THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE AMONG HOTEL EMPLOYEES IN KOTA BHARU, KELANTAN

MUHAMMAD FIKRI HAKIMI BIN ZURKIFLY
NUR HIDAYAH BINTI MARZUKHIN
NURULATIQAH BINTI JAMHARI
SEE PEI WEN

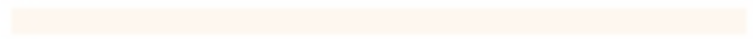DEGREE OF ENTREPRENEURSHIP (COMMERCE) WITH HONOURS
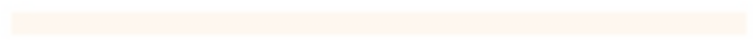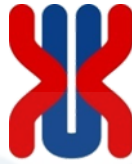
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by

MUHAMMAD FIKRI HAKIMI BIN ZURKIFLY
NUR HIDAYAH BINTI MARZUKHIN
NURULATIQAH BINTI JAMHARI
SEE PEI WEN

A thesis submitted in fulfillment of the requirements for the degree of
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UNIVERSITI MALAYSIA KELANTAN

2023

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_____
SIGNATURE OF SUPERVISOR
NAME: EN. AHMAD SYAKIR BIN JUNOH @ ISMAIL
Date: 2 Feb 2023

_____
SIGNATURE
NAME: NUR HIDAYAH BINTI MARZUKHIN
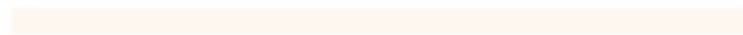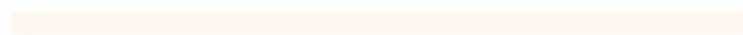
_____
SIGNATURE
NAME: NURULATIQAH BINTI JAMHARI

I

SIGNATURE

NAME: SEE PEI WEN

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ABSTRACT

Models of emotional intelligence have been categorised into three models known as ability model, mixed model and trait model. Emotional Intelligence (EI) refers as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990). With this in mind, research on emotional intelligence has progressed significantly over the past decade. **Purpose –** The purpose of the study is to analyse the influence of emotional intelligence on job performance among hotel employees in Kota Bharu, Kelantan. **Design / methodology / approach –** The study was conducted at Kota Bharu, Kelantan. This research used quantitative research design to collect the data from 30 respondents for pilot test and 300 respondents for actual study. Questionnaires are generated with closed-ended question with the range of strongly agree to strongly disagree and will be measured by using a five-point Likert Scale. The data collected will be analyse using the Statistical Package for the Social Sciences (SPSS) to measures reliability analysis (pilot test and actual study), descriptive analysis, normality test, and bivariate analysis (Spearman Correlation). **Findings –** The pilot test and actual study reliability results showed that all of the variables are reliable and internally consistent. The normality test analysis shows that the data are not normally distributed under the test "Kolmogorov-Smirnov and Shapiro-Wilk" and "Skewness and Kurtosis". The Spearman's correlation test results showed that there were positive correlations between the independent variables of self-awareness, self-regulation, empathy, self-motivation, and social skill with the dependent variables of job performance among hotel employees in Kota Bharu, Kelantan. It means that all hypotheses are supported in this study. **Practical Implications –** The practical implications contribute to hotel employees, hotel employer, government, researchers, students, and academician. Emotional intelligence is a trainable skill each individual can learn.

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Therefore, person with strong emotional intelligence is capable of handling any situation and creating an environment that is calm and comfortable for working in the workplace.

