

# Emotional Intelligence and Job Performance: An Empirical Evidence in Southwestern Malaysia

<sup>1</sup>Muhamad Fadli Razali, <sup>1</sup>Shah Rollah Abdul Wahab, <sup>1</sup>Nur Syafiqah A. Rahim, <sup>1</sup>Amalina Ibrahim, <sup>1</sup>Junaidah Yusof, <sup>2</sup>Dongsu Yoo

<sup>1</sup>School of Human Resource Development and Psychology, Faculty of Social Science and Humanities (FSSH), Universiti Teknologi Malaysia, Johor, MALAYSIA, <sup>2</sup>KSMC, Gimpo-si, Gyeonggi-do, REPUBLIC OF KOREA

Email: shahrollah@utm.my

To Link this Article: <http://dx.doi.org/10.6007/IJARAFMS/v14-i3/22738> DOI:10.6007/IJARAFMS/v14-i3/22738

Published Online: 25 September 2024

## Abstract

In recent years, authors have highlighted the importance of emotional intelligence as a predictor of life success. Previous research has found that emotional intelligence is one of the decisive variables that may motivate people to do a better job or vice versa. However, the findings on the effect between the two variables were inconsistent and there is currently minimal research in the context of Malaysian manufacturing companies. This study aims to investigate the effect of emotional intelligence and job performance among operators in a manufacturing company located at southwestern Malaysia. In this study, the researcher used a 48-item questionnaire to collect responses from 103 studied operators. The Trait Emotional Intelligence Questionnaire Short Form was used to assess emotional intelligence, while the Individual Work Performance Questionnaire was employed to assess job performance. The data was then analyzed using Statistical Package for Social Sciences (SPSS) and SmartPLS. The main finding of this study reveals that there was a significant effect of emotional intelligence on job performance in the studied respondents. It demonstrates that people with high emotional intelligence perform better on the job because they are able to manage relationships with other colleagues and overcome obstacles at work. On top of that, the researcher identified areas for more investigation to take into account in the future. Future research could consider conducting this similar study in a wider range of locations with the cooperation of numerous manufacturing companies. Furthermore, other instruments such as the Wong & Law Emotional Intelligence Scale (WLEIS) may be used in future research to measure emotional intelligence.

**Keywords:** Emotional Intelligence, Job Performance, Manufacturing Company.

## Introduction

The ability to read and control emotions and use them to better communicate, lead others, solve problems, and connect with others is known as emotional intelligence. Without

emotional intelligence, we would be missing out on a fundamental part of being human. It has been argued that emotional intelligence is the single best predictor of success in life. Success has been shown to be associated with emotional intelligence, though not always (Cherry, 2018). Employees who are technically competent but who struggle to interact with and work with others will be passed over for promotions or raises. Research has linked emotional intelligence to a wide range of skills, including the capacity to make sound decisions and perform well in the classroom. (Cherry, 2018). Workplace communication barriers will quickly arise if employees lack emotional intelligence. When people stop believing each other can understand them, communication breaks down. Therefore, workers tend to isolate themselves inside their departments, only interacting with one another when absolutely necessary.

Teams with high emotional intelligence were more likely to gain the support and trust of their teammates, according to research published by Rego et al. in 2007. Because of this, there is better communication and less friction in the workplace (Rego et al., 2007), which leads to the formation of a collaborative environment devoid of negative criticism, ridicule, and dread. Self-awareness, empathy, the ability to read and respond to others' emotions, the capacity for self-actualization, and problem-solving proficiency are all components of good communication (Kuzu & Eker, 2010). Therefore, it may be concluded that poor communication skills are the root cause of emotional intelligence deficits in the workplace. According to Schermerhorn et al (2008), for a group to be considered effective, its members must meet predetermined performance targets.

For a group to be productive, its members must feel that they are making a difference, that their input is valued, and that they are being given the opportunity to meet their own goals as well as those of the group as a whole. That is to say, if employees are not happy in their jobs, they will not provide their best effort, and productivity will suffer. However, there is a gap in research on the effect of emotional intelligence and job performance especially in Malaysia setting. Job roles and cultural differences may be the possible reason for the inconsistent findings when compared to a global setting. Therefore, this study will investigate the effect of emotional intelligence and job performance among operators in southwestern Malaysia.

## **Literature Review**

### *Brief Overview of Emotional Intelligence*

Emotional intelligence, as defined by Guy and Lee (2015), is the capacity to both recognize and manage one's own and other people's emotional states in order to influence the behavior and outlook of one's coworkers. On the other hand, employees who score higher on tests of emotional intelligence are less likely to get unmotivated and more likely to improve their performance on the job (Chand et al., 2019). The ability to recognize, assess, understand, and manage one's own emotions and those of others is central to the definition of emotional intelligence claimed by Tsaur et al. (2019). Researchers found that those with an optimistic outlook were better able to control their emotions, which in turn improved their interpersonal interactions and professional outcomes (Sarwar et al., 2019). Since it has been shown to boost business results, 'emotional intelligence' has become a popular topic of study (Chand et al., 2019).

