Emotional Intelligence And Job Performance: Evidence Of Private Higher Educational Institutions In Malaysia

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Emotional Intelligence And Job Performance: Evidence Of Private Higher Educational Institutions In Malaysia

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ABSTRACT

This study explored the predictive utility of an Emotional Intelligence measurement that was based on the Bar-On Emotional Quotient Inventory with regards to the Rolebased Performance Scale's measure of job performance. The aim of inquiry was to investigate if the level of Emotional Intelligence score of each academic staff in the selected private higher educational institutions has its effect on job performance. A quantitative research approach was adopted with the objective of casting the researcher's net widely to selected higher educational institutions in order to obtain as much data as possible. A questionnaire was sent out to 760 academics and yielded a response rate of 49.0 per cent. The study later confirmed that a academic's job performance can be measured on the basis of five emotional intelligence dimensions and these dimensions, when tested, attracted a Cronbach's Alpha of above 0.90. The result demonstrated a significant relationship between emotional intelligence and job performance of academic staff in private higher educational institutions. Therefore, these significant findings shed further lights on the theoretical and practical utility of the construct of emotional intelligence and job performance, proven to the fact that Emotional Intelligence is accountable for and could predict Job Performance.

CHAPTER 1

INTRODUCTION

1.1 Background

In Malaysia as in other countries, higher educational institutions and higher educational educators have come under constant scrutiny because of the rising demand for people with talent. Globalization has created new demands and competition for talent, forcing the country to recognize that people are the most valuable assets in any national development plans. As a result, increasingly, human talent is seen as a commodity that is treated like other commercial commodities. The competition for talent has become as fierce as the competition for other scarce commercial commodities (Squicciarini & Loikkanen, 2008; Nasional Malaysia Bhd, 2009; Jones et al., 2014).

Higher educational institutions alleviate the scarcity by providing talented manpower to meet national growth demands (The World Bank, 2012). Malaysian higher educational institutions are spread across the public and private sectors. In the last 20 years, enrollments in private higher educational institutions have grown to a point where students in private institutions constitute more than half of the total students enrolled across both sectors (Nasional Malaysia Bhd, 2009; Malaysia Education Blueprint, 2013). Not only has there been an increase of students enrolling in the private sector, but the numbers enrolling into higher education has also increased at a tremendous rate (Malaysia Education Blueprint, 2013).

A parallel development with the increased enrollment has been institutional criticism that higher education institutions are not performing as they should to produce quality students (Nasional Malaysia Bhd, 2009; The World Bank, 2012). The lack of qualified lecturers and instructors in higher education has been identified as one of the causes of the disconnect between employment demands and higher education (The World Bank, 2012).

Institutional scrutiny aside, the role of private higher educational institutions has come under increasing criticism by the public, which has imposed job performance assessment on academics in higher education (Pop-Vasileva, 2011). Much is expected of the academic. Academic accountability extends to the services delivered to students and parents with the onus to produce quality students with good academic performance. Academics have also to be adaptable to cope with the changing trends in the way higher education is delivered and the numerous policies and guidelines issued by the authorities. The national demand for graduates with higher education also adds the pressure on higher educational institutions and academics working in them. These obligations are far greater than what was required of them in the past. National demands for trained manpower almost outweigh those traditional obligations that higher educational intuitions owed to individual student (Bok, 2005). The obligations do not end there. The internationalization of higher educational institutions through the admission of foreign students placed additional burdens on staff to take into account the different cultural values of students (Pop-Vasileva, 2011).

There is now constant pressure to achieve series of challenging goals as follows to enhance institutional performance, many of them directed on academic staff:

• to achieve certain Key Performance Index (KPI) targets such as research output, publication of academic papers, university rankings, and internationalization and also turn a profit;

- to increase enrollments and generate returns for their shareholders;
- effective university rankings system has made an impact on the way our universities are administered and how academics do their work now;
- to work under packed academic calendars with rather short breaks in between.
- to produce graduate that will power Malaysia into becoming an economic powerhouse in the coming decades

The privatization of higher education has commercialized what was once regarded as a public good. As a consequence, not only do academics have to account to the nation and to the students and their parents, but they are also required to be responsible to what is often described as the bottom line. Traditional academic values have been altered by these changes (Bok, 2005).

The new demands made on academics require them to be efficient not only in terms of qualifications and subject disciplines but also to be emotionally fit.

1.2 Problem Statement

The problems facing the academic staff lie in the fact that they concomitantly deal with multiple stakeholders: the students, the administrators, the faculty, the school, the community, and the board of trustees. Important also is the fact that each one of these stakeholders is hard to manage in that different stakeholders have goals that are conflicting. The presidents as well as the owners of the institutions do not always have the power to control all these stakeholders, if any at all. Added to this, in the private sector, academics have also to be concerned with the financial well-being of their employer. Amidst all this they must maintain academic standards and the integrity and reputation of their institution (Coaldrake and Stedman, 1998; Bok, 2005).

Traditional academic operational processes and means to weight academic staff have seemed to fail in because of the drastic changes in the higher education

landscape. According to Bar-On (2006), one variable that has gained popularity in predicting job performance of academic staff is emotional intelligence. Goleman (2001) observed that one common value shared by most of the staff whose performance is effective is that they all have a high degree of emotional intelligence as the reason for their efficiency and effectiveness. Improved job performance is the outcome of this great value. He further explained that the best training in the world will not be compatible to the needs to produce quality manpower if the emotional intelligence arises: how emotionally intelligent are academic staff and do their emotional intelligence levels show in their job performance.

1.3 Purpose of the study

Traditionally job performance was measured by linking it with the intelligence or cognitive abilities of the individual. The adequate measure of intelligence was the intelligence quotient (IQ) test (Singh, 2007). Historically, intelligence (IQ) has been measured by tests that result in a score being recorded, the higher the score, the better one's intelligence (Johnson's study as cited in Yarrish and Law, 2009). There is evidence that many successful people performed poorly in school without being 'A' students (Scott's study as cited in Yarrish and Law, 2009). According to Yarrish and Law (2009), emotional intelligence is thought to be the main factor that contributed to the success in these individuals. Social and science researchers have shown that IQ contributed only 20 per cent of a person's professional success whilst 80 per cent came from emotional intelligent (EI or EQ) (Crow, 2008; Dulewicz and Higgs, 1999; Dulewicz and Higgs, 2000).

A mixture of IQ together with EI explains the important of this powerful combination in creating quality job performance in successful career. The consequences of which will never be achieved with IQ alone (Dulewicz and Higgs, 1999; Dulewicz and Higgs, 2000; Lam and Kirby, 2002). While the IQ and the Page 4 of 83

academic degrees may get one to be hired, the level of emotional intelligence will help to succeed and retain the position offered (Neptune, 2008).

Factually, literature has also shown that EI & IQ of a person are as important as or more important than standard measurement of intelligent or academic performance as measured by the institutions of higher education (Shih and Susanto, 2010). EI measures the ability to deal with emotion and contributes to better adjustment of the individual in the workplace. Hence, a survey of academics in private higher education institutions to determine their emotional adaptability and how that links with their job performance may contribute to a more efficient selection and management of staff those institutions.

1.4 Theoretical Framework

Two different methodologies and theories have been built from the numerous literatures available in building the EI model for different industries. The first is from the academic researchers' perspective that EI is an intellectual concept; the other is from the training environment that describes EI as a mixture of both practical and academic competencies that are acquired by a person (Kunnanatt, 2008). There are several EI measurement instruments available that were developed for corporate use (see Table 1.1 and Table 1.2). Few studies have been conducted on psychometric properties of these instruments (Tucker et al, 2000).

Goloman's (1995, 2001) Four-Dimensional Trait-Based Model (Christie et al, 2007; McEnrue, 2009; Webb, 2009) in Table 1.2 that measure EI with the emotional competency index, or ECI-2 (McEnrue, 2009), is the most recent model of EI outlined by Goleman (Goleman, 2001; Christie et al, 2007). Goleman (1995, 2001) has his stand firmly on the ground that EI is a strong predictor for job performance.

This has been conflicting with many findings from other researchers in the same field but Goleman managed to bridge the gap. The "Four Dimensional Trait-Based Model" constructed by him proved that 75 per cent of success in job is the result of higher scores in emotional competencies (Christie et al, 2007). Emotional Quotient Inventory (EQ-I) by Bar-On (2005), a psychometric instrument was then tailor-made to define the same need and outcome. EQ-I predict job performance based on the EI dimensions constructed in the model (Douglas et al., 2004; Bar, 2005). The job performance measurement is listed in Table 1.3.

According to Figure 1.1, the model was a refinement of the survey instrument from Douglas et al (2004), for this study. Five dimensional definitions or composite scales of EI of Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood; and five dimensional definition or composite scale of job performance of Job, Career, Innovator, Team and Organization are identified. The competencies stated in Figure 1.1 have been recognized as adding value to Job performance (Douglas et al., 2004).

Table 1.4: Five of the Most Commonly	y Used Emotional Intelligence Instruments

Item	Source	Format/other information	No. items
Developing Your Emotional Intelli- gence (Weisinger, 1998)	Weisinger, H. (1998). Emotional In- telligence at Work. San Francisco: Jossey-Bass Publishers.	 Self-report measure. Book with survey and exercises. Assesses competencies outlined by Mayer & Salovey's Theory of Emo- tional Intelligence in the context of work. 	45
Emotional Intelligence Scale (Schutte et al., 1998). Based on model of emo- tional intelligence developed by Sa- lovey & Mayer (1990).	Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Domheim, L. (1997). Development and validation of a measure of emotional intelli- gence. <i>Personality and Individual</i> <i>Differences</i> , 25, 167–177	 Self-report measure. Journal article with survey. Authors permit free use of the scale for research and clinical purposes. 	33
Emotional IQ Test (Mayer, Salovey, & Caruso, 1997)	Virtual Knowledge, Inc. 1-800-301-9545 www.virtent.com/ei/cdrom	 Performance test. Multimedia Win/Mac CD-Rom Age 12-adult Provides overall EI score and analysis with suggestions for indi- vidual EI improvement. Academic researchers can obtain (from authors) an SPSS program, which analyzes subjects' data, files. 	
EQ-I, The BarOn Emotional Quotient Inventory (BarOn, 1996)	MHS Organizational Effectiveness Group 908 Niagara Falls Boulevard North Tonawanda, NY 14120-2060 1-800-456-3003 oeg@mhs.com	 Self-report measure. Paper and pencil format with mail-in for individual reports or Windows computer program that administers, scores, and reports results. Rather costly for classroom use. 	133
ECI 360°, Emotional Competence In- ventory 360 (Boyatzis & Goleman, 1999)	ECI Research Hay/McBer 116 Huntington Avenue, 4th Floor Boston, MA 02116	 Self-report measure. Assesses competencies outlined in Goleman's book Working With Emotional Intelligence (Bantam Books, 1998). 	110

Note: Adapted from Tucker, M. L., & Sojka, J. Z., & Barone, F. J., & Mccarth, A. M. (2000). Training tomorrow's leaders: Enhancing the emotional intelligence of business graduates. *Journal of Education for Business*. Vol. 75, Issue. 6; p. 331

Table 1.4: Goleman's Four-Dimensional Trait-Based Model: A Framework of Emotional Intelligence Competencies

	Self	Other
	Personal Competence	Social competence
Recognition	Self-Awareness	Social Awareness
	. Emotional self-awareness	. Empathy
	. Accurate self-assessment	. Service orientation
	. Self-confidence	. Organizational awareness
Regulation	Self-Management	Relationship Management
	 Self-control 	 Developing others Influence
	 Trustworthiness 	 Communication
	 Conscientiousness 	 Conflict management
	 Adaptability 	· Leadership
	 Achievement drive 	 Change catalyst
	 Initiative 	 Building bonds
		 Teamwork & collaboration

