Emotional Intelligence and Job Performance

of Academicians in Malaysia

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Abstract

This study explores the predictive utility of an emotional intelligence measurement that is based on the Role-Based Performance Scale (RBPS) measure of job performance. This inquiry aims to investigate whether the level of emotional intelligence score of each academic staff in the selected private higher educational institutions affects job performance. This research applied a quantitative method approach to cast the researchers' net wider to include selected higher educational institutions to obtain as much data as possible. The results demonstrate a significant relationship between emotional intelligence and job performance of academic workers in private higher educational institutions. Therefore, these significant findings shed further light on the theoretical and practical utility of the construct of emotional intelligence and job performance, and have proven the fact that emotional intelligence is accountable for and could predict job performance.

Keywords: intrapersonal skills, interpersonal skills, adaptability, stress management, general mood, higher education institutions

1. Introduction

This study is applicable and reliable when to apply to the higher education industry because of academician as a human engineer. If the higher education institutions academicians couldn't get to work independently and how they are going to produce and try the future talent to work independent. This may directly and indirectly bring a negative impact on our economy. Workers must be equipped with wide cognitive and affective skills in the modern workplace. Widely known as the "21st Century Skills" (US National Research Council [USNRC], 2012), these skills comprise problem-solving, analytical, communication, interpersonal, adaptability, management, and self-learning skills. In 2012, the National Research Council of the national academies compressed adaptability, complicated communication and social, atypical problem solving, self-management and self-development and system thinking skills into three broad clusters namely: cognitive skills (memory and reasoning), interpersonal skills (interpreting, expressing and responding to third party) and intrapersonal skills (self-management) (USNRC, 2012). The social and scientific communities have intensively explored the topic of emotional intelligence (EI) in the last few decades. The probable positive effect of EI has been uncovered in the family, institute and even office (Farrell, 2015; Zainal, Zawawi, Aziz and Ali, 2017). According to Petrides et al. (2016), EI as social intelligence enables a human being to get on with others. Many studies assert that EI is an administration of emotions operating in a sensible and smart style while guided by emotion and origin (Farrell, 2015; Petrides et al., 2016). It aids to boost one's sensibilities and relationships, empower one's understanding, guidance and management of his own emotions as well as others (Applewhite, 2017; Farrell, 2015; Petrides et al., 2016). Originated from the literature of psychology, EI has steadily spread to other academic disciplines. Economic sociologists have also examined a variety of social forces that influence economic processes, including networks, institutions, politics, and culture (Kraus, Park & Tan, 2017; Li, 2016). Literature also recognizes the importance of emotions for the economy as they help individuals to perform economic roles through emotional management or enhancement of EI. A number of studies have adopted the concept of EI from the academic world into the commercial industries (Dhani & Sharma, 2017; Gunu & Oladepo, 2014; Law, Wong, Huang & Li, 2008; Pekaar et al., 2017; Zainal et al., 2017) and found how EI was associated with job effectiveness specifically for higher management level of a corporation that shook the business community (Krishnan, Mahphoth, Ahmad & A'yudin, 2018). Also, many studies asserted that EI influences capability (Dhani & Sharma, 2017; Gunu & Oladepo, 2014) where individuals with high characteristics of EI can detect and handle their

own emotions well while simultaneously, they can identify and empathize with others' feelings (Applewhite, 2017). Recent research highlights the importance of EI as a predictor in important domains such as academic performance, job performance, negotiation, leadership, emotional labour, trust, work-family conflict, and stress (Carter & Loh, 2017; Falahat & Raman, 2017; Subhashini & Shaju, 2016; Zainal et al., 2017). In this study, to ascertain whether the EI dimensions (intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood) have a significant connection with job performance, Welbourne, Johnson and Erez's (1998) Role-Based Performance Scale (RBPS) was adopted and the operation of higher education institutions (HEIs) in Malaysia.

