

Moderating Effect of Self-Efficacy on Cognitive, Emotional and Social Intelligence towards Work Engagement in Service Sector

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Abstract

The world is witnessing a shift in industrialized nations' economies towards the service sector. Particularly in Malaysia, service sector has gone through profound and rapid changes in the last few years. Due to this reason, new management practices need to be studied and employed for better employee engagement. This study aims to examine the moderating effect of self-efficacy on the relationship between cognitive, emotional and social intelligence towards employee's work engagement in the service sector in Malaysia. The Partial Least Square method is employed to study the link. The findings indicate that self-efficacy moderates the relationship between emotional intelligence towards work engagement. Nevertheless, contrary to the claims of scholars, the study finds no evidence of any moderation effect of self-efficacy on the relationships between cognitive and social intelligence towards work engagement. Limitation and suggestion for the future research are also discussed.

Keywords: Work Engagement, Cognitive Intelligence, Emotional Intelligence, Social Intelligence, Service Sector

Introduction

Malaysia's employee engagement scores, according to the global employee engagement report (AON), have declined in 2020. Malaysia's engagement levels are the lowest among major Asian Markets namely India (79%), Thailand (72%) and Hong Kong (63%) as shown in figure 1.1 (Global Employee Engagement Report AON, 2020). More specifically, according to Mercer (2022) in Malaysia, one in every four working Malaysians felt unengaged at their workplace. In the same vein, based on New Straits Times (2016), more than half of (52%) the employees in Malaysia are disengaged. In other words, as Job Street, Aon, IDC, Gallup, Towers and Perrin have shown the poor state of work engagement among employees in Malaysia since 2012. Furthermore, the COVID-19 pandemic affected the world economy and as a result,

had a negative impact on employee engagement. Thus, Malaysia's score on the Employee Engagement Index leaves substantial scope for improvement in the way companies treat their employees, and suggests there is much upside to be had if human capital is given due consideration.

In this regard, intelligence has a significant impact on work engagement, with employees who are proficient in managing their emotions and feel content in their work environment is more productive (Karamustafa & Kunday, 2018). However, to increase work engagement among employees, managers must encourage the redirection of emotions toward work. It is crucial for employees to possess higher levels of emotional and social intelligence, enabling them to understand their own and others' feelings and manage them positively in the workplace (Karamustafa & Kunday, 2018). For instance, Muhammad et al (2018) conducted a study on the direct impact of managerial coaching on employee jobs and indirect influence through the mediating effect of work engagement, leader-member-exchange quality, job satisfaction, and turnover intentions in a public sector organization in Pakistan. Moreover, Extremera et al (2018) found a positive correlation between employees' emotional and social intelligence and engagement dimensions, such as vigour, dedication, absorption, and other career outcomes. Yongxing et al (2017) also found that the correlation among work engagement and objective task performance is moderated by perceived organizational support.

The service industry in Malaysia is one of the industries that fuelled the country's economic development in 2019, according to the department of statistics 2019. In the initial quarter of 2019, revenue in the services sector rose 7.0% to RM431.2 billion. In 2015, Malaysia's services industry experienced an annual revenue rise by 8.3%. However, the rise of employee productivity in the services sector declined to 4.9% from 6.5% in 2018. Meanwhile, it is evident that the service sector in Malaysia is a place for employment with inflexible time constraints and intense workloads. According to some, such employees struggle to manage and demonstrate both their own and other people's emotions, which adversely affected the way they communicated with peers (Vasudevan, 2020). Since the service sector has grown to be the main driver of the nation's economic growth, pressure is particularly strong on personnel in this sector. The employees are suffering from sadness, stress, and burnout as a result of this predicament. All of the strain is a result of the nature of their profession, which includes low pay, long hours, and no opportunity for training. As a result, this disease has an impact on the physical and mental emotions of service professionals, which manifests in the way they deal with clients. As a result, all incorrect behaviour on the part of employees will have an impact on how well they do their jobs (Othman & Muhsin, 2020). More specifically, in the service sector, the banking industry is known for its demanding and high-volume work environment. It has a hierarchical, regulated structure. To perform their regular jobs, bank staff must put in longer hours. Despite the fact that the bank has consistently improved the wage package and other incentives it offers to its employees, it is a problem that affects all levels of staff, from entry-level clerks to top management. The turnover rate continues to rise intermittently (Ashfaq et al., 2020).

Employee in service sector not only acts as a vital link between the business and the consumer, but also serves as a representative of the business through the level of service rendered. However, interactions between the employee and the customer have an impact on the advantages for both parties when the frontline staff promotes and provides the service (Lai & Chen, 2012). As a result, effective managers are well aware of the importance of keeping their employees motivated (Akhtar & Khan, 2019). One of the main variables affecting business performance (BP) in this area of the service sector like banking is the

improvement of employees' engagement and their customer-focused behaviours (Ghlichlee & Bayat, 2020). Other than that, cognitive, emotional, and social intelligence were rarely evaluated separately using a single framework. Therefore, little is known about these relationships. Because of this, the goal of this study is to comprehend how self-efficacy affects the relationships between employees' cognitive, emotional, and social intelligence and their ability to do their jobs in the service sector. Therefore, understanding the factors that can improve employees' engagement in the Malaysian service sector is made possible by this study. The service sector in Malaysia can be used as a benchmark for other Asian nations with comparable cultures. In order to support the generalizability of theory and models developed in previous research, the current study indirectly tests the Self-Determination Theory (SDT) in a different cultural context. Therefore, by presenting new and comprehensive constructs compared to earlier studies in the Malaysian context, the study could bring fresh knowledge and insight to the literature on work engagement.

Research Objectives

There are three research objectives addressed in this study as below:

1. To determine the relationship between cognitive intelligence on work engagement among employees in service sector.
2. To determine the relationship between emotional intelligence on work engagement among employees in in service sector.
3. To determine the relationship between social intelligence on work engagement among employees in service sector.
4. To investigate the moderating effect of self-efficacy on the relationship between cognitive, intelligence towards work engagement among employees in service sector.
5. To investigate the moderating effect of self-efficacy on the relationship between emotional intelligence towards work engagement among employees in service sector.
6. To investigate the moderating effect of self-efficacy on the relationship between social intelligence towards work engagement among employees in service sector.

