THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, JOB DEMAND AND IN-ROLE JOB PERFORMANCE AMONG SENIOR 'P.T.D.' OFFICERS IN MALAYSIA

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ABSTRACT

Generally, this research focussed on the relationship between emotional intelligence, job demand and in-role job performance among senior P.T.D. officers. The main objectives of this study is to determine the relationship between emotional intelligence dimensions (i.e. self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and in-role job performance. Besides that, this study also aimed to examine the inverse relationship between job demand and in-role job performances. Thus, this study focus on senior officers of Administrative and Diplomatic Service (P.T.D.) scheme in Malaysia. This study covered officers from grade 48, 52 to 54 from 24 ministries and department in Putrajaya, Malaysia. The samples about 330 officers were drawn from the total population of 1929 officers by using stratified simple random sampling method. However, only 120 officers returned feedbacks and being the respondents for this study. The collected data were analyzed using SPSS software application version 22.0. This research was using multiple regressions analysis to test the data. The findings indicated that there was no significant relationship between emotional intelligence dimensions and in-role job performance. The job demands also produced the same result. Thus, there was no significant inverse relationship between job demand and in-role job performance. In summary, it could be concluded that the in-role job performance for senior PTD officers were neither affected by emotional intelligence dimesions, nor job demand. The implications of this study were discussed by applying the Herzberg two factors theory into current situations of public services in Malaysia. Lastly, due to limitations found in this study, several recommendations were proposed for future research.

Keywords: Emotional Intelligence Dimensions, Job Demand, In-Role Job Performance

ABSTRAK

Secara umumnya, kajian ini bertujuan untuk menentukan hubungan antara dimensi-dimensi kecerdasan emosi (iaitu kesedaran kendiri, motivasi kendiri, menguruskan emosi, mengawalselia emosi dan mengaitkan hubungbaik) dan prestasi kerja sebenar di kalangan pegawai-pegawai kanan P.T.D. Kajian ini juga mensasarkan untuk memerksa hubungan antara permintaan tugasan dan prestasi kerja sebenar pegawai-pegawai berkenaan. Fokus kajian ditumpukan kepada pegawai kanan Perkhidmatan Tadbir dan Diplomatik skim (P.T.D.) di Malaysia. Kajian ini meliputi kepada pegawai daripada gred 48, 52 hingga 54 daripada 24 kementerian dan jabatan di Putrajaya, Malaysia. Sampel untuk kajian ini adalah seramai 330 pegawai dipilih secara rawak daripada jumlah populasi seramai 1929 pegawai dengan menggunakan teknik Persampelan Rawak Berstrata. Responden bagi kajian ini adalah 120 orang pegawai. Data yang dikumpul telah dianalisis dengan menggunakan perisian statistik SPSS. Ujian-ujian yang dijalankan adalah Analisis Korelasi Pearson dan Analisis Regresi Berganda. Dapatan kajian menunjukkan bahawa tidak terdapat hubungan yang signifikan antara dimensi-dimensi kecerdasan emosi dan permintaan tugasan, keatas prestasi kerja sebenar. Kesimpulannya, adalah dirumuskan bahawa prestasi kerja sebenar untuk pegawai kanan P.T.D. tidak dipengaruhi oleh permintaan tugasan dan kecerdasan emosi tidak memberikan perbezaan yang signifikan terhadap prestasi kerja sebenar. Implikasi kajian ini dibincangkan dengan mengaitkan teori Dua-Faktor oleh Herzberg dalam situasi semasa perkhidmatan awam di Malaysia. Akhir sekali, beberapa cadangan diutarakan rujukan kajian pada masa akan datang.

Kata kunci: Kecerdasan Emosi, Permintaan Tugasan, Prestasi Kerja Sebenar

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

The Malaysian Administrative and Diplomatic Service (in the national language known as the '*Perkhidmatan Tadbir dan Diplomatik*' – P.T.D.) is among the earliest public services in Malaysia. It has been started since the British colonialism in 1904. In the early stages, P.T.D. is known as the Malayan Civil Services (M.C.S.). The P.T.D. scheme has undergone some evolution, particularly in terms of names based on the current role. From the Malayan Civil Services converted to Malaysian Home and Foreign Services (HFS) in 1966. In 1971, the name of the Malayan Home and Foreign Services (HFS) was converted again to the Administrative and Diplomatic Service (P.T.D.) until today. P.T.D. is always involved in every stage of development of the country, since before independence until today. P.T.D.'s role begins with the strengthening of the administrative structure of the country's level (1950 until the late 1960s) and the formulation of a program of infrastructure development in social, economic and industrial (1970).

According to Abdul Hamid (1996), in his book titled The Chief Secretary to the Government, Malaysia, said that the Malaysian Administrative and Diplomatic Service (P.T.D.) has been the crème de la crème of the administration. It means the P.T.D. officers have always shown quality of work, productivity for performance, discipline and a high sense of accountability. The scope and role of P.T.D. officer has evolved since the era of the 60s to the 90s era tune with the changing national

development. The main role of P.T.D. officer includes planning, administering, managing and regulating almost every case involving the government. From the perspective of the task, P.T.D. officer is responsible for the formulation of policies, strategic thinker and planner, consultant, advisory and implementing government policies. The eight P.T.D. main tasks can be categorized into:

- Economic Resource Management
- Financial Resources Management
- Management Information and Communication Technology (ICT)
- Human Resource Management and Organization
- Planning and Management of Social and Infrastructure
- Administration and Regional Development, Urban Land, Regional and Local Government
- International Relations and Foreign Affairs
- Security and Defence

In addition, the government refer to these officers for the proper and systematic supervision of the department's expenditure and financial management. Therefore, P.T.D. officers must display high quality professionalism and perform high job performance.

What makes a senior P.T.D. officer successful has been a central research question of organizational scientists for decades. According to Ahmad and Zahari (2012) in their article about the Development and Evaluation Programs for P.T.D. officers, which conducted by the Public Services Department (JPA) had expanded the level of learning and understanding of the officer, the application of information and seeing

in the working environment, enhanced their administration qualities and demeanour towards job performances. Abu Hassan (1991) in his study about P.T.D. professionalism level found that distinctive P.T.D. age stage has an alternate observation to the endeavours to enhance level of learning and abilities; administration ethic; use diverse criteria in the assessment of work execution; and imperativeness of specialization in the field of P.T.D. administration (Abu Hassan, 1991). He likewise found that regarding respondent scholastic capabilities, they have an alternate discernment as far as giving preparing open doors and the strategy for execution assessment.

This study attempts to determine factors contributing to the level of in-role job performance among senior P.T.D. officers in Malaysia. Senior officers are chosen in the study because they play important roles in government departments as mentioned earlier, most of them are involved in the formulation of policies, strategic thinker and planner, consultant, advisory and implementing government policies. According to Borman and Motowidlo (1997), individual in- role job performance refers to individual undertakings that is obliged to be completed as indicated by sets of expectations and determinations. It means that the job performance evaluation based on formal job descriptions and specifications. Welbourne, Johnson and Erez (1997) found that officers do considerably more than what is generally included in their sets of responsibilities. In this way, there must be some (mental and physiological) figures that rouse the officers to improve more and perform.

Lately, emotional intelligence gets to be progressively esteemed model in the working environment. It is among critical capabilities for an officer to comprehend,

control and deal with own sentiments and also others' feelings. It is accepted that emotional intelligence upgrades people's abilities and impacts their occupation conduct as to focus on the job performances. Emotional intelligence skills are among the personal qualities that are being assessed in the P.T.D. intake process by Civil Service Commission. This is because all P.T.D. officers need that personal qualities in controlling and managing their own feelings when dealing with clients and stakeholders as well as mentoring their subordinate in workplace. P.T.D. officers also need emotional intelligence skill in maintaining good relationship and social wellbeing with their peers and people around them in a diplomatic way. This is because, Abdul Hamid (2005) had found that, emotional intelligence was connected with job performance and could impact job fulfilment and career prospects. Abdul Hamid (2005) also observed that advanced education level could help officer to have more emotional intelligence skills contrasted with lower ones.

However, job demand, which also an important variable that may influence P.T.D. officers' job performance, constantly connected with high work weight, an unfavourable physical environment, unfavourable errand and sporadic working hours. Despite the fact that job demands are not so much negative, they may transform into job stressors when taking care of those demands oblige high exertion inside an extremely constrained time given to perform and fulfil errand given, which that officer neglects to recoup enough. This situation was in line with the research findings by Meijman and Mulder (1998).

Furthermore, P.T.D. nature of works are become more challenging as the officers are promoted to higher positions in the ministries or departments. This is because, they

have to handle conflict management, involved in the international negotiations, formulation of rules, regulation and policies, strategic thinkers and planners, consultant, advisory, implementing government policies as well as managing human resources and financial matters. Usually these challenging tasks will give a lots of experience and helps the officer to be promoted to a higher position. However, if the officers cannot manage these stressed and unfavourable situations, it will create problems and may give negative impact to the in-role job performance of the officer.

Even though there were many studies focused on emotional intelligence and job performance, there were only few research had been done in the context of job demand and job performance. Hence, this study interested to focus on both emotional intelligence and job demand relationship with in-role job performance in perspective of individual among senior P.T.D. officers in Malaysia.

1.2 Problem Statement

According to the Malaysia Auditor General's Report in 2012, a total of 67 civil servants found guilty in cases of mismanagement, abuse of power, misconduct or negligence in the performance of duties by strikes investigated by the Committee of Inquiry in the Auditor General's Report 2012.