2. Research Framework and Hypothesis Development

The contention that intelligence quotient (IQ) was a weak predictor of individual success and work performance was negated by some studies (Krishnan et al., 2018; Richardson & Norgate, 2015). Perloff (1997) has authenticated the efficacy of such predictor by demonstrating that different human beings with similar IQ could lead to a distinct level of achievement, subject to their level of emotional intelligence (EI) at the organization (Saud, 2019; Dhani & Sharma, 2017; Gunu & Oladepo, 2014; Pekaar et al., 2017). In investigating the effect of educating intrapersonal and interpersonal skills of EI on the job performance among the medical team employees of a hospital (Dadich & Olson, 2017; Mehrabi & Gharakhani, 2014), findings uncovered that there was a significant relationship between job performance and the education of skills such as self-esteem, assertiveness, independence, problem-solving, interpersonal relationships, social awareness and empathy. Similar findings also revealed that job performance was significantly influenced by interpersonal skills followed by stress levels among the employees of government agencies (Zainal et al., 2015). The characteristics of EI can anticipate the effect on individual jobs, such as academic achievement (Dhani & Sharma, 2017; Gunu & Oladepo, 2014), academic classroom expression (Afolabi, Awosola & Omole, 2010), and marketing capability (Gunu & Oladepo, 2014). Numerous aspired on-the-job outcomes in the industries were significantly influenced by the unique constructs of EI (Davies et al., 1998). Studies have shown that a better performer tends to have a high level of EI (Bar-On, 2006; Gunu & Oladepo, 2014). Therefore, Bar-On (2006) called for the creation of a construct to gauge one's intelligence and its effect on job achievement which are some of the job performance estimators (Krishnan et al., 2018; Law, et al., 2008; Pekaar, et al., 2017) found in the General Mental Ability Battery (GMAB) and Confluence Counselling Model (CCM) (Liptak, 2005). In this study, the RBPS was applied to ascertain the predictability of the job performance composite scales by EI composite scales (Welbourne et al., 1998) and the operation of higher education institutions (HEIs) in Malaysia, i.e. public universities, private universities, private university colleges and colleges.

2.1 Independent Variables

2.1.1 Intrapersonal Skills

Intrapersonal skills attend to perceptions, thoughts and feelings that are jumbled up within a person. This skill is not visible, and others may not notice it, given the nature of intrapersonal skill as a skill that exists or occurs within the individual's self or mind (Dadich & Olson, 2017; Esmaeili & Jamkhaneh, 2013; Vijalakshmi, 2016). Intrapersonal skill is concerned with oneself and how it helps to manage what transpires inside oneself. Possessing the awareness of how they influence the world around them by managing their emotions in challenging situations is an example of intrapersonal skill. People with high intrapersonal skills are most likely silent and premeditated, work well alone, and manage their personal growth and search for identity (Genc, Kulusakh & Aydin, 2016; Nasiri Zarch, Marashi & Raji, 2014). Also, they tend to exhibit excellent control of their feelings and moods while they articulate themselves through symbols. A prerequisite to interpersonal skills to manage themselves, individuals must possess and master intrapersonal skills. Intrapersonal skills diminish the internal conflict of the individual concerned, assist in the internalization of the external experience and aid in coming to terms with the individual's strengths and weaknesses. As academics, they have the responsibility to show an excellent example to their students and to enlighten the students on the relationship between good intrapersonal and achievement. Students with high intrapersonal skills are compassionate, mindful of their directions and plans and work well alone. Moreover, they are self-conscious, self-driven and learn most effectively when provided with opportunities and carry out the work in a focused manner. Intrapersonal skills emphasize attributes such as adaptability, ingenuity, confidence, goal setting, taking the initiative, self-awareness and critical thinking. Undertaking some research on oneself to improve one's skills can lead to the above mentioned attributes to be achieved. What goes on inside the mind of a person is the intrapersonal skill that influences the person's interaction with the outside world. It affects one's body language, listening skills, attractiveness, performance, critical and analytical thinking skills and capacity for innovation. In research by Carter, Murray and Gray (2011), the relationship between interpersonal relational competencies and employees' performance was studied. They discovered that the measure of employees' performance is in terms of an employee's

job satisfaction, particularly with the motivational aspects of the job and the organization's strong retention policy to retain their workers. Based on their results, they concluded that a stronger link between interpersonal relational competencies and employee satisfaction would strengthen an organization's performance (Alzyoud, Ahmed, AlZgool & Pahi, 2019). Also, human resource management practices that increase an employee's compliances will improve the employee's performance too.

Hypothesis 1 (H1): There is a significant relationship between intrapersonal skills and job performance.

