



Emotional Intelligence and Work Performance among Vocational Teachers

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Abstract: Emotional intelligence (EI) is a crucial component of an educator for the effectiveness of the teaching and learning process. Vocational teachers in the Technical Vocational and Education And Training (TVET) programme have to handle various students during the teaching and learning process. The experience has equipped the vocational teachers at the Malaysian Public Skills Training Institution (MPSTI) with EI competencies. This study was conducted on the vocational teachers in MPSTI under the Ministry of Human Resources (MOHR) and the Ministry of Youth and Sport (MOYS) who taught the TVET programme based on the National Occupational Skills Standard (NOSS) module. This study aims to identify the relationship of EI towards work performance. This study used the quantitative approach and collected the data using simple random sampling with a total of 1,186 vocational teachers from 31 MPSTI in Peninsular Malaysia. The measurement model and structural model were analysed using the Partial Least Squares (PLS) with SmartPLS 3.0 software to assess and validate the reflective model. The results reveal that the path coefficient value is ($\beta = 0.753$, $t = 43.395$, $p = 0$) which indicates that the EI factor has a significant relationship with work performance. The model prediction accuracy (R^2) is at a moderate level with 0.567. The finding of this study reveals the features of vocational teachers with EI factor namely self-awareness, self-regulation, motivation, empathy and social skills. This study can guide the management in the MOHR and MOYS to establish guidelines for the vocational teachers by incorporating elements of EI.

Keywords: Vocational teachers, work performance, emotional intelligence

1. Introduction

Personality is associated with an attitude which is important to determine the performance of a teacher. Blaškova, Blaško, and Kucharčíková (2014) stated that teachers with personalities could develop good relationships with students and enhance students' learning. The personality of a teacher has a significant relationship with his or her career development (Renata et al., 2015) and impact the organisation's success (Grudzinskiy, Zakharova, Bureeva, Leonova & Mahalin, 2015). Thus, it is believed that personal competence in emotional intelligence enables individuals to recognise their emotions, control their emotion appropriately, and how to react.

Intellectual quotient (IQ) is used to measure the cognitive intelligence of an individual's intellectual, analytical, logical, and rational abilities. Emotional intelligence (EI) is evolving in forming a person's characteristics, way of thinking, feeling, and behaving. Emotions, feelings, and moods are called internal states. Emotions are internal feelings, patterns of physiological stimulation, and outbursts of emotion as well as positive and negative emotions. Uncontrollable emotions can lead to loss of mind, speechlessness, out-of-bounds behaviour, and inability to distinguish between good and bad choices. Thus, controlling emotions is important when maintaining relationships with others and everyone should be knowledgeable in controlling emotions. EI is the mental abilities relating to perception,

understanding, and management of emotion (Cherniss, Roche & Barbarasch, 2015) and the ability to sense, understand, and use the power of emotions to guide, motivate, and influence others. EI also reflects the self-ability of individuals to manage feelings as well as motivate, plan, and achieve goals. The elements of EI in this study are self-awareness, self-regulation, empathy, motivation, and social skills (Goleman 1995). Thus, EI is one of the capabilities that should be acquired by today's teachers (Salleh, 2015). According to Niesche and Haase (2012), there is a relationship between the teacher's emotions and personal ethical position in performing the duties of a teacher.

The personality of an employee could reflect his or her performance. Employees with EI are successful in their job and work performance (Asrar-ul-Haq, Anwar & Hassan, 2017). Teachers who are successful in their work can teach effectively and have a sense of control on their emotions, feelings, and psychological condition at work (Ghani, Tengku Shahadan & Liew, 2013). Various findings on EI revealed a positive impact on the teaching and learning processes. Ghanizadeh and Moafian (2009) stated that a successful teacher is capable of managing and controlling his or her emotions. Matthews, Roberts, and Zeidner (2004) agree that employees with EI can succeed in their work. According to Jennings and Greenberg (2009), teachers who can control their emotions can also control the classroom and maintain good relationships with other teachers and students. It is believed that teachers with EI have low job pressures (Punia, Balda & Poonam, 2016; Khaniyan et al., 2013) and are satisfied with their work (Akomolafe & Ogunmakin, 2014). Thus, it is confirmed that a teacher's attitude influences his or her work performance. Teachers who can control their emotions display more empathy and can adapt to the problems (Supardi, Azman, Mustapha, Che Rus & Che Kob, 2016). According to Asrar-ul-Haq et al., (2017) stated teachers need to control their emotions and empathise the students. Goroshit & Hen (2014) stated as educator not only focusing on their teaching development skills but also emotional capacity for work resilience, survival and innovation. Therefore, the quality of the teachers is an important factor in determining the student's quality (Ismail, Nopiah, Rasul, & Leong, 2017).

