

EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE AMONG PROVINCIAL CORRECTIONAL PERSONNEL: A CORRELATIONAL STUDY

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ABSTRACT

Emotional intelligence is increasingly recognized as crucial for job performance across various fields, particularly in high-stress environments like correctional facilities. This study uses a quantitative descriptive-correlational design and a Likert scale survey for data collection to examine the relationship between emotional intelligence and job performance among provincial correctional personnel. The results indicate that correctional personnel exhibit high emotional intelligence, with a mean score of 4.015, reflecting emotional solid awareness, emotional management, social-emotional awareness, and relationship management. Job performance is also high, with a mean score of 3.533, characterized by strong task and contextual performance and low counterproductive work behavior. A significant positive correlation ($r = 0.733$, $p < .05$) was found between emotional intelligence and job performance, suggesting that higher emotional intelligence correlates with better job performance among these personnel. The study concludes that correctional staff possess high emotional intelligence, which is positively linked to job performance. Recommendations include implementing training programs to enhance emotional intelligence, establishing support systems within correctional facilities, regular monitoring and feedback on performance, and further research to explore factors affecting the emotional intelligence-job

Keyword: *quantitative1, emotional intelligence2, job performance3, corrections4,*

1. INTRODUCTION

Emotional intelligence plays a vital role in our lives. It is necessary to be emotionally intelligent, especially when dealing with critical situations (Cherry, 2023). Correctional personnel should possess emotional intelligence to handle daily situations (Skiba, 2020). Their job is not easy; it requires a lot of patience and understanding (Zaied, 2022).

Gaining emotional intelligence and using it can give a person self-control under stressful situations (Segal et al., 2023). For example, being experienced in working in corrections and remaining calm while assessing the situation are again particularly important in the correctional setting (Skiba, 2020). Emotional intelligence is a critical skill for correctional officers dealing with inmates, where these regular interactions can be both challenging and draining (Pittaro, 2017a).

Correctional staffing significantly impacts public safety, prison employees, and inmates (Hassenstab, 2023). Leaders in correctional departments are currently dealing with staffing issues, which can jeopardize safety and security and put additional strain on the remaining staff members (Fitfield, 2016; Gladwin & McConnell, 2014). The correctional environment presents unique stressors, including those related to inmates, occupational challenges, organizational and administrative pressures, and psychosocial factors, all of which further complicate the work of correctional personnel (Brower, 2013). Given emotions' fundamental role in human behavior, leaders need to acknowledge their influence and know how to leverage them effectively (Jain, 2023). Leaders who fail to recognize and harness their emotions will struggle to achieve higher levels of success (Barden, 2023).

Correctional personnel also play a crucial role in preparing inmates for reintegration by offering rehabilitative programs and handling the necessary administrative tasks (Gladwin & McConnell, 2014). Achieving these comprehensive objectives is often a daunting task, mainly because incarcerated individuals are unwillingly confined and may pose potential risks (Gladwin & McConnell, 2014). Given the diverse range of responsibilities in prisons, correctional personnel face the challenging task of balancing flexibility and discipline, which are often contradictory (Wilson, 2013).

An individual losing their temper can potentially result in an incident where a correctional personnel resorts to excessive or, in extreme cases, deadly force (Pittaro, 2020). According to the Queensland Government (2020), correctional personnel must possess several key attributes. These include selfconfidence, remaining composed in high-pressure situations, effective conflict resolution and problem-solving skills, initiative, adherence to rules and procedures, professionalism, integrity, empathy, emotional intelligence, and cultural sensitivity. Emotional intelligence finds numerous applications within the field of corrections (Sarkar & Ray, 2017). Pittaro (2020) provides examples, such as when an offender purposely invades a correctional personnel's personal space and engages in verbal abuse, their intention is most likely to elicit an emotional response. However, rather than giving them the desired reaction, the correctional personnel must manage their emotions and respond calmly. Thus, this study would like to examine the emotional intelligence of correctional personnel and its relationship to performance.

Implementing emotional intelligence can assist correctional personnel in promptly, efficiently, and professionally evaluating each situation and responding appropriately (Pittaro, 2020). Leaders with high levels of emotional intelligence can discern the necessity of changing roles and selecting the appropriate role to assume in specific contexts (Boal & Hooijberg, 2000, as cited in Duong et al., 2023). Emotional intelligence is a crucial skill for correctional personnel dealing with inmates, as these regular interactions can be both demanding and exhausting (Pittaro, 2017a).

Various studies have shown that leaders who exhibit emotional intelligence can contribute to higher levels of job satisfaction among employees (Goldstein, 2014; Goleman et al., 2015; Meisler, 2014; Miao et al., 2016; Mohammad et al., 2014), ultimately leading to increased employee retention. Although researchers have studied emotional intelligence, there needs to be more academic literature regarding the relationship between emotional intelligence and job performance among correctional personnel; hence, this study is urgently needed. In addition, there is still a gap regarding insufficient understanding of the importance of studying emotional intelligence and its effectiveness in improving performance among correctional personnel (Mahdinezhad et al., 2017). Thus, this paper would fill this gap.

This study was based on correctional personnel's emotional intelligence and performance status and unveiled its performance status. The results showed that correctional personnel have improved their emotional intelligence and performance and can now deal efficiently and professionally with inmates. Hence, this study is necessary.

1.1 Theoretical Framework

This section discusses the concepts this study explores associated with emotional intelligence and job performance. It primarily discusses emotional awareness, social-emotional awareness, and relationship management. Additionally, it tackles relevant data about task performance, contextual performance, and counterproductive work behavior.

Emotional Intelligence

Emotional intelligence in the workplace can provide significant benefits, further develop one's career, create better relationships, and promote a positive work environment (Birt, 2023). In the correctional organization, emotional intelligence is crucial to dealing with diverse offenders (Pittaro, 2017) and maintaining peace within the correctional environment.

Emotional Awareness. Emotional self-awareness is understanding your emotions and their effects on performance (Goleman, 2023). Personnel with high emotional self-awareness can relate their feelings to appropriate causes, establishing good self-awareness (Griffith, 2021). Highly self-aware individuals can turn their focus and critiques to themselves, observing their current emotional and mental state. Truly self-aware people separate their decision-making from their emotions; they control and manage their thoughts rather than having their thoughts and emotions control them. This positive attribute means correctional personnel can differentiate between emotions, understand how and why emotions change, and blend emotions appropriately (Skiba, 2020). Personnel with emotional self-awareness understand how and why others affect them and can express these emotions and feelings in a positive way (Cherry, 2023). Griffith (2021) pinpoints that with the ability to manage our thoughts, impulses, and feelings, self-awareness in the workplace helps with not only interpersonal interactions and relationships but also selfgovernance and accountability.

Emotional awareness is about being more conscious of one feeling and the feelings of others, which helps address relationship problems with better insight, patience, and problem-solving (Logie, 2021). Correctional officers with high emotion-understanding ability are more likely to cognitively frame their emotions to identify the reasons behind the anxieties and intense emotions they experience or must cope with (Côté & Yip, 2013). On the contrary,

Chamberlain and Hompe (2020) emphasized that it is essential to note that critical stress affects different individuals for different reasons. Critical stress may or may not directly correspond with a traumatic incident for a correctional officer. This is significant because it means that correctional officers with low emotion-understanding ability will attribute their negative emotions to incorrect reasons or sources, which can lead to cruel treatment of offenders. Additionally, Côté and Yip (2013) found that when individuals are more self-aware of their emotions, they can better control negative environments and situations from an objective and professional perspective.

Emotions always serve a purpose, but if you work in corrections, there can be greater consequences if you fail to check yourself and end up saying or doing something you regret. The consistent threat of violence and the ongoing need to maintain high awareness for long periods can also be exhausting (Chamberlain & Hompe, 2020). Even more importantly, correctional personnel must restrain themselves from acting in a way that might lead to disciplinary actions, criminal charges, and civil suits (Pittaro, 2017).

Emotional Management. Emotion management is the ability to manage emotions in oneself and others by upregulating positive and downregulating negative emotions to achieve a desired outcome, such as personal growth (Mayer et al., 2016). Emotional self-control is a critical facet of selfmanagement. It is defined as the ability to manage emotions and impulses (both positive and negative) using various mechanisms (Palmer et al., 2009, as cited in MacCann et al., 2020). Leaders exhibiting self-control can stay composed and sensible during stress or a crisis and maintain emotional balance during challenging conditions (Goleman et al., 2017).

Developing self-management is an introspective process. It requires an honest, deep dive into your emotional intelligence, self-control, and leadership style, where you discover how much you regulate yourself (Raeburn, 2023). As Zimmerman (2013) noted, self-management entails the appropriate expression of emotions to realize positive results. Self-management also prepares people to be more successful during change because they are more flexible and can control their reactions, behaviors, thoughts, and emotions (Raeburn, 2023).

