RESEARCH PAPER

Impact of Emotional Intelligence Dimensions on Job Performance in Private Educational Institutes in the UAE

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Abstract

This study examined the impact of emotional intelligence (EI) dimensions on lecturers' job performance in private educational institutes in the United Arab Emirates, with a specific focus on Ajman and Sharjah. Using a quantitative, cross-sectional survey design, data were collected from 245 lecturers (92.4% response rate) through a structured questionnaire. Data were analysed in SPSS (version 31) using exploratory factor analysis for scale refinement, followed by reliability and validity testing. Pearson correlations indicated significant positive associations between all EI dimensions and job performance. Simple linear regression analyses confirmed that each EI dimension exerted a statistically significant positive effect on the job performance of the lecturers. Self-awareness emerged as the strongest predictor ($\beta = .430$, $R^2 = .185$), followed by social awareness ($\beta = .387$, $R^2 = .150$), self-management ($\beta = .357$, $R^2 = .127$), and relationship management ($\beta = .270$, $R^2 = .073$). The findings highlight EI as a multidimensional capability that supports lecturer effectiveness in performance-driven private educational institutions. Practical implications suggest that recruitment and selection processes in private educational institutes may benefit from incorporating emotional intelligence assessments alongside targeted professional development initiatives to enhance key emotional competencies.

Keywords: self-awareness; self-management; social awareness; relationship management; lecturers' job performance; private educational institutes; United Arab Emirates.

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1. Introduction

Private educational institutions are pivotal in promoting the United Arab Emirates knowledge-driven economic strategy by providing adaptable, market-responsive alternatives to public education. In this competitive and service-focused industry, lecturers' performance is crucial for institutional success, student satisfaction, and overall quality of education. Lecturers in private educational settings are tasked with effectively delivering academic material and handling emotionally challenging interactions with culturally diverse students, achieving performance goals, adjusting to frequent curriculum and policy shifts, and maintaining engagement despite increasing workload demands. As a result, lecturer performance is increasingly viewed as a multifaceted concept that includes task performance, contextual performance, and behavioural regulation at work (Koopmans et al., 2014). In such emotionally demanding professional settings, personal skills that allow individuals to manage emotions effectively have become essential for maintaining high-performance levels.

Emotional intelligence has emerged as a significant psychological asset in education and other service-oriented fields. Emotional intelligence is defined as an individual's ability to perceive, understand, regulate, and use emotions in oneself and others to guide their behaviour and decision-making (Mayer et al., 2008). Among the prevalent conceptualizations, the competency-based or mixed model of EI has gained considerable traction in applied organizational and educational research. This model views emotional intelligence as a set of learnable skills grouped into four main dimensions: self-awareness, self-management, social awareness, and relationship management (Goleman, 1998; Boyatzis et al., 2000). These skills are particularly pertinent in educational environments, where emotional regulation, empathy, interpersonal communication, and relationship-building are essential for effective teaching and classroom management.

Extensive empirical research has shown a positive link between emotional intelligence and job performance in various occupational settings. Meta-analyses have revealed that individuals with higher emotional intelligence often perform better at work, particularly in roles that require significant interpersonal interaction and emotional labour (O'Boyle et al., 2011; Miao et al., 2017). In educational settings, teachers and lecturers with high emotional intelligence are more adept at managing classroom stress, building positive relationships with students, demonstrating flexible teaching methods, and maintaining a steady performance under pressure (Brackett et al., 2010; Mérida-López & Extremera, 2017). These findings highlight emotional intelligence as a vital personal asset that boosts professional effectiveness in teaching environments. The significance of emotional intelligence in educational performance has also been increasingly recognised in the UAE. Studies suggest that emotional intelligence skills are crucial for fostering professional relationships, handling job-related challenges, and promoting institutional development among educators and school leaders (Blaik-Hourani et al., 2020). Additional research in education in the UAE indicates that emotional intelligence greatly impacts teaching practices and student achievement, emphasising the need to incorporate EI considerations into recruitment, training, and professional development initiatives (Khassawneh et al., 2022). Beyond the education sector, broader workforce studies in the UAE have demonstrated that emotional intelligence is positively linked to favourable workplace outcomes, such as conflict resolution and innovation (Suliman & Al-Shaikh, 2007). Although these insights are valuable, research conducted in the UAE remains limited in scope and lacks a cohesive focus. Most existing studies have centred on public educational institutions, leadership roles, or specific crises like the COVID-19 pandemic, while lecturers in private educational institutions under normal conditions have received comparatively less attention (Al-Ali et al., 2020; Uzair & Bhaumik, 2023). Private educational institutions function within unique organizational and contractual settings characterised by performance-based employment, competitive student recruitment, and increased accountability pressures. These factors may heighten emotional demands and potentially modify the relationship between emotional intelligence and job performance. However, there is a lack of systematic empirical evidence exploring this relationship in the UAE's private educational institutions. Furthermore, much of the current literature on emotional intelligence has treated EI as a broad or composite concept without breaking down its individual components. While such approaches establish general links between EI and performance, they provide a limited understanding of the specific emotional skills that account for performance differences among lecturers (Joseph & Newman, 2010). Recognising the distinct impacts of self-awareness, self-management, social awareness, and relationship management is crucial for creating targeted professional development programs and evidence-based human resource strategies within educational institutions.

