

The Relationship Between Emotional Intelligence And Job Performance In Fibrecomm Network (M) Sdn. Bhd.

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ABSTRACT

This research paper investigates the relationship between emotional intelligence which consists of four components: self-emotional appraisal, others' emotional appraisal, regulation of emotion, use of emotion, and job performance on 100 respondents in Fibrecomm Network (M) Sdn Bhd. The main purpose of this research is to identify the strength of relationship between emotional intelligence components and job performance. This study uses two phases of process in gathering data: a pilot study and the actual study. Sample size is determined by Isaac and Michael's (1981) sample size chart. A Normality test was conducted via using Skewness and Kurtosis test. Reliability test used Cronbach Alpha and the correlation between variables is tested using Pearson Correlation coefficient 'r'. Results showed that both hypotheses are accepted which suggested that there is a strong significant relationship between emotional intelligence components and job performance. Strong significant relationship between emotional intelligence components and job performance show that Fibrecomm employee's emotional intelligence does give impact to their job performance.

Keywords: *Self-Emotional Appraisal, Other Emotional Appraisal, Regulation Of Emotion, Use Of Emotion, Job Performance.*

1. Introduction

1.1 Background of the Study

Emotional intelligence covers theory that excites academicians and researchers especially in psychology and management field. It is being accepted that emotional intelligence can be signifies through understanding of one's emotions. A good conducts of emotional intelligence will include exact interpretation of others people emotion whilst portraying an appropriate action or emotion. A person who has good emotional intelligence will normally have a thorough knowledge of their own feelings. Goleman (1998) defined that a person may

achieve their desired goals or missions in regards with acute and intuitive ability in emotional intelligence. Cherniss (2000) believed that emotional intelligence will certainly instill creativity and optimism in solving problems.

Emotional intelligence in job environment is a multi-dimensional constituent (Goleman, 1998). Emotional intelligence is conceptualised as composing of four distinct dimensions: Appraisal and expression of emotion in the self (self-emotional appraisal / SEA), Appraisal and recognition in others' (others' emotional appraisal / OEA), Regulation of emotion in the self / ROE), and Use of emotion to facilitate performance (use of emotion / UOE) (Wong and Law, 2002).

High levels of self-emotional appraisal (SEA) enable employers to allure others attention by gaining respects and therefore will boost their inner self-confidence. Through others' emotional appraisal (OEA) and regulation of emotion (ROE), they will ultimately comprehend other people's desires. With use of emotion (UOE), employers may enhance role in motivating other people by being balanced, self-motivated, optimistic and highly-spirited.

The competencies to manage emotional intelligence as well as managing interpersonal relations believably provide positive impacts in motivating employees. The employers' emotional intelligence allows them to handle and deal with their employees as individuals with unique needs and talents. Emotional intelligence employers utilize their social skills in assisting employees to establish their positive feelings and emotions towards achieving their respective goals. Consequently, it will in turn, promote high productivity in job performance by the workers.

1.2 Problem Statement

This research investigates the relationship between emotional intelligence (SEA, OEA, ROE, UOE) and job performance. However, the problem is whether emotional intelligence has a function in empowering employee's job performance or not (Ali Akbar Behbahani, 2011). The relations between emotional intelligence-job performances are limitedly investigated in the literature (Gardner, 2003).

1.3 Research Objective and Question

RO: To investigate the relationship between emotional intelligence components (SEA, OEA, ROE, UOE) and job performance.

RQ: Is there any relationship between emotional intelligence components (SEA, OEA, ROE, UOE) and job performance?

Nowadays, the varieties of job environment crave organisations to hire good managers / employers that possess high emotional intelligence. Most importantly, organisational development is strongly believed can be realised at times when organisation recruits knowledgeable, creative, innovative, and motivated managers / employers who have the capacity to handle and solve problem smartly and self management. (Ali Akbar Behbahani, 2011). This study will show the importance of high emotional intelligence of managers / employers and subordinates / employees toward their job performance in an organisation.

2. Literature Review

2.1 Emotional Intelligence

Saeid Farahbakhsh (2012) defined Emotional Intelligence (EI) as one of two types of human mind. He said human being has double minds, a thinking mind and a feeling mind. Both of these minds, combined together, form a human's mental life. As the emotions are active, the level between these two minds is disturbed, that causes the EI (feeling mind) to overrule the thinking mind. Therefore, the focus has now gone to the role of EI in everyday life (Extremera & Fernandez, 2006).

