behaviours may manifest as withdrawal, disengagement, reduced effort, and lack of participation in institutional activities. Although these behaviours may not always be overt, they can significantly affect overall performance and institutional effectiveness.

Institutional factors play a crucial role in shaping teacher performance by influencing motivation, engagement, and work environment. The Organizational Support Theory (Eisenberger et al., 2001) suggests that employees who perceive higher organizational support are more likely to exhibit positive attitudes and behaviours. Studies such as Ampofo et al. (2017) and Teelken (2012) highlight the importance of governance, leadership, and organizational climate in enhancing teacher performance. In the Indian context, institutional challenges such as bureaucratic processes and workload pressures have been identified as key factors affecting teacher well-being and effectiveness.

Research Gap

Despite extensive research on emotional intelligence and job performance, several gaps remain:

- Limited studies integrating EI, job performance, institutional factors, and CWB within a single framework
- Lack of research focused on public universities in Gujarat
- Insufficient examination of mediating and moderating variables
- Over-reliance on fragmented and context-specific studies

These gaps highlight the need for a comprehensive and integrative study, which the present research seeks to address.

Chapter 3: Research Methodology

The present study adopts a quantitative and descriptive research design to examine the relationships among Emotional Intelligence (EI), Job Performance (JP), Institutional Factors (IF), and Counterproductive Work Behaviour (CWB) among university teachers. The descriptive nature of the research design enables the study to systematically assess and present the existing levels of emotional intelligence, job performance, institutional conditions, and behavioural patterns among teachers. It focuses on describing the current state of these constructs within the selected population without manipulating any variables. At the same time, the study also incorporates an explanatory dimension, as it attempts to examine the relationships among the variables and understand how they interact to influence job performance.

The adoption of a quantitative approach is justified by the nature of the variables under investigation. Emotional intelligence, job performance, institutional factors, and counterproductive work behaviour are constructs that can be operationalized and measured using standardized scales. The use of quantitative methods allows for objective measurement, statistical analysis, and generalization of findings across a larger population.

Furthermore, the study aims to test a set of hypotheses and validate a conceptual framework that explains the relationships among the variables. In this context, quantitative analysis provides a systematic and rigorous approach for examining these relationships. Statistical techniques enable the researcher to identify patterns, assess the strength and direction of relationships, and evaluate the significance of the proposed model.

The use of a structured approach also ensures consistency in data collection and facilitates comparison across respondents. By employing quantitative methods, the study enhances the reliability and validity of the findings, thereby contributing to a more robust understanding of the factors influencing job performance among university teachers. Overall, the selected research design is appropriate for achieving the objectives of the study, as it allows for both the description of existing conditions and the examination of relationships among key variables in a systematic and scientifically rigorous manner.

Research Objectives

The primary objectives of this study are:

1. To examine the psychometric properties and dimensional validity of the Emotional Intelligence and Job Performance scales developed for public university teachers.
2. To analyze the effect of Emotional Intelligence (EI) on Job Performance (JP) among public university teachers.
3. To examine the effect of Emotional Intelligence (EI) on Institutional Factors (IF).
4. To analyze the effect of Institutional Factors (IF) on Job Performance (JP).
5. To examine the mediating role of Institutional Factors (IF) in the relationship between Emotional Intelligence (EI) and Job Performance (JP).
6. To examine the effect of Emotional Intelligence (EI) on Counterproductive Work Behaviour (CWB).
7. To analyze the effect of Counterproductive Work Behaviour (CWB) on Job Performance (JP).
8. To analyze the effect of Institutional Factors (IF) on Counterproductive Work Behaviour (CWB) among public university teachers.
9. To examine the mediating role of Counterproductive Work Behaviour (CWB) in the relationship between Emotional Intelligence (EI) and Job Performance (JP).
10. To assess the moderating role of Gender in the relationship between Emotional Intelligence (EI) and Job Performance (JP).
11. To analyze the moderating role of Age in the relationship between Emotional Intelligence (EI) and Job Performance (JP).

12. To analyze the moderating role of Years of Teaching Experience in the relationship between Emotional Intelligence (EI) and Job Performance (JP).