This study addresses existing gaps by exploring how different aspects of emotional intelligence affect the job performance of lecturers at private educational institutions in the UAE. By conceptualising emotional intelligence as a construct with multiple dimensions—namely self-awareness, self-management, social awareness, and relationship management—this study goes beyond overall EI scores to pinpoint the specific emotional skills that most significantly influence job performance.

2. Literature Review

2.1 Emotional Intelligence and Its Dimensions

Emotional intelligence is often described as the capacity to recognise, comprehend, regulate, and handle emotions in oneself and others. It includes essential emotional skills such as self-awareness, self-regulation, social awareness, and relationship management, which are widely acknowledged as vital for achieving success both personally and professionally, especially in leadership and interpersonal settings (Goleman & Cherniss, 2024; Mrisho & Mseti, 2024). Over the last 30 years, emotional intelligence has garnered significant academic interest, with studies consistently highlighting its importance in leadership effectiveness, workplace performance, and individual well-being. Daniel Goleman's Emotional Intelligence Framework has been instrumental in advancing research and practice in this field. In the mid-1990s, Goleman brought EI to the forefront of academic and public discourse by stressing that emotional skills are as crucial as cognitive intelligence in determining leadership success and professional achievements (Goleman & Cherniss, 2024). His collaborative efforts with scholars such as Cary Cherniss have further shown that leaders with high emotional intelligence are more likely to create positive organizational environments, improve employee well-being, and decrease stress-

related issues in the workplace (Goleman & Cherniss, 2024).

Initially, Goleman outlined five elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. However, later theoretical developments have streamlined these into four broader categories: self-awareness, self-management, social awareness, and relationship management (Goleman, Boyatzis, & McKee, 2002; Mrisho & Mseti, 2024). This updated model has gained widespread acceptance in both organizational and educational research because of its clear conceptual framework and its practical utility. Research has shown a significant link between emotional intelligence and effective leadership, with evidence suggesting that EI plays a crucial role in leadership success (Filice & Weese, 2024). These findings highlight the necessity of cultivating emotional skills to enhance professional effectiveness and leadership capabilities.

Studies have also highlighted the shortcomings of traditional leadership development methods that overlook emotional intelligence. Programs that focus only on technical or communication skills often fail to achieve lasting behavioural change, whereas those based on emotional intelligence principles have been found to lead to more sustainable improvements in the organizational climate and performance (Dearborn, 2002). In addition to leadership, emotional intelligence has been extensively studied in educational contexts. Research using Goleman's EI framework shows that educators who manage their emotions well and exhibit empathy foster more supportive and engaging learning environments, which, in turn, enhances students' academic satisfaction and performance (Al Jaberi et al., 2024). Theoretically, emotional intelligence research is guided by several models. Mayer and Salovey's ability-based model emphasises emotional perception, understanding, and regulation, whereas Goleman's mixed model incorporates emotional skills related to motivation, empathy, and social interaction, making it particularly applicable to workplace and educational settings (Mayer et al., 2000; Mrisho & Mseti, 2024). Emotional intelligence is also associated with effective stress management, with higher EI linked to better coping strategies in fast-paced and globalised work environments (Ramesar et al., 2009).

2.2 Job Performance

Job performance has been thoroughly studied in the fields of management and human resource management, with researchers identifying numerous individual, organizational, and contextual factors that impact performance. A significant factor highlighted in recent studies is job autonomy, which not only directly influences employee performance but also affects job satisfaction, motivation, engagement, and organizational commitment (Khoshnaw and Alavi, 2020). In addition to autonomy, researchers have systematically investigated behavioral factors affecting performance, such as organizational citizenship behavior (OCB), leader–member exchange (LMX), learning orientation, and innovative work behavior (IWB). These elements have consistently shown positive correlations with employee performance across various organizational and cultural settings, underscoring the significance of relational and behavioural mechanisms in enhancing performance (Atatsi et al. 2019).