Mayer and Salovey (1993, p. 434) defined EI as the "ability to advantageously deal with one's own emotions and those of others in problem solving and decision making". The key perspectives of an ability model are generally being described as: the ability to oversee one's own and others' feelings and emotions; to contrast and distinguish those emotional states; and to intelligently digest this information to guide one's thinking and action in efficacy. (Salovey & Mayer, 1990).

Ciarrochi, Forgas and Mayer (2001) quoted by Noori and Nasiri (2004) posited that many experts (Gardner, 2000; Goleman, 1998; Bar-on and Parker, 2000, Broberg & Giouz quoted by Ganji 2005) have given different definitions in connection to EI, but can be summarised as EI is a mixture of interpersonal intelligence and intrapersonal intelligence (Gardner, 2000). Goleman (1998) considered EI to be a general form that can be the motivating factor for the success in someone's life. He stated that a person who has the ability to manage their emotions and communicate with others in an effective manner will likely have meaningful lives. Furthermore, it is also found that people who live happily will have more talent in getting and interpreting information. These people will likely enjoy their life more than those who are in other states of emotion.

EI has its roots in social intelligence, the science defined by the ability to understand and control oneself (Mayer & Salovey, 1990). EI is the management of the emotions which includes personal emotion and also other people's emotion. Imperatively one's success at work and in other social aspects are reflected by their general cognitive intelligence or technical skills (Dulewicz & Higgs, 1999, 2000; Goleman, 1998;). Popularised by Goleman's (1995) bestseller, "Emotional Intelligence. Why It Can Matter More than IQ", research into EI in the management area has been rising at an exponential rate; however EI research in the scope of Job Performance has been slower to take off.

EI is by no means a new theory (Gardner, 1993; Thorndike, 1920). There are various indicators and researches about the theory of EI. Among the broad psychological theory about EI was first described by Salovey and Mayer (1990). In general they suggested that people have distinguished ability to digest information of an emotional nature and to relate these to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours (Mayer et al., 2000). In order to know this theory the presence of psychological disorders such as alexithymia (Bagby et al., 1994; Sifneos, 1991) are presented as supportive evidence. A significant element of this assertion is supported by current research into the functioning of the human brain (LeDoux, 1994, 1998). Goleman (1998) suggested that high levels of EI were cooperated with success in a business aspect. It is proposed that "emotionally

intelligent” individuals can understand and regulate the emotions of others, thus making EI a vital factor in the success of interpersonal interaction in a job context (Mayer et al., 2000). In exploring this construct Bar-On (2000) saw EI as being a multifunctional array of interrelated emotional, personal and social abilities which correlates with human overall ability to actively and effectively cope with demands and pressures.

The literature in this area have various terminologies which can be confusing and includes the terms EI (Goleman, 1996; Salovey & Mayer, 1990), emotional literacy (Steiner, 1997), emotional quotient (Cooper, 1997; Goleman, 1996, 1997b), personal intelligences (Gardner, 1993), social intelligence (Thorndike, 1920) and interpersonal intelligence (Gardner & Hatch, 1989). Goleman (1997b) described the construct of EI, entails the knowledge about one’s feeling and being able to control those feelings, being able to motivate others in getting jobs done, to be creative and ability to produce well performed jobs, understanding the feeling of others, and handling relationships effectively. A more concise definition, Martinez (1997, p. 72) referred to EI as being an array of non-cognitive skills, capabilities and competencies that reflects a one’s ability to cope with environmental challenges.

In this research, the researcher proposes that the EI by Wong and Law (2002), captured many of the key competencies involved in creating and maintaining an appropriate climate for job performance in organisation, and also, at the same time, can give an impact or affecting job performance very well in organisation. Wong and Law (2002) said EI is conceptualized as composed of four distinct dimensions; Appraisal and expression of emotion in the self (self-emotional appraisal / SEA); Appraisal and recognition in others’ (others’ emotional appraisal / OEA); Regulation of emotion in the self (ROE) and the Use of emotion to facilitate performance (use of emotion / UOE). From these four dimensions of EI, the researcher will try to discover how EI is affecting job performance in organisation, specifically, in Fibrecomm Network (M) Sdn Bhd.

