

# EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE IN TEACHERS OF THE CHAMPAGNAT EDUCATIONAL INSTITUTION, TACNA 2018

<sup>1</sup>Rita del Rosario Ramos Rejas, <sup>2</sup>Rubens Houson Pérez-Mamani, <sup>3</sup>Julio Francisco Gárate delgado, <sup>4</sup>Edith Diana Ramírez Charca, <sup>5</sup>José Antonio Mejía Saira, <sup>6</sup>Amanecia Lourdes Ale Ale

<sup>1</sup>Universidad Privada de Tacna, [ritadelrosario2r@gmail.com](mailto:ritadelrosario2r@gmail.com)

<sup>2</sup>Universidad Nacional Jorge Basadre Grohmann, [rperezm@unjbg.edu.pe](mailto:rperezm@unjbg.edu.pe)

<sup>3</sup>Universidad Privada de Tacna, [jgarated@upt.pe](mailto:jgarated@upt.pe)

<sup>4</sup>Universidad Nacional Jorge Basadre Grohmann, [eramirez@unjbg.edu.pe](mailto:eramirez@unjbg.edu.pe)

<sup>5</sup>Universidad Nacional Jorge Basadre Grohmann, [jmejias@unjbg.edu.pe](mailto:jmejias@unjbg.edu.pe)

<sup>6</sup>Universidad Nacional Jorge Basadre Grohmann, [aale@pj.gob.pe](mailto:aale@pj.gob.pe)

## Abstract

The main objective of the research is to determine the relationship between emotional intelligence and job performance in teachers at the Champagnat Educational Institution, Tacna 2018. The type of research is basic of relational level, non-experimental design and cross-sectional. The sample was 35 teachers, being the technique, the survey and the instrument was the questionnaire. It was found that 74.29% of the teachers consider that their level of emotional intelligence is acceptable, 25.71% that it is of a very acceptable level, where the most outstanding was “intrapersonal skills”, followed by “interpersonal skills” and 65.71% of the teachers consider that their level of work performance is acceptable, 34.29% that it is of very acceptable level, where the most outstanding was “student satisfaction” and the focused on improving “personal growth”. It was concluded that there is a positive and significant relationship (Spearman's Rho value = 0.708 and p value = 0.000) between emotional intelligence and job performance in teachers, which implies that the higher the development of the teachers' level of emotional intelligence, the more likely there will be an improvement in their level of job performance.

**Keywords:** Emotional intelligence, job performance.

## 1. INTRODUCTION

The main objective of the study is to determine the relationship between emotional intelligence and job performance in teachers at the Champagnat Educational Institution - Tacna, 2018; since it is a priority to analyze mainly the soft skills that characterize teachers, which highlights Goleman (1995), who develops emotional intelligence, from the perspective of seeking to explain human behavior in different social or work contexts, therefore, being

emotionally intelligent is derived from the adaptive interaction between emotion and cognition.

In the education sector, a problem that characterizes teachers is their non-optimal level of emotional intelligence, since they do not know or manage adequate emotional control that allows them psychological well-being to improve the learning process of their students. Specifically, in the Tacna region there is an emblematic educational entity, which is

“Champagnat”, but within the general results of the schools in the region, it has not been able to stand out significantly, despite having teachers who are mostly appointed and experienced, among other favorable factors for being in the center of the city, which seems to be due to the existence of a tense work environment, and the existence of a non-optimal level of emotional intelligence.

Therefore, the purpose of the research is to analyze the level of emotional intelligence that characterizes the teacher, to identify the characteristics of intrapersonal and interpersonal skills to make some suggestions that allow the directors of the educational institution to develop some actions related to training to improve the way they act in the classroom for knowing how to understand their students; and also to analyze job performance, from a perspective of self-evaluation that considers student satisfaction, teamwork, work achievements, and personal growth.

## 2. Objectives

### 2.1 General objective

To determine the relationship between emotional intelligence and job performance in teachers of the Champagnat Educational Institution, Tacna 2018.

### 2.2 Specific objectives

- To determine the intrapersonal and interpersonal skills of emotional intelligence in teachers of the Champagnat Educational Institution, Tacna 2018.
- To determine job performance according to the teachers of the Champagnat Educational Institution, Tacna 2018.
- To determine how is the relationship between intrapersonal and interpersonal skills of emotional intelligence and job performance in teachers of the Champagnat Educational Institution, Tacna 2018

## 3. Hypothesis

### 3.1 General hypothesis

There is a relationship between emotional intelligence and job performance in teachers of the Champagnat Educational Institution, Tacna 2018.

### 3.2 Specific hypotheses

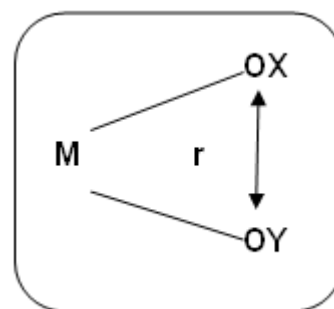
- Intrapersonal and interpersonal skills of emotional intelligence are acceptable in teachers of the Champagnat Educational Institution, Tacna 2018.
- Job performance is acceptable according to the teachers of the Champagnat Educational Institution, Tacna 2018.
- There is a positive and significant relationship between intrapersonal and interpersonal skills of emotional intelligence and job performance in teachers at the Champagnat Educational Institution, Tacna 2018.

## 4. Methodology

### 4.1 Type and design of research

The type of research according to its purpose is basic or pure, given that it sought to contribute to the knowledge of the variables under study (Hernández et al., 2014).