In relation to the above matter, Berita Harian news reported in 28th February 2014, mentioned reported that the Malaysian Anti-Corruption Commission (M.A.C.C.) has submitted all of the 18 investigation papers were opened as per offense or carelessness of civil servants in the Auditor General's 2012 Report to the Attorney

General's Office for further activity. The news likewise reported that among the 18 cases researched by the M.A.C.C. was false claims by the executive at the Ministry of Public Works in two tasks for University Malaysia Kelantan (U.M.K.). The director signed the Certificate of Completion for the development work at Jeli Campus and Bachok Campus, which each one-esteemed at RM23.6 million and RM100.4 million, then the work is not as per determinations and not completely finished by the contractor.

The news additionally reported around a false claim by Telekom Malaysia (T.M.) to the Ministry of Information, Communications and Culture on the venture Malaysian Emergency Response Services (M.E.R.S.) worth RM4.37 million for the period 2007 to 2012. Besides, T.M. likewise demanded instalment for advancement and attention administrations of RM3.19 million for the period 2007 to 2010 while the project was drop.

In the case of misconduct or negligence involving other disciplinary matters, a total of 140 employees involved 24 cases had identified, comprised of 99 officials have begun disciplinary proceedings, 12 officers are charged under disciplinary proceedings and surcharges and the remaining 29 officers charged a surcharge proceedings.

Even though the Director General of Public Services Malaysia, Tan Sri Mohamad Zabidi Zainal mentioned that out of 99 officials that in the disciplinary processes, ten officers were found not guilty, nonetheless, bigger sum (88 officers) were still in

disciplinary proceedings/ surcharge/ court, in the open session Town Hall follow-up Auditor General's Report for 2012 and 2013 (Series 1 and 2). As indicated by his announcements in the Berita Harian newspaper dated June 17, 2014, all the officers who were discovered liable will confront disciplinary punishment recommended by the Disciplinary Board, including dismissal, be cautioned, punished surcharge and suspension of compensation movement.

Therefore, from all the above reports, the problems of public servant job performance in the organizations are crucial as several P.T.D. officers also involved in the misconduct and other disciplinary actions as they were in that affected organization, where they are responsible to project through their formal position in the organization. These problems may occur due to low emotional intelligence skills, high job demands as well as increased in public awareness.

In recent situation, job demands for P.T.D. officers become more and burden the officers as increased in stakeholders' expectations. Most of P.T.D. officers are responsible to prepare NKRA and KRA for their ministries, as well as have to prepare also the K.P.I. (Key Performance Indicator) and Strategic Plan for their organizations. In addition, the same officers also have to monitor the programs, prepare monthly and quarterly evaluation of the above tasks. All these tasks and commitments lead to increase in job demand because of high work pressure and irregular working hours, which may reduce the level of in-role job performance. The situation become worsen if that officers are lack of emotional intelligence skills and

unable to control their own psychological effects and failed to provide advice and support to others especially their subordinates, as needed.

Therefore, all the issues discussed above show that it was important to carry out the study to determine the relationship between emotional intelligence, job demand and in-role job performance among P.T.D. officers in Malaysia.

1.3 Research Questions

This study seeks to address the following research questions:

1.3.1. What is the relationship between emotional intelligence dimensions (i.e. self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and in-role job performance?

1.3.2. What is the relationship between job demand and in-role job performance?

1.4 Research Objectives

The objectives of this study are:

1.4.1 To determine the relationship between emotional intelligence dimensions (i.e. self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and in-role job performance; and

1.4.2 To determine the relationship between job demand and in-role job performance.

1.5 Significance of the Study

This study is highly worthy to the organizations, especially in Public Service Department (JPA) and other government agencies because it is useful in helping human resource departments to develop strategic plan to overcome problems of maintaining high in-role job performance among senior officers. For example, this study could help to improve The Pelan Komprehensif Pengurusan Sumber Manusia Pegawai Tadbir dan Diplomatik abad ke 21 produced by Department of Public Service.

This study will help the human resource division in ministries and departments in planning strategic and effective career development programs for senior officers in Administrative and Diplomatic scheme in Malaysia. In addition, this study could also help the human resource division to identify, manage and retain the officer with high level of emotional intelligence competency skills in the organization.

The findings of this study could also help the organization to create action plans or identify the right solutions to reduce job demand problems as it will affect the officer in-role job performance. Moreover, this study will also contribute new findings and information to knowledge and existing literature of emotional intelligent and job demand in contributing to the level of in-role job performance. Finally, this study could become importance reference for future research on emotional intelligence, job demand and in-role job performance.

1.6 Scope of Study

The purpose of this study is to determine the relationship between emotional intelligence dimensions, job demand and in-role job performance. Thus, this study only focus on two independent variables, which are job demands and emotional intelligence dimensions (i.e. self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and one dependent variable that is in-role job performance. In addition, this study focus on P.T.D. senior officers in Malaysia. Due to time limitation, this study only select P.T.D. officers grade M48, M52 and M54 from 24 ministries and department in Putrajaya. The study is conducted among the sample size of 330 respondents (Krejcie & Morgan, 1970).

1.7 Definitions of Key Terms

Definitions and description of terminologies used in the study are illustrated below:

Emotional intelligence is defined as the limit of perceiving own sentiments and those of others, for self-motivating and for overseeing emotions well (Goleman, D., 1998). In this study, emotional intelligence focused on five dimensions that are self-awareness, self-motivation, managing emotion, mentoring emotion and relating well.

Self-awareness is the capacity or ability to know own self and see own estimations in any condition (Goleman, 1998). Meanwhile, self-motivation can be defined as the ability to use the excited aptitude as a piece of appeal to keep the assessments

(Weisinger, 1998). This is on the grounds that great feelings would urge individuals to be more inspired to perform undertakings. However, managing emotion refers to the capacities like balance attempting to abstain from panicking, administer push and handle fears and nerves, experience issues and wellbeing, disappointment and compassion (Goleman, 1998). In addition, mentoring emotion can be defined as self-aptitude in sensing other's inclination and viewpoint, and taking a dynamic enthusiasm toward their worries and issues (Goleman, 1998). The last dimension, relating well refers to capacity to oversee and keep up great associations and social relations with others (Weisinger, 1998).

Job demands can be defined as work pressure aroused from the workload and the desire to solve a given task. For example job pressure, mental pressure, unconducive working environment and excessive working hours (Demerouti & Bakker, 2011).

In-role job performances can be defined as everyday undertakings that is obliged to be finished as indicated by sets of expectations and determinations (Borman and Motowidlo, 1997).

Senior officers refer to Administrative and Diplomatic officers (P.T.D.) specifically those in grade M48, M52 and M54 from 24 ministries and departments in Putrajaya, Putrajaya.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter consist of comprehensive reviews and summaries of the relevant literatures regarding the scope of this study. It includes definition of relevant terminologies, discussion and critically evaluating of past studies from various scholars of the variables present in the study. It also touched on the possible relationship of the independent variables, which are emotional intelligence and job demand with the in-role job performance as the dependent variable.

2.2 Definition and Conceptualization of Variables

2.2.1 In-role Job Performance

The term job performance has been talked about via experts for years. In right on time ages, job performance is measured focused around substantial matters and job particular accomplishments. Mansfield (1996) defines job performance as a definite, particular portrayal of the qualities and aptitudes that officers must be compelling.

Besides that, according to Campbell, Mccloy, Oppler, and Sager (1993), job performance has stretch to job needed by organization itself as well as includes both

job particulars and non-job activities. This idea has been underpinned by Borman and Motowidlo (1993), which particularly defined in- role job performance as tasks that identified with individual's formal task requirements, which then has extend and known as actual performance (Borman & Motowidlo, 1997). In addition, Motowidlo, Borman, and Schmit, (1997) also suggested that in-role job performance itself includes multiple sub dimensions such as teamwork, allegiance, and determination. In another area of study, Motowidlo and Van Scotter, (1994) defined in-role performance as the formal required outcomes and behaviours that directly meets organizational objectives.

2.2.2 Emotional Intelligence

Salovey and Mayer (1990) depicted emotional intelligence as the capacity of the officer to oversee and screen his own feelings and others' feelings, and utilize this information to guide ones thinking and activities. Meanwhile, according to Weisinger (1998), emotional intelligence alludes to the individual limit of recognizing self-feeling and others, for self-motivating, managing feelings and mentoring others' feeling and in addition maintaining great social interactions. Then, Wong and Law (2002) recommended emotional intelligence as a set of interrelated capacities controlled by individual to manage feelings in making choices and conduct responses.

Emotional intelligence has emerged its impacts of one's success and effectiveness more than raw intelligence (IQ), technical expertise and experience. Most of the

interactions in organization are related to the performance of job assignment both naturally occurring relationships and formally arranged relationships in workplace contribute to emotional intelligence. For example, attending to clients' request, receiving instructions and reporting to supervisors, or working together with colleagues. Later, emotional intelligence has emerged as validated predictor of job performance (Palmer & Gignac, 2012). Besides that, Wong and Law (2002) had found that officers with high levels of emotional intelligence skill are able to effectively manage their emotions and effectively interact with other people around them. This findings was based on different emotional intelligence dimensions introduced by Salovey and Mayer (1990) that are self-awareness, self-regulation, motivation, empathy and social skill required by officers in maintaining their performance. According to these dimensions, Mayer and Salovey (1997) refined their definition on emotional intelligence as the capacity to see and create feelings, to support contemplations, to comprehend feelings, to regulate feelings and to advance emotional and intellectual development of that individual.

Consistence with other research, Weisinger (1998) developed the emotional intelligence dimensions by specifically divided into five dimensions which are self-awareness, self-motivation, managing self-emotion, mentoring emotions of others and relating well dimensions. Thus, Wong and Law (2002) agreed that when applying different dimensions (Salovey and Mayer, 1990; Weisinger, 1998) of emotional intelligence in the organizational situations, officers would be able to adapt their emotion and perception of the job environment. Then, Mayer, Salovey

and Caruso (2004) refined the definition of emotional intelligence as the abilities to perceive, to access, to generate, to understand and to regulate emotions.