Job satisfaction has also been identified as a crucial precursor of job performance. Theoretical frameworks such as affective events theory, two-factor theory, equity theory, and job characteristics theory propose that elements such as achievement, recognition, responsibility, compensation, and working conditions boost performance by enhancing job satisfaction and employee well-being (Dugguh & Dennis, 2014). These theories collectively emphasise the intricate interactions between emotional, motivational, and contextual factors in determining performance outcomes. Empirical research suggests that job satisfaction mediates the relationship between lecturer competence, work environment factors, and performance outcomes, indicating that satisfied lecturers are more effective in fulfilling their teaching and academic duties (Lubis, 2024). Competence development is especially vital for lecturers dealing with diverse student populations, rapid technological advancements, and competing demands in teaching, research, and administration. Institutions that invest in training, mentoring, curriculum development, and collaborative practices tend to foster lecturers' innovation, creativity, and performance (Riza et al., 2024). In institutions, leadership styles can indirectly affect lecturer performance by influencing their job satisfaction. For instance, servant leadership has been shown to boost faculty satisfaction, which, in turn, creates an environment that supports enhanced performance (Alonderiene & Majauskaite, 2016). The concept of individual work performance is typically divided into four categories: task performance, contextual performance, counterproductive work

behaviour, and adaptive performance. This multidimensional approach offers a thorough framework for understanding performance in various occupational contexts, including education (Koopmans et al., 2011). Moreover, collaborative cultures within higher education institutions promote lecturer performance by encouraging professional learning, knowledge exchange and high-quality teaching practices (Droissart & Tuytens, 2024).

2.3 Self-Awareness and Job Performance

Being self-aware allows lecturers to identify their emotions, stress reactions, strengths, and weaknesses, which in turn supports reflective teaching and adaptability to stress (Ramesar et al., 2009; Lee, 2017). Although there is limited direct empirical evidence connecting self-awareness specifically to lecturers' job performance, a growing body of related research offers indirect yet persuasive support for this link. Research suggests that lecturer competence, which is closely tied to self-awareness of skills and abilities, serves as a key mediator between leadership and job performance. For example, lecturer competency has been found to mediate the connection between transformational leadership and lecturer performance, underscoring the significance of self-awareness in professional success (Nelly et al., 2024). Likewise, job satisfaction has been identified as a mediator between competence and lecturer performance, indicating that awareness and development of job-related skills boost satisfaction and performance (Lubis, 2024). Sustainable human resource management practices that enhance professional identity—an aspect strongly associated with self-awareness—have also been shown to improve lecturers' job performance by encouraging motivation and skill development (Zongyu & Chienwattanasook, 2024). Further research shows that leadership, competence, and work motivation have a significant and positive impact on lecturer job performance, where competence involves self-assessment and awareness of professional skills (Rahardja et al., 2020). Participative decision-making processes, which promote lecturer involvement and self-reflection on organizational goals, have also been found to boost job performance (Sukirno and Siengthai, 2011). Together, these findings provide strong indirect evidence that self-awareness positively affects lecturers' job performance through competence, professional identity, motivation, and organizational involvement.

H1: Self-awareness significantly and positively effects lecturers' job performance.

2.4 Self-Management and Job Performance

Self-management encompasses the capacity to control emotions, maintain composure, and exhibit resilience when facing professional challenges. In academic settings, which are often marked by heavy workloads and performance demands, self-management is crucial for upholding instructional quality and professional efficacy (Salameh-Ayanian et al., 2025). Empirical research underscores the beneficial impact of self-management skills on job performance. Studies have revealed that employees driven by intrinsic motivation who employ self-leadership and self-regulation techniques tend to perform better, indicating that managing emotions and pursuing goals positively influences professional outcomes, including in academic environments (Steinbauer et al., 2018). Likewise, research in higher education has demonstrated that sustainable human resource management practices that foster skill development and motivation enhance lecturers' professional identity and job performance, highlighting the significance of self-management in fostering professional growth (Zongyu & Chienwattanasook, 2024). Evidence from crisis situations further emphasises the importance of self-management in healthcare. During the COVID-19 pandemic, stress management practices were shown to positively affect teaching staff performance in virtual learning settings, underscoring the role of emotional regulation in maintaining effectiveness in challenging conditions (Shoaib et al., 2022). Moreover, research indicates that achieving work–life balance, which necessitates effective self-management, positively influences employee performance, with job satisfaction moderating this relationship (Soomro et al., 2018). Collectively, these findings suggest that self-management and associated emotional regulation skills substantially impact lecturer job performance.

H2: Self-management significantly and positively effects on lecturers' job performance.