The research design is non-experimental since no study variable was deliberately altered; the data collection is cross-sectional, having been developed at a moment in time (Hernández et al., 2014); the scheme is:



- M = Sample

- OX = Data of the variable “Emotional intelligence”.

- OY = Data of the variable “Job performance”

- r = Relationship between variables

#### 4.2 Research level

According to the scope, the research is relational level, since the behavior of the variables was analyzed to then associate them (Hernandez et al., 2014).

#### 4.3 Scope and social time of the research

The scope of study focuses on the educational institution “Champagnat”, which is located in the province of Tacna, Tacna region (Peru); being the date of foundation on June 6, 1963, where it was initially a mixed school run by the Congregation of the Marist Brothers; currently, there are only male students, giving educational service at the primary and secondary levels, being its Director Prof. Valentín Jarro Quispe.

Regarding the social time, it is clearly stated that it was between July to December 2018 (the time in which the teachers who worked in that period were surveyed).

#### 4.4 Population and Sample

##### 4.4.1 Unit of study

The unit of analysis was the teaching staff of the educational institution “Champagnat” of Tacna.

##### 4.4.2 Population

The study population is the teachers of the “Champagnat” Educational Institution of the city of Tacna, in some 35 people, of which 26 are female teachers and 9 are male, 14 are appointed personnel and 21 are hired. The inclusion criterion was that the personnel had been working in the institution for at least one year.

##### 4.4.3 Sample

Since this is a manageable number, a census was applied, therefore 35 teachers were surveyed (12 at the primary level and 23 at the secondary level), i.e., it is a census sample (the formula to determine the sample size was not

used, where the confidence level, the margin of error, etc. are specified), where the inclusion criterion was to be a teacher who has an employment relationship with the entity for the period 2018. Thus, constituting a non-probabilistic purposive sample.

#### 4.5 Processing, techniques, and instrument

Concerning the methodological description of the fieldwork, first, the respective permission to carry out the fieldwork was requested from the educational institution's management, then a meeting was held with the teaching staff where the academic importance of the application of the instruments was explained to them; finally, the instruments were applied to the staff, therefore the source of information was primary; regarding the development of the theoretical bases, the use of libraries and electronic media was considered.

Regarding the research technique used was the survey, the instrument used was the questionnaire, which was prepared by the researcher based on Goleman (1995) to analyze the level of emotional intelligence of teachers, and based on Chiavenato (2007) to analyze their level of job performance, which were validated through the Expert Judgment (attached) and the respective literature review; two instruments were applied that are based on the perception or self-evaluation of the teaching staff:

- Questionnaire to analyze the level of emotional intelligence of the teaching staff.

- Questionnaire to analyze the level of the job performance of teaching staff.

For the analysis of the results, a Likert scale was used with five response options (values from 1 = never to 5 = always); from which, the relationship of each item with its respective dimension, for both variables, is as follows:

## 5. Results

### 5.1 Description of the field work

About the field work carried out, the following stages were considered:

Coordination was made with the management of the “Champagnat” Educational Institution, in which the importance of the present academic work to be carried out was detailed, requesting the respective permission, for the development of the field work.

Subsequently, the Director was told in detail how the field work would be carried out at both levels of the school, directed to the teaching staff of the institution; subsequently, a personal approach was made with each one of them, explaining the importance of the work and the support requested. The field work was carried out for one week (within November 2018), where the instruments were applied to each of the teachers, achieving at the end to have the expected totality.

Based on the information obtained, the database was prepared for each variable, which has allowed the respective analysis to be carried out

## 5.2 Design of the presentation of results

The results found were organized in frequency tables that allow analyzing the descriptive behavior of each of the dimensions of both variables, tables are also presented by the question, in addition to the general analysis; bar graphs were also made by dimension; with these results, the contrast of the hypotheses was carried out, which is the basis for the discussion of the results.

The response options designed based on the Likert Scale (05 options), served as the basis for generating the levels considered in the tables that allow the analysis of the dimensions

of each variable, which were: Very low, low, regular, acceptable, and very acceptable.

The design of the presentation of results is as follows:

Results on intrapersonal and interpersonal skills of Emotional Intelligence of the teachers of the Champagnat de Tacna, 2018.

Results on job performance according to the teachers of the Champagnat de Tacna Educational Institution, 2018.

Results on the relationship between intrapersonal and interpersonal skills of emotional intelligence and job performance according to teachers of the Institución Educativa Champagnat de Tacna, 2018.

## 5.3 Results

### 5.3.1 Results on intrapersonal and interpersonal Emotional Intelligence skills

Table 1. *Intrapersonal Skills Dimension*

Dimension	Level		Total
	Primary	Secondary	
Intrapersonal skills	Acceptable	8 66,7%	18 78,3% 74,3%
	Very acceptable	4 33,3%	5 21,7% 25,7%
	Total	12 100,0%	23 100,0% 35 100,0%

Source: Questionnaire “Emotional intelligence”

Table 1 shows the results of the dimension “Intrapersonal skills”, where 66.7% of the teaching staff of the “Champagnat” educational institution at the primary level consider their intrapersonal skills to be acceptable, as do 78.3% of the teachers at the secondary level.