Although different terms are used by the above researchers for different dimensions of emotional intelligence, but the meaning of every dimensions was still the same. Therefore, this study used the terms by Weisinger (1998), which were self-awareness, self-motivation, managing emotion, mentoring emotion and relating well dimensions.

The first dimension is self-awareness. Self-awareness is the individual ability to know one's internal states, preferences, self-confidence, and recognize own feelings (Weisinger, 1998). Weisinger (1998) added that individuals with this competencies know types of emotions they are feeling and reasons for that feeling occurred. Besides that, these people also realize the links between their feelings and what they think, do and say. In addition, Goleman (1998) suggested that from self-awareness ability, officers are able to understand their emotions, needs, strengths and weaknesses and perform better. Officers with high degree of self-awareness recognize how their feelings affect them, other people, their performance and life success (Weisinger, 1998). People with emotional intelligence recognize, know and understand their weaknesses and tend to act and enhance their competencies in order to succeed in life and profession (Goleman, 1998).

Second dimension is self-motivation, which defined as the capacity to control self-feelings and channel feeling to push ahead to accomplish objectives (Weisinger,

1998). In prior study, Salovey and Mayer (1990) defined motivation measurement as an individual self-upgrade that industriousness to challenging assignments. Great feelings is accepted could urge and persuade individuals to effectively perform obliged assignments. What's more, Goleman (1998) defined self-motivation as the individuals self-determined to urge and help them to accomplishment in attaining their objectives. After two years, Goleman refined the idea and concurred that individuals with high self-motivation have a high self-determined to meet organization's goals and principles (Goleman, 2000).

The third dimension, managing emotion is the capacity to deal with individual's own particular feelings and handle stress (Lusch & Serpkenci, 1990). This aptitude includes self-capabilities like self-control, trustworthiness, flexibility, uprightness and innovativeness. An alternate perspectives, managing emotion is a situated of emotions' regulation (Salovey & Mayer, 1990), It identifies with the capacity to oversee self-emotions and recoup from mental misery. An officer with high capacity in mental would ready to come back to a typical circumstances. This ability identifies with the capacity to control emotions, to remain cool, experience issues and safety, managing push and finding approaches to handle fears, nerves, indignation and misery (Goleman, 1998). According to this researcher, individuals with these capacities ready to deal with their emotions and smooth immediately when felt emotional instability. They additionally could channel those emotions into positive approaches to increase their performance.

Furthermore, the other dimension of emotional intelligence discussed in this study is mentoring emotion. Goleman (1998) defined mentoring emotion as the capacity in remember others' feelings and perspectives furthermore show interest to other people groups' issues. Along these lines, individuals with aptitudes in recognizing and mentoring others' emotions and feelings will help decrease others' issues and advance better circumstance. As it were, individuals who are very gifted in emotional mentoring are additionally skillful in managing and reducing other's issue. This kind of individuals likewise ready to perceive when others are bothered, and give guidance and backing to others when required (Weisinger, 1998). Furthermore, individuals who were best at identifying others' emotions were more effective in their job performance and in their social life. (Rosenthal, 1977).

The last dimension, relating well refers to the capacity of individual to oversee great social associations with other individuals (Weisinger, 1998). This capacity covers the essential of meeting one another's need, relating to one another over the long run and exchanging information about one's feeling, considerations and thoughts. Individual with this capacity has high social aptitudes and great interpersonal correspondence will. In organization, this kind of officers is a decent pioneer and assume vital roles as they find themselves able to influence others, fabricate trust with others and intercede clash between others.

Meanwhile, Goleman (1998) defined relating well as social aptitude of the individuals who are fruitful in influencing, leading and communicating to other individuals to illuminate clash. Relating admirably aptitude paramount variable to

construct great associations with others in attaining organizational objectives. Accordingly, relating great measurement is critical in developing individual expertise that will bring about high job performance.

2.2.3 Job Demand

Initially, demand can be defined as the degree which contains boosts that oblige consideration and reaction to finish the job (Jones & Fletcher, 1996). Job demands is also work pressure aroused from the workload and the desire to solve a given task. For example job pressure, mental pressure, unconducive working environment and excessive working hours (Demerouti & Bakker, 2011). connected with certain expenses (Demerouti & Bakker, 2011). Job demand include high job pressure (Demerouti & Bakker, 2011), office conflict, emotional demands (Bakker & Demerouti, 2006), unfavorable working environment, spasmodic working hours and in long haul may prompt wellbeing issues (Demerouti, Bakker, Nachreiner & Schaufeli, 2000). In spite of the fact that job demands are not so much negative, they may transform into job stressors when meeting those demands oblige high exertion, which the representative not able to recoup satisfactorily (Meijman & Mulder, 1998). Later, Lepine, Podsakoff and Lepine (2005) defined job demands as parts of job that need exertion and connected with expenses to finish the procedure. It means job demands are not so much terrible and give negative effects to the individual, yet in the event that the exploration utilize the Demand-Resource model, then the job demand is appears give negative effect in the wellbeing debilitation condition.

A lot of previous studies relate job demand with job resources. According to the Job Demand–Resource model, job demands are initiators of a health impairment process (Demerouti & Bakker, 2011). In addition, they also mentioned that the model specifies how demands and resources interact, and predict in-role job performances.

On the other view, Karasek (1985) by using Job Demand–Control model (Karasek, 1979) defined job demands as the work load that have been operationalized and completed with a lot of time pressure and role conflict. Five years later, Karesek and Theorell (1990), refined his definition of job demand as a pressure of psychological nature in performing job. According to this model, the job demand could be in quantitative measure such as amount of time spent and speed in performing jobs, or in qualitative measure such as conflict between contradictory demands. In summary, this model is used to show the effect of job demands on individual in-role job performance.

2.3 Underpinning Theory

2.3.1 The Herzberg Two-Factor Theory

This theory was introduced by Frederick Herzberg, a well-known psychologist. This theory also known as motivation-hygiene theory, relates motivation factors or intrinsic factors with job satisfaction and the hygiene factors or extrinsic factors with job dissatisfaction. This theory also believed that individual attitude towards job could determine the job performance and success in career. According to this theory,

motivational factors such as job achievement, recognition, job responsibility, performance advancement and career growth could increase the job satisfaction (Herzberg, 2003). Officers who satisfied with their job will tend to seeking for motivational encouragement. Meanwhile, the lack of hygiene factors like supervision, relationship with supervisors, working conditions, policy and administration procedures, salary and good relationship with peers would lead to job dissatisfaction and reduced job performances (Herzberg, 2003).

In addition, according to Herzberg (2003), if the organization chosen to motivate their officers on their job, they should focussed on reward that associated with the job itself, such as provide courses for personal growth opportunities, give priority on promotional opportunities, give new responsibility and career achievement opportunities. Thus, when relating the theory with emotional intelligence, senior officers which had self-awareness and self-motivation skills would looking for motivational factors. Furthermore, senior officers which had managing emotion skill would able to manage their feelings and work harder toward achieving motivational factors as their personal rewarding. Meanwhile, senior officers with mentoring emotion and relating well skills would able to control the stressful or unfavourable situations and encouraged their subordinate or peers to achieve their objectives.

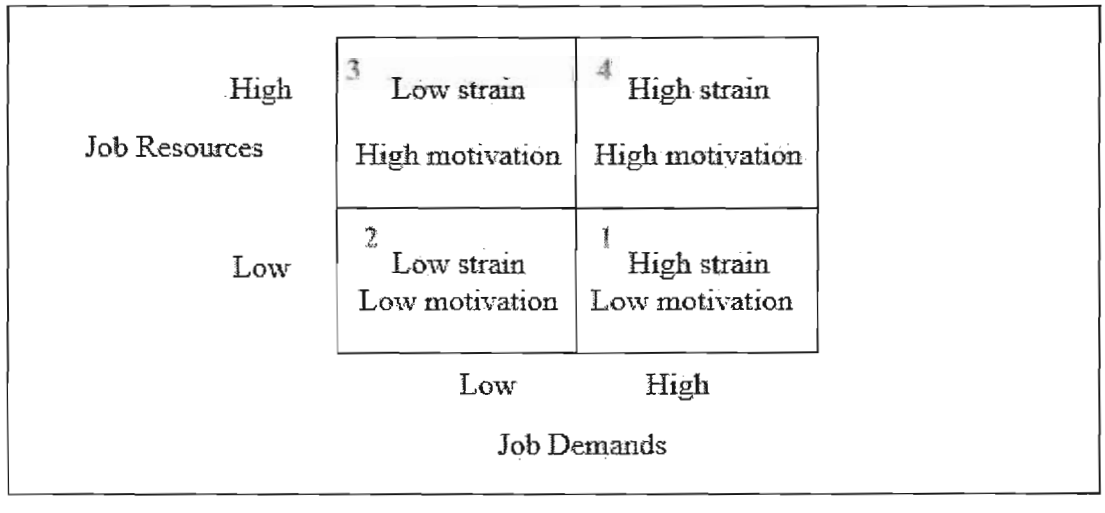
On the other hand, the hygiene factors are more related to job demands. When increased in job demands such as high work pressure (Demerouti & Bakker, 2011), office conflict, emotional demands (Bakker & Demerouti, 2006), unfavourable working environment and irregular working hours, would lead to job dissatisfaction,

which would reduce the job performance. Therefore, senior officers who's seeking to reduce those unfavourable factors must ensure that the hygiene factors adequate with the job demands such as good supervision, fair salaries, comfort and conducive working environments, fair working hours and good relationship with peers and subordinates.

2.3.2 The Job Demand – Resource Model

The JD-R model was introduced by Arnold Bakker, with the assumption that every occupation may have its own specific risk factors associated with job stress, chronic job demands, emotional demands, poorly designed jobs and other factor that would cause exhaust employees' mental and physical conditions and depletion of energy. According to Demerouti and Bakker (2006) job demand may include both negative and positive indicators and outcomes of employee wellbeing.