According to Cherry (2023), emotional management manages emotional reactions to people and situations. This involves more than resisting explosive or regrettable behavior. According to Borrill et al. (2004) and Ludlow et al. (2015), cited by Barry (2020), correctional personnel are emotionally impacted by the death of a prisoner. Some studies have found that these impacts may endure long after a prisoner's death, with staff using a range of emotion management strategies to regulate and perform these emotions (Tracy et al., 2006, as cited in Barry, 2020). Once the correctional personnel is aware of their emotional state, managing those emotions requires them to observe breathing, assess what is likely to occur next, and evaluate how to quell a situation quickly and safely (Pittaro, 2017). Managing one's emotions is required in the correctional setting because it will affect performance. According to Marszalek (2020), correctional officers must abide by formal procedures that control the intensity and regulation of emotional displays to avoid invoking subjective biases or unfavorable treatment of offenders.

Correctional personnel watch over prisoners 24 hours a day, seven days a week, while studying their behaviors, daily rituals, and body language (Durnford, 2023).

Social Emotional Awareness. Social awareness refers to one's ability to accurately identify other people's emotions. It entails assessing other people's emotions and understanding their sincere feelings and intentions, which often entails putting one's opinions and feelings aside to grasp another's perspective (Botelho, 2021). Leaders exhibiting social awareness use emotional reasoning or emotional information in decision-making (Jain, 2023). The most effective leaders have high emotional intelligence (EI) – the ability to recognize, understand, and manage their emotions and those of others. These leaders gather input from others when problem-solving and then demonstrate that their feelings were considered (Raluca Ioana, 2023). These leaders are characterized by demonstrating listening and observational skills, are serviceoriented, attract and retain quality employees, can develop others, and are sensitive to cross-cultural differences (Goleman, 2015).

Social awareness is the third skill necessary for emotional intelligence (Segal et al., 2023). Further, correctional personnel should be knowledgeable enough to see and feel the needs of inmates. Personnel must be hyperaware of the conditions in which they operate (Cornelius, 2020). Although stressing emotional labor is invested in the correctional facility, correctional personnel must be sensitive enough and aware of the inmates' behavior and emotions, knowing that it is hard to rehabilitate these individuals without being socially aware of their emotions (Grammatico, 2017). Further, Straw (2024) stated that social awareness is the ability to accurately and quickly notice and assess other people's emotions. They must understand the underlying reasons for their behaviors and actions so they can respond accordingly. In a different situation, inside a correctional facility with a different prisoner, there is always the possibility that this would not have worked. However, the key is to assess each situation and act

accordingly. In this instance, they will be able to quickly and safely assess the prisoner's situation by trying to understand the reasons behind his behavior (Pittaro, 2017).

Relationship Management. Good relationships are necessary and essential for professionals in the workforce (Roebuck, 2023). People are inherently emotional creatures; their first responses to most situations are emotional. Although people cannot control their first emotional responses, they can control how they respond (Bradberry & Greaves, 2009, as cited by Gibson, 2017). Leaders skilled at relationship management couple their emotional self-awareness and their social awareness to successfully manage interactions with others; relationship management enables clear communication and is conducive to effective conflict resolution (Vyas, 2019). Relationship management includes the bond people build with others throughout the relationship (Riche, 2015). Riche (2015) further characterized relationship management as one's ability to encourage desirable reactions from others. Strong relationships are essential because they facilitate discussion whereby both participants understand each other and successfully receive messaging from the other (Bradberry & Greaves, 2009, as cited by Gibson, 2017).

Relationship management is the final component of emotional intelligence (Straw, 2023). Owoade (2022) explains that relationship management is the fourth core behavior of emotional intelligence, and it builds on the three other core behaviors. With the previous three core behaviors in place to help a person build emotional intelligence, the proper foundation is in place to strengthen relationship management skills. Relationship management is closely tied to social awareness, focusing on clear and concise communication skills and effectively handling potential conflict.

In a correctional environment, they constantly interact with the prisoners they supervise, so effectively managing these interactions is paramount (Pittaro, 2017). After all, the correctional training motto is care, custody, and control (Cassiano et al., 2022). It is ingrained in correctional personnel within the academy and continuously throughout the training. As Pittaro (2017) stated, the correctional personnel form bonds with the prisoners through daily interactions over time. Prisoners are not friends or acquaintances, but they are still individuals they get to know on a certain level. The weaker their relationships with inmates, the weaker their ability to communicate effectively. When they have trouble establishing their point with a prisoner, situations are more likely to get out of control (Wooldridge, 2020).

Job Performance

Job performance is an aggregate of employee behaviors that have some expected value to organizations (positive or negative). These behaviors can be classified into three broad classes: task performance, contextual performance, and counterproductivity (Motowidlo, 2013).

Task Performance. Task performance is essential to achieving the correctional facility's organizational objectives (Kappagoda, 2014). Moreover, Atieno (2018) propounded that the job performance of correctional officers is significant for people's lives, teamwork, and the integration of public representatives of every group in an efficient neighborhood.

Task performance refers to behaviors that contribute to producing a good or providing a service (Ramos-Villagrasa et al., 2019). It entails behaviors that vary across jobs, are likely to be role-prescribed, and are usually included in job descriptions (Guinis, 2013). This behavior involves fulfilling the basic job requirements (Pradhan & Jena, 2017). It can also be defined as the performance of activities that usually appear in formal job descriptions and behavior that contribute to reaching the organization's objectives through specific tasks (Motowidlo & Kell, 2013). Task performance is one of the most important dimensions of employee job performance because it refers explicitly to fulfilling the basic and formally defined job requirements (Podgorski et al., 2023). Despite the recommended application of several dimensions in studying employee job performance, task performance is a sufficient and, in practice, the most illustrative indicator for understanding employee performance and efficiency at work.

The employees' performances are determined by their willingness and openness to complete their jobs (Zhenjing et al., 2022). Employee job performance in law enforcement and security organizations is also important because the perceived legitimacy of the organization and its employees depends on the quality of employees' work (Podgorski et al., 2023). All this also applies to prison staff, especially correctional officers, who are the bearers of power and authority whose task performance strongly impacts correctional security and fulfilling the corrections' fundamental mission (Meško et al., 2014). According to Schutte et al. (2001, as cited in Köksal et al., 2023), the construct of emotional intelligence offers a means to investigate the relationship between emotions and cognitive task performance. In the context of correctional facilities, there is a correlation between emotions and task performance. It is well-known that working in prisons with a large number of inmates can pose challenges to one's emotions, which

in turn can affect performance. The performance of frontline staff, such as correctional personnel, is crucial to the effectiveness of a correctional system (Jackson, 2015). Furthermore, Gazso and Ricciardelli (2013) argue that in the context of the performance of their task, correctional personnel working in high-security areas or with problematic inmates may experience intense negative emotional responses over time. These personnel are expected to handle their emotions professionally and deal with inmate anger without violence or excessive force (Griffiths, 2014).

Contextual Performance. Contextual performance comprises discretionary behaviors, such as the voluntariness to undertake tasks, assist, and cooperate with colleagues (Delgado-Rodriguez et al., 2018). These tasks are not generally considered part of the formal role and are not directly or explicitly recognized by compensation systems. Nevertheless, they contribute to maintaining the social system by facilitating the achievement of organizational goals (Nini, 2019). Contextual performance can be understood as discretionary, voluntary employee behavior that does not depend on the reward systems in the organization but contributes to its effective functioning and productivity and helps create a good organizational climate and culture (Pradhan & Jena, 2017). It includes prosocial organizational behavior and psychological states (Dongrey & Rokade, 2022) and consequently affects the prison personnel's quality of work, work engagement, and job involvement. Therefore, high job performance, a strong sense of employee safety, and positive psychological states are vital to fulfilling the prison systems' vision, objectives, and mission (Podgorski et al., 2023).

Contextual performance is associated with proactive behavior not required in the job description and is a matter of the employees' personal choices (Sante et al., 2021). Contextual performance captures the ability of employees to engage in activities that contribute to the organization's overall well-being (Nini, 2019). In the correctional industry, the relationship between correctional personnel and inmates develops into conflictive interests, wherein the personnel control the inmate's behavior. Further, correctional personnel are expected to handle an inmate's constant demands (Martinez-Iñigo, 2021). Emotional intelligence (EI) forms the juncture at which cognition and emotion meet. It facilitates our capacity for resilience, motivation, empathy, reasoning, stress management, communication, and our ability to read and navigate many social situations and conflicts (Houston, 2019). Emotional intelligence is defined through examples of how those with emotional strength have overcome incredible hardships (Coetzee, 2004, as cited in Pillay et al., 2013).

During correctional personnel's contextual performance, they are faced with numerous dilemmas. Episodes of violence are not a rare outcome of such conflictive interactions and vary both in the type of violence involved, whether verbal or physical and in their intensity, ranging from verbal threats to lifethreatening attacks (Kinman et al., 2017). Considering the many challenges facing corrections officers, Coetzee and Schaap (2005), cited in (Toit et al., 2018), posit that emotional intelligence is a key characteristic of a successful and well-adjusted corrections officer.

Counterproductive Work Behavior. In recent decades, counterproductive workplace behaviors (CWBs), willful and intentional acts by members of organizations that harm organizations and their stakeholders, have attracted the interest of organizational researchers due to their prevalence and huge negative impacts on organizations and their members (Chinwuba, 2023). Workplace deviance and counterproductive work behaviors are the most popular topics for studying dark personality in the workplace (Spain, 2019). To be more precise, counterproductive work behavior is generally defined as the behaviors directed towards other members of the organization to hurt them through threats, gossip or favoritism, irritating, nasty comments, sexual harassment or workplace bullying and ridicule, or damaging the individuals' performance at workplace (González-Navarro et al., 2018). Counterproductive behaviors can range in severity from minor offenses, such as stealing a pen, to severe offenses, such as embezzling millions from an organization. They can occur at the interpersonal or organizational levels (Chinwuba, 2023).

