





Exploring the Impact of Emotional Intelligence on Teacher Job Performance: The Mediating Role of Team-Member Exchange in Educational Settings

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ABSTRACT

Background of the Study: This study examines the relationship between Emotional Intelligence (EI) and teachers' job performance with the moderation of Team-Member Exchange (TMX). It emphasizes the relevance of both EI as well as reciprocal supportive team exchanges for improving teacher effectiveness. The results contribute to the understanding of performance mechanisms in educational organizations, placing individual and interpersonal factors at the core of conditions for learning success.

Methodology: The study employed a quantitative, causal-comparative design and was conducted among teachers (n=150) and students (n=150) of health education institutions in Karachi. Participants were selected with a convenience sampling approach. Data regarding teachers' emotional intelligence (EI) and team member exchange (TMX) levels were collected using structured questionnaires, wherein emotional intelligence was measured using self-report scales, whereas TMX was examined using interpersonal interactions among team members. Part of the measure of job performance was how well students graded their teachers. Smart PLS was employed for Structural Equation Modeling (SEM) to evaluate the relationships among EI, TMX, and job performance.

Results: Results showed that EI was positively correlated with job performance, and TMX played a moderate mediating role. These findings indicate that more effective interactions of the teachers with colleagues would ease the prediction of EI for job performance.

Conclusion: Educators can use this research to help improve the effectiveness and efficiency of teacher teams in educational settings as well as their performance on an organizational level. The study adhered to privacy considerations and ethical standards in conducting the research.

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Emotional intelligence, team member exchange, job performance, teammates, cooperative environment, high-performance work.

Introduction

EI, TMX in Higher Education Emotional Intelligence (EI) and Team-Member Exchange were previously identified as essentials in higher education, such as learning environments that require collaborative work. Emotional intelligence (EI), the ability to recognize, control, and use emotions successfully (Koutsoumpa, 2023), has been related to enhanced levels of teaching effectiveness, student engagement, and job performance (Akhtar & Garcia, 2023). TMX focuses on interactions between teammates, the quality of these interactions, and their ability to support one other as a team to complete high-performance work in a cooperative environment

(Irawan, Santoso, & Patricia, 2024).

EI can be defined in an educational context as self-perception, emotional control, drive, concern for others, and interpersonal relationships, which are critical to communication (Guchait et al., 2023).

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Third-order management (TMX), which denotes vertical relationships in teams, focuses on trust-building and synergetic collaboration (Mubashir & Siddiqui, 2023). Several studies have indicated a direct positive relationship between emotional intelligence (EI) and job performance, which is mediated by team-member exchange (TMX) (Lu & Chen, 2024), fostering teamwork and trust that are crucial to ensure performance (Guchait et al., 2023; Wojciechowska-Dzięcielak & Ashkanasy, 2024). When team members and leaders have high EI, it infuses cohesion, trust, and ultimately performance into the team dynamic (Segers, 2023; Mubashir & Siddiqui, 2023).

Research on EI and team performance has largely been conducted in other contexts, yet findings from a Taiwanese context indicate that EI positively influences job performance, with TMX acting as a mediator. Research however is limited in Pakistan's health education sector with high-stakes assessments and gaps in resources (Zaman et al., 2021). This study aims to fill this research gap by examining objective measures of job performance (i.e., student achievement and attendance records (Alo et al., 2024)) in combination with feedback from students on teachers' EI. Bringing these insights into the context of Pakistan's education system, this research aims to contribute to understanding EI and its relation with TMX in promoting educator effectiveness and student outcomes (Irawan et al., 2023).

Objectives

The design of this study was planned with following objectives:

1. To examine the impact of Emotional Intelligence (EI) on job performance of teachers working in HEIs in Pakistan.
2. To investigate the mediating role of TMX in the relationship between EI and job performance.
3. To measure how objective job performance metrics (e.g., student achievement records and attendance) will correlate with teachers' sensed job performance.
4. To assess the student ratings of teacher EI versus teachers self-reporting.

Research Questions

1. Based on these goals, the study has formulated the following research questions:
2. What is the relationship of emotional intelligence (EI) with job performance of teachers in higher education institutions (HEIs) in Pakistan?
3. How do team-member exchange (TMX) act as the mediator to the relationship between emotional intelligence (EI) and job performance of teachers?
4. What is the relationship between objective measures of job performance, such as records of student achievement and attendance, and teachers' perceptions of their job performance?
5. How much do you think student feedback is a better measure of emotional intelligence than a self-reported data of teacher?

