

How Does Emotional Intelligence Affects Teachers' Contextual Performance? A Path Analysis

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Abstract: How Does Emotional Intelligence Affects Teachers' Contextual Performance? A Path Analysis. Objectives: This study explores the effect of emotional intelligence on interpersonal communication and teachers' contextual performance, and how interpersonal communication mediating emotional intelligence affects contextual performance. **Methods:** A questionnaire collected data through the survey methods toward 230 public elementary school teachers in Indonesia. Data analysis uses path analysis supported by descriptive statistics and correlational. **Finding:** The results show that emotional intelligence had a significant effect on teachers' contextual performance, directly and indirectly, mediated by interpersonal communication. **Conclusion:** A new model regarding the effect of emotional intelligence on teachers' contextual performance, mediated by interpersonal communication, was confirmed. Thus, the researchers and educational practitioners can discuss and adopt a new empirical model to improve teachers' contextual performance through emotional intelligence and interpersonal communication in the future.

Keywords: emotional intelligence, interpersonal communication, contextual performance, teacher.

Abstrak: Bagaimana Kecerdasan Emosional Mempengaruhi Kinerja Kontekstual Guru? Sebuah Analisis Jalur. Tujuan: Penelitian ini mengeksplorasi pengaruh kecerdasan emosional terhadap komunikasi interpersonal dan kinerja kontekstual guru, dan bagaimana komunikasi interpersonal memediasi pengaruh kecerdasan emosional terhadap kinerja kontekstual. **Metode:** Pengumpulan data menggunakan kuesioner melalui survei terhadap 230 guru Sekolah Dasar Negeri di Indonesia. Analisis data menggunakan analisis jalur yang didukung oleh statistik deskriptif dan korelasional. **Temuan:** Hasil penelitian menunjukkan bahwa kecerdasan emosional berpengaruh signifikan terhadap kinerja kontekstual guru secara langsung dan tidak langsung dimediasi oleh komunikasi interpersonal. **Kesimpulan:** Sebuah model baru mengenai pengaruh kecerdasan emosional terhadap kinerja kontekstual guru dengan mediasi komunikasi interpersonal terkonfirmasi. Dengan demikian, peneliti dan praktisi pendidikan dapat mendiskusikan dan mengadopsi model empiris baru tersebut untuk meningkatkan kinerja kontekstual guru melalui kecerdasan emosional dan komunikasi interpersonal di masa depan.

Kata kunci: Kecerdasan emosional, komunikasi interpersonal, kinerja kontekstual, guru.

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■ INTRODUCTION

Performance always attracts the attention of academics, researchers, and practitioners because of its extraordinary influence on organizations, both profit, and non-profit organizations. Prior studies prove that individual performance increase organizational performance (Fahmi et al., 2019) and organizational effectiveness (Tahsildari & Shahnaei, 2015). It also drives organizational growth (Vosloban, 2012) and enhances organizational productivity (Raza et al., 2014). Performance is a set of employee work-related behaviors designed to accomplish organizational goals (Ivancevich et al., 2018; Colquitt et al., 2019). It can be viewed from a perspective of contextual performance, which includes those behaviors that contribute to the organizations' effectiveness by providing a good environment in which task performance can occur (Aguinis, 2018). The contextual performance also involves those behaviors not directly related to job tasks but having a significant impact on organizational, social, and psychological contexts. It includes the actions of the employees which go beyond what is normally required of them (Chin & Yusoff, 2017) and reflects voluntary and positive work behavior that goes beyond the job description (Bilal et al., 2021). Aguinis (2018) mentions several contextual performances' indicators, such as persisting with enthusiasm and exerting extra effort as necessary to complete one's own task activities successfully; volunteering to carry out task activities that are not formally part of the job; helping and cooperating with others; following organizational rules and procedures; and endorsing, supporting, and defending organizational objectives.