2.2 Job Performance

Carl Hose, an e-How Contributor defined Job performance (JP) as the way employees perform their work (2011). An employee's / worker’s performance is determined during JP reviews, with an employer taking into account factors such as leadership skills, time management, organisational skills and productivity to analyse each employee / worker on an individual basis. JP reviews are often done yearly and can determine raise eligibility, whether an employee / worker is right for promotion or even if an employee / worker should be fired.

One of the examples of JP is a teacher performance in the school. The teacher performance can be evaluated from views of inputs, processes, and outputs (Goe, Bell, & Little, 2008). Many of the literature on “teacher effectiveness” focusses on the results about impact of the teacher on student learning outcome (Corcoran & Tormey, 2013). Arguably, the best measure of teacher performance might be to assess the increase in a scale of distinct types of student learning including curriculum and co-curriculum results (Hermans, Heritage, & Goldschmidt, 2011).

For workers or employees in customer service department or division or sector, they are require to show a good JP to their management or superior by showing a good customer

service with high and superb quality to their customers. Their JP also will be measure based on the customer service provided by them via feedback from customer themselves and evaluation from their supervisor's. Service quality is "a measure of how well the service delivered matches customers' expectations" (Lewis & Blooms, 1983) or "providing the customer with what he wants, when he wants it, and at acceptable cost, within the operating constraints of the business", and "providing a better service than the customer expects" (Lewis, 1988). In addition, a number of definitions refer to the importance of the clients' perceptions of quality (Peters 1985; Takeuchi & Quelch, 1983) that includes customers' attitudes or judgments resulting from comparisons of perceptions of actual service performance by customers and their expectations of service (Berry, ZeithamI, & Parasuraman, 1988; Gronroos 1982; Lewis and Booms 1983). Furthermore, Parasuraman, ZeithamI and Berry discovered that customers' perceptions on certain standard of quality are very much determined by various flaws that lead to less service quality and, in particular, that the "quality perceived in a service is a function of the gap between customers' desires or expectations and their perceptions of the service that is actually received" that is service quality show how well the service delivered meets the expectations of service.

Buyer's performance is also can be said as part of JP. This is because when buyer know how to deal with supplier and bargain for a good price and also can save cost as much as he or she could do, that means he or she has a good performance in buying or purchasing goods, stocks, products or services for his or her company. In simple word, a good buyer's performance means a good JP by them in their work field. Many of the literature nowadays in the field of purchasing and supply management have concentrated on the relationship of buyer and supplier. Recent studies that were conducted shows that performance measures such as operational and financial performance are among important aspects to be look upon from the perspective of the buyer / supplier (Carr & Pearson, 1999; Fynes & Voss, 2002; Jap, 2001; O'Toole and Donaldson, 2002). Today, a evolving group of research does recognize the Pearson, 1999, 2002; Fynes & Voss, 2002; Humphreys et al., 2004; Johnston et al., 2004; O'Toole & Donaldson, 2000, 2002).

For this research, the researcher will use the general term of JP by Carl Hose, that is; the way employees perform their work. All JP definitions and types that been mentioned before are too specific and not really explain about what is JP itself. With this general term of JP, the researcher can get a real view of everything that related or have a relationship with JP in different company or organisation in each different work field or sector.

2.3 Emotional Intelligence and Job Performance

Emotional intelligence (EI) and teacher performance (Teacher Job Performance); the roots of the EI theory can be noticed in the psychometric tradition in psychology. In order to maintain the psychometric roots, it is important to clearly articulate the abilities in a form that will allow them to be reliable and to validly be measured and tested. The theory of EI is, in academic definitions, a relatively new one, having first been created in 1990 (Salovey & Mayer, 1990). Salovey and Mayer provided an operational definition of EI as "the ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth" (Salovey, Bedwell, Detweiler, & Mayer, 2000, p. 506). Regulation of

emotion that is one component of EI have been researched in different ways within a multiple of distinct academic disciplines (Andrade & Ariely, 2009; DeWall et al., 2011; Kober & Ochsner, 2011; Koole, 2009; Maroney, 2011; Ochsner & Gross, 2008; Velleman, 2008), including education (Corcoran & Tormey, 2010, 2012a,b,c; Lopes, Mestre, Guil, Kremenitzer, & Salovey, 2012; Sutton, Mudrey-Camino, & Knight, 2009). The methods in which EI skills can be seen to be linked to the teaching function have been described few times (Corcoran & Tormey, 2012a,c) and so will not be reiterated in this study. It is logical to suggest that EI is likely to underpin emotionally competent and relationally suitable teaching activities (Corcoran & Tormey, 2012a,b). However, as yet, there is no empirical evidence which might allow assessment to whether having higher levels of measured EI is cooperated with more effective teacher performance among pre-service student-teachers.