Table 2. *“Intrapersonal skills” dimension (by question).*

Question		Level	
		Primary Count	Secondary Count
I am characterized by recognizing my emotions and their effects.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	7	13
	Strongly Agree	5	10
I know my strengths and weaknesses very well.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0

I am confident in my assessment of myself and my capabilities.	Agree	8	12
	Strongly Agree	4	11
	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
I can adequately manage my emotions and conflicting impulses.	Agree	8	13
	Strongly Agree	4	10
	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	3	6
I am faithful to the criteria of sincerity and integrity and personal coherence.	Agree	1	5
	Strongly Agree	8	12
	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
I am capable of assuming responsibility for my own actions.	Agree	5	15
	Strongly Agree	7	8
	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
I am flexible to face changes.	Agree	0	0
	Strongly Agree	12	23
	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	3	6
I am comfortable and open to new ideas, approaches and information.	Agree	8	13
	Strongly Agree	1	4
	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	8	18
	Strongly Agree	4	5

Source: Questionnaire “Emotional intelligence”

Table 2 shows the analysis by the question, where the aspects most highlighted by the teachers were that they can take responsibility for their actions and to know their strengths and weaknesses very well; the aspect to be improved is to be more flexible to face the changes of the environment.

Table 3. *Dimension “Intrapersonal skills” (by indicator)*

Indicator	N	Media
Self-awareness	35	4,4190
Self-regulation	35	4,5810
Motivation	35	4,0714

Source: Questionnaire “Emotional Intelligence”.

Table 3 shows the analysis by indicators, where the one most highlighted by teachers was “Self-regulation”, followed by “Self-awareness”, and finally “Motivation”, which implies that

teachers are characterized by assuming the consequences of their actions.

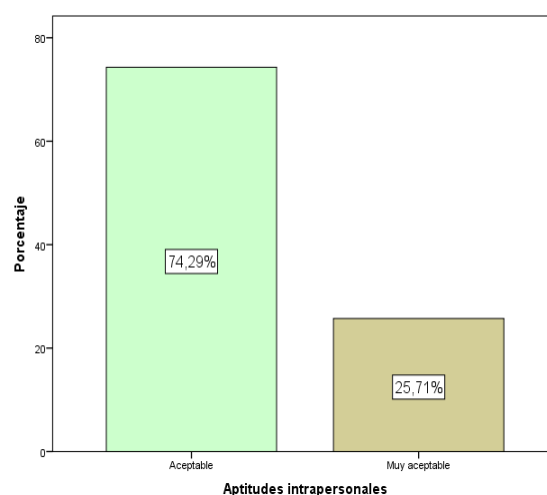


Figure 1. *Dimension “Intrapersonal skills”.*

Source: Questionnaire “Emotional Intelligence”.

Figure 1 shows the general analysis of the dimension, where 74.29% of the teachers of the “Champagnat” Educational Institution consider

that their level of intrapersonal skills is acceptable, and 25.71% that it is very acceptable.

Table 4. *Dimension “Interpersonal skills” (per question)*

Question		Level	
		Primary	Secondary
		Count	Count
I frequently strive to improve my personal and work performance.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	12	23
	Strongly Agree	0	0
I can support the objectives of my group or entity.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	3	6
	Agree	9	17
	Strongly Agree	0	0
I tend to be ready to act when the occasion arises.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	4	7
	Strongly Agree	8	16
I tend to be persistent in achieving goals, despite obstacles and setbacks.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	4	11
	Strongly Agree	8	12
I can understand and be interested in other people's feelings and points of view.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	7	14
	Strongly Agree	5	9
I can anticipate, recognize and meet pedagogical needs.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	1	5
	Agree	6	9
	Strongly Agree	5	9
I tend to take advantage of opportunities provided by different types of people.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	3	6
	Agree	5	12
	Strongly Agree	4	5
I can notice the emotional currents and underlying power relationships in a group.	Strongly Disagree	0	0
	Disagree	0	0
	Indifferent	0	0
	Agree	12	23
	Strongly Agree	0	0

Source: Questionnaire “Emotional Intelligence”

Table 4 shows the analysis by the question, where the aspects most highlighted by the teachers were that they are characterized by being willing to act when the occasion arises and that they are persistent in achieving objectives, despite obstacles and setbacks; the

aspect to improve is the ability to know how to second the objectives of my group or the entity.

Table 5. *Dimension “Interpersonal skills” (by indicator)*

Indicator	N	Media
Empathy	35	4,2762
Social skills	35	4,1600

Source: Questionnaire “Emotional Intelligence”

Table 5 shows the analysis by indicators, where the most highlighted by teachers was “Empathy”, followed by “Social skills”, which implies that teachers are characterized by seeking to put themselves in the position of others before acting.

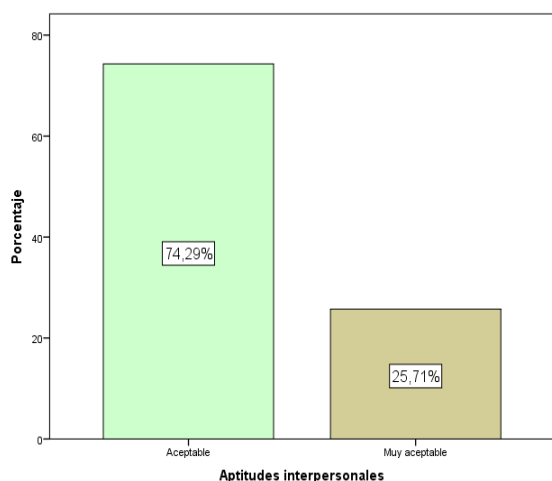


Table 6. Variable “Emotional intelligence”.