Rationale

Thus, this study intends to investigate the role of emotional intelligence and team dynamics on job performance in health education sector of Pakistan. The research analysis aims to burn some light to improve the quality of teaching, enhance collaboration and educational achievements in higher education by relying on objective performance indicators as well as student feedback.

Literature Review

In an academic context, the relationships among Team-Member Exchange (TMX), Job Performance, and Emotional Intelligence (EI) are nuanced and interconnected. TMX, which focuses on the quality of exchanges within groups, plays a significant role in developing a collaborative culture, but its potential is very much moderated by how strong the EI of the educators is. High EI equips educators to cope with emotions properly, ensuring a better working environment conducive to effective collaboration and harmonious relationships within teams (Gómez-Leal et al., 2022). They also manage stress more effectively, promoting engagement and collaboration among colleagues and improving team output (Saha et al., 2023). The absence of EI, on the other hand, can erode TMX, resulting in diminished team cohesion and suboptimal cooperative teaching (Alwali & Alwali, 2022). Measurable metrics, such as student success and attendance, are crucial to gauge EI's impact on job performance, given emotionally intelligent educators' ability to cater to diverse student requirements (Lu & Chen, 2024).

Theoretical Framework: In this regard, SET frames the significance of emotionally intelligent exchange among employees with TMX and employees' job performance. According to SET, relationships are developed by reciprocal exchanges, which provide trust and commitment (Ahmad et al., 2023). High EI educators can build a more cohesive, supportive environment, fostering collaboration and trust (Meira & Hancer, 2021). Additionally, Zhao et al. (2023) posit that the reciprocal support between team members has an enormous positive impact on TMX and, thus on performance outcomes. SET thus illuminates the mechanisms through which EI-driven exchanges enhance team effectiveness, benefiting educators and students alike (Chen & Wei, 2020; Thomas & Gupta, 2021).

Theoretical Development of Hypotheses

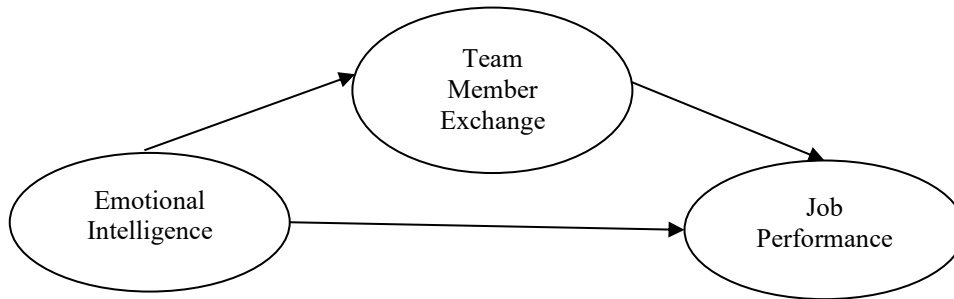
Now, as you work with your students, refer to this important finding in the social science literature that emphasizes the value of emotional intelligence (EI) and how educators with high EI perform better in their jobs. High EI will help educators to better manage the interpersonal challenges, inspire students to engage and manage their stress—leading to high performance (Zakaria et al.). Emotionally intelligent teachers build positive relations, creating a supportive atmosphere that promotes academic success (Li, Liu, & Yang, 2024). However, others contend that EI's impact on performance is mediated by trust, organizational culture, and leadership. According to Abid, Hanif, and Khan (2022), trust developed through EI could increase team performance; this indicates that the significance of EI is indirect, particularly when trust is constructed. According to Ashworth (2013), EI among principals is not directly associated with school performance, a hallmark of context-dependent outcomes. Nonetheless, Zakaria et al. EI supports teachers' ability to balance and manage emotions and relationships, and is key for teachers to deal with students' diverse needs and for teachers to work collaboratively in a classroom (2023). Therefore, the next hypothesis was hypothesis:

H1a: Teachers' EI has a positive impact on their job performance

Team-member exchange (TMX) plays a mediating role of EI– performance because it creates supportive, collaborative environments. TMX is improved with empathy and similar aims of high-EI team members, which results in better job performance (Oh & Jang, 2020; Sa'adah & Rijanti, 2022). TWX, however, a mediator role of TMX could vary by the job context because customer contact and social exchange between employees and customers will enhance the mediation effects (Oh & Jang, 2019). In more individual-centric roles, TMX's mediation may play a less impactful role. The relationship of EI with performance may also be influenced by organizational culture and trust (Sa'adah & Rijanti,

2022). TMX is important, but there are also other variables, such as organizational citizenship behavior (OCB) and knowledge sharing, that mediate the relationship between EI and performance. In summary, it is likely that TMX mediates the effect of EI on job performance, especially in collaborative settings (Mumtaz & Rowley, 2020). Given this evidence, the following hypothesis has been proposed:

H1b: TMX acts as a mediator between EI and job performance



Methodology

The present positivist study investigates the link between Emotional Intelligence (EI) and job performance, with Team-Member Exchange (TMX) as a prospective mediator. Such a relationship can be studied using positivism, which has an inclination toward measured, quantified data (Park, Konge, & Artino Jr., 2020). The research takes an epistemological position based on empiricism, in which observable and measurable data becomes the center of knowledge acquisition (Mustofa, 2023). Applying a quantitative approach, the study examined hypotheses by Structural Equation Modeling (SEM), investigating the mediation effect of TMX in an EI-job performance correlation (Junjie & Yingxin, 2022).

The causal-comparative design was utilized, as it is suitable for discovering cause-and-effect relationships without manipulation (Walliman, 2021), this was exploited with data based upon students' perceptions as an objective evidence of teachers' job performance. The approach is prone to bias (Golzar, Noor, & Tajik, 2022), but it was practical given the accessibility of participants from the health education sector in Karachi. The number of respondents (150) is considered sufficient (Lu & Chen, 2024) to allow SEM application and consideration of the interactions among various variables in detail.

Result

Category	Teachers	Frequency	Percentage
Gender	Male	75	50%
	Female	75	50%
Designation	Assistant Prof.	45	30%
	Lecturer	90	60%
	Junior Lecturer	15	10%
Age Bracket	30-35	15	10%
	36-40	90	60%
	40+	45	30%
Experience	1-3 years	23	15%
	3-5 years	98	65%
	5+ years	30	20%
Total		150	100%

Table 1 Data Collected from Teachers for EI and TMX

The demographic data of the teachers According them 50% participants are male and 50% are female. Consequently, the responses revealed that a greater proportion of the respondents worked as Lecturers (60%) Then came the Assistant Professors 30 % with only 10% being junior Lecturers This may have been due to promotion allowances of the differing hierarchical levels in the educational institutions. Region-wise, the largest proportion, which comprises 60% of the sample, is within the 36-40-year age bracket, which indicates a strong teaching experience cohort. Also, sixty-five percent of the teachers had 3 to 5 years of teaching experience, indicating that the respondents were quite experienced teachers to be evaluated based on EI and TMX constructs.

Category	Frequency	Percentage
Gender		
Male	97	65%
Female	53	35%
Total	150	100%
Age Bracket		
20-25	97	65%
26-30	45	30%
31-35	8	5%
Total	150	100%

Table 2 Data Collected from Students for Teacher Performance

Data from 150 students for teacher performance are presented in the table. Of the total respondents, 65% were male and 35% were female. In terms of age, the majority of students were 20-25 (65%), 26-30 (30%), and 5% were 31 or older. Students were asked for their perceptions of the teacher's performance as an objective measurement of teacher effectiveness in the classroom. Students are interacting directly with teachers and providing valuable feedback regarding teacher abilities and impact on student learning outcomes.

	Emotional Intelligence	Job Performance	Team Member Exchange
EI1	0.793		
EI2	0.821		
EI3	0.858		
EI5	0.829		
JP1		0.841	
JP2		0.795	
JP3		0.776	
JP4		0.811	
TMX1			0.833
TMX2			0.831
TMX3			0.825
TMX4			0.899
TMX5			0.825

Table 3 Outer Loadings

Dimensions of Job Performance (JP), Team Member Exchange (TMX), and Emotional Intelligence (EI) with high item reliability are reported, with each loading on his or her respective

dimension exceeding the acceptable threshold of 0.7. Strong internal consistency is shown by the EI items EI1, EI2, EI3, and EI5 and the items of JP and TMX. In particular, JP5, JP6 and EI4 were dropped during analysis to increase item reliability so that each item does contribute positively to the construct's overall reliability. The high factor loadings indicate that the remaining items are appropriate for measuring the constructs, and the study's structural model for analysis of EI, JP and TMX relationships is supported.