According to Mayer, Caruso, and Salovey (2016), emotional intelligence should be studied as a talent rather than a trait. Managers care less about why employees act in a certain way and more on the actions themselves. In order to stay ahead of the competition, businesses have realized that they need employees that aren't just knowledgeable in their fields but also have strong emotional intelligence (Gong et al., 2019). Employees high in employee intelligence are more likely to be able to work well with others in a team setting and to achieve excellent outcomes. In addition, they are better able to handle stress and report higher levels of happiness (Drigas & Papoutsi, 2019).

| Factors          | Facets   | High scorers perceive themselves as   |
|------------------|--|---|
| Well-being       | Trait optimism<br>Trait happiness<br>Self-esteem   | Confident and likely to "look on the bright side" of life<br>Cheerful and satisfied with their lives<br>Successful and self-confident   |
| Sociability      | Emotion management (others)<br>Assertiveness<br>Social awareness                             | Capable of influencing other people's feelings<br>Forthright, frank, and willing to stand up for their rights<br>Accomplished networkers with excellent social skills   |
| Emotionality     | Trait empathy<br>Emotion perception (self and others)<br>Emotion expression<br>Relationships | Capable of taking someone else's perspective<br>Clear about their own and other people's feelings<br>Capable of communicating their feelings to others<br>Capable of having fulfilling personal relationships |
| Self-control     | Emotion regulation<br>Impulsiveness (low)<br>Stress management                               | Capable of controlling their emotions<br>Reflective and less likely to give in to their urges<br>Capable of withstanding pressure and regulating stress   |
| Auxiliary facets | Self-motivation<br>Adaptability  | Driven and unlikely to give up in the face of adversity<br>Flexible and willing to adapt to new conditions  |

Figure 1. The sampling domain of Trait Emotional Intelligence (Petrides, 2009; 336)

Figure 1 illustrated the dimension of emotional intelligence introduced by Petrides (2009). According to Petridis, Pita, and Kokkinaki (2007), trait emotional intelligence can be defined as a constellation of emotional self-perceptions located at the lower levels of the personality hierarchies. This constellation can be evaluated with the help of the emotional intelligence questionnaire. Petrides (2001), developed the theory of trait emotional intelligence and distinguished between trait and ability emotional intelligence, among other fundamental principles. The former can be gauged with the help of rating scales and questionnaires (Petrides et al., 2007) and focuses mostly on intangible emotions. Petrides (2001), argued for decomposing emotional intelligence into separate "trait" and "ability" parts as well. Trait emotional intelligence theory argues that there is no such thing as a "correct" or "best" way of being, but rather that various emotional intelligence profiles will be useful in various contexts.

The Trait Emotional Intelligence Theory agrees that people's emotional experiences are unique to them but also shaped by their communities, and that what constitutes a healthy emotional response in one person or culture may be maladaptive in another. When compared to other self-report measures of emotional intelligence in adult populations, Gardner and Qualter (2010), showed that the TEIQue performed substantially better in predicting the stated criterion. A meta-analysis of the link between EI and health (Martins et al., 2010) found that emotional intelligence, as measured by the TEIQue, is most strongly associated with all three domains of health. According to theories of differentiated psychology (Petrides, 2009), the concept of emotional intelligence is supported by the fact that it is both discriminant and

incrementally valid with respect to personality, while also being contemporaneous and predictive across a wide range of criteria.

This research focused on a specific type of emotional intelligence known as trait emotional intelligence, which is comprised of 15 different emotional elements divided across four categories (emotionality, sociability, self-control, well-being). According to Petrides et al. (2007), the trait emotional intelligence questionnaire can be used to assess a set of lower-level personality traits related to one's emotional self-perceptions. Figure 1 displays adult-group trait emotional intelligence scores. This practical interpretation differs significantly from that offered by BarOn, Goleman, Salovey, and Mayer. Because of the subjective nature of emotions, trait emotional intelligence is the only operational term in the field. According to studies (Vernon et al., 2008), individual differences in trait emotional intelligence are influenced by the same genes that influence differences in the Big Five personality traits. This lends credence to the view that the components of trait emotional intelligence are characteristics of an individual's personality rather than skills or capacities of the mind.

Those who score high on the "Well-Being" scale tend to believe they are optimistic and self-confident. It indicates that they are pleased with their current situation. A high 'Sociability' score indicates that a person is confident in their ability to persuade others and their willingness to stand up for what they believe in. Those who do well in the 'Emotionality' section of emotional intelligence say they can see things from the other person's point of view. One who possesses "Self-Control" is also able to manage their emotions, resist temptation, and cope with pressure and stress

### **Brief Overview of Job Performance**

Cheek and O'Higgins (2011), state that performance is an important indicator of an organization's future prosperity. Performance on the job, as defined by Borman (2011), is the sum of the expected value to the company of individual acts of behavior carried out over a given length of time. Reference: (Sonnetag, Volmer, & Spychala, 2008) Job performance, according to Santos et.al (2018), is defined as an individual's ability to carry out duties that strengthen an organization's technological base. Furthermore, job performance is defined as how well workers do tasks connected to their jobs (Caillier, 2010). Meanwhile, research by Campbell and Wiernik (2015), suggests that performance on the job is comprised of self-directed efforts that advance company objectives. A company's success is measured against predetermined goals that articulate long-term vision. According to Armstrong (2014), performance is whatever an employer expects an employee to do, and the person does it well.

What's more, we might say that performance is achieved when we meet our goals, exceed our expectations, meet our standards, or use our full potential as an organization. However, the means by which the goals are attained are of greater significance than the accomplishments themselves. Mihalcea (2014), discovered that actions and evaluation procedures together define performance. Similarly, actions alone are insufficient to display and determine performance; other aspects, such as social and political elements and human resources, also play a role (Shamsuddin & Rahman, 2014). According to Treadway (2013), a person's constituency and work environment might benefit from a multiplier effect when one makes good use of past success. Moreover, compared to the shy and so-called anti-social

groups, employees or individuals who have great social interactions with their coworkers are more likely to perform at a high level.