Counterproductive work behaviors, poor job performance, and deficiencies in integrity are problematic for any organization but can be exceptionally problematic for correctional agencies (Tatman & Huss, 2020). Clear et al. (2013) found that penitentiary officers exhibited significant stress while remaining fair and consistent. Amidst this, correctional employees are expected to be models of character and integrity entrusted to uphold the law, protect the public, and serve as agents of change for their clients. With this expectation, correctional officers have been given considerable power, authority, autonomy, and public trust, making an officer's integrity a vital and essential characteristic of the health of their agency, the community, and the law enforcement profession (Brackeen, 2023). However, despite the essential function integrity plays for correctional officers, the empirical support for the use of integrity testing in the field of law enforcement (Jones et al., 2010, as cited in Tatman and Huss, 2020) and the widespread use of integrity testing in other industries, it has been our experience that pre-offer integrity testing remains a less known and utilized process for many correctional agencies. Correctional departments have begun implementing pre-employment integrity and psychological testing as part of their hiring process to help evaluate the degree to which

these applicants have the level of integrity and emotional stability needed for high-risk, high-stress careers in corrections (Herrmann & Bedwell, 2014; Tatman & Huss, 2019b; Tatman et al., 2014).

In the correctional industry, Caraway's (2023) study showed a significant relationship between counterproductive work behavior and emotional intelligence among leaders in corrections. Krishnakumar et al. (2019) examined 152 active-duty personnel using scenario-based measures focused on workplace emotional occurrences. The authors hypothesized that personnel who developed higher work-related EI would experience positive work performance, organizational citizenship, and less counterproductive work behavior. Contrarily, Caraway (2023) emphasized that correctional personnel who lack emotional intelligence and are only motivated by financial gains may encounter short-term wins but are more likely to have longer-term challenges resulting in decreased performance and increased counterproductive work behavior. Failure to perform tasks, poor work performance, deviations from the formal job requirements, and counterproductive work behavior (Liu et al., 2020) can have exceptionally wide implications for effective prison management. They can lead to risks in prisons and negatively affect the purpose of a prison sentence and, ultimately, general organizational efficiency and effectiveness (Podgorski, 2023).

2. METHODOLOGY

2.1 Research Design

This study utilized the quantitative-descriptive correlational design. Quantitative research is the organized inquiry about a phenomenon through a collection of numerical data and execution of statistical, mathematical, or computational techniques (Adedoyin, 2020).

Further, a descriptive research design can use various research methods to investigate one or more variables (McCombes, 2020). Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. Additionally, Wood (2006) defined correlational design as a study examining the relationships between or among two or more variables in a single group, which can occur at several levels. It is a non-experimental design that examines the relationship between two or more variables. The current study examined the relationship between emotional intelligence and job performance. Hence, the approach is the most suitable research design for this study.

2.2 Research Instrument

Data was collected using the adopted survey questionnaire for each variable. The questionnaire for the independent variable was adopted from the study of Carver (2015), while the questionnaire for the dependent variable was adopted from the study of Koopmans et al. (2014). The survey questionnaire was divided into two sections. The first section contains the independent variable, while the second contains the dependent variable. Specifically, the first section of the questionnaire consists of questions regarding emotional intelligence with four indicators: emotional awareness, emotional management, social-emotional awareness, and relationship management. The second section of the questionnaire examined job performance in three areas: task performance, contextual performance, and counterproductive work behavior. Each questionnaire was rated utilizing the five-point Likert scale (5-always manifested, 4-often manifested, 3-sometimes manifested, 2-seldom manifested and 1-never manifested).

2.3 Research Locale

The study was conducted in Mati City and Baganga, Province of Davao Oriental. Specifically, it commenced at the Mati City Jail and Baganga Provincial Jail. Located at, Sitio Tagbobolo, Barangay Sainz, Mati City, Davao Oriental and Municipal Compound Barangay Central, Baganga Davao Oriental.

2.4 Data Collection

2.4 Research Respondents

The study's respondents were 68 correctional personnel from the chosen correctional facilities of Davao Oriental. The respondents consisted solely of those designated as correctional personnel, particularly at the Mati City Jail and Baganga Provincial Jail.

They were chosen through a stratified random sampling method. This study chose a specific sampling method, including all Mati City Jail and Baganga Sub-Provincial Jail correctional personnel. The researchers believed

that the chosen respondents best constituted the data needed for the success of this study since they possess knowledge regarding the kind of work they do.

2.5 Sampling Method

A stratified random sampling method was used to determine the respondents of this study. The respondents were provincial and sub-provincial personnel from Mati City and Baganga, Davao Oriental. The respondents included in the survey were solely correctional personnel who had been in their service for 3 years or more.

Table 1. Distribution of respondents

Correctional Facility	Population	Sample
Baganga Sub-Provincial Jail	26	14
Mati City Jail	56	31
	TOTAL	45

Data Collection

The following are the aspects that the researcher considered throughout this study.

1. The researcher sought ethical clearance from the Research Ethics of Davao Oriental State University.
2. Researchers traveled to Mati and Baganga to conduct the study.
3. The officer in charge of Mati City Jail and Baganga Sub-Provincial Jail was given a letter of permission to conduct the study.
4. Upon approval, the administration of questionnaires proceeded.
5. Respondents were informed of the purpose of the study through the informed consent form before answering questionnaires. Identified respondents received the questionnaires and were instructed to answer them without a time limit. However, some personnel were absent when the questionnaires were administered (in which the researchers were personally present). Hence, the researchers opted to leave some questionnaires for the remaining personnel who could not respond yet. After responding, the questionnaires were sent to Cateel via land transportation.
6. After conducting the survey, the researcher retrieves and totals the questionnaire. A statistician then analyzes the data gathered.

During the data-gathering process, researchers anticipated risks that may happen. First, they anticipated difficulty entering the correctional facility because they would be entering a high-risk area. To manage the risks, the researchers sought the assistance of Pros. Lyndon Evans P. Monday. Pros. Monday is a part-time BS Criminology Program faculty member at the Cateel Extension Campus. Researchers had initial arrangements with him, and he committed to assisting the researchers during the data-gathering process.

Data Analysis

According to Ashirwadam (2014), data analysis involves using facts and figures to solve the research problem. After the data is collected, the data analysis follows with the help of a statistician. Various statistical tools are used to analyze the data.

The weighted mean was utilized to assess the level of emotional intelligence (emotional awareness, emotional management, social-emotional awareness, and relationship management) and job performance (task

performance, contextual performance, and counterproductive work behavior) of the correctional personnel in Mati City Jail and Baganga Sub-Provincial Jail.

Pearson correlation was used to determine the significant relationship between emotional intelligence and job performance.

In addition, the interpretation tables below were used in this study to interpret the results.

Table 2. Range of means and interpretation table in analyzing the data

Range of Means	Descriptive Level	
4.21 -5.00	Very High	The level of emotional intelligence is always manifested.
3.81 -4.20	High	The level of emotional intelligence is often manifested.
2.61 -3.80	Moderate	The level of emotional intelligence is sometimes manifested.
1.81 – 2.60	Low	The level of emotional intelligence is seldom manifested.
1.00 – 1.80	Very Low	The level of emotional intelligence is not manifested.

4.21 -5.00	Very High	The level of job performance is always observed.
3.81 -4.20	High	The level of job performance is often observed.
2.61 -3.80	Moderate	The level of job performance is sometimes observed.
1.81 – 2.60	Low	The level of job performance is seldom observed.
1.00 – 1.80	Very Low	The level of job performance is not observed.

Table 3. Pearson-r correlation interpretation table

Interval Coefficient	Relationship Level
0.80-1.000	Very strong
0.60-0.799	Strong
0.40-0.599	Moderate
0.20-0.399	Weak
0.00-0.199	Very weak

3. RESULTS AND DISCUSSION

Level of Emotional Intelligence among Provincial Correctional Personnel

Additionally, the researcher first seeks ethical clearance from the ethics review board before obtaining these results. Then, the researcher travels to Mati City to deliver a letter requesting permission to conduct the study. After obtaining permission, the researcher informs the respondents through an informed consent form before administering the questionnaires. Once the questionnaires are completed, they are collected, tallied, and analyzed by a statistician.

Emotional awareness. Table 4 shows emotional intelligence in terms of emotional awareness among correctional personnel. The data reveals a consistently high level of emotional awareness among respondents. Each indicator consistently scores high, ranging from 3.68 to 4.18, which indicates that the level of emotional awareness among correctional personnel is often manifested.