Note: Adapted from Goleman, D. (2001). An EI-based theory of performance, in C Cherniss & D Goleman (Eds). The Emotionally Intelligent Workplace. Jossey-Bass, San Francisco.p. 27-44

Table 1.4: Role-based Performance Scale's Item

(a)	My Job (doing things specifically related to my job description)			
	i.	Quantity of work output		
	ii.	Quality of work output		
	<u>iii</u> .	Accuracy of work		
	iv.	Customer service provided (internal and external)		
(b)	My career (obtaining the necessary skills to progress in the company)			
	i.	Obtaining personal career goals		
	ii.	Developing skills needed for my future career		
	iii.	Making progress in my career		
	iv.	Seeking out career opportunities		
(c)	Innovator (creativity and innovation in my job and the organisation as a whole)			
	i.	Coming with new ideas		
	ii.	Working to implement new ideas		
	iii .	Finding improved ways to do things		
	iv.	Creating better processes and routines		
(d)) Team (working with co-workers and team members toward success of the firm)			
	i.	Working as part of a team or work group		
	ii.	Seeking information from others in my work group		
	iii.	Making sure my work group succeeds		
	iv.	Responding to the needs of others in my group		
(e)	Organ	isation (going above the call of duty in my concern for the firm)		
	i.	Doing things that help others when it's not part of my job		
	ii.	Working for the overall good of the company		
	iii.	Doing things to promote the company		
	iv.	Helping so that the company is a good place to be		

Note: Adapted Welbourne, T. M., & Johnson, D. E., & Erez, A. (1998). The Role-Based Performance Scale: Validity analysis of a theory-based measure. Academy of Management Journal. Vol.41, Issue. 5; p. 540-555

Figure 1.4: Proposed Research Model (EQ-I Composite Scales & Job Performance Measures Composite)



1.5 Research Questions

In summary, the research questions are:

- What are the components of EI that could affect the Job Performance of the academic staff in private higher education institutions in Klang Valley? (Is there a significant relationship between each of the EI composite scales, significant in predicting the Job Performance composite scales?)
- Is there a significant relationship between overall EI competencies and overall Job Performance of the academic staff in private higher education institutions in Klang Valley?

1.6 Research Objectives

- To investigate if there is a significant relationship between each of the EI composite scales, significant in predicting the Job Performance composite scales.
- To investigate if there is a significant relationship between overall EI competencies and overall Job Performance of the academic staff in private higher education institutions in Klang Valley.

1.7 Significance of Study

EI and Job Performance has become a major topic of interest of many researchers over the past decades. Many of these studies focused on defining and rebuilding the dimensions that have been embedded in the family of intelligence and job competencies, to prove that each of these components could be the predictors to many other instruments to measure social intelligence, personality traits and performance.

Recent publications have shown that EI from an educational context is as important as or more important than a standard measurement of intelligence as an instrument model for educational institutions to measure the students` academic performance and also to measure academic staff ability to deal with emotion contribute to better judgment in their workplace. Hence, in this study, a survey of academic staff in private higher educational institutions to determine such emotional adaptability on job performance may reveal the importance of EI.

CHAPTER 2

LITERATURE REVIEW

2.1 The Man and Emotional Intelligence

Over the last few decades, Emotional Intelligence (EI) has become a hot topic among the social and scientific community. The potential efficacy of emotional intelligence has been found to be overwhelmingly positive in the school, home, and even at the workplace (Kunnanatt, 2008; Law et al, 2008; Schulze et al., 2007).

Salovey and Mayer (1990) defined EI as proposed in the Four Branch Model, as a social intelligence that has the ability to drive one person to get along with another. They claim that EI is an application of emotions functioning in a logical and intelligent manner monitored by both emotion and reason (Kunnanatt, 2008). It helps to improve one's own feelings as well as any other relationship, enable a person to understand, guide, and manage his own emotions as well as others (Owen, 2004; Tucker et al, 2000; Morris et al, 2005; Liptak, 2005; Abraham, 2006; Lenaghan et al, 2007).

EI, which has its roots in the literature of psychology, has expanded gradually to many other academic disciplines. Numerous definitions of EI have been derived for its essential characteristic that could bring greater outcomes to the readers as well as the society who wish to practice the essences of it. Peter Salovey and John Mayer have been the leading researchers on this area However, the true master who brings the concepts of EI to the highest peak of the point, from the academic world to commercial industries, was Daniel Goleman (Turker et al, 2000; Lam & Kirby, 2002; Law et al, 2008). Goleman's findings on how EI attributed to the job effectiveness, especially to those who are in the higher level of a company, alarmed the business sector (Turker et al, 2000).

Goleman (1995) claimed that EI affects performance (Lam and Kirby, 2002) where a person with high attributes of EI is the one that can recognize and then effectively deal with their own emotions while at the same time recognize and empathize with others feeling (Lenaghan et al, 2007). This statement was further supported by the finding from Wall (2007).

2.2 Job Performance

Job performance is defined as a behavioral attitude that involved in bringing contribution to organization goals (Viswesvaran & Ones, 2000). The definition of job performance has been widely studied and researched in many business and HR literature in the context of organizational management and achievement (Welbourne et al., 1998), and job performance is now accountable for the credits earned from the measurement system to judge one's achievement (Chen and Silverthorne, 2008). Numerous tools and performance merit systems have been developed by organizations in both the public and private sectors to screen and enhance the performance of their members (Suliman et al., 2010). For instance, past studies indicate that Human Resource Management (HRM) is implemented by various industries to examine the staff and organization performance (Amin et al., 2013). In business and education segment, few performance measurements were used to assess performance such as Key Performance Indicator (KPI), Balance Scorecard (BSC) and Role Based Performance Scale (Chand & Katou 2007; Welbourne et al., 1998; Amin et al., 2013).

Ironically, the same method that has been implemented in the commercial sector has now slowly been spread into educational institutions. Academics are now being assessed with job performance metric that measured their work both in teaching and administrative under a series of key performance index. There has been a lot of debate among the academics on this subject. Many argue that 'performance' in the academic context is simply not appropriate to be justified and the fairness of the outcomes form the performance measurement are questionable and always subject to criticism (Ariss & Timmins, 2009).

2.3 Emotional Intelligence and Job Performance

The deliberation and differences between emotions and intellect have been argued over the past few decades. There are findings contradicting with original outcomes that claimed that IQ was not a good predictor for individual success and work performance (Manley, 2009). The validity of such predictor has been cleared once Goleman (2005) in his study successfully proved that different people with the same IQ could contribute to different level of success, depending on their level of EI at the workplace (Goleman, 2001; Manley, 2009).

Role of EI in organization has been widely articulated in performance related literature (Goldenberg et al., 2006; Singh, 2007). Literature demonstrates that a leader with great leadership abilities must not only take into account the intellect, but also the EI that would impinge on the decision which they could probably make (Manley, 2009). Kunnanatt (2008) stated that his finding revealed the validity of EI in improving the quality of employee effectiveness and organizational performance (Tucker et al., 2000; Yarrish and Law, 2009; Pollitt, 2007; Shih & Susanto, 2010). Voices raised against the findings protested that EI has little effect on job performance but the results of most of the other researchers found that EI and job performance are positively related (Slaski & Cartwright, 2003; Bar-On, 2005).

The mechanism that formed the concept of EI revealed another chapter in EI that individual with good EI transforms conflicts to positive outcomes. These integrating process of EI in one's proved that employees are no machine by all means but they carry emotions to work. Result of which, with good attitude together with the high level of EI they perceived on the job, good effects would be the result (Goleman, 2001; Slaski & Cartwright, 2003; Bar-On, 2005; Peterson and Gonzales (2005); Pollitt, 2007; Law et al., 2008; Shih and Susanto, 2010).

Afolabi et al. (2010) found that EI execute its characteristics to predict outcome but only on single task, such as academic performance (Lam & Kirby, 2002), academic classroom performance (Afolabi et al., 2010), and marketing performance (Law et al., 2004). However, Daview et al. (1998) revealed that the unique construct of EI are significant related to many desired on-the-job outcomes from the industries. Recent literature that based on self-report measures of EI proposed that individual with high level of EI is the better performers (Law et al., 2004; Bar-On, 2005). Bar-On (2005) suggested that with the establishment that EI and job performance linked, a construct to measure one's intelligence and its relation to job performance is very much needed. These are found for instance in General Mental Ability Battery; and Confluencing Counselling Model (Liptak, 2005) which are some of the predictors of job performance (Law et al., 2008).

2.4 Types of Emotional Intelligence Measures

Several high potential psychometric instruments were developed for various means to support both the educational and corporate use (Kunnanatt, 2008). Academics defined these instruments as a competency framework in one's behavioral trait for learning, but professionals distinguish them as a tool with the combination of both practical and personal intelligent traits that could boost the performance and outcomes (Tucker et al, 2000; Kunnanatt, 2008).

The EI measurement instruments that were developed for commercial use are listed in Table 1.1 and Table 1.2. in Chapter 1.

Goleman's The Four Dimensional Trait Based Model measured EI as a core self-assessment and social desirability with the Emotional Competencies Index (ECI), to predict performance. The research study has bridged the gap of many scholars who claimed that EI is not accountable for job performance (Christie et al, 2007; McEnue et al., 2009; Webb, 2009). However, Bar-On (2005) further proposed that his study on Bar-On Emotional Quotient Inventory (EQ-I), a psychometric instrument which has been tailor made to examine the social intelligence of an individual is critical to predict work performance with the five main dimensions of EI (Douglas et al, 2004).

2.5 The Predictive Power of Bar-On Emotional Quotient Inventory on Performance

The Bar-On Emotional Quotient Inventory (EQ-I) is a self-report psychometric instrument that requires 20 - 30 minutes to complete (Bar-On, 2005). This special measurement is unique and was designed to measure and distinguish the social intelligence and the emotional facilitation which could eventually contribute to positive performance and outcome (Douglas et al, 2004; Bar-On, 2005). The instrument consist of one hundred and thirty three (133) items covering five composite scales of Intrapersonal, Interpersonal, Stress Management, Adaptability,

and General Mood (Rothmann et al., 2002; Douglas et al., 2004; Conte, 2005; Douglas et al., 2004; Bar-On, 2005).

The same instrument has been adopted by few researchers to perform intelligent test for performance prediction. Table 2.1 shows Dries and Pepermans'(2007) administration of the EQ-I instrument as EI Personal Factor Model, linking performance and career commitment to EI. Table 2.2 explained results of the Bar-On's EQ-I instrument adopted by the researchers, Yuvaraj and Srivastava (2007) to examine the intelligence competency and innovator component among managerial staff. Figure 2.1 is the explanation of the sub-scale to Table 2.2.

In this study, EQ-I model was adopted to test on EI composite scales to predict job performance composite scales. The performance instrument was examined under Welbourne et al. (1998)'s Role Based Performance Scale (RBPS) ratings.

Table 2.5: EI Personal Factor Model Composite Scales

The EI Personal Factors Model ^a EI scales	EI subscales	Adaptability and identity metacompetencies ^b
1. Intrapersonal functioning	 Emotional self-awareness Assertiveness Self-regard Self-actualization 	I Self-assessment A Dialogue skills I Being willing to modify self-perceptions as change occurs A Eagerness to accept new challenges in unexplored territory I Engaging in a variety of personal development activities
2. Interpersonal skills	5. Independence 6. Empathy 7. Interpersonal relationships 8. Social responsibility	I Exploring, communicating and acting on personal values A Openness to new and diverse people and ideas I Actively seeking out relationships that evoke learning I Bewarding subordinates for personal development work
3. Adaptability	9. Problem solving 10. Reality testing 11. Flexibility	I Seeking, hearing and acting on personal feedback A Exploration A Flexibility
4. General mood	12. Happiness 13. Ontimism	I Being open to diverse people and ideas
5. Stress management	14. Stress tolerance 15. Impulse control	A Comfort with turbulent change
Notes: A = Adaptability metacompetency; I = Identity metacompetency Sources: ^a Bar-On (1997), ^b Briscoe and Hall (1999)		

Note: Adapted from Dries, N., & Pepermans, R. (2007). Using emotional intelligence to identify high potential: a metacompetency perspective. Leadership & Organization development Journal. Vol. 28, No. 8; p. 749-770.