Contextual performance is closely related to teacher professionalism. According to Makovec (2018), teachers' professional consists of three dimensions: subject – teachers are

proficient at the subject matter they teach, reviewing and updating knowledge of the subject; didactic – how teachers transmit their knowledge to students; and pedagogic – closely linked to the instruction, interest in students' personal issues and dilemmas, solving educational and disciplinary problems in or outside the class, the teachers' respectful, moral, decisive, and consistent actions inside the class, and among colleagues. That means that the contextual performance of teachers must be oriented to these three professional dimensions. It will determine students' academic achievement and assess the quality of school graduates. In addition, it can also be used to see how many students still have learning difficulties, so they have to repeat. As an illustration, elementary school students who repeat in the 2019/2020 school year in Jakarta = 4,143, West Java = 13,426, and Banten = 6,831. They represent students who have not been successfully educated and taught optimally by the teachers. It also reflects the contextual picture of teacher performance that needs improvement and investigation. Accordingly, this research focuses to explores teachers' contextual performance based on emotional intelligence and interpersonal communication perspective.

Emotional Intelligence and Contextual Performance

Teachers' contextual performance, among others, can be affected by emotional intelligence. Previous studies indicated that emotional intelligence affects contextual performance (Sendaro & Baharun, 2020; Bilal et al., 2021; Grobelny et al., 2021; Li & Lin, 2021; Rajapakshe & Jayaratne, 2021; Zaman et al., 2021; Schlaegel et al., 2022). Moreover, in the educational context, emotional intelligence is also related to teaching effectiveness (Shahid, 2015) and academic performance (Sanchez-Alvarez, 2020). It addresses that emotional intelligence is

crucial for individuals and organizational life, including teachers in school organization context.

Emotional intelligence is the individuals' ability, aptitude, recognition assignment, accurate appraisal, and management of their senses against other individuals and gatherings (Bradberry et al., 2009). It reflects an ability to become skilled at understanding particular emotional reactions, which can decide an individual's ability to learn hands-on job-related social and emotional competencies (Zeidner et al., 2009). Wijekoon et al. (2017) state that individuals having a higher emotional intelligence are more expected to regulate understand, and control emotions excellently in themselves and other individuals. It is also better at perceiving their own and others' behavioral causes, including understanding why people are behaving in a certain manner and how to regulate their own and others' behavior in such a way that it leads to the growth and success of an individual as well as of those around him (Mahanta & Goswami, 2020). Goleman (2000) mentions five indicators of emotional intelligence such as self-awareness, self-regulation, motivation, empathy, and relationship management. Self-awareness refers to knowing what one feels and using it as a reference to guide decision-making, having a realistic assessment of self abilities, and having good self-confidence. Self-regulation is related to handling emotions in a facilitating way, having awareness and delaying gratification in pursuing goals, and recovering well from emotional stress. Motivation is using deepest preferences to drive and guide toward desired goals, take the initiative and strive, improve and persevere in the face of setbacks and frustrations. Empathy is associated with feeling what others are feeling, taking from their perspective, and fostering connection and harmony with diverse people. Finally, relationship management includes dealing with emotions in relationships with others properly and accurately by reading situations and

social networks. These five indicators, if at a high level, can enhance teachers' contextual performance. For example, the teachers with high motivation, which is reflected in the use of deepest preferences to encourage and guide themselves towards the desired goals, take the initiative and strive, and increase new achievements, can encourage themselves to be enthusiastic and exert extra effort complete tasks successfully. Likewise, teachers with high empathy also encourage themselves to cooperate with others easily and follow the rules and procedures at school. Therefore, the following hypothesis (H) can be formulated:

H₁: Emotional intelligence has a direct effect on teachers' contextual performance.