1.1 Emotional Intelligence: A Necessary Attitude for Vocational Teachers in TVET Programmes

Malaysian teachers need to have EI that can lead to work performance. Teachers in the TVET programme need higher emotion than other institutions due to the students' backgrounds with personal, social, and academic difficulties (Lippke, 2014). Goroshit and Hen (2014) stated that teachers should focus on the development of teaching skills and manage emotions for their resilience in work, survival, and innovation. The approach of teaching in TVET institutions should incorporate appropriate emotion-based teaching besides delivering knowledge and skills to students (Colley, James, Tedder & Diment, 2003). Kelchtermans (2005) stated that every teacher needs to manage their emotions and understand their actions. Some of the challenges when dealing with students in the TVET programme are their discipline, lateness in submitting assignments, and less motivation to learn (Ismail, Nopiah & Rasul, 2018).

The emphasis on practical subjects in the TVET programme does not only require qualified teachers in the field but they also must have high patience and EI when teaching. Teachers often feel exhausted when teaching and it is important for them to develop emotional skills (Karakuş, 2013). A teacher's emotions are often associated with commitment, satisfaction, and self-esteem during the teaching process which lead to stress. Thus, vocational teachers need to control their emotions. A teacher with EI can control his or her emotions (Özen, Ardiç, Uslu & Karakiraz, 2014) and avoid negative feelings. Therefore, EI is an essential element for every teacher in the TVET programme because teachers with high EI can control the classroom discipline (Valente, Monteiro & Lourenço, 2018). Mérida-López, Bakker, and Extremera (2019) stated that teachers who have EI could deal with situations involving emotions compared to teachers who lack EI. The objective of this study is to identify the relationship between EI towards work performance among the vocational teachers in MPSTI under the Ministry of Human Resources (MOHR) and Ministry of Youth and Sports (MOYS).

2. Conceptual Framework and Theory

This quantitative study had identified the relationship between EI (Goleman 1995) and work performance (Cai & Lin, 2006) among the vocational teachers in Malaysian Public Skills Training Institutions (MPSTI). Figure 1 shows the conceptual framework of this study. Based on the notion of Goleman (1995), it is hypothesised that EI has a positive and significant relationship with the vocational teachers' work performance.