Table 2.5: Five Composite Scales of Bar-On

	MI	ACT	ACH	DEV
ES	.51*	.58*	.46*	.56*
AS	.33*	.29*	.28*	.30*
SR	.45*	.52*	.48*	.48*
SA	.64*	.65*	.59*	.58*
IN	.55*	.50*	.48*	.42*
EM	.45*	.57*	.45*	.57*
IR	.37*	.50*	.35*	.49*
SRES	.47*	.54*	.51*	.61*
PS	.69*	.55*	.51*	.54*
RT	.39*	.41*	.42*	.35*
FL	.42*	.35*	.26*	.24*
ST	.47*	.38*	.25*	.30*
IC	.41*	.24*	.14	.20
НА	.54*	.61*	.50*	.62*
OP	.25*	.21*	.29*	.22*
MI Manag positio Develo * Correl	gerial Inno on, ACH- oping furth ation at .0	ovation, A Achieving er potentia 5 level	CT- Activi the res al.	ties of his ults, DEV

Note: Adapted from Yuvaraj, S., & Srivastava, N. (2007). Are innovative managers emotionally intelligent? Journal of Management Research. Vol. 7, Issue. 3; p. 169

Figure 2.5: Index to Abbreviation on EI Sub-Scales

EI Composite Scales	
Interpersonal	Emotional Self Awareness (ES)
	Self-Regard (SR)
	Assertiveness (AS)
	Independence (IN)
	Self-actualization (AS)
Interpersonal	Empathy (EM)
	Social Responsibility (SRES)
	Interpersonal Relationship (IR)
Adaptability	Reality Testing (RT)
	Flexibility (FL)
	Problem Solving (PS)
Stress Management	Impulse Control (IC)
	Stress Tolerance (ST)
General Mood	Happiness (HA)
	Optimism (OP).

Note: Adapted from Yuvaraj, S., & Srivastava, N. (2007). Are innovative managers emotionally intelligent? Journal of Management Research. Vol. 7, Issue. 3; p. 169

2.6 The Predictive Power of Role Based Performance Scale (RBPS) on Performance

Job performance is widely researched and studied in the HR field and now gradually spread to psychology literature (Welbourne, 1998; Goleman, 2001; Manley, 2009). However, according to Welbourne (1998), there are limitations in most of the performance measurement system as the aspects of personal trait and behavior that linked to the work performance has been ignored. Employees' performance is assessed based on the organizationally desired outcome but their inner readiness and emotions that connected to the work outcome have not been considered.

The RBPS measure is a role based and theory based; and self-appraisal instrument that measure the performance of one's at the workplace (Welbourne, 1998; Meyer & Fletcher, 2007). The role theory assess one's behavior and attributes that would help for building job descriptions and contribute to the work performance. It explains the need for work performance to be multidimensional. The identity theory further deliberates the saliency of role that could affect behavior, and help to suggest the dimensions that could be included in the work performance (Welbourne, 1998). In RBPS, five composite scales were identified: Job, Career, Innovator, Team and Organization (Welbourne, 1998).

In this study, Role Based Performance Scale (RBPS) is adopted to seconded the findings from the EQ-I measures from respondents, to determine if the EI dimensions has significant relationship with the job performance. Table 2.3 explained the scale's item in RBPS.

(a)	a) My Job (doing things specifically related to my job description)				
	i.	Quantity of work output			
	ii.	Quality of work output			
	iii.	Accuracy of work			
	iv.	Customer service provided (internal and external)			
(b)	(b) My career (obtaining the necessary skills to progress in the company)				
	i.	Obtaining personal career goals			
	ii.	Developing skills needed for my future career			
	iii.	Making progress in my career			
	iv.	Seeking out career opportunities			
(c)	c) Innovator (creativity and innovation in my job and the organisation as a whole)				
	i.	Coming with new ideas			
	ii.	Working to implement new ideas			
	<u>iii</u> .	Finding improved ways to do things			
	iv.	Creating better processes and routines			
(d)	(d) Team (working with co-workers and team members toward success of the firm)				
	i.	Working as part of a team or work group			
	ii.	Seeking information from others in my work group			
	iii.	Making sure my work group succeeds			
	iv.	Responding to the needs of others in my group			
(e)	(e) Organisation (going above the call of duty in my concern for the firm)				
	i.	Doing things that help others when it's not part of my job			
	ii.	Working for the overall good of the company			
	iii.	Doing things to promote the company			
	iv.	Helping so that the company is a good place to be			

Note: Adapted Welbourne, T. M., & Johnson, D. E., & Erez, A. (1998). The Role-Based Performance Scale: Validity analysis of a theory-based measure. *Academy of Management Journal*. Vol.41, Issue. 5; p. 540-555

2.7 The Proposed Measures

2.7.1 Intrapersonal Skills and Interpersonal Skills

The relationship between intrapersonal and interpersonal skills and performance began to attract attention after the Second World War (Gardner's study as cited in Manley, 2009; Hunt and Baruch, 2003). The definitions were evolved from the past literature that explained both components as 'the intelligence to deal with own-self and others; at the same time perceive mutual understanding and creating positive outcomes' (Barker, 2002; Polychroniou, 2009).

Goleman (2001) coined the term for EI in the educational context as an ingredient for effective group and personal performance, as well as to ensure career success. He claimed that the more EI capabilities of the educators, the higher the possibility for them to produce quality students with sound academic performance; and that the students who are trained to be competence in handling their EI would succeed and perform in their future career (Goleman, 2001; Holt and Jones, 2005; Whitefield and Kloot, 2006). This in turn explains a two way teacher and student learning cycle, a lifelong learning in higher education.

2.7.2 Adaptability

The construction of adaptability in EI family has become a new topic in the literature (Bar-On, 2005). This essential component has been recognized as one's ability to succeed in coping with environmental demand and changes; as well as willing to adapt to changes (Cascio, 1998; Goleman, 2005; Allworth & Hesketh, 1999; Katsaros et al., 2014).

2.7.3 Stress Management

Stress management, is an emergency management instrument in many contexts. It is a pre-requisite component for one to manage and order their behavior to display organizationally required outcome (Juniper, 2003; Douglas, 2003). Bar-On (2005; 2006) suggests that individual who masters this essential component could reduce job stress and promote job adaptability in the work place (Dewe and O`Driscoll, 2002).

2.7.4 General Mood

Mood is an expression to communicate the thinking, the emotion, the anxiety and cognitive behavioral feedback from one's inner thoughts, showing one's happiness, sadness and optimism (Douglas et al., 2004; Munyon, et al., 2009). The general mood with living skills is the capacity to recognize one's feeling (Munyon, et al., 2009). In Bar-On (2005) studies, general mood explained optimism and happiness. The instrument was designed to comprehensively leverage one's general intelligence proficiency to promote collaboration competency and to predict job performance (Douglas et al., 2004; Bar-On, 2005).

General mood plays an important role in both emotional intelligence and emotional competence perspective. It contributes to the learning competence that could contribute to outstanding performance (Douglas et al., 2004; McEnrue & Shen, 2009). Therefore, in the business and educational realm, general intelligence of EI has been welcomed and promoted through workshop and talks to both the academics and students in the institutions (Liptak, 2005; McEnrue & Shen, 2009).

2.8 Research Model & Research Hypothesis

In this study, five independent variables were derived from the literature review: Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood (Figure 2.2); and the dependent variables were Job, Career, Innovator, Team and Organization (Figure 2.3). The proposed measured variables (Table 2.4) that formed the hypotheses for this study are as follows:

H1: There is a significant relationship between each of the EI composite scales, significant in predicting the Job Performance composite scales.

H2: There is a significant relationship between overall EI competencies and overall Job Performance.

Figure 2.8: Proposed Conceptual Framework Showing Research Hypothesis for H1



Figure 2.8: Proposed Conceptual Framework Showing Research Hypothesis for H2



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Research Hypotheses for HI

H1aa: Intrapersonal has significant relationship in predicting Job component of RBPS
H1ab: Interpersonal has significant relationship in predicting Job component of RBPS
H1ac: Stress Management has significant relationship in predicting Job component of RBPS
H1ad: Adaptability has significant relationship in predicting Job component of RBPS
H1ae: General Mood has significant relationship in predicting Job component of RBPS

H1ba: Intrapersonal has significant relationship in predicting Career component of RBPS
H1bb: Interpersonal has significant relationship in predicting Career component of RBPS
H1bc: Stress Management has significant relationship in predicting Career component of RBPS
H1bd: Adaptability has significant relationship in predicting Career component of RBPS
H1bd: General Mood has significant relationship in predicting Career component of RBPS

H1ca: Intrapersonal has significant relationship in predicting Innovator component of RBPS
H1cb: Interpersonal has significant relationship in predicting Innovator component of RBPS
H1cc: Stress Management has significant relationship in predicting Innovator component of RBPS
H1cd: Adaptability has significant relationship in predicting Innovator component of RBPS
H1ce: General Mood has significant relationship in predicting Innovator component of RBPS

H1da: Intrapersonal has significant relationship in predicting Team component of RBPS
H1db: Interpersonal has significant relationship in predicting Team component of RBPS
H1dc: Stress Management has significant relationship in predicting Team component of RBPS
H1dd: Adaptability has significant relationship in predicting Team component of RBPS
H1de: General Mood has significant relationship in predicting Team component of RBPS

H1ea: Intrapersonal has significant relationship in predicting Organization component of RBPS
H1eb: Interpersonal has significant relationship in predicting Organization component of RBPS
H1ec: Stress Management has significant relationship in predicting Organization component of RBPS
H1ed: Adaptability has significant relationship in predicting Organization component of RBPS
H1ee: General Mood has significant relationship in predicting Organization component of RBPS

H1fa: Intrapersonal has significant relationship in predicting Total RBPS

H1fb: Interpersonal has significant relationship in predicting Total of RBPS

H1fc: Stress Management has significant relationship in predicting Total of RBPS

H1fd: Adaptability has significant relationship in predicting Total of RBPS

H1fe: General Mood has significant relationship in predicting Total of RBPS

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The earlier chapters in this study introduced and explained the purpose and significance of EI in predicting Job Performance. Literature from past scholars were reviewed for the conceptualized constructs and the implied relationship of both EI and Job Performance. In this chapter, a generic research procedure, 'the Research Onion' listed in Figure 3.1 (Saunders et al., 2009) is adopted to explain the type of investigation of the study and its methodology under the following headings: Research Philosophy, Research Approach, Research Strategy, and Research Choice.





Note: Adapted from Saunders, M., & Lewis, P., & Thornhill, A. (2009). Research Methods for Business Students. (5th Ed). Essex, England: Prentice Hall.

3.2 Type of Investigation

3.2.1 Research Philosophy

One of the greatest concerns in this study in the first phase was to contemplate the best paradigm for this study, a right research method through "views to investigation" (Saunders et al., 2009). As this study involved facts, social reality and formation of knowledge and philosophical stance of the natural scholars for a generalizations outcome (Saunders et al., 2009), hence the philosophy adopted in this study is positivism.

3.2.2 Research Approach

In this study, a deductive approach was selected. Hypotheses were derived from literature and together with measured variables that have causal relationship in between were developed for testing. According to Saunders et al (2009), this approach was explained as a deductive approach where a logic and rational research study conclusion will be formed under many various form of available facts. Following sections were the steps towards the formalization of hypothesis testing: descriptive analysis, exploratory and evaluation, and hypothesis testing.

