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# THE IMPACT OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE: A STUDY OF ADMINISTRATIVE STAFF IN PRIVATE SCHOOLS IN JORDAN

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## ABSTRACT

This study aims to examine how Emotional Intelligence (EI) influences the Job Performance of administrative staff in private schools in Jordan, with particular emphasis on four EI dimensions—Appraisal of One's Own Emotions, Appraisal of Others' Emotions, Use of Emotion, and Regulation of Emotion (Goleman, 1995; Salovey & Mayer, 1990). Adopting a quantitative, cross-sectional methodology, the research collected data from 388 respondents through structured questionnaires, which were validated and demonstrated high reliability (Cronbach's alpha ≥ 0.70). Multiple and simple regression analyses revealed that EI significantly predicts Job Performance, with Regulation of Emotion identified as the strongest predictor, followed by Appraisal of Others' Emotions and Use of Emotion. The findings underscore the importance of both self-awareness and empathetic understanding in enhancing administrative staff performance. In light of these results, the study recommends implementing targeted EI training programs, incorporating EI metrics into performance evaluations, and fostering supportive organizational policies to further develop emotional competencies. These interventions can enhance not only individual performance but also contribute to organizational outcomes in the educational sector.

**Keywords**: Emotional Intelligence, Job Performance, Private Schools, Administrative Staff, Jordan.

## I. INTRODUCTION

### 1.1 GENERAL FRAMEWORK

Emotional Intelligence (EI) has garnered extensive attention in organizational behavior and educational management research due to its demonstrated impact on individual and group performance (Goleman, 1995; Cherniss & Goleman, 2020; Zeidner, Matthews, & Roberts, 2022). Defined broadly as the ability to perceive, understand, use, and regulate emotions in oneself and others, EI has been linked to numerous favorable outcomes, including enhanced job performance, improved leadership effectiveness, better teamwork, and higher levels of job satisfaction (Salovey & Mayer, 1990; Ashkanasy, Humphrey, & Huy, 2017).

In educational settings, administrative staff often occupy central roles that involve coordinating resources, managing interpersonal relationships, and addressing a variety of stakeholders—teachers, students, parents, and external agencies (Alshammari, 2022; Wang & Peng, 2023). The complexity of these roles can trigger emotional demands, making EI a critical skill for effective job performance (Carmeli, Brammer, Storer, & Vega, 2017). A high level of EI may facilitate more efficient conflict resolution, stronger decision-making processes, and an overall organizational climate that fosters trust and collaboration (Rahim, 2010; Fernández-Berrocal et al., 2018).

Within private schools in Jordan, the educational sector faces rising competition and heightened expectations from regulatory bodies and society alike (Tawfiq & Abdallah, 2021). As the administrative staff are key players in orchestrating school operations, the role of EI in augmenting their job performance cannot be overstated. Despite the growing recognition of EI's significance, the direct link between EI dimensions—Appraisal of One's Own Emotions, Appraisal of Others' Emotions, Use of Emotion, and Regulation of Emotion—and Job Performance in Jordanian private schools remains understudied. This chapter aims to bridge this research gap by providing a comprehensive framework to investigate the relationship between Emotional Intelligence and Job Performance among administrative staff in private schools.

### 1.2 Problem Statement

Several studies have established that EI plays a pivotal role in improving workplace outcomes, ranging from leadership success to lower turnover intentions (Carmeli et al., 2017; Kluemper, McLarty, & Bing, 2022; Zeidner et al., 2022). However, in the context of Jordanian private schools, there is a shortage of empirical evidence

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illustrating how each dimension of EI relates to administrative staff's job performance. The demands of these roles—such as policy implementation, teacher coordination, budget oversight, and stakeholder engagement—create a unique environment where emotional competencies are constantly tested (Alshammari, 2022).

**Hence, the primary issue prompting this study is:**

1. How does Emotional Intelligence, with its four dimensions, influence the Job Performance of administrative staff in Jordanian private schools, and which dimension(s) exert the most substantial effect on performance outcomes?
2. Addressing this problem is vital for school administrators and policymakers, as well as scholars looking to expand the theoretical and practical understanding of EI in educational settings.

### 1.3 Research Questions

Based on the problem statement, this study will address the following key questions:

1. What is the current level of Emotional Intelligence among administrative staff in private schools in Jordan?
2. How do administrative staff in these schools perceive their Job Performance, and what are the key performance indicators?
3. Does Emotional Intelligence, as an overall construct, significantly affect the Job Performance of administrative staff in private schools?
4. Which dimensions of Emotional Intelligence (Appraisal of One's Own Emotions, Appraisal of Others' Emotions, Use of Emotion, Regulation of Emotion) have the strongest predictive relationship with Job Performance in this context?

