

The Emotional Intelligence Elements and Job Performance among Trainers at the Malaysian Technical Education Institutions

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Abstract: This article attempts to propose a framework on the relationship between emotional intelligence elements with the job performance among technical trainers. Through an extensive review on the literature, this study found that the elements of the emotional intelligence have been considered as the main things in boosting job performance. Nowadays, the technical skills are important in increasing the labor sources in Malaysia. Consequently, technical trainers play important roles to prepare skill workers to the labor market. Relating to this, the technical trainers in teaching process should know how to handle the emotional intelligence in order to maintain quality of job performance. Hence, this study will be conducted on how the emotional intelligence elements can contribute to job performance among technical trainer. The technical trainer's job performance will give an impact towards on students learning outcomes. Previous research found that the critical elements of emotional intelligence are self-motivation, self-regulation, self-awareness and social skills.

Key words: Emotional Intelligence Elements • Job Performance • Technical Trainers

INTRODUCTION

Malaysia has its own transformation plan in order to achieve the Vision 2020. Malaysia government has taken a few steps to transform Malaysia into a high-income developed nation by 2020 such as New Economic Model (NEM), Economic Transformation Programme (ETP), Government Transformation Programme (GTP) and the 10th Malaysia Plan (10MP). Thus, in the 10th Malaysian Plan 2010-2015, the Government of Malaysia emphasized the mainstream of technical education to be considered as main agenda.

Hence, in order to achieve this vision, the skilled and semi-skilled workers to turn into knowledge workers called as 'k-workers' are demand by Malaysia to record higher gross domestic product (GDP). However the 9th Malaysian Plan indicates that only 28 per cent (%) of the populations in Malaysia are highly skilled workers. Therefore, the technical education needs to be fully prepared to encounter with the emerging skill requirements for k-workers.

According to [1], which compared the industrial workers in several countries, including Malaysia revealed the technical apprentices did not meet the quality

requirements or had high motivation levels to work after finishing their graduated. This situation becomes the serious issues towards the country due to the increase of investments from industrial areas has resulted in increased demand for skilled workers.

They stated the concern is towards the consequence of a lack of confidence in the productivity and expertise of certain industries and then the investors could withdraw their investment. Furthermore due to the global competition, there is rising concern on current graduates which do not match the needs of businesses [2].

Thus, this shows the Malaysian graduates with high technical skills is lower. As a result there is a shortage for the high skilled worker in this country. Consequently, government through technical education must improve the skill levels of technical student in order to overcome this problem. Eventually Malaysia has low enrollment in technical educations with only 15% compared to the United Kingdom with 69 percent, Australia with 63 percent, Germany percent and China 40 percent [3].

Technical trainers are valuable assets and they are the backbone of the nation's movement to develop human capital for a knowledge-based economy. Technical trainers are needed to produce the student that will

become the knowledge and high skilled worker. Therefore the technical trainers' job performance is important to ensure the ability to produce quality student.

Thus, higher emotional intelligence is one of the criteria of quality trainer. Emotions are related to the nature of teaching and learning. Teaching involves human interaction and therefore has an emotional dimension. Thus it is important for technical trainers to understand the emotional intelligence concepts because it can give the impact upon the way they teach, the lessons they deliver, the relationships they develop with their students and the results that student ultimately achieve.

Problem Statements: Higher skill worker is important in order to achieve the Vision 2020. Thus, technical educations have being important agenda for the government to achieve this vision. Technical education is a medium to drive the country for becoming the high income country in 2020. Currently 77% of the labor force in Malaysia possesses 11 years of education and only 28% of the jobs are in the higher skill bracket. However, the government aim is to reach 33% by 2015 and 50% by 2020. In an ongoing effort to produce competent human capital and viable, then the government allocated RM54.6 billion or 21% of the education sector in Budget 2014, [4].