3.2.2.1 Descriptive Analysis, Exploratory and Evaluation, and Hypothesis Testing

In this study, the literature findings and statistics were descriptively analyzed based on its own specific characteristic. Exploratory analysis was performed as an analytical technique to define the conceptual fitting of the model with its variables constructed in the hypotheses postulated in this study (Christian & Sprinkle, 2013). Two research questions were raised and tested to validate the constructed theory as explained in the research proposed model for this study listed in Chapter 1, Figure 1.1. In this study, a quantitative method was adopted to explore the evolving roles and relationship between EI and Job Performance. Explanation for this selection was that, very often, qualitative and quantitative approach has been a concerned for many other researchers. Qualitative analysis is the research paradigm that design and shape philosophies through a method of inquiry, understand and exploring unstructured data; and quantitative examine the relationship among measured variables, define and shape theories through numerical analysis with series data collection from surveys and questionnaires (Frels & Onwuegbuzie, 2013). As this study involved the second activity explained in the abovementioned, hence, quantitative approach was selected. Finally, hypotheses were employed to decide and confirm as to whether the

theoretical hypotheses are confirmed by the empirical evidence, and also to explain the causal relationship between measured variables (Zikmund, 2003).

3.2.3 Research Strategy

Several methods were used for data collection in this study, where data were gathered through primary data (questionnaire, surveys, interviews, case study and pilot studies) and secondary data (articles, academic journals, or other reference books and dissertations) (Zikmund, 2003). The intention behind was mainly to provide solid reasoning for researchers to fully understand the theories and methodologies derived from the literature. In line with this, survey strategy and measurement strategies were explained as follows.

3.2.3.1 Survey Strategy

Survey is a research method where primary data is gathered from a pool of selected sample by used of questionnaires (Zikmund, 2003). Various survey strategies were identified for data collection (Table 3.1) .For instance, through mail, phone, face to face and online interview. The face to face approach is the most costly and time consuming, but, the outcomes are always promising (Zikmund, 2003). Hence, it was considered inappropriate for this study. Phone and online interviews offer almost quick and immediate response rates but it could be very expensive and researchers might not be able to meet with the selected pool of respondents as some of calls might be screened out. Hence, the first two strategies were not suitable for this study. Mail survey is easy and cost efficient (Barrick et al., 2002). The response rate hit the lowest among the others survey methods but the targeted sample of respondents was concentrated and valid. With this, this survey method was adopted in this study.

Table 3.2: Advantages and Disadvantages of Survey Method

	Mail	Phone	Online	Face to Face
Response Rate Range	20%-80% (4)	60% - 76% (2)	20% - 70% (1)	High
Advantages	easy and cost efficient interview bias lowered since no contact with interviewer (4)	large reachmost homes have telephones rapid contact with respondents (3)	quick response times reduced cost increased respondent flexibility (3)	good response rates longer interviews more likely to be tolerated attitude can be observed (5)
Disadvantages	response rates are typically low not appropriate for low literacy audiences (4)	can be expensive calls can be screened out (3)	some age, ethnic and income groups do not yet have equal access to the Internet (3)	expensive time-consuming (5)

Advantages and Disadvantages of Survey Methods

Note: Adapted from The Health Communication Unit. (2006). Retrieved August 7, 2013, from http://www.thcu.ca/infoandresources/publications/surveytable.pdf

3.2.3.2 Measurement Strategies - Emotional Intelligence and Job Performance Measures

Proposed research model (Figure 1.1) derived from Bar-On Emotional Quotient Inventory (Bar-On, 2005) and the self-rated Job Based Performance Scale (RBPS) by Welbourne et al. (1998) were adopted in this study to examination if the five dimensions or composite scales of EI could predict five dimensions or composite scales or Job Performance measures.

3.3 Data Collection Method

Survey was conducted with a set of questionnaire adapted from Bar-On Emotional Quotient Inventory (Bar-On, 2005). Following sections clarified the explanation.

3.3.1 Self-Report

Self-report was adopted in this study. This self-administered approach was in the selected list as it promised massive data collection in a short period of time from a large pool of respondents (McDonald, 2008; Figure 3.2). Listed in Appendix B was a self-report questionnaire which comprised of three sections (Table 3.2). The first section covered the demographic profiling of the respondents; second section showed the five composite scales accessing EI (Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood) and third section contained five composite scales accessing RBPS (Job, Career, Team, Innovator and Organization).

Figure 3.3: Proposed Questionnaire Administration



Note: Adapted from Saunders, M., & Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students*. (5th Ed). Essex, England: Prentice Hall.

Section	Dimensions/ Scales	Allocation of Questions
First - Demographics		1 - 5
	Intrapersonal	1 - 32
	Interpersonal	33 - 58
Second – EQ-I	Stress Management	59 - 73
	Adaptability	74 - 104
	General Mood	105 – 133
	Job	134 - 137
	Career	138 - 141
Third – Job Performance	Innovator	142 - 145
	Team	146 - 149
	Organization	150 - 153

Table 3.3: Allocation of Questions from Questionnaire

3.3.2 Scales

Five Point Likert scale with five graduated categories was adopted in this study to present the respondents response rating on EI score. From the Likert scale, 1 = very seldom or not true of me; 2 = seldom true of me; 3 = sometimes true of me; 4 = often true of me; and 5 = very often true of me or true of me. The RBPS measures was categorized from Needs much improvement, Needs some improvement, Satisfactory, to Good.

3.3.3 Key Variables

The independent variables were the five composite scales of EQ-I: Intrapersonal, Stress Management, Interpersonal, Adaptability and General Mood. However, the dependent variables were the five component scales of the RBPS: Job, Innovator, Career, Team, and Organization (Table 1.3 and Figure 1.1).

3.4 Sampling Method

In this study, stratified sampling and simple random sampling method were adopted to facilitate the process of identifying targeted sample; with nine (9) colleges and nine (9) university colleges were selected in its respective fashion as listed and explained in details as follows.

Population of institutions in Klang Valley, Selangor was identified. There were nine (9) university colleges and eighty five (85) colleges in Selangor (Ministry of Education Malaysia, 2013; Jabatan Pengajian Tinggi, 2013). It was observed that some of the colleges were relatively small institutions with only about a hundred students and operating in shop lots without proper facilities but categorized as college

status. There were also full blown institutions with a status of university colleges or college having huge campuses and students population (Teh, 2012).

For colleges, stratified sampling method was adopted where only colleges (the 85 colleges) with a student enrolment of 1500 students and above were selected for this study. This was to ensure that this study has a relatively homogeneous population and of same size in terms of student population and within the same context. This sampling method is also consistent with past research done by Teh (2012). Based on the 85 colleges in the state of Selangor, there were eighteen (18) colleges with a student population of above one thousand five hundred (1500) students. Out of these eighteen (18) colleges, nine (9) colleges were selected randomly (simple random sampling). As this study is to study on how emotional intelligence of academic staff can affect their performance, the nature of work of academic staff across institutions is homogeneous (Teh, 2012). As such, it was justified to use simple random sampling.

On the other hand, for collection of data from respondents in the university colleges, this was done based on simple random sampling where in bigger institution such as KBU, Segi and etc, name list was obtained from the personnel in HR Department. Based on the name list and the simple random table available in Appendix A, questionnaire was sent to the respondents. In a smaller institution such as Stamford College, name list was obtained from the HR department and questionnaires were sent to all in the list in order to increase the respond rate.

3.5 Data Analysis Approach

Data collected were imputed and analyzed using the Statistical Package for the Social Sciences (SPSS) version 12.0. Set of questionnaire was designed (Appendix B) and interval scaled data for each variable were collected through Likert Scale. Data collected from respondents through questionnaires was input to SPSS for analysis. Incomplete questionnaires were excluded. Demographic variables such as age, gender, monthly expenses, year of service in the organization, and annual increment were analyzed under descriptive statistic. Factor analyses were performed to examine the correlations between the EI composite scales and RBPS composite scales. Regression analysis was performed to prove the validity of the variables of both EQ-I and RBPS. Multiple linear regression analysis was used to examine the validation of the hypotheses.

3.6 Limitation

Self-report measures tend to promote bias in reporting where this approach might invite respondents to provide fake-good responding, to fake their answers in the questionnaires to promote their good image and hiding their real behavioral attribute and intention.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

Data analysis, statistical procedures, and overall results of the current study are presented in this chapter. The chapter begins with an explanation of the sampling procedures and descriptive statistics of the demographic variables. The second section contains the findings of principal components of analyses. The measurement scales of EQ-I and RBPS measures was assessed by Exploratory factor analysis (EFA) to confirm the validity and reliability of the variables that could be used to test the hypotheses proposed in this study. Factor analysis was performed to confirm the first finding from EFA. This was followed by Kaiser-Mayer-Olkin Test (KMO), Bartlett's Test of Sphericity (BTS), Eigenvalue, and Cronbach Alpha. Variables that meet the acceptable standard of validity were used to test the hypotheses, followed by a conclusion of the main findings in the last section.

4.2 The Demographics

760 questionnaires were sent to academic staff in 9 colleges and 9 university colleges in Klang Valley, Selangor. 371 (48.8 per cent response rate) questionnaires were returned and 3 were not usable. From Table 4.1, 168 of the respondents were

male and 200 were female. In terms of age, the respondents' age ranged from less than 30 years old to almost retirement age. 160 (43.5 per cent) of the respondents were from the age group of 40 to 49, followed by 88 (23.9 per cent) and 84 (22.8 per cent) of the respondents where age around 30 to 39 and; less than 30. A small portion of the sample was around 50 to 59 and aged more than 59 namely; 8.7 per cent and 1.1 per cent respectively. 143 (38.9 per cent) of the respondents were in the institution for 3 to 4 years, 135 (36.7 per cent) for 1 to 2 years, 53 (14.4 per cent) were 5 to 6 years, and the remaining 8 (2.2 per cent) were more than 7 years. Table 8 shows that 113 (30.7 per cent) respondents received 10 per cent and more increment, 104 (28.3 per cent) received 2 per cent to 5.0 per cent increment, 98 (26.6 per cent) received 6 per cent to 9 per cent increment, and 53 (14.4 per cent) received less than 2.0 per cent increment.

Out of the total respondents, 173 (47.0 per cent) respondents incurred RM3, 001 to RM5, 000 expenses per month. 110 (29.9 per cent) spent RM1, 000 to RM3, 000 per month; 63 (17.1 per cent) spent RM5, 001 to RM10, 000 per month.

Table 4.2: Demographics

Characteristics	Percentage
	(%)
Gender	
Female	54.3
Male	45.7
Age	
Less than 30	22.8
30 - 39	23.9
40 - 49	43.5
50 - 59	8.7
More than 59	1.1
Years in Service	
Less than 1 year	7.9
Between 1 to 2 years	36.7
Between 3 to 4 years	38.9
Between 5 to 6 years	14.4
More than 7 years	2.2
Monthly Expenses (RM)	
Less than RM1,000	5.4
1,000 – 3,000	29.9
3,001 - 5,000	47.0
5,001 - 10,000	17.1
More than 10,000	0.5
Last Increment	
Less than 2.0%	14.4
Between 2.0% - 5.0%	28.3
Between 6.0% - 9.0%	26.6
10.0% and above	30.7
Total	100.00
Sample size (n)	(368)

4.3 Normality – Kurtosis & Skewness

All dependent variables were tested to ensure that the assumptions used for multiple regressions were in place. A distribution of the variables was examined by the Skewness and kurtosis statistics. The values of Skewness and kurtosis were assessed to ascertain the normality of the dependent variables. A normal kurtosis value will be 0. However the value of +/- 1 will be acceptable (Hair, et al., 2006). The kurtosis value is listed in Table 4.2; this value is within the range of the guideline given by Hair and others. The Skewness measure of normality described the symmetry of the distribution of the data around means (Hair, et al., 2006). The Skewness value for the variables: Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood were reported at: 0.437, 0.499, 0.465, -0.219 and 0.041 respectively. As the Skewness values were in within 1 until -1, therefore are acceptable.