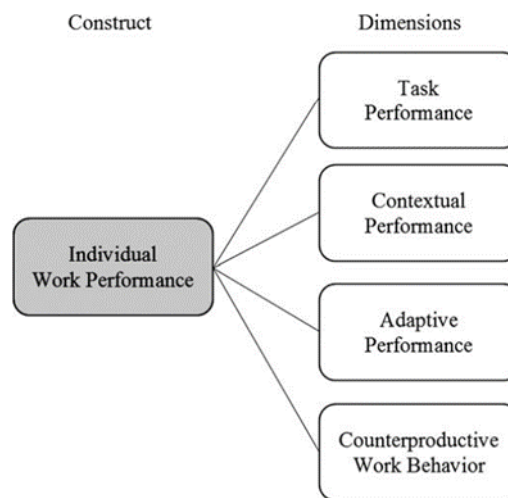


Figure 2. Heuristic Framework of Individual Work Performance (Koopmans et al., 2014:48)

Koopmans et al (2011), developed the Individual Work Performance Questionnaire (IWPQ) to evaluate the level of job performance and categorized job performance into three parts which are task performance, contextual performance, and counterproductive work behavior. Figure 2 illustrates the three parts of job performance in this model. Furthermore, the theoretical framework utilized to develop this scale can summarize all relevant performance elements by focusing on just three indicators. In turn, these factors are made up of quantifiable criteria. Explaining the work performance construct domain and identifying its dimensions and indicators is necessary for conceptualizing and operationalizing individual work performance (Fay et al., 2010). As a result, the variable indicating productivity on the task will be measured along these dimensions. The majority of models highlighted task performance as a critical factor in overall job effectiveness.

According to Koopmans et al (2011), task performance is defined as the extent to which workers successfully complete their assigned tasks. Task performance is defined by Kumari et al (2021), as the completion of specific actions while carrying out clearly defined roles. Tims et al (2012), found that when workers tried to lessen disruptive demands for health reasons, their peers assessed them less effectively in their jobs. Talking to others at work in order to show emotion, something people do with their friends and coworkers, was also found to improve self-rated performance by helping people better grasp their own work goals (Daniels et al., 2014). Technical knowledge is essential for productive work in these situations, as noted by (Vogus et al., 2014). These workers need to be in peak mental and physical condition to reach and sustain high levels of alertness, attentiveness, and situational awareness (Bakker, 2011).

Any action that helps shape the cultural, social, and mental space in which the technical core functions is considered contextual performance (Koopmans et al., 2011). Furthermore, Chandrasekara (2019) claims that employees' success in the workplace can be attributed to contextual performance, which is supported by both the employees' own actions and the social and physiological conditions of the workplace. Contextual performance is defined by

Choi (2007), as "extra-role behavior that characterizes actions taken during the course of work to actively complete tasks, collaborate with others, and cooperate in ways that exceed the organization's requirements," thus this makes sense. Reilly and Aronson (2014), describe contextual performance as non-task or goal-specific actions that improve individual, team, and organizational efficiency and success. Contextual performance includes things like working well with others, going above and beyond the call of duty, sticking with a task despite difficulties, advocating for the organization's aims, and abiding by its policies even when they're inconvenient.

Counterproductive behavior at work, as defined by Koopmans et al (2014), is any action that has a negative impact on the company and its employees. Similarly, Rana et al (2019), defines counterproductive work behavior as a type of bad and deviant employee behavior with the intent to harm the organization and its members. Ariani (2013), defines CWB as the actions taken by workers who have no interest in following the rules and are therefore motivated to break them. Employees with CWB also exhibit a lack of motivation to conform and may be driven to behave in opposition to established policies and procedures. Theft, fraud, sabotage, absence without leave, physical hostility, and verbal aggression are all examples of CWB in the workplace. Engaging in (and avoiding) unhelpful actions at work is the third fundamental component of the work performance construct, as stated by Ones and (Dilchert, 2013). The next section will review the literature that has examined the correlation between emotional intelligence and professional success. The next section will highlight a few past studies that prove the existence of the relationship between emotional intelligence and job performance

### **Influence of Emotional Intelligence on Job Performance**

The link between emotional intelligence and professional success has been investigated by numerous previous studies. The fields of education (Hassan and Sedighe, 2010), health care (Munir and Rauf, 2017), the service industry (Nurhafizah et al., 2017), oil and gas (Ramesh et al., 2018), management (Maryam et al., 2017), and production (Subhashini et al., 2016) have all participated in studies of this nature. Researchers Munir and Rauf (2017), found a strong correlation between emotional intelligence and job performance, leading them to the conclusion that nurturing emotional intelligence can boost productivity on the job. Managers' and workers' ineffectiveness in the workplace is linked to their lack of emotional intelligence management, according to research by Hassan and (Sedighe, 2010). Job success is tied to an individual's level of emotional intelligence, which is defined as a mix of perceptual and technical skills (Maryam et al., 2017).

Few studies have examined the connection between emotional intelligence and success on the job in manufacturing. As a result, it is clear that businesses need to invest in studies examining how emotional intelligence affects productivity on the job. Subhashini et al. (2016) found that both supervisors' and workers' Emotional Intelligence were significantly correlated with their performance on the job in manufacturing companies. For instance, Kafetsios and Zampetakis (2014), explored emotional intelligence's significance in customer service environments. Based on their research, they discovered that employees who possessed higher emotional intelligence were better at handling client relations, which improved their performance and job happiness. This study emphasizes the use of emotional intelligence (EI) in service-oriented fields where successful emotion management is essential.

A study conducted in the healthcare industry by Codier et al (2019), looked into the relationship between nurses' job performance and emotional intelligence. The results of the study showed that nurses with higher emotional intelligence were more adept at managing the emotional demands of patient care, which enhanced both work output and patient outcomes. This study emphasizes how important emotional intelligence (EI) is for jobs requiring a lot of emotional labor. Brackett et al (2020), investigated the function of emotional intelligence in educational environments in a different study. Higher emotional intelligence in instructors translated into greater classroom management and student engagement, according to the study's findings. This study highlights the importance of emotional intelligence (EI) in learning settings, where the management of one's own emotions as well as those of students is essential to success.