2.1.2 Interpersonal Skills

According to Vijayalakshmi (2016) and Esmaeili and Jamkhaneh (2013), soft skills can be classified into interpersonal skills and intrapersonal skills. Interpersonal skills are visible to others, and they reflect the capability of an individual to decipher and handle his/her senses, emotions, intentions and that of others in the community contexts. Individuals who possess these skills are very thoughtful and are very likely to have either inkling or an opinion in a higher order. These abilities are also recognized as life and people skills as they assist an individual in relating and communicating with other individuals and groups as well. As academics, they should demonstrate a superior paradigm to their students and infuse the students on the nexus between interpersonal and success. Genc et al. (2016) described intrapersonal skills like the abilities that are placed as an individual mindset. The other end of this axis is the interpersonal skills which concede to communication or relation between people. Interpersonal skills greatly influence an individual's success in his/her personal and professional lives. So much so that employers bestow great importance on interpersonal and intrapersonal skills instead of technical skills (Dadich & Olson, 2017; Esmaeili & Jamkhaneh, 2013; Nasiri Zarch et al., 2014). Essential to effective communication with another person or a group of people is interpersonal skills. A person with exemplary interpersonal skills is guaranteed to land a presentable job and will form impressive bonds in the workplace with managers and colleagues. Among others, interpersonal skills comprise assertiveness, teamwork, stress management, leadership qualities, problem-solving, communication, perseverance, decision making, anger management and listening skills.

Hypothesis 2 (H2): There is a significant relationship between interpersonal skills and job performance.

2.1.3 Stress Management

Stress management is a crisis management device in many aspects. Stress management is mandatory for an individual to govern and structure his/her behaviour to exhibit organizationally required result (Ajayi, 2018; Carter & Loh, 2017; Esmaeili & Jamkhaneh, 2013; Genc et al., 2016). Many researchers think that stress hurts employees' performance, while some researchers have demonstrated that some stressful work conditions are critical for higher productivity. Bar-On (2006) asserted that excelling in stress management helps to lower work stress and to advocate work versatility in the organization (Ajayi, 2018; Murali, Basit & Hassan, 2017; Skakon, Kristensen, Christensen, Lund & Labriola, 2011). Workload, role conflict and inadequate rewards were reasons for causing stress on job performance among employees in a private university (Ali, Raheem, Nawaz & Immuddin, 2014) and the organization was able to reduce stress by redesigning jobs, eliminating role conflict and conducting counselling as stress management techniques.

Hypothesis 3 (H3): There is a significant relationship between stress management and job performance.

2.1.4 Adaptability

A contemporary topic in the literature is the development of adaptability in the EI family (Bar-On, 2006; Esmaeili & Jamkhaneh, 2013; Genc et al., 2016; Nasiri Zarch et al., 2014). This crucial element has been acknowledged as an individual's capability to endure environmental demand and adjustments successfully as well as the eagerness to cope with changes (Dhani & Sharma, 2017; Gunu & Oladepo, 2014; Katsaros, Tsirikas & Nicolaidis, 2014; Law, et al., 2008; Pekaar, et al., 2017). The transition from high school to university has been studied to examine the adaptability of the students through the relationship between EI and academic achievement (Parker et al., 2004). Academics do have the responsibility to enhance the level of adaptability to have better communication with the different characteristics of students. Those who have personal and social resourcefulness as measured through interpersonal skills and intrapersonal skills would also have better adaptive functioning and less anxiety and depression in coping with difficult circumstances (Vijayalakshmi, 2016).

Hypothesis 4 (H4): There is a significant relationship between adaptability and job performance.

2.1.5 General Mood

The mood is a mode to disseminate the thought, feeling, apprehension and cognitive-behavioural reaction from an individual's inner thoughts, displaying the individual's well-being, hopefulness and sorrow (Esmaeili & Jamkhaneh,