### 1.4 Research Objectives

To systematically investigate these questions, the main objectives of this study are:

1. To measure the current level of Emotional Intelligence among administrative staff in private schools in Jordan by examining each dimension—Appraisal of One's Own Emotions, Appraisal of Others' Emotions, Use of Emotion, and Regulation of Emotion.
2. To evaluate the Job Performance of administrative staff and identify specific tasks, responsibilities, and competencies that define high performance in a private school environment.
3. To assess the overall impact of Emotional Intelligence on Job Performance and determine the percentage of variance in Job Performance that can be explained by EI.
4. To determine the most influential dimensions of Emotional Intelligence in predicting Job Performance, providing insights into which EI competencies should be prioritized in professional development initiatives.

### 1.5 Research Hypotheses

Drawing on the theoretical underpinnings of EI and empirical studies in educational management, the study proposes the following hypotheses:

- H1: Emotional Intelligence significantly impacts the Job Performance of administrative staff in Jordanian private schools.
- H1.1: Appraisal of One's Own Emotions positively affects Job Performance among administrative staff.
- H1.2: Appraisal of Others' Emotions positively affects Job Performance among administrative staff.
- H1.3: Use of Emotion positively affects Job Performance among administrative staff.
- H1.4: Regulation of Emotion positively affects Job Performance among administrative staff.

These hypotheses aim to isolate the effect of each EI dimension, thereby contributing to a more nuanced understanding of how EI operates in real-world, educational organizational settings.

### 1.6 Significance of the study

**Academic Significance**

**1.** Filling a Contextual Gap: While EI has been extensively studied in business and clinical psychology settings, fewer investigations have focused on administrative staff within private schools in Jordan. This study helps fill this gap (Tawfiq & Abdallah, 2021).

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2. Refining Theoretical Models: By testing how each EI dimension correlates with various indicators of Job Performance, the study refines existing EI models and expands theoretical insights (Ashkanasy et al., 2017; Zeidner et al., 2022).
3. Methodological Contribution: The research employs both quantitative measures (e.g., Cronbach's alpha, regression analyses) and validated scales (Sekaran & Bougie, 2016) to ensure robust data collection and rigorous hypothesis testing, thereby contributing a replicable methodological framework for future studies (Kluemper et al., 2022).

**Practical Significance**

1. Administrative Staff Development: Findings can guide school leaders and policymakers to design targeted training programs aimed at boosting EI competencies, which could enhance overall administrative efficiency and work climate (Rahim, 2010; Mayer et al., 2016).
2. Performance Enhancement: By identifying which EI dimensions have the strongest influence on Job Performance, school management can streamline interventions that are likely to yield the most significant improvements in staff performance and, by extension, organizational outcomes (Carmeli et al., 2017).
3. Policy Implications: The Ministry of Education and private school regulators may employ the results to form evidence-based policies promoting EI skill development, potentially improving staff retention, job satisfaction, and organizational commitment (Alshammari, 2022).

### 1.7 Definitions of Variables and Dimensions

**1. Emotional Intelligence (EI)**

Conceptual Definition: EI is the capacity to perceive, understand, use, and manage emotions effectively in oneself and others (Salovey & Mayer, 1990; Goleman, 1995).

**Operational Definition (Dimensions):**

- **Appraisal of One's Own Emotions:** Recognizing and interpreting personal emotional states accurately (Sekaran & Bougie, 2016).
- **Appraisal of Others' Emotions:** Identifying emotional cues in colleagues, superiors, or subordinates and understanding their emotional expressions (Mayer et al., 2016).
- **Use of Emotion:** Leveraging emotions to enhance cognitive processes, motivation, problem-solving, and interpersonal interactions (Goleman, 1998; Kluemper et al., 2022).
- **Regulation of Emotion:** Managing emotional reactions, sustaining emotional balance, and adapting emotional responses in diverse work scenarios (Ashkanasy et al., 2017).

**2. Job Performance**

**Conceptual Definition:** Job Performance refers to the degree to which an individual meets or exceeds the performance criteria associated with their role, including effectiveness, efficiency, quality of work, and interpersonal adaptability (Campbell, 1990; Beenen & Goodman, 2014).

**Operational Definition:** In the context of Jordanian private schools, Job Performance may encompass timely task completion, resource management, adherence to quality standards, and constructive collaboration with team members.

## II. DATA ANALYSIS AND HYPOTHESIS TESTING

### 2.1 Introduction

This chapter represents the core of the study, in which data are analyzed to test hypotheses and validate the assumed relationships between variables. Analytical descriptive analysis will be relied upon with mean, standard deviations, frequencies and percentages, to characterize sample characteristics and analyze primary data. The stability of the study instrument will also be verified using the Cronbach alpha test to ensure the reliability of the scales, as well as the normal distribution test to review the compatibility of the data with statistical hypotheses.

**2.2 Test frequencies and percentages of demographic and functional information:** This section shows the sample data consisting of 388 questionnaires to describe variables (gender, age, years of experience,

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educational level and job title) using frequencies and percentages to clarify the characteristics of the participants.