Figure 2.1
Prediction of the Job Demands-Resources model



The four quadrant in the above model show the effect of job demands and job resources on motivation and job strain, which will effect on in-role job performance. At first quadrant, high level of job demand and low job resources will effect in high job strain and low motivation. This situation will affect the level of in-role job performance. Therefore, in this study, senior officers need emotional intelligence skills (self-awareness and self-motivation dimensions) to maintain the in-role job performance level.

In second quadrant, when low in job demand and low job resources, it will result in passive and low in-role job performance because of lack of facilities, abilities and lack of interest in doing the job. Therefore, for this type of officer, emotional intelligence skills will help to increase their interest on job and will result in better in-role job performance.

However, at third quadrant with low job demand and high job resources, will result in low job strain and high motivation. In this situation, emotional intelligence skills does not give much effect on the in-role job performance since high job resources lead to high motivation. This is because the officers will be highly motivated to complete the job when they have enough time, good facilities, and new office equipment, comfortable and conducive working environment, but this situation not necessarily will result in high in-role job performance. This is because, when the senior officers have enough job resources, they will demand for challenging job and new task.

Meanwhile, in the last quadrant, when high level of job demands and high job resources occur, officers are active and perform the job well because they are less harmful, have enough facilities and office equipment and can plan for working hours according to their preference. In this situation, the officers still need emotional intelligence skills such as self-awareness and-self-motivation skills to maintain their in-role job performance. They need managing and mentoring emotion skills to effectively lead the team members and subordinate and also relating well skill to maintain good social relationship in working environment and managing office conflict effectively.

2.4 Research Framework

The research framework is developed based on the literature of the past related studies discussed earlier on in-role job performance, emotional intelligence and job demand. This research framework is important as it provide guidelines for the researcher in conducting the study. The research framework for this study show the relationship between the emotional intelligence, job demand and in-role job performance among senior P.T.D. officers in Malaysia.

Figure 2.2
Research framework

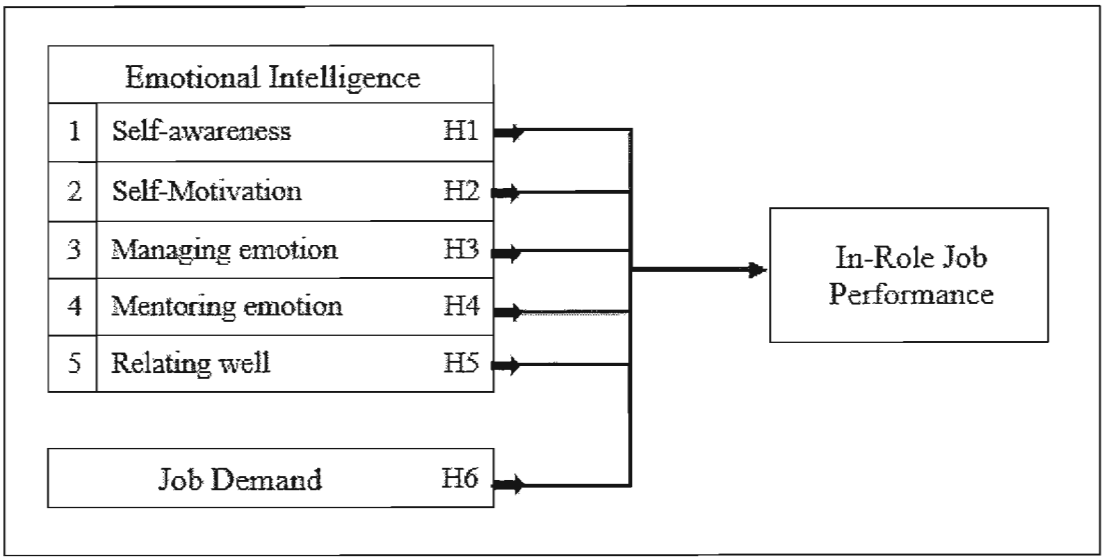


Figure 2.2 shows the relationship between the emotional intelligence dimensions and job demand as independent variables, and in-role job performance as the dependent variable. The five dimensions used in this study are self-awareness, self-motivation, managing emotion, mentoring emotion and relating well, adapted from Weisinger (1998), and Salovey and Mayer, 1997.

According to this framework, emotional intelligence dimensions (self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) have relationship with in-role job performance. This means increased in level of emotional intelligence dimensions skills will cause increased in level of in-role job performance for senior P.T.D. officers in Malaysia. However, another independent variable, which is job demand, has inverse relationship with in-role job performance. These relationships between variables will be discussed more in next sub chapter.

2.5 The Relationship between variables and hypothesis development

2.5.1 Emotional intelligence and in-role job performance.

Feist and Barron (1996) had studied the relationship between emotional intelligence and job performance in terms of career and life success. In relation, Cherniss (2000) explore the relationship between emotional intelligence with individual job performance and organizational productivity. Cherniss (2000) also discussed about the importance of emotional intelligence in affecting job performance and lead to individual career success.

Besides that, Carmeli (2003) carried an empirical study on the relationship between emotional intelligence and in-role job performance dimensions such as job satisfaction, job involvement, organizational and career commitments among senior managers in Israel local government authorities. From the study, it was found that emotional intelligence give high impacts on in-role job performance. Later, Carmeli's finding was supported by recent research by Palmer and Gignac (2012) as they found that emotional intelligence has emerged as validated predictor of job performance.

In the Malaysia context, emotional intelligence also vital in determining job and organization performance. Abdul Razak (2011) has studied emotional intelligence factors contributing to individual commitment toward organizational change among Universiti Utara Malaysia (UUM) non-academic staffs. The study used self-emotions

appraisal, other emotions appraisal, use of emotions and regulate of emotions as the emotional intelligence dimensions, introduced by Salovey and Mayer (1997).

Meanwhile, Abdul Hamid (2005) studied the relationship between emotional intelligence and job performance in terms of career success among executive employees at Perodua Sdn.Bhd. in Malaysia. The study focussed on five dimensions of emotional intelligence (Weisinger, 1998) effect on six dimensions of career success (in-role job performance) include job satisfaction, career satisfaction, job involvement, intention to quit, career prospects and promotion.

On the other hand, Sukor (2009) studied on the emotional intelligence, which focussed on different dimensions of emotional intelligence that are interpersonal skill, intrapersonal skill, stress management, adaptability and general mood among employees at Works Department in Malaysia.

However, Mohd Said (2008) used the self-emotional appraisal (SEA), other's emotional appraisal (OEA), use of emotion (UOE) and regulation of emotion (ROE) developed by Wong & Law (2002) as the emotional intelligence dimensions in the research. From the study, it was found that only SEA and OEA dimensions shown high influence among government officers in Malaysia.

From the previous studies discussed above, only few studies focussed on the impact of emotional intelligence on government officers but not the P.T.D. officers. Only few studies focussed on relationship between emotional intelligence and in-role job

performance. Therefore, it shows that there is an urgent need to study and analyse the relationship between emotional intelligence dimensions and in-role job performance among the P.T.D. officers.

Below are the hypotheses for the relationship between the variables.

H1: There is a relationship between self-awareness and in-role job performance among senior P.T.D. officers;

H2: There is a relationship between self-motivation and in-role job performance among senior P.T.D. officers;

H3: There is a relationship between managing emotion and in-role job performance among senior P.T.D. officers;

H4: There is a relationship between mentoring emotion and in-role job performance among senior P.T.D. officers;

H5: There is a relationship between relating well and in-role job performance among senior P.T.D. officers;

2.5.2 Job Demand and In-role Job Performance

Another variable in this study is job demand. From the previous literature studies, almost all show job demand has inverse relationship with in-role job performance. In

Demerouti & Bakker (2011), research has been carried to study both negative and positive impacts of job demand on employee well-being in different working conditions by using the job demands–resources model. The study focus on the health impairment and motivational processes as both aspects give impact on job performance.

According to Bakker and Bal (2010), employees show high job performance in challenging work environments when that environments facilitate their work engagement. The findings were in line with Demerouti and Cropanzano (2010) where employees still produce good job performance when organisations provide sufficient job resources.

Thus, Doef and Maes (1999) carried a research on the job demand - control model and the impact on employee psychological well-being by comparing the effect of Job Demand-Control model and Job Demand-Control-Support model on job strain and psychological well- being. Therefore, the result found that when imposed job control over the work process, it will reduce the employee's stress but increase learning.

Furthermore, the research carried by Schaufeli, and Bakker (2004) focussed on the relationship between job demands, job resources, and relate with burnout and engagement aspects, which important to predict individual and organizational performances. From the study, it was found that burnout aspect is highly predicted by job demands and also by lack of job resources. In general, it can be summarized that job demand and job resources have negative relationship where high levels of job

demands lead to low levels of job resources. The study also found that individual working in a high job demand will result in lower psychological well-being, lower job satisfaction, more burnout, and more job-related psychological distress, which indirectly will effect in lower in-role job performance.

Since there is a little research specifically done on the relationship between job demand and in-role job performance, further study in this area which focus on senior government officer is essential in line with the rising interest in analysing the government officer in-role job performance. The hypotheses for the relationship between the variables is,

Ha6: There is an inverse relationship between job demand and in-role job performance among senior P.T.D. officers

2.6 Summary

This chapter start with various literatures from the past studies about the topic in this study. These include definitions of important terminologies, theories related to emotional intelligence and job demand and research framework. Lastly, this chapter also include relationship between independent variables (emotional intelligence dimensions and job demand) and dependent variable (in-role job performance) in this study, which discussed the importance of the variables that should be considered when conducting the study and develop hypotheses for each variables used in finding the relationship with in-role job performance.