For EI and customer service quality (Worker Job Performance), few studies have shown the importance of EI in job performance (Abraham, 2004, Austin, 2004, Carmeli, 2003) as well as in service provision. EI is a very crucial element across all service sectors. EI has a potential role in influencing service providers' work effectiveness (WQ) and improvement in service quality. The function of EI is defined via a set of propositions in three-service settings namely mass service, service shop, and professional service. Where the intensity of service provider customer interaction is in higher level (more thick information exchange, high discretion, extended interaction, high value exchange, for example in a professional service), EI will play an important function in impacting WQ. In services where the intensity of service provider-customer interaction is in lower level (for example consumer banking), EI has a less role in promising WQ.

EI research has been evident for more than 35 years; based in the theory of social intelligence, dating back to the 1920s when it was first defined as, "the ability to understand people" (Fatt, 2002, p. 57). Since then, a number of researchers (Cavallo and Brienza, 2002; Deeter-Schmelz and Sojka, 2003; Goleman, 1995, 1998, 2000; Goleman et al., 2002; Mayer and Salovey, 1990, 1993, 1997; Murensky, 2000; Sala, 2002; Williams, 2003) have found that managers with high levels of EI produced high performing organisational business profits. Research findings also show that people who possess great level of EI will likely to perform and develop better and steadier career paths in organisations (Aydin et al., 2005; Druskat & Wolff, 2001; Dulewicz & Higgs, 2003; Feist & Barron, 1996; Mandell & Pherwani, 2003). Studies on career performance of corporate personnel revealed that managers who have the knowledge and understanding of their own and other's emotions, will be able to use that advantages to effectively challenge, inspire, motivate, and create a connection with others are far more better than old-style managers who actively separate any emotion from the job environment and promote detached, methodical, micro-managing way of supervision (Gardner, 1999; Goleman et al., 2002; Kouzes & Posner, 1995; Wheatley, 1999). EI can also increase the level of one and group performance. Perhaps due to an enhanced skill to recognize and control emotions and facing distracted emotions, EI abilities connect both to one cognitive-based performance and group task performance skills (Morehouse, 2007). It thus appears that EI has a pervasive influence on job performance (JP) in various career settings. EI has been identified as a skill possessed by successful business leader (Cooper, 1997; Dulewicz, 2000; Goleman, 1998b; Sosik & Megerian, 1999).

Even though there are several claims that EI's have positive influence on JP and being widely use in organizations, however some studies suggest that the current excitement and the potential benefits from the use of EI in the job area may be premature or even misplaced. Indeed, although EI appears to have close relationship with performance and good results in some cases (Bachman, Stein, Campbell, & Sitarenios, 2000; Bar-On, 1997; Dulewicz & Higgs, 2000; Janovics & Christiansen, 2001), the outcomes are very limited and often contradictory (Zeidner et al., 2004). Furthermore, the literature is repleted with unsubstantiated generalizations, with many of the existing evidence bearing on the function of EI in occupational success either anecdotal or impressionistic and / or based on unpublished or in-house research (Barrett, Miguel, Tan, & Hurd, 2001).

In terms of the relationships between EI and performance at group level, Jordan and Troth (2004) had discovered a connection between EI and performance on a purely cognitive task at group level, although this connection did not appear at one level. Adding to that, EI which means the ability to deal with one's own emotions, allowed group members to be more inclined in order to consider other alternative suggestion and to look for higher level decisions, without feeling afraid or threaten to be wrong. Moreover, the same authors reported that the mean level of EI in a group affected its conflict resolution style: Groups with a high level of EI had a preference for collaborative conflict resolution strategies, whereas groups with low EI preferred avoiding strategies (Jordan & Troth, 2002). Rapisarda (2002) also found a positive relationship between “empathy” (a subdimension of EI) and performance in student groups.

Jordan, Ashkanasy, Härtel, and Hooper (2002) had discovered that self-learning student groups that have lower average EI marks initially performed at a lower level than groups with high marks did, however eventually they achieved the same level of performance over the 10 weeks of their study. Feyerherm and Rice (2002) demonstrated a relationship between EI and client service groups. According to these authors, two of Mayer and Salovey's factors (“understanding emotions” and “managing emotions”) were positively correlated with some performance measures related to client service. However, there were no correlation between EI and group members' evaluation of performance, which led them to reconsider relationships between EI and performance, by which defines as a complicated phenomenon.