**Table 1:** Distribution of Sample Members According to Demographic and Functional Information

| Variables | | Frequency | Percent |
|---|---|---|---|
| Gender | Male | 202 | 52.1 |
| | Female | 186 | 47.9 |
| | **Total** | **388** | **100** |
| Age | Less than 30 years | 84 | 21.6 |
| | 30 - less than 40 years | 132 | 34 |
| | 40 - less than 50 years | 135 | 34.8 |
| | 50 years and over | 37 | 9.5 |
| | **Total** | **388** | **100** |
| Years of Experience | Less than 5 years | 51 | 13.1 |
| | 5 - Less than 10 years | 118 | 30.4 |
| | 10 - Less than 15 years | 196 | 50.5 |
| | 15 years and over | 23 | 5.9 |
| | **Total** | **388** | **100** |
| Educational Level | High School Certificate or less | 17 | 4.4 |
| | College Diploma | 29 | 7.5 |
| | Bachelor's Degree | 251 | 64.7 |
| | Master's Degree | 85 | 21.9 |
| | PhD | 6 | 1.5 |
| | **Total** | **388** | **100** |

**Gender:** The results showed a gender balance in the sample, where the percentage of males reached 52.1% (202 participants) and females 47.9% (186 participants), reflecting equal and effective participation of males and females in Private schools in Jordan.

**Age:** The sample of Private schools in Jordan employees is distributed across multiple age groups; the largest percentage (34.8%) was in the age group “40 to less than 50 years”, followed by the category “30 to less than 40 years” at 34%, while the category “less than 30 years” constituted 21.6%, and the percentage of those “50 years and over” was 9.5%, which indicates that the majority of the sample falls within the middle age groups.

**Years of Experience:** The study results indicate that the majority of employees have experience ranging from 10 to less than 15 years at a rate of 50.5%, while the percentage of employees with experience “from 5 to less than 10 years” was 30.4%, and the percentage of those with experience “less than 5 years” was 13.1%, while the percentage of those with experience “15 years or more” was the lowest at 5.9%, which reflects medium to advanced practical experience among the majority of participants.

**Educational Level:** The results show that most of the employees of Private schools in Jordan hold a bachelor’s degree (64.7%), followed by master’s degree holders (21.9%), while those holding a “college diploma” constituted 7.5%, and those holding a “High School Certificate or less” constituted 4.4%, while those holding a PhD were the least (1.5%), which reflects the high academic level of the sample members.

**2.3 Validity and Reliability** After preparing the questionnaire in its final form and verifying its integrity, the reliability coefficient was calculated using Cronbach Alpha values to assess the internal consistency of the study tool domains. These values are an indicator of the tool's reliability and its ability to accurately measure the

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targeted concepts. Table (4.2) shows the reliability coefficient values for each domain of the study tool, which enhances confidence in the results of the statistical analysis associated with them.

**Table 2:** Reliability (Cronbach Alpha Test)

| Dimensions | N | Percent |
|---|---|---|
| Appraisal of One's Own Emotions | 5 | 78.2% |
| Appraisal of Others' Emotions | 4 | 90.1% |
| Use of Emotion | 5 | 89.4% |
| Regulation of Emotion | 5 | 85.5% |
| **independent Variable: Emotional Intelligence** | **19** | **94.9%** |
| **Dependent Variable: Job Performance** | **10** | **89.9%** |
| **Total** | **29** | **96.0%** |

The results of the table indicate a very high level of internal consistency for the study tool domains, as all Cronbach's alpha coefficients exceeded the statistically acceptable limit (0.70), indicating the reliability of the tool.

**2.4 Interpretation of Mean Data:**

As indicated previously, there are two primary variables in this research: Emotional Intelligence and Job Performance. Following is a discussion of the mean and standard deviation of the variables. To evaluate the data and highlight the relative importance of the study variables and the paragraphs comprising each variable, the arithmetic averages will be handled as shown in Table (4.3).

**Table 3:** Scale Means Distribution

| Level | Mean Range |
|---|---|
| Low | 1 to 2.333 |
| Moderate | Greater than 2.333 to 3.666 |
| High | Greater than 3.666 to 5 |

**Source:** Sekaran and Bougie (2016).

Consequently, if the mean value of an item or a variable is larger than 3.66, then the level of response and perception of the participants towards these items and variables is strong, and this suggests that most people of the community have voiced their agreement. Participants' reactions and views of these items and variables are regarded average if the mean value is (2.34-3.66), but if the mean is 2.33 or lower, participants' perceptions and responses are considered low (Sekaran & Bougie, 2016).