Rahim and Malik's (2018), study examined how emotional intelligence affects team performance and leadership efficacy in the business world. The findings demonstrated that leaders with higher EI were more adept at creating a favorable work atmosphere, which improved team performance. Empathy has a critical role in leadership and the development of organizations, as this research demonstrates. Lastly, a study in the technology sector by Cavazotte et al (2017), discovered a favorable correlation between emotional intelligence and job performance, especially in positions requiring regular problem-solving and collaboration. According to the study, workers with higher EI were more adept at negotiating tricky interpersonal situations, which improved output and job satisfaction. Since emotional intelligence has been shown to correlate with success in the workplace, the following hypothesis can be derived:

H<sub>a</sub>: There is an effect of emotional intelligence on job performance among operators in southwestern Malaysia's manufacturing company

### **Research Methodology**

The population involved in this study is among 140 operators in one manufacturing company located at southwestern Malaysia. In this study, a probability sampling design was used to choose 103 operators as the sample of study. The emotional intelligence variable was measured by the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) from Petrides (2009). There are 30 items of four dimensions named emotionality, sociability, self-control and well-being measured in this section using the 7 -point Likert scale (1-disagree strongly, 2-disagree, 3-somewhat disagree, 4-not sure, 5-somewhat agree, 6-agree, 7- strongly agree). The Cronbach's alpha value for this variable is 0.943 indicating very strong reliability. The Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2014) was used to measure the job performance variable. This instrument comprises three dimensions which are task performance (5 items), contextual performance (8 items), and counterproductive work behavior (5 items). All items were measured using a 5-point Likert scale (0-4) which the task performance and contextual performance is ranging from; 1-seldom, 2-sometimes, 3-frequently, 4-often, and 5-always, whereas counterproductive work behavior is measured with a scale ranging from; 1-never, 2-seldom, 3-sometimes, 4-frequently and 5-often. This variable recorded a value of Cronbach's alpha 0.892 indicating that the items have high reliability. Descriptive statistics (mean and standard deviation) and structural equation modelling were adopted to respond to the purpose of the study. The mean value for

emotional intelligence was described as; Low = 1.00 – 3.00; Moderate = 3.01 – 5.00; High = 5.01 - 7.00 meanwhile for job performance mean value was described as; Low = 0.00 - 1.33; Moderate = 1.34 - 2.67; High = 2.68 - 4.00.

## Findings

### *Demographic Profile*

In general, majority of questionnaire respondents were male (f= 53, %= 56.4) and the remainder were female (f= 41, %= 43.6). In term of races, that the majority of respondents were Malay (f= 80, %= 85.1), while the remainder were Chinese (f= 11, %= 11.7) and Indian (f= 3, %= 3.2). In terms of education, one third of the respondents were degree holders (f= 34, %= 36.2) and diploma holders (f= 31, %= 33.0). In the meantime, a modest percentage of them completed their Malaysia Certificate of Education (MCE) (f= 15% = 16.0) and only 14 persons own a certificate as for the level of education (f= 14, %= 14.9). If observe at the age range, almost half of the respondents were 18 years old and 22 years old (f= 44, %= 46.8). Additionally, almost 40 percent of them were between the ages of 23 years old and 27 years old (f = 37, % = 39.4) and less than a quarter of the respondents have an age between 28 and 32 years old (f= 13.0% = 13.8%). On top of that, most of the respondents had been employed by the company between 1 and 3 years (f= 72, %= 76.6), followed by 4 to 6 years of employment (f= 21, %= 22.3).

### **Level of Emotional Intelligence among Operators in a Southwestern Malaysia's Manufacturing Company**

Table 1

#### *Findings on Level of Emotional Intelligence and Its Dimensions*

| <b>Dimension</b>                               | <b>Mean</b> | <b>Standard Deviation</b> | <b>Level</b>    |
|--|-------------|---------------------------|-----------------|
| Emotionality                                   | 4.55        | 0.30                      | Moderate        |
| Self-control                                   | 4.09        | 0.32                      | Moderate        |
| Sociability                                    | 4.10        | 0.51                      | Moderate        |
| Well-being                                     | 4.28        | 0.35                      | Moderate        |
| <b>Overall mean for Emotional Intelligence</b> | <b>3.85</b> | <b>0.17</b>               | <b>Moderate</b> |

Table 1 presents the overall mean score for all dimensions of emotional intelligence. The overall mean score for emotionality dimension was 4.55 (SD = 0.30) and it demonstrated a moderate level of mean. This mean score explained that the operators find it easy to bond well even with those close to them, however they tend to yield even if they know they are right. Next, the overall mean score for the self-control dimension was 4.09 (SD = 4.09) indicating at a moderate level of mean. It implied that the operators were able to deal with stress, however they normally found it difficult to keep themselves motivated. Besides, the overall mean score for sociability dimension was 4.10 (SD = 0.51) representing a moderate level of mean. This moderate level showed that the operators believe they can deal effectively with people, however they find it challenging to influence the way other people feel. Finally, the overall mean score for the last dimension of emotional intelligence which is well-being was 4.28 (0.35). This moderate level informed that most of the operators did not have a gloomy perspective on most things, however they were dubious that they were full of personal strengths.



As for the overall mean score, the findings showed that the emotional intelligence variable achieved a moderate level of the mean ( $M = 3.85$ ;  $SD = 0.17$ ). It concluded that operators in the studied company are able to deal with stress on the whole, but however they find it difficult to regulate their emotions. Maintaining a high level of emotional intelligence is essential. Therefore, this section for assessing emotional intelligence is comprehensive and straightforward. In the following section, the analysis will assist researchers in gaining a more thorough understanding of employee job performance in the workplace as a whole.