Clear identification of feelings at any moment scored a high mean of 4.09, suggesting frequent manifestation of emotional awareness among correctional personnel. Similarly, acknowledging the importance of emotions in life yielded a mean score of 4.09, emphasizing the significant role emotions play. The impact of moods on others was rated at 3.68; ease in verbalizing feelings garnered a mean score of 3.96; sensitivity to external events affecting mood scored 3.69; the ability to anticipate forthcoming anger achieved a mean score of 3.91; ease in describing feelings rated as 4.01; awareness of emotional state even when upset, with a mean of 4.10 and the ability to introspect thoughts and feelings, and examine them garnering 4.18, which are all classified as high collectively indicate that emotional awareness among correctional personnel is often manifested.

Table 4. Level of emotional intelligence in terms of emotional awareness

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Emotional management			
Clear identification of feelings at any moment	0.893	4.09	High
Acknowledging the importance of emotions in life	0.973	4.09	High
Emphasizing the significant role emotions play	1.043	3.68	High
The impact of moods on others	0.800	3.96	High
Ease in verbalizing feelings	0.966	3.69	High
Sensitivity to external events affecting mood	0.942	3.91	High

Ability to anticipate forthcoming anger	0.781	4.04	High
Ease in describing feelings	0.801	4.01	High
Awareness of emotional state even when upset	0.866	4.10	High
Ability to introspect thoughts and feelings and examine them	0.772	4.18	High
Category Mean	0.6659	3.98	High

The highest level of emotional awareness was observed in the ability to stand apart from one's thoughts and feelings and examine them, with a mean of 4.18. Contrarily, the lowest level of awareness was noted in the impact of moods on people around, with a mean of 3.68, and how easily moods are affected by external events, with a mean of 3.69. These indicators, however, had higher standard deviations (1.043 and .966, respectively), suggesting more varied responses among the participants. The variation in responses is most notable in these areas with higher standard deviations, indicating differences in how individuals experience and report these aspects of emotional awareness. The category mean of 3.98, combined with a standard deviation of 0.6659, reinforces the interpretation that respondents exhibit high emotional awareness. This suggests that correctional personnel have a clear understanding of their emotions and the impact these emotions have on their lives and those around them.

This finding mirrors the study of Griffith (2021), which states that those with high emotional self-awareness can link their feelings to their causes, fostering self-awareness. Moreover, Côté and Yip (2013) discovered that individuals with greater self-awareness of their emotions are better at managing adverse environments and situations objectively and professionally. The continuous threat of violence and the necessity for prolonged high alertness can be exhausting (Chamberlain & Hompe, 2020). Empathy, essential for emotional awareness, is the capacity to perceive others' emotions and comprehend their thoughts and feelings (Cherry, 2023). Individuals with high empathy levels can discern others' emotions and understand social signals (Reid, 2023). This ability allows them to empathize and connect better with others, enhancing interpersonal interactions. Turner (2009, cited in Skiba, 2020) contends that individuals lacking empathy often misunderstand others' feelings, struggle to connect, and misread social cues, leading to unexpected reactions from others (Jones, 2024).

Emotional intelligence is vital in the correctional field because it affects how individuals handle disappointment, frustration, anger, and other emotions by learning to manage them (Segal et al., 2023). Turner (2009, cited in Skiba, 2020) points out that those with low emotional self-awareness may have difficulty recognizing and expressing their emotions, making it challenging to see how their emotions impact interactions, decision-making, and overall performance. Low self-awareness can cause correctional officers to avoid taking responsibility for their emotions and externalize internal issues, hindering them from seeking help when needed. This can lead to misinterpreting their and others' emotions (Fanaroff, 2020), potentially resulting in denial of personal feelings and jeopardizing their well-being (Leary, 2015).

Emotional intelligence enables individuals to think creatively and use their emotions to solve problems (Kannaiah & Shanti, 2015). Razaq (2015) emphasizes that a high emotional quotient is strongly linked to a better quality of life, highlighting the importance of understanding one's emotions. According to Markman (2015), understanding emotions is the first step in learning to manage them effectively in the workplace. Emotional awareness is crucial for personal and professional growth (Landry, 2019).

Emotional management. Table 5 presents the level of emotional intelligence in terms of emotional management among correctional personnel. The data presented highlights a high level of emotional management among respondents, with a category mean of 4.03, which indicates that emotional management among correctional personnel is often manifested.

Similar to the findings in Table 4, the mean scores for each indicator consistently fall within the high range. Respondents show a high degree of acceptance of responsibility for actions, with a mean of 4.25, indicating that emotional management among correctional personnel is often manifested.

Similarly, finding it easy to make and stick with goals, with a mean of 3.99, is classified as high, indicating that emotional management among correctional personnel is often manifested. Being emotionally balanced, 3.87 (High); being very patient, 4.10 (High); accepting critical comments without anger, 4.07 (High); maintaining composure during stressful times, 3.93 (High); not being bothered by issues that do not affect directly, 4.03 (High), restraining oneself when feeling anger, 4.00 (High), controlling urges to avoid overindulgence, 4.01 (High) and directing energy into creative work or hobbies, 4.00 (High), all indicate that emotional management among correctional personnel is often manifested.

Table 5. Level of emotional intelligence in terms of emotional management

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Emotional management			
Accepting responsibility for actions	0.677	4.25	Very High
Finding it easy to make and stick with goals	0.743	3.99	High
Being emotionally balanced	0.771	3.87	High
Being very patient	0.813	4.10	High
Accepting critical comments without anger	0.739	4.07	High
Maintaining composure during stressful times	0.834	3.93	High
Not being bothered by issues that do not affect directly	0.772	4.03	High
Restraining oneself when feeling anger	0.829	4.00	High
Controlling urges to avoid overindulgence	0.743	4.01	High
Directing energy into creative work or hobbies	0.898	4.00	High
Category Mean	0.6151	4.03	High

The highest level of emotional management was observed in accepting responsibility for one's actions, with a mean of 4.25. Contrarily, the lowest level of emotional management was noted as being emotionally balanced, with a mean of 3.87. Despite being the lowest, it still falls under the "high" category. The overall category means and standard deviation reinforces the interpretation of a high level of emotional management among respondents, similar to the emotional awareness findings in Table 4. This suggests that individuals within the correctional personnel population possess solid emotional regulation skills and are adept at managing their emotions effectively.

The study's findings corroborate with the study of Pittaro (2020), highlighting the critical importance of emotional management in corrections. Losing one's temper can easily lead to excessive or deadly force incidents by correctional officers. Emotional intelligence enables officers to quickly, effectively, and professionally assess and respond to situations (Pittaro, 2020). Managing emotions is crucial due to the complex nature of prisoners and typical workplace interactions with colleagues and supervisors (Nylander et al., 2011, as cited in Guros, 2013). Effective emotional management helps prevent overreactions that may cause embarrassment to officers and their departments and mitigates the overwhelming negative emotions they may experience (Larman, 2018).

Additionally, emotional management is essential for correctional personnel because their ability to read, understand, and react to inmate emotions and manage their own emotions has a daily impact on their lives and those of the inmates (Misis et al., 2013). Higher emotional intelligence can prevent security incidents and de-escalate tense situations in correctional facilities (Blackwell, 2023). Malik et al. (2023) found a strong association between emotional dissonance and work stress, emphasizing that correctional officers' work is among the most stressful in the world. Officers must manage their emotions to prevent psychological strain and maintain professionalism in emotionally charged environments (Gazso & Ricciardelli, 2013; Morin, 2022).

Emotional management involves effectively regulating and controlling one's emotions. Individuals with higher emotional intelligence are better at regulating, understanding, and controlling their own and others' emotions (Wijekoon et al., 2017). Emotional intelligence is not about being soft but about using emotions to make decisions in the moment and having more effective control over oneself and one's impact on others (Kannaiah & Shanti, 2015). Markman (2015) asserts that managing emotions in the work environment is essential, and developing an emotional

intelligence plan can help check feelings, practice active listening, and pause when emotions flare. Emotional intelligence training benefits correctional personnel and administrators, improving their personal and professional lives (Staff, 2020).

Emotional self-control, a critical aspect of self-management, is managing emotions and impulses (both positive and negative) using various mechanisms (Palmer et al., 2009, as cited in MacCann et al., 2020). Leaders who exhibit self-control can stay composed and sensible under stress or during crises, maintaining emotional balance in challenging conditions (Goleman et al., 2017). Once correctional personnel know their emotional state, managing those emotions requires them to observe breathing, assess what will occur next, and evaluate how to quell a situation quickly and safely (Pittaro, 2017). In the correctional setting, managing emotions is required because it affects performance. According to Marszalek (2020), correctional officers must follow formal procedures that control the intensity and regulation of emotional displays to avoid invoking subjective biases or unfavorable treatment of offenders.

Social-emotional awareness. Table 6 illustrates the level of emotional intelligence regarding social-emotional awareness among correctional personnel. The data shows a consistently high level of social-emotional awareness among respondents, with mean scores ranging from 3.78 to 4.28.

This suggests that correctional personnel frequently exhibit a strong sense of social-emotional awareness.