**2.5 Descriptive analysis of study variables**

To answer the questions of the study, this part presents a description of the paragraphs of the dimensions of the study variables, where the mean, standard deviations of the questionnaire statements were calculated to judge the degrees of approval, and the relative arrangement of each statement, and the results were as follows:

**Descriptive analysis of the dimensions of the independent variable (emotional intelligence)**

The independent variable (emotional intelligence) has been measured through (4) dimensions, namely (Appraisal of One's Own Emotions, Appraisal of Others' Emotions, Use of Emotion and Regulation of Emotion) and the following is an analysis of the responses of the sample members to the paragraphs that measure those dimensions, which were as follows:

**1. Appraisal of One's Own Emotions**

The purpose of this section is to describe respondents' attitudes toward appraisal of one's own emotions variable by determining its importance from respondents' perspectives. The questionnaire for appraisal of one's own emotions includes five components as shown in Table (4.4) The appraisal of one's own emotions

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elements mean scores range from (3.56 - 3.970), which are all high and medium, with standard deviation ranging from (0.860 - 1.382).

Paragraph (5), which stated **"I handle my negative emotions in a positive way"**, obtained the highest rank among the statements with an mean of (3.970) and a high relative importance and standard deviation of (0.916), while the lowest rank was for paragraph (4), which stipulated **"I express my feelings clearly in different contexts"** with an mean value (3.560) and a medium relative importance and standard deviation (1.382). As for the general mean of the total statements of the first dimension of the independent variable, it reached (3.772) and a standard deviation (0.754).

**Table 4:** Means, Standard Deviation and Relative Importance for Appraisal of One's Own Emotions

| Rank | No. | Paragraph | Mean | S. D | Degree |
|---|---|---|---|---|---|
| 2 | 1 | The decisions I make are influenced by my feelings | 3.850 | 0.860 | High |
| 3 | 2 | I change my behavior based on situations that reveal my strengths and weaknesses | 3.770 | 0.983 | High |
| 4 | 3 | I can control my emotional responses to different situations | 3.700 | 0.931 | High |
| 5 | 4 | I express my feelings clearly in different contexts | 3.560 | 1.382 | Medium |
| 1 | 5 | I handle my negative emotions in a positive way | 3.970 | 0.916 | High |
| Appraisal of One's Own Emotions | | | 3.772 | 0.754 | |

**2. Appraisal of Others' Emotions**

The purpose of this section is to describe respondents' attitudes toward appraisal of others' emotions variable by determining its importance from respondents' perspectives.

The questionnaire for appraisal of others' emotions includes four components as shown in Table (4.5) The appraisal of others' emotions elements means scores range from (3.540 - 3.790), which are all high and medium, with standard deviation ranging from (0.982 - 1.030).

Paragraph (3), which stated **"I can sense the feelings of others through their communication and interaction with me"**, obtained the highest rank among the statements with an mean of (3.790) and a high relative importance and standard deviation of (0.982), while the lowest rank was for paragraph (1), which stipulated **"I can recognize others' emotions by observing their facial expressions and body language"** with an mean value (3.540) and a medium relative importance and standard deviation (1.027). As for the general mean of the total statements of the second dimension of the independent variable, it reached (3.655) and a standard deviation (0.893).

**Table 5:** Means, Standard Deviation and Relative Importance for Appraisal of Others' Emotions

| Rank | No. | Paragraph | Mean | S. D | Degree |
|---|---|---|---|---|---|
| 4 | 1 | I can recognize others' emotions by observing their facial expressions and body language | 3.540 | 1.027 | Medium |
| 2 | 2 | I can recognize emotional cues in others' tone of voice or choice of words in the workplace | 3.680 | 1.030 | High |
| 1 | 3 | I can sense the feelings of others through their communication and interaction with me | 3.790 | 0.982 | High |
| 3 | 4 | I can effectively manage workplace conflicts by understanding and addressing the emotions of others involved | 3.600 | 1.026 | Medium |
| Appraisal of Others' Emotions | | | 3.655 | 0.893 | |

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### 3. Use of Emotion

The purpose of this section is to describe respondents' attitudes toward use of emotion variable by determining its importance from respondents' perspectives.

The questionnaire for use of emotion includes five components as shown in Table (4.6) The use of emotion elements means scores range from (3.470 - 4.000), which are all high and medium, with standard deviation ranging from (0.912 - 1.124).

Paragraph (5), which stated **" I turn negative emotions into positive motivation to improve my workplace performance"**, obtained the highest rank among the statements with an mean of (4.000) and a high relative importance and standard deviation of (0.912), while the lowest rank was for paragraph (4), which stipulated **" I use my emotions as a tool for effective communication with the team"** with an mean value (3.470) and a medium relative importance and standard deviation (1.124). As for the general mean of the total statements of the third dimension of the independent variable, it reached (3.676) and a standard deviation (0.876).

**Table 6:** Means, Standard Deviation and Relative Importance for Use of Emotion

| Rank | No. | Paragraph | Mean | S. D | Degree |
|---|---|---|---|---|---|
| 4 | 1 | I can motivate myself to achieve the required goals | 3.470 | 1.100 | Medium |
| 3 | 2 | I use my emotions to enhance my job performance | 3.560 | 1.083 | Medium |
| 2 | 3 | I utilize positive emotions to foster cooperation with colleagues | 3.880 | 0.993 | High |
| 5 | 4 | I use my emotions as a tool for effective communication with the team | 3.470 | 1.124 | Medium |
| 1 | 5 | I turn negative emotions into positive motivation to improve my workplace performance | 4.000 | 0.912 | High |
| Use of Emotion | | | 3.676 | 0.876 | |

### 4. Regulation of Emotion

The purpose of this section is to describe respondents' attitudes toward regulation of emotion variable by determining its importance from respondents' perspectives.