### Level of Job Performance among Operators in a Southwestern Malaysia's Manufacturing Company

Table 2

*Findings on Level of Job Performance and Its Dimensions*

| Dimension   | Mean        | Standard Deviation | Level           |
|---|-------------|--------------------|-----------------|
| Task performance                                  | 2.63        | 0.46               | Moderate        |
| Contextual performance                            | 2.50        | 0.24               | Moderate        |
| Counterproductive work behaviour (reversed items) | 2.34        | 0.35               | Moderate        |
| <b>Overall Mean for Job Performance</b>           | <b>2.50</b> | <b>0.26</b>        | <b>Moderate</b> |

Table 2 presents the mean scores for all dimensions of job performance. For task performance dimension, it was reported that the mean score was at a moderate level ( $M = 2.63$ ,  $SD = 0.46$ ). It meant that the operators were able to set priorities, however they think they were not good at managing their time very well. Next, the overall mean score of contextual performance level among the respondents was 2.50 ( $SD = 0.24$ ), demonstrating a moderate mean value. It proposed that the operators were working on keeping their work skills up-to-date, however they did not actively participate in meetings and training. Lastly, the overall score of the counterproductive work behavior dimension was 2.34 ( $SD = 0.35$ ) demonstrating a moderate level of mean. It elucidated that most operators did not talk to their colleagues about the negative aspects of my work, however they did complain about minor work-related issues at work.

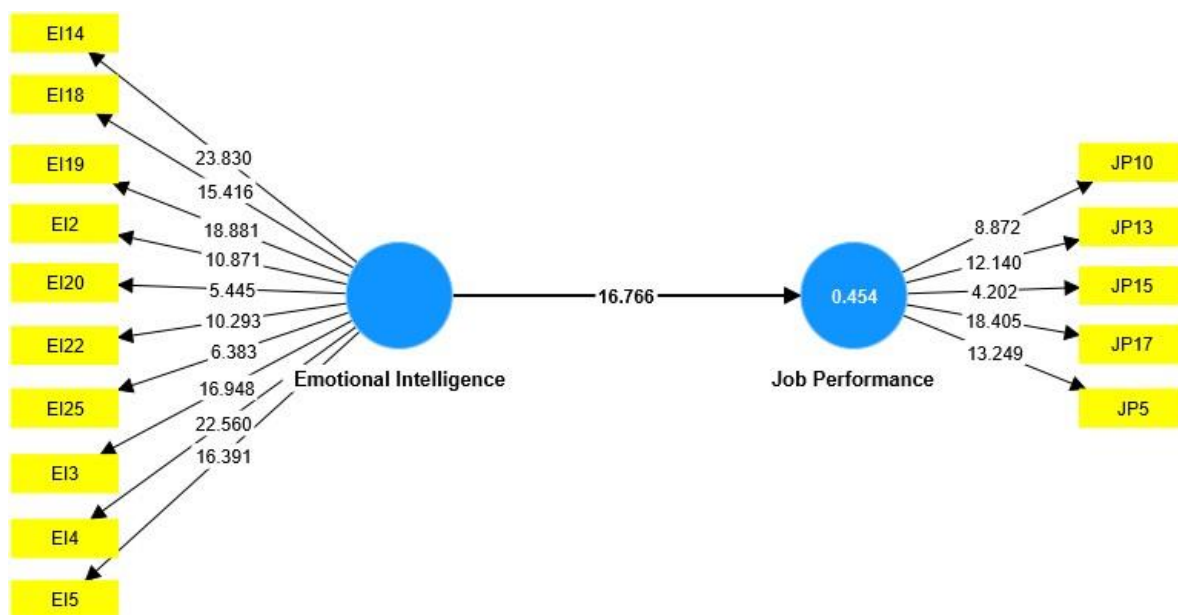
As a conclusion, job performance variable obtained a mean score of 2.50 ( $SD = 0.26$ ) which falls under a moderate level. This moderate level signified that the operators were highly motivated people, however they did complain about minor work-related issues at work. The outcome of this study also provides validity to the assertion that an essential ingredient in boosting job performance needs to be examined. This study has successfully proven that a proper evaluation of work performance requires the evaluation of task performance, contextual performance, and counterproductive behaviors.

**The Effect of Emotional Intelligence on Job Performance Among Operators in a Southwestern Malaysia’s Manufacturing Company**

Table 3  
 Summary of analysis findings on the effect of emotional intelligence on job performance

| Hypothesis     | Relationship                             | Path Coefficient | Standard Error | t value | Decision  | R <sup>2</sup> |
|----------------|--|------------------|----------------|---------|-----------|----------------|
| H <sub>a</sub> | Emotional Intelligence → Job Performance | 0.690            | 0.048          | 16.766  | Supported | 0.454          |

\*\* p < 0.05



EI = Emotional Intelligence, JP = Job Performance

Figure 3: Analysis of the model to measure the effect of emotional intelligence on job performance

The data obtained were analyzed through Statistical Package for Social Sciences (SPSS) version 23.0 and Smart PLS version 4.0.9.5. According to Thaker et al. (2020), Partial Least Square (PLS) has the ability to analyze all constructs involved at the same time. As a matter of fact, this study adopts SmartPLS software to run structural equation modelling using partial least square (PLS) method. As highlighted by Haenlin and Kaplan (2004), given the ability to test theoretically supported linear and additional causal models, SEM is the second-generation multivariate data analysis method most frequently adopted social science. Table 3 presents the results of the structural equations modeling and Figure 3 illustrates the model that measures the effect of emotional intelligence on job performance. Referring to the guidelines by Ramayah et al (2018), R<sup>2</sup> value is used to determine the effect of studied variables. With an R<sup>2</sup> value of 0.454, it was shown that 45.4% of job performance is explained by emotional intelligence. Furthermore, the t-value of 16.766 confirmed that there is a significant effect of emotional intelligence on job performance among the studied sample. As a result, the findings supported the hypothesis of the study.

## Discussion and Recommendation

### *Discussion of Findings*

#### *The Level of Emotional Intelligence among Operators in a Southwestern Malaysia's Manufacturing Company*

The results conclude that the studied company has a moderate level of emotional intelligence among its operators. It indicates that the operators acknowledge that although their closest friend or family rarely voice dissatisfaction regarding their treatment, they frequently lack the ability to affect the emotions of others. Despite the moderate finding, literature reviews suggest that emotional intelligence is a significant factor in enhancing job performance. Aside from that, in comparison to other dimensions of emotional intelligence, the aspect of employee emotionality accumulated the greatest number of mean scores. It indicates that the employee expresses their emotions without difficulty. Hence, it can be deduced that the respondents possess a favorable emotional disposition and enjoy forming strong interpersonal connections effortlessly.