Interpersonal Communication and Contextual Performance

Teachers' contextual performance is also influenced by interpersonal communication. Scholars claim that interpersonal communication can improve contextual performance (Sarah et al., 2019; Mujanah et al., 2019; Basir & Basir, 2020; Suhartini et al., 2020; Hutagalung, 2020; Obiunu & Yalaju, 2020). Interpersonal communication is vital for individuals in carrying out daily activities. Almost every human activity related to and involving other people always requires interpersonal communication. For teachers, interpersonal communication should help develop social relationships among all school members, especially for building dynamic interactions with students (Alifuddin & Widodo, 2022). Interpersonal communication is an essential asset for teachers to establish social interaction with students, both inside and outside the classroom. The delivery of learning materials mostly uses and relies on interpersonal communication skills. It shows that interpersonal communication is very crucial for teachers. Moreover, recent studies indicated that

interpersonal communication influences professional commitment (Suratni et al., 2021) and the virtual teaching-learning process (Putri et al., 2021). Duong et al. (2021) is also indicated that interpersonal communication affects injunctive norms, self-efficacy, and behavioral intentions. Further, Mukhtar et al. (2020) demonstrated that interpersonal communication affects organizational effectiveness. It shows that interpersonal communication not only contributes to individual life related to their work but also implicates organizational effectiveness and performance.

Interpersonal communication is a flow or exchange of information between individuals in face-to-face and group situations (Gibson et al. 2012); and takes many forms, both formal and informal, and be channeled through numerous media and technologies (Hitt et al. 2011) with involves the ongoing flow of verbal, written, and nonverbal messages between two people or between one person and others (Hellriegel & Slocum 2011). It is a means to mutually convey and receive a message, either directly or indirectly, by individuals to achieve specific goals (Suratni et al., 2021). Interpersonal communication also reflects the pattern of communication flows, relationships, and understandings developed over time among people, rather than focusing on the individual and whether a specific message is received as intended by the sender (Hellriegel & Slocum, 2011). It is needed to prevent misunderstandings by paying attention to the components of listening and equating perception (Putri et al., 2021).

DeVito (2016) mentions five indicators of interpersonal communication: openness, empathy, supportiveness, positiveness, and equality. Openness refers to the willingness to express oneself and act honestly with other peoples' messages. Empathy reflects in a feeling what other people feel, experiencing what others are experiencing from that persons' point of view

without losing ones' identity. Supportiveness is having an uncertain and open-minded attitude and being willing to listen to opposing points of view, change one's position, and help to create a supportive atmosphere. Positiveness is stating a positive attitude and praising people who are interaction partners. Equality is related to the view that disagreement is seen as an easier way to solve problems. If in excellent condition, these indicators can improve teacher contextual performance. For instance, teachers with high empathy, which is reflected in the feeling of sharing what other people feel, will tend to voluntarily do activities that are not part of their formal work and are easy to help and cooperate with others around them. Therefore, the following hypothesis can be formulated (H):

H₂: Interpersonal communication has a direct effect on teachers' contextual performance.

Emotional intelligence and Interpersonal Communication

In addition to influencing contextual performance, interpersonal communication is also affected by emotional intelligence. Lestari (2021) and Santera et al. (2021) demonstrated that emotional intelligence could improve interpersonal communication skills. Another study by Metaj-Macula (2017) also indicated that emotional intelligence is related to social interaction as a model of interpersonal communication. Further, Wangchuk (2021) shows that emotional intelligence can enhance communication skills. It is addresses that emotional intelligence is a crucial predictor of interpersonal communication. As an illustration, teachers with good self-regulation that are reflected in managing and handling emotions by facilitating other parties will tend to be able to encourage the emergence of a positive attitude that allows them to praise the people who are their interaction partners. Likewise, teachers with excellent relationship management, including handling emotions correctly and accurately by

considering the situation and available social networks, can also trigger openness, manifested in a willingness to express themselves and act honestly on other peoples' messages. Therefore, the following hypothesis can be formulated:

H₃: Emotional intelligence has a direct effect on interpersonal communication.