	R-square	R-square adjusted
Job Performance	0.649	0.644
Team Member Exchange	0.640	0.638

Table 1 Quality Criteria

The table presents R-square and R-square adjusted values for Job Performance and Team Member Exchange, with values of 0.649 and 0.640, respectively. These indicate that the model explains approximately 64.9% of the variance in Job Performance and 64% in Team Member Exchange, supporting the model's strength and predictive relevance in this study.

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Emotional Intelligence	0.845	0.853	0.682
Job Performance	0.821	0.827	0.650
Team Member Exchange	0.898	0.899	0.711

Table 2 Convergent Reliability

Cronbach's alpha, composite reliability and Average Variance Extracted (AVE) values in Table 5 show that the Emotional Intelligence, Job Performance, and Team Member Exchange are convergent reliable constructs. All constructs Cronbach's alpha values are above the acceptable threshold of 0.7, indicating internal consistency of items in the construct. Each construct reliably measures its intended domain as indicated by composite reliability values which also exceeded 0.7. For adequacy of convergent validity given by the AVE values all above 0.5 the items seem to have captured what they are supposed to. These metrics taken together confirm that the constructs in the model are dependable and reliable for further analysis in this study.

	Emotional Intelligence	Job Performance	Team Member Exchange
Emotional Intelligence			
Job Performance	0.873		
Team Member Exchange	0.810	0.875	

Table 3 HTMT

Table 6 shows the HTMT (Heterotrait-Monotrait Ratio) values for assessing discriminant validity among Emotional Intelligence, Job Performance, and Team Member Exchange. All HTMT values are below the recommended threshold of 0.9, indicating that each construct is distinct from the others. This confirms adequate discriminant validity, supporting the model's integrity.

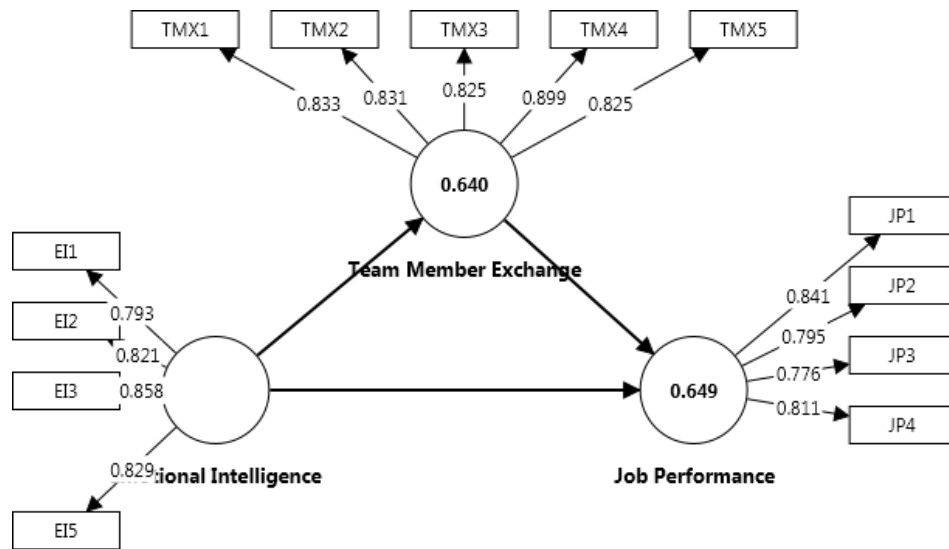


Figure 1 PLS Calculated Model

Hypotheses	Original sample (O)	T statistics (O/STDEV)	P values	Remarks
H1a: Emotional Intelligence -> Job Performance	0.353	4.180	0.000	Accepted
H1b: Emotional Intelligence -> Team Member Exchange -> Job Performance	0.396	5.693	0.000	Accepted

Bootstrapping using Smart PLS supported both hypotheses. H1a, suggesting a positive relationship between Emotional Intelligence (EI) and Job Performance, showed a significant path coefficient of 0.353 ($p < 0.01$), indicating EI's direct impact on teacher performance. H1b, exploring Team Member Exchange (TMX) as a mediator, also found strong support with a path coefficient of 0.396 ($p < 0.01$), highlighting that TMX strengthens the link between EI and job performance, emphasizing the role of positive team interactions in enhancing teacher effectiveness.