In the realization of this agenda, the country has aim high expectation towards technical trainers. The number of students enrolled in technical course has fallen from 39,331 in 2011 to 35,635 [5]. In conjunction with this, the manufacturing, agriculture and construction industries required a lot of skills worker, resources reported that there are shortage over 700,000 skilled workers in these industries [6]. Therefore it is crucial for the technical trainer to have good performance in teaching to produce the student that able to becoming high skill workforce in the future.

Hence the target to reach 33% by 2015 and 50% by 2020 of higher skill labor force for these industries manages to achieve. Then one of the plans that have being implementing by the government in order to achieve this is additional of student to the technical institute [5]. Thus, more enrollment of the student that demands by the government will affect the job performance among technical trainers.

However, did the enrollment give impact to the emotional intelligence among technical trainers? Incremental of student to the IPT also mean the technical trainer task is becomes more complex and challenging task such as the cumulative work of technical trainer. The skills

required by the technical trainers to teach the students led to the emotional problems compared to the academic lecturer. UNESCO [7].

Impact from this it can lead to emotional disorders in different stages which are from the low level to the high level among technical trainer. In addition, this situation will create pressure toward the technical trainers; therefore it is important for the technical trainers to have good emotional intelligence in order to teach effectively. Therefore this study will focus on emotional intelligence elements which are self-awareness, self-motivation, self-regulation and social skill that contribute to the technical trainer job performance.

Research Objectives:

- To examine the relationship between emotional intelligence and job performance among technical trainers.
- To investigate the most influential emotional intelligence element that influences the job performance among technical trainers.

Literature Review

Job Performance: Job performance as an individual level variable or something a single person does. Performance is an important criterion for organizational outcomes and success. Improving each trainer's performance and developing the individual and team's potential are measured by assessing their performance [8]. Various perspectives of human behaviors such as communication and job performance can be illustrated by this study of emotional intelligence. Certain occupational areas are implementing the measures of emotional intelligence measures to foresee employees' performance.

Performance measurement has numerous implications and they are different based on the organization's aims such as improving the productivity, guided-action based promotion, the payment for performance, employee assistance to promote their capability for higher level of responsibility and performance. Yet, in specific professions such as the teaching profession, specific emotional skills are exceptionally significant to job satisfaction. Other occupations exist where specific skills may be attractive but not imperative. A brain surgeon or mechanical engineers, for example, do not need the same emotional intelligence participation with others than the emotional intelligence the managers and employees in education administrations require to possess so as to surpass in job satisfaction. The formal appraisal of these skills would appear important for professions in which

emotional abilities are clearly essential. Thus recognizing the fact that, different jobs do call for different levels of social and emotional involvement and activity, is of dire importance [9].

Improving each trainer's performance and developing the individual and team's potential are measured by assessing their performance [8]. The Key Performance Index (KPI) is an important measurement indicator to measure the level of performance for the public servants. For examining the whole productivity of the organization, measuring the performance is of paramount importance to the persons and organizations. Beside, lots of organizations nowadays create their own performance measurement [10, 11]. It includes the performance awards.

The performance awards of the public servants been measured by their job performance for one year. Those who receive the performance awards will feel glad as their hard works been appreciated by others and will boost their self-esteem to be more effective and efficient in their works [12]. Researchers have found that the emotional intelligence and ability to handle the feelings is the clear ways towards success and happiness in all walks of life. The technical trainers with high emotional intelligence are able to respond appropriately to workplace stress and to emotional behavior of his students [13-17].

Self-Awareness: According to [17] self-awareness is recognizing one emotion and their effects; accurate self-assessment knows the strengths, limit and self-confidence. Self-awareness is the ability to recognize one feeling. It is not only the ability to be aware of one feelings and emotions but also to differentiate between them to know what one is feeling and why and to know what caused the feeling. Self-awareness describes as ability to know one internal states, preferences, resources and intuitions. It has three sub-domains: emotional awareness, accurate self-assessment and self-confidence.