Variable	Level		Total
	Primary	Secondary	
Emotional intelligence	Acceptable	8 66,7%	18 78,3%
	Very acceptable	4 33,3%	5 21,7%
Total		12 100,0%	23 100,0%

Source: Questionnaire “Emotional Intelligence”

Table 6 shows the results of the variable “Emotional Intelligence”, where 66.7% of the teaching staff of the “Champagnat” educational institution at the primary level consider their emotional intelligence to be acceptable, while 78.3% of the teachers at the secondary level consider their emotional intelligence to be acceptable.

Table 7. Variable “Emotional intelligence” (by dimension)

Dimension	N	Media
Intrapersonal skills	35	4,3929
Interpersonal skills	35	4,2036

Source: Questionnaire “Emotional intelligence”.

Figure 2. Dimension “Interpersonal skills”

Source: Questionnaire “Emotional Intelligence”

Figure 2 shows the general analysis of the dimension, where 74.29% of the teachers of the “Champagnat” Educational Institution consider that their level of interpersonal skills is acceptable, and 25.71% that it is very acceptable.

Table 7 shows the analysis by dimension, where the most highlighted by teachers were “Intrapersonal skills”, followed by “Interpersonal skills”.

Table 8. “Emotional intelligence” variable (by indicator)

Indicator	N	Media
Self-awareness	35	4,4190
Self-regulation	35	4,5810
Motivation	35	4,0714
Empathy	35	4,2762
Social skills	35	4,1600

Source: Questionnaire “Emotional intelligence”.

Table 8 shows the analysis by indicator, where the one most highlighted by the teachers was “Self-regulation”, followed by “Self-awareness”, and the one focused on improving “Motivation”.

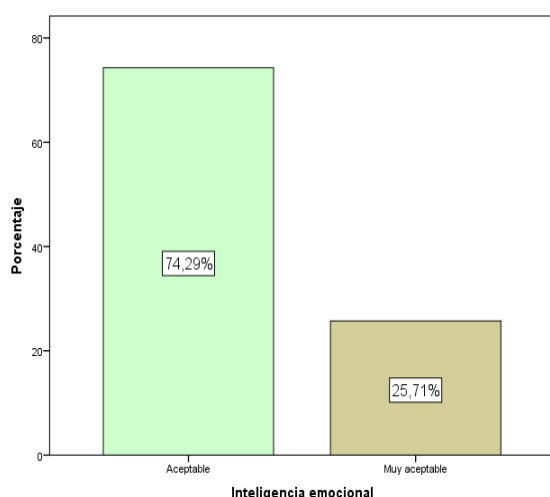


Figure 3: Variable "Emotional intelligence"

Source: Questionnaire "Emotional Intelligence".

Figure 3 shows the general analysis of the variable, where 74.29% of the teachers of the "Champagnat" Educational Institution consider that their level of emotional intelligence is acceptable, and 25.71% that it is very acceptable.

### 5.3.2 Results on job performance

Table 9. "Student satisfaction" dimension.

Dimension		Level		Total
		Primary	Secondary	
Student satisfaction	Aceptable	7 58,3%	12 52,2%	19 54,3%
	Very acceptable	5 41,7%	11 47,8%	16 45,7%
Total		12 100,0%	23 100,0%	35 100,0%

Source: "Job performance" questionnaire.

Table 9 shows the results of the dimension "Student satisfaction", where 58.3% of the teaching staff of the "Champagnat" educational

institution at the primary level consider the satisfaction of their students with the educational service provided to be acceptable, as do 52.2% of the teachers at the secondary level.

Table 10. "Student satisfaction" dimension (by the question)

Question		Level	
		Primary	Secondary
		Count	Count
Develops their work activities with promptness and dedication.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	3	7
	Always	9	16
Considers that his/her daily performance contributes significantly to providing a better service by the educational entity.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	7	12
	Always	5	11
You consider that you adequately manage your work relationships and tend to provide an adequate service.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	3	7
	Always	9	16
You consider that you frequently seek to improve your performance within the educational entity.	Never	0	0
	Seldom	0	0
	Sometimes	0	0



Almost always	7	12
Always	5	11

Source: "Job performance" questionnaire.

Table 10 shows the analysis by the question, where the aspect most highlighted by the teachers was that they carry out their work activities promptly and conscientiously; the aspect to be improved is that they most frequently seek to improve performance within the educational entity.

Table 11. "Student satisfaction" dimension (by the question).

Indicator	N	Media
Labor relations	35	4,7143
Classroom performance	35	4,4571

Source: "Job performance" questionnaire.

Table 11 shows the analysis by indicators, where the one most highlighted by teachers was "Work relations", followed by "Classroom performance", which implies that teachers interact adequately among themselves.

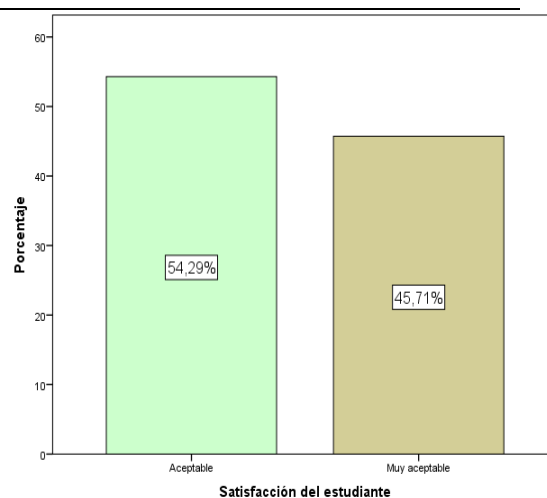


Figure 4. Dimension "Student satisfaction".

Source: "Job performance" questionnaire.

