

Self-Efficacy and Emotional Intelligence as Predictors of Employees Job Performance in Manufacturing Companies in Lagos State, Nigeria

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ABSTRACT

This study investigates self-efficacy and emotional intelligence as predictors of factory workers job performance in manufacturing companies in Lagos state Nigeria. Using a descriptive survey research design; Simple random sampling technique was used to select five hundred factory workers from twenty randomly selected manufacturing companies in Lagos state Nigeria. Instruments used were Job Performance Rating Scale (JPRS), General Self-Efficacy Scale (GSE) and Schutte Self-Report Emotional Intelligence Test (SSEIT). Two research questions were answered at 0.05 level of significance. Data were analysed using Multiple Regression statistical tool. The independent variables accounted for 62.1% of the total variance on employees' job performance. In order of magnitude, in terms of magnitude of the contribution: Emotional Intelligence has more predictive influence on employees' job performance followed by self-efficacy on employees' job performance. Therefore, Employers should ensure their employees are made to embark on training to improve on their ability, competence and social emotional skills that will enable them to adapt well to their environmental and career challenges. Also, employers should make available counselling and psychotherapeutic services for their employees to help manage maladjustment and maladaptive behaviour that could negatively affect their level of job performance.

Keywords: *Emotional intelligence, Factory workers, Job performance, Self-efficacy, Manufacturing companies.*

INTRODUCTION

The high functioning capacity of manufacturing companies in any country is a plus to their economy. Countries need the presence of highly productive manufacturing companies that would ensure the production of quality goods for consumption and export to earn foreign revenue. Nigeria as a developing nation belongs to the league of nations that require the presence of functioning manufacturing companies to boost its economy and improve the standard and quality of life of its citizens. This is

possible when employees record potent job performance. Therefore, the interest of researchers in investigating the germane nature of job performance as a construct in the field of industrial or personnel psychology is due to its immense importance to the individual, organisation and the society at large (Adigun and Okoiye, 2012). This implies that job performance involves quantity and quality of outcomes from individual or group effort attainment. Furthermore, Adigun and Okoiye (2012) posit that job performance is the amount of effort an individual exert in his or her job. Also, Audu (2008) asserts that in order to measure job performance, it requires an observer to make a value judgment as to the extent to which the one being evaluated is behaving in a way that contributes to the organizations goals.

Hughes, Ginneth and Curphy (2009) view performance as those behaviours directed towards the organization's mission or goals, while McShane and Glinow (2005) corroborate this view that performance is goal directed behaviours under the individual's control that support organizational objectives. This means that workers may decide to work or not depending on the prevalent situation and circumstances in the organization. Mullins (2005) buttresses this point that job performance depends upon the perceived expectation regarding effort expended and achieving the desired outcome. For example, the desire for promotion will result in high performance only if the person believes there is a strong expectation that his performance will lead to promotion. Apparently, individual employee behaviour reflects a conscious choice between the comparative evaluations of alternative behaviours. This implies that the choice of behaviour of an employee is based on the expectancy of the most favourable consequences.

Campbell (1990) defines performance as behaviour. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences such as employee's self-efficacy and emotional intelligence among others. For example, Campbell (1990) proposes an eight factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs. Among these eight factors, two specifically reflect on the relevance of self-efficacy and emotional intelligence on job performance. This is expressed in the context of task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.

In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals. This makes the investigation of self-efficacy and emotional intelligence as predictors of employee's job performance in manufacturing companies in Lagos State, Nigeria imperative. Many manufacturing companies in Nigeria are experiencing radical transformations as a result of the need to remain competitive, realign their strategies and structures in response to the rapidly changing

and highly demanding global work environment. The speeds of modern situations create dramatic changes in the concepts of work and the concepts workers have to handle in working (Akinboye J., Akinboye D. and Adeyemo, 2002). This development is a challenge that requires employees' to be self-efficacious to adjust to contemporary work demands. To key into organisation's operational plans, employees need to be confident in their ability to succeed and manage challenging task. It constitutes a judgment about one's ability to perform a particular behaviour pattern. Self-efficacy expectations are considered the primary cognitive determinant of whether or not an individual will attempt a given behaviour. Self-efficacy is known to have considerable potential explanatory power over such behaviours as: self-regulation, achievement striving, academic persistence and success, coping, choice of career opportunities, and career competency (Bandura, 1982).