Literature Review

One of the challenges presented by the literature on work engagement is the lack of a universal definition of the construct. Researchers have defined employee engagement as a cognitive quality, a commitment emotion or a positive behavioural state directed toward organizational outcomes, and the actions employees take to ensure the organization's success (Tepayakul & Rinthaisong, 2018). The concept of work engagement was initially proposed by Maslach and Leiter and later developed by Schaufeli et al., and is in line with the ideas of positive psychology. Work engagement refers to a positive and fulfilling state of mind related to work, characterized by vigour, dedication, and absorption. Vigour involves energy and resilience, indicating a willingness to invest effort and persist at work-related tasks. Dedication is characterized by enthusiasm, pride, and inspiration for one's job. Absorption refers to being fully engrossed in work, losing track of time, and having difficulty disengaging from work. Work engagement is the opposite of burnout, representing a persistent and pervasive affective-motivational state of work-related well-being without focus on any particular object, event, individual or behaviour (Extremera et al., 2018).

According to Kahn (1990), work engagement is an employee's attachment to their work role, involving physical, cognitive, and emotional aspects. The physical dimension refers to the employee's involvement in the task at hand, while the cognitive dimension refers to their

alertness and absorption in their work. The emotional dimension involves the employee's connection to their job while working with dedication and commitment. Engaged employees are energetic and committed to their work, have a physical, cognitive, and emotional involvement in their work, and a strong and effective connection with their work (Kahn, 1990). On the other hand, disengaged employees exhibit less physical involvement in their work and an emotional disconnection from their coworkers (Kahn, 1990).

Meanwhile, cognitive, emotional and social intelligences are separated constructs. Human resources management will have a productive, engaged, and trouble-free workforce once they understand that they should be focusing on the emotional, social, and cognitive intelligence of both leaders and employees. The theorist has a distinct way of defining them and providing methods for using them for transformation in the form of coping, comprehension, empathy, and intellectual scaffolding in every circumstance, in a place of clarity. How does one go about doing that? The general public has been trained to respond quickly to any situation that they may encounter. However, taking a moment to process the information allows one to conduct in-depth research, reflect, and then respond based on their own research, rather than what has been presented. This will develop a strong leader in any sector (Greaves, 2019). IQ, a measurement of cognitive, academic, or mathematical-logical intelligence, is what most people think of when they think of intelligence. The scholastic aptitude test, grade point average, and other admissions exams serve as substitutes for cognitive intelligence. Programmes are available at academic institutions that are generally related to this intelligence. Similar to this, the idea of cognitive intelligence refers to the capacity for factual, novel, and sophisticated problem solving and is seen as a key factor in the survival of species. Cognitive intelligence, as defined by Gregory (2004), is the capacity to reason (acquire knowledge and apply it to future endeavours), learn, and adapt to one's surroundings (Dhliwayo & Coetzee, 2020). A capacity to reason or analyse data and situations that results in or causes effective or superior performance is known as cognitive intelligence. According to Spearman (1904, 1923, 1927a; Dhliwayo & Coetzee (2020), cognitive intelligence is conceptualised in the current study as a unified notion expressed as general mental capacity.

On the other hand, the emotional intelligence theory was created primarily to explain the significance of non-cognitive intelligence to occupational outcomes (Dhliwayo & Coetzee, 2020). In other words, the new term emotional intelligence (EI) helps to distinguish between the behavioural manifestations of the interpersonal awareness of others' emotions, needs, thoughts, and perceptions as well as navigate the larger social environment and working with others (SI) from the behavioural manifestations of intrapersonal awareness and management of emotions within the self (EI). In contrast, Christopher (2006) described emotional intelligence and cognitive intelligence as two distinct but related sets of skills that, in the hierarchical paradigm, fall under general intelligence. In a way that reflects experience and education about emotions, emotional intelligence is the specialisation of general intelligence in the field of emotions. This conception is in line, for instance, with Carroll's (1993) conclusion that general intelligence encapsulates psychological ability, which is defined as the "ability to judge correctly the feelings, moods, and motivations of individuals." The specialisation of general intelligence in the area of cognition that reflects knowledge and experience of cognitive processes like memory is represented by cognitive intelligence. Since they represent the specialisation of general intelligence in different content domains, emotional intelligence and cognitive intelligence are distinct constructs (Cote & Miners, 2006). Additionally, social intelligence differs from both emotional and cognitive intelligence (Rahim et al., 2018).

According to Babu (2013), social intelligence is "the ability to deal efficiently and thoughtfully, keeping one's own identity, employing opposite social inputs with a wider understanding of social environment; considering empathetic cooperation as a base of social acquaintance." According to Beheshtifar and Roasayee (2012), social intelligence is the capacity to successfully direct and express the difficulties of social events and surroundings. Social intelligence reveals a person's aptitude for things like social support, scientifically supported treatment, social awareness, and social attractiveness. Social assistance, social data processing, social response, and social desire are the four components of social skills in this context. Social intelligence was defined by Albrecht (2006) as "the ability to coexist well with others and to inspire them to collaborate with you." In his opinion, social skill is more important than social intellect. Instead of emphasising competence, the definition of intelligence will focus on the ability to learn and do tasks. Because they serve as the basis for creating and sustaining relationships, cognitive, emotional, and deterministic components are significant in each of these categories (Lathesh & Avadhani, 2018). The ability to deal with others is the definition of social intelligence in the same line. Hunt (1928) (Mishra & Jatav, 2020).

Finally, self-efficacy is defined as the idea that an individual can mobilise the drive, the cognitive and emotional resources, and all the activities required to meet the demands of a circumstance (Bandura, 1986; Carter et al., 2016; Ingusci et al., 2019). This definition is comparable to that of Vroom's (1964) effort performance expectancy, which introduces the expectation that an individual's effort would lead to successful work performance. Bandura (1977) discovered in his study of the literature that people who had higher levels of self-efficacy were more tenacious in their learning. Being a context-specific construct, self-efficacy may be skill-, task-, or domain-specific (Song et al., 2018). Meanwhile, self-efficacy is the conviction and self-assurance that an employee can operate with a deliberate, clever, and worthwhile motive. Employees constantly strive to retain their skills based on the values of awareness in conducting work wisely and generating valuable work because of the conservation of resources (COR) theory. Additionally, self-efficacy refers to assessments of an individual's performance capacity, which in turn may influence the individual's decision-making, level of effort, and persistence under trying circumstances (Çetin & Aşkun, 2017). To be accurate, the development of self-efficacy occurs before a person chooses an option and begins working. According to Goleman and Luthans (2006), people first investigate, assess, and integrate information about their perceived skills. According to Goleman (2006), self-efficacy can influence motivation, choice of behaviour, endurance, stress resistance, and constructive thought patterns. Bandura claims that social influence, psychological experience, personal experience, and performance achievement or mastery experience are the sources of self-efficacy in (Luthans, 2006; Sari et al., 2016). Self-efficacy is essential for a person's daily life. In all areas of one's life, self-efficacy is essential for motivation, wellbeing, and personal accomplishments. Self-efficacy is the conviction that one possesses the abilities to exhibit the behaviour required for the accomplishment of a task (Colquitt et al., 2019), the capacity to act in a unique circumstance, and the self-assurance to carry out one's responsibilities in the face of uncertainty (Alifuddin & Widodo, 2021).