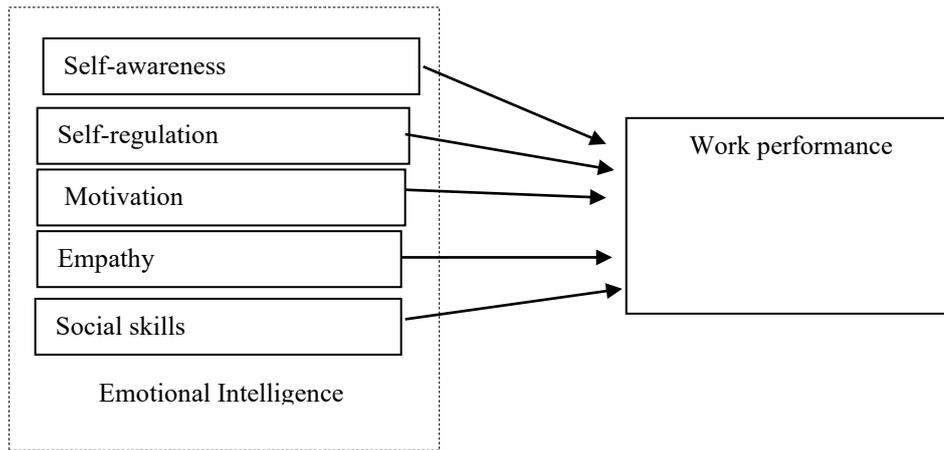


Figure 1 - Conceptual Framework of EI and Work Performance

2.1 Theory of Emotional Intelligence (EI)

Salovey and Mayer (1990) introduced the concept and term of EI as a subset of social intelligence that includes the ability of individuals to control emotions and feelings when guiding their thoughts and actions. The concept of EI was later developed by Goleman (1995) in a book entitled, *Emotional Intelligence*, which reveals that EI is relevant than other cognitive intelligence for employees or students. Goleman has convinced the public that the aspects of emotional intelligence are important in influencing the success of an individual's life. This study uses Goleman's (1995) EI factors, namely self-awareness, self-control, self-motivation, empathy, and social skills. Goleman's EI factors have a significant relationship with work performance (Côté & Miners 2006). Previous studies have applied the Goleman's EI factors namely Hackett & Hortman, 2008; Krishnan et al., 2017; Rosma Ayu et al., 2016; Asrar-ul-Haq et al., 2017; and Noriah et al., 2003.

2.1.1 Self-awareness

Self-awareness is the ability of a teacher to understand emotions, emotional impact on others, and choosing priorities when making decisions. Teachers with self-awareness are aware of the behaviour and its effects on themselves and others. Musa et al., (2016) stated that individuals with high self-awareness are more likely to make rational decisions than individuals with a low level of self-awareness. Ramana (2013) stated that teachers need to understand, recognise, and manage their emotions besides understanding their emotions. When teachers can control their emotions, they can understand and motivate their students besides diversifying strategies when dealing with stress, performing tasks without complaining, and performing tasks for difficult situations. A study by Masrek et al., (2014) revealed that employees who are aware of their emotions would feel satisfied with their work.

2.1.2 Self-regulation

Self-regulation is the ability of teachers to control their emotions such as anger, sadness, happiness, calmness, and discouragement. Self-regulation is also the ability to manage emotions. Individuals who can manage themselves are prudent and may temporarily delay their negative feelings. Emotional self-control for either positive or negative emotions is positively associated with the workers' personality. Teachers need to control their emotions especially when dealing with problematic students and task load. Teachers who are unable to control emotions would be burdened by their career. According to Taxer and Gross (2018), teachers need to manage their emotions to enhance the effectiveness of their teaching, professionally and manage problematic students. Thus, positive emotions can foster the quality of teaching and learning. A study by Lavy and Eshet (2018) revealed that teachers, who can control their emotions, are able to produce positive emotions and control their actions. Thus, teachers need to control their negative feelings such as worry, anger, and disappointment to implement effective teaching (Lee et al., 2016).

2.1.3 Motivation

Motivation is the set of forces to accomplish a goal. EI requires self-motivation to build stable and balanced emotions. Motivation can help individuals in taking initiatives and enhancing themselves. Individuals with high self-motivation are usually committed when dealing with issues or frustration situations. According to Gorji et al., (2017), workers who have EI also have the motivation in working. The motivational factor is needed for the teaching practice. Nokelainen, Kaisvuo, and Pylvas (2014) that motivation is a mechanism for self-regulation which includes selection, activation, and continuous conduct of a particular goal. Katz and Shahar (2015) stated that teachers with self-motivation also have

positive behaviours during teaching, able to motivate students (Guvenc, 2015), and feel excited when teaching despite dealing with troubled students (Schutz, 2014).

2.1.4 Empathy

Empathy is to put oneself in others' shoes that allow a person to identify others' emotions and certain situations. Empathy allows someone to understand others' view. Skovholt and D'Rozario (2000) stated that teachers with empathy are excellent teachers. They have a sense of sympathy, show compassion, understand others, able to work for others (Mohamad et al, 2019; Parchomiuk, 2019), and love their students (Narinasamy, Hasmah & Mamat, 2013). Teachers should have empathy (Swan & Riley, 2015) to become more understanding, less criticising, better communication, and work satisfaction (de Ruiter, Poorthuis & Koomen, 2019).

2.1.5 Social Skills

Social skills are a persons' reaction to the people around them. A person with social skills does not pose conflicts, can mingle easily with everyone, and are not sensitive to others. Teachers with social skills can manage various emotions effectively in relationships and interpret the social situation. An employee with social skills could obtain satisfaction in social relationships and succeed in work. According to Jones, Bouffard, and Weissbourd (2013), competency in emotion and social skills can establish a positive relationship with students, colleagues, management, parents, and stakeholders. Agran et al. (2016) stated that social skills are important because employees can build good relationships, share information, and accept others' views.