Perhaps the first suggestion to consider self-efficacy as a theoretical framework to explain how especially novices adjust to the workplace was by Fletcher (1990) who argues that self-efficacy may help differentiate students making the transition from pupil to practitioner. Specifically, Fletcher suggests that workplace experiences can increase self-efficacy through performance accomplishments, one source of efficacy information. Successful experiences can result in a feedback loop where performance accomplishments lead to increased self-efficacy, which, in turn, enhances a person's performance, further strengthening self-efficacy beliefs.

Self-efficacy beliefs are an important aspect of human motivation and behaviour as well as influence the actions that can affect one's life. Regarding self-efficacy, Bandura (1995) explains that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations". More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances. Self-efficacy has been thought to be a task-specific version of self-esteem (Lunenburg, 2011). The basic principle behind Self-Efficacy Theory is that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl and Shortridge-Baggett, 2002).

Research of Emotional Intelligence (EI) and job performance shows mixed results: a positive relation has been found in some of the studies, in others there was no relation or an inconsistent one. This led researchers Cote and Miners (2006) to offer a compensatory model between EI and IQ that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance. The results of the study supported the compensatory model: employees with low IQ get higher task performance and organizational citizenship behaviour directed at the organization, the higher their EI. A meta-analytic review by Joseph and Newman (2010) also reveal that both Ability EI and Trait EI tend to predict job performance much better in jobs that require a high degree of emotional labour (where 'emotional labour' was defined as jobs that require the effective display of positive emotion).

In contrast, EI shows little relationship to job performance in jobs that do not require emotional labour. In other words, emotional intelligence tends to predict job performance for emotional jobs only. The findings of a more recent study by Farh and Seo (2012) suggest that EI is not necessarily a universally positive trait. They found a negative correlation between EI and managerial work demands; while under low levels of managerial work demands, they found a negative relationship between EI and teamwork effectiveness. An explanation for this may suggest gender differences in EI, as women tend to score higher levels than men (Joseph and Newman, 2010). This furthers the idea that job context plays a role in the relationships between EI, teamwork effectiveness, and job performance.

Goleman (2005) defines emotional intelligence as ability for recognizing one's own feeling and that of others, for motivating ourselves and for managing emotions in ourselves and our relationships; while Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other people's emotions to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour. Goleman (2005) asserts that mixed model of emotional intelligence operates under the assumption that it can be used to enhance the performance and effectiveness of individuals. He posited that emotional competencies are leaned capabilities that must be worked on and developed to achieve outstanding performance considering the fact that it is an integral and inseparable part of everyday organizational life. The following questions were answered in this study:

1. What joint influence do the independent variables (self-efficacy and emotional intelligence) have on the dependent variable (employees' job performance)?
2. What is the relative contribution of each of the independent variables (self-efficacy and emotional intelligence) on the dependent variable (employees' job performance)?

METHOD

This study adopts a survey research design of ex-post facto type. The population comprises factory workers in manufacturing companies in Lagos State, Nigeria. The sample for this study consists of five hundred (500) factory workers selected randomly from twenty randomly selected manufacturing companies in Lagos State, Nigeria. Job Performance Rating Scale (JPRS) was used to measure employee's job performance: it is a 10-item scale specifically designed by the researchers for this study. It was used to measure how productive the employees were in their organization. The response format was a 4-point Likert scale ranging from: (1) SA - Strongly agree, (2) A - Agree, (3) D - Disagree, (4) SD - Strongly disagree. The internal consistency ranged between 0.72 and 0.82 and coefficient alpha of 0.91 was observed. The Test-retest coefficient of correlation was found to be 0.84. This implies that the instrument is reliable for use for the study. Employees' self-efficacy

