

Role of Emotional Intelligence and Self-Efficacy on Job Performance and health of staff.

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Abstract

The purpose of the research was to study the relationship between Emotional Intelligence (E.I.) and Self-Efficacy (S.E.) with demographic variables in the staff of Simplex Company at Junwani in Bhilai. This study was descriptive. There are of total 2,000 staff in 2016 and the sample was 120 who were randomly selected. Emotional Intelligence Inventory (Bar-Ann) was employed as a tool. Correlation, t- test and regression were used to analysis of data. Results showed that there was significant relationship between E.I. and S.E ($r=0.62$) positively. There was no significant differences between operational and administrative found; and trained and untrained staff in Emotional Intelligence and Self-Efficacy.

INTRODUCTION

“Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence”

-DANIEL GOLEMAN

The Human being is the one that can express feelings and thoughts, which result in behaviour verbally. Emotions have effect, which can influence all of one's behaviour at each stage of his life. For long time, it is seen that within the studies concerning intelligence, emotions have not been taken into consideration. However, the impact of emotions upon intelligence and behaviour is begun to be discussed with emerge of the term emotional intelligence. Organizations are the best settings that require interpersonal interaction. Most of these interactions are related to the performance of job duties, for example, serving customers, receiving instructions and reporting to supervisors, or cooperating and coordinating with colleagues etc., Employees with high levels of EI are those who can make use of the antecedent- and response-focused emotional regulation effectively, and master their interactions with others in a more effective manner.

According to Bar-On, emotional intelligence is a set of capabilities, qualification and non-cognitive skills that affect person's ability to be successful in dealing with environmental requirements and pressures. It includes five internal components (emotional self-awareness, assertiveness, self-respect, self-actualization and independence), three personal components (empathy, social responsibility and interpersonal relationships), two compatibility components (problem solving, reality and flexibility assessment quality), two components of tension control (stress tolerance and impulse control), and two components of general mood (happiness and self-prediction). In other words, emotional intelligence refers to skills and capabilities that include the ability of individual and others emotion control, the distinction between them and utilization of information to guide thoughts and actions. Therefore, it is one of the important factors determining the success of person that will be used for effective adaptation (Mayer and Salovey, 1993). In point of social cognitive view, self-efficacy

refers to beliefs and judgements of a person about his ability in performing duties and responsibilities (Albert Bandura, 1997). Also, emotional intelligence combined with other important determinants such as conditions (a person's ability to succeed in coping with environmental requirements), a biological-natural preparation, cognitive talent, knowledge, facts and constraints of the environment variable (Aminiha 2005). Zahraei (2008) reported that emotional intelligence training had significant and positive impact on job satisfaction of employees of Iranian Engineering and Manufacturing Marine Installation Company. Abdolmaleki (2010) found that there are relationships between emotional intelligence factors and quality of work life with productivity. Mashhadi and colleagues (2010) concluded that emotional intelligence has a negative relationship with the symptoms of borderline personality disorder.

The objective of this study were:

1. To determine the relationship between emotional intelligence and self-efficacy of staff sections.
2. To explore differences between emotional intelligence and self-efficacy of trained and untrained staff.

The hypothesis of the study were:

1. There is relationship between emotional intelligence and self-efficacy.
2. There is difference between emotional intelligence and self-efficacy of trained and untrained staff.

2.2. Tools

1. **Questionnaire of Individual-Occupational Information:** This questionnaire was consisted of 14 questions

2. **Questionnaire of Emotional Intelligence:** This questionnaire was concluded of 90 questions and was prepared by Bar-On (1997). It has 5 scales (intrapersonal skill, interpersonal skill, adaptability, stress management, and as 0.95 and its reliability was confirmed by a few psychologists. Each subject obtained a total score of questionnaire.

3. **Self-Efficacy Inventory:** This inventory was provided by Schroder et al in 1982. The original version was reliability was confirmed by a few psychologists. Each staff obtained a total score of the inventory.

2.3. Statistical Method

Descriptive and inferential statistics (t-test, Person correlation, and multi variable regression) were employed to analysis of data. By the help of SPSS software.

3. Results

Majority of the sample group (34.2 %) were at the range of 26-30 years; 88.3% men; 77.5 % married; 62.5% with B.Sc. degree or higher; 54.16% experts; 54.17% administrative and 45.83% operational staff, and 66.7% trained staff.

Correlation between Emotional Intelligence and Self- Efficacy

Correlation	Number	Pearson Coefficient	Significance Level
	120	0.62	0.001

4. Discussion and Conclusion:

Overall, there are no significant differences between trained or untrained, and also operational or administrative staff in emotional intelligence and self-efficacy. There is a positive and significant correlation between emotional intelligence and self-efficacy. Emotional intelligence can be predicted by age, sex, education, marital status, payment, and self-efficacy. It is found significant and negative relationship between emotional intelligence and education. It means that a person with a higher education has a lower emotional

intelligence. Self-efficacy is predicted by age, sex, education, marital status, income, and emotional intelligence. Self-efficacy has a significant and positive relationship with education. It can be concluded that a person with higher education has a higher self-efficacy. Conversely, it has a significant and negative relationship with income. It means higher income comes with lower self-efficacy. The obtained results of research are similar to the results of following studies; Jamshinejad (2001), about productivity and emotional intelligence, Zahraei (2008) regarding emotional intelligence and job satisfaction in Iranian Engineering and Manufacturing Marine Installation Company employees, Mashhadi et al (2010), in the field of relationship between emotional intelligence and borderline personality, Farzadnia (2011), in the field of emotional intelligence and conflict management styles, Barsad (2000), regarding relationship between positive emotion and increasing cooperation, Nelis et al (2009), about emotional intelligence training and ability to management, Salami (2010), relevant to the role of emotional intelligence, self-efficacy, and well-being in

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