Mediation Effect of Interpersonal Communication

Although no studies have been found that specifically examined the mediating role of interpersonal communication in the context of the relationship between emotional intelligence and contextual performance, several previous studies indicate the role of interpersonal communication in mediating the influence of emotional intelligence on contextual performance. Studys' Lestari (2021) and Santera et al. (2021), on the one hand, shows that emotional intelligence can improve interpersonal communication skills, while other studies show that interpersonal communication can improve contextual performance (Basir & Basir, 2020; Suhartini et al., 2020; Hutagalung, 2020; Obiunu & Yalaju, 2020). Its condition opens up opportunities for the mediating effect of interpersonal

communication between emotional intelligence and contextual performance. As an illustration, when the teacher's emotional intelligence is in a good and stable condition for a long time, it can stimulate the emergence of adequate interpersonal communication skills, which has implications for increasing teacher contextual performance. Based on prior studies and the explanation above, the following hypothesis can be formulated:

H₄: Emotional intelligence has an indirect effect on contextual performance mediated by interpersonal communication.

METHODS

Participants

This research population is teachers of public elementary school in three provinces in Indonesia: Jakarta, Banten, and West Java; meanwhile, the research sample of participants is 230 teachers determined by accidental sampling based on participant willingness to fill in the questionnaire when the research was conducted (Widodo, 2019). As shown in Table 1, the majority of gender is female (79.13%), ages 36-45 years (44.78%), bachelors' education (89.57%), marital status (90%), and experience e" 16 years (58.70%).

Table 1. Profile of the research participant

Profile	Amount	Percentage
Gender		
1. Male	48	20.87
2. Female	182	79.13
Age		
1. ≤ 25 years	8	3.48
2. 26 – 35 years	31	13.48
3. 36 – 45 years	103	44.78
4. 46 – 55 years	40	17.39
5. ≥ 56 years	48	20.87
Education		
1. Diploma (D3)	0	0
2. Bachelor (S1)	206	89.57
3. Postgraduate (S2)	24	10.43
Status		
1. Married	206	90
2. Unmarried	24	10

Experiance		
1. ≤ 5 years	16	6.96
2. 6 – 10 years	31	13.48
3. 11 – 15 years	48	20.87
4. ≥ 16 years	135	58.70

Research Design and Procedures

This research was conducted using a quantitative approach with a causal design. The research procedures begin by formulating research objectives, developing hypotheses and research models, compiling instruments and testing their validity and reliability, and carrying out research by distributing questionnaires through the google form platform. Further, the scoring process and data analysis. Finally, writing research reports in scientific articles.

Instrument

This research uses a questionnaire in a Likert scale model with five alternative answers, from strongly disagree (score = 1) to strongly agree (score = 5). The questionnaire made by the researcher themselves is based on the theoretical indicators of the experts. Emotional intelligence consists of five indicators: self-awareness, self-regulation, motivation, empathy, and relationship management (Goleman, 2000). Every indicator comprises two items, so a total of ten items. Likewise, interpersonal communication also consists of five indicators: openness, empathy, supportiveness, positiveness, and equality (DeVito, 2016). The indicators of openness, empathy, and supportiveness each comprise two items, while the positiveness and equality indicators each comprise one item. Therefore, a total of items is ten. Finally, the contextual performance also consists of five indicators: enthusiasm and exerting extra effort; volunteering to carry out task activities; helping and cooperating with others; following organizational rules and procedures; and endorsing, supporting, and defending

organizational objectives (Aguinis, 2018). Every indicator also comprises two items, so a total of ten items. The results of validity testing for emotional intelligence questionnaire shows coefficient of corrected item-total correlation from .576 until .822 with an alpha coefficient = .934, interpersonal communication with coefficient of corrected item-total correlation from .375 until .745 with an alpha coefficient = .854, and contextual interpersonal communication with coefficient of corrected item-total correlation from .409 until .831 with an alpha coefficient = .905. All items have a coefficient of corrected item-total correlation of $>.361$ and an alpha coefficient of $>.7$, so they are valid and reliable as research instruments (Van Griethuijsen et al., 2015; Hair et al., 2019).

Data Analysis

This research uses interval data obtained through a questionnaire in the Likert scale model. Therefore, data analysis uses path analysis and to test its' significance using a t-test processed by LisRel 8.80. Path analysis estimates the direct and indirect effects of exogenous variables (emotional intelligence) on endogenous variables (interpersonal communication and contextual performance). In addition, it is also supported by descriptive and correlational statistics performed by SPSS version 22.