2.5 Social Awareness and Job Performance

Being socially aware, especially in terms of empathy and sensitivity to others' feelings, enhances lecturers' capacity to comprehend student needs, manage diverse classroom settings, and create inclusive learning environments, thereby boosting teaching effectiveness and student involvement (Guntersdorfer & Golubeva, 2018). Empirical research has consistently demonstrated a connection between social awareness and lecturer performance outcomes. Authentic leadership, which

includes social awareness, has been shown to create psychologically safe learning spaces that improve students' academic achievements, indirectly indicating enhanced lecturer job performance (Soares & Lopes, 2017). Organizational commitment, which involves emotional and social ties to the institution, has also been found to significantly boost job satisfaction and lecturer performance (Amin, 2022). Additional research suggests that leadership practices that enhance lecturer competence positively impact performance, with these competencies inherently involving social awareness and interpersonal skills (Nelly et al., 2024). Participative decision-making processes, which increase social engagement and commitment, have also been shown to enhance lecturers' job performance (Sukirno & Siengthai, 2011). Furthermore, lecturers' charismatic leadership and effective use of technology have been linked to greater student engagement and satisfaction, demonstrating how social awareness and interaction skills contribute to improved performance outcomes (Hazzam & Wilkins, 2023).

H3: Social awareness significantly and positively effects lecturers' job performance.

2.6 Relationship Management and Job Performance

Managing relationships encompasses the skills required to establish and sustain productive professional connections through effective communication, teamwork, and conflict resolution. In private education settings, these skills are crucial for fostering teamwork, enhancing leadership effectiveness, and meeting performance standards (Dulewicz et al., 2005; Filice and Weese, 2024). Research shows that relationship management plays a vital role in improving lecturers' job performance by enhancing job satisfaction, engagement, and professional identity. For example, lecturer happiness has been identified as a mediator between positive attitudes toward technology and job performance, indicating that strong interpersonal relationships and emotional well-being boost effectiveness (Bangun et al., 2021). Additionally, inclusive leadership practices have been found to positively impact job satisfaction, which subsequently enhances work engagement among academic staff (Ilyas et al., 2024). Transformational leadership has been shown to positively influences organizational commitment and job performance, with employee engagement partially mediating these effects, underscoring the importance of leadership-driven relationship management in boosting performance (Jiatong et al., 2022). Moreover, emotional intelligence has been associated with organizational citizenship behaviour and job performance through psychological capital and perceived organizational support, highlighting the significance of effective relationship management in academic environments (Liao et al., 2022).

H4: Relationship management significantly and positively effects on lecturers' job performance.

3.Methodology

3.1. Measurements

In this study, a structured questionnaire was used to gather primary data from lecturers employed at private educational institutions in the United Arab Emirates, specifically within the emirates of Ajman and Sharjah. A purposive sampling method was used to ensure that only participants who met the specified eligibility criteria namely, those actively teaching in private educational settings were included. The questionnaire was divided into six sections: the initial section collected the respondents' demographic details. Emotional intelligence was evaluated using a 30-item multidimensional scale adapted from Goleman's mixed (competency-based) model (Goleman, 1995, 1998; Boyatzis et al., 2000). This scale examines four aspects of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. Job performance was assessed using nine items adapted from the individual work performance questionnaire (Koopmans et al., 2013, 2014). All constructs were measured using a five-point Likert scale, with options ranging from 1 (strongly disagree) to 5 (strongly agree).

3.2. Participants and Instruments

This study employed a quantitative methodology using a cross-sectional survey design. Primary data were gathered through the distribution of questionnaires, while secondary data were sourced from peer-reviewed journals, books, and reputable academic references to support the theoretical framework. A total of 265 questionnaires were distributed to lecturers at private educational institutions in Ajman and Sharjah, with 245 valid responses, yielding a response rate of 92.4%. Participation was voluntary, and the respondents were guaranteed anonymity and confidentiality. The sample consisted of 53.5% male and 45.7% female participants. Regarding age distribution, 18% were aged 21–30 years,

28% were 31–40 years, 32% were 41–50 years, and 20% were over 51 years. In terms of marital status, 52.3% were married, 44% were single, and the remainder fell into other categories. Regarding educational qualifications, 63.3% of the respondents had a master's degree, 15.9% held a doctoral degree, and 20% had a bachelor's degree. Regarding teaching experience, 20.4% had 0–5 years, 64% had 6–10 years, 13% had 11–15 years, and 2.4% had more than 15 years of experience.

3.3 Data Analysis

Data analysis was carried out using SPSS (Version 31). Initially, an exploratory factor analysis (EFA) was conducted on 39 measurement items, which included thirty items assessing emotional intelligence dimensions and nine items assessing job performance. Items with factor loadings below .50 were removed from consideration. The reliability and validity of the data were evaluated using composite reliability (CR) and average variance extracted (AVE) measures. Convergent validity was confirmed as all AVE values surpassed the recommended threshold of 0.50 and CR values exceeded 0.70, indicating adequate internal consistency (Hair et al., 2010; Schumacker & Lomax, 2010). Pearson's correlation analysis was performed to assess the strength and direction of the relationships among the study variables. Finally, simple linear regression analyses were conducted to test the proposed effects of each emotional intelligence dimension on job performance.