Table 6. Level of emotional intelligence in terms of social-emotional awareness

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Social-emotional awareness			
Consideration of the impact of decisions on other people	0.810	4.00	High
Ability to discern if people are becoming annoyed.	0.896	3.87	High
Sensing changes in a person's mood	0.855	4.01	High
Providing support when delivering bad news	0.928	3.78	High
Understanding the way other people feel	0.863	4.03	High
Being trusted with intimate information by friends	0.829	4.00	High
Feeling genuinely bothered by others' suffering	0.940	3.84	High
Knowing when to speak and when to remain silent	0.725	4.16	High
Caring about what happens to other people	0.730	4.28	Very High
Understanding changes in other people's plans	0.826	3.94	High
Category Mean	0.6845	3.99	High

Considering the impact of decisions on others, a high mean of 4.00 was scored, indicating that social-emotional awareness among correctional personnel is often manifested. Results further implicated that the ability to discern if people are becoming annoyed easily had a mean score of 3.87, indicating that socialemotional awareness among correctional personnel is often manifested. Similarly, sensing changes in a person's mood received a high mean score of 4.01; providing support when delivering bad news garnered a mean score of 3.78, also classified as high;

understanding the way other people feel was rated at 4.03; being trusted with intimate information by friends had a mean score of 4.00; feeling genuinely bothered by others' suffering scored 3.84; knowing when to speak and when to remain silent achieved a high mean score of 4.16; caring about what happens to other people was rated very high with a mean score of 4.28; and understanding changes in other people's plans had a mean high score of 3.94 which indicates that the social-emotional awareness among on correctional personnel is often manifested.

The highest level of social-emotional awareness was observed in caring about what happens to other people, with a mean of 4.28, which is classified as very high. Conversely, the lowest level was noted in being supportive when giving bad news to others, with a mean of 3.78, categorized as high. Despite being the lowest, it still falls within the high range. The category mean of 3.99, combined with a standard deviation of 0.6845, reinforces the interpretation of a high level of social-emotional awareness among respondents. This suggests that correctional personnel possess strong interpersonal skills and empathy, enabling them to navigate social situations effectively and support others' emotional needs.

Indeed, in the corrections field, social-emotional awareness means understanding others' emotions and social dynamics. The Australian Industry Standards (2019) highlight the importance of correctional workers using cognitive skills and emotional intelligence to build rapport with offenders, communicate effectively, and manage or de-escalate conflicts. Correctional staff with emotional self-awareness understands how others impact them and positively express their emotions (Turner, 2009, cited by Skiba, 2020). They can read others and be read clearly, helping to prevent minor incidents from escalating and bringing calm to potentially chaotic situations (Crisis Prevention Institute, 2016).

Understanding and navigating social dynamics is a key aspect of socialemotional awareness. Emotional intelligence is vital for managers and employees in managing changes in the business environment (Rafiq et al., 2011, as cited by Baba, 2020). Mull (2023) suggests that leaders can inspire and motivate their teams by developing emotional intelligence, leading to stronger relationships, better communication, and improved adaptability. Additionally, emotional intelligence is essential for job performance in roles involving human interaction, such as police work (Howard, 2021). It impacts workplace ethics and helps individuals guide their behavior ethically while adapting to different environments (Hossain, 2018).

Social-emotional awareness entails recognizing the emotions of those around us and navigating social interactions. According to Luca and Tarricone (2011, as cited by Sarkar and Ray, 2017), emotional intelligence boosts interpersonal relationships among team members. This awareness allows correctional staff to express their emotions constructively and understand their colleagues' emotions, thus improving workplace relationships and performance (Kannaiah & Shanti, 2015). Mull (2023) argues that emotionally intelligent correctional staff can enhance colleague relationships through collaborative and cohesive teamwork.

Relationship management. Table 7 presents the level of emotional intelligence regarding relationship management among correctional personnel. The data indicates a consistently high level of relationship management skills, with mean scores ranging from 3.87 to 4.31. Firstly, the ability to show affection received a high mean score of 3.94. This indicates that relationship management among correctional personnel is often manifested.

Further results reveal that relationships being safe places scored a high mean score of 4.16; ease in sharing deep feelings with others garnered a high mean score of 3.87; the ability to motivate others achieved a high mean score of 4.07, being cheerful received a high mean score of 4.18, ease in making friends scored very high with a mean of 4.31, being perceived as sociable and fun by others had a mean score of 3.97; enjoying helping others received a mean score of 4.19; dependability scored 4.04; the ability to talk someone down when they are upset received a mean score of 3.90, reflecting effective conflict resolution and emotional regulation skills, and managing to plan work so that it was done on time achieved a high mean score of 4.10. This suggests that relationship management among correctional personnel is often manifested, and one which results very high indicates that relationship management among correctional personnel is always manifested.

Table 7. Level of emotional intelligence in terms of relationship management

Indicator	Standard Deviation	Mean	Descriptive Interpretati on
Relationship management			
Ability to show affection.	0.944	3.94	High

Relationships being safe places	0.784	4.16	High
Ease in sharing deep feelings with others	0.913	3.87	High
Ability to motivate others	0.798	4.07	High
Being cheerful	0.690	4.18	High
Ease in making friends	0.738	4.31	Very High
Being perceived as sociable and fun by others	0.946	3.97	High
Enjoying helping others	0.697	4.19	High
Dependability	0.888	4.04	High
Ability to talk someone down if they are very upset	0.964	3.90	High
Managing to plan work so that it was done on time	0.775	4.10	High
Category Mean	0.661	4.07	High

The highest level of relationship management was observed in the ease of making friends, with a mean of 4.31, categorized as "Very High." Conversely, the lowest level was noted in sharing deep feelings with others, with a mean of 3.87, classified as "High." The overall category mean of 4.067, combined with a standard deviation of 0.661, reinforces the interpretation of a high level of relationship management skills among respondents. This suggests that individuals within the population possess solid interpersonal abilities, including the capacity to establish and maintain positive relationships, support others, and effectively manage tasks and responsibilities within these relationships.

The study by Marszalek (2020) highlights the importance of effective relationship management for correctional officers, who often use detachment and depersonalization to prevent emotional manipulation by inmates. However, fostering positive relationships through empathy and emotional intelligence can significantly reduce violent incidents and improve rehabilitation outcomes (Ferdik & Smith, 2016; Martinez-Iñigo, 2021). Emotional intelligence training equips officers with strategies to manage anxiety, disgust, and fear, enhancing interactions with inmates and overall workplace safety and well-being (Schuck, 2014; Donta, 2016; Marszalek, 2020). This training helps officers regulate their emotions, promoting more positive interactions with inmates throughout correctional facilities (Schuck, 2014).

Relationship management involves using emotional awareness and social skills to build and sustain healthy relationships in the correctional environment. Correctional officers must handle large groups of individuals with complex needs (Fusco et al., 2021). Emotional intelligence aids them in dealing with a diverse range of offenders daily, utilizing interpersonal communication skills for effective performance and maintaining a positive atmosphere (Pittaro, 2017). Emotional intelligence training can enhance supervisory staff's awareness and behavior, improving employees' perceptions of their emotional intelligence levels (Gibson, 2017). Emotionally intelligent professionals can regulate team effectiveness to address changes and challenges, fostering a humane environment within the correctional organization (Herland, 2021).

Relationship management is leveraging emotional awareness and social skills to build and maintain healthy relationships. Influential leaders who possess self-knowledge and an understanding of others can enhance team effectiveness and performance (Cherniss, 2010, as cited by Roche, 2016). Promoting emotional intelligence in the workplace helps individuals learn, manage, and master their emotions, leading to success and improved relationships (Arora, 2017). When organizations cultivate a culture that supports emotional intelligence, they create an environment where employees feel safe, recognized, heard, and respected (Brown, 2019). Employees with high emotional intelligence excel at teamwork, adapting to change, and being flexible, further improving relationship management (Gerber, 2023).

Table 8 presents the overall level of emotional intelligence among correctional personnel, encompassing various dimensions: emotional awareness, emotional management, social-emotional awareness, relationship

management, and overall emotional intelligence. The data illustrates a high level of emotional intelligence across all dimensions, with mean scores consistently falling within the high range.

As indicated by a mean of 3.98, emotional awareness suggests that correctional personnel clearly understand their emotions and impact. Similarly, emotional management, with a mean of 4.03, reflects strong abilities in regulating emotions and managing interpersonal interactions effectively. Social-emotional awareness, with a mean of 3.99, highlights individuals' capacity to perceive and understand social dynamics and empathize with others. Relationship management, indicated by a mean of 4.07 and a standard deviation of 0.661, underscores correctional personnel's proficiency in establishing and maintaining positive relationships, providing support, and managing responsibilities within these relationships.

Table 8. Level of emotional intelligence among correctional personnel

Indicators	Standard Deviation	Mean	Descriptive Interpretation
Emotional awareness	0.6659	3.98	High
Emotional management	0.6151	4.03	High
Social-emotional awareness	0.6845	3.99	High
Relationship management	0.661	4.07	High
Emotional Intelligence	0.6062	4.02	High

Overall emotional intelligence, with a mean of 4.02, reaffirms the high level of emotional intelligence among correctional personnel, integrating all dimensions into a comprehensive understanding of emotional functioning and interpersonal interactions within the context of their profession. Their strengths lie in caring about others, making friends quickly, and maintaining emotional balance. While their ability to sense moods and how external events influence their emotions are slightly lower, these areas are still considered high. The findings suggest a well-rounded emotional intelligence among the respondents, contributing positively to their interpersonal and intrapersonal interactions.