Besides, self-awareness is the ability to read one emotions and recognize their impact while using gut feelings to guide decisions [17]. Self-awareness or knowing what one feels is the first step to being able to manage interactions with others. It is being aware of the emotions, understanding the cause and reflecting on the patterns of behavior which is display as a consequence of that emotion. [18] mentioned that the technical trainers who has high emotional intelligence knows their emotions and feeling well, will helps in thinking and taking actions. Technical trainer can benefit from whatever evaluation

system is implemented at their workplace if they regard it as an awareness-raising opportunity leading to professional development.

A technical trainer has strong emotional bondage with students. An effective or good perform technical trainer must not only be a master of the subject matter but can understand the students well and transacts the curriculum as per the needs and interests of the students. This line of thinking led the researcher towards studying emotional intelligence of technical trainer. Emotional intelligence of technical trainer plays a significant role in the institutions decision making, leadership, strategic and technical breakthrough, open and honest communication, trusting relations and teamwork, custom, loyalty and creativity as well as innovation [19].

According to the [20] self-confident is one of the components of the self-awareness. Self-confident can be define as self-confidence is the belief in the ability to succeed, in psychological terms, general self-confidence is a basic facet of the human mental state and is also regarded as playing an important role in decision-making. The research finding by [21] find out the effects of self-confidence and leadership towards job satisfaction and its implication on technical trainers. This research used survey as the method. Collecting the data used survey approach. It was collected by using questionnaire. Based on the analysis, it could be concluded that self-confidence has direct positive effect on job performance.

Self-Motivation: Self-motivation is defined as a physiological or psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentive [22]. Then, according to [23] motivation is the inducement of a desired behavior with in subordinates. It is the inducement of a desired behavior within subordinates. [24] on the other hand defines motivation as an incentive to act or move. Motivation and performance are very important factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to adopt that change because it may motivates to gain a competitive advantage. Motivation plays an important role in the technical institutions because it increases the productivity of technical trainer and the goals can be achieved in an efficient way.

The behavior of technical trainer can be change through motivation in the institutions. From situation to situation, the level of motivation differs with in an individual [25]. In conjunction with that, motivation also

takes part in an important role for technical trainer performance because it helps to achieve the target in an efficient way. The technical trainer motivation is very important because it improves the skills and knowledge of technical trainer because it directly influences the student achievement [26]. If in institutions, the technical trainer do not have sufficient motivation then it mean that the technical trainer are less competent which directly influence the students and the education system.

The study from [27] which used the questionnaire method in collecting the data revealed that there was a positive relationship between technical trainer motivation and job performance. As motivation increases, the level of performance also increases. Here the findings of the study agreed with the findings of [26] who also found significant relationship among motivation and performance. The findings of that study revealed that both variables teaching experience and qualification were not found to be significantly different with regard to motivation and job performance.

This finding also supported by the research by [28] which used the questionnaire method in collecting the data show the findings of the research indicate that the technical trainer reflected such positive characteristics namely high job motivation. There may be deficiencies of lacking motivation and good performance that would be because of the bad environment and working conditions job dissatisfaction and also bad leadership of directors, which can led technical trainer to demotivate.

[29] found that bad working conditions have adverse effects in job performance. It could be improve by providing benefits to technical trainer. Good job performance among technical trainer also being measure when student able to get the higher grade in their exam. In conjunction with that technical trainer will be motivated to increase their performance. The theory assumes that technical trainer will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance.

Self-Regulation: The self-regulation is one of the components of emotional intelligence, self-regulation can be define as managing and handling impulses, disturbing feelings and upsets rather than denying or repressing these feelings [30]. Self-regulation helps in staying composed, focused and calm and helps to think clearly even under pressure. Then self-regulation can be define as the systematic process of one using one own thoughts, feelings and actions to achieve a goal it is essential to the learning process.

[31] stated that self-regulation is referring to readiness to run and control level emotion. This emotional intelligence component is important to technical trainer because it will give skill to controlling action and also feeling before doing something. This mean technical trainers require to have capacity manage and control their emotional level, intuition and source in order to achieve performance that is require at the school. Self-regulation also can increase technical trainer capability to interpret and use emotion that will suit with situation that happens especially in dealing with trainees' behavior.