13. To develop and validate an integrated model linking Emotional Intelligence, Institutional Factors, Counterproductive Work Behaviour, and Job Performance, Age, Gender and Years of Experience of public university teachers in Gujarat.

14. To evaluate the moderating effects of gender, age, and teaching experience

These objectives collectively aim to provide a comprehensive understanding of teacher performance through an integrated framework.

Hypotheses of the Study

Based on the theoretical framework and literature review, a set of hypotheses was developed to examine direct, mediating, and moderating relationships among the variables. The hypotheses primarily focused on:

H1: Scale Validation Hypothesis

H₀₁: The Emotional Intelligence and Job Performance scales developed for public university teachers do not demonstrate adequate psychometric properties and dimensional validity.

H₁₁: The Emotional Intelligence and Job Performance scales developed for public university teachers demonstrate adequate psychometric properties and dimensional validity.

(Corresponds to Objective 1)

H2: Direct Relationship between EI and JP

H₀₂: There is no significant relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

H₁₂: There is a significant relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 2)

H3: Direct Relationship between EI and IF

H₀₃: There is no significant relationship between Emotional Intelligence (EI) and Institutional Factors (IF) among public university teachers.

H₁₃: There is a significant relationship between Emotional Intelligence (EI) and Institutional Factors (IF) among public university teachers.

(Corresponds to Objective 3)

H4: Direct Relationship between IF and JP

H₀4: There is no significant relationship between Institutional Factors (IF) and Job Performance (JP) among public university teachers.

H₁4: There is a significant relationship between Institutional Factors (IF) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 4)

H5: Mediating Role of IF between EI and JP

H₀5: Institutional Factors (IF) does not mediate the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

H₁5: Institutional Factors (IF) mediates the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 5)

H6: Direct Relationship between EI and CWB

H₀6: There is no significant relationship between Emotional Intelligence (EI) and Counterproductive Work Behaviour (CWB) among public university teachers.

H₁6: There is a significant negative relationship between Emotional Intelligence (EI) and Counterproductive Work Behaviour (CWB) among public university teachers.

(Corresponds to Objective 6)

H7: Direct Relationship between CWB and JP

H₀7: There is no significant relationship between Counterproductive Work Behaviour (CWB) and Job Performance (JP) among public university teachers.

H₁7: There is significant relationship between Counterproductive Work Behaviour (CWB) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 7)

H8: Direct Relationship between IF and CWB

H₀8: There is no significant relationship between Institutional Factors (IF) and Counterproductive Work Behaviour (CWB) among public university teachers.

H₁8: There is a significant relationship between Institutional Factors (IF) and Counterproductive Work Behaviour (CWB) among public university teachers.

(Corresponds to Objective 8)

H9: Mediating Role of CWB between EI and JP

H₀9: Counterproductive Work Behaviour (CWB) does not significantly mediate the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

H₁9: Counterproductive Work Behaviour (CWB) significantly mediates the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 9).

H10: Moderating Role of Gender between EI and JP

H₀10: Gender does not significantly moderate the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

H₁10: Gender significantly moderates the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 10)

H11: Moderating Role of Age between EI and JP

H₀11: Age does not significantly moderate the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

H₁11: Age significantly moderates the relationship between Emotional Intelligence (EI) and Job Performance (JP) among university teachers.

(Corresponds to Objective 11)

H12: Moderating Role of Years of Teaching Experience between EI and JP

H₀12: Years of Teaching Experience do not significantly moderate the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

H₁12: Years of Teaching Experience significantly moderate the relationship between Emotional Intelligence (EI) and Job Performance (JP) among public university teachers.

(Corresponds to Objective 12)

H13: Integrated Model Hypothesis

H₀13: The integrated model linking Emotional Intelligence (EI), Institutional Factors (IF), Counterproductive Work Behaviour (CWB), and Job Performance (JP), with moderators of Gender, Age, and Experience, is not statistically valid in explaining variations in Job Performance among public university teachers in Gujarat.

H₁13: The integrated model linking Emotional Intelligence (EI), Institutional Factors (IF), Counterproductive Work Behaviour (CWB), and Job Performance (JP), with moderators of Gender, Age, and Experience, is statistically valid in explaining variations in Job Performance among

university teachers in Gujarat.

