

EMOTIONAL INTELLIGENCE, SELF-EFFICACY AND JOB PERFORMANCE OF LECTURERS

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Received: 9 March 2019

Accepted: 10 February 2021

Online first 28 February 2021

ABSTRACT

Individuals with high emotional intelligence and high self-efficacy are capable in completing difficult tasks and subsequently, produce excellent job performances irrespective of how hectic their work situations are. This study looks at the correlations between emotional intelligence and job performance, as well as between self-efficacy and job performance among lecturers at a centre of foundation studies owned by a public university in Selangor. Due to its quite small population size, total population sampling technique was applied. Questionnaires were distributed to all 140 lecturers there, but only 86 lecturers completed them (response rate = 61.4%). The findings revealed there was a statistically significant and positive correlation between emotional intelligence and job performance, as well as there was a statistically significant and positive correlation between self-efficacy and job performance. All four emotional intelligence dimensions: regulation of emotion, self-emotional appraisal, use of emotion and others emotional appraisal; as well as all three self-efficacy dimensions: teaching, research and other academic or service-related activities were also statistically significant and positively correlated with job performance. As for the implications of this study, it contributes to the corpus of knowledge in the



area of emotional intelligence, self-efficacy and job performance among lecturers in Malaysia context.

Keywords: emotional intelligence, self-efficacy, job performance, lecturers, Institutions of Higher Education (IHE), Malaysia

INTRODUCTION

Recently, an outstanding job performance among lecturers are not only determined by their external strengths such as excellent academic qualifications, industrial experiences, and vast knowledge in the subject matter, but also their internal strengths such as emotional intelligence and self-efficacy (Mohammad Sophian, 2016; Tajudin, 2016; Bangs & Frost, 2012; Hemmings & Kay, 2009).

Lecturers with high emotional intelligence are skilled at evaluating their own emotions, communicating their own needs, being attentive to others' needs and providing emotional supports, as well as gaining cooperation from others that enable them to accomplish tasks and eventually produce high job performance. Apart from emotional intelligence, self-efficacy is regarded as essential in determining one's job performance especially for professions that heavily involve interactions with other people such as lecturers. When they are confident with their skills and abilities, they are able to perform their work efficiently in various kinds of situations especially when dealing with difficult people. In the context of lecturer as a career, self-efficacy attribute is highly needed in the aspect of teaching, research, and other academic or service-related activities as these three aspects are the main domains of lecturers' responsibilities.

PROBLEM STATEMENT

According to Williams and Burden (2000), the roles and responsibilities of lecturers in tertiary institutions have increasingly becoming more complex, diverse and tedious. Lecturers are responsible for many tasks such as teaching, assessing students' learning progress, planning curriculum, constructing examination papers, conducting and writing research,

supervising students' project, facilitating students' clubs and societies, presenting research in conference, engaging in community service activities, organising events, and building networking with industry officials (Haron, Syed Mustafa & Alias, 2010). To ensure excellent job performance is being produced, emotional intelligence and self-efficacy are two aspects that should be possessed by the lecturers. When lecturers are struggling to perform various tasks simultaneously in a hectic work situation, emotional intelligence enables the lecturers to remain calm and to keep their emotions under control; whereas their self-efficacy ensures them that they are capable to conduct and complete the task well.

Despite extensive numbers of correlational researches regarding emotional intelligence and job performance (Al-Kahtani, 2013; Brackett, River & Salovey, 2011; O'Boyle *et al.*, 2011), as well as self-efficacy and job performance (Cherian & Jacob, 2013; Lai & Chen, 2012; Lunenburg, 2011) that were conducted and published in the international context; it is the opposite in the local context. To date, it seems only a small number of published correlational studies pertaining to emotional intelligence, self-efficacy, and job performance among university lecturers in Malaysia can be found. Hence, this research aims to investigate correlations between emotional intelligence and job performance, as well as self-efficacy and job performance among lecturers at a centre of foundation studies owned by a public university in Selangor.

RESEARCH QUESTION & HYPOTHESES

RQ1: Is there a statistically significant correlation between emotional intelligence and job performance?