Keywords: Emotional Intelligence, self-awareness, self-regulation, empathy, self-motivation, social skill, job performance.
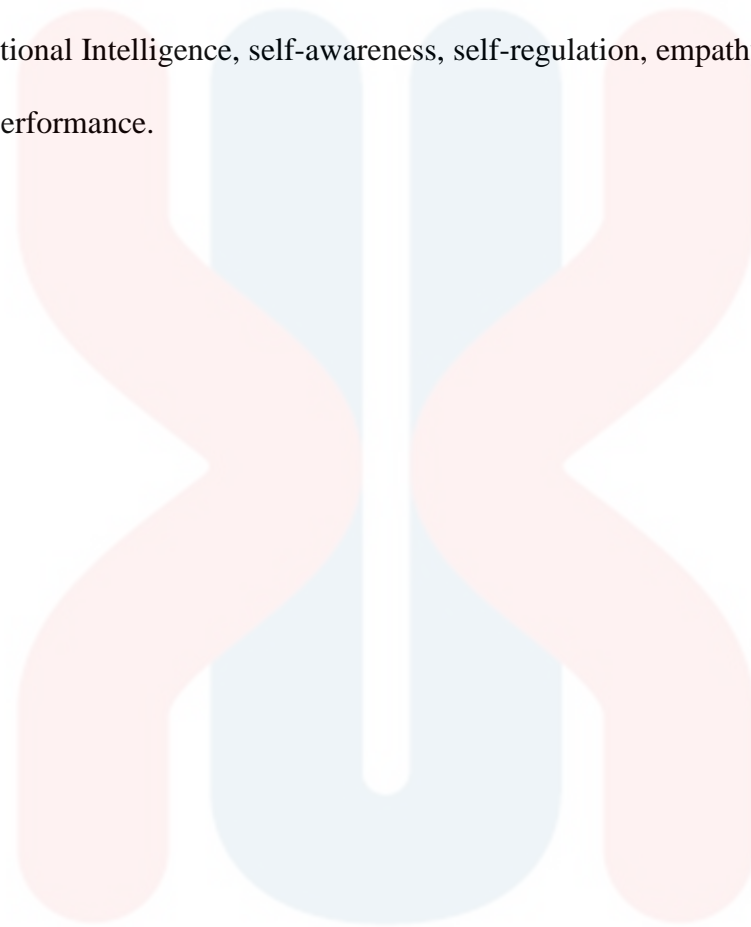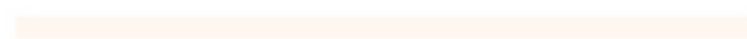
CHAPTER 1: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In this generation's society, the expansion in tourism has had a positive effect on wealthy nations in their service sectors of the hotel industry (Gazija, 2011). The researcher state that the hospitality sector is becoming more competitive in terms of service quality, which influences the level of success that hotels achieve or do not achieve. Owing to the fact that staff of hotels play a significant part in the enhancement of the overall quality of service, it is crucial for the organization to invest in their growth and professional development by providing ongoing training in relevant areas (Gazija, 2011). Organizations are making the most of not just high-potential workers but also those who are willing to commit to taking on more duties as a result of their training and development efforts (Rodriguez & Walters, 2017). In the hospitality industry, in particular, it is essential for businesses to maintain a constant focus on the performance of their employees and consider how they may achieve improvements in that performance (Rodriguez, J., & Walters, K., 2017). Training employees not only assists a firm in accomplishing its objectives but also allows employees to do their jobs more effectively (Gazija, 2011). In the meantime, we can see that employees have an issue with their emotions to fulfil the organization's demand to meet the firm's requirements.

One of the main issues hotel employees have in today's competitive market is enduring a significant amount of stress while meeting the expectations of their customers (Ali et al, 2021). Employees will have a trend toward high-stress levels over time, which will cause them to labour for longer hours and reduce the employees' motivation to perform better, which in turn would restrict productivity (Goonetilleke, Priyashantha, & Munasinghe, 2018). According to what was said in the publication, workers in the service industry are enduring a significant amount of stress since the service industry has emerged as the primary driver of economic

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expansion throughout the nation (Othman, & Muhsin., 2020). Therefore, according to Hülsheger and Schewe (2011), frontline workers are likely to go through emotional exhaustion due to the consequences of emotional labour since they spend so much time directly interacting with consumers. Employee morale and productivity will suffer as a result, which will have a trickle-down effect on the business's success as a whole (Lee & Chelladurai, 2018).