3.4. Normality

The normality of the data was assessed using skewness and kurtosis statistics in SPSS (Version 31). As presented in Table 1, all skewness values were below ±3, and kurtosis values were below ±8, satisfying the recommended thresholds for a normal distribution (Byrne, 2016). These results confirm the suitability of the data for a parametric analysis.

Table 1. Table of Normality

Construct	No. of Items	Mean	Std. Deviation	Skewness	Kurtosis
Self-Awareness (SLFA)	7	3.11	1.27	−0.23	−1.01
Self-Management (SM)	7	3.19	1.30	−0.22	−1.03
Social Awareness (SA)	9	3.11	1.26	−0.15	−1.02
Relationship Management (RM)	7	3.08	1.27	−0.14	−1.03
Job Performance (JP)	9	3.09	1.28	−0.15	−1.06

According to the descriptive statistics, the average scores for all constructs were between 3.08 and 3.19, indicating moderate emotional intelligence and job performance among lecturers at private educational institutions. The skewness and kurtosis values for all constructs were within acceptable ranges, suggesting no significant deviation from normality. These results validate the use of parametric methods, such as correlation and regression analyses, for further hypothesis testing.

3.5 Model Fit

An exploratory factor analysis (EFA) was performed using principal axis factoring with varimax rotation to investigate the underlying factor structure of the measurement items. During the scale refinement process, one item from the self-management construct and another from the job performance construct were eliminated due to cross-loadings on unintended factors. The decision to retain items was based on indicator reliability, with factor loadings of 0.50 or higher deemed acceptable, following the established guidelines (Hair et al., 2010; Schumacker & Lomax, 2010). The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was 0.917, surpassing the recommended minimum threshold of 0.80, thus indicating excellent sampling adequacy. Bartlett's test of sphericity was statistically significant, x^2 (666) = 4521.640, $p < .001$, confirming that the correlation matrix was appropriate for factor analysis. The extracted factors accounted for 58.3% of the total variance, which exceeds the minimum acceptable level for social-science research. All communalities were above .50, indicating that a substantial proportion of the variance in each indicator was explained by the

underlying constructs. The final factor structure and retained indicator loadings are shown in Table 2.

3.5.1 Construct Reliability and Validity

The reliability and convergent validity of the measurement model were assessed using Cronbach's alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE), in line with established recommendations for scale validation in social science research (Nunnally & Bernstein, 1994; Fornell & Larcker, 1981; Hair et al., 2019; Schumacker & Lomax, 2010).

Table 2. Factor Loading, Constructs Reliability and Convergent Validity

Constructs	Items	Factor Loading	λ^2	$1-\lambda^2$	Cronbach's Alpha	CR	AVE
Self-Awareness	SLFA1	.723	0.52273	0.47727	.899	.89	.55
	SLFA2	.732	0.53582	0.46418			
	SLFA3	.756	0.57154	0.42846			
	SLFA4	.777	0.60373	0.39627			
	SLFA5	.767	0.58829	0.41171			
	SLFA6	.693	0.48025	0.51975			
	SLFA7	.716	0.51266	0.48734			
Self-Management	SM2	.822	0.67568	0.32432	.853	.88	.56
	SM3	.729	0.53144	0.46856			
	SM4	.712	0.50694	0.49306			
	SM5	.754	0.56852	0.43148			
	SM6	.791	0.62568	0.37432			
	SM7	.688	0.47334	0.52666			
Social Awareness	SA1	.635	0.40323	0.59678	.899	.90	.50
	SA2	.731	0.53436	0.46564			
	SA3	.703	0.49421	0.50579			
	SA4	.644	0.41474	0.58526			
	SA5	.755	0.57003	0.42998			
	SA6	.804	0.64642	0.35358			
	SA7	.708	0.50126	0.49874			
	SA8	.731	0.53436	0.46564			
	SA9	.661	0.43692	0.56308			
Relationship Management	RM1	.688	0.47334	0.52666	.848	.87	.49
	RM2	.652	0.4251	0.5749			
	RM3	.725	0.52563	0.47438			
	RM4	.825	0.68063	0.31938			
	RM5	.695	0.48303	0.51698			
	RM6	.624	0.38938	0.61062			
	RM7	.695	0.48303	0.51698			
Job Performance	JP1	.752	0.5655	0.4345	.878	.90	.52
	JP2	.736	0.5417	0.4583			
	JP3	.705	0.49703	0.50298			
	JP4	.686	0.4706	0.5294			
	JP5	.733	0.53729	0.46271			