2.1.6 Work Performance

Work performance is the result of the work by an employee. Work performance is the ability of employees in performing the job requirements. The performance of the work is influenced by the employees' behaviour factor (Sluss & Ashforth, 2008). According to Goodman and Svyantek (1999) and Cai and Lin (2006), the performance of a teacher is categorised into two, namely contextual performance and tasks performance. Contextual performance is a behaviour demonstrated by employees which have a significant impact on organisational, social, and psychological contexts (Saadu, 2016). Task performance refers to the outcome of job assignments. The contextual performance in this study is work dedication and the task performance is teaching effectiveness and teaching value (Cai & Lin, 2006). Work dedication refers to the reflection of teacher's behaviour and tasks of educating. Teaching effectiveness refers to the teachers' behaviour in planning their lesson, implementing the lesson and teaching content. Teaching value is the positive changes of students in all aspects by teaching.

3. Methods

3.1 Research Instrument, Procedure and Sampling

This is a quantitative research and used 26 items of Malaysian Emotion Intelligent Item (Noriah et al. 2003) based on Goleman's (1995) theory with five factors, namely self-awareness, self-regulatory, motivation, empathy, and social skills. The nine items for work performance are newly developed items which are based on the definitions of work dedication, teaching effectiveness, and teaching value. The validity of 35 items was reviewed and endorsed by seven content experts through the analysis of content validity index item (Polit & Beck, 2006). A total of seven EI items were removed because they have a cut-off point value of I-CVI of less than 0.78 (78%). The total items for this study are 28 items.

The questionnaire was distributed after receiving permission from the Director-General of the Manpower Department, Ministry of Human Resources and the Youth Skills Development Division, Ministry of Youth and Sports to conduct this study. The questionnaires were distributed to eight MPSTI for pre-test and 31 MPSTI for post-test. This quantitative study used a set of questionnaires with the following response scale: strongly disagree (1) to strongly agree (5). The completed questionnaires were mailed and returned to the researcher using stamped envelopes. The questionnaires were divided into two sections: 1) the first part consists of the respondents' information, namely gender, age, work positions, education background, and programme field, and 2) the second part contains 28 items. This study used simple random sampling to select the vocational teachers under the Vocational Training Officer (VTO) scheme who teach and manage programmes based on the NOSS in 31 MPSTI under the MOHR and MOYS in Peninsular Malaysia.

3.2 Analysis using PLS-SEM

Structural Equation Modelling (SEM) is a statistical analysis which is commonly used with computerised statistical analysis; it is a second-generation technique that allows the development of models for the relationship between multiple independent and dependent factors (Gefen, Straub & Boudreau, 2000). There are two types of SEM, namely

CB-SEM and PLS-SEM, and this study applied PLS-SEM. Partial Least Squares (PLS) is a second-generation regression model that combines linear factor analysis and regression (Hair, Hult, Ringle, Sarstedt & Thiele, 2017) which is suitable for exploratory studies and abnormal data analysis (Henseler et al., 2014). This study applied the reflective model and SmartPLS 3.0 software for the analysis of the measurement model and the structural model (Hair, Risher, Sarstedt & Ringle, 2018). Measurement model analysis consists of the following: (i) composite reliability (ii) indicator reliability, and (iii) average variance extracted (AVE), and discriminant validity that contains the heterotrait-monotrait ratio of correlations (HTMT). Table 1 shows a summary analysis of the measurement model using PLS-SEM.