2013; Genc et al., 2016; Nasiri Zarch et al., 2014). The general mood with living skills is the ability to identify an individual's perceptions (Munyon, Breaux, Roger, Perrewe & Hochwater, 2009). Possessing the general mood elucidates positive beliefs and contentment in Bar-On's (2006) studies. The device was created to thoroughly take advantage of an individual's common intelligence skillfulness to advocate teamwork competency and to anticipate job performance (Bar-On, 2006; Esmaeili & Jamkhaneh, 2013; Genc et al., 2016). General mood performs a critical function among the EI and competence outlook as well as enhances the learning competence that could lead to superior achievement (Coviello, Deserranno, Persico & Sapienza, 2017; Esmaeili & Jamkhaneh, 2013; Genc et al., 2016; Nasiri Zarch et al., 2014). Hence, in the business environment and educational domain, common intelligence of EI has been greeted and pushed forward through workshops, talks and seminars as well as conferences for both academics and learners in the higher institutions (McEnrue, Groves & Shen, 2009). Employees' mood and emotion are found to be pervasive and as imperative for perceived job performance (Coviello et al., 2017; Owoseni, 2015) and management are recommended to organize emotional management programme for their staff to ensure the improvement of job satisfaction.

Hypothesis 5 (H5): There is a significant relationship between general mood and job performance.

3. Research Methodology

A targeted sampling was conducted in the Klang Valley (Selangor and Kuala Lumpur), Malaysia, on those private higher education institution's academicians. In order to ensure a representative sample of the academicians in Klang Valley, the respondents are collected from the private universities and university colleges with student enrollment of 1,500 students or more were filtered and this study encountered that there are eighteen private universities and university colleges met the above criteria means the student population are 1,500 or more. Survey questionnaires were used as the means to elicit the required data for the cross-sectional study. The dependent variable adopted for this study was academician's job performance with the lower score reflecting the tendency towards a need much improvement and the direct opposite for a higher score as an excellent. The dependent variable was job performance (Likert scale: 1 [needs much improvement] to 5 [excellent]), and independent variables were intrapersonal skills, interpersonal skills, adaptability, stress management and general mood (Liker scale: 1 [not true of me] to 5 [true of me]). The survey involved a sample of 368 private higher education institution's academicians with self-administered structured questionnaires through the non-probability sampling; quota sampling and was carried out in the second half of 2013 in the Klang Valley, Malaysia with a 5.0% or less margin error. The details of the descriptive analysis of the respondents' characteristics are shown in Table 1.

Table 1. Characteristics of respondents

Characteristics	Total (%)	Characteristics	Total (%)
Gender		Years in Services	
Male	45.7	2 years or less	44.6
Female	54.3	3 – 4 years	38.9
		5 years and above	16.5
Age Group			
Less than 30	22.8	Last Increment	
30 – 39	23.9	Less than 2%	14.4
40 – 49	43.5	2 – 5%	28.3
50 and above	9.8	6 – 9%	26.6
		10% and above	30.7
Total (%)	100.0	Total (%)	100.0
Number of respondents	368	Number of respondents	368

4. Research Findings

A structural equation using SmartPLS(V3) was used to assess the measurement model and the structural model.

4.1 Assessment of the Measurement Model

The study has been conducted confirmatory factor analysis to assess reliability, convergent validity, and discriminant validity. As per suggestion by Hair, Black, Babin and Anderson (2014), convergent validity could be assessed

through loadings, the average variance extracted (AVE) and composite reliability (CR). The loadings, Cronbach's alpha (α), composite reliability and average variance extracted (AVE) are presented in Table 2. As shown in Table 2, all items' loadings are well above the recommended values of 0.708 (Hair et al., 2014). The Cronbach's alpha for all 10 constructs are around 0.778 to 0.943 means above the acceptable values of 0.700 (Hair et al. 2014). Composite reliability (CR) for all constructs are well above the cut-off value of 0.5 (Nunnally, 1978). It was noted that the average variance extracted (AVE) for all latent variables are higher than the recommended value of 0.5 (Hair et al., 2014), which indicates the strong reliability of constructs. Next, to assess discriminate validity, this paper have followed two approaches put forward by Hair, Ringle and Sarstedt (2011), namely Fornell and Larcker (1981), and cross-loadings. As per Table 3, the square root of each construct's average variance extracted (AVE) is greater than its correlation with other constructs. As for Table 4, loadings of an indicator on its assigned latent variable are loaded higher than its loadings on lower on all other potential variables in which these two measures provide evidence for the discriminate validity of the constructs. In conclusion, the overall results of the measurement model suggest that our proposed model in this study presents a sufficient level of liability and validity.