Figure 4 shows the general analysis of the dimension, where 54.29% of the teachers of the "Champagnat" educational institution consider that their level of student satisfaction is acceptable, and 45.71% that it is at a very acceptable level.

Table 12. "Teamwork" dimension

Dimension		Level		Total
		Primary	Secondary	
Teamwork	Regular	0	2	2
		0,0%	8,7%	5,7%
	Acceptable	9	13	22
		75,0%	56,5%	62,9%
	Very acceptable	3	8	11
		25,0%	34,8%	31,4%
Total		12	23	35
		100,0%	100,0%	100,0%

Source: Questionnaire "Work performance".

Table 12 shows the results of the "Teamwork" dimension, where 75.0% of the teaching staff

of the "Champagnat" educational institution at the primary level consider the teamwork that characterizes them to be acceptable, as do 56.5% of the teachers at the secondary level.

Table 13. "Teamwork" dimension (by the question).

Question		Level	
		Primary	Secondary
		Count	Count
Contributes to the learning achievement of fellow teachers at work.	Never	0	0
	Seldom	0	0
	Sometimes	0	2
	Almost always	6	8
	Always	6	13
Collaborates with colleagues in the	Never	0	0

development of their activities when possible.	Seldom	0	0
	Sometimes	0	2
	Almost always	9	13
	Always	3	8
Is constantly concerned about achieving the goals of their area.	Never	0	0
	Almost never	0	0
	Sometimes	3	5
	Almost always	0	2
Generates upward, downward, and horizontal communication channels.	Always	9	16
	Never	0	0
	Seldom	0	0
	Sometimes	0	2
	Almost always	0	0
	Always	12	21

Source: Questionnaire “Work performance”.

Table 13 shows the analysis by the question, where the aspect most highlighted by the teachers was that they seek to generate upward, downward, and horizontal communication channels; the aspect to be improved is to collaborate more with other teachers in the development of their activities when possible.

Table 14. “Teamwork” dimension (by indicator).

Indicator	N	Media
Collaborate with others	35	4,3714
Adequate communication	35	4,6857

Source: Questionnaire “Work performance”.

Table 14 shows the analysis by indicators, of which the most highlighted by teachers was “Adequate communication”, followed by “Collaborate with others”; which implies that teachers consider that there is a good work climate that allows fluid communication among colleagues.

Table 15. Dimension “Labor Achievements”.

Dimension		Level		Total
		Primary	Secondary	
Labor achievements	Acceptable	10 83,3%	19 82,6%	29 82,9%
	Very acceptable	2 16,7%	4 17,4%	6 17,1%
Total		12 100,0%	23 100,0%	35 100,0%

Source: Questionnaire “Job Performance”

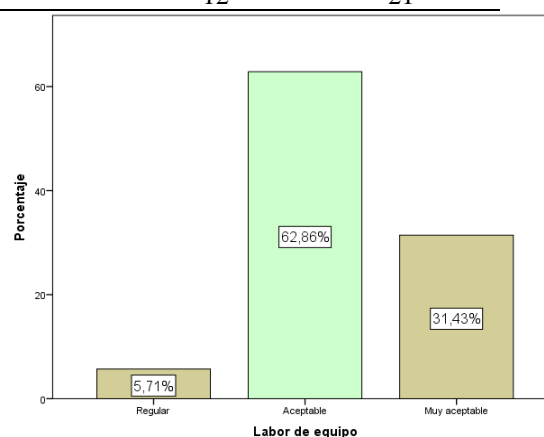


Figure 5. “Teamwork” dimension

Source: Questionnaire “Job performance”.

Figure 5 shows the general analysis of the dimension, where 62.86% of the teachers of the “Champagnat” educational institution consider that their level of teamwork is acceptable, 31.43% that it is very acceptable, and 5.71% that it is at a fair level.

Table 15 shows the results of the dimension “Work achievements”, where 83.3% of the teaching staff of the “Champagnat” educational institution at the primary level consider their

work achievements to be acceptable, while 82.6% of the teachers at the secondary level consider their work achievements to be

acceptable, and 82.6% of the teachers at the secondary level consider their work achievements to be acceptable.

Table 16. *Dimension “Work achievements” (by the question)*

Question		Level	
		Primary	Secondary
		Count	Count
Complies with the submission of the requested reports on time.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	3	10
	Always	9	13
Frequently presents work initiatives aimed at improving the quality of educational service.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	8	11
	Always	4	12
Considers that he/she performs an outstanding job above the average performance of the educational entity.	Never	0	0
	Seldom	0	0
	Sometimes	6	13
	Almost always	5	8
	Always	1	2

Source: Questionnaire “Job Performance”

Table 16 shows the analysis by the question, where the aspect most highlighted by the teachers was that they were able to comply with the presentation of the requested reports in due time; the aspect to be improved is the perception that they effectively perform an outstanding job above the average performance of the educational entity.

Table 17. *“Labor Achievement” dimension (by indicator)*

Indicator	N	Media
Timely information	35	4,5429
Outstanding work	35	3,5429

Source: Questionnaire “Job Performance”

Table 17 shows the analysis by indicators, where the one most highlighted by teachers was “Informs on time”, followed by “Outstanding work”, which implies that teachers seek to be responsible for complying with the requests of the pertinent authorities.