Hypothesis Development

When employees can manage their emotional reactions within the workplace and develop positive relationships with colleagues and supervisors, it can motivate them to increase their efforts and experience greater levels of energy and pride at work (Extremera et al., 2018). The

broaden-and-build theory (Fredrickson, 2001) suggests that positive emotions such as joy, interest, and contentment have the ability to broaden people's momentary thought and action repertoires and build their personal resources, including physical, intellectual, social, and psychological resources, by expanding the range of thoughts and actions that come to mind. Joy encourages creativity and the desire to play. Interest promotes exploring new ideas, assimilating new information and experiences, and growing. Engaged employees typically experience positive emotions, and happy people are more receptive to opportunities at work, more outgoing and helpful to others, and more optimistic and confident. Mainly, employees' positive social relationships are known to positively impact their perception of the work environment and encourage work engagement, as stated by (Lee and Yoo, 2022). For instance, Lee and Yoo (2022) outlined how employees' social capital, which refers to the positive outcome of human interactions, can influence their work engagement and cognitive aspect, ultimately leading to performance-driven behaviour. Moreover, Bakker and Bal (2010) demonstrated that engaged teachers received higher ratings from their supervisors on in-role performance, indicating that engaged employees perform well and are willing to go above and beyond their job requirements. Additionally, Karatepe (2013) demonstrated that work engagement plays a mediating role in the relationship between high-performance work practices and the performance of frontline hotel employees in Romania. Therefore, the following hypotheses have been developed:

H1: A significant and positive association exists between cognitive intelligence and work engagement among employees in service sector in Malaysia.

H2: A significant and positive association exists between emotional intelligence and work engagement among employees in service sector in Malaysia.

H3: A significant and positive association exists between social intelligence and work engagement among employees in service sector in Malaysia.

Meanwhile, one of the most crucial concepts for comprehending human cognition, action, motivation, and emotion is self-efficacy (Radzuan et al., 2020). Self-efficacy refers to the conviction that one is capable of successfully overcoming life's obstacles through motivation, intelligence, experience, and actions (Black et al., 2018). Regarding their perception of their abilities to handle various situations, this is the main opinion they have about themselves. High self-efficacy workers frequently persevere in reaching their objectives (Bandura, 1986). Self-efficacy serves as a tool for encouraging this behaviour. Employees that have strong self-efficacy tend to think more positively, better themselves, set higher objectives for themselves, sustain motivation, and are less prone to stress and depression (Miraglia, 2017). Moreover, because self-efficacy serves as a type of self-motivation, it may be that persons with higher levels of self-efficacy have more beneficial effects of cognitive, emotional, and social intelligence (Wibawa & Takahashi, 2021). More specifically, it was discovered that high levels of self-efficacy as a motivation for accomplishment enhanced the impacts of high cognitive capacity (Sonnetag & Frese, 2002). On the other hand, Bandura (1997) thought that both self-awareness and emotion regulation were crucial for the development of self-efficacy, thus those with higher levels of self-awareness and better emotional regulation are more likely to experience increasing self-efficacy (Black et al., 2018). Similarly, Judge (2007) and his colleagues discovered that emotional stability had a substantial impact on the growth of self-efficacy in the meta-analysis that looked at the association between individual difference and self-efficacy. The development of self-awareness and self-control is essential to emotional intelligence. Additionally, highly emotionally intelligent workers are more likely to increase self-efficacy by having a heightened awareness of their emotional state and

directly regulating it, according to (Gundlach et al., 2003; Black et al., 2018). In a similar line, Gharetepeh et al (2015) discovered that for students with good academic achievement, emotional intelligence is a superior predictor of self-efficacy. Additionally, they demonstrated how an improvement in emotional intelligence will lead to pupils feeling more capable of succeeding. A leader with strong emotional intelligence, however, has been found by Ming-Ten Tsai to be able to increase staff self-efficacy. Numerous researchers also found a connection between social intelligence and both the social and cognitive facets of self-efficacy. Additionally, group self-efficacy is directly and significantly impacted by social competences (Mohamed, 2021). Because they are better able to proactively organise these activities to accommodate them, employees who are highly self-efficacious may use more and better adaptive behavioural techniques, such as helping coworkers with work-related problems or choosing to attend meetings (Ingusci et al., 2019). Other studies in this area suggested that self-efficacy affects how people perceive their work in a social setting (Zuo et al., 2021). In the meantime, Kahn (1990) contended that an employee's self-efficacy may be forged by the psychological availability dimension. The sense of ownership of the physical, emotional, and psychological resources needed for self-investment in carrying out a work is what is meant by the psychological availability dimension. According to Robbinson & Judge (2017), this dimension can be met when an individual is confident in their standing or job-related skills. It is debatable whether self-efficacy can satisfy the requirement for psychological availability, which ultimately results in successful work outcomes (Sulistyo & Suhartini, 2019).

In the same vein, Bandura's (1986) social cognitive theory similarly describes self-efficacy as a self-regulation of competence (Black et al., 2018). The social-cognitive paradigm emphasises the notion that people behave differently depending on their own personal traits (Bandura, 1986). Self-efficacy is a key component of the individual traits in social cognitive theory. In a similar line, studies on self-efficacy demonstrate that people only engage in activities for which they are certain that they possess the skills required to succeed. As a result, self-efficacy emerges as a potent behavioural predictor since it influences all aspects of behaviour, including the decision to engage in a behaviour, the effort put forth, the persistence displayed, and even the interpretation of the behavior's results. The positive potential of self-efficacy is one of its fundamental features. Individuals and organisations as a whole have benefited from targeted interventions to promote self-efficacy or the more general intervention to increase psychological capital. Results in a variety of job outcomes have shown how self-efficacy promotes (Rodríguez-Cifuentes et al., 2018). Evidently, research demonstrates that a team of employees with high levels of efficacy reported higher levels of engagement and superior team performance. According to research (Consiglio et al. 2016; Zuo et al., 2021), self-efficacy may have a moderating effect on how personal resources affect people's capacity to regulate their surroundings. Hence, the following hypotheses are developed:

H4: Self-efficacy moderates the relationship between cognitive intelligence and work engagement among employees in the service sector in Malaysia.