	JP6	.686	0.4706	0.5294			
	JP7	.676	0.45698	0.54302			
	JP8	.765	0.58523	0.41478			

The measurement model's reliability and convergent validity were assessed using Cronbach's alpha (CA), composite reliability (CR), and average variance extracted (AVE). As shown in Table 2, all constructs exhibited satisfactory internal consistency, with Cronbach's alpha values ranging from .848 to .899, surpassing the recommended threshold of .70, thus indicating reliable measurement of the underlying constructs. The composite reliability values, ranging from .87 to .90, further corroborated these findings, confirming strong construct reliability, without any indication of item redundancy. Convergent validity was evaluated through the AVE, with values for self-awareness (.55), self-management (.56), social awareness (.50), and job performance (.52) meeting or exceeding the recommended minimum criterion of .50, suggesting that these constructs account for more than half of the variance in their respective indicators. Although the AVE value for relationship management (.49) was slightly below the recommended threshold, its high composite reliability (CR = .87) and satisfactory factor loadings provide sufficient support for convergent validity, in accordance with established methodological guidelines. Overall, these results affirm that the measurement model demonstrates acceptable reliability and convergent validity, supporting its appropriateness for subsequent correlation and regression analyses.

Table 3. Discriminant Validity

Variables	Self-Awareness	Self-Management	Social Awareness	Relationship Management	JP
Self-Awareness	*0.738*				
Self-Management	.359**	*0.75*			
Social Awareness	.472**	.455**	*0.709*		
Relationship Management	.276**	.325**	.380**	*0.703*	
Job Performance	.430**	.357**	.387**	.270**	*0.718*

Table 3 displays the findings of the discriminant validity analysis conducted using the Fornell–Larker criterion. The diagonal figures, highlighted in bold, denote the square root of the Average Variance Extracted (√AVE) for each construct, whereas the off-diagonal figures represent the correlations between constructs. Discriminant validity is confirmed when the square root of the AVE for each construct surpasses its correlations with other constructs (Fornell & Larcker, 1981). As illustrated in Table 3, the √AVE values for self-awareness (0.738), self-management (0.750), social awareness (0.709), relationship management (0.703), and job performance (0.718) exceeded the respective inter-construct correlation coefficients. These findings verify that each construct is empirically distinct and captures a unique dimension of emotional intelligence and job performance. Consequently, discriminant validity was satisfactorily established for all constructs in this study.

Table 4. Pearson's Correlation Matrix of the Study Variables.

Variables	Self-Awareness	Self-Management	Social Awareness	Relationship Management	JP
Self-Awareness	*1*				
Self-Management	.359**	*1*			
Social Awareness	.472**	.455**	*1*		

Relationship Management	.276**	.325**	.380**	*1*	
Job Performance	.430**	.357**	.387**	.270**	*1*

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 displays the Pearson correlation coefficients for the variables examined in this study. The findings reveal that all four dimensions of emotional intelligence—self-awareness, self-management, social awareness, and relationship management— exhibited a positive and significant correlation with job performance at the 0.01 significance level. In particular, job performance had a moderate positive correlation with self-awareness ($r = .430$, $p < .01$), self-management ($r = .357$, $p < .01$), and social awareness ($r = .387$, $p < .01$), while the correlation with relationship management was weaker but still significant ($r = .270$, $p < .01$). These results imply that higher emotional intelligence competencies are linked to improved job performance among lecturers in private educational institutions. Furthermore, the correlations among the independent variables were moderate and remained below the 0.80 threshold, indicating no multicollinearity issues and affirming the appropriateness of conducting regression analysis. Overall, the correlation results offer initial support for the proposed hypotheses, and the discriminant validity analysis verifies that the study constructs are sufficiently distinct for further regression testing.

Results

Table 5 and Figure 1 display the outcomes of the regression analyses that explored how the dimensions of emotional intelligence impact job performance in private educational institutions in the UAE. The results revealed that each of the four dimensions of emotional intelligence had a significant positive influence on job performance, thus empirically validating all the proposed hypotheses.

Table 5. Hypothesis Testing

Hypothesis	Path	β	R^2	F	t-value	p-value	Hypothesis Decision
H1	Self-Awareness → JP	.430	.185	55.044	7.419	< .001	Supported
H2	Self-Management → JP	.357	.127	35.431	5.952	< .001	Supported
H3	Social Awareness → JP	.387	.150	42.884	6.549	< .001	Supported
H4	Relationship Management → JP	.270	.073	19.141	4.375	< .001	Supported