The questionnaire for regulation of emotion includes five components as shown in Table (4.7) The regulation of emotion elements means scores range from (4.340 - 3.820), which are all high, with standard deviation ranging from (0.732 - 1.072).

Paragraph (2), which stated **" I maintain my calm in times of pressure ",** obtained the highest rank among the statements with an mean of (3.820) and a high relative importance and standard deviation of (1.072), while the lowest rank was for paragraph (5), which stipulated **" I stay focused even when facing negative emotions"** with an mean value (4.340) and a high relative importance and standard deviation (0.732). As for the general mean of the total statements of the fourth dimension of the independent variable, it reached (4.143) and a standard deviation (0.695).

**Table 7:** Means, Standard Deviation and Relative Importance for **Regulation of Emotion**

| Rank | No. | Paragraph | Mean | S. D | Degree |
|---|---|---|---|---|---|
| 3 | 1 | I can control my anger during stressful situations | 4.160 | 0.882 | High |
| 1 | 2 | I maintain my calm in times of pressure | 3.820 | 1.072 | High |
| 2 | 3 | I can deal calmly in difficult situations with others | 4.130 | 0.883 | High |
| 4 | 4 | I can soothe myself during conflicts | 4.260 | 0.759 | High |
| 5 | 5 | I stay focused even when facing negative emotions | 4.340 | 0.732 | High |
| Regulation of Emotion | | | 4.143 | 0.695 | |

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**Descriptive Analysis of Dependent Variables (Job Performance)**

The purpose of this section is to describe respondents' attitudes toward job performance variable by determining its importance from respondents' perspectives.

The questionnaire for job performance includes ten components as shown in Table (4.8) The job performance elements mean scores range from (3.910 - 4.550), which are all high, with standard deviation ranging from (0.846 - 1.183).

Paragraph (10), which stated **" I demonstrate a strong ability to collaborate with colleagues for successful outcomes",** obtained the highest rank among the statements with an mean of (4.550) and a high relative importance and standard deviation of (0.719), while the lowest rank was for paragraph (9), which stipulated **" I ensure my work meets quality standards consistently"** with an mean value (3.910) and a high relative importance and standard deviation (1.033). As for the general mean of the total statements of the dependent variable, it reached (4.002) and a standard deviation (0.732).

**Table 8:** Means, Standard Deviation and Relative Importance for **Job Performance**

| Rank | No. | Paragraph | Mean | S. D | Degree |
|---|---|---|---|---|---|
| 6 | 1 | I complete my tasks within the allocated time and resources | 3.880 | 1.002 | High |
| 3 | 2 | I manage my time efficiently to meet deadlines and deliverables | 3.940 | 0.989 | High |
| 4 | 3 | I optimize my workflow to maintain a consistent level of productivity | 3.790 | 1.183 | High |
| 2 | 4 | I prioritize tasks effectively to avoid delays in work completion | 4.320 | 0.846 | High |
| 5 | 5 | I utilize workplace tools and resources efficiently to achieve my goals | 4.170 | 0.949 | High |
| 7 | 6 | I achieve the intended outcomes of my tasks with a high degree of accuracy | 3.890 | 1.077 | High |
| 8 | 7 | I contribute valuable insights to enhance team performance | 3.860 | 1.118 | High |
| 9 | 8 | I adapt effectively to unexpected challenges or changes in the workplace | 3.710 | 1.112 | High |
| 10 | 9 | I ensure my work meets quality standards consistently | 3.910 | 1.033 | High |
| 1 | 10 | I demonstrate a strong ability to collaborate with colleagues for successful outcomes | 4.550 | 0.719 | High |
| Job Performance | | | 4.002 | 0.732 | |

**2.6 Correlation between Independent and Dependent Variables:**

The Pearson correlation coefficient (r) quantifies the strength of the relationship between two variables. According to Sekaran and Bougie (2016), researchers are frequently interested in the relationship between two variables. The correlation value could range from (-1 to 0) for a perfect negative correlation, and (0 to 1) for a perfect positive correlation (Sekaran & Bougie, 2016).

Table (4.9) displays the correlation matrix between the dependent variable and the independent variables. Table (4.9) reveals that the independent variable (Emotional Intelligence) was positively and significantly correlated with the dependent variable (Job Performance) (r = 0.786). Further findings reveal that the link between Regulation of Emotion and Job Performance is the strongest (0.735). In other words, the correlation between Regulation of Emotion and Job Performance dimension is stronger than the correlation of Appraisal of One's Own Emotions, Appraisal of Others' Emotions, and Use of Emotion with Job Performance.