Despite this, the performance theory is being significantly influenced by the shifts in modern society, such as working in an organisation that offers services and changes in the expectations placed on individuals in the workplace (Sonnentag & Frese, 2002). According to Kamassi et al. (2019), key factors of individual success include emotional competence, political skills, the capacity to perceive cues, job crafting, and employee capability. People bring their unique personalities, experiences, and skills to the workplace, each of which has the potential to influence how they behave and how well they do their jobs (Lopez-Rocha, 2006). At work, there is a different social atmosphere that promotes more emotional intelligence, allowing individuals to understand themselves and others better, communicate more effectively, and cope with challenging situations (Serrat, 2010). As a result, emotional intelligence aids in regulating the emotional activity to improve work performance. Emotional intelligence promotes personal innovation and increases business efficiency (Ganji, 2011; Hasanzadeh, 2009). A person with strong emotional intelligence is capable of handling any situation and creating an environment that is calm and comfortable for working in the workplace. This not only helps to improve the employees' interpersonal relationships with one another and prevents misunderstandings among them, but it also helps to make the workplace more pleasant overall (Lee & Ok, 2012). Goleman (1998) was the person who linked the concept of emotional intelligence to the world of business. He also discovered that effective leaders exhibited a strong degree of emotional intelligence, which is today seen as an essential quality to have in the modern workplace (Sy & Cote, 2004).

There is a notion referred to as the influence of emotional intelligence on work performance that has been kicking about for the last thirty years. According to this theory, some people are more intelligent than others when dealing with situations involving their feelings (Mayer et al., 2016). This theory is supported by evidence such as an individual's ability to recognise emotions on other people's faces, comprehend the meaning of words that are related to feelings, and effectively manage their feelings (Mayer et al., 2016). The capacity of a person to recognize and manage not just their own emotions but also those of other people as well as their own, recognising and comprehending others' feelings, as well as using one's understanding of emotions to influence others is what we mean when we talk about having emotional intelligence, or EI (Salovey & Mayer, 1990). After that, Mayer and Salovey (1997) stated that EI is structured in a hierarchical organisation with four components or branches: the perception of emotions, the use of emotions, the understanding of emotions, and the management of emotions (Mayer & Salovey, Fiori & as cited in Vesely-Maillefer., 2018). Meanwhile, Fiori and Vesely-Maillefer (2018) proposed that emotional intelligence consists of self-awareness, self-regulation, empathy, motivation, and social skills. When it comes to one's happiness and ability to deal with the challenges of everyday life, these abilities play a crucial role since they are rooted in one's unique set of experiences and connections to the people around (Mayer et al., 2016).

According to the findings of previous studies, through emotional intelligence factors, workers will be able to control how emotional cues from the workplace affect them (Desborough, 2019). These factors include intensifying, diminishing, prolonging, or curtailing certain emotions (Desborough, 2019). This ability will allow employees to cope better with their jobs (Desborough, 2019). The researcher also mentions that the use of emotion plays a significant role in determining how a person reacts to a circumstance and the individual's attitude about his or her job in the workplace. Meanwhile, Mohamad and Jais (2016) claimed

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that the researchers indicated that firms should acknowledge the crucial role that emotional intelligence plays in generating human capital, which ultimately results in a workforce that performs exceptionally well. As a result, this helps maintain exceptional performance and increases the workers' ability to deal with work pressures, which will affect the employees' job performance.

Since "emotional intelligence" became a recognised term in 1964, many authors have researched it. Now, human resource management needs to take emotional intelligence into account, which influences employees' job performance, especially in hotel industries. Emotional intelligence is the study of people's feelings and how those feelings influence human behaviour. It is also a collection of mental capabilities in dealing with or addressing any circumstance that may arise in the workplace (Nasser & Wan, 2016). The emotional intelligence model is widely used not only for the general worker but also in the academic sector, hospitality industry, medical sector, and more. This is because the application of emotional intelligence at the workplace has been linked with academic and professional success. To evaluate a person's emotional intelligence level, researchers have established a number of distinct models, which include the ability model, trait model, and mixed model. The ability model is by far the most popular choice when it comes to determining a person's emotional intelligence level. The ability model considers a person's capacity to control, comprehend, and make use of their emotions (Nasser & Wan, 2016). Meanwhile, this study will overlook into mixed model of emotional intelligence to influenced it with job performance of employees.

As a result, by evaluating hotel employees, the current study seeks to understand better how emotional intelligence affects their job performance. Thus, researchers understand that emotional intelligence is a skill that every employee must master to achieve good job performance. The researchers examine the mixed model element of emotional intelligence and

its relationship with job performance by distributing questionnaires to employees working at a hotel in Kota Bharu, Kelantan.