H5: Self-efficacy moderates the relationship between emotional intelligence and work engagement among employees in the service sector in Malaysia.

H6: Self-efficacy moderates the relationship between social intelligence and work engagement among employees in the service sector in Malaysia.

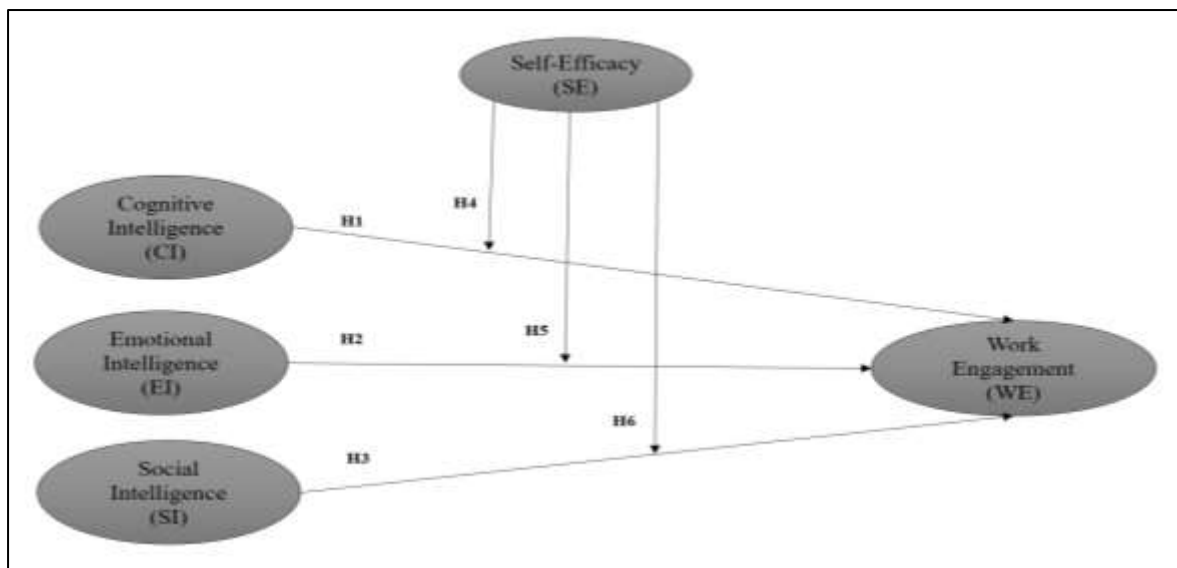


Figure 1. Conceptual framework

Sampling and Procedures

The participants of this research are employees in service sector in banking industry in Malaysia located in Kuala Lumpur and Selangor areas. This selection was made because these regions have the highest volume of business activities and transactions in the country (Ashfaq et al., 2020). However, obtaining a comprehensive list of employees working in the banks was difficult, and the researcher used non-probability sampling.

This study employed the survey method, which involves the collection of numerical data to describe the behaviour of a sample population (Creswell, 2014). The survey method is appropriate for providing numerical data to support generalizations and inferences about the population. Questionnaires are a common tool for collecting descriptive or explanatory data related to attitudes, opinions, or organizational practices, which can be used to identify and explain variability in different phenomena. In this study, G*Power 3.1 software utilized for a priori analysis (Cohen, 1992). In total, 346 usable questionnaires.

Measurements

Emotional Intelligence was measured using the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) (Petrides et al., 2007). The TEIQue-SF consists of 24 items designed to measure three categories: well-being, self-control, and emotionality. Previous studies have reported Cronbach alpha reliabilities ranging from 0.70 to 0.87. Social intelligence was measured using the Tromsø Social Intelligence Scale (TSIS), which included 21 items in three dimensions: Social Information Processing (SIP), Social Skills (SS), and Social Awareness (SA). Social Information Processing involves the ability to predict other people's behaviors and understand how they feel and what they wish for, and predict their reaction to one's behavior. Social Skills refers to the ability to have a good conversation with other people, while social awareness concerns the ability to understand others and predict their behavior. The most cited measurement scale in measuring work engagement is Utrecht Work Engagement Scale or UWES. This study utilises short version of UWES-9S scale that has been developed by Schaufeli et al. (2006). It comprises three distinct dimensions: vigour, absorption, and dedication. Overall, UWES-9S consists of 9 items, with each dimension comprising a different number of items. Specifically, the dimension of vigour encompasses three items, absorption encompasses three items, and dedication comprises three items. In term of instrument

reliability, many studies have confirmed that UWES-9S has reported the value of Cronbach's alpha between the range of 0.80 and 0.90 (Schaufeli & Bakker, 2004; Demerouti et al., 2001). As such, UWES scale has demonstrated to be a reliable scale for this study. Lastly, self-efficacy was measured by Rigotti et al. (2008)'s short version of the occupational self-efficacy scale. The scale consists of six items (e.g. "When I am confronted with a problem in my job, I can usually find several solutions"). A five-point Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). High values reflected increased occupational self-efficacy. The value of Cronbach's alpha for self-efficacy measure is between the range of 0.80 and 0.90 (Rigotti et al., 2008).

Data Analysis

The demographic items of the questionnaire, which included gender, age, race, religion, marital status, level of education, and job tenure. The data revealed that the largest age group among the respondents was those aged 31-40 years, which represented 160 (46.2%) participants. The next largest age group was respondents aged 41-50 years, comprising 102 (29.4%) participants, followed by those aged less than 30 years, which accounted for 77 (22.2%) participants. Only 7 (2.2%) of the respondents were over 50 years old. Among the 346 participants, the majority were female, representing 218 (63%) of the sample. The distribution of races was predominantly Malay, with 241 (69.7%) respondents, followed by Chinese with 72 (20.8%) participants, Indian with 29 (8.3%) participants, and other races with 4 (1.2%) participants. Based on the analysis of religion, the majority of respondents were Muslim, comprising 241 (69.9%) of the participants, followed by Buddhism with 60 (17.3%) respondents, Hinduism with 25 (7.2%) respondents, and Christianity with 20 (5.8%) respondents. Regarding marital status, most of the participants, 272 (78.7%), were married, while 65 (18.8%) were single, and only a few respondents were divorced (7 or 2%) or widowed (2 or 0.5%). Examining the level of education, the majority of the respondents, 234 (67.6%), had a degree, followed by 67 (19.4%) with a diploma, 25 (7.2%) with the Malaysian Certification of Education or SPM, and 20 (5.8%) with a master's degree. Finally, concerning job tenure, the highest number of respondents, 138 (39.9%), had between one to five years of experience, followed by 133 (38.4%) with six to ten years of experience, while 75 (21.7%) had more than ten years of experience on the job.