Discussion of Findings

The results of this study confirm the fact that Emotional Intelligence (EI) does have an important part to play in improving teacher's job performance. This is similar to what Zakaria et al. (2023) find that emotionally intelligent teachers (those skilled in managing their emotions and negotiating complex classroom dynamics) continue to perform better. The EI—a direct path coefficient of 0.353 ($p < 0.01$) between EI and job performance—clearly contributes substantially to a teacher's capacity to engage students, manage stress and a positive learning environment. The implication is that EI is an important asset in fostering good teaching and in keeping students interested.

The study also identified Team Member Exchange (TMX) as a critical mediator in this relationship. The reciprocal support and shared goals built from effective team exchanges help teachers who can build supportive connections within their teams perform better. This finding is consistent with Oh and Jang's (2020) theorizing on the importance of workplace relationships in using EI for better job outcomes. In our study, the mediated EI-TMX-job performance relationship path coefficient of 0.396 ($p < 0.01$) indicates that TMX strengthens the effects of EI on performance, which can magnify the ability of emotional intelligence to be a benefit for employees in the workplace.

These findings emphasize that EI has a dual impact on job performance—both directly and through positive team interactions. Practically, this implies that educational institutions can enhance job performance by nurturing EI skills and fostering a supportive team culture. For health education institutions in Karachi, prioritizing EI training and promoting team-building activities could be highly beneficial. By developing teachers' emotional intelligence and encouraging strong team connections, institutions can support educators in handling classroom challenges and maintaining student engagement. This approach not only enhances individual job performance but also contributes to a more effective and cohesive educational environment.

The results have both theoretical and practical implications. The study theoretically supports the notion of EI not working in isolation and that it does work through the interactions of the team leading to better educational setting outcomes. This provides yet more support to the body of literature, that EI has relational aspects beyond individual impact, affecting team dynamics and job effectiveness overall. The study's insights on EI offer practical tips to educational institutions to implement EI focused training programs for teachers so that not only individuals but also the atmosphere of support and collaboration in teaching is strengthened. Regular EI training sessions on self-regulation, empathy and communication skills can be implemented by the managers. Additionally, it will foster a more cohesive team culture by uniting TMX through team building initiatives and peer support program as they develop professionally and personally. These practices can be used to improve teaching quality, a positive productive atmosphere and help staff and students in an educational setting.

Conclusion

Based on the study, Emotional Intelligence (EI) significantly contributed to the job performance of teachers, and hence emotional management and interpersonal effectiveness is crucial in play in educational roles. Those teachers with higher EI are more able to comprehend and modulate emotions, create a dynamic, positive classroom environment, and manage the stresses of teaching. Furthermore, Team-Member Exchange (TMX) mediates this relationship, showing that supportive team interactions intensify the positive relationship between EI and performance. By virtue of its contribution to the link, EI-TMX is a valuable factor in the relationship between EI and job performance, and teachers who demonstrate high EI and have strong relationships in their teams contribute more effectively to collective success.

This study highlights the positive influence of Emotional Intelligence (EI) on teachers' job performance and the mediating role of Team-Member Exchange (TMX), yet it has limitations. The use of convenience sampling may limit the generalizability of the findings, as the sample may not fully represent broader educational contexts. Future research could employ longitudinal designs to observe changes over time and use diverse sampling methods to enhance representativeness. Expanding the study to different educational settings could further validate the findings and explore other mediators that impact EI's effectiveness.

Author's Contribution

Conception or Design: Fahad Ahmed Khan, Syed Muhammad Fauzan Ali

Data Collection and processing, Analysis or Interpretation of Data: Ambreen, Samreen, Syed Muhammad Fauzan Ali

Manuscript Writing & Approval: Syed Muhammad Fauzan Ali

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