Independent Variable	Skewness	Kurtosis
Intrapersonal	0.437	0.353
Interpersonal	0.499	0.955
Stress Management	0.465	-0.152
Adaptability	-0.219	0.61
General Mode	0.041	-0.854

Table 4.3: Independent Variable

4.4 Validity and Reliability

Cronbach's alpha reliability test was adopted to test the reliability of this study. Following is Table 4.3, showing the alpha value according to the rules of thumb.

Table 4.4: Cronbach's Alpha Value and the Level of Acceptance

 Alpha Value	Level of Acceptance
 > 0.900	Excellent
> 0.800	Good
> 0.700	Acceptable
> 0.600	Questionable
> 0.500	Unacceptable

Note: Adapted from Zikmund, W. G. (2003). Business research Methods. (7th Ed). Thomson South-Western

Table 4.4 and Table 4.5 show the findings of the reliability analyses for the EQ-I and Total RBPS measures. In this study, there were 153 items contained in the questionnaires (Appendix B). Of these 153 items, there were five independent dependent variables: intrapersonal (32 items), interpersonal (26 items), and stress management (15 items), adaptability (31 items), and general mood (29 items); and five dependent variables. A factor analysis was performed to identify the variables. Kaiser-Mayer-Olkin Test (KMO) was then been conducted to measure the sampling adequacy.

Results (Table 4.4) derived from the statistical studies shown the alpha value obtained for Intrapersonal, Interpersonal, Stress Management, Adaptability, General Mode and Job Performance were at the level of 0.778, 0.875, 0.769, 0.908, 0.910 and 0.974 respectively. Hence, it was confirmed that all the EQ-I composite scales have met the acceptable standard of reliability analyses and were highly accepted for statistical test in this study.

Measure	Items	Factor	КМО	Bartlett`s	Eigenvalue	Variance	Conbach`s
	Valid	Loadings	test of			Explained	Alpha
				Sphericity			
Intrapersonal Skill	5	0.291 – 0.664	0.756	525.902	2.675	53.509	0.778
Interpersonal Skill	9	0.449 - 0.779	0.861	1705.686	1.330	66.169	0.875
Stress Management	3	0.585 - 0.772	0.667	329.727	2.083	69.446	0.769
Adaptability	9	0.395 - 0.881	0.900	2301.228	1.127	70.870	0.908
General Mode	8	0.453 - 0.781	0.898	1842.188	5.002	62.521	0.910

Table 4.4: The Results of Validity and Reliability Analyses of the EQ-I

Table 4.4: Item Validity and Reliability Analyses of the Dependent Variable

Measure	No of items	Factor	KMO	Bartlett's test of	Eigenvalue	Variance	Conbach`s
	Valid	Loadings		Sphericity		Explained	Alpha
Total RBPS	20	0.654 - 0.867	0.962	8005.846	1.114	73.092	0.974

4.5 Components Analysis

4.5.1 Results from Components Analysis on EQ-I Model

Component analysis, which is known as principal components analysis in SPSS, was conducted on EQ-I. The rotated method selected was Varimax. Component analysis is used to summarize most of the original variance in a minimum number of factors for prediction purpose. Using the 0.50 loading, 29 items were eliminated from intrapersonal, 21 were eliminated from intrapersonal, 12 were eliminated from stress management, 26 from adaptability and 20 were eliminated from general mood. The findings from this analysis are listed in Table 4.6. Results computed in Table 4.7 listed the Cronbach's alpha value of the remaining items after the elimination. Alpha value of 0.60 is questionable but acceptable (Hair et al., 1998). Hence, these variables (Table 4.8) were acceptable and were retained for hypothesis testing.

Variables			Compone	ent	
variables	1	2	3	4	5
IntrapersonalQ1	0.746				
IntrapersonalQ8	0.525				
IntrapersonalQ24	0.534				
InterpersonalQ11		0.728			
InterpersonalQ17		0.555			
InterpersonalQ18		0.515			
InterpersonalQ19		0.523			
InterpersonalQ20		0.574			
StressMgmt3			0.639		
StressMgmt5			0.708		
StressMgmt7			0.627		
Adaptability1				0.707	
Adaptablity2				0.778	
Adaptablity4				0.537	
Adaptablity5				0.825	
Adaptablity6				0.840	
GeneralMood4					0.808
GeneralMood5					0.727
GeneralMood7					0.666
GeneralMood10					0.747
GeneralMood12					0.525
GeneralMood16					0.680
GeneralMood22					0.702
GeneralMood23					0.623
GeneralMood25					0.694

Table 4.5: Principal Components Analysis on Independent Variables

Table 4.5: Reliability Statistic

Inter-Item	Cronbach`s Alpha
Intrapersonal	0.689
Interpersonal	0.815
Stress Management	0.774
Adaptability	0.927
General Mood	0.913

Variables						nent		
v ariables		1	2	3	4	5		
Intrapersonal	My approach in overcoming difficulties is to move step by step.	0.75						
	I believe that I can stay on top of tough situations.	0.53						
	When I disagree with someone, I am able to say so.	0.53						
Interpersonal	Γ m good at understanding the way other people feel.		0.73					
	I have not broken a law of any kind.		0.56					
	I enjoy those things that interest me.		0.52					
	I am sensitive to the feelings of others.		0.52					
	I have good relations with others.		0.57					
Stress Management	I can handle stress without getting nervous.			0.64				
	When facing problem, the first thing I do is stop and think.			0.71				
	I don`t do anything bad in my life.			0.63				
Adaptability	Γ m able to change old habits.				0.71			
	I believe in my ability to handle most upsetting problems.				0.78			
	When faced with a difficult situation, I like to collect all the				0.54			
	information about it that I can.				0.34			
	It's easy for me to adjust to new conditions.				0.83			
	I know how to deal with upsetting problem.				0.84			
General Mood	Γ m optimistic about most things I do.					0.81		
	Γ m fairly cheerful person.					0.73		
	I am satisfied with my life.					0.67		
	My friends can tell me intimate things about themselves.					0.75		
	When trying to solve a problem, I look at each possibility and					0.53		
	then decide on the best way.					0.55		
	Γ m happy with the type of person I am.					0.68		
	Γ m happy with the way I look.					0.70		
	I like to have fun.					0.62		
	Looking at both my good points and bad points, I feel good about myself.					0.69		

Table 4.5: Remaining Items of EI-Q after Principal Components Analysis

4.5.2 **Results from Components Analysis on RBPS Measures**

Component analysis, which is known as principal components analysis in SPSS, was conducted on RBPS measure of performance. The rotated method selected was Varimaxx. Base on the 0.50 loading criterion, the result are presented as follows (Table 4.9). Results computed in Table 4.10 shows the Cronbach's alpha for the Performance scales for the remaining items which are Job, Career, Innovator, Team and Organization at 0.933, 0.916, 0.912, 0.901 and 0.987 respectively. Item with alpha value of 0.80 is good (Hair et al., 1998). With this, these items were acceptable and were retained (Table 4.11).

Variables			Componen	t	
v ar lables	1	2	3	4	5
MyJob1	0.882				
MyJob2	0.869				
MyJob3	0.817				
MyJob4	0.772				
MyCareer5		0.823			
MyCareer6		0.814			
MyCareer7		0.822			
MyCareer8		0.748			
Innovator9			0.773		
Innovator10			0.770		
Innovator11			0.797		
Innovator12			0.802		
Team13				0.705	
Team14				0.700	
Team15				0.814	
Team16				0.795	
Organization17					0.809
Organization18					0.850
Organization19					0.660
Organization20					0.804

Table 4.5: Princi	pal Com	ponents Anal	ysis on	RBPS	Performance	Measures

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 14 iterations.

Table 4.5: Reliability Statistic

Inter-Item	Cronbach`s Alpha
Job	0.933
Career	0.916
Innovator	0.912
Team	0.901
Organization	0.987

Table 4.5: Item Validity

Variables		Component					
variables		1	2	3	4	5	
My Job	Quantity of work output	0.88					
	Quality of work output	0.87					
	Accuracy of work	0.82					
	Customer service provided (internal and external)	0.77					
My Career	Obtaining personal career goals		0.82				
	Developing skills needed for my future career		0.81				
	Making progress in my career		0.82				
	Seeking our career opportunities		0.75				
Innovator	Coming up with new ideas			0.77			
	Working to implement new ideas			0.77			
	Finding improved ways to do things			0.80			
	Creating better processes and routines			0.80			
Team	Working as part of a team or work group				0.71		
	Seeking information from others in my work group				0.70		
	Making sure my work group succeeds				0.81		
	Responding to the needs of others in my group				0.80		
Organization	Doing things that help others when it's not part of my job					0.81	
	Working for the overall good of the company					0.85	
	Doing things to promote the company					0.66	
	Helping so that the company is a good place to be					0.80	

4.6 Hypotheses Testing

4.6.1 Results of RBPS Measures by EQ-I Measure

H1: There is a significant relationship between each of the EI composite scales significant in predicting the performance rating.

From Table 4.12, all EQ-I composite scales have significant correlation with all composite scales of the performance measures – Role Based Performance Scales; and Total Role Based Performance Scales.

4.6.1.1 Coefficients Regression of Job Composite Scale of RBPS on EQ-I Research Hypothesis: H1aa, H1ab, H1ac, H1ad, H1ae (Table: 2.2)

Table 4.13 explained how important each composite scale in EQ-I predicting Job component of RBPS. The construct are listed: General Mood, Adaptability, Intrapersonal and Interpersonal and had beta value of 0.419, 0.205, 0.204 and 0.143 respectively. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.804; showing 80.4 per cent of the dependent variable can be explained by the independent variables (Table 4.13).

However, Stress Management (b = -0.008, p = 0.764) seems to be unrelated to the Job component, however, General Mood (SC Beta = 0.419) is the most important predictor contributed to the Job Component.

Table 4.6: Correlation of the Components of EQ-I and RBPS

Job	Career	Innovator	Team	Org	Total Job Performance	Intrapersonal	Interpersonal	Stress Management	Adaptability	General Mood
1.000										
0.833(**) 0.000	1.000									
0.813(**) 0.000	0.840(**) 0.000	1.000								
0.780(**) 0.000	0.791(**) 0.000	0.772(**) 0.000	1.000							
0.840(**) 0.000	0.793(**) 0.000	0.825(**) 0.000	0.830(**) 0.000	1.000						
0.930(**)	0.924(**)	0.921(**)	0.904(**)	0.929(**)	1.000					
0.000	0.000	0.000	0.000	0.000						
0.786(**) 0.000	0.726(**) 0.000	0.725(**) 0.000	0.720(**) 0.000	0.745(**) 0.000	0.804(**) 0.000	1.000				
0.774(**) 0.000	0.741(**) 0.000	0.700(**) 0.000	0.669(**) 0.000	0.721(**) 0.000	0.784(**) 0.000	0.649(**) 0.000	1.000			
0.423(**)	0.402(**)	0.436(**)	0.426(**)	0.426(**)	0.458(**)	0.443(**)	0.361(**)	1.000		
0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
0.834(**)	0.773(**)	0.778(**)	0.775(**)	0.808(**)	0.862(**)	0.777(**)	0.753(**)	0.509(**)	1.000	
0.000	.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
0.876(**)	0.808(**)	0.809(**)	0.782(**)	0.833(**)	0.892(**)	0.797(**)	0.831(**)	0.441(**)	0.877(**)	1.000
	Job 1.000 0.833(**) 0.000 0.813(**) 0.000 0.780(**) 0.000 0.840(**) 0.000 0.930(**) 0.000 0.774(**) 0.000 0.423(**) 0.000 0.423(**) 0.000 0.834(**) 0.000 0.876(**) 0.000	Job Career 1.000 1.000 0.833(**) 1.000 0.000 0.840(**) 0.000 0.000 0.813(**) 0.840(**) 0.000 0.000 0.780(**) 0.791(**) 0.000 0.000 0.840(**) 0.793(**) 0.000 0.000 0.840(**) 0.793(**) 0.000 0.000 0.930(**) 0.924(**) 0.000 0.000 0.774(**) 0.741(**) 0.000 0.000 0.423(**) 0.402(**) 0.000 0.000 0.834(**) 0.773(**) 0.000 0.000 0.876(**) 0.808(**) 0.000 0.000	Job Career Innovator 1.000 . . 0.833(**) 1.000 . 0.800 . . 0.813(**) 0.840(**) 1.000 0.813(**) 0.840(**) 1.000 0.813(**) 0.840(**) 0.72(**) 0.000 0.000 0.000 0.780(**) 0.791(**) 0.772(**) 0.000 0.000 0.000 0.840(**) 0.793(**) 0.825(**) 0.000 0.000 0.000 0.840(**) 0.726(**) 0.725(**) 0.000 0.000 0.000 0.774(**) 0.741(**) 0.700(**) 0.000 0.000 0.000 0.423(**) 0.402(**) 0.436(**) 0.000 0.000 0.000 0.834(**) 0.773(**) 0.778(**) 0.000 0.000 0.000 0.876(**) 0.808(**) 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** Correlation is significant at the 0.01 level (2-tailed).