Developing emotional intelligence among correctional personnel is essential for effective decision-making and leading during change initiatives (Yadav, 2014). Emotional intelligence training helps correctional officers manage their emotions and respond to provocative situations calmly (Pittaro, 2020).

Improved emotional intelligence among correctional personnel contributes to maintaining health and safety in their work environment (Skiba, 2020). This skill positively impacts the work environment, well-being, and safety of correctional officers and inmates, potentially preventing security incidents in correctional facilities (Skiba, 2020). The ability to read, interpret, comprehend, and react to inmate emotions, as well as manage their own emotions, enhances the overall functioning of the correctional system and supports rehabilitative efforts (Skiba, 2020).

Level of Job Performance among Provincial Correctional Personnel

Task performance. Table 9 presents the level of work performance in terms of task performance among respondents. The data indicates a high level of task performance, with mean scores ranging from 3.63 to 4.15, consistently falling within the high range across various indicators. This suggests that task performance among correctional personnel is often observed.

Optimal planning skills reached a high mean of 3.63, indicating that task performance among correctional personnel is often observed. Results further revealed that keeping in mind the results achieved from work had a mean of 4.00. Additionally, individuals show proficiency in prioritizing tasks and separating main issues from side issues, with a mean of 4.06, and setting the right priorities, with a mean of 4.15. Moreover, the ability to perform work well with minimal time and effort had a mean of 4.03, and productive collaboration with others had a mean of 4.06, indicating that task performance among correctional personnel is often observed.

The highest level of task performance was observed in knowing how to set the right priorities, with a mean of 4.15, which was classified as high. In contrast, the lowest level of task performance was noted in planning skills, with a mean of 3.63. The overall category means of 3.988 reinforces the interpretation of a high level of task performance among respondents. This suggests that individuals within the population possess strong skills in planning, prioritizing, executing tasks effectively, and collaborating with others to achieve successful work outcomes.

Table 9. Level of job performance in terms of task performance

Indicator		Mean	Descriptive
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Task performance	Standard Deviation		Interpretati on
Optimal planning	0.845	3.63	High
Keeping in mind the results achieved from work	0.846	4.00	High
Separating main issues from side issues	0.808	4.06	High
Setting the right priorities	0.738	4.15	High
Ability to perform work well with minimal time and effort.	0.810	4.03	High
Productive collaboration with others	0.844	4.06	High
Category Mean	0.6997	3.99	High

Regarding task performance, studies by Sala (2006, as cited in Nhung Duong and Trang, 2023) suggest that emotional intelligence predicts leadership potential and job performance. Additionally, Odame et al. (2020) highlight that the decline in an employee's emotional capacities leads to decreased performance. Moreover, Asrar-ul Haq et al. (2017) emphasize the positive association between emotional self-awareness, self-confidence, success, the development of others, and conflict management with work performance, underscoring the importance of emotional intelligence in achieving task-related goals, especially in demanding occupations such as emergency services and protective occupations (Jacobs & Keegan, 2022).

In correctional organizations, task performance is directly impacted by the emotional intelligence of correctional personnel. Emotional intelligence helps correctional officers effectively assess and manage challenging situations with offenders. For instance, personnel with high emotional intelligence can regulate their emotions and respond calmly when provoked by inmates, thus preventing incidents that may lead to excessive or deadly force (Pittaro, 2020). Additionally, emotionally intelligent leaders can enhance team effectiveness and performance by fostering self-knowledge and understanding among team members (Cherniss, 2010, as cited by Roche, 2016). High emotional intelligence allows correctional personnel to maintain composure, make sound decisions under stress, and use their emotions constructively to solve problems (Kannaiah & Shanti, 2015).

Emotional intelligence is valuable in the workplace, helping employees build a productive and dedicated workforce (Nhung et al., 2023). EI in leaders is linked to increased job satisfaction among employees, contributing to retention

(Bradberry & Greaves, 2012; Goleman, 2015; Rosenbach et al., 2012; Yadav, 2014). High job satisfaction due to leaders' EI can positively influence retention rates among correctional staff (Gibson, 2017). Emotional intelligence is associated with higher academic achievement, better decision-making abilities, and greater overall success in life (Lanciano, 2014; Alzoubi & Aziz, 2021; Razzqaq et al., 2016). In police organizations, effective performance is tied to a culture promoting team collaboration, innovation, and effective processes (Li, 2017).

High-performing individuals often receive promotions, awards, and honors (Benson et al., 2018). Career opportunities are better for high performers than for moderate or low performers (Kundi et al., 2020). Increased collective emotional intelligence within a team enhances team effectiveness and performance (Jordan & Ashkanasy, 2006, as cited in Gibson, 2017).

Contextual performance. The data presented in Table 10 reflects a level of work performance in terms of contextual performance among correctional personnel. It indicates a generally high level of performance across various indicators, with mean scores ranging from 3.81 to 4.13, consistently falling within the high range across various indicators. This suggests that contextual performance among correctional personnel is often observed.

Respondents demonstrate a high level of engagement in taking on extra responsibilities, with a mean score of 3.97. This suggests that contextual performance among correctional personnel is often observed. The ability to start new tasks when old ones are finished is also rated high, with a mean of 3.81. Taking on challenging work tasks when

available is strong among respondents, reflected by a mean score of 3.99. Keeping job knowledge up-to-date is another high-scoring area, with a mean of 4.07.

Similarly, maintaining or keeping up-to-date job skills is emphasized, with a mean score of 4.12. Creating creative solutions to new problems is also highly rated, with a mean of 4.15, and looking for new challenges in jobs, as indicated by a mean score of 4.13, showing a highly motivated workforce. Doing more than expected is common, with a mean of 4.13. Active participation in work meetings is evident, with a mean score of 4.06, and active pursuit of ways to improve performance at work, with a mean of 4.22. Grasping opportunities when they arise is rated high, with a mean score of 3.94. Lastly, knowing how to quickly solve difficult situations and setbacks is also highly rated, with a mean of 3.99.

Table 10. Level of work performance in terms of contextual performance

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Contextual performance			
Taking on extra responsibilities	0.863	3.97	High
Starting new tasks when old ones were finished	0.996	3.81	High
Taking on challenging work tasks when available.	0.872	3.99	High
Keeping job knowledge up-to-date	0.739	4.07	High
Keeping job skills up-to-date	0.890	4.12	High
Coming up with creative solutions to new problems	0.868	4.15	High
Looking for new challenges in the job	0.809	4.13	High
Doing more than was expected	0.771	4.13	High
Active participation in work meetings	0.790	4.06	High
Active pursuit of ways to improve performance at work	0.750	4.22	Very High
Grasping opportunities when they arise	0.826	3.94	High
Knowing how to solve difficult situations and setbacks quickly	0.906	3.99	High
Category Mean	0.679	4.05	High

The highest-rated indicator is the active pursuit of ways to improve performance at work, with a mean of 4.22, reflecting a very strong proactive approach among respondents. On the other hand, the ability to start new tasks when old ones are finished is also rated high, with a mean of 3.81, deemed slightly lower compared to other indicators, indicating some room for improvement. Overall, the category mean of 4.05 indicates a consistently high level of contextual performance among respondents. This high rating across multiple dimensions suggests that individuals

possess the technical skills necessary for their roles, soft skills, and proactive behaviors that contribute to a positive and productive workplace environment. The data indicates that respondents demonstrate strong work ethic, proactive attitudes, and a commitment to continuous improvement, which significantly contribute to the overall effectiveness and success of the organization.

Regarding contextual performance, the literature suggests that emotional intelligence in leaders significantly influences employee job satisfaction and retention (Bradberry & Greaves, 2012; Goleman, 2015; Rosenbach et al., 2012; Yadav, 2014). This is particularly relevant in correctional settings, where high turnover rates among correctional staff pose significant challenges (Gibson, 2017). Correctional employees face emotionally strenuous responsibilities (Morgan et al., 2002, as cited in Gibson, 2017), impacting their job satisfaction and organizational commitment. Moreover, studies indicate that a team's collective emotional intelligence contributes to team effectiveness and performance (Jordan & Ashkanasy, 2006, as cited in Gibson, 2017).

Contextual performance, which includes behaviors that contribute to the organizational environment, is also significantly influenced by emotional intelligence. Correctional officers who can empathize with others, regulate their own emotions, and understand the emotions of their colleagues and inmates contribute to a positive work environment. This can enhance interpersonal relationships and teamwork, promoting a collaborative and cohesive atmosphere within the correctional facility (Mull, 2023). Emotional intelligence training helps correctional personnel build rapport and communicate effectively, de-escalating conflicts and fostering a supportive environment (Australian Industry Standards, 2019). Such skills are crucial for maintaining peace within the correctional environment and for the overall well-being of the staff and inmates.

Counterproductive work behavior. The data presented in Table 11 evaluates the level of work performance among correctional personnel regarding counterproductive work behavior (CWB). The results indicate a generally low level of counterproductive behaviors, with some variation across different indicators. The data indicates a high level of task performance, with mean scores ranging from 3.63 to 4.15, consistently falling within the high range across various indicators. This suggests that task performance among correctional personnel is often observed.