CHAPTER 3

METHODOLOGY

3.1 Introduction

Chapter 3 discussed about the methods used in the study to acquire data and information needed in this study. Thus, methodology is a set of procedures and data processing methods used to gather and analysed research data. In this chapter, design of study, population, sampling method, measurement, questionnaire design, pilot test, actual data collection process and data analysis techniques will be discussed in detail. A descriptive analysis is used to present the data as frequencies, means and standard deviations. Meanwhile, inferential analysis used to test the relationships between the dependent and independent variables.

3.2 Design of Study

The design of the study is a quantitative study. Quantitative research design was selected for this research as it involved hypothesis testing on relationships among several variables (Cresswell, 2004). Questionnaires will be distributed to obtain quantitative data. The study is being carried out in order to determine the relationship between emotional intelligence dimensions, job demand and in-role job performance among senior administration and diplomatic officers (P.T.D.) grade 48, 52 and 54 only. This study is a cross-sectional study since the data for answering the research

questions were collected once over three weeks. In this study, the data were collected through survey method by using manually distributed questionnaires and online questionnaires using the google documents application software. According to Kerlinger (1973), the survey is one of the data collection methods used for gathering, processing and analysing the data in finding the relationship between the variables in the study. The unit of analysis in this study were individual P.T.D. officers, who work at 24 ministries and departments in Putrajaya. Feedbacks received from distributed questionnaires was the main source for individual data. The questionnaires was prepared in English language as the respondents were senior officers, which were more competence in English.

3.3 Population and Sample

The target population for the study were senior P.T.D. officers from grade 48, 52 and 54 served in 24 ministries and departments in Putrajaya. The total population for the study was 1929 officers, as shown in Table 3.1. The data was gathered from The Annual Report of 2013 for Public Service Department of Malaysia.

Table 3.1
Number of P.T.D. officers grade M48-M54 in Malaysia

Grade	Population (units)
54	412
52	508
48	1009
Total (officers)	1929

Source: The Annual Report of 2013 for Public Service Department of Malaysia (http://docs.jpa.gov.my/docs/penerbitan/tahunan/flipbook/1p/2013/)

The study was using the proportionate stratified random sampling. According to Krejcie and Morgan (1970) in Sekaran (2003), if all subgroup have equal importance, proportionate stratified random sampling is suitable to draw a sample. In this study, the total officers in 24 ministries are 1929 officers, which included 1009 officers grade 48, 508 officers grade52 and 412 officers grade 4.

Table 3.2
Sample size for a given population size

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie and Morgan (1970) in Sekaran (2003)

As illustrated in the Table 3.2, for population = 1900 and more, the number of sample drawn must be at least 320 units (n>320) (Krejcie & Morgan, 1970). However, in order to maximize the respond received, a stratified sample of about 330 officers were taken for this study, where the sample for each stratum was 17% [i.e. (330/1929) x 100] of P.T.D. officers from each group is selected. Therefore, 70 officers were taken from grade 54, 86 officers for grade 52 and 174 officers for grade 48, as illustrated in the Table 3.3. The use of proportionate stratified random sampling will assures equal representation of all groups in sample size.

Table 3.3
Proportionate stratified random sampling method

Grade/Job level	Number of elements (officers)	Proportionate Sampling (17% of the elements)
54	412	70
52	508	86
48	1009	174
Total	1929	330

Based on the number of samples in each stratums as shown in the table 3.3, the respondent was randomly selected up from the sampling frame according to the total numbers of samples in each stratum (grade). Then the questionnaires were distributed to the selected respondent manually. For unreacheable respondants, the questionnaires were distributed to them through emails by using Google Survey online application. The respondents were given two weeks to respond and complete the questionnaires.

3.4 Measurement

Each dependent and independent variables were measured by collecting the data through specific questions as illustrated as follows.

3.4.1 Emotional Intelligence

In this study, the dimensions of emotional intelligence are self-awareness, self-motivation, managing emotion, mentoring emotion and relating well. The instrument used in the study are questionnaires to gather data from the sample. For measuring emotional intelligence variables, this study adapted questionnaires developed and used by Weisinger (1998), Salovey and Mayer (1990) and Goleman (1998). The five variable were operationalised by using definitions and items in Table 3.4.

Table 3.4
Operational definitions and items for the dimensions of emotional intelligence

Variable	Operational Definition	Items	Authors
Self-awareness	the individual ability to know one's internal states, preferences, self-confidence, and recognize own feelings	i. Identify changes in physiological arousal. ii. Associate different physical cues with different emotions. iii. Know when you are thinking negatively. iv. Know when you "self-talk"is in instructional. v. Know when you are becoming angry.	Weisinger, 1998

Variable	Operational Definition	Items	Authors
		vi. Know how you interpret events you encounter. vii. Know what sense you are currently using. viii. Identify what information influences your interpretation. ix. Identify when you experience mood shifts. x. Know the impact that your behaviour has on others xi. Know when you communicate incongruently. xii. Complete long-term tasks in designated time frames	
Self-motivation	the ability to control self-emotions and channel emotion to move forward to achieve goals	i. "Gear up" at will. ii. Regroup quickly after setback. iii. Produce high energy when doing uninteresting work. iv. Stop or change ineffective habits. v. Develop new and more productive patterns of behaviour. vi. Follow words with actions.	Weisinger, 1998

Variable	Operational Definition	Items	Authors
Managing emotion	the ability to manage self-emotions and recover from psychological distress	i. Relax when under pressure in situations. ii. Act productively when angry. iii. Act productively in situations that arouse anxiety. iv. Calm yourself quickly when angry. v. Use internal "talk" to affect your emotional states. vi. Reflect on negative feeling without being distressed. vii. Stay calm when you are the target of anger from others.	Salovey and Mayer (1990), Weisinger (1998)

Variable	Operational Definition		Items	Authors
Mentoring emotion	The ability in sensing others' feelings and view, and also show interest to other people problems	i.	Communicate your feeling effectively.	Goleman (1998), Weisinger (1998)
		ii.	Make others feels good.	
		iii.	Provide advice and support to others, as needed.	
		iv.	Accurately reflect people's feeling back to them.	
		v.	Recognize when others are distressed.	
		vi.	Help others manage their emotions.	
		vii.	Help a group to manage emotions.	
		viii.	Detect incongruence between others' emotions or feelings and their behaviours.	
Relating well	the ability of person to manage good social relationships with other people	i.	Accurately communicate what you experience.	Weisinger, 1998
		ii.	Know when you become defensive.	
		iii.	Work out conflicts.	
		iv.	Develop consensus with others.	
		v.	Mediate conflict between others.	
		vi.	Exhibit effective interpersonal communication will.	

Variable	Operational Definition		Items	Authors
		vii.	Articulate the thoughts of a group.	
		viii.	Influence others, directly or indirectly.	
		ix.	Build trust with others.	
		x.	Build support teams.	
		xi.	Show empathy to others.	
		xii.	Engage in intimate conversations with others.	

3.4.2 Job Demand

Another independent variable used in the study was job demands. In this study job demands focus on physical, psychological, social, and organisational aspects of the tasks that require sustained efforts or skills. The questionnaires for measuring job demand was developed based on the study by Alvesa, Chorb, Faersteinc, Lopesc, and Werneckd (2004). The items for job demands were illustrated in the Table 3.5 below.

Table 3.5
Operational definitions and items for job demands

Variable	Operational Definition		Items	Authors
Job demands	The physical, psychological, social, and organizational aspects of the tasks that require sustained efforts or skills	i.	Do you have to work very fast?	Demerouti and Bakker (2011), and Alvesa, Chorb, , Faersteinc, Lopesc, and Werneckd, (2004).
		ii.	Do you have to work very intensively?	
		iii.	Does your work demand too much effort?	
		iv.	Do you have enough time to do everything?	
		v.	Does your work often involve conflicting demands?	
		vi.	My work does not tax me too much physically	
		vii.	I always have enough time to perform my task.	
		viii.	My contact with persons to whom I have to offer services is demanding	
		ix.	It is physically taxing for me to get used to my working time	

3.4.3 In-role Job Performance

The operationalised definition for dependent variable in the study was activities and task that were related to individuals' formal job requirements and descriptions. For measuring the level of in-role job performance, the questionnaires were adapted from Welbourne, Johnson, and Erez (1997) and Bakker and Heuven (2006). The items used in the study were shown in the Table 3.6.

Table 3.6
Operational definitions and items for in-role job performances

Variable	Operational Definition	Items	Authors
In-role job performance	The activities and task that related to individual's formal job requirements	i. I get enough feedback about the quality of my performance. ii. My performance is rewarded properly. iii. My performance is evaluated from my in-role work performance. iv. I can decide myself how to perform my work. v. In-role job performance is doing things specifically related to one's job description. vi. It is believed that job involvement by positively affecting employees' motivation and effort, leads to higher levels of in-role job performance	Borman and Motowidlo (1993), Welbourne, Johnson, and Erez (1997), and Bakker and Heuven (2006)

3.5 Questionnaire Design

The questionnaires are divided into four sections. The design of the questionnaires are as follows:

- Part A : Demographic background
- Part B : Emotional intelligence
- Part C : Job demand
- Part D : In-role job performance

In the questionnaire, Part A is about respondent demography to gain information about gender, age, grade, working experience, education level and ministry/department. This section contain six (6) questions.

Besides that, Part B consist of assessment on emotional intelligence dimensions, which measures the ability to aware and know self-emotions, skill to understand and motivate self-feelings, understand and manage self and other peoples' feelings, control and give support to others emotions as well as ability to manage good social relationship with others. The questions for this test were 45 questions. Table 3.7 below shown the Likert scale measurement of the questionnaire used in this section.