Table 2. Loadings for individual items, Cronbach alpha, CR and AVE for reliability test

Construct	Item	Loadings	α	CR[1]	AVE[2]
Intrapersonal	IntraP1: My approach in overcoming difficulties is to move step by step	0.868			
	IntraP16: I have proper self-respect	0.839	0.780	0.871	0.694
INTRA	IntraP24: When I disagree with someone, I can say no	0.790			
Interpersonal	IP11: I am good at understanding the way other people feel	0.864			
	IP17: I have not broken any law of any kind	0.858	0.829	0.887	0.663
INTER	IP18: I enjoy those things that interest me	0.703			
	IP20: I have good relations with others	0.823			
Stress Management	SM3: I can handle stress without getting nervous	0.867			
	SM5: When facing a problem, the first thing I do is stop and think	0.794	0.778	0.862	0.676
STR_M	SM7: I don`t do anything wrong in my life	0.804			
Adaptability	Adp1: I am able to change old habits	0.876			
	Adp2: I believe in my ability to handle most upsetting problems	0.906	0.886	0.922	0.749
ADAP	Adp5: It`s easy for me to adjust to new conditions	0.930			
	Adp8: It`s easy for me to make friends	0.736			
	G10: My friends can tell me intimate things about themselves	0.883			
General Mood	G16: I am happy with the type of person I am	0.791			
	G25: Looking at both my good points and bad points, I feel good about myself	0.788	0.904	0.927	0.678
GEN_M	G4: I am optimistic about most things I do	0.894			
	G5: I`m a relatively cheerful person	0.766			
	G7: I am satisfied with my life	0.810			
My Job	MJ1: Quantity of work output	0.961			
	MJ2: Quality of work output	0.958	0.943	0.964	0.899
JOB	MJ3: Accuracy of work	0.924			

My Career	MC5: Developing personal career goals	0.933			
	MC6: Developing the skills needed for my future career	0.946	0.924	0.952	0.868
CAREER	MC7: Making progress in my career	0.916			
Innovator	INV10: Working to implement new ideas in the workplace	0.902			
	INV11: Finding improved ways to do things	0.888	0.913	0.939	0.793
INNO	INV12: Creating better processes and routines at work	0.871			
	INV9: Coming up with new ideas for my workplace	0.900			
Team	T13: Working as part of a team or workgroup	0.871			
	T14: Seeking information from others in my workgroup	0.878	0.901	0.931	0.770
TEAM	T15: Making sure my workgroup succeeds	0.888			
	T16: Responding to the needs of others in my group	0.873			
Organization	Org17: Doing things that help others when it`s not part of my job	0.939			
	Org18: Working for the overall good of the company	0.940	0.912	0.945	0.851
ORG	Org20: Helping so that the company is an excellent place to be	0.887			

Notes:

1. CR = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (summation of error variances)}.

2. AVE = (summation of the square of the factor loadings)/{summation of the square of the factor loadings} + (summation of error variances)}.

Table 3. Fornell and Larcker (1981) criterion for the discriminant validity of constructs

	ADAP	CAREER	GEN_M	INNO	INTER	INTRA	JOB	ORG	STR_M
ADAP	0.865								
CAREER	0.773	0.932							
GEN_M	0.865	0.794	0.824						
INNO	0.765	0.844	0.794	0.891					
INTER	0.784	0.739	0.789	0.704	0.815				
INTRA	0.809	0.740	0.790	0.729	0.698	0.833			
JOB	0.821	0.806	0.856	0.801	0.749	0.784	0.948		
ORG	0.788	0.788	0.817	0.828	0.712	0.771	0.843	0.922	
STR_M	0.490	0.431	0.455	0.479	0.448	0.582	0.459	0.464	0.822

Note: Diagonals represent the square root of the AVE while the other entries represent the correlations.

Table 4. Discriminant validity (loadings and cross loadings)