This study employed the Statistical Package for Social Science version .22 and Structural Equation Modelling (PLS-SEM) version 3.0. The research model is assessed using a two-step process which are; the assessment of the measurement model (outer model) and the assessment of the structural model (inner model). In this research, the construct of social intelligence and work engagement were identified as reflective models due to their similar nature, whereas emotional intelligence was determined to be formative constructs. The internal consistency of the reflective measurement model was validated through various tests, including the Dhillon-Goldstein Rho, indicator reliability, convergent validity, and discriminant validity (Hair et al., 2014).

Table 1 displays the indicators loading, composite reliability (CR), and average variance extracted (AVE) of the reflective construct, social intelligence. A loading value equal to or greater than 0.708, as suggested by Hair et al. (2014), indicates that a latent variable can account for at least 50% of an indicator's variance. However, items with loadings below 0.708 to 0.60 were still included in this study. According to Byrne (2010), loading values equal to or greater than 0.5 are acceptable if they result in high loading scores, leading to AVE scores above 0.5.

In summary, for this study, composite reliability (CR) values above 0.7 and average variance extracted (AVE) values above 0.5 are considered satisfactory (Hair et al., 2014). All the observed constructs' composite reliability in this study exceeded the minimum threshold of 0.7, and all AVEs were greater than 0.5 (Hair et al., 2014). Therefore, the constructs satisfied the reliability and convergent validity criteria.

Table 1

Composite Reliability and Convergent Validity of the Constructs

Indicators	Indicators	Loading Factors	CR	AVE
Social Intelligence				
Social Awareness	Q26	0.718	0.898	0.558
	Q29	0.749		
	Q32	0.760		
	Q35	0.763		
	Q37	0.710		
	Q40	0.749		
	Q45	0.776		
Social Information Processing	Q25	0.784	0.884	0.522
	Q27	0.694		
	Q30	0.693		
	Q33	0.729		
	Q38	0.715		
	Q41	0.703		
	Q43	0.735		
Social Skills	Q28	0.679	0.880	0.512
	Q31	0.644		
	Q34	0.735		
	Q36	0.721		
	Q39	0.782		
	Q42	0.678		
	Q44	0.759		
Self-efficacy	Q46	0.751	0.867	0.523
	Q47	0.733		
	Q48	0.683		
	Q49	0.811		
	Q50	0.681		
	Q51	0.658		

The study also evaluated the discriminant validity of the reflective measurement model. Discriminant validity confirms that a construct is unique and not represented by other constructs in the model (Hair et al., 2014). To assess discriminant validity, this study used the Hetero-trait-Monotrait (HTMT) ratio of correlations. HTMT is the ratio of correlations within the constructs to correlations between the constructs (Hair et al., 2014). The results showed in Table 2 revealed that all reflective constructs had passed the HTMT.90 and the HTMT.85, indicating that the discriminant validity of the model has been confirmed.

Table 2

Discriminant Validity using Heterotrait-Monotrait (HTMT) Criterion

	Cognitive Intelligence	Social Intelligence	Self-efficacy
Cognitive Intelligence		0.168	0.166
Social Intelligence	0.129		0.382
Self-efficacy	0.158	0.105	

The study also assessed collinearity among the indicators and the significance and relevance of outer weights for both reflective and formative constructs. For reflective constructs, the collinearity among indicators was measured using the Variance Inflation Factor (VIF). A VIF value of 5 and higher suggests a potential collinearity issue. The VIF values in Table 5.5 were below the threshold of 5, indicating that collinearity is not a problem for any of the reflective constructs.

On the other hand, the significance and relevance of outer weights were examined for formative constructs. While some indicators were not significant, they were retained in the model based on previous research supporting their relevance in measuring work engagement. Dropping these indicators may result in poor content validity.

Furthermore, the structural model was evaluated using lateral collinearity (VIF), path coefficient, coefficient of determination (R²), effect size (f²), and predictive relevance (Q²).