Table 3.7
Likert scale and notation for dimensions of emotional intelligence

Scale	Notation
1	Strongly Low Ability
2	Low Ability
3	Not Sure
4	High Ability
5	Strongly High Ability

Source: Weisinger, 1998

In addition, Part C consist of assessment on the respondent experience and perception on job demands in working environment. This section consist of nine (9) questions. Table 3.8 below shown the Likert scale measurement of the questionnaire used in this section.

Table 3.8
Likert scale and notation for job demands

Scale	Notation for experiences	Notation for perception
1	Almost never	Strongly do not agree
2	Never	Do not agree
3	Seldom	Not sure
4	Sometime	Agree
5	Often	Strongly agree

Source: Weisinger, 1998

The last assessment, Part D consist of six (6) questions regarding respondents' in-role job performance, evaluation on job performance and their knowledge about in-role job performance. Table 3.9 shown the Likert scale measurement of the questionnaire used in this section.

Table 3.9
Likert scale and notation for in-role job performance

Scale	Notation
1	Strongly do not agree
2	Do not agree
3	Not sure
4	Agree
5	Strongly agree

Source: Weisinger,1998

3.6 Pilot Test

A test was done among 30 respondents among government officers from Public Services Department and INTAN. This test implemented to determine the reliability and validity of the research instrument through respondents' understanding on the questionnaires given. Pilot test is important to examine the questionnaires covered all the research questions and objectives. This test is also to ensure the questionnaires are reliable and all respondents understand the questionnaires very well. This is vital to avoid incomplete feedbacks.

Table 3.10
Realibility Analysis for Pilot Test

	Variable	Number of Items	Items Dropped	Cronbach's Alpha
i.	Self-awareness	12	-	0.862
ii.	Self-motivation	6	-	0.633
iii.	Managing emotion	7	-	0.750
iv.	Mentoring emotion	8	-	0.752
v.	Relating well	12	-	0.854
vi.	Job demand	9	-	0.626
vii.	In-role job performance	6	-	0.734

Based on the Table 3.10 above, since all the independent and dependent variables showed the alpha value above 0.6, all the items were valid and reliable to continue the study. To maintain the validity of the study, the data on pilot test and actual study were gathered separately. From the feedback received, all the respondents understand the questions and answered all. After the pilot test, based on the feedback received from the respondent, the instruction in every section has been adjusted to ease the respondent complete the questionnaire.

3.7 Actual Data Collection

The study acquired data from senior P.T.D. officers from grade 48, 52 and 54. The respondents were selected from 24 ministries and departments in Putrajaya. After the total population was gathered from Service Division, Public Service Department, application letters requesting permission and cooperation to conduct this study were sent to all the human resource division of the ministries and department.

Then, the questionnaires were distributed to the selected respondents (P.T.D. officers from grade 48, 52 and 54) by using soft copies (email) and hard copies distribution through their human resource officers with duration of two weeks to complete the questionnaires. The reason was to give the respondents an ample time to respond and completed the questionnaire at their convenient time.

In order to ensure confidentiality of the respondent, each questionnaire is enclosed with a cover letter that explained clearly the purpose of the study and the respondent do not need to provide and identification on questionnaire. They could also submit the complete questionnaire using the sealed envelope to the representative at human resource division.

The above method was applied to allow respondents attended the questionnaire without any pressure to ensure the quality of feedbacks. This method also attended to avoid biased respond due to time constraint and presence of researcher.

3.8 Data Analysis Techniques

All data collected were analysed by using the SPSS version 22 to measure both the descriptive and inferential data.

The reliability of items was the probability that it l adequately performed specified purpose for a specified period of time under specified environmental conditions. Usually Cronbach's Alpha was use to predict consistency of the instrument or assess the unwavering quality of the constructs shaped from the items. As indicated by Sekaran (2010), Cronbach's Alpha is an unwavering quality coefficient that indicates the nature of the items in a set were identified with each other. At the end of the day, Cronbach's Alpha was measured to ensure the unwavering quality of all measurement scales.

For this study, the reliability of data was measured by using Cronbach's Alpha value. The reliability of data is considered high when the alpha value was 0.8 and more. Cronbach's Alpha by Hair, Black, Babin, and Anderson (2009) was used as a guide for the strength of the items measurements. However, if the value was moderate within the range of 0.5 to 0.6, this value was acceptable. The alpha values were computed using the Statistical Package for Social Science (SPSS) version 22. Table 3.11 below shows the interpretation of Cronbach's Alpha value.

Table 3.11
Interpretation of Cronbach's Alpha Value

Cronbach's Alpha Value	Interpretation
< 0.6	Weak
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
> 0.9	Excellent

Source: Hair et. al., 2009

Descriptive analysis was conducted in the study to describe the variable in the study based on demographic data of the respondents such as gender, age, level of officer grade, years of service, academic qualification and working place.

The Pearson correlation coefficient was used to determine the relationship between independent variables of emotional intelligence dimensions (i.e self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and job demands with dependent variable of in-role job performances. In order to determine the relationship between variables, correlation of determination, r was analysed to indicate the strength of the relationship between variables be it negative or positive. In determining the strength of the relationship of dependent and independent variable, the criteria set by Davis (1971) was used as reference. Table 3.12 below shown the levels of relationship between variables and r value.

Table 3.12
Strength of Correlation Value

Correlation value, r	Strength of relationship
± 0.70 or higher	Very High
± 0.50 to ± 0.69	High
± 0.30 to ± 0.49	Moderate
± 0.10 to ± 0.29	Low
± 0.01 to ± 0.09	Very Low

Source: Davis, 1971

The regression analysis is used when there is more than one independent variables to estimate the dependent variable. In this study, the hypotheses testing is based on regression result whether the significance value supported the hypotheses or not. Regression analysis permits the understanding to the relationship between linear independent variables and the single dependent variable. The regression coefficient (β) of each variable can be determined and being described as amount of changes Y (dependent variable) given a unit of change in the independent variable (X). Regression coefficient also allowed the explanation of relationship of each independent variable with the dependent variable.

Table 3.13
Statistical Data Analysis Method

No.	Hypotheses	Statistical Test
1.	H1:There is a relationship between self-awareness and in-role job performance among senior P.T.D. officer	Multi Regression Analysis
2.	H2:There is a relationship between self-motivation and in-role job performance among senior P.T.D. officer	Multi Regression Analysis
3.	H3:There is a relationship between managing emotion and in-role job performance among senior P.T.D. officer	Multi Regression Analysis
4.	H4:There is a relationship between mentoring emotion and in-role job performance among senior P.T.D officer	Multi Regression Analysis
5.	H5:There is a relationship between relating well and in-role job performance among senior P.T.D. officer	Multi Regression Analysis
6.	H6:There is an inverse relationship between job demand and in-role job performance among senior P.T.D. officer	Multi Regression Analysis

3.9 Summary

This chapter basically emphasis about the research design, measurement for research, data collection process and data analysis designed and planned for this research. It also explained the importance accurate data collecting process to the research. This chapter can also be considered as important part of the research because the failure to determine the right approach and research design led to failure to produce good result and therefore, all the time, cost and effort given to the research will become useless.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents the analysis of responses obtained from the survey questionnaires distributed to the respondents. The findings of the analyses would also be covered in this chapter based on the research objectives that have been discussed in Chapter 1. Descriptive and inferential analyses were performed using the Statistical Package for Social Science (SPSS) version 22. In the descriptive analysis, demography characteristics such as gender, age, grade, years of working experience and levels of education were analysed. Meanwhile, inferential analysis such as Pearson correlation analysis and regression analysis were used in analysing the relationship between variables in this study.

4.2 Response Rate

Sekaran (2003) stated that the appropriate sample size for population of 1929 is 320 people. Therefore, the total of 330 questionnaires have been distributed to 24 ministries. Only 120 questionnaires were returned back and obtained 36.36% of response rate. All the questionnaires obtained were answered completely. This means that there is no questionnaire that has been dropped off. Based on Sekaran (2010), if

more than 25% of items are not fully answered, and then the questionnaire is subject to be dropped off for analysis.

4.3 Respondents Demographic Characteristics

This sub chapter presents the demographic characteristic of the 120 respondents that participated in the survey which were gender, age, grade, working experience, education level and ministry/department. The respondents consist of 70 male officers (58.3%) and 50 females (41.7%) with 44 (36.7%) respondents age were less than 35 years old, 39 (32.5%) were between the ages of 36 to 40 years, 20 (16.7%) between 41 to 45 years, 12 (10%) between 46 to 50 years and 5 (4.2%) respondents above 51 years old. These findings show that most of the respondents were from generation Y people in the workforce. It shown that this generation has started to become dominant in the middle management of public service.

In addition, more than half of the respondents are senior P.T.D. officers in grade 48 with 69 officers (57.5%) while officers in grade 52 are 31 (25.8%) and only 20 officers are in grade 54. Thus, majority of them, 53 (44.2%) served for less than 10 years, 44 of them (36.7%) served between 11 to 15 years, 17 (14.2%) served between 16 to 20 years, 5 (42%) served between 21 to 25 years and only 1 (0.8%) served between 26 to 30 years.