This research paper will investigate and also identify the significant of the relationship between EI components (SEA, OEA, ROE, UOE) and JP.

3. Methodology

3.1 Data Collection Method

This study consisted of two phases of gathering data process. The first phase is a pilot study and the second phase is the actual study.

A pilot study was used to improve the context and format of the survey questionnaire for an actual study (Baker, 1994).

An actual study was conducted to obtain data from respondents in Fibrecomm Network (M) Sdn Bhd. Self report questionnaire was designed to collect data from the sample.

3.2 Sampling

Sampling addresses two major aspects: sample size and sampling technique. The adequate sample size is important to ensure this study has a good chance of detecting a statistically significant result if this is the true effect and also to ensure that adequate resources are allocated (Cooper & Schinder, 2000). According to Kelley, Vivienne, and Sitzia (2003), a sample has to be representativeness of a larger population to obtain a combined profile of that population. In this study, the sample size will be determined based on the chart suggested by Isaac and Michael (1981) and Smith (1983). Sampling technique is the process of selecting a sufficient number of elements from the population as it is important for the study to generalise the characteristics of the population elements (Sekaran, 2003).

In this study, a simple random sampling will be used as one of the sampling techniques to distribute the survey questionnaire to the selected individuals representing the population. Simple random sampling gives advantages which assure that each element in the population has a known and equal chance of being selected as a subject (Fox & Bayat, 2007).

3.3 Data Screening

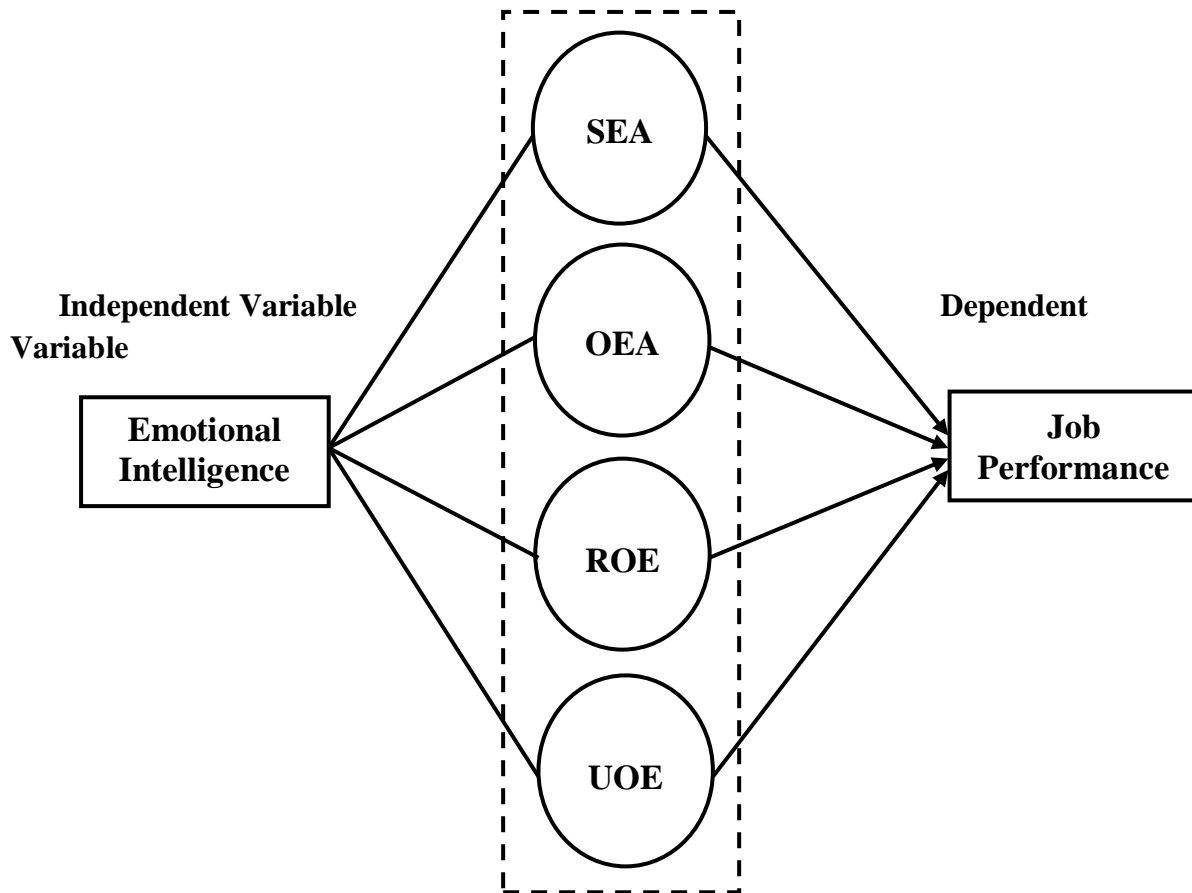
All of the questionnaire data have been entered into and analyzed by the Statistical Packages for Social Science (SPSS) for Windows, version 16.0 to assist the descriptive statistics that outlines the means and standard deviation in data analysis.