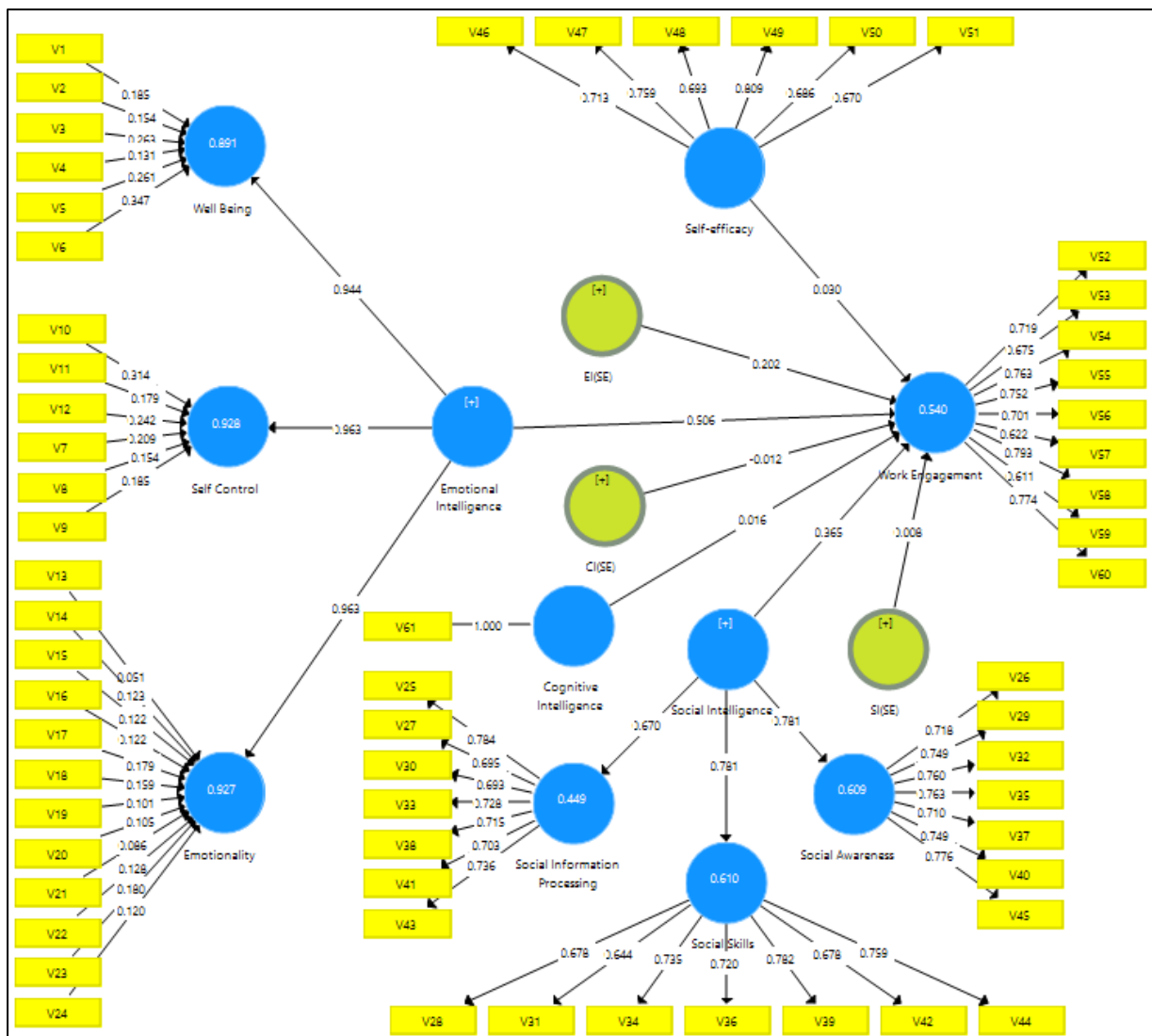


Figure 2: Structural Model

Before examining the structural model, it is important to verify that there are no lateral collinearity problems. In other words, we need to make sure that there is no high correlation among the independent variables. According to Hair et al (2014), a VIF value of 5 or higher suggests the presence of lateral multicollinearity issues. However, the VIF values for each individual construct (Cognitive intelligence: 1.099; Emotional intelligence: 1.350; Social intelligence: 1.301) are consistently below the threshold value of 5. Therefore, we can conclude that lateral multicollinearity is not a concern in this study.

The path-coefficient plays a crucial role in determining the significance of hypothesized relationships between the constructs. In this study, six direct hypotheses were developed to investigate the relationships between the constructs (refer to table 3). To assess the level of significance, t-values for all paths were generated using bootstrapping in SmartPLS. The t-statistic was run on a sample size of 346 respondents, and the six direct hypotheses were tested for significance. The results indicated a significance level of 0.05 or higher, with a value of ≥ 1.645 . Based on the path coefficient assessment, it was found that five out of six hypothesized relationships had t-values ≥ 1.645 and were therefore deemed significant at the 0.05 level.

Table 3

Path-Coefficient Assessment (N=346)

Hypothesis	Relationship	Beta	Std Beta	t-value	p-value	Result
H1	CI -> WE	0.016	0.039	0.403	0.687	Not Significant
H2	EI -> WE	0.506	0.038	13.346**	0.000	Significant
H3	SI -> WE	0.365	0.041	8.903**	0.000	Significant

Note:**p<0.01, *p<0.05, CI: Cognitive Intelligence, EI: Emotional Intelligence, SI: Social Intelligence, WE: Work Engagement.

Hair et al. (2014) suggest that the R2 value reflects the amount of variance in the endogenous construct that can be accounted for by all the exogenous constructs linked to it. The R2 value of 0.54 for the exogenous construct (i.e., work engagement) indicates that cognitive, emotional and social intelligence contribute to 54% of the variance in work engagement. As per Hair (2014), acceptable R2 values depend on the complexity of the model and research field, and it can be difficult to justify the interpretation of R2 scores. According to Hair et al (2013), an R2 score of 0.75 is considered substantial, 0.50 is moderate, and 0.25 is weak. Therefore, in this study, the R2 value has been considered as moderate.

To examine the predictive power of exogenous constructs over the endogenous constructs, the blindfolding procedure was used to evaluate predictive relevance Q2. According to Hair et al. (2014), if the Q2 value is greater than 0, this indicates that the exogenous constructs have predictive ability on the endogenous constructs, also known as cross-validated redundancy. In this study, the endogenous construct, work engagement (0.253), had a Q2 value greater than 0, indicating the predictive relevance and validity of the model.

Finally, the moderation effect of self-efficacy was analyzed by calculating the interaction effect of an independent variable and proposed moderators. It is being suggested that significant interaction confirms the moderation effect. Results of Table 4 shows that self-efficacy moderates the relationship between emotional intelligence ($\beta=0.202$, t-value =4.864 p<0.01) towards work engagement(H5). However, results shows that self-efficacy do not moderate the relationships between cognitive intelligence ($\beta=-0.012$, t-value =0.425 p<0.05) and also social intelligence ($\beta=-0.008$, t-value =0.189 p<0.05) towards work engagement (H4/6). Hence, H4 and H6 are rejected. Findings are discussed in the next section of the paper.

Table 4

Assessment of Moderation Effects

Hypothesis	Relationship	Beta	Std Beta	t-value	p-value	Result
H4	CI*SE→WE	-0.012	0.028	0.425	0.671	Not Significant
H5	EI*SE→WE	0.202	0.042	4.864 **	0.000	Significant
H6	SI*SE→WE	0.008	0.040	0.189	0.850	Not Significant

Note:**p<0.01, *p<0.05, CI: Cognitive Intelligence, EI: Emotional Intelligence, SI: Social Intelligence, SE: Self-efficacy, WE: Work Engagement.