	ADAP	CAREER	GEN_M	INNO	INTER	INTRA	JOB	ORG	STR_M	TEAM
Adp1	0.876	0.629	0.732	0.620	0.619	0.696	0.667	0.650	0.415	0.673
Adp2	0.906	0.704	0.787	0.703	0.758	0.750	0.769	0.744	0.481	0.702
Adp5	0.930	0.767	0.835	0.776	0.740	0.800	0.818	0.777	0.510	0.749
Adp8	0.736	0.553	0.620	0.514	0.579	0.521	0.553	0.522	0.248	0.502
G10	0.766	0.684	0.883	0.699	0.674	0.709	0.746	0.701	0.412	0.693
G16	0.705	0.655	0.791	0.616	0.715	0.594	0.683	0.652	0.310	0.611
G25	0.726	0.639	0.788	0.645	0.725	0.699	0.706	0.689	0.469	0.675
G4	0.810	0.743	0.894	0.741	0.693	0.787	0.790	0.769	0.505	0.724
G5	0.622	0.617	0.766	0.601	0.519	0.503	0.630	0.606	0.185	0.546
G7	0.623	0.574	0.810	0.603	0.557	0.575	0.658	0.605	0.327	0.553
INV10	0.647	0.752	0.705	0.902	0.609	0.646	0.686	0.726	0.433	0.695
INV11	0.690	0.737	0.710	0.888	0.621	0.622	0.711	0.719	0.399	0.693
INV12	0.714	0.739	0.734	0.871	0.674	0.655	0.772	0.780	0.425	0.698
INV9	0.672	0.778	0.677	0.900	0.603	0.674	0.682	0.724	0.448	0.691
IP11	0.703	0.684	0.738	0.678	0.864	0.639	0.712	0.662	0.331	0.629
IP17	0.663	0.602	0.622	0.563	0.858	0.597	0.578	0.569	0.462	0.562
IP18	0.490	0.496	0.554	0.460	0.703	0.354	0.502	0.471	0.086	0.412
IP20	0.674	0.605	0.640	0.568	0.823	0.642	0.624	0.598	0.538	0.596
IntraP1	0.757	0.668	0.749	0.685	0.657	0.868	0.745	0.727	0.493	0.675
IntraP16	0.660	0.618	0.621	0.601	0.604	0.839	0.627	0.640	0.526	0.621
IntraP24	0.591	0.554	0.589	0.522	0.466	0.790	0.572	0.543	0.434	0.567
MC5	0.734	0.933	0.761	0.800	0.713	0.700	0.745	0.757	0.411	0.729
MC6	0.703	0.946	0.738	0.791	0.682	0.670	0.748	0.713	0.396	0.707
MC7	0.725	0.916	0.721	0.767	0.669	0.697	0.760	0.733	0.397	0.688
MJ1	0.795	0.811	0.823	0.795	0.757	0.760	0.961	0.819	0.460	0.732
MJ2	0.777	0.751	0.816	0.767	0.693	0.738	0.958	0.801	0.415	0.733
MJ3	0.762	0.728	0.795	0.713	0.678	0.731	0.924	0.778	0.429	0.695
Org17	0.704	0.727	0.743	0.777	0.667	0.729	0.762	0.939	0.466	0.743
Org18	0.746	0.754	0.776	0.760	0.704	0.740	0.801	0.940	0.416	0.754
Org20	0.731	0.699	0.743	0.754	0.598	0.663	0.770	0.887	0.402	0.725
SM3	0.479	0.484	0.512	0.515	0.432	0.541	0.499	0.496	0.867	0.453
SM5	0.275	0.186	0.174	0.227	0.244	0.354	0.206	0.224	0.794	0.246
SM7	0.390	0.286	0.316	0.339	0.370	0.486	0.323	0.331	0.804	0.371
T13	0.624	0.591	0.618	0.604	0.561	0.611	0.580	0.645	0.384	0.871
T14	0.599	0.598	0.609	0.607	0.546	0.603	0.587	0.609	0.362	0.878
T15	0.740	0.746	0.741	0.751	0.635	0.691	0.745	0.764	0.399	0.888
T16	0.712	0.711	0.731	0.752	0.645	0.708	0.731	0.779	0.464	0.873