The second highest dimension that contributes to the respondent's moderate emotional intelligence is sociability. This demonstrates that the respondent can interact with others effectively; however, they are typically incapable of influencing the emotions of others. Furthermore, they would not characterize themselves as good negotiators. Therefore, this result is consistent with the outcome reported in the study conducted by Kong et al. (2012), which suggests that those with greater emotional intelligence might have an advantage in utilizing stressful situations by seeking social support from peers or instructors. The moderate level of well-being exhibited by the operators is a significant factor that contributes to the moderate level of emotional intelligence. This moderate level of well-being indicates that the respondents are generally highly motivated but their overall life happiness is disappointing. Ensuring employee satisfaction within an organization is of utmost importance, as the 'well-being' dimension actively contributes to the development of emotional intelligence.

Among other dimensions, self-control obtained the second lowest mean score. This dimension suggests that the majority of the time, the respondents are able to maintain emotional control; however, they have a tendency to become entangled in situations that they subsequently wish they could avoid. Additionally, they are uncertain as to whether or not they frequently modify their minds. Employers must recognize the significance of employees maintaining positive mental health in the work environment. This result is consistent with Neve et.al (2023), where companies with higher average levels of well-being are more valuable have greater returns on assets and report higher annual profits.

#### **The Level of Job Performance among Operators in a Southwestern Malaysia's Manufacturing Company**

Besides, the results reveal that the level of job performance among operators was achieved at a moderate level. All dimensions of job performance recorded a moderate level of mean scores. This implies that while the operators acknowledge their efforts to maintain current work skills, they possess limited proficiency in time management. A moderate level of job performance at work refers to an employee's behavior within the team as well as the job's tasks and responsibilities. By definition, moderate work performance occurs when an employee's performance falls somewhere in the middle of their goals or expectations. The

present level of task performance observed in this study is classified as moderate. It obtained the greatest mean score among the participants, which suggests an underlying capability to establish priorities. However, this also indicates that they lacked proficiency in time management. This is in line with the definition of task performance provided by Kumari et al. (2021), which states that it is the carrying out of assigned tasks within the framework of clearly defined roles.

The results of the research also indicate that there is a moderate level of contextual performance dimension among the studied population. This suggests that the operators are committed to maintaining current work skills; however, they believe they are not being actively engaged in meetings and training. In recent years, contextual performance has been recognized as an important component of overall job performance. As opposed to the mentioned three dimensions, the studied population exhibited the high level of counterproductive work behavior. Unfortunately, this indicates that respondents were complaining about minor work-related issues at work and made problems at work bigger than they were. However, a moderate number of employees of the organization are dubious in the desire to discuss the negative aspects of their work with their coworkers. As a result, it emphasized the importance of conducting a thorough analysis to identify the root causes and combat counterproductive work behaviors assertively. When dealing with small violations for the first time, it's critical to be assertive but not aggressive.

### **The Effect of Emotional Intelligence on Job Performance among Operators in a Southwestern Malaysia's Manufacturing Company**

Consistent with other studies, there is a positive and statistically significant correlation between emotional intelligence and job performance in a variety of industries. Latif et al. (2017) found that people with high emotional intelligence perform better on the job because they are better able to handle interpersonal connections and workplace obstacles. Employees with higher emotional intelligence can identify and control their emotions more effectively, which enhances communication, increases problem-solving skills, and increases job satisfaction in general. These skills are necessary to sustain high productivity, particularly in jobs requiring a lot of face-to-face communication (Latif et al., 2017). Similarly, Mohamad and Jais (2016) discovered that Malaysian teachers who possessed higher emotional intelligence scores performed better because they were better able to manage stress in the classroom. Past researchers concluded that employees with emotional intelligence are more adaptive, which improves job performance in fast-paced work contexts.

Additional studies have highlighted the importance of emotional intelligence in driving job performance, particularly when dealing with emotionally demanding situations. According to Devonish (2016), there is a mediating role played by psychological well-being between emotional intelligence and job performance. Emotionally intelligent workers typically have higher mental health, which improves their capacity to handle stress and stay focused on their work, ultimately improving performance. Sarwar et al (2019), discovered that employees possessing greater emotional intelligence demonstrate improved self-control and positivity, which not only aids in stress management but also fosters positive relationships with colleagues, ultimately enhancing job success. These results provide credence to the idea that emotional intelligence is essential for maintaining high performance in the workplace.

**Recommendation for Future Research**

Firstly, employees must be educated on the importance of emotional intelligence for increased job success. Hence, senior management should provide professional training pertaining to emotional to their employees. The training aim is to develop emotional intelligence and utilize it at work to achieve higher managerial levels. Through this, managers and employees will be able to strengthen their skills in the areas of intrapersonal, interpersonal, flexibility, stress management, and general mood in order to take on higher level responsibilities and responsibility in organizations in the future. Moreover, when it comes to employee recruitment, companies may opt to conduct emotional intelligence tests in order to select the right individual for the right job, which will improve the employee's and the organization's effectiveness. This is because such individuals are more adapt at managing stress, fostering collaborative relationships on the job, possessing a deeper self-awareness, and comprehending how to operate at peak performance.

Other than the recommendations made for the company, the researcher also provided a few recommendations for future researchers that are interested in working on this topic. For instance, future researchers may consider that future research be undertaken in a wider range of locations, with the cooperation of numerous manufacturing companies. In addition, the researcher suggests that future research could replicate this study using other instruments of measuring emotional intelligence such as Wong & Law Emotional Intelligence Scale (WLEIS). The purpose of using various instruments is to guarantee that the results, regardless of measurement employed, are consistent and reliable.