In conclusion, the geographic location of this present study was conducted in Kota Bharu Kelantan, where most of the hotel industry is available to participate. Thus, the present study provides an opportunity to investigate the relationship between emotional intelligence and job performance among hotel employees in Kota Bharu, Kelantan.

1.2 PROBLEM STATEMENT

This current study indicates that emotion is associated with performance of employees in the workplace. Performance in the workplace is a product of human behaviour and is crucial in determining an individual's overall success in their position. When seen from this angle, the success of a firm may be attributed to the work that its workers do at their workforce. But according to most research, the performance of employees is influenced by a variety of factors, and one of it is human emotion (Pervez, 2010). According to psychologists, emotions have always been hard to explain, but if you ask someone what they mean by the word of "emotion", they will probably give you a long list of words like "love", "hate", "anger", "joy", "sadness", "happiness", "excitement", and so on (Goleman, as cited in Rowe, 2005, p. 17). Moreover, in his statement as a psychologist, people might spend a couple of hours seeking up the definition of an emotion or a mood (Rowe, 2005). Correspondingly, emotion exerts a disproportionately large amount of power over attention, notably in its capacity to modulate the selective focus of attention and its ability to inspire action and behaviour (Tyng et al., 2017). The fast pace of change in today's businesses is mirrored by the equally quick evolution of people's personal practises, which no longer rely just on the physical but also on the mental and emotional.

Employee's performance has many issues that are not being recognized while at workplace. The most affecting factors of employees' workplace performance related to the emotion are anxiety, stress, unfairness, inferiority and vulnerability (Lee., 2021). This also can be triggered by the factor, which is comparisons based on social emotions and perceived injustice, such as those with higher-level referents, influencing management decisions (upward social comparison emotion) regarding the work environment (Lee., 2021). Another factor that can triggered emotion is based on situational such as personality traits (Merz & Roesch., 2011). Daily interactions and how people's emotional reactions differ between individual (Merz & Roesch., 2011). Differences in emotional reactions to the same environmental input may be attributed to individual differences in personality characteristics and interpretations of the experience. The physiological changes triggered by such emotions allow for timely responses to the environment, allowing for more adaptive behaviour (Ekman, 1992). Emotional complexity arises when we experience contrasting pleasant and negative feelings simultaneously, and recent research has shown that ambivalent feelings have a significant impact on determining happiness for an individual (Berrios et al., 2018).

Besides that, rapid globalisation and greater competitiveness among a small number of enterprises have been trends in recent years. As a direct result of the economic downturn, the business world has changed significantly. The psychological requirements of employees as well as their emotions are brought to the forefront throughout shifts in the job; these requirements are influenced by employees' perceptions of job security, freedom of expression, and justice, all of which are linked to organisational actions and decisions (Lee, 2021). These are also influenced by the use of emotional intelligence from employees in any field. With proper emotional intelligence abilities, one can control these emotions and achieve professional success (Salovey & Mayer, 1990). With this emotional intelligence, life in the workplace may be much more pleasurable. Emotional intelligence will aid individuals in enhancing their career

and intellectual connections and improving their job. Meanwhile, without proper control of emotional intelligence, employees are more likely to suffer from mental illness. In addition to those as mentioned above, emotional intelligence includes the capacity to recognise oneself, analyse and solve one's difficulties, and foster one's growth (Goleman, 1996). Usually, this capacity is often neglected, which causes individuals to think less about themselves and begin envisioning issues that are mostly the result of their own actions. The relevance of people has risen because of the rise of highly skilled employment, and to interact effectively with them, strong emotional intelligence is essential.

Based on the situations that have been discussed above, we know that the workplace pressure, human emotion, employees' job performance, emotional intelligence in each sector is very important in this learning research. At this point in time, the concept of emotional intelligence has gained popularity as psychology research and is attracting an increasing amount of attention. In order for an organisation to accomplish its goals, interpersonal contacts are necessary, and the vast majority of jobs demand the ability to maintain emotional control. Hence, this research was carried out to determine how the factor of emotional intelligence would affect the overall job performance of hotel employees. Therefore, the problem statement of our research is to determine how and why emotional intelligence become a factor that can give impact to employee's job performance. Self-awareness, self-regulation, empathy, motivation, and social skills are all included in the five main categories of emotional intelligence. The goal of this study is to gather previous research on the connection between emotional intelligence and job performance and afterwards add to the literature. This study will be able to determine whether the hotel employees' emotional intelligence will have a big impact on job performance or only a little one.