	R	\mathbf{R}^2	Ajd. R ²	Standard Error	
Model	0.897	0.804	0.802	0.508	
	SS	df	MS	F	Sig.
Regression	384.524	5.000	76.905	297.830	0.000
Residual	93.475	362.000	0.258		
Total	477.998	367.000			
	SC Beta	t,Tolerance	Sig, VIF		
Intrapersonal	0.204	5.058	0.000		
Interpersonal	0.143	3.397	0.001		
Stress Management	-0.008	-0.300	0.764		
Adaptability	0.205	3.920	0.000		
General Mood	0.419	6.783	0.000		

Table 4.6: Regression Analysis of the Job Component of RBPS on EQ-I

Dependent Variable: Job

Table 4.14 explained how important each composite scale in EQ-I predicting Career component of RBPS. The construct are listed: General Mood, Interpersonal, Intrapersonal and Adaptability and had beta value of 0.309, 0.221, 0.192 and 0.189 respectively. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.696; showing 69.6 per cent of the dependent variable can be explained by the independent variables (Table 4.14).

However, Stress Management (b = 0.007, p = 0.812) seems to be unrelated to the Career component, however, General Mood (SC Beta = 0.302) is the most important predictor contributed to the Job Component.

	R	R ²	Ajd. R ²	Standard Error	
Model	0.834	0.696	0.692	0.577	
	SS	df	MS	F	Sig.
Regression	277.515	5.000	55.503	165.782	0.000
Residual	121.196	362.000	0.335		
Total	398.712	367.000			
	SC Beta	t,Tolerance	Sig, VIF		
Intrapersonal	0.192	3.822	0.001		
Interpersonal	0.221	4.222	0.001		
Stress Management	0.008	0.238	0.812		
Adaptability	0.189	2.897	0.004		
General Mood	0.302	3.919	0.001		

Table 4.6: Regression Analysis of the Career Component of RBPS on EQ-I

Dependent Variable: Career

Table 4.15 explained how important each composite scale in EQ-I predicting Innovator component of RBPS. The construct are listed: General Mood, Adaptability and Intrapersonal and had beta value of 0.408, 0.204 and 0.167 respectively. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.688; showing 68.8 per cent of the dependent variable can be explained by the independent variables (Table 4.15).

However, Interpersonal (b = 0.093, p = 0.131) and Stress Management (b = -0.043, p = 0.732) seems to be unrelated to the Innovator component, however, General Mood (SC Beta = 0.419) is the most important predictor contributed to the Innovator Component.

	R	\mathbf{R}^2	Ajd. R ²	Standard Error	
Model	0.829	0.688	0.684	0.567	
	SS	df	MS	F	Sig.
Regression	256.417	5.000	51.283	159.602	0.000
Residual	116.318	362.000	0.321		
Total	372.735	367.000			
	SC Beta	t,Tolerance	Sig, VIF		
Intrapersonal	0.167	3.284	0.001		
Interpersonal	0.081	1.516	0.131		
Stress Management	0.049	1.440	0.151		
Adaptability	0.204	3.098	0.002		
General Mood	0.408	5.231	0.001		

Table 4.6: Regression Analysis of the Innovator Component of RBPS on EQ-I

Dependent Variable: Innovator

Table 4.16 explained how important each composite scale in EQ-I predicting Team component of RBPS. The construct are listed: General Mood, Adaptability and Intrapersonal and had beta value of 0.307, 0.298 and 0.197 respectively. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.660; showing 66 per cent of the dependent variable can be explained by the independent variables (Table 4.16).

Interpersonal (b = 0.058, p = 0.367) and Stress Management (b = 0.029, p = 0.354) seems to be unrelated to the Team component, however, General Mood (SC Beta = 0.307) is the most important predictor contributed to the Team Component.

	R	\mathbf{R}^2	Ajd. R ²	Standard Error	
Model	0.812	0.660	0.655	0.589	
	SS	df	MS	F	Sig.
Regression	244.156	5.000	48.831	140.609	0.000
Residual	125.717	362.000	0.347		
Total	369.872	367.000			
	SC Beta	t,Tolerance	Sig, VIF		
Intrapersonal	0.197	3.706	0.001		
Interpersonal	0.050	0.902	0.367		
Stress Management	0.033	0.927	0.354		
Adaptability	0.298	4.334	0.001		
General Mood	0.307	3.769	0.001		

Table 4.6: Regression Analysis of the Team component of RBPS on EQ-I

Dependent Variable: Team

Table 4.17 explained how important each composite scale in EQ-I predicting Organization component of RBPS. The construct are listed: General Mood, Adaptability and Intrapersonal and had beta value of 0.393, 0.266 and 0.166 respectively. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.731; showing 73.1 per cent of the dependent variable can be explained by the independent variables (Table 4.17).

Interpersonal (b = 0.093, p = 0.100) and Stress Management (b = 0.013, p = 0.651) seems to be unrelated to the Organization component, however, General Mood (SC Beta = 0.393) is the most important predictor contributed to the Organization Component.

	R	R ²	Ajd. R ²	Standard Error	
Model	0.855	0.731	0.727	0.522	
	SS	df	MS	F	Sig.
Regression	267.767	5.000	53.553	196.626	0.001
Residual	98.595	362.000	0.272		
Total	366.363	367.000			
	SC Beta	t,Tolerance	Sig, VIF		
Intrapersonal	0.166	3.520	0.001		
Interpersonal	0.081	1.647	0.100		
Stress Management	0.014	0.453	0.651		
Adaptability	0.266	4.334	0.001		
General Mood	0.393	5.433	0.001		

Table 4.6: Regression Analysis of the Organization Component of RBPS on EQ-I

Dependent Variable: Organization

Table 4.18 explained how important each composite scale in EQ-I predicting Total RBPS. The construct are listed: General Mood, Adaptability, Intrapersonal and Interpersonal; and had beta value of 0.397, 0.251 and 0.201 and 0.127 respectively. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.842; showing 84.2 per cent of the dependent variable can be explained by the independent variables (Table 4.18).

Stress Management (b = 0.017, p= 0.409) seems to be unrelated to the Job component, however, General Mood (SC Beta = 0.397) is the most important predictor contributed to the Total RBPS.

	R	R ²	Ajd. R ²	Standard Error	
Model	0.917	0.842	0.839	0.384	
	SS	df	MS	F	Sig.
Regression	283.209	5.000	56.642	384.585	0.000
Residual	53.316	362.000	0.147		
Total	336.524	367.000			
	SC Beta	t,Tolerance	Sig, VIF		
Intrapersonal	0.201	5.554	0.001		
Interpersonal	0.127	3.357	0.001		
Stress Management	0.020	.827	0.409		
Adaptability	0.251	5.344	0.001		
General Mood	0.397	7.146	0.001		

Table 4.6: Regression Analysis of the Total RBPS on EQ-I

Dependent Variable: Total RBPS (Job Performance)

4.6.2 Results of Total RBPS Measures on Total EQ-I:

H2: There is a significant relationship between overall EI competencies and overall Job Performance.

Table 4.19 explained how important Total EQ-I predicting Total RBPS. The construct had beta value of 0.910. The beta statistic shows that these components are important factors and predictors in this model. The R-square value was 0.829; showing 82.9 per cent of the dependent variable can be explained by the independent variable (Table 4.19).

Table 4.6: Regression Analysis of the Total RBPS on EQ-I

	R	\mathbf{R}^2	Ajd. R ²	Standard Error	
Model	0.910	0.829	0.828	0.397	
	SS	df	MS	F	Sig.
Regression	278.865	1	278.865	1770.132	0.001
Residual	53.316	362	0.147		
Total	336.524	367			
	SC Beta	t,Tolerance	Sig, VIF		
Total EI	0.910	42.073	0.001		

Dependent Variable: Total RBPS (Job Performance)

4.6.3 Summary of the Results

This section explained the result derived from the hypotheses 1 (H1) and hypotheses 2 (H2).

Table 4.20 showing the relationship of the composite scales between EI components and Job Performance components. The regression revealed that overall EI were the significant predictor of the Total RBPS.

In detail, General Mood is the most significant important predictor contributed to the Total RBPS, Job, Career, Innovator, Team and Organization component of RBPS. However, Stress Management is unrelated not contributing to predict RBPS.

	EI Composite Scale				
Job Performance Composite Scales	Related	Not Related			
Job	General Mood	Stress Management			
	Intrapersonal				
	Adaptability				
	Interpersonal				
Career	General Management	Stress Management			
	Interpersonal				
	Intrapersonal				
	Adaptability				
Innovator	General Mood	Stress Management			
	Adaptability	Interpersonal			
	Intrapersonal				
Team	General Mood	Interpersonal			
	Adaptability	Stress Management			
	Intrapersonal				
Organization	General Mood	Interpersonal			
	Adaptability	Stress Management			
	Intrapersonal				
Total Job Performance	General Mood	Stress Management			
	Adaptability				
	Intrapersonal				
	Interpersonal				

Table 4.6: Significant Relationship between EQ-I & RBPS(Job Performance Measure)

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The chapter provides an summary of the study's results and recommends directions for future research.

5.2 Overview of the Study

Scholars and literature proposed that EI is significantly related and contributed to organizational outcomes and one's performance (Goleman, 1995; George, 2000; Petrides & Furnham, 2001; Manley, 2009). This study was built to study whether EI could predict job performance, in a sample of academic staff in university colleges and colleges in the private higher education sector in Malaysia. In addition, this study initially sought to determine if EI and the EI composite scales are predictive of job performance. The Emotional Quotient Inventory (EQ-I; Bar-On, 1997) was used to assess overall EI as well as the following five composite scales: Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood. Multiple regression analysis was conducted to determine the predictor variables (overall EI and

the five EI composite scales) predicted the criterion variable (job performance measures).

The results of this study provide evidence that most of the EI components proposed in this study are significantly related to job performance, except the Stress Management component of EI. These results support the work of several studies that proposed EI as important predictor to job performance (Goleman, 1995; George, 2000; Law et al., 2004; Daus & Ashkanasy, 2005; Manley, 2009).

5.3 Main Findings

5.3.1 Discussion for Hypothesis 1

H1: There is a significant relationship between each of the EI composite scales, significant in predicting the Job Performance composite scales.

One hundred and thirty three (133) items of EQ-I was analyzed using components analysis on five composite scales of EQ-I: Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood. In order to determine if EI has significant relationship with each composite scale in job performance measures, bivariate correlation analysis was performed to evaluate the degree of relationship between measured components/ variables (Figure 4.6). As a result of which, it revealed that each of the EI composite scales (intrapersonal, interpersonal, stress management, adaptability and general mood) were significant correlated to all five components of job performance measures (job, career, innovator, team and organization). Multiple linear regressions were executed to identify the relationship between the predictor variables and the response variable. Table 5.1 showing the rule of thumb of the r value indication.