4.2 Assessment of the Structural Model

After ensuring the satisfactory fit of reliability and validity, this study analysed the structural model through a bootstrapping technique by using 5,000 re-sampling to test the proposed hypotheses. Table 5 presents the results of the path coefficient and hypotheses testing. The results revealed that intrapersonal skills (H1), interpersonal skills (H2), adaptability (H4) and general mood (H5) are positively related to job performance at 1% significance level, which suggests that hypothesis 1, hypothesis 2, hypothesis 4 and hypothesis 5 are supported. However, hypothesis 3 which hypothesizes stress management to job performance is not supported.   In general, these findings are in line with and supported by Esmaeili and Jamkhaneh (2013), Genc et al. (2016) and Nasiri Zarch et al. (2014). People with these characteristics are inclined to be able to lessen self-anxiety and are elastic and do well in solving intricate issues (Bar-On, 2006). Moreover, the results uncovered that general mood is positively related to job performance at 1% significant level and also have a highest beta among the four significant variables.
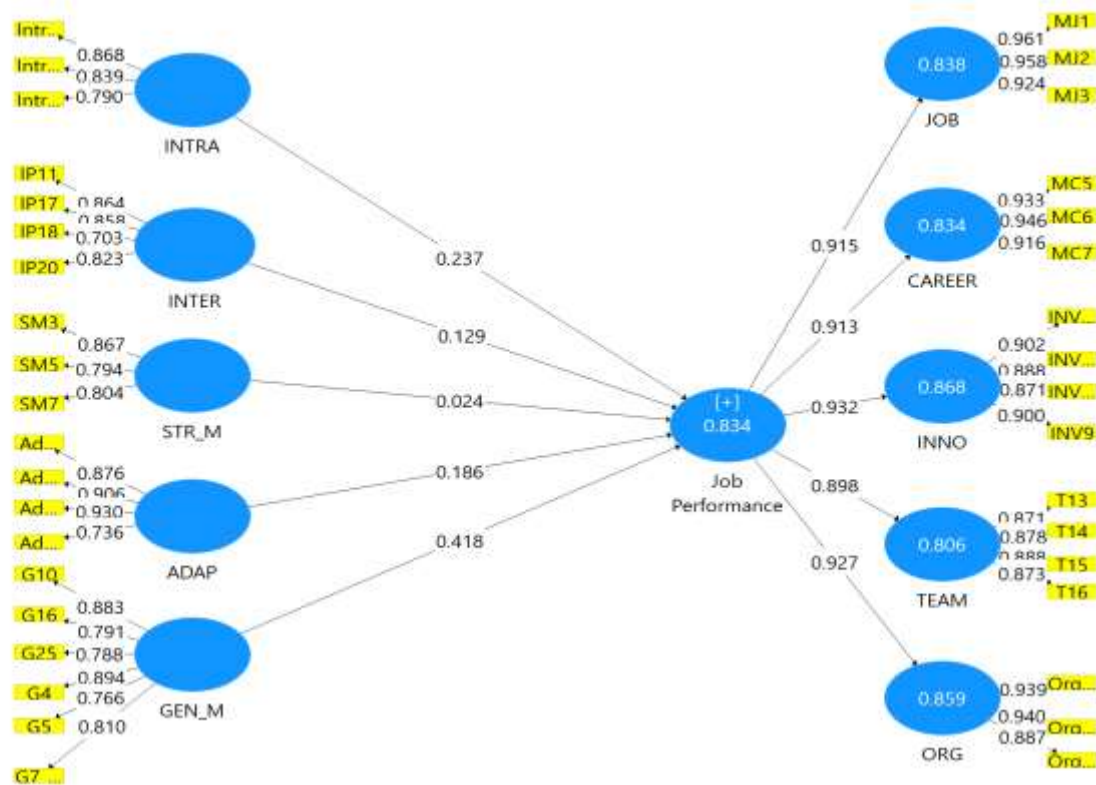

Figure 1. Modelling of EI on job performance of academician

Table 5. Hypotheses testing

Hypotheses	Descriptions	Beta	Standard Error (SE)	t-value	Decision
H1	INTRA -> Job Performance	0.237	0.048	4.916*	Supported
H2	INTER -> Job Performance	0.129	0.041	3.192*	Supported
H3	Stress Management -> Job Performance	0.024	0.024	0.980	Not Supported
H4	Adaptability -> Job Performance	0.186	0.052	3.584*	Supported
H5	General Mood-> Job Performance	0.418	0.053	7.894*	Supported