**Conclusion**

In conclusion, this research serves as foundation to understand the effect of emotional intelligence on job performance in Malaysia context. In other words, it will supplement and improve upon the existing literature on the theory of both variables, particularly the theory of Trait Emotional Intelligence (Petrides, 2009) and the theory of Individual Work Performance (Koopman, 2013). Furthermore, by recognizing the emotional intelligence of its employees, the management of the companies may be able to better understand how to improve their staff performance. Having an employee with the emotional capacity to empathize, engage, and collaborate with those from other social groups will improve the performance and efficacy of the business in cross-cultural situations. In addition, the workplace will be more optimistic, compassionate, inclusive, and harmonious, which can have a significant impact on organizational performance. Moreover, an employee with high emotional intelligence also boosts the motivation and engagement of managers and co-workers. These individuals are frequently motivated by a desire to achieve success in their efforts and a desire to see their responsibilities through.

## References

- Al Ali, O. E., Garner, I., & Magadley, W. (2012). An exploration of the relationship between emotional intelligence and job performance in police organizations. *Journal of police and Criminal Psychology, 27* (1), 1-8.
- Baker, C. (2023). Emotional intelligence in the workplace. *Leaders.*
- Bar-On, R., Goleman, D., Salovey, P., & Mayer, J. D. (2000). Emotional intelligence: A measure of one's ability to deal with emotions. *Journal of Applied Psychology, 85*(2), 337-344.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2020). Emotional intelligence in educational settings: How does it impact teaching and learning? *Educational Psychology Review, 32*(1), 1-28.
- Brunton, S. L., Budišić, M., Kaiser, E., & Kutz, J. N. (2021). Modern Koopman theory for dynamical systems.
- Cavazotte, F., Moreno, V., & Hickmann, M. (2017). Effects of leader intelligence, personality, and emotional intelligence on transformational leadership and managerial performance. *Leadership Quarterly, 23*(3), 443-455.
- Chand, M., Caputo, A., & Malek, A. (2019). The impact of emotional intelligence on organizational performance: Evidence from the Indian service industry. *Asia Pacific Journal of Business Administration, 11*(2), 146-162.
- Chandrasekara, W.S. (2019). The effect of transformational leadership style on employees job satisfaction and job performance: A case of apparel manufacturing industry in Sri Lanka. *International Journal of Economics, Commerce and Management, 7*(7), 385-393.
- Cherniss, C. (2010). Emotional intelligence: What it is and why it matters. Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, New Orleans, L.A.
- Cherry, K. (2018). 5 Components of emotional intelligence. *Very Well Mind.*
- Chong, S. C., Falahat, M., & Lee, Y. S. (2020). Emotional intelligence and job performance of academicians in Malaysia. *International Journal of Higher Education, 9*(1), 69-80.
- Choi, J. N. (2007). Contextual performance in organizations: A review and future directions. *Human Resource Management Review, 17*(1), 24-36.
- Codier, E., Freel, M., & Kamikawa, C. (2019). Emotional intelligence, caring behaviors, and work-related outcomes in nursing. *Journal of Nursing Administration, 49*(5), 243-249.
- Dhani, P., & Sharma, T. (2017). Effect of emotional intelligence on job performance of IT employees: A gender study. *Procedia Computer Science, 122*, 180-185.
- Drigas, A. S., & Papoutsis, C. (2019). Emotional intelligence as an important asset for HR in organizations: Leaders and employees. *International Journal of Advanced Corporate Learning, 12*(1), 58-66.
- Devonish, D. (2016). Emotional intelligence and job performance: the role of psychological well-being. *International Journal of Workplace Health Management, 9*(4), 428-442.
- Gong, Z., Chen, Y. & Wang, Y. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Front. Psychol, 10*, 2707.
- Goleman, D. (2011). The brain and emotional intelligence: New insights. *Regional Business, 94*-95.
- Goleman, D. (2021). Leadership: The power of emotional intelligence. *More Than Sound LLC.*
- Guy, C. T., & Lee, C. W. (2015). Emotional intelligence: The new science of personal and professional success. *Journal of Business Research, 68*(9), 1944-1951.

- Ghaonta, I., & Kumar, P. (2014). Emotional intelligence as related to gender, stream and social intelligence. *Journal of Education Studies, Trends & Practices*, 4(1), 76-87.
- Haenlein, M. & Kaplan, A.M. (2004). A beginner's guide to Partial Least Squares. *Understanding Statistics*. 3(4), 283-297.
- Ismail, A., Suh-Suh, Y., Ajis, M. N. E., & Dollah, N. F. (2009). Relationship between occupational stress, emotional intelligence and job performance: An empirical study in Malaysia. *Theoretical & Applied Economics*, 16(10), 3-16.
- Kafetsios, K., & Zampetakis, L. A. (2014). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences*, 55(3), 327-331.
- Kong, F., Zhao, J. & You, X. (2016). Emotional intelligence and life satisfaction in Chinese university students: The mediating role of self-esteem and social support. *Personality and Individual Differences*, 53 (2012), 1039-1043.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., & van der Beek, A. J. (2011). *The individual work performance questionnaire: Development and validation of a new instrument. International Journal of Productivity and Performance Management*, 60(1), 24-36.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., & van der Beek, A. J. (2014). Individual work performance: The role of individual and contextual factors. *International Journal of Productivity and Performance Management*, 63(5), 479-498.
- Kumari, K., Ali, S.B., Nisa Khan, N. & Abbas, J. (2021). Examining the Role of Motivation and Reward in Employees' Job Performance through Mediating Effect of Job Satisfaction: An Empirical Evidence. *International Journal of Organizational Leadership*, 10 (2021), 401-420.
- Kuzu, A., & Eker, F. (2010). The Evaluation of Emotional Intelligence and Communication Skills of Nursing Students with Other University Students in Comparative Way. *Journal of Search development in Nursing*, 3, 14-29.
- Latif, H., Majoka, M. I., & Khan, M. I. (2017). Emotional intelligence and job performance of high school female teachers. *Pakistan Journal of Psychological Research*, 32(2), 339-354.
- Law, K. S., Wong, C. S., Huang, G. H., & Li, X. (2008). The effects of emotional intelligence on job performance and life satisfaction for research and development scientists in China. *Asia Pacific Journal of Management*, 25(1), 51-69.
- Martins, A., Ramalho, N., & Morin, E. (2010). Emotional intelligence and the prediction of job performance: A meta-analysis. *Journal of Organizational Behavior*, 31(5), 567-585.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- Mohamad, M., & Jais, J. (2016). Emotional intelligence and job performance: A study among Malaysian teachers. *Procedia Economics and Finance*, 35, 674-682.
- Murphy, K. R. (2013). Job performance and productivity. In *Psychology in Organizations* (pp. 169-188). *Psychology Press*.
- Newman, D. A., Joseph, D. L., & MacCann, C. (2010). Emotional intelligence and job performance: The importance of emotion regulation and emotional labor context. *Industrial and Organizational Psychology*, 3(2), 159-164.
- Neve J-E., Kaats, M. & Ward, G. (2023). Workplace Wellbeing and Firm Performance. *University Oxford Wellbeing Research*, 1-42.