Table 1- Measurement Model Analysis

Measurement Model	Analysis	Criteria
Reliability	<i>Composite reliability</i>	The composite reliability (CR) should be higher than 0.70 in exploratory research, but a value of 0.60 to 0.70 was also considered acceptable (Hair, Ringle, & Sarstedt, 2011).
Validity	<i>Convergent validity</i>	<i>i. Indicator loadings</i> The value of indicator loadings is greater than 0.708 (Hair et al. 2018). An indicator loadings greater than 0.4 to 0.7 are also accepted (Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014) for exploratory studies.
		<i>ii. AVE</i> The value must be greater than 0.5 (Hair et al. 2018).
	<i>Discriminant validity</i>	<i>iii.HTMT</i> HTMT 0.90 (Gold et al. 2001)

The analyses in the structural model consist of variance inflator factor (VIF), path coefficient, model accuracy prediction (R^2), the true effect of the independent variable on the dependent variable (f^2), and the relevant model prediction (Q^2) (Henseler, 2017). The bootstrapping and blindfolding methods were implemented to obtain the desired values.

4. Results and Discussion

4.1 Respondents Information

A total of 1,186 vocational teachers from 31 MPSTI were selected using simple random sampling. The respondents' information, as shown in Table 2.

Table 2 – Respondents' Demographics

Age	N	Work position	Education backgrounds	N
≤30 years old	47	Executive	Certificates	105
31 to 40 years old	638		Diplomas	764
41 to 50 years old	406	Professional	Bachelors	266
51 to 60 years old	95		Masters	49
			PhD Degrees	2

The vocational teachers taught various technical programmes, namely ICT, electronics, mechatronics, electrical, welding, video publishing, civil, manufacturing, plastic technology, composite, quality assurance, and ceramic technology.

4.2 The measurement Model Results

Figure 2 shows the diagram of analysis result using PLS-SEM and Table 3 consist of 28 items shows the measurement model of the reflective constructs' result of CR, path loadings, AVE, and Cronbachs' alpha. All the items in this study have loadings that exceed 0.708 (Hair, Ringle & Sarstedt, 2011). The Cronbach's alpha values for all factors are higher than 0.7 (Hair et al., 2018), and thus, considered as accepted in this research. The AVE value is above 0.5 for each factor and all six constructs have CR greater than 0.7 and less than 0.9 (Hair et al., 2018). All the constructs fulfil the requirements for reliability and convergent validity. For discriminant validity, HTMT is used to assess the construct validity of common factors (Henseler, 2017) and the discriminant validity problems are presented when the HTMT

values are high (Hair et al., 2018). The HTMT result in this study is accepted, which is below 0.9 (Gold et al., 2001) as shown in Table 4.