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**Table 9:** Correlation Matrix Between the Dependent Variable and The Independent

| | **EI** | AOOE | AOE | UOE | ROE | **JP** |
|---|---|---|---|---|---|---|
| **EI** | 1 | | | | | |
| AOOE | .867** | 1 | | | | |
| AOE | .927** | .743** | 1 | | | |
| UOE | .930** | .729** | .836** | 1 | | |
| ROE | .853** | .646** | .709** | .743** | 1 | |
| **JP** | .786** | .645** | .715** | .725** | .735** | 1 |

**Note:** (EI): Emotional Intelligence, (AOOE): (Appraisal of One's Own Emotions), (AOE): Appraisal of Others' Emotions, (UOE): Use of Emotion, (ROA): Regulation of Emotion, (JP): Job Performance.

### 2.7 Hypotheses Testing

SPSS version 23.0 was utilized to assess the study's hypotheses using multiple and simple linear regression analysis. 0.05 was used as the level of significance (and hence 95 percent level of confidence). In addition, hypotheses were established with the objective of assessing the impact of emotional intelligence on job performance in Private schools in Jordan, as indicated previously. In this section, the results of the tests and their interpretation were addressed.

This research conducted a multiple and simple regression using three indicators. The first is the (R) value, which is a statistical value representing the proportion of a dependent variable's variation that an independent variable explains (Sekaran & Bougie, 2016). ANOVA is a collection of statistical models, and their related estimating processes used to assess the differences between variables (Sekaran & Bougie, 2016). Finally, the B value represents beta coefficients, which are defined as the degree of change in the independent variable for each 1-unit change in the dependent variable (Sekaran & Bougie, 2016).

#### 2.7.1 Main Hypothesis Analysis Results

**$H_1$:** There is an impact of emotional intelligence on job performance of administrative staff in Private schools in Jordan.

**Table 10:** Multiple Regression analysis results for the Main Hypothesis ($H_1$)

| **Independent Variable** | **R** | **$R^2$** | **Adjusted $R^2$** | **F** | **sig** | **Beta** | **T-Value** | **Sig. T** |
|---|---|---|---|---|---|---|---|---|
| **AOOE** | 0.796 | 0.633 | 0.629 | 165.247 | 0.000 | 0.103 | 2.171 | 0.031 |
| **AOE** | | | | | | 0.169 | 3.356 | 0.001 |
| **UOE** | | | | | | 0.166 | 3.161 | 0.002 |
| **ROE** | | | | | | 0.392 | 7.725 | 0.000 |

**Note:** (EI): Emotional Intelligence, (AOOE): (Appraisal of One's Own Emotions), (AOE): Appraisal of Others' Emotions, (UOE): Use of Emotion, (ROA): Regulation of Emotion.

To test the main hypothesis, multiple regression was used. As shown in Table (4.10) above, the (R-value = 0.796) indicates a good correlation between the independent variable and the dependent variable (Sekaran & Bougie, 2016). Moreover, the R Square value is (0.633), which indicates that the emotional intelligence predicts and explains (63.3%) of the job performance. According to Sekaran and Bougie (2016), if the R square is close to 1, the independent variable strongly explains the variation in the dependent variable, whereas if it is close to zero, the independent variable explains the variation in the dependent variable Weakly.

ANOVA for hypothesis $H_1$ indicates an F-value of (165.247), which is statistically significant because the significance value is (0.000) which is ≤ 0.05. This means that the main hypothesis is supported and that the independent variable has a significant impact on the dependent variable.

Further, according to Beta values, Regulation of Emotion shows the highest value (B =0.392) followed by Appraisal of Others' Emotions (B= 0.169), then Use of Emotion (B= 0.166) and finally, Appraisal of One's Own

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Emotions (B= 0.103). These results indicate that Regulation of Emotion has the highest impact on Job Performance, followed by Appraisal of Others' Emotions, Use of Emotion and Appraisal of One's Own Emotions respectively. According to the above, we accept the main hypothesis proposing that there is an impact of emotional intelligence on job performance of administrative staff in Private schools in Jordan.

**2.7.2 Sub-Hypotheses Analysis Results**

The sub-hypotheses were subject to simple linear regression analysis, and the results were as follows:

**$H_{1.1}$: There is an impact of the appraisal of one's own emotions on job performance of administrative staff in Private schools in Jordan.**

**Table 11:** Simple Regression analysis results for a first sub-hypothesis ($H_{1.1}$).

| Independent Variable | R | $R^2$ | Adjusted $R^2$ | F | sig | Beta | T-Value | Sig. T |
|---|---|---|---|---|---|---|---|---|
| AOOE | 0.645 | 0.416 | 0.414 | 274.442 | 0.000 | 0.626 | 16.566 | 0.000 |

**Note:** (AOOE): (Appraisal of One's Own Emotions)

As shown in Table (4.11) above, the (R-value = 0.645), and the R Square value is (0.416), which indicates that the appraisal of one's own emotions predicts and explains (41.6%) of the job performance.