The regularity, linearity, and homoscediscity were evaluated via usage of Skewness and Kurtosis test. Thus, the universally accepted attributes of normality in the variable are based on the standards values in the range of + 1 Skewness and + 2 Kurtosis (Hair et al., 1998).

Reliability measurement refers to consistency of a value of one measurement which was taken using the similar system of measurement method on the similar subject (Kan, 2005). Cronbach Alpha is a coefficient of reliability that is used to evaluate the internal consistency or reliability of a psychometric test score for a sample of examinees (Cronbach, L.J. 1951) and is assumed as high in reliability if the value of the alpha is closer to +1. Vaus (1991) pointed out that the scale is reliable if the alpha value at least 0.7 and above. Therefore, the consistency of values across each item in the analysis can be achieved as it is inversely related to random error.

Pearson product-moment correlation coefficient (Pearson Correlation 'r') is a measure of the correlation between two variable which typically denoted by r , giving a value between +1 and -1 inclusive. The positive 'r' value indicates the positive relationship between two variables and the negative 'r' indicates negative relationship between the variables. The value of 'r' has to be in the range of positive and negative one. The strength of the relation for the two variables is indicated by the closeness of the 'r' values to the value 'r'. Data is not affected by the co linearity problem as the relationship between independent variable and dependent variable is less than 0.90 (Hair et al., 1998).

3.4 Conceptual Framework



3.5 Research Hypotheses

H: There is a significant relationship between emotional intelligence components and job performance.

H_a: There is a significant relationship between self-emotional appraisal and job performance.

H_b: There is a significant relationship between others' emotional appraisal and job performance.

H_c: There is a significant relationship between regulation of emotion and job performance.

H_d: There is a significant relationship between use of emotion and job performance.

4. Results

4.1 Normality Test (Skewness and Kurtosis)

Table 1: Normality Test for SEA, OEA, ROE, UOE, and JP Items

Details	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9
SEA	SEA1	SEA2	SEA3	SEA4	SEA5	SEA6	SEA7	SEA8	SEA9
Skewness	0.546	0.020	0.964	0.365	-1.186	-0.644	-0.153	0.319	0.061
Kurtosis	-0.608	-1.911	-0.092	-1.657	0.741	-0.543	-1.582	-0.656	-0.420
OEA	OEA1	OEA2	OEA3	OEA4	OEA5	OEA6	OEA7	OEA8	OEA9
Skewness	0.402	-0.964	-0.547	-0.392	-0.972	-0.081	1.446	0.380	0.363
Kurtosis	4.928	-0.092	-1.736	2.308	6.157	-0.222	-0.092	1.508	-0.945
ROE	ROE1	ROE2	ROE3	ROE4	ROE5	ROE6	ROE7	ROE8	ROE9
Skewness	0.040	0.547	-0.077	-0.087	-0.331	-1.187	-0.157	-1.775	-1.484
Kurtosis	-1.281	-1.736	-0.374	-0.882	-0.079	1.360	-0.499	2.523	1.766
UOE	UOE1	UOE2	UOE3	UOE4	UOE5	UOE6	UOE7	UOE8	UOE9
Skewness	0.144	-2.615	-1.000	0.563	0.107	-0.103	-1.473	-2.154	-0.266
Kurtosis	-0.740	10.673	1.787	-0.949	0.926	-0.420	1.458	5.491	-0.702
JP	JP1	JP2	JP3	JP4	JP5	JP6	JP7	JP8	JP9
Skewness	-0.389	-0.286	0.183	-1.970	-1.923	-2.511	0.365	-0.651	-0.180
Kurtosis	-0.642	-1.460	0.714	3.060	4.403	6.024	-0.357	2.240	-0.692