- O'Boyle Jr, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
- Petrides, K. V. (2001). Traits emotional intelligence theory. *Social Behavior and Personality*, 29(1), 10-20.
- Gardner, L., & Qualter, P. (2010). Emotional intelligence and health: A meta-analysis. *Journal of Health Psychology*, 15(3), 334-347.
- Petrides, K. V. (2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire (TEIQue). In C. Stough, D. H. Saklofske, & J. D. A. Parker (Eds.), *Assessing Emotional Intelligence: Theory, Research, and Applications* (pp. 85-101). Springer.
- Petrides, K. V. (2010). Trait emotional intelligence theory. *Industrial and Organizational Psychology*, 3(2), 136-139.
- Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M. J., Furnham, A., & Pérez-González, J. C. (2016). Developments in trait emotional intelligence research. *Emotion Review*, 8(4), 335-341.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The role of trait emotional intelligence in the prediction of performance. *European Journal of Personality*, 21(3), 203-227.
- Ramayah, T., Cheah, J., Chuah, F., Ting, H., and Mumtaz, A. M. (2016), *Partial Least Squares Structural Equation Modelling (PLS-SEM) Using SmartPLS 3.0: An Updated Guide and Practical Guide to Statistical Analysis*. Pearson Malaysia.
- Rahim, M. A., & Malik, F. (2018). Emotional intelligence and organizational performance: A study of managers in Pakistan. *Journal of Management & Organization*, 24(1), 145-162.
- Rego, A., Sousa, F., Pina e Cunha, M., Correia, A., & Saur-Amaral, I. (2007). Leader self-reported emotional intelligence and perceived employee creativity: An exploratory study. *Creativity and Innovation Management*, 16(3), 250-264.
- Rode, J. C., Mooney, C. H., Arthaud-Day, M. L., Near, P. P., Ribin, R. S., & Baldwin, T. T. (2007). Emotional intelligence and individual performance: Evidence of direct and moderated effects. *Journal of Organizational Behavior*, 28(4), 399-421.
- Sarwar, A., Aslam, M. S., & Rasheed, M. I. (2019). The role of emotional intelligence in enhancing organizational effectiveness: The mediating role of interpersonal conflict and employee creativity. *Journal of Public Affairs*, 19(3), e1937.
- Subhashini, S., Kumar, S. P., & Kumar, K. R. (2016). The impact of emotional intelligence on job performance in the manufacturing sector. *International Journal of Engineering and Management Research*, 6(2), 15-23.
- Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2008). *Organizational behavior*. Wiley, 10(3), 315-332.
- Sonnentag, S., Volmer, J., & Spychala, A. (2008). Job performance. *The SAGE Handbook of Organizational Behavior*, 1, 427-447.
- Shamsuddin, N., & Rahman, R. A. (2014). The relationship between emotional intelligence and job performance of call centre agents. *Procedia - Social and Behavioral Sciences*, 129, 75-81.
- Shahhosseini, M., Silong, A. D., Ismail, I. A., & Uli, J. N. (2012). The role of emotional intelligence on job performance. *International Journal of Business and Social Science*, 3(21), 241-247.



- Tsaur, S. H., Hsu, F. S., & Lin, H. (2019). Workplace fun and work engagement in the hospitality industry: The role of emotional intelligence among employees. *International Journal of Hospitality Management*, 82, 123-131.
- Thaker, H. M. T., Khaliq, A., Mand, A. A., Hussain, H. I., Thaker, M. A. B. M. T., & Pitchay, A. B. A. (2020). Exploring the drivers of social media marketing in Malaysian Islamic banks: An analysis via smart PLS approach. *Journal of Islamic Marketing*, 12(1), 145-165.
- Vernon, P. A., Villani, N., Schermer, J. A., & Petrides, K. V. (2008). Trait emotional intelligence and personality: A meta-analysis. *Personality and Individual Differences*, 44(5), 1055-1068.
- Vratskikh, I., Masadeh, R., Al-Lozi, M., & Maqableh, M. (2016). The impact of emotional intelligence on job performance via the mediating role of job satisfaction. *International Journal of Business and Management*, 11(2), 69-83.
- Weidema, B. P., Bauer, C., Hischer, R., Mutel, C., Nemecek, T., Reinhard, J., & Wernet, G. (2013). Overview and methodology: Data quality guidelines for the ecoinvent database version 3. *The International Journal of Life Cycle Assessment*, 18(5), 1045-1057.
- Yoke, L. B., & Panatik, S. A. (2015). Emotional intelligence and job performance among schoolteachers. *Asian Social Science*, 11(13), 100-111.