

# The Effect of Emotional Intelligence on Job Performance among Educators in Malaysia



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**Abstract:** This study aims to understand the effects of emotional intelligence towards job performance among primary school's educators in Malaysia. The emotional intelligence effect educators' abilities to success in controlling the pressure from the work responsibilities and environmental demand. In analysis part, descriptive study through distributing questionnaire will conduct to evaluate the effect of emotional intelligence on job performance among educators.

**Keywords:** Emotional intelligence, Educators, Job performance, Primary school

## I. INTRODUCTION

In academic phenomena, the educators also known as a teacher among students. The educators can be a role model and inspired students physically and emotionally. Moreover, the educators can be a person that students will make as their idol. Surprisingly, most of the time the students trust and belief more on what their educators said compare on their parents. Educators also can give advice about future careers and others information that is out of syllabus (Yee, 2017).

In Malaysia, the number of public schools are 7772 of primary schools and 2436 of secondary schools in 2019. The number of students is 205,199 for preschool, 2,727,068 for primary schools and 2,007,692 for secondary schools in 2019. Moreover, the number of educators is 182,587 for primary schools and 237,317 for secondary schools.

Therefore, the ratio is 1:12 educators compared to student in the primary schools and 1:11 for secondary school educators (Kementerian Pelajaran Malaysia, 2019). This indicates that primary school educators need more responsible towards their student compare than educators in the secondary school. This ratio revealed that primary school educators have a heavy workload compared to secondary school educators because

lack of educators.

This 21st century the challenges towards emotional states on educators are crucial issue in education system right now. As mention by President of National Union of The Teaching Profession Malaysia (NUTP), stated in *Utusan Malaysia* on 25 July 2018 which revealed on many educators suffer this issue and have a serious disease such as depression among educators are quite serious and demand immediate action from the Ministry of Education.

The statistic from Ministry of Education (2018) disclose that 4.4% educators suffer moderate stress level out of 48,258 respondents. Not only that, they found out that the factor that contributing to the stress among teacher are, financial, family, administration, workload, lack of skill and not trained well to handle stress and effect their job performance.

Osagie and Akinlosotu (2017) revealed that satisfied educators will produce better performing students and contribute to the higher job performance. Moreover, educational qualification (Fehintola, 2014), classroom behavior (Jao-Nan, 2013), years of experience (Wolf et.al, 2015) and job performance of the teacher are important factors that scholars credited to educators for achieve higher student academic outcome. Bloomberg and Knight (2015) indicates that the most problem faced by the educators are the failure to control the classes with a big number of students.

Not only that, Irsa, Babak and Mohsin (2017) also found that the major challenges faced by educators are related to the student with low motivation, student behaviors and student who weak in academic achievement. Therefore, this study is to examine the relationship between the emotional intelligence and job performance among educators.

## II. LITERATURE REVIEW

### A. Job Performance

Individual job performance is very important in the organization or company. The fact is the role of job performance is also in line with administrative goals and mission by approving of skills, development plans and achieving targeted result (Johari, Tan and Zulkarnain, 2017). This emphasize that the employee should able to perform their job properly and understand the guideline or standard of procedure given by the organization to achieve good performance. Moreover, the performance defined in various ways by scholars. It is seen as an act of accomplishing a given task and the ability to combine skillfully the expected behaviours towards the achievement of organizational goals

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and objectives (Olayiwola, 2011). Atiya and Palwasha (2013) stated that performance is something, a single person does. Olufemi (2015) stated that job performance, therefore, is the way and manner in which a staff in an organization performs the duties assigned to him in order to realize the organizations goals and objectives.

Helen (2007) stated that there are three factors that contribute to effective job performance which is organizational environment, job demands and individual competencies. Irameet, Charu and Mital (2018) stated that a competency system for effective teaching can be a helpful beginning stage to assess teacher's performance and make them prepare for future career.

Based on the study by (Shonubi, 2013), the researcher found out that workload, student's attitude, superior discriminative toward educators and lack of vision by authority will influence school's educators job performance and productivity. Furthermore, teacher may indicate better job performance from the professional development that enhance the educators job attitude. (Meagher and thomas, 2011) stated that students who have improvement in their academic may due to educators that has a better performance in the classroom. Moreover, (Hamid, 2012) stated that better educational outcome would be assurance when educators can manage their classroom properly.