Table 5.3: Correlation Coefficient Indication between Variables

Correlation coefficient, r	Relationship/Strength between variables
r = -1.00 or 1.00	Strength of the linear relationship
+ or -	Direction of the relationship
0.000 < r < 0.500	Weak
$0.500 \le r \le 0.900$	Strong
> 0.900	Extremely strong

Note: Adapted from Hair, J. J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). Multivariate data anlysis (6th ed.): Pearson Prentice Hall.

From the findings in Chapter 4, Stress Management was found weakly correlated to Job component of RBPS with r = 0.423; Career component of RBPS with r = 0.402; Innovator component of RBPS with r = 0.436; Team component of RBPS with r = 0.426; Organization component of RBPS with r = 0.426; and total RBPS, r = 0.458.

Job, Career, Innovator, Team and Organization component with their r value reported at 0.423, 0.402, 0.436, 0.426 and 0.426 respectively. Meanwhile, overall RBPS was reported at 0.458. Alternatively, Stress Management was found to have a weak relationship at r = 0.361. The relationship between Stress Management and Total RBPS was reported at 0.458. Therefore, it is insufficient evidence to reject the hypothesis.

Of the five EQ-I components, **General Mood** (Optimism and Happiness) was highly correlated with RBPS components and Total RBPS. This finding corroborates the finding of Dulewicz and Higgs (1999); Higgs (2004); Judge and Erez (2007); Law et al (2008); and Crow (2008). Individuals with high level of General Mood perform better as they themselves are instructed to feel good and optimistic. They tend to be positive and to be confident that they can confidently influence the future, enhance job competencies and performance. Hence, these results demonstrated that General Mood has significant relationship with job performance components (Job, Career, Innovator, Team and Organization) and Total RBPS. Adaptability was found highly significant and correlated to Job, Career, Innovator, Team and Organization component of RBPS with their r value reported at 0.834, 0.773, 0.778, 0.775 and 0.808 respectively. Meanwhile, overall RBPS was reported at 0.862. Therefore, it is sufficient evidence to reject the hypothesis. These findings corroborate with the finding of Kenneth et al (2008). People with this characteristic tend to be capable to reduce self-anxiety, flexible, very good at complex problem solving (Bar-On, 2006; Crow, 2008).

Intrapersonal was found highly significant and correlated to Job, Career, Innovator, Team and Organization component of RBPS with their r value reported at 0.786, 0.726, 0.725, 0.720 and 0.745 respectively. Meanwhile, overall RBPS was reported at 0.804. Therefore, it is sufficient evidence to reject the hypothesis. People with this characteristic bring themselves both consciously and cognitively (Dulewicz and Higgs, 1999). They are independent and have strong ability to recognize themselves as an individual who are able to separate from the environment and other individuals (Dulewicz and Higgs, 1999; Bar-On, 2006; Judge and Erez, 2007; Crow, 2008).

Interpersonal was correlated significantly with Job, Career, Innovator, Team and Organization component with their r value reported at 0.774, 0.741, 0.700, 0.669 and 0.721 respectively. Meanwhile, overall RBPS was reported at 0.784. Therefore, it is sufficient evidence to reject the hypothesis.

From the findings from Chapter 4 and listed above, there is sufficient evidence to support the hypothesis, H1 that components of EQ-I is a good predictor of each components of RBPS, except for Stress Management component of EQ-I.

5.3.2 Discussion for Hypothesis 2

H2: There is a significant relationship between overall EI competencies and overall Job Performance.

There are many schools of thoughts on this area where most of them eventually proved that the achievement and productivity of the organizational is a result of good performance from its quality staff. A number of researches have been carried out through various series of performance and competencies measures, measuring the EI of staff that linked to their satisfaction and commitment at the workplace, and their job performance. They are very successful person, and they perform well because they do what is right, and they know what to do (Lawler et al., 2001, Kunnanatt, 2008; Schumacher et al., 2009; Shahzad et al., 2011; Bazerman & Tenbrunsel, 2013).

Hence, from the findings, the regression analysis revealed that overall EI components (EQ-I) was a good predictor of the Total RBPS. They are inter-related. For hypotheses two, H2; there is sufficient evidence to support the hypothesis.

5.4 Implications of the Findings

5.4.1 Implications for Employees and Employers

EI has received considerable attention in management, human resources, and organizational behavior and commitment literature in recent years. Many of them highlighted the importance of EI as a predictor in important spheres such as job performance, academic performance, sales performance and etc (Welbourne, 1998; Bar-On, 2005).

The relationship between the emotional intelligence as described in this study and, work performance would have important implications for not only individuals but also organizations in their capacity as employers. Many organizations especially the multi-national corporations are realigning their HR policies and career development stratagems to favor an emotionally intelligent workplace (Manley, 2009; Molefe, 2010). Once researchers are able to establish a list of personality traits that are related to EI, individuals will then have the opportunity to learn how to modify their personality as well as control their emotions to enhance their job performance. At the same time, organizations would be able to benefit by recruiting or head hunting individuals or experts with good profiles that may render them as ideal employees (Law et al., 2004; Law et al., 2008).

5.4.2 Implication on Educational Perspective

Analyses documented in this study demonstrate that all EI components exhibited substantial relative importance in the presence of EQ-I model when predicting job performance. According to William's study (as cited in Manley, 2009), Education is not the filling of a pail, but the lighting of a fire. As EI is closely linked to thinking, self-management and relating to others, hence, this study will form a base and foundation for future discussion on how academics can perform at their work place with high level of EI that will contribute to their job performance and at the same time, to enhance the academic performance of their students (Davies et al., 1998; Goleman, 2001; Manley, 2009; Molefe, 2010). Also, this study has the potential to inform and equip the leadership in private higher educational institutions in Malaysia by installing EI models proposed in this study to formulate policy on performance evaluation frameworks for academic staff.

Many studies have shown that having high level of EI does not necessarily translate into a successful future but there is a need for people to understand and manage their emotions as well as to incorporating EI principles into teaching and lifelong learning (Merriam & Caffarella, 1999; Manley, 2009; Molefe, 2010). For
instance, children who have an understanding of the role that emotions play in their life will have a better foundation on which to build successful futures. Hence, the responsibility now lies with academics to point to students the link between good emotional intelligence and academic performance. According to Arreola (Arreola's study as cited in Molefe, 2010), a teacher who can develop relationships that foster and encourage student engagement will enhance learning and academic performance.

In the changing environment, educational institutions are being challenged to develop and offer the EI programmes for staff and students (Manley, 2009). This is mainly to train and build them to "attain skills that could enable them to handle their emotion, build their personal behavior, develop their sense of caring and responsible for others and handle challenging situations effectively and efficiently; and eventually create quality outcomes (Manley, 2009). Therefore, the findings from this study show that EI can be taught and has positive effects on student learning and well-being and also has positive effects on staff morale and self-esteem. 'It is precisely because EI is so significant and important that it should not be allowed to be reduced to a bolt-on, sound bite, and commercially driven business opportunity' (Molefe, 2010).

5.5 Limitations of the Study

5.5.1 Effects of Questionnaire Length

There is a lot of debate on whether the questionnaire length could affect the response rate. According to Hogan et al. (1996), one prominent feature of survey that has often been assumed to affect respondent participation is the length of the survey questionnaire. In this study, 133-item Bar-On Emotional Quotient Inventory (EQ-I) was adopted for the EI measurement. This created an invisible restriction, which could directly or indirectly affects the validity of the respondents `feedback.

5.5.2 Construct of Emotional Intelligence

The findings of many recent studies revealed that there is still no clear consensus regarding how emotional intelligence and job performance measurement should be defined and operationalized. This is due to the large variations in EI and performance conceptualizations and measuring these dimensions can be difficult or could bring the researcher to the dead lock (Caruso et al., 2002). Many EI assessments have been designed within the past two decades; some of the definitions and measurements are not an exact science and needed constant examination and assessment (Dulewicz and Higgs, 2000). Hence, the findings and conclusion of this study will be constrained by the accuracy of the EQ-I.

5.5.3 Self-Report

In this study, EI was examined via a self-report measure. The limitation of self-report assessments is that the self-report bias may obscured the findings of this study as the survey responses may not always reflect the respondents` actual behavior. According to McClelland (1973), people tend to react to situations spontaneously without clear defined options. Hence, self-report assessments may lead to inaccuracy response of how people actual react and behave in real-life situations.

5.6 **Recommendations**

5.6.1 Performance Measurement System

The study may prove to be useful to HR personnel in the rapidly growing private sector of higher education to develop policies to use EI positively to improve job performance. It could also help to assist academic leaders in this sector to identify and formulate staff development programmes. In addition, literature review has discovered that the absence of a performance culture and a reliable system of managing performance in the organization often find it extremely difficult to fairly reward good performers (Molefe, 2010).

5.6.2 Length of the EQ-I measure

Length affects non-response by the way of the respondents' assertiveness and behavior. Increased length adds to the burden on respondents and pushes more of them over a brink beyond which they will no longer cooperate and will affect the validity of the response (Burchell and Marsh, 1992). However, short questionnaire will help to ensure quality response and encourage more motivated and responsive respondents (Cape, 2010).

5.7 Conclusion

The purpose of this study was to determine the importance of EI and its effect on job performance of academic staff in private higher educational institutions. The findings have demonstrated that EI is a predictor of several variables, including job performance (Douglas et al., 2004; Higgs, 2004; Bar-On, 2006; Judge and Erez, 2007; Crow, 2008). The survey conducted for the purpose of this study is instructive to private higher educational institutions in that they will be able to enhance job performance of academic staff by factoring in EI in recruitment and HR management. However, further investigation and evaluation is essential.

The overall results indicated that EI and the EI composite scale of General Mood, Adaptability, Intrapersonal and Interpersonal predict job performance components based on RBPS performance measure. These findings are essentially important because the models or the proposed measurement could be utilized for recruitment, career advice and personal development (Bar-On, 2005; Bar-On, 2006).

Looking further, the world of higher education nowadays has dominated by higher educational institutions who aimed at keeping the management and administration of the institutions flexible and efficient, with quality and performing manpower (Lucas, 1996; Day & Carroll, 2004). The trend of institutions recognizing their staff as their most significant asset, the awareness on the importance of EI and job performance ratings is on the rise.

Goleman states that individuals are born with a general emotional intelligence that would determine their potential for learning emotional competencies and thus, the need for people to understand, relate, respect and interact with others (Manley, 2009). Hence, adopting the EI programme in order to lift their standard of education from 'one of mediocrity to being innovative', should be introduced and embedded to the HR policy for academic staff, and to the educational curriculum structure for students. This would show positive short term and long term personal benefits, for both academic staff and students.

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Appendices

Appendix A

N	S	N	S	Ν	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

TABLE 1 Table for Determining Sample Size from a Given Population

Note.—N is population size. S is sample size.

Note: Adapted from Krejcie, R. V., & Morgan, D. W. (1970). Determing sample size for research activities. Educational and Psychological Measurement. Vol. 30; p. 607-610

Appendix B

The Emotional Intelligence and Job Performance of Academic Staff in Private Higher Education Institutions in Malaysia

I am Lee Yin Su, a student in Faculty of Accountancy & Management, University Tunku Abdul Rahman (UTAR) undertaking a Master of Business Administration Degree and Dr Chong Shyue Chuan is my research supervisor. As part of my studies, I am conducting a research project titled "Emotional Intelligence and Job Performance: Evidence from Private Higher Education in Malaysia."

You are invited to take part in this research project which examines the relationship between job performance and emotional intelligence.

We are interested only in the overall relationship between Emotional Intelligence and Job Performance. We are therefore not interested in the specific responses of any particular individual. The anonymity of your response in guaranteed because you are not required to provide your name nor any other information that can be used to identify you. The confidentiality of your responses is assured as only Mr Chong Shyue Chuan and I will have access to the completed questionnaires, which will be shredded after the data have been entered into a spreadsheet. The findings of this study may be published in a scholarly journal but you will not be named or identified from the published report.