■ RESULT AND DISCUSSIONS

The descriptive statistical analysis results for all of the research variables are present in Table 2. The mean values, from the lowest to the highest in succession, are interpersonal communication (31.69), contextual performance (39.68), and

emotional intelligence (42.00). Further, the standard deviation values from the lowest to the highest in succession: interpersonal communication = 3.728, emotional intelligence = 4.425, and contextual performance = 5.328. In general, the standard deviation value is smaller than the mean values. Hence, it indicates a good representation of the overall data.

The correlation analysis results in all variables had significant relationships with the

other variables at level $p < .01$. Its condition indicates that all the variables have a mutual relationship. The correlation coefficient, from the lowest to the highest in succession, are interpersonal communication and contextual performance (.557), emotional intelligence and interpersonal communication (.567), and emotional intelligence and contextual performance (.590).

Table 2. Descriptive statistics and correlation matrix

Variables	Mean	Std. Deviation	1	2	3
1. Emotional Intelligence	42.00	4.425	1.00		
2. Interpersonal Communication	31.69	3.728	.567**	1.00	
3. Contextual Performance	39.68	5.328	.590**	.557**	1.00

** $p < .01$

The goodness of fit statistic results for testing the theoretical research model is visualized in Figure 1. The results show Chi-Square = 0.000, $df = 0$, $p\text{-value} = 1.0000 > .05$ and

RMSEA = .000 $< .08$. It indicated that the theoretical model tested is fit based on empirical data from public elementary school teachers in Indonesia spread across three provinces (Jakarta, Banten, and West Java).

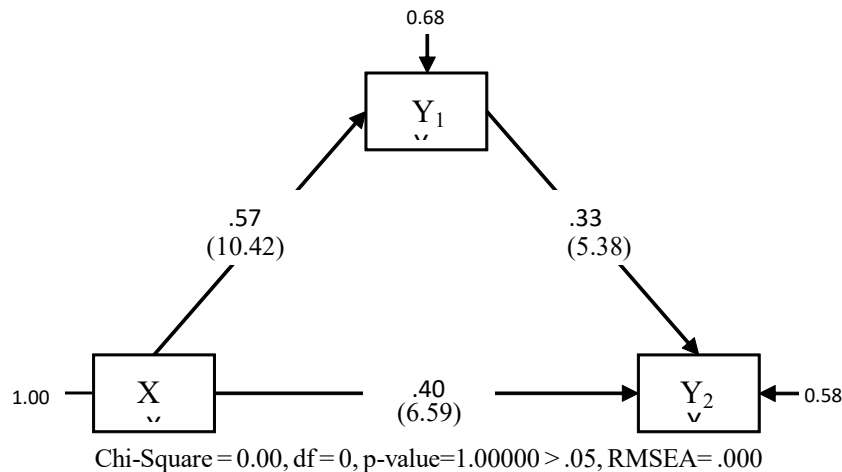


Figure 1. Path coefficients and T values

The results of hypothesis testing with path analysis of the effects of emotional intelligence on contextual performance mediated by interpersonal communication are summarized in

Table 3. All hypotheses were supported (t value $> t$ table at $\alpha = .01$). In detail, emotional intelligence had a significant direct effect on contextual performance (.40, $p = .01$),

interpersonal communication had a significant direct effect on contextual performance (.33, $p=.01$), and emotional intelligence had a significant direct effect on interpersonal communication (.57, $p=.01$). Besides, emotional intelligence had a significant indirect effect on contextual performance, mediated by interpersonal communication (.19, $p=.01$).