1.3 RESEARCH QUESTION

The following research question will be investigated as a part of this project's purpose:

1. What is the relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan?

2. What is the relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan?

3. What is the relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan?

4. What is the relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan?

5. What is the relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan?

1.4 RESEARCH OBJECTIVES

1. To investigate the relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.

2. To investigate the relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.

3. To investigate the relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.

4. To investigate the relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan.

5. To investigate the relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan.

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1.5 SCOPE OF STUDY

The scope of the study is to identify the influence of emotional intelligence on job performance among hotel employees at Kota Bharu, Kelantan. The respondent for this research is limited only to the employee in the organization. Researchers are focusing on human resource management because it is directly connected to employee's performance. In addition, emotional intelligence is the factor commonly used by human resource management to select new employees and it is can also be used for staff training. This study to classify why some employees perform exceptionally well while others do not. In addition to studying the issue, the research will be conducted among the hotel employees at Kota Bharu to know the level of performance of employees at the workplace.

Good performance is one of the fundamental abilities that an organisation needs. There are several factors that influence employees job performance. Emotions significantly influence a person's intelligence, organisational work culture, and performance. The outcomes of a business that chooses a strategy and takes action to boost employee performance are tied to emotional intelligence. Understanding, managing, and responding intelligently in interpersonal relationships are all parts of emotional intelligence. Employees' emotional wellness is linked to their job satisfaction, leadership, productivity, and organisational commitment in today's uncertain and changing workplace. As a result, Emotional Intelligence acts as the primary analyser for controlling employees' emotions and social relations (Kaur & Sharma, 2019). A successful organisation is determined by how well its people perform in accomplishing the organization's objectives. To ensure that employees always perform successfully, the appropriate tactics must be implemented. This may be noticed whether employees have good or bad feelings about the organisation, and it must be analysed individually (Omar, Rafie et al. 2020).

1.6 SIGNIFICANT OF THE STUDY

Generally, in any organization, the human resource manager is responsible for the process of selecting and recruiting the employees. During the interview session, the human resource manager should be able to determine each candidate's level of emotional intelligence. Regardless of debates over whether emotional intelligence can be taught or not, in this study, we believe it is worthwhile for an organization to explore this set of skills. For instance, it is essential to show empathy as being with other people. In this study, hotel employees are constantly communicating with their customers. This is because they need to ensure that the customers are satisfied with the service provided. Showing empathy in this study means that the ability to take the perspective of other people while being non-judgmental. At the same time, they can recognize the emotion of other people and be able to convey their own perspectives back to the people.

In the end of this research, this study contributed to the proper management of Entrepreneurship (commerce) students at University Malaysia Kelantan (UMK). Understanding the emotional intelligence and job performance among hotel employees in Kota Bharu, Kelantan. The poor self-emotional intelligence management in a hotel could cause the employees to lose their work. This study allows researchers to gain more in-depth knowledge. This is because future research will determine what variables influence Hotel Employees during the period when they are working. From this study, researchers can review and use this research as their reference to do their research or to improve the quality of their research. Therefore, it can help researchers to work with and find out the level of emotional intelligence of employees. The following that will gets benefits from this study is:

1.6.1 HOTEL EMPLOYEES

Emotional intelligence is considered a crucial part that helps hotel employees handle their job scope and performance while working. This study provides a preview for hotel employees about the effect of self-awareness, self-regulation, empathy, motivation, and social skills on job performance. Through this study, hotel employees could learn about the influences of emotional intelligence on their job performance.

1.6.2 HOTEL EMPLOYER

The objective of this research is to determine the factors that influence job performance with the end goal of demonstrating the significance of emotional intelligence to the people involved. The corporate sector now has a better opportunity to decide how to improve the organisation's training procedures according to this study. Moreover, this study conducted providing a preview for hotel employer as a guideline to know how their employees behave and their feeling while they are working and how could hotel employer provide support to help the employees to improve their job performance. Through this study, hotel employer could clearer about how they could help their employees and motivate their employees to improve the service in the hotel.