Technical trainers' cognitive and behavioral control and their efficacy beliefs are expected to be the foundation of their ability to guide their professional development during and after completion of their initial teaching certification. Consequently enacting self-regulation and enhancing ones self-efficacy beliefs during an advanced professional training are essential for attaining those goals.

Social Skills: Social skills can be defined as the set of skills people use to interact and communicate with one another. They are based on the social norms of our society and they tell us what attitudes and behaviors are considered to be normal, acceptable and expected in a particular social situation [23, 33] can be defined social skill as a complex ability that produces behaviors that will be positively reinforced and not produce behaviors that will be punished by others.

Social skills are important because it allow the people to interact with each other with predictability therefore the people will have very good understanding each other and be understood. Without an agreed-upon social way of interacting, it is very hard to prevent misunderstandings. It is important for the people to be able to interact with clarity [32]. Strong social skill manages to make interpersonal interactions becoming more effective, which can in turn lead to effective job outcomes.

Then based on study by [34] observed that the technical trainers are average in their social skills. Technical trainers should have a good social skill so that their students can communicate well with them. Social skill is about dealing with people. It is the skill which people need to interact and communicate with others. In addition, technical trainers who are socially skilled always have a good way in solving the conflict of their students and motivate them.

Technical trainers should have social skills and the ability to understand and predict people's feeling and behavior. Students will share their problems if the

students feel comfortable with the technical trainers. Technical trainers who possess these social skills can build a closer relationship with their students. Students will feel that they belong and are accepted. So, social skill should be one of the technical trainers' quality criteria.

This is regarding the skill Through Social Intelligence Scale (TSIS). The scale measures three areas of social intelligence which are social information processing, social skills and social awareness. Social information processing is the ability to understand and predict other people's behaviors and feelings. Test on social skills stresses the behavioral aspects of the construct by assessing the ability to enter new social situations and social adaptation. In general, technical trainers who lack social skills will not be able support healthy physical, mental and emotional development among their students.

A study conducted by [35] supported this statement which shows that technical trainers experience low social skills development and generate negative values towards other. In this study, the evidence is extremely useful in order to understand how technical trainers deal with disruptive students. Lack of these two competencies also suggests that the technical trainers lack effective

classroom management. Emotional intelligence in term of social skill is important because it can contribute to the quality of the relationships in the workplace because emotions serve communicative and social functions, provides information about the thoughts and intentions and helped to coordinate social gatherings. Furthermore, social skill is needed by the technical trainers to ensure that they has the competence to resolve social conflicts peacefully, have the ability to solve social problems and have a flexible way of thinking [36].

Methodology: The research methodology applied for this article is quantitative research method because it will be conducted through self-administered questionnaire. The Statistical Package for Social Science (SPSS) software version 2.0 will be used to analyze the questionnaire and to determine the differences and relationship that involve in the study. Then, the use of Pearson Correlation is to determine the relationship between emotional intelligence and technical trainers' job performance. Besides, the most influential emotional intelligence element that influences the job performance among technical trainers will be measured using regression analysis.

CONCLUSION

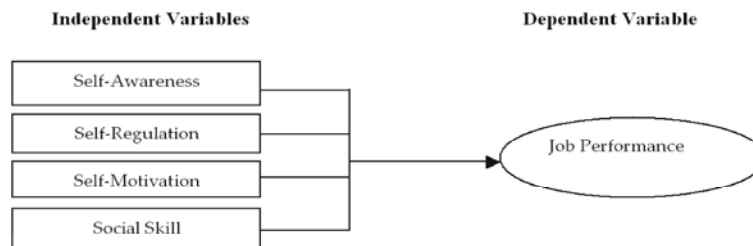


Fig. 1:

Figure 1 shows the link between independent variables and dependent variable. The relationship between dependent variables and independent variables in Figure above is concerning the element in the emotional intelligence which is self-awareness, self-regulation, self-motivation and social skill towards job performance among technical trainers. Apart from that, the finding empirical research suggests the relationship as shown.

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