H1: There is a statistically significant correlation between emotional intelligence and job performance

RQ2: Is there a statistically significant correlation between self-efficacy and job performance?

H2: There is a statistically significant correlation between emotional intelligence and job performance.

LITERATURE REVIEW

Emotional Intelligence, Self-Efficacy and Job Performance

Emotional intelligence can be defined as the ability in identifying and understanding one's own emotional reactions and those of others accurately, as well as managing and using one's own emotions wisely. The study embraced Mayer and Salovey's Four Branch Model of Emotional Intelligence (1997) as the main theory for emotional intelligence variable. The dimensions of emotional intelligence measured in this study are confined to the use of emotion, self-emotional appraisal, regulation of emotion and other's emotional appraisal.

Besides that, self-efficacy is defined as lecturers' belief on their abilities in accomplishing teaching, research, and other academic or service-related tasks. The study uses Bandura's Self-Efficacy Theory (1994) as the main theory for self-efficacy variable. The dimensions of self-efficacy measured in this study are confined to the course content, instructions and assessments, tutorial and lectures, reporting and supervising research, conducting and managing research, writing major works and reviewing research, professional engagement activities and internal executive tasks.

Whereas job performance is defined as the degree an employee performs his/her job which later contributes to the outcomes and success of an organisation. The study refers to Borman and Motowidlo's Job Performance Model (1993) as the main theory for job performance variable. Dimensions of job performance measured in this study are confined to 1) task performance and 2) contextual performance.

Significance of Emotional Intelligence at Workplace

Currently, there is a growing empirical evidence that indicates the significant impact of emotional intelligence towards job performance and productivity. It contributes to the identification of occupational potential in individuals (Mohammad *et al.*, 2012), the ability to distinguish between average and outstanding employees (Kerr, Garvin, Heaton & Boyle, 2006; Lopes *et al.*, 2006) lower levels of perceived stress, workplace distress, and

better quality of working life (Saeid, 2012), effective leadership behaviours (Pillay, Viviers & Mayer, 2013) and collaborative conflict management skills (Goleman, Boyatzis & McKee, 2013). Besides that, the analyses of studies of about 500 organisations worldwide by Goleman (1998) highlighted emotional intelligence (EQ) as essential in virtually any job. He pointed out that those with the highest EQ rose to the top in the organisations and became leaders. Another important finding from these studies is that excellent employees possessed more emotional intelligence than other employees (Goleman, 1998). Furthermore, as different jobs call for different types of emotional intelligence, it undeniably affects their job performance.

Significance of Self-Efficacy towards Job Performance

Self-efficacy has powerful effects on learning, motivation, and performance as people try to learn and perform only on tasks that they believe will be able to perform successfully (Lunenburg, 2011). Conversely, one rarely attempts to perform a task when one expects it to be unsuccessful.

In the context of job performance, Bandura (1982) explained three ways of how self-efficacy may affect the performance. Firstly, self-efficacy influences the goals that employees choose for themselves (Lunenburg, 2011). Employees with low levels of self-efficacy tend to set relatively low goals for themselves. Conversely, an individual with high self-efficacy is likely to set high personal goals. Research indicates that people not only learn but also perform at levels consistent with their self-efficacy beliefs. Secondly, self-efficacy influences learning as well as the effort that people exert on the job (Lunenburg, 2011). Employees with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful. Employees with low self-efficacy may exert less effort when learning and performing complex tasks, because they are not sure the effort will lead to success. Thirdly, self-efficacy influences the persistence with which people attempt new and difficult tasks (Lunenburg, 2011). Employees with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface. Conversely, employees with low self-efficacy who believe they are incapable of learning and performing a difficult task are likely to give up when problems surface. Thus, Bandura

and Locke (2003) concluded that self-efficacy is a powerful determinant of job performance.

Conceptual Framework

This study focuses on the correlations of two independent variables which are emotional intelligence and self-efficacy with a dependent variable referring to the job performance. Emotional intelligence enables lecturers to perceive their own and others' emotions, as well as to regulate and use their emotions wisely. Meanwhile, self-efficacy enables lecturers to be confident of their own abilities in executing all lecturers-related tasks. Therefore, if both of these variables are exploited together by the lecturers while working, it is highly possible that their job performance might be enhanced.