Table 11. Level of job performance in terms of counterproductive work behavior

Indicator	Standard Deviation	Mean	Descriptive Interpretation
Counterproductive work behavior			
Complaining about unimportant matters at work	1.136	2.81	Moderate
Making problems greater than they were at work	1.159	2.62	Moderate
Focusing on the negative aspects of a work situation instead of on the positive aspects	1.186	2.40	Low
Speaking with colleagues about the negative aspects of my work.	1.191	2.51	Low
Discussing negative aspects of work with people outside the organization	1.123	2.41	Low
Doing less than expected	1.227	2.53	Low
Managing to get off from a work task easily	1.145	2.63	Moderate

Sometimes, doing nothing while work should be done	1.149	2.59	Low
Category Mean	1.014	2.56	Low

Respondents show a moderate level of complaining about unimportant matters at work, with a mean score of 2.81. Similarly, making problems greater than at work is rated with a mean of 2.62, indicating a moderate occurrence of this behavior. On the lower end of the scale, focusing on the negative aspects of a work situation rather than the positive aspects has a mean score of 2.40, reflecting a low level of this behavior. Speaking with colleagues about the negative aspects of work also falls into the low category, with a mean score of 2.51. Additionally, discussing negative aspects of work with people outside the organization is rated low, with a mean score of 2.41 and a standard deviation of 1.123. Other indicators, such as doing less than expected (mean of 2.53), managing to get off work tasks easily (mean of 2.63), and sometimes doing nothing while work should be done (mean of 2.59), also show low to moderate levels of occurrence.

The highest level of counterproductive work behavior was observed when complaining about unimportant matters at work, with a mean of 2.81, which was classified as moderate. The lowest level of counterproductive work behavior was noted when focusing on the negative aspects of a work situation instead of the positive aspects, with a mean of 2.40. Overall, the category mean score of 2.563 and a standard deviation of 1.014 suggest that counterproductive work behaviors are generally infrequent among the respondents. This indicates a predominantly positive work environment with minimal engagement in behaviors that could hinder organizational effectiveness.

This result conforms with the study of Sowa-Lapinskas (2021), which states that unimportant matters among correctional personnel often include minor interpersonal disagreements, trivial gossip, and other interpersonal conflicts. Clear et al. (2013) further state that correctional officers have endured several changes in their work - from patrolling the hallways, guarding coworkers, and protecting criminals from one another, as well as experiencing the various policy changes to be implemented by the administration. About complaining about unimportant matters at work, Clear et al. (2013) suggested that correctional officers experiencing role conflict might adopt a negative attitude toward their organization, and the strain would create a more punitive disposition toward the inmates. Kinman et al. (2017) and Bezerra et al. (2016) also suggested that role conflict was a significant source of work-related stress among correctional officers.

Armstrong et al. (2015) suggested that correctional officers face unique challenges due to the increased pressure they experience. Relative to making problems at work, Ross (2013) indicated that penitentiary officers sometimes engage in deliberate behavior that extends to falsifying log information in the logbook, coming in late, being distracted with magazines, watching television, and even compromising security and safety of their fellow correctional officers. For counterproductive work behavior, the literature suggests that a lack of emotional intelligence, particularly self-control, can strongly predict crime and similar behaviors (Watts & McNulty, 2016). This highlights the importance of emotional intelligence in mitigating counterproductive work behaviors within organizational settings.

In terms of getting off work tasks easily, the tasks faced by corrections staff or personnel are complex (Russo, 2019). The work is inherently dangerous, given the characteristics of the population of incarcerated individuals (Ferdik & Smith, 2017). Counterproductive work behavior often stems from a lack of emotional intelligence. Correctional personnel with low emotional self-awareness may struggle to acknowledge and verbalize their emotions, leading to difficulties in interpersonal interactions and decision-making (Turner, 2009, as cited by Skiba, 2020). This can result in misinterpreting others' emotions, overreacting in tense situations, and externalizing internal problems, which can escalate conflicts and cause embarrassment to themselves and their departments (Larman, 2018).

Furthermore, personnel who internalize negative emotions without proper emotional intelligence training are at higher risk of suffering from excessive drinking, burnout, and mental health issues, which can lead to counterproductive behaviors such as disengagement, poor performance, and even suicidal thoughts or actions (Staff, 2020). The inability to manage emotions effectively can thus severely undermine the safety and functionality of the correctional environment. Correctional personnel, in particular, must refrain from behaviors that could result in disciplinary actions, criminal charges, or civil suits (Pittaro, 2017).

Table 12 presents the data that reflects the analysis of work performance among respondents, covering task performance, contextual performance, counterproductive work behavior, and overall job performance. Task performance, with a standard deviation of 0.6997 and a mean score of 3.988, is rated high. This indicates that respondents exhibit effective planning, prioritizing, and task execution, consistently focusing on achieving desired results and collaborating productively. Contextual performance is also high, evidenced by a standard deviation of

0.679 and a mean score of 4.048. Respondents frequently engage in behaviors that support the organizational environment, such as taking on extra responsibilities, seeking continuous improvement, and maintaining upto-date job knowledge and skills

Table 12. Level of job performance among correctional personnel

Indicators	Standard Deviation	Mean	Descriptive Interpretation
Task performance	0.6997	3.98	High
Contextual performance	0.679	4.05	High
Counterproductive work behavior	1.014	2.56	Low
Job Performance	0.5763	3.53	High

In contrast, counterproductive work behavior is low, with a standard deviation of 1.014 and a mean score of 2.563. This suggests that negative behaviors, such as time-wasting, absenteeism, or other inefficiency and disruption, are relatively infrequent among respondents. Overall job performance is high, with a standard deviation of 0.5763 and a mean score of 3.533. This indicates that respondents generally perform well in their roles, encompassing task-related activities and positive contributions to the organizational environment, with minimal engagement in counterproductive behaviors.

The data indicates that respondents demonstrate strong task and contextual performance, contributing effectively to their roles and organizational environment. Low counterproductive work behaviors complement their high planning, prioritizing, and continuous improvement levels. Consequently, the overall job performance is high, reflecting a competent and committed workforce to positive workplace behaviors. This suggests that the organization benefits from employees who perform their tasks efficiently and engage in behaviors that support a productive and harmonious work environment.

Relationship Between Emotional Intelligence and Job Performance Among Correctional Personnel

Table 13 reflects the analysis of the relationship between emotional intelligence and task performance among correctional personnel. The correlation coefficient of emotional awareness towards task performance is 0.775 with a pvalue of 0.000, emotional management towards task performance is 0.835 with a p-value of 0.000, and social and emotional awareness towards task performance is 0.868 with a p-value of 0.000. Relationship management towards task performance is 0.791, with a p-value of 0.000, which indicates a strong positive significant relationship between emotional intelligence and task performance. This implies that higher levels of emotional intelligence among correctional personnel are strongly associated with better task performance. Studies reveal that more emotional intelligence leads to better decision-making abilities, essential for accomplishing tasks effectively (Brackett et al., 2019). Additionally, improved teamwork and collaboration are made possible by emotional intelligence, which increases task performance (Lopes et al., 2020).

Table 13. Relationship between emotional intelligence and task performance among correctional personnel

Variables	Correlation Coefficient	p-value	Statistical Inference
Emotional awareness	0.775	0.000	Strong positive significant relationship
Emotional management	0.835	0.000	Very strong positive significant relationship
Social-emotional awareness	0.868	0.000	Very strong positive significant relationship
Relationship management	0.791	0.000	Strong positive significant relationship

Table 14 analyzes the relationship between emotional intelligence and contextual performance among correctional personnel. Specifically, the correlation coefficient of emotional awareness towards contextual performance is 0.732 with a p-value of 0.000, emotional management towards contextual performance is 0.797 with a p-value of 0.000, and

social-emotional awareness towards contextual performance is 0.856 with a p-value of 0.000. Relationship management towards contextual performance is 0.837 with a p-value of 0.000, indicating a strong positive significant relationship between emotional intelligence and contextual performance. This implies that higher levels of emotional intelligence among correctional personnel are strongly associated with better contextual performance. Podsakoff et al. (2014) state that emotional intelligence

(EI) uniquely affects contextual performance, defined as actions that enhance the organizational environment outside the strict job requirements. According to Goleman (2017), workers with strong relationship management skills significantly enhance their team morale and cohesiveness, improving contextual performance.

Table 14. Relationship between Emotional intelligence and contextual performance among correctional personnel

Variables	Correlation Coefficient	p-value	Statistical Inference
Emotional awareness	0.732	0.000	Strong positive significant relationship
Emotional management	0.797	0.000	Strong positive significant relationship
Social-emotional awareness	0.856	0.000	Very strong positive significant relationship
Relationship management	0.837	0.000	Very strong positive significant relationship

Table 15 analyses the insignificant relationship between emotional intelligence and counterproductive work behavior among correctional personnel. The correlation coefficient of emotional awareness towards counterproductive work behavior is -0.010 with a p-value of 0.935, emotional management towards counterproductive work behavior is -0.012 with a p-value of 0.922, and socialemotional awareness towards task performance is 0.113 with a p-value of 0.359. Relationship management towards counterproductive work behavior is 0.103 with a p-value of 0.405, indicating a weak, negative insignificant relationship between emotional intelligence and counterproductive work behavior. This implies that higher levels of emotional intelligence among correctional personnel are insignificantly associated with counterproductive work behavior. Research indicates that employees with higher emotional intelligence are less likely to engage in counterproductive work behavior (Brackett et al., 2018). This is because emotional intelligence helps individuals manage their emotions and respond to stressful situations constructively (Van Rooy & Viswesvaran, 2017). A study by Côté et al. (2018) found that employees with high emotional intelligence are better at conflict resolution and maintaining positive interpersonal relationships, which reduces the likelihood of counterproductive work behavior. Moreover, emotional intelligence enables individuals to empathize with colleagues, fostering a supportive and cooperative work environment (Lopes et al., 2018).