Table 1 shows the result of the normality test using Skewness and Kurtosis test for 45 questions used in questionnaire. The researcher assumed that the questions were normally distributed because of average value of skewness and kurtosis is $+1 < 0 < -1$ and $+2 < 0 < -2$. By conducting data screening, the researcher was able to identify whether the question was normally distributed or not. According to average value of skewness (± 1) and kurtosis (± 2), all the items were normal and the questionnaires used in this study were assumed to be distributed normally.

4.2 Reliability Test (Cronbach Alpha)

The results of reliability analysis in Table 2 showed ROE, UOE, and JP had a Cronbach Alpha value more than 0.70, indicating the variables met the acceptable standard of reliability analysis (Vaus, 1991). SEA and OEA had a value of Cronbach Alpha closer to +1 (Cronbach, L.J. 1951). The researcher assumed that all variables met the acceptable standard of reliability analysis.

Table 2: Reliability Test for Variables

Variables	Number of Items	Cronbach's Alpha Based on Standardized Items	Cronbach's Alpha
Self Emotional Appraisal (SEA)	9	0.667	0.691
Others' Emotional Appraisal (OEA)	9	0.693	0.670
Regulation Of Emotion (ROE)	9	0.733	0.681
Use Of Emotion (UOE)	9	0.810	0.800
Job Performance (JP)	9	0.863	0.874

4.3 Correlation Test (Pearson 'r')

Table 3: Correlation Test for Variables

Details		SEA	OEA	ROE	UOE	JP
SEA	Pearson 'r' Value	1				
	2-tailed					
	Total	100				
OEA	Pearson 'r' Value	.539**	1			
	2-tailed	.000				
	Total	100	100			
ROE	Pearson 'r' Value	.403**	.417**	1		
	2-tailed	.000	.000			
	Total	100	100	100		
UOE	Pearson 'r' Value	.279**	.514**	.859**	1	
	2-tailed	.005	.000	.000		
	Total	100	100	100	100	
JP	Pearson 'r' Value	.468**	.461**	.935**	.848**	1
	2-tailed	.000	.000	.000	.000	
	Total	100	100	100	100	100

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

The correlation coefficients between the Emotional Intelligence Components (Independent Variable) and the Job Performance (Dependent Variable) in Table 3 were less than 0.90, indicating the data were not affected by a serious collinearity problem (Hair et al., 1998). Hypotheses (H) are accepted.

5. Discussions

5.1 Summary

This study was conducted at Fibrecomm Network (M) Sdn. Bhd. 100 respondents were selected involving superiors and other positions. In introduction, the researcher had explained the background of the study, problem statement, research objectives, research questions, and significance of the study. The researcher also had discussed the literature review on emotional intelligence that consists of self-emotional appraisal, others' emotional appraisal, regulation of emotion, use of emotion, and job performance. The literature review was done by analyzing the journals and text on related research. These include past study and theory that supporting the direct and indirect relationship of topic discussed. Next section conversely had explained the research methodology used in this study. These include methods that were used in the process of collecting data (Simple random sampling) and analysing data (Skewness and kurtosis, Cronbach alpha, and Pearson 'r'). Analyses showed that there is a stronger relationship between emotional intelligence components and job performance in Fibrecomm Network (M) Sdn. Bhd.

5.2 Conclusions

Emotional Intelligence is important especially inside private sector company like Fibrecomm Network (M) Sdn. Bhd. They need to regulate their emotion when they are on duty in order to give a high quality of services to the customers. They also need to know how to use their emotion wisely because it can be an important factor when they want to have a conversation or consensus with other peoples or with their colleagues before and after they had done their duty or work-task. In addition, they also need to know how to motivate themselves and how to make a good self-emotional appraisal. This also will help them in managing their emotional intelligence wisely. When they know how to manage their emotional intelligence, this will directly increase their job performance. Increasing in emotional intelligence will motivate them on doing their job more thoroughly and efficiently. This study found that respondents in selected organisation have high job performance when they have a good management on their emotional intelligence. The finding of this study confirms that emotional intelligence have a stronger relationship with job performance. This means that the emotional intelligence as the independent variables help to increase the level of job performance when level of emotional intelligence is in high level.

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