1.6.3 GOVERNMENT

In the study's findings, the government could clearly know how big emotional intelligence's power could influence job performance quality. The government should take this seriously because the service industry could influence the tourism sector and the country's image, indirectly impacting the economy. As a result, the government might use this research to assist the hospitality and tourist business. This assistance could take the form of an improvement in the level of service provided, which would lead to a significant expansion in this market.

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1.6.4 RESEARCHERS

The study conducted by researchers and prepared for publication might serve as a source of references for further researchers seeking information on the relationship between emotional intelligence and job performance among hotel workers. As a result of the many alterations that are going to take place in this generation, the researcher must ensure that they are continually up to speed with the most current knowledge about it.

1.6.5 STUDENTS

In this study, we are frequently inspired to overcome obstacles by reading article about people who have done so. Hence, students can have a clear thinking while read our study and it could figure out many inspirations and ways to solve when they are facing the same problem and they have many ways to prevent problem. Therefore, our study definitely helps students to have a clear train of thought in this emotional intelligence and job performance among hotel employees.

1.6.6 ACADEMICIAN

Academicians will be exposed to different viewpoints. Readings for academic credit have the purpose of exposing learners to various topics and points of view. For instance, we might be required to study a collection of articles written by emotional intelligence and job performance who are discussing the veracity of their claims. Such an encounter can help you grapple with concepts and convictions in creatively and improve your comprehension of how others' viewpoints differ from your own.

1.7 DEFINATION OF TERM

1.7.1 SELF AWARENESS

Being aware of one's own experiences is known as having self-awareness (Robbins et al., 2016). The ability to have an awareness of oneself is the most important component of emotional intelligence in the field of work. In the meanwhile, Grayson (2013) defined self-awareness as the capacity to notice one's emotions, to discriminate between them, to know what one is experiencing and why, and to know what created the sensations. Self-awareness may also be thought of as the ability to know what generated the feelings. The capacity to recognise one's own feelings as well as how those emotions could affect them is referred to as emotional self-awareness (Goleman, 1996).

1.7.2 SELF-REGULATION

Robbins et al. (2016) describe self-regulation as the ability to control one's own emotional states and behavioural responses. Goleman identifies self-regulation or self-management as the second of his six important abilities. When used to the workplace, the term "self-management" refers to the process of regulating one's own physiological, psychological, and behavioural responses in order to adapt to the demands of one's job and the prevailing conditions there, whether those be favourable or bad (Oba-Adenuga et al., 2022).

1.7.3 EMPATHY

According to Robbins et al. (2016), empathy is defined as the ability to sense and understand the emotions of other people. Placing oneself in another person's position, or "putting oneself in the other person's shoes," is a frequent metaphor used to explain the sensation of empathy (Rosaria et al., 2019). It is the ability to comprehend how other people are feeling, to interpret what that feeling means, and to convey one's own feelings to other people (Rosaria et al., 2019).

1.7.4 SELF-MOTIVATION

According to Goleman's (1996) definition, emotional self-motivation entails the capability of exercising control over one's emotional proclivities in a way that makes it easier for others to accomplish one's objectives. Self-motivation also refers to the ability to establish goals and build an effort, and to stay focused and optimistic despite any setbacks that may occur throughout the process of attaining objectives for oneself (Mohamad & Jais, 2016). Moreover, self-motivation refers to the confidence that one will participate in ordinary actions, some of which may also be devoted to a specific purpose (Mohamad & Jais, 2016).

1.7.5 SOCIAL SKILL (RELATIONSHIP MANAGEMENT)

People skills are another name for social skills since they pertain to a person's ability to interact and develop relationships with other individuals (Mohamad & Jais, 2016). Characteristics like as mutual regard, dedication, openness, tolerance, empathy, bargaining, communication and many are all part of the social skill set (Schuetz, 2011). Moreover, it entails the capability of satisfying one another's requirements, maintaining a connection with one another through time, and communicating one's feelings, thoughts, and ideas to one another (Mohamad & Jais, 2016).