(Corresponds to Objective 13

These hypotheses were tested using advanced statistical techniques to ensure robustness and validity.

Research Design and Approach

The study employed a cross-sectional survey design, wherein data were collected from respondents at a single point in time. Although longitudinal studies provide deeper insights into causality, the cross-sectional approach was considered appropriate due to time and resource constraints.

A structured questionnaire was used as the primary data collection instrument. The questionnaire was designed to capture responses on emotional intelligence, job performance, institutional factors, and counterproductive behaviour using a five-point Likert scale, ranging from strong disagreement to strong agreement.

Sampling Design

The population of the study comprised university teachers working in public universities in Gujarat, estimated at approximately 60,000 individuals. From this population, a sample of 448 teachers was selected using a convenience sampling method due to accessibility and feasibility considerations.

The sample included respondents from five major public universities, ensuring representation across different regions and institutional contexts. The sample size exceeds the minimum requirement suggested by statistical standards, thereby enhancing the reliability and generalizability of the findings. The demographic profile of the respondents indicates that the majority were young to mid-career professionals, with a higher proportion of female participants and a significant presence of contractual employees. This reflects current trends in the higher education sector.

Data Collection and Instrumentation

Primary data were collected using a structured questionnaire developed based on established scales:

- Emotional Intelligence was measured using items adapted from Goleman's four-domain model
- Job Performance was assessed using dimensions derived from Koopmans' framework, including task, contextual, and adaptive performance
- Institutional Factors were measured through constructs related to organizational support, governance, and climate
- Counterproductive Work Behaviour included dimensions such as withdrawal, disengagement, and interpersonal conflict

The questionnaire underwent pilot testing to ensure clarity, reliability, and validity. Based on pilot results, necessary modifications were made to improve the quality of the instrument.

Reliability and Validity

The measurement model was evaluated using established statistical criteria:

- Cronbach's alpha values indicated high internal consistency across all constructs
- Composite reliability values exceeded acceptable thresholds, confirming reliability
- Average Variance Extracted (AVE) values established convergent validity
- Discriminant validity was confirmed using standard criteria, ensuring that constructs were distinct from one another

These results indicate that the measurement instruments used in the study are both reliable and valid.

Data Analysis Techniques

The data were analysed using a combination of SPSS and SmartPLS software. SPSS was used for descriptive statistics and preliminary analysis, while SmartPLS was used for Partial Least Squares Structural Equation Modelling (PLS-SEM).

PLS-SEM was selected due to its suitability for:

- Complex models involving multiple variables
- Analysis of mediation and moderation effects
- Handling non-normal data distributions
- Predictive modelling

The analysis involved two main stages:

1. Measurement Model Assessment – to evaluate reliability and validity
2. Structural Model Assessment – to test hypotheses and examine relationships

Chapter 4: Data Analysis and Interpretation

The data analysis aimed to examine the relationships among emotional intelligence, job performance, institutional factors, and counterproductive behaviour. The results provide insights into both the individual and combined effects of these variables.

The findings are presented in a structured manner, beginning with descriptive statistics, followed by correlation analysis, and finally structural model results.

Descriptive Analysis

The descriptive analysis indicates that university teachers exhibit moderately high levels of emotional intelligence and job performance, suggesting that they possess the necessary competencies to perform effectively in their roles.

Institutional factors were found to be moderate, indicating that while support systems exist, there is scope for improvement. Counterproductive work behaviour was observed at relatively low levels, reflecting a generally positive work environment.

These findings suggest that teachers are able to maintain performance despite institutional challenges, likely due to their emotional competencies.

Demographic Analysis

The demographic profile of the respondents reveals important insights into the composition of the academic workforce. The sample is predominantly composed of female teachers and early-career professionals, indicating a shift toward a younger and more diverse workforce.

Statistical analysis shows that gender, age, and experience do not significantly influence emotional intelligence or job performance. This suggests that emotional intelligence is a relatively stable trait across demographic groups, although certain moderating effects were observed in specific relationships.