Discussions and Conclusions

According to the results of the current study, employee work engagement is significantly positively correlated with emotional, and social intelligence. The significance of emotions with regard to employee engagement is evident, as individuals who can manage their emotions effectively and experience positive emotions within the workplace contribute significantly to productivity. Engaged employees tend to remain with an organization longer than their counterparts, enabling organizations to retain valuable intellectual capital and foster a stronger corporate culture. Employees are more likely to adopt and embrace the organizational culture in such an environment, leading to a sustained, embedded, and healthy work environment. Consequently, a healthy work environment promotes high employee engagement (Karamustafa & Kunday, 2018). Moreover, a social intelligent person is able to socialize, manage and communicate with others properly. A person's high level of sociability is reflected in his or her ability to manage the emotional state of others, better tendency to stand up for their rights, high level of adaptability to any changes and has his or her own internal standards or intrinsic motivation, which are applied to any task. As regards the present study, the employees with higher level of social intelligence are expected to engage with their job more.

This finding supported other previous studies (Katou et al., 2020; Karamustafa & Kunday, 2018; Zahra & Hung Kee, 2019; Sarangi et al., 2015; Zhu et al., 2015; Ravichandran et al., 2011; Ravichandran et al., 2011). According to Karamustafa and Kunday (2018), individuals who possess the ability to effectively communicate with others and persuade them in difficult and intricate circumstances while being cognizant of their social surroundings are more likely to experience emotional engagement. Conversely, employees who are aware of their own emotions and can manage them positively are also more likely to be engaged within their work environment. Nevertheless, the study's findings revealed an absence of a noteworthy correlation between cognitive intelligence and work engagement within employees in service sector in Malaysia. It has to be noted that cognitive intelligence is referred to the ability to think in abstract terms, reasons, and solve complex problems (Dhliwayo, 2018). In other words, cognitive intelligence is the ability to think rationally (Dhliwayo & Coetzee, 2020). In case of the present study, it was found that employees with higher level of cognitive intelligence did not exhibit work engagement. While other studies emphasized the significant relationship between cognitive intelligence and engagement Staff et al (2018); Katz et al (2005) this study found the contrary results. Meanwhile, the result of this study is partially inconsistent with the broaden-and-build theory Fredrickson (2001) that personal resources including cognitive intellectual, social and psychological resources can be built through the positive state, which caused by work engagement. This could be because of some cognitive intelligent employees who are not competent in emotional and social intelligence. Therefore, since work engagement is characterized as an active and emotional psychological condition (Macey & Schneider, 2008), this resulted in an insignificant outcome.

Additionally, it was discovered through this study that self-efficacy moderates the relationship identified between emotional intelligence towards work engagement. Notwithstanding such findings, they failed to support the moderating effect of self-efficacy on the relationships identified between cognitive and social intelligence towards work engagement. A comprehensive review of the literature has revealed that self-efficacy is characterized as an individual's assurance in their ability and competence to execute a particular task (Sulistyo & Suhartini, 2019). To clarify, it is the confidence an individual possesses to exert the necessary efforts to successfully perform a challenging task (Bandura,

2012). Self-efficacy comprises an individual's personal beliefs in their own capabilities to carry out all necessary actions to satisfactorily complete a specific task (Rodríguez-Cifuentes et al., 2018). It pertains to an individual's belief that they possess the requisite skills to display the necessary behavior for accomplishing a task successfully Colquitt et al (2019) and the confidence they have in accomplishing their duties despite uncertainties (Alifuddin & Widodo, 2021).

Findings of the present study are consistent with Albert Bandura (1986)'s Social Cognitive Theory. According to this theory, the core concept in explaining individual behaviour are cognition and self-efficacy, in which people calculate and change their thinking and behaviour by means of a self-regulation process (Bandura, 1989). The impact of perceived self-efficacy on cognitive functioning can be attributed to its influence on one's satisfaction with personal growth and the level of challenge associated with the goals that are chosen (Taberero & Hernández, 2011). Based on Pajares (2002), this theory suggested that individuals' enthusiasm, emotional circumstances, and behavior are constructed based on what they believe and hold about. Hence, it can be concluded that to gain personal and professional benefits, those who are confident are expected to perform effectively. Furthermore, Papoutsi et al (2019) found that the results of their study align with Tabatabaei et al.'s (2013) findings, which indicate a positive correlation between emotional intelligence and self-efficacy.

Studies on self-efficacy suggest that individuals tend to participate in tasks for which they possess the confidence that they have the requisite abilities to achieve success (Rodríguez-Cifuentes et al., 2018). However, a person who doubts his/her social skills often predicts refusal, even before getting involved in social interaction or performing such behaviour. Similarly, this could be linked to the participants' viewpoint in assessing their level of self-efficacy. These results contradict previous research Bubic & Ivanisevic (2016); Cikriki & Odaci, (2016); Lent et al (2017); Marcionetti & Rossier (2016); MartínezMartí & Ruch (2017); Wingelsworth et al (2017), which has indicated that self-efficacy relates with social competence variables (Salavera et al., 2017). In the context of this study, the operationalized definition of self-efficacy is referred as an individual's confidence in his/her ability and capability to perform a task (Sulistyo & Suhartini, 2019). The reason behind this could be related to the personality type as well. One can feel confident in his abilities to complete the task but not necessarily have a confident to interact with other people. Self-efficacy makes individuals focus their attention and reduces surrounding interactions. According to Salavera et al. (2017), self-efficacy is context-specific, and individuals may perceive themselves as efficient in some tasks and not in others, or in their interpersonal relations. This perception of self-efficacy is influenced by personal and vicarious experiences, social persuasion, and physiological and affective states, which generate different perceptions of self-efficacy through cognitive, motivational, and affective processes and process selection (Bandura, 1997; Lonnfjord & Hagquist, 2017). The study by Salavera et al (2017) found that although students had an accurate view of their own self-efficacy, factors such as previous successes and failures, messages from others, group successes and failures, and collective self-efficacy could influence it. The study also revealed that self-efficacy did not show significant correlations with social competencies. However, this insignificant finding could be due to the collectivist culture in the Eastern context, where the concept of collective efficacy is distinct from self-efficacy (Mohamed, 2021). While self-efficacy refers to an individual's belief in their own abilities, collective efficacy pertains to the group's belief in its capability to perform a task. The concept of collective efficacy is based on people coming together and combining their resources to achieve a shared objective or address a common issue. The social impact

theory suggests that beliefs can be modified when a significant number of individuals in a group have the ability to influence those beliefs. Collective efficacy is a crucial social cognitive factor that can aid in understanding how groups function effectively (Mohamed, 2021). Achievements of a group are the result of a social system that comprises the shared intentions, knowledge, and skills of its members, along with the interactive, coordinated, and synergistic dynamics of their interactions. Group interaction gives rise to collective efficacy as members gather, process, store, and exchange information about each other, their task, context, process, and previous performance. Mohamed (2021) demonstrated that collective efficacy in employees is shaped by social skills and cognitive empathy competencies.