1.7.6 JOB PERFORMANCE

The term "performance" refers to the means through which workers are expected to carry out the tasks required of them by their employer (Othman & Muhsin, 2020). Performance may also be described as the accomplishment of organisational objectives, the satisfying of organisational requirements, the successful meeting of organisational standards, or the successful use of organisational resources (Othman & Muhsin, 2020). According to Tatar (2020), job performance is a factor that plays a primary role in the majority of personnel decisions.

1.8 ORGANIZATION OF THE PROPOSAL

This study was conducted by the researcher to investigate the extent of "the relationship between emotional intelligence and job performance among hotel employees in Kota Bharu, Kelantan". Moreover, research question was seeking to identify the factor influencing the job performance with the purpose to show them the importance of emotional intelligence.

Chapter 1: Introduction. This chapter provides a summary of the study's background, problem statement, research questions, and objectives as well as its scope, significance, and definition of key terms. It also describes how the proposal is organized. This chapter gave a general overview of the quantitative data collection technique utilized in research, or research methodology. The study that will be conducted in the first chapter gives an overview of emotional intelligence with job performance in Kota Bharu, Kelantan.

Chapter 2: Literature Review. In order to highlight the significance of emotional intelligence among hotel employees in Kota Bharu, Kelantan, this chapter discusses the literature review on introduction, underlying theory, previous studies, hypotheses statement, conceptual framework, and summary of the factors influencing the job performance. This chapter provides an explanation of the essential theories and literature reviews that were performed to fulfil the goals of the research. In this chapter, variables are discussed, and a conceptual framework is developed via the comparison of works that are linked to this topic. In addition to that, the theory is put to the test by creating a hypothesis.

Chapter 3: Research Methodology. In this chapter, the researchers will analyze introduction, research design, data collection methods, study population, sample size, sampling techniques, research instrument development, measurement of the variables, the procedure for data analysis, and summary. This research chapter also will be focusing on what methodology that will be carry out in this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The study of emotional intelligence is essential in order to determine whether its influences job performance or not. Much research has been conducted to investigate the influence between emotional intelligence and job performance in many forms of fields. Therefore, the primary purpose of carrying out this literature review is to investigate the underpinning theory associated with the research based on the design study of emotional intelligence and job performance. Following that, the subsequent purpose is to provide literature on previous research based on the information on emotional intelligence and work performance. In addition to this, we will be talking about the studies that have been performed on emotional intelligence and how it relates to job performance. After that, statements of the hypotheses are created while simultaneously developing the conceptual framework of the research.

2.2 UNDERPINNING THEORY

Researchers and behaviourists have spent a significant amount of time and effort over a significant period of time attempting to find the characteristics that are essential for life success. According to Mayer (2006), while the idea of Emotional Intelligence (EI) originated in psychology, it has since become a prominent subject of study in many other field, including social psychology, quality education, human resources, psychiatry, and others.

According to the literature, emotional intelligence models are grouped into three types: (1) the ability model, (2) the mixed model, and (3) the trait model, which defines as a theory that is utilised to study in many different fields. Different theorists have defined emotional intelligence in a variety of ways, and some theorists, such as Goleman (1996); Petrides and

Furnham (2001), have categorised emotional intelligence as non-cognitive, in contrast to Salovey and Mayer (1990), who were categorised emotional intelligence as the pioneers of emotional intelligence. In general, the current models have to define emotional intelligence as self-concept, which includes perceiving, controlling, and making use of one's own emotions.

Although there are many researchers who have made significant contributions to research on emotional intelligence, just three models will be examined as a theory in further detail in this article. All of these contribute to our comprehension of what the term emotional intelligence signifies. These three will be:

- Ability Model – This concept was first presented by Salovey and Mayer's (1997) in their study. According to the ability-based model, an individual's feelings may be seen as vital wellsprings of data that assist in comprehending and navigating the social world around them. According to Bradberry and Su (2006), the ability model proposes that individuals differ in their ability to handle emotional information and associate emotional preparation to a wider cognizance.

- Trait Model – This model was proposed by Petrides (2009). This approach breaks away from the concept that emotional intelligence is based on a person's talents and instead asserts that the people have a variety of emotional self-perceptions and emotional traits which are part of their character.

- Mixed Model – Daniel Goleman presented this model, which focuses on emotional intelligence as a broad set of traits and skills that promote leadership effectiveness (Dhani et al., 2016).