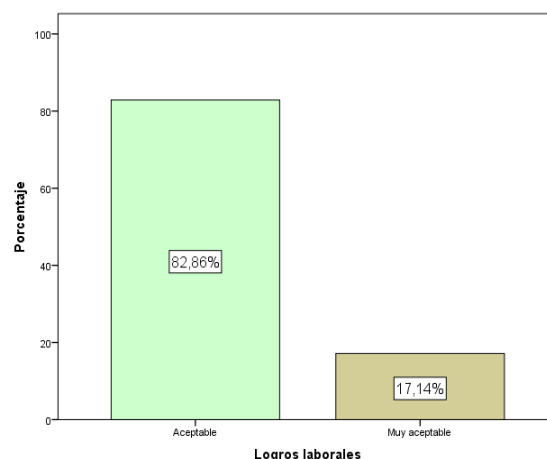


Figure 6. *“Labor Achievement” Dimension*

Source: Questionnaire “Job Performance”

Figure 6 shows the general analysis of the dimension, where 82.86% of the teachers of the “Champagnat” Educational Institution consider that their level of work achievements is acceptable, and 17.14% consider that it is very acceptable.

Table 18. "Personal growth" dimension

Dimension		Level		Total
		Primary	Secondary	
Personal growth	Acceptable	11 91,7%	21 91,3%	32 91,4%
	Very acceptable	1 8,3%	2 8,7%	3 8,6%
Total		12 100,0%	23 100,0%	35 100,0%

Source: Questionnaire "Job Performance"

Table 18 shows the results of the "Personal Growth" dimension, where 91.7% of the teaching staff of the "Champagnat" Educational Institution at the primary level considered the personal growth achieved to be acceptable, and

91.3% of the teachers at the secondary level considered it to be acceptable, while 91.3% of the teachers at the secondary level considered the personal growth achieved to be acceptable.

Table 19. Dimension "Personal growth" (per question)

Question		Level	
		Primary	Secondary
		Count	Count
Is trained in activities related to their work within the educational entity.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	6	8
	Always	6	15
Always maintains a positive position in the face of institutional and personal problems.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	7	12
	Always	5	11
Adequately handles conflict situations within the educational entity.	Never	0	0
	Seldom	0	0
	Sometimes	0	0
	Almost always	6	10
	Always	6	13
The interests of the educational institution are above their personal interests.	Never	1	3
	Almost never	2	5
	Sometimes	4	8
	Almost always	5	7
	Always	0	0

Source: Questionnaire "Job performance".

Table 25 shows the analysis by the question, where the aspect most highlighted by the teachers was that they are trained in activities related to their work within the educational entity; the aspect to be improved is that the interests of the educational institution are above their interests.

Table 20. "Personal growth" dimension (by indicator).

Indicator	N	Media
Frequent training	35	4,5286
Prioritizes the entity's interests	35	3,7286

Source: Questionnaire "Job performance"

Table 20 shows the analysis by indicators, where the one most highlighted by teachers was "Frequent training", followed by "Prioritizes interests of the entity", which implies that

teachers are constantly seeking training in order to improve the teaching-learning process.

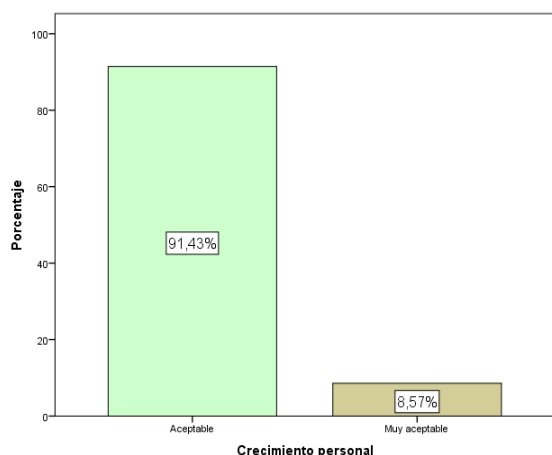


Figure 7. *Personal growth* dimension

Table 21. *“Personal growth” dimension (by indicator).*

Variable		Level		Total
		Primary	Secondary	
Job performance	Aceptable	9	14	23
		75,0%	60,9%	65,7%
	Very acceptable	3	9	12
		25,0%	39,1%	34,3%
Total		12	23	35
		100,0%	100,0%	100,0%

Source: Questionnaire “Job performance”.

Table 21 shows the results of the variable “Work performance”, where 75.0% of the teaching staff of the “Champagnat” educational institution at the primary level consider their work performance within the institution to be acceptable, while 60.9% of the teachers at the secondary level consider their work performance to be acceptable, and 60.9% of the teachers at the secondary level consider their work performance to be acceptable.

Table 22. *Variable “Job performance” (by dimension)*

Dimension	N	Media
Student satisfaction	35	4,5857
Teamwork	35	4,5286
Work achievements	35	4,2095
Personal growth	35	4,1286

Source: Questionnaire “Job performance”.

Table 22 shows the analysis by dimension, where the most highlighted by the teachers was

Source: Questionnaire “Job performance”.

Figure 11 shows the general analysis of the dimension, where 91.43% of the teachers of the “Champagnat” Educational Institution consider that their level of personal growth is acceptable, and 8.57% consider that it is very acceptable.

“Student satisfaction”, and the one focused on improving “Personal growth”.

Table 23. *Variable “Job performance” (by indicator)*

Indicator	N	Media
Labor relations	35	4,7143
Classroom performance	35	4,4571
Collaborates with others	35	4,3714
Adequate communication	35	4,6857
Reports on time	35	4,5429
Outstanding work	35	3,5429
Frequent training	35	4,5286
Prioritizes entity's interests	35	3,7286

Source: Questionnaire “Work performance”.