Self-awareness had a notable positive impact on job performance ($\beta = .430$, $t = 7.419$, $p < .001$), accounting for 18.5% of variance in job performance. This implies that lecturers who are more conscious of their emotions and reactions tend to fulfil their job duties effectively. Consequently, H1 was confirmed. Self-management also demonstrated a significant positive correlation with job performance ($\beta = .357$, $t = 5.952$, $p < .001$), explaining 12.7% of the variance in the job performance. This suggests that the ability to manage emotions, adjust to challenges, and maintain self-discipline significantly enhances job performance. Thus, H2 is validated. Likewise, social awareness showed a significant positive effect on job performance ($\beta = .387$, $t = 6.549$, $p < .001$), accounting for 15.0% of the variance in job performance. This underscores the role of empathy and sensitivity to others' emotions in promoting effective workplace performance. Therefore, H3 is supported. Finally, relationship management had a significant positive effect on job performance ($\beta = .270$, $t = 4.375$, $p < .001$), although its explanatory power was relatively low, accounting for 7.3% of the variance in job performance. This indicates that interpersonal skills, such as communication and conflict resolution, contribute to job performance, albeit to a lesser degree than other emotional intelligence dimensions. Hence, H4 is confirmed. Overall, the findings reveal that emotional intelligence dimensions are crucial predictors of job performance, with self-awareness being the strongest predictor, followed by social awareness, self-management and relationship management. These results

highlight the multifaceted nature of emotional intelligence and its varying effects on job performance in private educational institutions in the UAE.

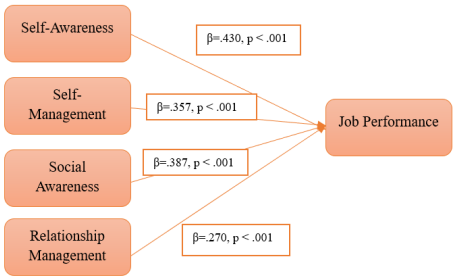

Figure 1: Effects of Emotional Intelligence Dimensions on Lecturers' Job Performance

5. Discussion

The results revealed that self-awareness positively and significantly influenced lecturers' job performance. This suggests that lecturers who are more attuned to their emotions, strengths, weaknesses, and behavioural patterns tend to excel in their professional responsibilities. Theoretically, self-awareness is acknowledged as a core element of emotional intelligence, as understanding one's emotions is essential for effective emotional regulation, thoughtful decision-making, and behavioural adaptation. According to the emotional intelligence model proposed by Salovey and Mayer, individuals who can accurately assess their emotions are better equipped to direct their thoughts and actions in adaptive ways (Salovey & Mayer, 1990; Mayer et al., 2004).

In academic settings marked by emotional labour, performance demands, and interpersonal challenges, self-aware lecturers are more capable of identifying early signs of stress, frustration, or disengagement and responding proactively rather than reactively. This perspective aligns closely with Campbell's theory of behavioural performance, which conceptualises job performance as a series of observable, goal-oriented actions rather than merely outcomes (Wilson, 2018). Self-awareness enhances performance by enabling lecturers to monitor their internal states and adjust their behaviour to meet professional objectives, such as teaching quality, student engagement, and academic accountability (Odem et al., 2025). Instead of allowing emotions to interfere with classroom delivery or professional conduct, self-aware lecturers are more likely to strategically regulate their responses, thereby maintaining effective performance. Empirical evidence supports this view, as studies in higher education demonstrate that emotional and self-regulatory skills associated with self-awareness are linked to enhanced teaching effectiveness, job satisfaction, and lecturer performance (Lubis, 2024). Research on reflective teaching practices further indicates that educators who engage in emotional self-monitoring exhibit greater instructional flexibility and professional development (Feize & Faver, 2018). Moreover, occupational health perspectives suggest that self-awareness functions as a personal resource, enabling individuals to accurately assess job demands and respond in ways that sustain performance over time (Bakker & Demerouti, 2017).

The findings also revealed that self-management significantly enhanced lecturers' job performance. Lecturers who are able to manage their emotions, exercise self-control, adapt to change, and remain resilient to stress are more likely to maintain high levels of professional effectiveness. Given the multiple demands lecturers face, including teaching responsibilities, grading duties, administrative tasks, and student-related pressures, self-management becomes a critical factor in ensuring consistent performance (Vos & Page, 2020). Within emotional intelligence frameworks, self-management is regarded as one of the most proximal predictors of job performance, as it directly influences effort, persistence, adaptability, and behavioural consistency. Meta-analytic evidence supports this assertion, demonstrating that emotion regulation competencies exert stronger direct effects on performance than interpersonal emotional intelligence dimensions, particularly in roles requiring sustained individual output (Joseph & Newman, 2010). Empirical research in higher education corroborates this relationship. Studies on sustainable human resource management indicate that lecturers' professional competencies, including self-management, are positively associated with professional identity and job performance (Zongyu & Chienwattanasook, 2024). Similarly, research on job crafting suggests that proactive self-management strategies mitigate the adverse effects of environmental stressors on lecturers' performance (Nagarajan et al., 2022). Consistent with prior research, emotional regulation and self-control enable educators to manage workload demands, reduce emotional strain, and sustain performance over time (Schutte et al., 2007; Mérida-López & Extremera, 2017; Brackett et al., 2010). The findings further suggest that social awareness significantly influences lecturers' job performance.