This study has important theoretical and applied ramifications. This study adds to the body of knowledge on work engagement by studying the moderating effect of self-efficacy on the link between cognitive, emotional, and social intelligence towards work engagement in the Malaysian service sector. Even though there is more research on work engagement, results from studies done in Western nations cannot be extrapolated to other parts of the world, such as Asia. According to the triadic reciprocal determinism (Bandura, 1986), individual differences in cognitive processes can be used to explain how behaviour, environmental factors, and personal factors interact because people are self-organizing, self-reflecting, self-regulating, and proactive by nature (Bandura, 1999). A person's behaviour changes in a potential environment will determine which sort of behaviour is generated and stimulated, according to the Social Cognitive Theory's triadic reciprocal. Although it was discovered that a person's higher scores on measures of their cognitive, emotional, and social intelligence will lead to work engagement, a person's self-confidence also has an impact on how well they do. This is supported by the study's findings, which show that the relationship between emotional intelligence and work engagement is moderated by self-efficacy. Additionally, the assessments were chosen with care to minimise bias associated with self-reported components. Furthermore, self-reporting is the most accurate method for assessing the attribute of emotional intelligence. Additionally, due to the great difficulty in evaluating emotional intelligence as a cognitive skill, Petrides and Furnham (2001) demonstrated that emotional intelligence is a trait rather than a cognitive ability. They contend that while individuals possess the most accurate source of information necessary to assess their level of emotional ability, the majority of components of emotional intelligence are not susceptible to objective scoring systems (Freudenthaler et al., 2008). Trait emotional intelligence may also have weak associations with cognitive intelligence, moderate relationships with personality, and strong correlations with performance markers. Therefore, it would not be expected that trait emotional intelligence would highly correlate with tests of general cognitive ability. These factors led to the implementation of the Trait emotional intelligence model in this study, which best serves the objectives of the current investigation.

The results of the current study also have a number of consequences for managers, HR professionals, policy makers, and employees generally in organisations in the service sector. The purpose of human resource development (HRD) is to raise employee engagement in order to enhance organisational performance. In this regard, HRD is crucial in the planning and execution of several training and development initiatives aimed at enhancing work engagement. Programmes that assist the growth and nurture of self-efficacy could be included as part of training and development initiatives (Çetin & Aşkun, 2017). According to the social cognitive theory, individuals can increase their sense of self-efficacy by looking at colleagues who have demonstrated how to accomplish important goals and by having a variety of prior successes at tackling difficult tasks (Black et al., 2018). Self-efficacy can be

fostered through going through a sequence of situations when you successfully overcome big problems, seeing other people achieve big triumphs, getting honest support, and keeping up a healthy physical and emotional state (Black et al., 2018). Understanding whether an employee has entered a dysfunctional belief cycle and, as a result, is experiencing a motivation problem or not, appears essential given that self-efficacy is related to beliefs about the competent execution of a task (Çetin & Aşkun, 2017). For the employees, it is recommended that knowledge of their self-perceptions, which heightens their awareness of their own capacities, talents, and skills, would really pave the way for them to choose work settings and careers that have the potential to boost their engagement. Individuals and organisations as a whole have benefited from targeted interventions to promote self-efficacy or the more general intervention to increase psychological capital (Rodríguez-Cifuentes et al., 2018). Individuals can be actively and fully involved in the entire performance of their function by investing in cognitive, emotional, and physical resources for their work (Tisu et al., 2020). Finally, it is important to acknowledge and value the emotional and social intelligence of employees. Many private organisations, including banks, have been able to recognise that emotional and social intelligence might boost job productivity as a result of the advantages afforded by these skills (Vasudevan, 2020).

Limitations and Future Research

All research endeavours, irrespective of their discipline, are prone to limitations that can potentially affect the study outcomes. This is due to the difficulty in covering every aspect of a research topic. Regarding the current investigation, a number of limitations have been acknowledged, indicating the necessity for further studies to delve into the area and scope of the research, ultimately leading to more comprehensive and rigorous research in the future. First, the study has focused on service sector and investigate the relationships of cognitive, emotional and social intelligence towards employee's work engagement by considering self-efficacy role as a moderator. It is recommended that future research explore the potential role of other variables, such as job satisfaction and personality types, as dependant variables. Kearney et al (2017) have also stressed the importance of linking employee emotional intelligence with customer emotional intelligence. Therefore, it is suggested that future studies expand on this relationship by examining it from the customer's perspective. Moreover, future studies may explore how intelligence affects organizational change. For example, socially intelligent employees are likely to adjust well to changes in the workplace as they possess the ability to establish good relationships with their colleagues. During organizational change, socially intelligent employees can modify their behavior to adapt to the new social environment. They tend to exhibit confidence, positive attitudes, and emotions during such transitions. Also, as evidence suggests mixed results for the effectiveness of emotional and social intelligence training programs (Benazir et al., 2014), future research could investigate whether programming in emotional and social intelligence leads to greater engagement improvement than current programs.

Due to time restrictions, this study's research design was solely quantitative, even though using a mixed method could have had a more significant impact on the study's findings. Therefore, to produce more robust conclusions, future study should think about combining the two approaches. For instance, interviews can be held to learn more about the many types of intelligence that employees possess. Thirdly, it should be highlighted that the provided data and findings were from exploratory research conducted in a single nation and the service sector. This restriction calls into doubt the applicability of this study to various sectors and

cultural contexts. As a result, the findings are relevant to the Malaysian service sector, and they may also offer insights into the service sectors of other nations. It is necessary to conduct more study, especially with reference to other nations, as this expansion might help to better understand how well employees accomplish their jobs. Future studies could specifically look at how well employees function on the job in various nations with diverse cultures. Additionally, the research's cross-sectional methodology means that no causal relationship can be deduced and that the findings may differ from those of studies using longitudinal or experimental methods. For improved validity generalisation, future study should involve larger sample numbers and a variety of occupational levels, like management levels. Last but not least, the Petrides (2007) short form of the emotional intelligence scale was only created and verified in western nations earlier. As a result, the researcher thinks that using this measure in a non-western nation like Malaysia could have significant drawbacks. Therefore, more scale validation is strongly encouraged, particularly in the context of Malaysia.

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