Furthermore, in term of the respondent education level, 79 (65.8%) are bachelor degree holders, 38 (36.0%) with a master degree and 3 (1.5%) of respondents are

PhD holders. The frequency for the number of respondents were 44 officers (36.7%) from Prime Minister Department, about 18 officers (15%) from Ministry of Natural Resources and Environment, and 12 officers (10%) from Ministry of Health. Meanwhile, Ministry of Home Affairs, Ministry of Works, Ministry of Transport and Ministry of Urban Wellbeing, Housing and Local Government contributed about 5 officers each (4.2%). Ministry of Human Resources and Ministry of Science, Technology and Innovation contributed about 4 officers each (3.3%). Then, Ministry of Communication and Multimedia and Ministry of Rural and Regional Development share the same percentage, which are only 2.5% (3 officers) response to the questionnaire. In addition, four ministries share the same percentage, (1.7%) consist of two officers each, were Ministry of Finance, Ministry of Agriculture and Agro-based Industries, Ministry of International Trade and Industry, Ministry of Domestic Trade, Co-operatives and Consumerism. Lastly, Ministry of Education, Ministry of Defence, Ministry of Energy, Green Technology and Water and Ministry of Tourism and Culture contributed only one officers each (0.8%). From the above analysis, the report shown that zero response received from the Ministry of Foreign Affairs, Ministry of Youth and Sports, Ministry of Plantation Industries and Commodities and Ministry of Women, Family and Community Development. The details demographic profile of the respondents is presented in Table 4.1.

Table 4.1
Demographic information

No.	Item	Category	Frequency	Percentage (%)
1.	Gender	Male	70	58.3
		Female	50	41.7
2.	Age	31-35 years	44	36.7
		36-40 years	39	32.5
		41-45 years	20	16.7
		46-50 years	12	10.0
		51-55 years	5	4.2
3.	Grade	M48	69	57.5
		M52	31	25.8
		M54	20	16.7
4.	Working Experience	05-10 years	53	44.2
		11-15 years	44	36.7
		16-20 years	17	14.2
		21-25 years	5	4.2
		26-30 years	1	0.8
5.	Education	Bachelor	79	65.8
		Master	38	31.7
		PhD	3	2.5
6.	Ministry/ Department	Prime Minister Department	44	36.7
		Ministry of Finance	2	1.7
		Ministry of Health	12	10.0
		Ministry of Education	1	0.8
		Ministry of Natural Resources and Environment	18	15.0
		Ministry of Home Affair	5	4.2
		Ministry of Foreign Affair	0	0.0
		Ministry of International Trade	2	1.7
		Ministry of Defence	1	0.8
		Ministry of Works	5	4.2
		Ministry of Communication and Multimedia	3	2.5
		Ministry of Domestic Trade, Cooperatives and Consumerism	2	1.7
		Ministry of Human Resources	4	3.3

	Ministry of Rural and Regional Development	3	2.5
	Ministry of Urban Wellbeing, Housing and Local Government	5	4.2
	Ministry of Youth and Sports	0	0.0
	Ministry of Transport	5	4.2
	Ministry of Federal Territories and Urban Wellbeing	0	0
	Ministry of Plantation Industries and Commodities	0	0
	Ministry of Energy, Green Technology and Water	1	0.8
	Ministry of Agriculture & Agro-based	2	1.7
	and Innovation	0	0.0
	Ministry of Tourism and Culture		
	Ministry of Science, Technology and Innovation	1	0.8
	Ministry of Woman, Family, Community Development	4	3.3

N=120

4.4 Reliability Analysis

In the reliability analysis, Cronbach's Alpha is used to test the data in the study. Cronbach's Alpha indicates how well the items in a set and positively related to each other. According to George and Mallery (2003), the closer the value of Cronbach's alpha coefficient to 1.0, the greater the internal consistency of the items in the scale. The basic rule for Cronbach's Alpha by Hair, Black, Babin and Anderson (2009) was used as guide to show the strength of the measurements (refer to Table 4.2). If the value of the Cronbach's Alpha less than 0.6, the particular item is shows poor reliability. Therefore, the items must be re-examined and modified or completely changed as needed to continue the study.

Table 4.2
The Rule of Thumb for Cronbach's Alpha

Cronbach's Alpha Range Value	Confidence Level
< 0.6	Weak
0.6 - < 0.7	Moderate
0.7 - < 0.8	Good
0.8 - < 0.9	Very Good
0.9	Excellent

Source: Hair, J.F., Black, Babin, B.J. & Anderson, R.E. (2009). Multivariate Data Analysis A Global Perspective (7th Edition). Pearson Prentice Hall USA.

Table 4.3
Reliability Analysis

Variable	Number of Items	Cronbach's Alpha
Emotional Intellegence		
i. Self-awareness	12	0.857
ii. Self-motivation	6	0.751
iii. Managing Emotion	7	0.775
iv. Mentoring Emotion	8	0.910
v. Relating Well	12	0.888
Job Demand	9	0.650
In-Role Job Performance	6	0.661

In this study (refer to Table 4.3), the Cronbach's alpha value for all items are more than 0.6. The highest Cronbach's alpha is for the item mentoring emotion that is 0.910. Then the Cronbach's alpha value were in range 0.8 to <0.9 for item relating well (0.888) and item self-awareness (0.857), which according to the Rule of thumb for Cronbach's alpha is in "very good" confidence level. Item self-motivation and item managing emotion were in range 0.7 - <0.8 (good). The Cronbach's Alpha for item job demand (0.650) and item in-role job performance (0.661 were in moderate confidence level. Thus, all the seven (7) items were reliable to be used in the study.

4.5 Descriptive Analysis

The result for descriptive analysis of independent and dependent variables were shown in the Table 4.4 below, which presents the summary of means and standard deviation for independent and dependent variables.

Table 4.4
Descriptive Statistics for the Major Variables

Variable	Mean	Standard Deviation
Emotional Intellegence		
i. Self-awareness	4.12	0.41
ii. Self-motivation	4.00	0.46
iii. Managing Emotion	3.78	0.57
iv. Mentoring Emotion	4.17	0.55
v. Relating Well	4.10	0.45
Job Demand	3.87	0.40
In-Role Job Performance	3.84	0.49

Generally, the mean for all variables was range between 3.78 and 4.17. The mean of the independent variable of mentoring emotion was 4.17, which contributed the highest mean among the six independent variables. Then, followed by mean for the independent variable of self-awareness (4.12). The mean for the independent variable of managing emotion was 3.78, which contributed the lowest mean among the six variables. Therefore, the study shows that the average score for all items is between 3 and 4.

The standard deviation was commonly used to describe the spread or variability of the sample distributions values from the mean, (Hair et al., 2010; Zikmund, Babin,

Carr & Griffin, 2010). In other words, in the event that estimated standard deviation is extensive, then the responses in sample distribution of numbers don't fall close to the mean of the distribution. Then again, if the estimated standard deviation is small, the distribution values are close to mean (Hair et al., 2010). Thus, when the estimated standard deviation is smaller than 1, it means the respondents were extremely consistent in their opinions (Hair et al., 2010).Since the standard deviations for all variables in this study were less than 1.00, the result indicating that the variations on the respondents' opinions were small.

4.6 Correlation Analysis

The Pearson correlation analysis was led to distinguish the relationship between the independent variables and the dependent variable in the study. As per Sekaran (2003), correlation analysis was the measurable statistical analysis to quantify the level of the relationship between independent variables and dependent variables. From the analysis, the result shown in the Table 4.5 present the summary of relationships between emotional intelligence dimensions and job demands (the independent variables) and in-role job performance (dependent variables). As indicated in Table 4.5, all independent variables, namely self-awareness ($r = 0.448$, $p<0.01$), self-motivation ($r = 0.464$, $p<0.01$), managing emotion ($r = 0.436$, $p<0.01$), mentoring emotion ($r = 0,375$, $p<0.01$), relating well ($r = 0.414$, $p<0.01$) and job demand ($r = 0.414$, $p<0.01$) are related with in-role job performance. The analysis also shown that all independent variables have moderate correlation level (Davis,

1971) with the dependent variable, in-role job performance. The highest correlation was $r = 0.464$, ($p<.01$) between self-motivation and in-role job performance.

Table 4.5
Results of Correlational Analysis

	Self-awareness	Self-motivation	Managing Emotion	Mentoring Emotion	Relating Well	Job Demand	In-Role Job Performance
Self-awareness	1						
Self-motivation	0.584	1					
Managing Emotion	0.627	0.679	1				
Mentoring Emotion	0.531	0.659	0.621	1			
Relating Well	0.654	0.679	0.660	0.805	1		
Job Demand	0.509	0.496	0.477	0.389	0.428	1	
In-Role Job Performance	0.448*	0.464*	0.436*	0.375*	0.414*	0.413*	1

*p<0.01, N=120

4.7 Regression Analysis

In wake of determining there were correlation between self-awareness, self-motivation, managing emotion, mentoring emotion, relating well and job demands with in-role job performances, it is helpful to further examine the elements that contributed and could clarified fluctuation in the dependent variable. Therefore, the regression analysis was conducted and the results are shown in Table 4.6. Basically, regression analysis is used to identify the relationship among the independent variables and the dependent variable.

Table 4.6
Result of Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.937	0.464		2.018	0.046
	Self-awareness	0.194	0.139	0.162	1.395	0.166
	Self-motivation	0.200	0.132	0.189	1.518	0.132
	Managing Emotion	0.080	0.104	0.094	0.769	0.443
	Mentoring Emotion	0.008	0.124	0.009	0.062	0.951
	Relating Well	0.040	0.167	0.037	0.239	0.812
	Job Demands	0.209	0.117	0.172	1.784	0.077

R = 0.540
R^2 = 0.291
Adjusted R^2 = 0.254
Std. Error = 0.420

*P<0.01, Dependent Variable: In-role job performances

From Table 4.6, the results show that none of the independent variable was significant when $p<0.01$ since all significant values for independent variables are larger than 0.01. From the analysis result, the R Square, $R^2 = 0.291$. This means that the six independent variables were explained by 29.1% of the variance in the dependent variable of in-role job performance. Another 70.9% still leaves unexplained. In other words, there are other additional variables that are important in explaining the level of in-role job performance that have not been considered in this study. Or, maybe this result (29.1%) is only apply on P.T.D. but may vary to other scheme. However, further research might be necessary to explain more of the variance level of in-role job performance in future.