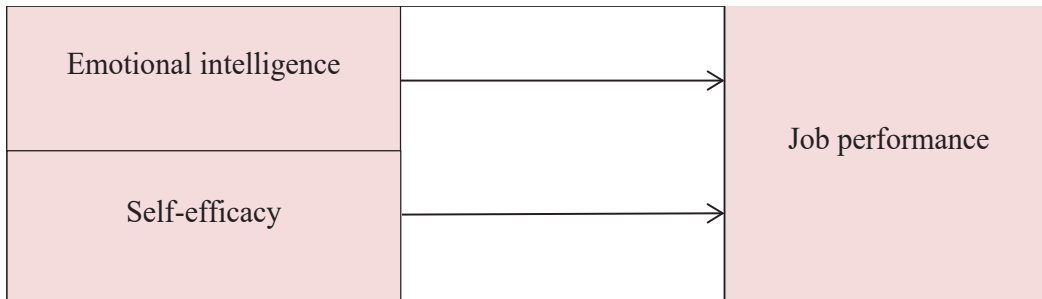


Figure 1: Conceptual Framework for the Correlations of Emotional Intelligence and Self-Efficacy with Job Performance

RESEARCH METHODOLOGY

Research Design

The present study investigates correlations between emotional intelligence and job performance, as well as between self-efficacy and job performance among lecturers. In relation to this, quantitative research design with supplementary qualitative data is employed to measure the correlation between the variables.

Population and Sample

Due to its quite small population size, total population sampling technique was applied in this study. The total population of sample should be used when the population size is relatively small, and the population shares uncommon characteristics. Hence, all 140 lecturers at the centre of foundation studies were selected as the sample size of this study. Nevertheless, after two weeks of data collection process, only 86 out of 140 lecturers responded to the questionnaires. These lecturers served in six different departments: Science, Engineering, Education, Law, Islamic Studies and Language Studies.

Instrumentation

A questionnaire was the main instrument used to collect data in this study. Cronbach's coefficient alpha for this questionnaire is .96 which indicates very high reliability.

Table 1: Reliability Test Results According to Dimensions

Dimensions	No. of items	Cronbach's Alpha value
Emotional Intelligence		
Use of Emotion	4	.82
Self-Emotional Appraisal	3	.85
Regulation of Emotion	4	.84
Others' Emotional Appraisal	5	.82
Self-Efficacy (Teaching)		
Course content, instruction and assessment	13	.88
Tutorials and lectures	9	.86
Self-Efficacy (Research)		
Reporting and supervising research	9	.89
Conducting and managing research	12	.92
Writing major works and reviewing research	10	.81
Self-Efficacy (Other Academic Or Service-Related Activities)		
Professional engagement activities	8	.85
Internal executive tasks	8	.87
Job Performance		
Task Performance	7	.82
Contextual Performance	12	.80
	104	.96

The questionnaire is divided into two sections: Sections A and B. Section A focused on the demographic data of the lecturers while Section B focused on emotional intelligence, self-efficacy and job performance variables. It comprises of both open and close-ended items. The close-ended items for emotional intelligence variable were adapted from Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002). Meanwhile, the close-ended items for self-efficacy variable were adapted from Lecturer Self-Efficacy Questionnaire by Hemmings and Kay (2009). As for the close-ended items for job performance variable, they were adapted from Job Performance Scale by Williams and Anderson (1991). Besides that, four open-ended questions are also included in this section: i) Given the scale of 1 to 6, how do you rate the correlation between your emotional intelligence and job performance?, ii) Please provide reasons for above ratings, iii) Given the scale of 1 to 6, how do you rate the correlation between your self-efficacy and job performance? and iv) Please provide reasons for above ratings. The inclusion of these open-ended questions is to probe further on the respondents' views regarding the correlations of emotional intelligence and self-efficacy with job performance.