Correlation Analysis

Correlation analysis reveals significant relationships among the key variables:

- Emotional intelligence shows a strong positive relationship with job performance
- Institutional factors are positively associated with performance
- Counterproductive behaviour is negatively related to both emotional intelligence and job performance

These relationships provide preliminary support for the proposed conceptual framework and indicate that emotional intelligence plays a central role in influencing performance outcomes.

Measurement Model Evaluation

The measurement model results confirm that all constructs meet the required standards of reliability and validity. Indicator loadings, internal consistency measures, and validity criteria demonstrate that the constructs are well-defined and suitable for further analysis.

The absence of multicollinearity and the establishment of discriminant validity ensure that the model is statistically robust.

5.6 Structural Model Analysis

The structural model provides deeper insights into the relationships among variables. The results indicate that:

- Emotional intelligence has a strong positive impact on job performance, making it the most significant predictor
- Institutional factors positively influence job performance, although their impact is comparatively moderate
- Emotional intelligence significantly reduces counterproductive work behaviour
- Counterproductive behaviour negatively affects job performance

The model also demonstrates strong explanatory power, indicating that a substantial proportion of variance in job performance is explained by the variables included in the study.

Mediation Effects

The analysis of mediation effects reveals that institutional factors partially mediate the relationship between emotional intelligence and job performance. This suggests that emotionally intelligent teachers are better able to perceive and utilize institutional support, which in turn enhances their performance. Similarly, counterproductive work behaviour acts as a negative mediator, indicating that emotional intelligence improves performance by reducing harmful behaviours.

Moderation Effects

The study also examines the moderating role of demographic variables. The results indicate that:

- Gender and age influence certain relationships within the model
- Teaching experience does not significantly moderate the relationships

These findings suggest that while emotional intelligence is broadly consistent across individuals, its impact on performance may vary depending on specific demographic characteristics.

The results of the data analysis provide strong empirical support for the proposed conceptual framework. Emotional intelligence emerges as a central factor influencing job performance, both directly and indirectly through institutional factors and behavioural mechanisms.

The next section presents a detailed discussion of the key findings and their implications.

Chapter 5: Findings, Recommendations and Conclusions

Overview of Key Findings

The analysis of data provides strong empirical evidence supporting the proposed framework of the study. The findings demonstrate that emotional intelligence, institutional factors, and counterproductive work behaviour collectively influence job performance, with emotional intelligence emerging as the most significant determinant.

The results highlight that teacher performance is not merely a function of technical competence but is shaped by a combination of emotional capabilities, organizational context, and behavioural regulation.

Psychological Findings: Role of Emotional Intelligence

One of the most significant findings of the study is that emotional intelligence has a strong and positive impact on job performance. Teachers with higher emotional intelligence demonstrate better ability to manage classroom situations, maintain professional relationships, and adapt to changing academic demands. Emotional intelligence enables teachers to regulate stress, handle conflicts effectively, and maintain motivation, thereby enhancing their overall performance. These findings are consistent with previous research, which identifies emotional intelligence as a key predictor of workplace effectiveness (Carmeli, 2003; Miao et al., 2017).

Additionally, emotional intelligence was found to significantly reduce counterproductive work behaviour, indicating its role as a behavioural control mechanism. Teachers with higher emotional intelligence are less likely to engage in withdrawal, disengagement, or negative workplace behaviours.

Organizational Findings: Role of Institutional Factors

The study finds that institutional factors play a supportive and enabling role in enhancing job performance. Organizational elements such as leadership support, governance structures, and work environment contribute positively to teacher effectiveness. However, the influence of institutional factors is found to be secondary to emotional intelligence, suggesting that while organizational support is important, individual competencies remain central to performance outcomes.

The findings also indicate that institutional factors partially mediate the relationship between emotional intelligence and job performance. This implies that emotionally intelligent teachers are better able to utilize available institutional resources, thereby improving their performance.