Table 23 shows the analysis by indicator, of which the most highlighted by the teachers were “Labor relations” and “Adequate communication”, being the one focused on improving “Outstanding work”.

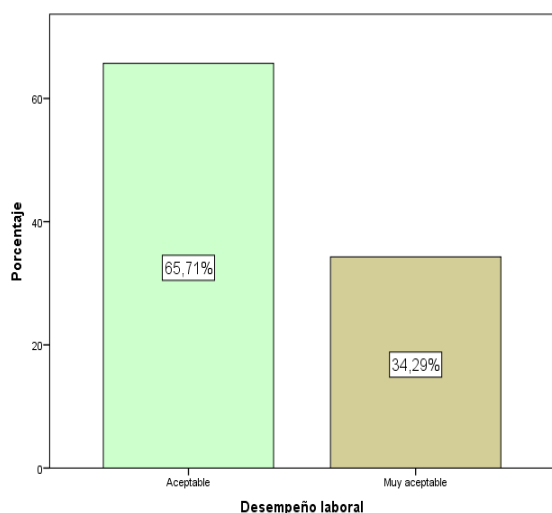


Figure 12: Variable "Job performance".

Source: Questionnaire "Job performance".

Figure 12 shows the general analysis of the variable, where 65.71% of the teachers of the "Champagnat" Educational Institution consider that their level of job performance is acceptable, and 34.29% that it is very acceptable.

### 5.3.3 Joint results between emotional intelligence and job performance

Table 24. Emotional intelligence and teacher job performance.

		Emotional intelligence		Total
		Acceptable	Very acceptable	
Job performance	Acceptable	17	6	23
	Very acceptable	9	3	12
	Total	26	9	35

Source: Questionnaire "Job performance".

Table 24 shows the joint results of both study variables, where 17 teachers of the "Champagnat" Educational Institution consider that their level of emotional intelligence and job performance is acceptable at the same time, 9 that their level of emotional intelligence is acceptable and at the same time their job performance is considered very acceptable, 6 that their level of emotional intelligence is very acceptable and their job performance is acceptable, and 3 that their level of emotional intelligence and job performance are very acceptable at the same time.

## 5.4 Testing Hypotheses

### 5.4.1 Contrasting the first specific hypothesis

The first specific hypothesis states "The intrapersonal and interpersonal skills of emotional intelligence are acceptable in the teachers of the Educational Institution "Champagnat", Tacna 2018".

H0: Intrapersonal and interpersonal skills of emotional intelligence are not acceptable.

H1: Intrapersonal and interpersonal skills of emotional intelligence are acceptable.

Table 25. Level of teacher's emotional intelligence

	Frequency	Percentage
Acceptable	26	74,3
Very acceptable	9	25,7
Total	35	100,0

Source: Questionnaire "Emotional intelligence".

Table 25 shows that 74.3% of the teaching staff of the educational institution "Champagnat" consider the emotional intelligence that characterizes them to be at an acceptable level, and only 25.7% of the teachers consider it to be at a very acceptable level; therefore, it is concluded that the intrapersonal and interpersonal skills of emotional intelligence are mostly acceptable in the teachers of the Educational Institution "Champagnat", Tacna 2018.

### 5.4.2 Testing the second specific hypothesis

The second specific hypothesis states "Job performance is acceptable according to the teachers of the Champagnat Educational Institution, Tacna 2018".

H0: Job performance is not acceptable

H1: Job performance is acceptable

Table 26. *Level of teacher job performance*

	Frequency	Percentage
Acceptable	23	65,7
Very acceptable	12	34,3
Total	35	100,0

Source: Source: Questionnaire “Job performance”.

Table 26 shows that 65.7% of the teaching staff of the educational institution “Champagnat” consider the work performance that characterizes them to be of acceptable level, and only 34.3% of the teachers consider it to be of very acceptable level; therefore, it is concluded that the work performance is mostly acceptable according to the teachers of the

Table 27. *Spearman's Rho for specific hypothesis 3 A*

		Intrapersonal skills	Job performance
Spearman's Rho	Intrapersonal skills	Correlation coefficient	1,000
		Sig. (bilateral)	0,720
		N	35
	Job performance	Correlation coefficient	0,720
		Sig. (bilateral)	1,000
		N	35

Source: Both questionnaires

From where a Spearman's Rho value of 0.720 (p value = 0.000) was obtained since the p value resulted to be less than 5% significance, this implies that there is a positive and significant relationship between intrapersonal skills of emotional intelligence and job

Table 28. *Spearman's Rho for specific hypothesis 3 B*

		Interpersonal skills	Job performance
Spearman's Rho	Interpersonal skills	Correlation coefficient	1,000
		Sig. (bilateral)	0,668
		N	35
	Job performance	Correlation coefficient	0,668
		Sig. (bilateral)	1,000
		N	35

Source: Both questionnaires

From where we obtained a Spearman's Rho value of 0.668 (p value = 0.000), since the p value was less than 5% significance, this implies that there is a positive and significant

Educational Institution “Champagnat”, Tacna 2018.

#### 5.4.3 Contrasting the third specific hypothesis.

The third specific hypothesis states “There is a positive and significant relationship between intrapersonal and interpersonal skills of emotional intelligence and job performance in teachers in the Educational Institution “Champagnat”, Tacna 2018”.

H0: There is no relationship between intrapersonal skills and job performance.

H1: There is a relationship between intrapersonal skills and job performance

performance in teachers in the Educational Institution “Champagnat”, Tacna 2018.

H0: There is no relationship between interpersonal skills and job performance.