A good teacher is not only performing well in the classroom, moreover they must have a good time managing and those other duties assigned to them others than teaching such as motivating students, maintaining proper link with the student's parents and administration work from educational institution (Hanif, 2011).

Olufemi (2015) recommended that school principals and assistant principal need to use a mix of democratic and autocratic styles of leadership for achieving better job performance among educators. Jao-Nan (2013) stated that the use of assertive order by the principals can positively influence their educators job performance. Furthermore, management of schools need to concentrate on upgrading the autonomy and work-life balance for improving job performance among educators (Johari et.al, 2017). Helen (2007) stated that outstanding principals prove a broad of capabilities related to social and emotional intelligence. The researcher also found that differences in how outstanding and distinctive principals theorize and adjust to their external organizational setting.

Brandis, David and Kris (2016) has suggested there are relationship between higher levels of job-related stress and lower level of job performance. This will contribute to greater rates of absence in educators. Olayiwola (2011) concluded that educators can achieve high job performance if they have high self-efficacy. This study focusses on job performance of educators because nowadays educators are being given so many tasks by the ministry of education. Every changes of the minister will be led to new set of work. Furthermore, educators also need to do clerical and administrative job that is not nature work and their responsibilities. This will make their emotion unstable and increase their workload that can also be affected to the job performance of the educators.

### B. Emotional Intelligence

Veronika and Aaron (2013) stated in their research that the term emotional intelligence was coined by Slovey and Mayer (1990) defined as the ability and skill to monitor one's own feelings and emotions then distinguish it among them and use this information to guide one's thinking and action. According to Ricardo and Joaquin (2006), emotional intelligence refers to the skills to identify and control emotions in ourselves and in others. The concept of emotional intelligence has received growing attention in various literature among researcher (Nahid, 2011). Following this view, emotional intelligence might be considered as a group of individual capabilities vital for organizational performance. Emotional intelligence can be defined as a set of emotion-processing skill that effect one's ability to succeed in managing with pressures and environmental demand.

Johnson et al (2005) stated that from a list of 26 occupational types, educators are among those who experience the most stress. This will lead to their emotional state. Teacher emotion and feeling is now observed as a vital field of research for a number of reasons. Initially, in the context of high rates of teacher unproductive, teacher emotional welfare has become serious matter. Emmer (1994) reported that educators felt more negative emotions in their works rather than positive emotions. Darling-Hammond (2001) claimed that educators "neither warned about nor prepared" for the emotional stresses of their selected profession. Researchers also have investigated about teacher burnout (Goddard, 2008). Educators become emotionally exhausted when they have heavy teaching and administrative responsibility.

Emotional intelligence of an individual can affect person's success in an organization. Furthermore, emotional intelligence can increase performance and productivity (Goleman, 2001). Zeidner (2004) stated that emotional intelligence could be acutely sensitive to possible factors which is may have negative and positive impact towards performance. Mohamad and Jais (2015) found that emotional intelligence takes a big influence on educator's job performance.

Latif et. al (2017) expressed that higher emotional intelligence may contribute towards increasingly powerful educating and better job performance among educators. Educators with higher emotional intelligence have better comprehension of the emotional needs of others and increasingly successful management of their own emotional inputs (Shanmugam et al. 2019a). So, this will lead to more effective job performance. Abdullah and Mushtaq (2018) stated that high emotional intelligent educators are likely to teach in the best way, as they are conscious of individual and their students' forte and weaknesses and will be able to adapt to the classroom conditions.

Nahid (2011) on his research on emotional intelligence and job performance found that relationship between job performance and emotional intelligence have a positive significant relationship. Also, he found that female educators reporting higher emotional intelligence. This is due to female educators need to do multiple task in the school and many more in the home.

Veronika and Aaron (2013) stated that the level of emotional intelligence is observed as a central to developing and individual's work-life balance and the main consequence of one's individual life propose that it is more suitable to look work as a factor of total life satisfaction.

Abdullah and Mushtaq (2018) found out that relationship between educators' emotional intelligence and student success is mediated by school culture. The factors are classroom factors, student characteristics, management related factors, school characteristics, teacher characteristics and leadership {Formatting Citation}. Fernandez-Berrocal and Ruiz (2008) have declared that the educators with high emotional intelligence frequently tend more to assist students to manage with social challenges.