Behavioural Findings: Role of Counterproductive Work Behaviour

Counterproductive work behaviour (CWB) was found to have a negative impact on job performance, although its overall level among teachers was relatively low. Even at low levels, behaviours such as disengagement, reduced effort, and withdrawal were found to significantly affect performance outcomes. Importantly, emotional intelligence was found to significantly reduce counterproductive behaviour, indicating that emotionally intelligent teachers are better equipped to manage negative

emotions and avoid harmful behaviours. This highlights the importance of considering behavioural aspects in performance evaluation, as even subtle forms of disengagement can influence overall effectiveness.

Demographic Insights

The study reveals that demographic variables such as gender, age, and teaching experience do not have a significant direct impact on emotional intelligence or job performance. This suggests that emotional intelligence is relatively stable across different demographic groups.

However, certain moderating effects were observed, indicating that the strength of relationships between variables may vary across gender and age categories. Teaching experience, on the other hand, did not significantly influence these relationships.

These findings suggest that emotional intelligence and performance are influenced more by individual and organizational factors than by demographic characteristics.

Integrated Discussion

The findings of the study support an integrated view of teacher performance, where emotional intelligence serves as the foundational resource, institutional factors act as enablers, and counterproductive behaviour functions as a limiting factor.

This integrated perspective aligns with theoretical frameworks such as:

- Affective Events Theory, which emphasizes the role of emotions in shaping behaviour
- Organizational Support Theory, which highlights the importance of institutional environment
- Conservation of Resources Theory, which conceptualizes emotional intelligence as a personal resource

The study demonstrates that effective teacher performance is achieved when emotional competencies are supported by a conducive institutional environment and reinforced by positive behavioural patterns.

Recommendations

Based on the findings of the study, several recommendations are proposed for academic institutions, policymakers, and educators.

Development of Emotional Intelligence

Universities should incorporate structured programs aimed at enhancing emotional intelligence among teachers. These programs should focus on developing competencies such as self-awareness, emotional regulation, empathy, and relationship management. Workshops, training sessions, and

professional development initiatives can help teachers improve their emotional competencies, thereby enhancing both performance and well-being.

Strengthening Institutional Support

Institutional factors play a critical role in shaping teacher performance. Universities should focus on improving governance structures, enhancing transparency, and creating supportive work environments.

Efforts should be made to reduce bureaucratic complexities, ensure fair workload distribution, and provide adequate resources for teaching and research.

Managing Counterproductive Behaviour

Although counterproductive behaviour is relatively low, its impact on performance is significant. Institutions should develop mechanisms to identify and address such behaviours at an early stage. Counselling services, mentoring programs, and employee engagement initiatives can help reduce negative behaviours and promote a positive work culture.

Focus on Early-Career Teachers

Given that the majority of respondents belong to early-career stages, institutions should provide targeted support for young teachers. Mentorship programs, training in emotional management, and career development initiatives can help them adapt to academic demands.

Promoting a Positive Organizational Culture

Universities should foster a culture of collaboration, inclusiveness, and mutual respect. A positive organizational culture enhances motivation, engagement, and overall performance.

Leadership plays a crucial role in shaping such a culture, and therefore, training programs for academic leaders should emphasize emotional intelligence and supportive management practices.

Policy Implications

At a broader level, the findings of the study have implications for educational policy. Policymakers should consider incorporating emotional intelligence into teacher training programs and performance evaluation systems. Policies aimed at improving teacher well-being, reducing workload pressures, and enhancing institutional support can contribute to better educational outcomes.

Conclusion

The present study provides a comprehensive examination of the factors influencing job performance among university teachers, with a particular focus on emotional intelligence, institutional factors, and counterproductive work behaviour.

The findings clearly establish that emotional intelligence is the most significant predictor of job performance, influencing outcomes both directly and indirectly. Institutional factors enhance this relationship by providing a supportive environment, while counterproductive behaviour negatively affects performance but is effectively controlled by emotional intelligence.

The study contributes to existing literature by developing an integrated framework that combines psychological, organizational, and behavioural dimensions of performance. It also provides practical insights for improving teacher effectiveness in higher education institutions.

In conclusion, the study highlights that effective teacher performance is not solely dependent on knowledge or skills but is a result of a balanced interaction between emotional competencies, institutional support, and behavioural regulation. By addressing these dimensions collectively, academic institutions can enhance both teacher performance and overall educational quality.

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