H1: There is a relationship between interpersonal skills and job performance.

relationship between interpersonal skills of emotional intelligence and job performance in teachers in the Educational Institution “Champagnat”, Tacna 2018.

#### 5.4.4 Testing the general hypothesis

The general hypothesis states “There is a relationship between emotional intelligence and job performance in teachers at the Champagnat Educational Institution, Tacna 2018”.

H0: There is no relationship between emotional intelligence and job performance.

H1: There is a relationship between emotional intelligence and job performance.

Table 29. *Spearman's Rho for the general hypothesis.*

Spearman's Rho	Emotional Intelligence	Correlation coefficient	Emotional intelligence	Job performance
			1,000	0,708
		Sig. (bilateral)	.	0,000
		N	35	35
	Job performance	Correlation coefficient	0,708	1,000
		Sig. (bilateral)	0,000	.
		N	35	35

Source: Both questionnaires

From where we obtained a Spearman's Rho value of 0.708 (p value = 0.000) since the p value was less than 5% significance, this implies that there is a positive and significant relationship between emotional intelligence and job performance in teachers in the Educational Institution “Champagnat”, Tacna 2018.

#### 5.5 Discussion

Based on the results found in the present research, there is a direct and considerable relationship (Spearman's Rho value of 0.708 and p value of 0.000) between emotional intelligence and job performance in teachers at the Champagnat Educational Institution, Tacna; which implies that emotional intelligence allowed the teaching staff to be able to perform efficiently in various situations within the educational institution, either at a personal or work level, specifically intervening in a favorable decision-making process, in the quality of interpersonal relationships with fellow teachers and the appropriate control of emotions such as anger, frustration or apathy, others, and mainly in being able to interact appropriately with the members of a work team and with the school's directors; Thus, their performance level in the teaching-learning process is much better and their level of motivation to train and grow professionally increases

Said result agrees with the work of Fajardo (2017) who concludes that emotional intelligence is directly, highly, and significantly related to staff work performance (Spearman's rho value of 0.925).

It also agrees with Coronel and Ñaupari (2011) who conclude that 92.8% of teachers are characterized by a high level of emotional intelligence and 94.3% consider that they have excellent teaching performance and that there is a high, direct, and significant correlation between the study variables.

Similarly, there is an agreement with Del Val (2010), who concludes that people with high emotional intelligence show greater satisfaction with life, significant quality and quantity of social relationships, more academic success and greater prosocial behavior, a high level of emotional intelligence provides more competencies to face stressful situations adaptively.

There is the agreement with Pocco (2018) who found that 62.5% consider as high their level of teaching commitment, 81.3% perceive as high their level of pedagogical performance, and there is a positive and moderate relationship between teaching commitment and pedagogical performance (Rho value = 0.541 and p value = 0.000).

Finally, there is a coincidence with Espillico (2013) who found that the level of emotional intelligence is adequate, job performance is



adequate, and there is a positive and significant relationship between emotional intelligence and job performance.

## 6. Conclusions

### First

There is a positive and significant relationship (Spearman's Rho value = 0.708 and p value = 0.000) between emotional intelligence and work performance in teachers at the "Champagnat" Educational Institution, Tacna; which implies that the greater the development of the teachers' level of emotional intelligence, the greater the improvement in their level of work performance.

### Second

74.3% of the teaching staff of the "Champagnat" Educational Institution consider their emotional intelligence to be of an acceptable level, which implies that they highlight their level of self-regulation and self-awareness.

### Third

65.7% of the teaching staff of the "Champagnat" Educational Institution consider their work performance to be of an acceptable level, which implies that they emphasize their level of work relationships and communication with other colleagues.

### Fourth

There is a positive and significant relationship (Spearman's Rho value = 0.720 and p value = 0.000) between the intrapersonal skills of emotional intelligence and work performance, and there is also a positive and significant relationship (Spearman's Rho value = 0.668 and p value = 0.000) between the interpersonal skills of emotional intelligence and work performance in teachers at the "Champagnat" Educational Institution, Tacna; This implies that the greater the development of the aptitudes that determine self-control and those that determine the management of relationships in teachers, the greater the improvement in their work performance level.

## 7. Recommendations

### First

It is recommended to the directors of the "Champagnat" Educational Institution that to improve the emotional intelligence of teachers, it is necessary to strengthen their level of motivation regarding the development of their teaching activities, for which it is necessary to strengthen their capacities through lectures and training, in addition to developing extra-work activities where they share through sports and culinary activities; this will allow their level of work performance to improve.

### Second

It is recommended to the teachers of the "Champagnat" Educational Institution that to improve their emotional intelligence it is necessary to strengthen their level of self-regulation, for which they should develop the sense of always being responsible for the consequences of their decisions and the work they carry out as part of work teams, this will allow them to have more disciplined teachers focused on the achievement of institutional objectives.

### Third

It is recommended to the directors of the "Champagnat" Educational Institution that to improve the work performance of teachers, their level of labor relations should be strengthened, for which it is a priority to promote a proactive and empathetic behavior in teachers that allows them to support their colleagues in the improvement of the pedagogical strategies applied, focused on providing a better service to the student.

### Fourth

It is recommended to the teachers of the "Champagnat" Educational Institution that to improve their intrapersonal skills, the "Motivation" indicator should be reinforced concerning making them more flexible to face the changes in the environment; similarly, it is suggested to the entity's directors that to improve the interpersonal skills of the teachers, the "Social skills" indicator should be

reinforced about making them more persistent in the achievement of objectives, despite obstacles and setbacks, which will allow their work performance level to improve.

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