Ricardo and Joaquin (2006) on their research stated that organizational learning capability shows an important part in defining the effects of emotional intelligence on job performance. Cohen and Abedallah (2014) expressed that emotional intelligence is positively connected towards teacher's job performance. Shamsuddin and Rahman (2013) indicated that there was a significant relationship between emotional intelligence and job performance.

Noorazzila and Ramlee (2013) stated that there was a strong, positive relationship between emotional intelligence towards job performance. Mohamad and Jais (2015) stated that high level of emotional intelligence associated with high level of job performance. Priyam, Anil and Tanu (2016) stated that there were significant and positive correlations between employee's emotional intelligence and job performance. Based on study by Zainal, Zawawi, Aziz and Ali (2017) they decided that there is a significant relationship among emotional intelligence and employees job performance. Emotions play a fundamental role in our existence. As human beings, our emotions influence our attitude and thinking. Moreover, it carries with it our own emotional experience as well as that of those who surround us. Past research result are negative emotions of the educators will make educators behaving negatively in the classroom. While positive emotions will render a positive effect on student learning.

### C. Underpinning Theory

Job characteristic theory is a model that suggest jobs can be designed to make employee doing valuable and meaningful work while enjoying their jobs. This model is developed by Hackman and Oldham (1975). This model proposed that it can create three critical psychological states which are experienced responsibility for outcome of the work, experienced meaningfulness of the work, and knowledge of results of the work activities.

Experienced meaningfulness of the work means that the worker can feel the effort essentially meaningful and can present the value of the job to outsider which is third party. This will make the worker appreciate his job and feel like he is needed for the company or organization. Experienced responsibility for outcome of the work means that the jobholder feel he is fit for the job and responsible towards the result of the work done. So, the worker will make the job extra careful and will try the best for achieving excellent result.

Knowledge of results of the work activities means that the workers knows well about his performance. Workers can feel if the work done is good or not without relying on anthers person to tell him. So, the result can achieve better if everyone

knows where they did wrong and avoid it for increasing the performance

### III. PROPOSED CONCEPTUAL FRAMEWORK

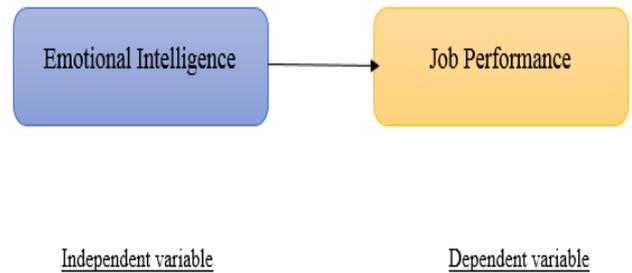


Fig.1.

The proposed framework in Fig.1 as above to examine the relationship between emotional intelligence and job performance. The emotional intelligence as independent variable and the job performance as dependent variable.

### IV. METHODOLOGY

The study is descriptive study and will utilize the convenience sampling. The data collection procedures are through distributing questionnaire. The unit of analysis for this study is individuals consist of male and female and the target population is primary school educators that teaching in Mata Ayer, Perlis. The respondents of this study focus on primary school educators who teach at primary school in Mata Ayer, Perlis.

This survey questionnaire proposed to be in 4 section which comprises of 35 questions with complete written instruction which include demographic, Wong and Law emotional intelligence scale (WLEIS) that will be adopted from Wong and Law (2002) and job performance questionnaire that will adopted from Inuwa (2015).

### V. CONCLUSION

The study focuses mainly on emotional intelligence and job performance that effect the educators. Later, the finding of this study hope can create awareness towards Ministry of Education to hire potential educators that have high levels of emotional intelligence to overcome the challenges routine and responsibilities as educators. Therefore, the emotional intelligence is important for educators because they expose with challenging atmosphere in schools such as various attitude of students, demand from parents and policy from the Ministry of Education. Therefore, this will significantly increase the overall performance of education system.

### VI. RECOMMEDATION FOR FUTURE RESEARCH

This study proposed to discover the key finding whether there is a relationship between emotional intelligence and workload towards job performance among educators. Future research may focus on expansion and wider the sample size.

Various populations of educators from different state or region should be include in order to verify the findings of the study.

Besides, there may be other variables that could explain the relationship with job performance of the educators. Future research should include other variable such as motivation, school culture, autonomy and work life balance.

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