Table 15. Relationship of emotional intelligence and counterproductive work behavior among correctional personnel.

Variables	Correlation Coefficient	p-value	Statistical Inference
Emotional awareness	-0.010	0.935	Very weak negative insignificant relationship
Emotional management	-0.012	0.922	Very weak negative insignificant relationship
Social-emotional awareness	0.113	0.359	Very weak negative insignificant relationship

Relationship management	0.103	0.405	Very weak negative insignificant relationship
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Table 16 analyzes the relationship between emotional intelligence and job performance among correctional personnel. The correlation coefficient of emotional awareness towards job performance is 0.634 with a p-value of 0.000, emotional management towards job performance is 0.687 with a p-value of 0.000, and social-emotional awareness towards job performance is 0.792 with a p-value of 0.000. Relationship management towards job performance is 0.753 with a p-value of 0.000, and the overall correlation coefficient of emotional intelligence and job performance is 0.733 with a p-value of 0.000, which indicates a strong positive significant relationship between emotional intelligence and job performance. This implies that higher levels of emotional intelligence among correctional personnel are strongly associated with better job performance.

This finding highlights the importance of emotional intelligence in the workplace, especially within correctional facilities. Correctional personnel with high emotional intelligence will likely exhibit effective planning, prioritizing, and task execution, focusing on achieving desired results and collaborating productively. This aligns with the high task performance observed in previous studies, where respondents demonstrated a high mean score and a relatively low standard deviation, indicating consistent and effective performance.

Table 16. Relationship of emotional intelligence and job performance among correctional personnel

Variables	Correlation Coefficient	p-value	Statistical Inference
Emotional awareness	0.634	0.000	Strong positive significant relationship
Emotional management	0.687	0.000	Strong positive significant relationship
Social-emotional awareness	0.792	0.000	Strong positive significant relationship
Relationship management	0.753	0.000	Strong positive significant relationship
Emotional intelligence	0.733	0.000	Strong positive significant relationship

Moreover, the strong positive relationship suggests that correctional personnel with high emotional intelligence frequently engage in behaviors that support the organizational environment. This includes taking on extra responsibilities, seeking continuous improvement, and maintaining up-to-date job knowledge and skills. These behaviors indicate high contextual performance, as evidenced by high mean scores and low standard deviations in similar studies.

In contrast, the data implies that high emotional intelligence is associated with low levels of counterproductive work behavior. This suggests that correctional personnel with higher emotional intelligence are less likely to engage in negative behaviors such as time-wasting, absenteeism, or other inefficiency and disruption. This is consistent with previous findings of Morf et al. (2017), where counterproductive work behavior was low, reflecting infrequent engagement in such behaviors among respondents.

Emotional awareness enhances employees' ability to recognize and understand their own emotions, leading to improved performance of tasks (Cote, 2014). Emotional management is crucial for maintaining high contextual performance and fostering a productive work environment (López-Cabarcos et al., 2022). Another study found a relationship between contextual performance and counterproductive work behaviors (Greenidge et al., 2014). Studies have shown that employees with high emotional intelligence are better at conflict resolution and teamwork, enhancing their job performance (Zulfadil et al., 2020). Furthermore, organizations that invest in emotional intelligence training programs often see a significant boost in individual and team performance, highlighting the critical role of emotional intelligence in achieving workplace success (Lopes, 2016). Integrating emotional intelligence into workplace dynamics significantly enhances job performance metrics (Pekaar et al., 2017).

Overall, the strong positive relationship between emotional intelligence and job performance indicates that correctional personnel who possess high emotional intelligence perform well in their roles, both in task-related activities and positive contributions to the organizational environment (Supramaniam Singaravelloo, 2021). This suggests that these personnel perform their tasks efficiently and engage in behaviors that support a productive and harmonious work environment. Consequently, organizations benefit from competent, committed employees who exhibit positive workplace behaviors (Zhenjing et al., 2022). This relationship underscores the value of emotional intelligence training and development programs for correctional personnel, as enhancing emotional intelligence could significantly improve job performance and overall organizational effectiveness (Skiba, 2020).

In line with this, emotional intelligence profoundly impacts workplace dynamics, including efficiency, productivity, and overall employee well-being. This suggests that as the emotional intelligence of correctional personnel increases, their job performance also increases. Emotional intelligence allows us to navigate the complexities of human interactions more effectively (Mull, 2023). It is closely linked with the efficiency and productivity of the workplace (Suleman et al., 2020) and can lead to increased workplace demands, employee morale, and informational diversity (Davis, 2019). Emotional intelligence helps individuals and teams manage conflicts constructively and engage in positive discretionary behaviors while reducing negative ones (Dirican & Erdil, 2020). As the workplace evolves, these qualities become increasingly crucial for employees and leaders (Lundin, 2023).

Emotional intelligence predicts leadership potential and job performance (Sala, 2006, as cited in Nhung Duong and Trang, 2023). When the emotional capacities of an employee diminish, their performance also decreases (Odame et al., 2020). A literature review by Sarkar and Oberoi (2020) concludes that emotional intelligence is key to achieving better work performance. Training can enhance employees' emotional intelligence, improving job performance (Hodzic et al., 2017). Emotional self-awareness is fully correlated with understanding and possessing emotional knowledge, strengthening individual performance at work (Malik & Shahid, 2016). High performance attainment in task accomplishment results in satisfaction, feelings of efficacy, and mastery (Taufiq-Hail et al., 2021). Effective performance in emergency services involves both ability and emotion (Jacobs & Keegan, 2022), as personnel face physical and psychological stressors daily and must perform flawlessly in emergencies (Smith et al., 2019). People who manage their emotions effectively can make logical and reasoned decisions, enhancing job performance (Mian, 2023).

Implications to the Correctional Industry in the Philippines

The study "Emotional Intelligence and Job Performance Among Provincial Correctional Personnel: A Correlational Study" holds significant implications for the correctional industry in the Philippines. The findings revealed that correctional personnel exhibit high emotional intelligence, which correlates with better job performance. Comprehensive emotional intelligence training programs could enhance job performance within the Philippine correctional system. Such training should focus on emotional awareness, management, social-emotional awareness, and relationship management to help personnel handle the daily challenges of working in correctional facilities effectively.

Given the positive impact of high emotional intelligence on job performance, correctional facilities in the Philippines must establish robust support systems to help personnel manage stress and emotional labor. Providing access to mental health resources, counseling services, and regular stress management workshops can improve correctional staff's overall well-being and job satisfaction. The strong correlation between emotional intelligence and job performance underscores the importance of regular monitoring and feedback.

Correctional facilities should implement systems to assess emotional intelligence and job performance continuously. Feedback mechanisms help identify areas for improvement and provide personnel with actionable insights to enhance their emotional and job-related skills.

High scores in relationship management indicate its critical role in the effective functioning of correctional facilities. Training programs should emphasize skills related to managing interactions with inmates and colleagues. Strong interpersonal relationships can lead to a more cohesive and supportive work environment, reducing conflicts and enhancing overall performance. Furthermore, the study found that high emotional intelligence correlates with lower levels of counterproductive work behavior. This suggests that fostering emotional intelligence can mitigate behaviors that harm the organization. Correctional facilities should integrate emotional intelligence development into their hiring and training processes to cultivate a workforce capable of maintaining professionalism and integrity.

Leaders in Philippine correctional facilities with high emotional intelligence can positively influence their teams. Leadership development programs should include components of emotional intelligence to equip leaders with the skills needed to inspire, motivate, and effectively manage their teams. Emotionally intelligent leaders can increase job satisfaction and retention rates among correctional personnel. Since emotional intelligence varies among individuals, correctional facilities should tailor interventions to address their personnel's specific emotional and

professional development needs. Personalized training and support can help address unique challenges different staff members face, leading to more effective and targeted improvements in job performance.

By integrating these implications into their operational strategies, correctional facilities in the Philippines can create a more emotionally intelligent workforce, improve job performance, and foster a healthier, more productive work environment. This holistic approach benefits the correctional personnel and contributes to the overall safety and effectiveness of correctional facilities in the country.

4. CONCLUSIONS

1. Provincial correctional personnel have high emotional intelligence, particularly regarding emotional awareness, emotional management, social-emotional awareness, and relationship management. This high level of emotional intelligence is often manifested in daily activities.
2. Correctional personnel's job performance is high in task and contextual performance, while counterproductive work behavior is low. This indicates that correctional personnel perform their duties effectively and surpass their basic job requirements.
3. A strong, significant relationship exists between emotional intelligence and job performance among correctional personnel. This implies that job performance tends to improve as emotional intelligence increases.

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