Table 3. Summary of Path Coefficients and T values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H ₁ : Emotional intelligence (X) on contextual performance (Y ₂)	.40**	6.59	Supported
H ₂ : Interpersonal communication (Y ₁) on contextual performance (Y ₂)	.33**	5.38	Supported
H ₃ : Emotional intelligence (X) on interpersonal communication (Y ₁)	.57**	10.42	Supported
H ₄ : Emotional intelligence (X) on contextual performance (Y ₂) mediated by interpersonal communication (Y ₁)	.19**	4.78	Supported

** $p < .01$

This research found that emotional intelligence affects teachers' contextual performance, either directly or indirectly mediated by interpersonal communication. The research also created a fit model based on empirical data from the public elementary school teachers in Indonesia spread across four provinces, namely Jakarta, Banten, and West Java. It confirms that emotional intelligence and interpersonal communication are essential determinants of the teachers' contextual performance. Moreover, interpersonal communication plays a significant role as a mediator of the effect of emotional intelligence on teachers' contextual performance. In detail, emotional intelligence is positively affected teachers' contextual performance. It indicates that emotional intelligence, which is manifested in self-awareness, self-regulation, motivation, empathy, and relationship management (Goleman, 2000), is an essential determinant of contextual performance, such as persisting with enthusiasm and exerting extra effort, volunteering to carry out task activities, helping and cooperating with others, following

organizational rules and procedures, and endorsing, supporting, and defending organizational objectives (Aguinis, 2018). Therefore, emotional intelligence has the potential to enhance teachers' contextual performance. For example, highly motivated teachers will teach with enthusiasm and exert extra effort to complete teaching tasks successfully. In addition, teachers with high empathy will also be easy to work together and collaborate according to school rules and procedures to help achieve contextual performance quickly. These findings were consistent and confirmed several previous studies that emotional intelligence influences contextual performance (e.g., Li & Lin, 2021; Rajapakshe & Jayaratne, 2021; Zaman et al., 2021; Schlaegel et al., 2022).

This study also indicated that interpersonal communication affects teachers' contextual performance. It is indicated that interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2016) is antecedence crucial teachers' contextual performance. Therefore, interpersonal

communication can improve teachers' contextual performance. For instance, teachers with high empathy will easily do activities voluntarily outside of their main job description as a teacher, including helping colleagues and students with difficulties. This finding is consistent with scholars' studies that interpersonal communication affects contextual performance (e.g., Basir & Basir, 2020; Suhartini et al., 2020; Hutagalung, 2020; Obiunu & Yalaju, 2020).

In addition, this study also reveals that emotional intelligence affects teachers' interpersonal communication skill. It confirms that emotional intelligence manifested in self-awareness, self-regulation, motivation, empathy, and relationship management (Goleman, 2000) is vital for teachers' interpersonal communication reflected in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2016). In other words, emotional intelligence will make it easier for teachers to master interpersonal communication skills. As an illustration, teachers with excellent self-regulation will encourage the emergence of a positive attitude that allows them to lightly praise others, including students who do not excel, solely to stimulate their enthusiasm for learning. This finding is consistent with prior studies by Lestari (2021) and Santera et al. (2021) demonstrated that emotional intelligence could improve interpersonal communication skills.

■ CONCLUSIONS

Teachers' performance, including contextual performance, is essential for the school organization. It can be increasing schools' performance, effectiveness, and productivity. This research found that emotional intelligence affects teachers' contextual performance, either directly or indirectly, mediated by interpersonal communication. Therefore, this study confirms a research model regarding emotional intelligence that affects teachers' contextual performance, mediated by interpersonal communication, in the

research field of the teachers in Indonesia, particularly public elementary school teachers in Jakarta, Banten, and West Java province. The model can discuss or adopt by researchers and practitioners to improve teachers' contextual performance. For example, researchers can expand it into new research in the future by adding other data resources such as principals, colleagues, or students, more participants, and another locus. In addition, further research can also use the structural equation modeling (SEM) analysis approach. Finally, for practitioners, primarily educational practitioners, the model can increase teachers' contextual performance by improving emotional intelligence and interpersonal communication skill.

This study has several limitations; among others, it does not accommodate all conceptual/theoretical indicators of all research variables (construct). Besides, this study also uses a limited population and samples (participants). However, a new research model that was found regarding emotional intelligence affecting teachers' contextual performance mediated by interpersonal communication could have implications for increasing teachers' contextual performance by considering the actual conditions of their emotional intelligence and interpersonal communication.

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