ANOVA for hypothesis $H_{1.1}$ indicates an F-value of (274.442), which is statistically significant because the significance value is (0.000) which is ≤ 0.05. This means that the first sub-hypothesis is supported and that the independent variable (Appraisal of One's Own Emotions) has a significant impact on the dependent variable (Job Performance).

The (B) value for the proposed constructs is (B value = 0.626), so that every increase of 1 (Appraisal of One's Own Emotions) will increase (Job Performance) by (62.6%) (Sekaran & Bougie, 2016).

According to the above, the first sub-hypothesis proposing that there is an impact of the appraisal of one's own emotions on job performance of administrative staff in Private schools in Jordan is accepted.

**$H_{1.2}$: There is an impact of the appraisal of others' emotions on job performance of administrative staff in Private schools in Jordan.**

**Table 12:** Simple Regression analysis results for a second sub-hypothesis ($H_{1.2}$).

| Independent Variable | R | $R^2$ | Adjusted $R^2$ | F | sig | Beta | T-Value | Sig. T |
|---|---|---|---|---|---|---|---|---|
| AOE | 0.715 | 0.511 | 0.51 | 403.297 | 0.000 | 0.586 | 20.082 | 0.000 |

**Note:** (AOE): (Appraisal of Others' Emotions)

As shown in Table (4.12) above, the (R-value = 0.715), and the R Square value is (0.511), which indicates that the appraisal of others' emotions predicts and explains (51.1%) of the job performance.

ANOVA for hypothesis $H_{1.2}$ indicates an F-value of (403.297), which is statistically significant because the significance value is (0.000) which is ≤ 0.05. This means that the second sub-hypothesis is supported and that the independent variable (Appraisal of Others' Emotions) has a significant impact on the dependent variable (Job Performance). The (B) value for the proposed constructs is (B value = 0.586), so that every increase of 1 (Appraisal of Others' Emotions) will increase (Job Performance) by (58.6%) (Sekaran & Bougie, 2016).

According to the above, the second sub-hypothesis proposing that there is an impact of the appraisal of others' emotions on job performance of administrative staff in Private schools in Jordan is accepted.

**$H_{1.3}$: There is an impact of the use of emotion on job performance of administrative staff in Private schools in Jordan.**

**Table 13:** Simple Regression analysis results for a second sub-hypothesis ($H_{1.3}$).

| Independent Variable | R | $R^2$ | Adjusted $R^2$ | F | sig | Beta | T-Value | Sig. T |
|---|---|---|---|---|---|---|---|---|
| UOE | 0.725 | 0.525 | 0.524 | 427.355 | 0.000 | 0.606 | 20.673 | 0.000 |

**Note:** (UOE): Use of Emotion

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As shown in Table (4.13) above, the (R-value = 0.725), and the R Square value is (0.525), which indicates that the use of emotion predicts and explains (52.5%) of the job performance.

ANOVA for hypothesis $H_{1.3}$ indicates an F-value of (427.355), which is statistically significant because the significance value is (0.000) which is ≤ 0.05. This means that the third sub-hypothesis is supported and that the independent variable (use of emotion) has a significant impact on the dependent variable (Job Performance).

The (B) value for the proposed constructs is (B value = 0.606), so that every increase of 1 (use of emotion) will increase (Job Performance) by (60.6%) (Sekaran & Bougie, 2016).

According to the above, the third sub-hypothesis proposing that there is an impact of the use of emotion on job performance of administrative staff in Private schools in Jordan is accepted.

**$H_{1.4}$: There is an impact of the regulation of emotion on job performance of administrative staff in Private schools in Jordan.**

**Table 14:** Simple Regression analysis results for a second sub-hypothesis (**$H_{1.4}$**).

| Independent Variable | R | $R^2$ | Adjusted $R^2$ | F | sig | Beta | T-Value | Sig. T |
|---|---|---|---|---|---|---|---|---|
| ROE | 0.735 | 0.540 | 0.538 | 452.536 | 0.000 | 0.774 | 21.273 | 0.000 |

**Note:** (ROA): Regulation of Emotion.

As shown in Table (4.14) above, the (R-value = 0.735), and the R Square value is (0.540), which indicates that the regulation of emotion predicts and explains (54%) of the job performance.

ANOVA for hypothesis $H_{1.4}$ indicates an F-value of (452.536), which is statistically significant because the significance value is (0.000) which is ≤ 0.05. This means that the fourth sub-hypothesis is supported and that the independent variable (regulation of emotion) has a significant impact on the dependent variable (Job Performance).

The (B) value for the proposed constructs is (B value = 0.774), so that every increase of 1 (regulation of emotion) will increase (Job Performance) by (77.4%) (Sekaran & Bougie, 2016).

According to the above, the fourth sub-hypothesis proposing that there is an impact of regulation of emotion on job performance of administrative staff in Private schools in Jordan is accepted.