Social awareness enables lecturers to recognise and appropriately respond to students' emotional needs, organisational expectations, and broader social dynamics within educational environments. Empirical evidence indicates that lecturers' well-being, job satisfaction, and performance improve when social and emotional awareness foster positive attitudes toward work and technology use. For example, research has shown that happiness—shaped by job satisfaction and positive engagement with digital technologies—fully mediates improvements in lecturers' job performance, highlighting the contribution of emotional and social awareness to academic effectiveness (Bangun et al., 2021). Similarly, inclusive leadership practices, which reflect high levels of social awareness through fairness, empathy, and engagement, have been found to enhance lecturers' job satisfaction and work engagement, thereby improving performance outcomes (Ilyas et al., 2024). Additional evidence suggests that socially aware academic leadership indirectly influences lecturer performance through organisational citizenship behaviour, underscoring the importance of social dynamics and institutional support mechanisms in promoting performance (Ludwikowska et al., 2024).

Although relationship management demonstrated lower explanatory power compared to other emotional intelligence dimensions, its effect on job performance remained positive and statistically significant. This finding indicates that interpersonal competencies, such as communication, collaboration, and conflict resolution, play a meaningful but more indirect role in shaping lecturers' performance outcomes. Previous studies similarly report that while relationship management supports teamwork, trust building, and positive workplace interactions, its influence on individual performance may vary depending on organisational context and evaluation criteria (Carmeli, 2003; O'Boyle et al., 2011). In private educational institutions, where performance assessment often emphasises individual teaching effectiveness and instructional delivery, relationship management may function more as a supportive mechanism than as a primary performance driver. Nonetheless, strong interpersonal skills remain essential for fostering collegial relationships, managing student interactions, and contributing to a positive institutional climate. Overall, this finding suggests that relationship management contributes to job performance primarily through contextual and collaborative mechanisms rather than direct task execution.

Conclusion

This study explored how different aspects of emotional intelligence (EI) affect the job performance of lecturers in private educational institutions in the United Arab Emirates. The results offer solid empirical proof that emotional intelligence is a crucial, multifaceted predictor of job performance in this setting. All four EI dimensions—self-awareness, self-management, social awareness, and relationship management—were found to have positive and statistically significant impacts on lecturers' job performance, although the strength of their influence varied. Among the dimensions studied, self-awareness was identified as the most powerful predictor of job performance, highlighting the significance of understanding one's emotions in helping lecturers regulate their behaviour, manage stress, and maintain teaching effectiveness in emotionally challenging academic settings. Social awareness and self-management also had considerable effects, emphasising the importance of empathy, adaptability, and emotional regulation in promoting effective teaching performance and professional resilience. Although relationship management had relatively less explanatory power, its significant positive effect suggests that interpersonal skills, such as communication, collaboration, and conflict management, are still important supportive factors for performance in private educational institutions.

From a practical standpoint, these findings have significant implications for private educational institutions operating in competitive, performance-oriented environments, such as the UAE. The results indicate that emotional intelligence should be considered a strategic human capability rather than a secondary, soft skill. Recruitment and selection processes may benefit from including emotional intelligence assessments, especially those focusing on self-awareness, self-management, and social awareness skills. Additionally, professional development programs should extend beyond technical and pedagogical training to incorporate structured emotional intelligence development initiatives that enhance lecturers' ability to handle emotional demands, workload pressures, and interpersonal challenges. Institutional leaders and human resource professionals can further utilise these insights to create supportive work environments that enhance emotional competencies and, consequently, maintain high levels of lecturer performance and quality of education. This study also adds to the existing literature by providing evidence at the dimension level of emotional intelligence and job

performance in a less-explored context. By showing that EI dimensions have varying effects on performance, the findings support competency-based models of emotional intelligence and emphasize the importance of looking beyond overall EI scores when assessing performance outcomes in educational settings.

Despite its contributions, this study has several limitations. First, the cross-sectional research design limited the ability to establish causal relationships between emotional intelligence and job performance. Future research could use a longitudinal design to investigate how changes in emotional intelligence skills affect performance over time. Second, reliance on self-reported data may introduce common method bias; future studies could include supervisor ratings or objective performance measures to improve measurement accuracy. Finally, future research could expand the current model by examining mediating or moderating variables, such as organizational support or leadership style, to further explain the mechanisms through which emotional intelligence affects job performance across different educational contexts.

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