4.8 Summary Results of Hypotheses Testing

In the study, the six independent variables, representing the hypotheses (H_1, H_2, H_3, H_4, H_5, and H_6) were tested by using regression analysis. Based on the result, all independent variables were found statistically not significant and the results of hypotheses are all not supported. The summary result of hypotheses testing was shown in Table 4.7.

Table 4.7
Summary of the Results

Hypotheses	Significant	Result
H_1:There is a relationship between self-awareness and in-role job performance among senior P.T.D. officer	Not	Not supported
H_2:There is a relationship between self-motivation and in-role job performance among senior P.T.D. officer	Not	Not supported
H_3:There is a relationship between managing emotion and in-role job performance among senior P.T.D. officer	Not	Not supported
H_4:There is a relationship between mentoring emotion and in-role job performance among senior P.T.D. officer	Not	Not supported
H_5:There is a relationship between relating well and in-role job performance among senior P.T.D. officer	Not	Not supported
H_6:There is an inverse relationship between job demand and in-role job performance among senior P.T.D. officer	Not	Not supported

4.9 Summary

Overall, this chapter presented and elaborate the results and also the findings of the study. Based on the results, it shown that, there was a moderate correlation relationship between the dependent variable of in-role job performance and the independent variables of emotional intelligence dimensions (i.e. self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and job demands. However, none of the independent variables contribute significantly toward in-role job performance although there is a correlation between the variables. The next chapter will discuss the findings and the recommendation of the study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discussed the findings throughout the entire study and focussed on the main reasons for conducting the study, whether the research questions, objectives and hypotheses developed earlier had been answered from the results the findings. The discussion also highlighted the limitations, contributions, and implications of the study. Last but not least, this chapter then concluded with recommendations for future research within this chapter.

5.2 Discussion

To recap, the study was conducted to examine the relationship between emotional intelligence, job demand, and in-role job performance among senior P.T.D. in Malaysia. This study focussed on five dimensions of emotional intelligence abilities, which are self-awareness, self- motivation, managing emotion, mentoring emotion and relating well on the level of in-role job performance as well as job demands effect to the officers' in-role job performance. These led to the main research questions that guided the study. These questions are:

i. What is the relationship between emotional intelligence (i.e. self-awareness, self-motivation, managing emotion, mentoring emotion and relating well) and in-role job performance?

ii. What is the relationship between job demands and in-role job performance?

5.2.1 The relationship between emotional intelligence and in-role job performances

The first research question was to determine the relationship between emotional intelligence and in-role job performance. Previous studies that had been discussed in the chapter two also had shown that emotional intelligence skills would increase the job performance. Wong and Law (2002) had discovered that individuals with high levels of emotional intelligence skill are able to effectively manage their emotions and effectively interact with other people around them, which would lead to increase in job performance.

This is consistent with previous research by Ford and Tisak (1983) which concluded that people with ability to manage others' feelings would achieved targeted outcome and performance. Salovey and Mayer (1990) found that self-motivation would initiated good emotion and encourage people to successfully perform required tasks. People with emotional intelligence recognized, know and understand their weaknesses and tend to act and enhance their competencies to perform better (Goleman, 1998). In addition, O'Boyle et al., (2010), said that emotional intelligence was found to be a special predictor of job performance.

However, the results of regression analysis were not supported all the hypotheses developed in the study. The significance values for all five dimensions of emotional intelligence, self-awareness (p=0.166), self-motivation (p=0.132), managing emotion (p=0.443), mentoring emotion (p=0.951), and relating well (p=0.812) are more than 0.01. These situations mean changes in emotional intelligence did not affected the level of in-role job performance, even though independent variables were moderately correlated with dependent variable.

The possible reasons of the contradict result with previous studies might be due to several factors. The first reason, the result of this study different from most of previous studies in emotional intelligence and in-role job performance might be because of different population and samples. This study focussed on senior P.T.D. officers, which are all the respondents had emotional intelligence skills because those skills were compulsory for P.T.D. scheme. All officers had been screened through psychological and emotional intelligence tests by Public Service Commission of Malaysia, in the selection and examination processed, before successfully been appointed to the posts (http://www.spa.gov.my/PortalEng/). Therefore, emotional intelligence skills were no more additional advantages to those officers, which led to not contribute to in-role job performance.

Abdul Hamid (2005) also found that only self-motivation (p=0.042) and relating well (p=0.48) had significant with job performance (career success) at p<0.05. However, if the researcher tested the variables at p<0.01, might be none of the variables supported the study. Meanwhile, Poon (2004) used emotional intelligence as the

moderator of the study and found that emotional intelligence not influenced the job performance (career success).

5.2.2 The relationship between job demands and in-role job performances

Another research question was to determine the relationship between job demands and in-role job performance among senior P.T.D. officers. Basically, as more job demands faced by the officers, the level of in-role job performance would reduce. Numerous past written literatures backed the same findings. Job demand include high work pressures (Demerouti & Bakker, 2011), problems in office, emotional demands (Bakker & Demerouti, 2006), unfavourable working environment, eccentric working hours and in long haul may prompt wellbeing issues (Demerouti, Bakker, Nachreiner & Schaufeli, 2000).

Although job demands are not necessarily negative, they may turn into job stressors when meeting those demands require high effort, which the employee unable to recover adequately (Meijman & Mulder, 1998). Referring to the Job Demand–Resource model, job demands are initiators of a health impairment process (Demerouti & Bakker, 2011). In addition, they also mentioned that the model specifies how demands and resources interact, and predict in-role job performances.

On the other hand, based on the result of Regression Analysis, the findings did not support the hypothesis developed as increased in job demand not affected to decrease in in-role job performances. The reason was because of the nature of work for P.T.D.

officers itself that required more effort and readiness to complete challenging job with irregular working time. Therefore, P.T.D. officers still could maintain in-role job performance in a stressful environment. The other reason was, since all P.T.D. officers had emotional intelligence skills, they able to control their emotions and feelings and could face challenging task in unfavourable working conditions.

5.3 Implication of study

Emotional intelligence becomes increasingly valued in the workplace in the future (Goleman (1995). From the study, the findings` shown that most of all senior PTD officers had emotional intelligence skills, as almost all respondents give high scores while completing the survey. This study also had figure out that by having a better understanding of emotional intelligence at workplace, PTD officers are able to control and manage their emotions and behaviour on others, understand and recognize others' emotions and could help others to control and manage their emotions, as well as maintaining good social relationship with others.

However, that skills would cause those senior PTD officers to adapt with uncomfortable and pressure situations, manage their emotion and still contribute high job performance to the organizations. Therefore, the level of in-role job performance do not depend on emotional intelligence abilities or job demands, which is in line with the result from this study.

Applying the Herzberg two factor theory, the Department of Public Services of Malaysia should focussed to motivate the senior P.T.D. officers on their job, through rewarding them appreciation and recognition that associated with the job itself, such as provide courses for personal growth opportunities, give priority on promotional opportunities, give new responsibility and career achievement opportunities since the higher posts are limited to offer. Thus, when relating the theory with emotional intelligence, senior officers which had self-awareness and self-motivation skills would looking for motivational factors to their personal satisfaction.

Besides that, senior officers which had managing emotion skill would able to manage their feelings and work harder toward achieving motivational factors as their personal rewarding. Meanwhile, senior officers with mentoring emotion and relating well skills would able to control the stressful or unfavourable situations and encouraged their subordinate or peers to achieve their objectives.

On the other hand, as the hygiene factors are more related to job demands, increased in job demands such as high work pressure, office conflict, emotional demands, unfavourable working environment or irregular working hours, would lead to job dissatisfaction, which would reduce the in-role job performance. Therefore, the ministries and department must ensure that the hygiene factors were adequate with the job demands such as good supervision, fair salaries, comfort and conducive working environments, fair working hours and good relationship with peers and subordinates.

5.4 Limitation of study

The findings of the study were limited to the sample only from the specific PTD scheme which have variety of task depending on their respective department. They gave their judgments on the behaviour and attitude of their supervisors depending on the situation faced by the supervisors because of the differences in the job scope. Therefore the findings may not be generalized for the government sector and may not represent the judgments from the whole population from other scheme. The results might be different if the samples are taken from other scheme or other government departments in states because of the different nature of work and demographics.

Besides that, the data were gathered using with only one type of instrument which was the questionnaire without taking into account the qualitative measure such as observation and interview. Related to this, participants might keep some of the untapped information and did not admit that their agreement and disagreement for each instruments. A series of interviews may provide other information not been identified in this study.

The study was also conducted with the limited time constraint which may have contributed to different results if it were conducted longer time period in the future.

5.5 Recommendations

Based on the findings, implications and limitations, this study suggest recommendations as follows:

The scope of future research may open to other scheme in government sectors other than PTD officers. The result may vary because of different in nature of work and job descriptions. Future research may study on larger number of samples to get better findings. This is because increase number of sample size the statistic more precise and significantly gives better results. Study conducted in the future may suggest using the larger number of populations. Besides that, future research may study on the relationship between emotional intelligence with other variables such as job satisfaction, talent retention job commitment and career success

In addition, future study might explore the relationship between emotional intelligence with other independent variables for instance like stress management, job satisfaction, motivation or even communication at workplace. Other than that the study in future suggests to conduct comparison study among the other university or organization.

5.6 Conclusion

In summary, this study could contribute to people to more understand the relationship between emotional intelligence in various dimensions with in-role job

performances as well as the relationship between job demand and in-role job performances. Different job scheme may result in different findings, as different in the nature of work and situations. Collecting data methods and findings interpretations are crucial parts of the research because failure in determining the right approach and methodology may effect in producing good result. The findings in this study would provide the Department of Public Services as parent department for P.T.D. scheme or the government in general, to better understand the importance of emotional intelligence skills, the impact of job demands and come out with better solutions specifically for P.T.D. officers and other public servants in Malaysia.

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