## III. RESULTS

1. There is positive impact of emotional intelligence on job performance of administrative staff in Private schools in Jordan.
2. There is positive impact of the appraisal of one's own emotions on job performance of administrative staff in Private schools in Jordan
3. There is positive impact of the appraisal of others' emotions on job performance of administrative staff in Private schools in Jordan
4. There is positive impact of the use of emotion on job performance of administrative staff in Private schools in Jordan
5. There is positive impact of regulation of emotion on job performance of administrative staff in Private schools in Jordan

## IV. DISCUSSION OF FINDINGS

The results revealed a statistically significant positive relationship between Emotional Intelligence (EI) and Job Performance among employees in private schools in Jordan. The statistical analyses indicated that higher levels of EI are positively correlated with improved job performance. These findings align with several previous studies that underscore the crucial role of EI in supporting competence and effectiveness in work settings (Goleman, 1995; Ashkanasy et al., 2017).

The findings indicated that the ability to accurately perceive and understand one's own emotional states contributes to enhanced job performance. This corroborates previous research, such as Fernández-Berrocal et al. (2018), suggesting that emotional self-awareness allows individuals to make more informed decisions and better manage work pressures.

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Statistical analyses showed that accurately understanding and interpreting others' emotions is clearly associated with improved performance, especially in roles that require regular interaction with colleagues or clients. These results concur with studies indicating that recognizing others' feelings reduces conflicts and promotes team cohesion (Rahim, 2010; Alshammari, 2022).

The findings highlighted that leveraging positive emotions—such as enthusiasm and self-motivation—supports job performance by fostering innovation and collaboration (Goleman, 1998). This underlines the importance of integrating self-motivation and positive regulation strategies into workplace practices at private schools to maintain sustained effectiveness.

Results showed that emotion regulation, particularly in stressful situations, is the strongest EI dimension influencing job performance. This outcome aligns with studies suggesting that controlling emotional impulses helps employees remain calm and make thoughtful decisions when facing challenges (Mayer et al., 2016).

Multiple regression analyses revealed that EI, across its various dimensions, explains a significant portion of the variance in Job Performance ($R^2$), indicating the strong explanatory power of EI in understanding differences in employees' performance levels. This aligns with the assertion by Kluemper et al. (2022) that EI accounts for a meaningful proportion of variance in professional behavior and outcomes.

Alignment with Existing Research: Overall, these findings are consistent with the body of literature confirming a positive relationship between EI and job performance across different sectors, including education (Cherniss & Goleman, 2020; Wang & Peng, 2023).

Study's Unique Contribution: The added value lies in focusing specifically on private schools in Jordan, a unique organizational setting that demands a high degree of interaction with various stakeholders. This context enriches the understanding of EI's role in educational administration within Arab settings.

Several factors may account for these outcomes:

Interactive Nature of Administrative Roles in private schools, involving ongoing communication with teachers, students, and parents, which makes EI an essential skill.

Adoption of Modern Educational Management Practices that may have encouraged the development of EI skills among staff, such as continuous training in communication and conflict resolution.

## V. LIMITATIONS OF THE STUDY

Despite the significance of the findings, it is important to note certain limitations that may affect the generalizability of the results, including sample size, geographic distribution, and the potential influence of demographic variables on both EI and job performance. These factors should be considered when interpreting or attempting to generalize the study results to other contexts.

## VI. RECOMMENDATION

1. It is recommended to implement integrated training programs for administrative staff in private schools, focusing on self-awareness, emotional expression, effective emotion utilization, and emotion regulation under pressure.
2. Consider integrating EI-specific metrics into annual or periodic performance evaluations to ensure that employees' emotional and behavioral competencies are assessed alongside their technical skills.
3. Emphasize creating a workplace climate that promotes collaboration, empathy, and knowledge-sharing among administrators and teachers, which can lead to enhanced overall performance at the institutional level.
4. Future studies should expand the scope to include additional educational sectors or different geographical regions and employ mixed methods (qualitative and quantitative) to deepen understanding of the EI–job performance link.
5. The Jordanian Ministry of Education and related regulatory bodies are encouraged to adopt comprehensive strategies to advance EI, such as building a supportive organizational culture and allocating clear budgets for training initiatives focused on psychological and emotional skills.

## VII. CONCLUSION

1. The findings reaffirm that overall EI—along with its various dimensions—is a key driver of employee performance in private schools, supporting existing theoretical frameworks.

2. Emotion regulation emerged as the EI dimension most strongly associated with enhanced job performance, pointing to the need for practical strategies and interventions that help employees handle daily challenges in a composed manner.
3. Appraisal of one's own emotions and appraisal of others' emotions also significantly contribute to improved job performance, highlighting the value of self-awareness and emotionally intelligent communication in driving successful administrative and educational operations.
4. The role of school management and regulatory bodies is vital in creating supportive work environments and implementing training policies aimed at cultivating EI skills within development programs.

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