Note: * Significant at 0.01 level

5. Discussion

The results showed that intrapersonal skills, interpersonal skills, adaptability and general mood are positively related to job performance. This study aims to ascertain whether intrapersonal skills, interpersonal skills, adaptability, stress management and general mood can explain job performance. Firstly, intrapersonal skills are found to be positively

related to job performance at 1% significance level. Individuals with this feature bring along with themselves, either consciousness or cognition (Dadich & Olson, 2017; Vijalakshmi, 2016). They are independent, and they have an enormous ability to separate themselves from the environment and other individuals (Gunu & Oladepo, 2014). Secondly, interpersonal skills have a positive and significant relationship with job performance at 1% significance level. These findings are supported by Dadich and Olson (2017) and Zainal et al. (2015), who claimed that job performance has a direct relationship with interpersonal skills. These means that they can carry out their works independently and to ensure that their decision is always rational. Thirdly, the results confirm that adaptability is positively related to job performance at 1% significance level. These findings are supported by Esmaeili and Jamkhaneh (2013), Genc et al. (2016) and Pekaar et al. (2017). The individual with these characteristics is inclined to be able to decrease self-anxiety and is nimble and does well in solving intricate problems (Bar-On, 2006). Last but not least, the general mood is found to be positively related to job performance at 1% significance level. Among the five EI components, the general mood variable was highly correlated with job performance. Organizing an emotional management programme such as workshops, talks and seminars as well as conferences, could be a win-win situation among the academicians and learners. This statement is supported by many studies (Dadich & Olson, 2017; Dhani & Sharma, 2017; Gunu & Oladepo, 2014; Law et al., 2008; Pekaar et al., 2017).

6. Implications

Lately, literature in the areas of management, human resources, and organizational behaviour and commitment has expounded enormous concentration on EI. The preponderance of them asserted in no uncertainty the importance of EI in influencing academic achievement, job performance and marketing capability (Afolabi et al., 2010; Bar-On, 2006; Carter & Loh, 2017; Dadich & Olson, 2017; Dhani & Sharma, 2017; Gunu & Oladepo, 2014). Important and crucial implications for individuals and organizations alike are derived from the relationship between EI as outlined in this study and work performance. Human resource policies and career development plans are being adjusted to suit an emotionally intelligent workplace in numerous organizations, in particular, multinational corporations (Richardson & Norgate, 2015). With the creation of a list of personality attributes about EI, individuals will then have the option to alter their personality attributes and to curb their emotions in raising their job performance. Organizations can hire exemplary employees by targeting their recruitment or headhunting on potential candidates with good profiles (Gunu & Oladepo, 2014; Law et al., 2008; Pekaar et al., 2017). The entire EI elements displayed considerable relative significance in the company of the EQ-i model when estimating job achievement in this study. According to William`s study (as cited in Manley, 2009) and we quote, "Education is not the filling of a pail, but the lighting of a fire" which means students at all levels of education should get fired up about something and education should be about those fires. This research will establish a common ground for forthcoming discourse on how scholars can function at their workplace with a better grade of EI to raise their job achievement and to lift the academic performance of their students (Manley, 2009). Also, this research unveils the suitability and practicality of embracing the EI dimensions (intrapersonal skills, interpersonal skills, adaptability and general mood) is based on the RBPS measure of job performance, and to develop guidelines on the achievement of evaluation schemes for Malaysian scholars. Though numerous researches have uncovered that better grade of EI does not indeed lead to success, it is essential to comprehend and handle emotions and not to mention, to assimilate EI principles into teaching and lifelong learning (Richardson & Norgate, 2015). As a case in point, a child who has a clear comprehension of the task that emotions play in his/her life will have an excellent groundwork on which to shape a superior future. Academicians do have the responsibility to enlighten the students on the relationship between good EI and academic achievement. According to Arreola (Arreola`s study, as cited in Molefe, 2010), learning and academic performance can be improved if the teacher can cultivate relationships that promote and inspire student engagement. In the face of a dynamic environment, educational institutions are perpetually under pressure to create and furnish EI programs to scholars and learners (Richardson & Norgate, 2015).

7. Limitations and Conclusions

The challenge of the study is the target samples. These findings of this study just represented Klang Valley private higher education institution's academicians. This research proposed that researchers could focus on both public and private higher institutions. The ultimate objective is to coach and aid them in gaining technical ability that facilitates them to manage their emotions, shape their behaviour, cultivate their kindness and empathy and manage arduous circumstances efficiently and effectively; and ultimately establish better results (Richardson & Norgate, 2015). Also, the outputs from this research divulge that EI can be learned and it has positive influences on learner's well-being, staff morale and self-esteem (Chong et al., 2011; Chong, Sia & Ng, 2011; Chong et al., 2012). Last but not least, EI is significant and crucial that it should never be overlooked (Molefe, 2010).

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