Data Collection Procedure

Upon receiving the permission from the Director of the Centre of Foundation Studies to conduct research, 140 sets of questionnaires were distributed to the respondents by hand. Later, respondents were given briefing by the researcher about the instructions and items in the questionnaire as well as assurance of the data confidentiality. They were also asked to answer the questionnaire within a period of two weeks in order to ensure that all respondents had plenty of time to answer the questionnaire. The response rate was 61.4% as only 86 completed questionnaires out of 140 distributed questionnaires were successfully received by the researcher at the end of the two weeks dateline.

Data Analysis Procedure

Pearson Product Moment Correlation Coefficient test is a procedure used to study correlation between two variables, one independent and one dependent (Singh, Puzziawati & Teoh, 2009). In the context of this study, it was conducted to find out whether there were significant correlation

(denoted as r) between emotional intelligence (IV) and job performance (DV) as well as between self-efficacy (IV) and job performance (DV). To determine the degree of strength or magnitude of the correlation in the current study, Cohen's rule of thumb (1988) was used. Table 2 indicates the interpretation of correlation coefficients.

Table 2: Cohen's Rule of Thumb

Pearson coefficient (r)	The strength of correlation
0.10-0.29	Weak correlation
0.30-0.49	Moderate correlation
0.50-1.00	Strong correlation

FINDINGS AND DISCUSSION

Correlations between Emotional Intelligence and Job Performance

RQ1: Is there a statistically significant correlation between emotional intelligence and job performance?

Table 3: Correlation between Emotional Intelligence and Job Performance

Emotional Intelligence		
Use of emotion	Pearson correlation	.342**
	Sig. (2-tailed)	.001
Self-emotional appraisal	Pearson correlation	.290**
	Sig. (2-tailed)	.007
Regulation of emotion	Pearson correlation	.416**
	Sig. (2-tailed)	.000
Other's emotional appraisal	Pearson correlation	.261*
	Sig (2-tailed)	.015

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

The findings revealed a positive, moderate, and statistically significant correlation between emotional intelligence and job performance ($r = .402$, $p = .000$) among the lecturers (refer Table 3). This means that H1 has been proven: the higher the emotional intelligence, the higher the job performance of lecturers. These findings are further supported by similar findings among lecturers in international and local settings (see Rahmat, Ghalavandi, & Jesarati, 2014; Md Yusoff, Khan, & Azam, 2014; Ngah, Jusoff, & Abdul

Rahman, 2009) as well as among local public secondary school teachers (see Lee & Panatik, 2016; Mohamad & Jais, 2010).

Table 4: Correlation between Emotional Intelligence dimensions and Job Performance

		Emotional Intelligence	Job performance
Emotional Intelligence	Pearson Correlation	1	.402**
	Sig. (2-tailed)		.000
	N	86	86
Job performance	Pearson Correlation	.402**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

* . Correlation is significant at the 0.05 level (2-tailed).

All four emotional intelligence dimensions namely: regulation of emotion, self-emotional appraisal, use of emotion and others emotional appraisal were also positively correlated with job performance (refer Table 4). The analysis depicts a positive, moderate, and statistically significant correlation between the use of emotion dimension and job performance ($r = .342, p = .001$). there is a positive, weak, and statistically significant correlation between self-emotional appraisal and job performance ($r = .290, p = .007$). there is a positive, moderate, and statistically significant correlation between regulation of emotion dimension and job performance ($r = .416, p = .000$). Lastly, there is a positive, weak, and statistically significant correlation between the other's emotion appraisal dimension and job performance ($r = .261, p = .015$). These findings are further supported by similar findings conducted among lecturers in Azerbaijan (Rahmat, Ghalavandi, & Jesarati, 2014) and local public secondary school teachers (Lee & Panatik, 2016).

Qualitative Findings Regarding the Correlation between Emotional Intelligence and Job Performance

Supplementary qualitative data was also gathered from two open ended items in the questionnaire: i) Given the scale of 1 to 6, how do you rate the correlation between your emotional intelligence and job performance? and ii) Please provide reasons for above ratings to further triangulate and validate the quantitative findings. Based on the findings, 67 of the respondents (78%) rated either '5' or '6' indicating their agreement that there is a correlation

between their emotional intelligence and job performance. Followings are some of their insights regarding the correlation:

“If you know how to handle your emotion, you’ll be able to steer and lead yourself to success in the workplace.” (Respondent 3)