was measured using the General Self-Efficacy Scale by Schwarzer and Jerusalem (1995) it is a 10 item scale created to assess a general sense of perceived self-efficacy. It has a rating of 1 = Not at all true, 2 = Hardly true, 3 = Moderately true, 4 = Exactly true and an internal consistency of .76 to .90. The Schutte Self-Report Emotional Intelligence Test (SSEIT) by Schutte, *et al* (1998) was used to measure participants emotional intelligence. This scale is used in measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence. The SSEIT includes a 33-item self-report using a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is graded and then added together to give the total score for the participant. It has reliability co-efficient of 0.90. The researchers obtained permission from the management of companies used for the study. The consent of participants were equally sought and obtained. After the consent of the participants was obtained, the researchers administered copies of the instrument with explanation on how to complete them and the purpose of the research. Data were analysed with multiple regression statistical tools at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1 shows that the independent variables had significant joint influence on the dependent variable (employee's job performance). The combination of the independent variables accounted for 62.1% of the total variance on employee's job performance. The analysis of variance of the multiple regression data yielded an F-ratio value which was found to be significant. Table 2 highlights the contributions of each of the independent variables to the predictions of employee's job performance. In terms of magnitude of the contribution, Emotional Intelligence has more predictive influence on employee's job performance followed by self-efficacy on employee's job performance.

The findings of this study reveal that self-efficacy and emotional intelligence accounted for 62.1% of the total variance on employee's job performance. This implies that employees' self-efficacy and emotional intelligence have influence on predicting the level of employees' job performance. For example, Campbell (1990) proposes an eight factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs. Among these eight factors, two specifically reflect on the relevance of self-efficacy and emotional intelligence on job performance. This is expressed in the context of task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and colleagues. This might include acting as a good role model,

coaching, giving advice or helping maintain group goals. Self-efficacy is known to have considerable potential explanatory power over such behaviours as: self-regulation, achievement striving, academic persistence and success, coping, choice of career opportunities, and career competency (Bandura, 1982). Also, a meta-analytic review by Joseph and Newman (2010) also reveal that both Ability EI and Trait EI tend to predict job performance much better in jobs that require a high degree of emotional labour such as obtained in the work environment of manufacturing companies (where 'emotional labour' was defined as jobs that require the effective display of positive emotion).

The findings of this study also reveal that in order of magnitude, emotional intelligence had more relative influence in predicting employees job performance than self-efficacy. Supporting this finding is Goleman (2005) report that mixed model of Emotional Intelligence operates under the assumption that it can be used to enhance the performance and effectiveness of individuals. He posits that emotional competencies are learned capabilities that must be worked on and developed to achieve outstanding performance considering the fact that it is an integral and inseparable part of everyday organizational life. Probably why emotional intelligence has more relative impact on employees job performance than self-efficacy could be that the basic principle behind Self-Efficacy Theory is that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl and Shortridge-Baggett, 2002). Thus, some employees in manufacturing companies for example, the factory workers could express low self-efficacy when asked to work in a department they have little competence to handle but might apply emotional intelligence to cope and adjust to reality of their situation so as not to lose their job.

CONCLUSION AND RECOMMENDATIONS

Employee that express low self-efficacy and emotional intelligence trait are at higher risk for internalizing problems in view of the fact that they might not be able to develop the required competence to succeed in their work environment. This could further result to the experience of poor job performance and job dissatisfaction. Therefore, work environment should be made conducive and supportive enough for employees to adjust favourably and contribute significantly to organisational growth and development. Based on the findings of this study, the researchers make the following recommendations:

- i Employers should endeavour to employ the right kind of employee needed for a particular job whose intellectual and characteristic trait fits that of the work environment.
- ii Employers should ensure their employees are made to embark on training to improve on their ability, competence and social emotional skills that will enable them to adapt well to their environmental and career challenges.

- iii Employers should make available counselling and psychotherapeutic services for their employees' to help manage maladjustment and maladaptive behaviour that could negatively affect their level of job performance.

Table 1: Multiple Regression Analysis showing joint influence of the independent variables on employee's job performance

Multiple R	=		0.726		
Multiple R ²	=		0.628		
Multiple R ² (Adjusted)	=		0.621		
Standard Error of Estimate	=		4.1831		
Source of variation	Sum of Squares	df	Mean of square	F-Ratio	P
Regression	6112.864	2	3056.432	134.84	<.05
Residual	2366.422	497	4.761		
Total	8479.286	499			

Table 2: The relative contribution of each of the independent variables on employee's job performance

Variables	B	Std. Error	Beta	T	Sig.	P
(constant)	7.217	2.391		3.115	.000	<.05
Self-Efficacy	.195	.037	.171	3.128	.000	<.05
Emotional Intelligence	.263	.041	.182	4.214	.000	<.05

Dependent –Variable: Employee's job performance

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