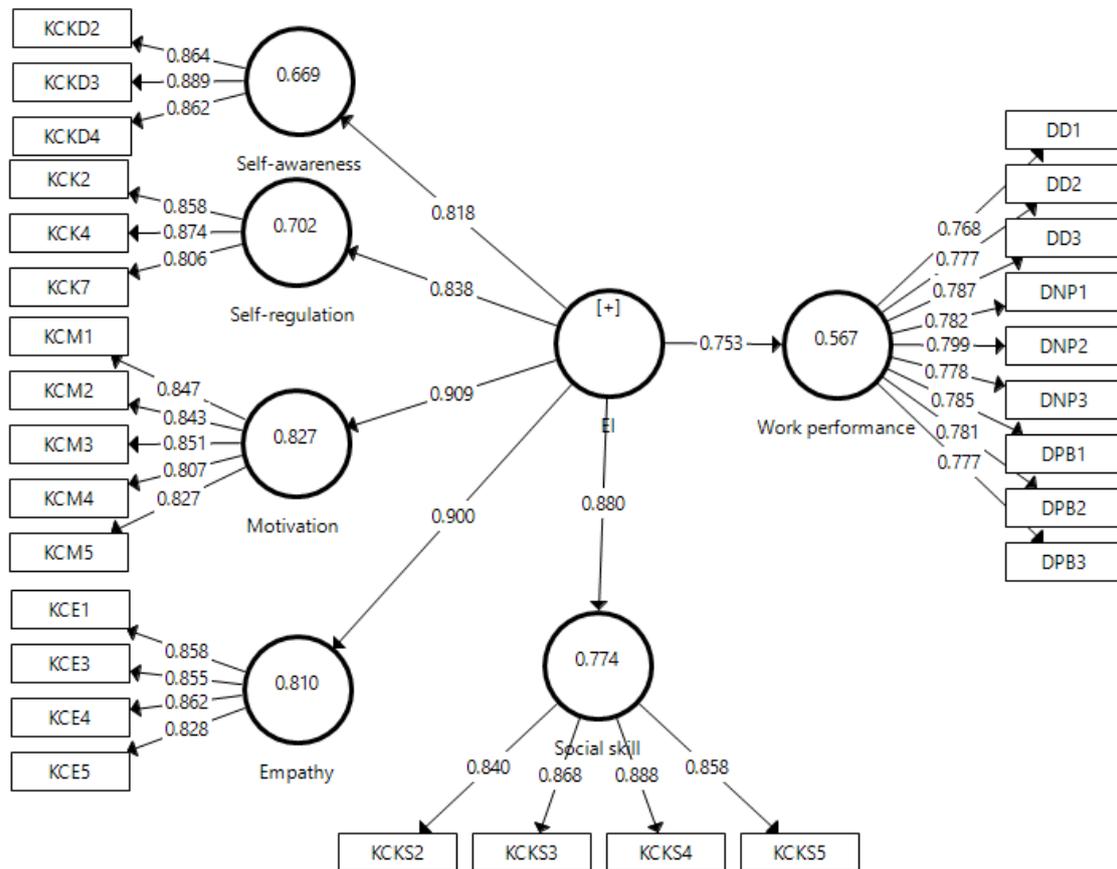


Figure 2 - The Analysis Result of EI towards Work Performance

Table 3 - Measurement Model Result and Item for EI and Work performance of Vocational Teachers

Latent variables	Items	Average Variance Extracted (AVE)	Composite Reliability	Cronbach Alpha
Self-Awareness	KCKD2 I am able to do anything that I planned.	0.76	0.88	0.842
	KCKD3 I am able to give a view even though it differs from others' views.			
	KCKD4 I am able to recognise the impact of my behaviour on others (the effect of doing on others).			
Self-Regulation	KCK2 I am able to act calmly even though I was angry.	0.717	0.884	0.802
	KCK4 I am able to control my feelings even under stress.			
	KCK7 I feel guilty if I cannot perform the task properly.			
Motivation	KCM1 I am able to work hard even when the tasks are difficult.	0.697	0.89	0.891
	KCM2 I am always excited to do my job.			
	KCM3 I am willing to work hard although the			

Table 3 – (Continue)

Latent variables	Items	Average Variance Extracted (AVE)	Composite Reliability	Cronbach Alpha	
	KCM3 KCM4 KCM5	work is not interesting. I am willing to take on any task. I won't be tired of doing the job that I'm interested in.			
Empathy	KCE1 KCE3 KCE4 KCE5	I am ready to hear others' problems. I am willing to provide the best service to others. I am able to understand the situations that others are experiencing. I am able to feel the pain of others.	0.724	0.88	0.873
Social skills	KCKS2 KCKS3 KCKS4 KCKS5	I am able to give a clear view. I am able to build friendly relationships with anyone. I am able to work with anyone. I always share information with my colleagues when working together.	0.746	0.9	0.886
Work dedication	DD1 DD2 DD3	I achieved my teaching goals as planned. My students could easily understand my lesson. My students are interested in the subject that I was teaching.	0.611	0.84	0.889
Teaching effectiveness	DNP1 DNP2 DNP3	I developed a positive attitude with my students. I noticed that my students are improving their scores from my teaching. I inculcate good values on my students.			
Teaching value	DPB1 DPB2 DPB3	I am committed to daily tasks. I am skilled and knowledgeable in the work tasks. I care about my students.			

Work Performance

Table 4 - HTMT Result

HTMT	Empathy	Motivation	Self-awareness	Self-regulation	Social skill	Work performance
Empathy						
Motivation	0.89					
Self-awareness	0.761	0.756				
Self-regulation	0.807	0.827	0.844			
Social skills	0.848	0.812	0.765	0.795		
Work performance	0.737	0.744	0.732	0.739	0.737	