“The state of emotional intelligence reflects the job performance. If your emotions are stable, you can handle your workload well.” (Respondent 12)

“The ability to manage and control one’s emotion and to understand others is essential in performing well in your job.” (Respondent 63)

“Emotions play important parts in job performance as it is what you have to deal every day. People would want to see how you deal with strategies when you’re under pressure.” (Respondent 36)

“The way I manage EI has significant contribution towards my job performance.” (Respondent 14)

“It’s easy to feel bogged down with so much work and high expectations. With high EQ, I am able to manage my emotions towards my performance and try to justify and make sense of my experience. Without high EQ, we will give up.” (Respondent 7)

“With high emotional intelligence, our job can be done with 110% results too.” (Respondent 46)

“Good EQ will enable an individual to control their self-awareness, self-regulation and motivation better which lead to higher job performance.” (Respondent 63)

Correlations between Self-Efficacy and Job Performance

RQ2: Is there a statistically significant correlation between self-efficacy and job performance?

Table 5: Correlation between Self-Efficacy and Job Performance

		Self-efficacy	Job performance
Self-efficacy	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	86	86
Job performance	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

The findings revealed a positive, moderate, and statistically significant correlation between self-efficacy and job performance ($r = .486, p = .000$) is shown among the lecturers (refer Table 5). This means that H2 has been proven: the higher the self-efficacy, the higher the job performance of the lecturers. These findings are further supported by similar findings among lecturers in international settings (Hada & Abu Taleb, 2016, Abdullah, 2015; Sultan & Tareen, 2014).

Table 6: Correlation between Self-Efficacy Dimensions and Job Performance

Self-Efficacy dimensions			
Teaching	Pearson correlation		.428**
	Sig. (2-tailed)		.000
Research	Pearson correlation		.431**
	Sig. (2-tailed)		.000
Other academic or service-related activities	Pearson correlation		.463**
	Sig. (2-tailed)		.000

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

All three self-efficacy dimensions namely: teaching, research and other academic or service-related activities also were positively correlated with job performance of the lecturers (refer Table 6). These findings are further supported by similar findings conducted among lecturers in the international settings (Griffioen, De Jong & Jak, 2013; Khurshid, Qasmi, & Ashraf, 2012; Ozder, 2011).

The followings are detailed Pearson Correlation Coefficient analysis for each dimension. The analysis depicts a positive, moderate, and statistically significant correlation between self-efficacy in teaching and

job performance ($r = .428, p = .000$). This means that the higher the self-efficacy in teaching, the higher the job performance among the lecturers. Next, the analysis depicts a positive, moderate, and statistically significant correlation between self-efficacy in research and job performance ($r = .431, p = .000$). This means that the higher the self-efficacy in research, the higher the job performance among the lecturers. Besides that, the analysis also depicts a positive, moderate, and statistically significant correlation between self-efficacy in other academic or service-related activities and job performance ($r = .463, p = .000$). This means that the higher the self-efficacy in other academic or service-related activities, the higher the job performance among the lecturers.

Table 7: Correlation between Self-Efficacy in Teaching sub-dimensions and Job Performance

Self-Efficacy in Teaching		
Course content, instruction and assessment	Pearson correlation	.439**
	Sig. (2-tailed)	.000
Tutorial and lecture	Pearson correlation	.355**
	Sig. (2-tailed)	.001

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

Overall, it was found that both self-efficacy in teaching sub-dimensions were positively correlated with job performance. The analysis depicts a positive, moderate, and statistically significant correlation between course content, instruction, and assessment sub-dimension and job performance ($r = .439, p = .000$); and a positive, moderate, and statistically significant correlation between tutorial and lecture sub-dimension and job performance ($r = .355, p = .001$).