For futher information, you may call me at 012 558 0395 or email me at leevinsu@yahoo.co.uk.

Thank you

Sincerely,

Lee Yin Su 08UKM07885 <u>leeyinsu@yahoo.co.uk</u>

Part A: Demographic Questionnaire

- Age □ Less than 30 □ 30 - 39 □ 40 - 49 □ 50 - 59 □ More than 59
- 2 Gender □ Male □ Female

1

- 3 Monthly Expenses □ < RM1000 □ RM1,000 - RM3,000 □ RM3,001 - RM5,000 □ RM5,001 - RM10,000 □ More than RM10,000
- How long have you worked in this Organization?
 □ Less than 1 year
 □ between 1 to 2 years
 - \Box between 3 to 4 years
 - \Box between 5 to 6 years
 - \Box 7 years and above
- 5 What is your last annual increment?
 - \Box Less than 2 %
 - \square Between 2 % to 5 %
 - \square Between 6 % to 9 %
 - \square 10% and above

Part B: Emotional Intelligence of One's Emotional and Social Intelligence

- Very seldom or not true of me Seldom true of me 1
- 2
- 3 Sometimes true of me
- 4 Often true of me
- 5 Very often true of me or true of me

I feel that . . .

1	My approach in overcoming difficulties is to move step by step.	1	2	3	4	5
2	I prefer to join in which I'm told pretty much what I do.	1	2	3	4	5
3	I try to make my life as meaningful as I can.	1	2	3	4	5
4	It's fairly easy for me to express feelings.	1	2	3	4	5
5	Γ m unable to show affection.	1	2	3	4	5
6	I feel sure of myself in most situation	1	2	3	4	5
7	I have a feeling that something is wrong with my mind.	1	2	3	4	5
8	I believe that I can stay on top of tough situations.	1	2	3	4	5
9	I lack self-confidence.	1	2	3	4	5
10	When I start talking, it is hard to stop.	1	2	3	4	5
11	I like to get an overview of a problem before trying to solve it.	1	2	3	4	5
12	I prefer others to make decisions for me.	1	2	3	4	5
13	It's hard for me to understand the way I feel.	1	2	3	4	5
14	In the past few years, I have accomplished little.	1	2	3	4	5
15	I have had strange experiences that can't be explained.	1	2	3	4	5
16	I have good self-respect.	1	2	3	4	5
17	I do very weird things.	1	2	3	4	5
	It's difficult for me to change my opinion about things, once they are	1	2	3	4	5
18	made					
19	Others find it hard to depend on me.	1	2	3	4	5
20	It's hard to express my intimate feelings.	1	2	3	4	5
21	People don't understand the way I think.	1	2	3	4	5
22	I see these strange things that others don't see.	1	2	3	4	5
23	People tell me to lower my voice in discussions.	1	2	3	4	5
24	When I disagree with someone, I am able to say so.	1	2	3	4	5
25	It's hard for me to accept myself just the way I am.	1	2	3	4	5
26	I feel cut off from my body.	1	2	3	4	5
27	Γ m more a follower than a leader.	1	2	3	4	5
28	It's fairly easy for me to tell people what I think.	1	2	3	4	5
29	I tend to exaggerate.	1	2	3	4	5
30	I feel comfortable with my body.	1	2	3	4	5
31	I am a very strange person.	1	2	3	4	5
32	I have not been embarrassed by anything that has done.	1	2	3	4	5
33	Others think that I lack assertiveness.	1	2	3	4	5
34	I like helping people.	1	2	3	4	5
35	It's hard for me to smile.	1	2	3	4	5

36	I am unable to understand the way other people feel.	1	2	3	4	5
	When working with others, I tend to rely more on their ideas than my	1	2	3	4	5
37	own.					1
38	I really don`t know what I am good at.	1	2	3	4	5
39	I am unable to express my ideas to others.	1	2	3	4	5
40	It's hard for me to share my deep feelings with others.	1	2	3	4	5
	It doesn't bother me to take advantage of people, especially if they	1	2	3	4	5
41	deserve it.					
42	I have good thoughts about everyone.	1	2	3	4	5
43	I am good at understanding the way other people feel.	1	2	3	4	5
	I would stop and help a crying child find his or her parents, even if I	1	2	3	4	5
44	had to be somewhere else at the same time.					
45	I don't get along well with others.	1	2	3	4	5
46	I care what happens to other people.	1	2	3	4	5
47	My close relationships mean a lot to me and to my friends.	1	2	3	4	5
48	I am able to respect others.	1	2	3	4	5
49	I have not broken any law of any kind.	1	2	3	4	5
50	I enjoy those things that interest me.	1	2	3	4	5
51	I am sensitive to the feelings of others.	1	2	3	4	5
52	I have good relations with others.	1	2	3	4	5
53	I think it's important to be a law-abiding citizen.	1	2	3	4	5
54	I tend to cling to others.	1	2	3	4	5
55	People think that I am sociable.	1	2	3	4	5
56	I have strange thoughts that no one can understand.	1	2	3	4	5
57	I avoid hurting other people's feelings.	1	2	3	4	5
58	I don't keep in touch with friends.	1	2	3	4	5
59	It is a problem controlling my anger.	1	2	3	4	5
60	I think I`ve lost my mind.	1	2	3	4	5
61	I can handle stress without getting nervous.	1	2	3	4	5
62	My impulsiveness creates problems.	1	2	3	4	5
63	When facing problem, the first thing I do is stop and think.	1	2	3	4	5
64	I don`t hold up well under stress.	1	2	3	4	5
65	I don't do anything bad in my life.	1	2	3	4	5
66	I feel that it's hard for me to control my anxiety.	1	2	3	4	5
67	I am impatient.	1	2	3	4	5
68	I get depressed.	1	2	3	4	5
69	I have strong impulses that are hard to control.	1	2	3	4	5
70	I am impulsive.	1	2	3	4	5
71	It's hard for me to describe my feelings.	1	2	3	4	5
72	I have got a bad temper.	1	2	3	4	5
73	I get anxious.	1	2	3	4	5
74	I am able to change old habits.	1	2	3	4	5
75	I believe in my ability to handle most upsetting problems.	1	2	3	4	5
76	It's difficult for me to begin new things.	1	2	3	4	5
	When faced with a difficult situation, I like to collect all the	1	2	3	4	5
77	information about it that I can.					
78	It's easy for me to adjust to new conditions.	1	2	3	4	5
79	I know how to deal with upsetting problem.	1	2	3	4	5
80	It's hard for me to make adjustments in general.	1	2	3	4	5

81	It's easy for me to make friends.	1	2	3	4	5
82	It's hard for me to make decisions on my own.	1	2	3	4	5
83	I am aware of the way I feel.	1	2	3	4	5
84	Nothing disturbs me.	1	2	3	4	5
85	It's hard for me to decide on the best solution when solving problems.	1	2	3	4	5
86	If I could get away with breaking the law in certain situations, I would.	1	2	3	4	5
87	I know how to keep calm in difficult situations.	1	2	3	4	5
88	I have not told a lie in my life.	1	2	3	4	5
89	I am generally motivated to continue, even when things get difficult.	1	2	3	4	5
90	I try to continue and develop those things that I enjoy.	1	2	3	4	5
91	It's hard for me to say "no" when I want to.	1	2	3	4	5
92	I get carried away with my imagination and fantasies.	1	2	3	4	5
93	It's generally hard for me to make charges in my daily life.	1	2	3	4	5
94	It's hard for me to face unpleasant things.	1	2	3	4	5
95	It's hard for me to change my ways.	1	2	3	4	5
96	I try to get as much as I can out of those things that I enjoy.	1	2	3	4	5
	I can easily pull out of daydreams and tune into the reality of the	1	2	3	4	5
97	immediate situation.					
	I generally get stuck when thinking about different ways of solving	1	2	3	4	5
98	problems.					
99	It's hard for me to see people suffer.	1	2	3	4	5
100	I seem to need other people more than they need me.	1	2	3	4	5
101	I don't have a good idea of what I want to do in life.	1	2	3	4	5
102	It's difficult for me to stand up for my rights.	1	2	3	4	5
103	It's hard for me to keep things in the right perspective.	1	2	3	4	5
104	It's hard for me to enjoy life.	1	2	3	4	5
105	I like everyone I meet.	1	2	3	4	5
	I try to see things as they really are, without fantasizing or	1	2	3	4	5
106	daydreaming about them.					
107	I am in touch with my emotions.	1	2	3	4	5
108	I am optimistic about most things I do.	1	2	3	4	5
109	Γ m fairly cheerful person.	1	2	3	4	5
110	When I am angry with others, I can tell them about it.	1	2	3	4	5
111	I am satisfied with my life.	1	2	3	4	5
112	I don`t get enjoyment from what I do.	1	2	3	4	5
113	I generally hope for the best.	1	2	3	4	5
114	My friends can tell me intimate things about themselves.	1	2	3	4	5
115	I don't feel good about myself.	1	2	3	4	5
	When trying to solve a problem, I look at each possibility and then	1	2	3	4	5
116	decide on the best way.					
117	I am fun to be with.	1	2	3	4	5
118	I don't get that excited about my interests.	1	2	3	4	5
119	I tend to fade out and lose contact with what happens around me.	1	2	3	4	5
120	I am happy with the type of person I am.	1	2	3	4	5
121	Even when upset, I am aware of what's happening to me.	1	2	3	4	5
	In handling situations that arise, I try to think of as many approaches	1	2	3	4	5
122	as I can.		<u> </u>			
123	I am not happy with my life.	1	2	3	4	5
124	I enjoy weekends and holidays.	1	2	3	4	5

	I generally expect things will turn out all right, despite setbacks from	1	2	3	4	5
125	time to time.					
126	I am happy with the way I look.	1	2	3	4	5
127	I like to have fun.	1	2	3	4	5
128	I don`t have bad days.	1	2	3	4	5
	Looking at both my good points and bad points, I feel good about	1	2	3	4	5
129	myself.					
130	I tend to exploide with anger easily.	1	2	3	4	5
131	It would be hard for me to adjust if I were forced to leave my home.	1	2	3	4	5
132	Before beginning something new, I usually feel that I will fail.	1	2	3	4	5
133	I responded openly and honestly to the above questions.	1	2	3	4	5

Part C: Job Performance

Rate yourself according to the following statement

- 1 Needs much improvement
- 2 Needs some improvement
- 3 Satisfactory
- 4 Goods
- 5 Excellent

My Job (doing things specifically related to my job description)									
134	Quantity of work output	1	2	3	4	5			
135	Quality of work output	1	2	3	4	5			
136	Accuracy of work	1	2	3	4	5			
137	Customer service provided (internal and external)	1	2	3	4	5			
My career (obtaining the necessary skills to progress in the organization)									
138	Developing personal career goals	1	2	3	4	5			
139	Developing skills needed for my future career	1	2	3	4	5			
140	Making progress in my career	1	2	3	4	5			
141	Seeking our career opportunities	1	2	3	4	5			
Innovator (creativity and innovation in my job and organization as a whole)									
142	Coming up with new ideas for my workplace	1	2	3	4	5			
143	Working to implement new ideas in the workplace	1	2	3	4	5			
144	Finding improved ways to do things	1	2	3	4	5			
145	Creating better processes and routines at work	1	2	3	4	5			
	Team (working with co-workers and team members toward success of	of the	organ	izatio	n)				
146	Working as part of a team or work group	1	2	3	4	5			
147	Seeking information from others in my work group	1	2	3	4	5			
148	Making sure my work group succeeds	1	2	3	4	5			
149	Responding to the needs of others in my group	1	2	3	4	5			
Organization (going above the call of duty in my concern for the organization)									
150	Doing things that help others when it's not part of my job	1	2	3	4	5			
151	Working for the overall good of the company	1	2	3	4	5			
152	Doing things to promote the company	1	2	3	4	5			
153	Helping so that the company is a good place to be	1	2	3	4	5			