4.3 The Structural Model Results and Discussion

Table 5 shows the structural model result, which consists of the values of R^2 , f^2 , Q^2 , and path coefficient. The first step in analysing the structural model is to analyse the issue of collinearity when the same item is used to measure two or more constructs. The item needs to be removed if this happens. The VIF value cannot be greater than 5 (Hair, Hult, Ringle & Sarstedt, 2017). All values of VIF in this study are less than 5. This study applied $p \leq 0.05$ and $t \geq 1.96$ (two-tailed) (Hair, Hult, Ringle & Sarstedt, 2017). The path coefficient value is ($\beta = 0.753$, $t = 43.395$, $p = 0$) which indicates that the EI factors namely self-awareness, self-regulatory, motivation, empathy, and social skills has a significant relationship with work performance. The value of f^2 is used to evaluate the relative impact of the dependent variable construct on the dependent variable. The f^2 value for this study is 1.312. R^2 is a model prediction accuracy that describes the relationship of the sum of variances in an independent variable to all constructs of the dependent variable. According to Hair, Hult, Ringle, and Sarstedt (2017), the R^2 values of above 0.75 have high model prediction accuracy, 0.5 to 0.74 at the moderate level, and 0.25 to 0.49 at the low level. In this study, the value of R^2 is 0.567, which is at the medium level. Q^2 values were obtained using the blindfolding procedure in which the value of Q^2 must be greater than 0. In this study, the value of Q^2 is $0.3 \geq 0$ which means that the construct in the dependent variable has a prediction relevant to the independent variable construct (Hair, Hult, Ringle & Sarstedt 2017).

Table 5 - Structural Model Results

Hipotesis	Std. β	Standard error	T value	P value	R^2	f^2	Q^2	Result
H1: EI -> Work Performance	0.753	0.017	43.395	0	0.567	1.312	0.323	Hypothesis supports EI and Work Performance
EI -> Empathy	0.9	0.008	115.762	0				
EI -> Motivation	0.909	0.008	115.762	0				
EI -> Self-awareness	0.818	0.013	62.15	0				
EI -> Self-regulation	0.838	0.012	67.906	0				
EI -> Social skill	0.88	0.88	86.778	0				

This study revealed that there was a significant relationship between EI and work performance among the vocational teachers in the MPSTI under the MOHR and MOYS ($\beta = 0.753$, $t = 43.395$, $p = 0$). The findings stated that EI has a significant relationship with work performance (Pekaar, van der Linden, Bakker & Born, 2017; Marembo, Chinyamurindi & Mjoli, 2018; Bee Yoke & Aisyah Panatik, 2015; Mohamad & Jais, 2016). Vocational teachers in the MPSTI need to have EI to be successful in their work. Moreover, NOSS-based teaching programmes are 70% practical and 30% theory which require high levels of patience and emotional control, especially in practical teaching. An excellent TVET teacher does not only measure his or her students' achievement in learning but the teacher also has competencies in knowledge, skills, and attitudes. TVET teachers are excellent when they are competent in teaching both theoretical and practical subjects using the right teaching method. TVET teachers also need to have a positive attitude as a role model for the students. Thus, integrated affective-cognitive teaching is to develop students' positive personality traits (Tahira Anwar, Maizam, Mohd. Jahaya, & Zainal Abidin, 2014).

EI is a positive attitude that should be equipped by teachers in the TVET programme. A teacher has to interact with many people – students, colleagues, management, and parents. They use a lot of energy in class and daily work that involves values, ethics, and morals. Teachers to be committed and persistent in their work, avoid negative emotions, maintain positive emotions, and manage their emotions when teaching. Therefore, the factor of EI is essential for teachers to control their emotions and improve their work performance (Rezvani et al., 2016). Teachers with EI can deal with students who have emotional and behavioural problems and successful teachers can manage and control their emotions. Teachers with high EI can prevent work stress because they can interpret their emotions such as anger or frustration besides having a better understanding of controlling emotions at work (Mayer, Caruso & Salovey, 2016).

6. Conclusions

TVET teachers who have EI are associated with work performance. It is difficult to implement the teaching and learning process effectively when teachers are unable to control their emotions when managing a variety of students in the classroom. Teachers who have EI during teaching can control their emotions, know the difference between positive and negative emotions, empathise others, feel motivated, and equipped with social skills. The findings of this study revealed that EI is a necessary attitude for vocational teachers for their work performance. Vocational teachers with EI are dedicated and can provide effective teaching to their students. Therefore, the findings of this study can be extended to TVET educators in Malaysia from different TVET institutions such as vocational colleges, community colleges, polytechnics, and universities that practice TVET programme in the teaching and learning process.

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