Table 8: Correlation between Self-Efficacy in Research sub-dimensions and Job Performance

Self-Efficacy in Research		
Reporting and supervising research	Pearson correlation	.441**
	Sig. (2-tailed)	.000
Conducting and managing research	Pearson correlation	.428**
	Sig. (2-tailed)	.000
Writing major works and reviewing research	Pearson correlation	.362**
	Sig. (2-tailed)	.001

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

Based on the table above, it was found that all three self-efficacies in research sub-dimensions were positively correlated with job performance. The analysis depicts a positive, moderate, and statistically significant correlation between reporting and supervising research sub-dimension and job performance ($r = .441$, $p = .000$); Meanwhile, there is also a positive, moderate, and statistically significant correlation between conducting and managing research sub-dimension and job performance ($r = .428$, $p = .000$) and a positive, moderate and statistically significant correlation between writing major works and reviewing research sub-dimension and job performance ($r = .362$, $p = .001$).

Table 9: Correlation between Self-Efficacy in Other Academic or Service-related Activities Sub-Dimensions and Job Performance

Self-Efficacy in Other Academic or Service-related Activities		
Professional engagement activities	Pearson correlation	.376**
	Sig. (2-tailed)	.000
Internal executive tasks	Pearson correlation	.484**
	Sig. (2-tailed)	.000

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

Furthermore, the table indicate that both sub-dimensions were positively correlated with job performance. The analysis depicts a positive, moderate, and statistically significant correlation between professional engagement activities sub-dimension and job performance ($r = .376$, $p = .000$); and a positive, moderate, and statistically significant correlation between internal executive tasks sub-dimension and job performance ($r = .484$, $p = .000$).

Qualitative Findings Regarding the Correlation between Self-Efficacy and Job Performance

Supplementary qualitative data was also gathered from two open-ended items in the questionnaire: i) Given the scale of 1 to 6, how do you rate the correlation between your self-efficacy and job performance? and ii) Please provide reasons for above ratings to further triangulate and validate the quantitative findings. 73 of the respondents (85%) rated either '5' or '6' indicating their agreement that there is a correlation between their self-efficacy and job performance. Followings are some of their insights regarding the correlation:

“If you are proficient in what you do, most probably your job performance would be equivalent to that.” (Respondent 74)

“Your belief towards your own ability helps in your capability to perform well.” (Respondent 7)

“If you have all the necessary skills required for your job specifications, you can perform/execute your roles/tasks well...” (Respondent 82)

“All types of job need skill, the more you get skill n passion, the more you job can be done with excellence.” (Respondent 46)

“Lecturers should have a clear understanding on their ability, hence they can gauge their own performance based on that.” (Respondent 74)

“You need a soul to live, efficacy is like a soul to perform your job well. If you feel confident of yourself, you will have good job performance.” (Respondent 11)

CONCLUSION

In conclusion, the findings of this study revealed positive, moderate, and statistically significant correlations between emotional intelligence and job performance, as well as between self-efficacy and job performance among lecturers in the centre of foundation studies. This means that both emotional

intelligence and self-efficacy are important in contributing towards the enhancement of job performance. Majority of the respondents are also aware of these correlations based on their responses in the open-ended items. Along with their awareness, gradual development of their emotional intelligence and self-efficacy from time to time is expected to contribute towards better job performance in the future.

There are several implications from the findings of the study. Firstly, the findings of the study contribute to the existing corpus of knowledge in the area of emotional intelligence, self-efficacy and job performance in local context. These findings fill the gap on correlational input between these variables as the variables typically were studied as a stand-alone variable in past studies. The findings also provide additional information to the current literature particularly job performance among lecturers. Secondly, the findings provide some empirical data that could offer some understandings pertaining to the variables discussed in the study to the Ministry of Higher Education and administrators of higher education institutions which will enable them to devise strategic planning and initiatives to enhance the lecturers' level of emotional intelligence and self-efficacy in order to improve their job performance.

Next, there are few suggestions for further research. Firstly, due to time constraint and financial limitation, the study of emotional intelligence, self-efficacy and job performance was only confined to lecturers in a centre of foundation studies owned by a public university. Therefore, generalisations of the findings for a bigger population of lecturers may not be achieved. Hence, with a bigger financial support, it is suggested that the future study is conducted on a bigger sample size and involves lecturers from both public and private higher education institutions to enable comparison of their emotional intelligence, self-efficacy, and job performance levels. Secondly, an in-depth qualitative research about what other factors aside from emotional intelligence and self-efficacy that may enhance job performance among lecturers should be conducted.

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