2.2.1 ABILITY MODEL

The ability model was first introduced by Peter Salovey and John Mayor in 1990, and it is used to manage and understand the emotion and feelings of oneself as well as identifying

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and reacting to other people's emotions (Nasser & Wan, 2016). This model has been acknowledged by two prominent authors Goleman and Bar-on and it is also accepted by most researchers around the world. Then, the model is updated and expanded upon by John D. Mayer, David R. Caruso, and Peter Salovey in 1997 to better reflect the state of knowledge in the study of intelligence (Mayer et al., 2016). Four branches in the ability model include emotion perception, emotion facilitation, emotion understanding, and emotion regulation (Kanesan & Fauzan, 2019).
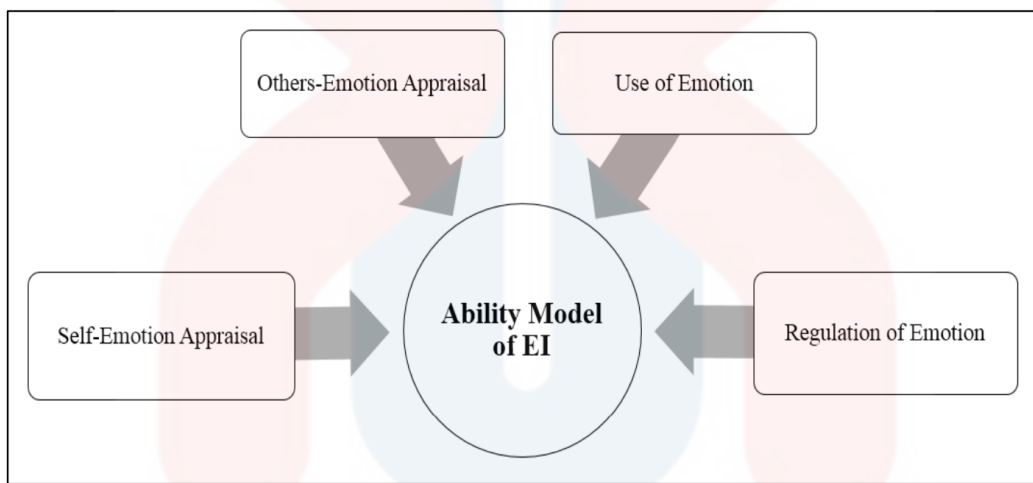
Source: Fiori & Vesely-Maillefer (2018, p 26)

Figure 2.1: The Mayor and Salavey (1997) Four-Branch Model of Emotional Intelligence

First and foremost, the self-emotion appraisal or the perceiving emotion in the ability model is described as the ability to identify and differentiate own emotion and also other people's emotion (Dhani et al., 2016). People accurately recognise their own emotions such when they realise they are furious with another person or ashamed (Sy & Côté, 2004). Perceiving emotions addresses a significant portion of emotional intelligence because it makes all other emotional data handling possible (Dhani et al., 2016). Previous research by Kanesan and Fauzan (2019) said that; "the process of perception, appraisal, and expression of emotion starts with the ability to identify one's own emotion via body arousal, inner feelings and

thoughts". Generally, once an individual can identify and analyse other people's emotions as well as his own emotion, he will be able to express his feeling by the situation he has to face. Following that, by observing surroundings, an individual able to precisely differentiate different expressions of feeling (Kanesan & Fauzan, 2019).

The second dimension of the ability model is other emotion appraisals or the emotional facilitation of thinking. Previous research said that; "emotional facilitation of thinking dimension is described as the ability to use emotion in facilitating the thinking process such as reasoning, problem-solving and interpersonal communication" (Kanesan & Fauzan, 2019, p. 3). Emotional facilitation of thinking is an important set of skills to be used in the organization. With this skill, a leader can manage his team effectively and an employee able to carry out his job efficiently. Basically, before making any decision, an individual need to think from various perspectives and avoid emotional feeling during the process of decision making as the shift of mood of an individual will lead to pessimistic or optimistic thought (p. 3). However, an individual with a high level of emotional intelligence can use the emotional mood swing ability to make a great decision (p. 3).

The third dimension in the ability model of emotional intelligence is the use of emotion or understanding and analysing emotion. This ability arises upon the understanding of the complexity of human emotion. While most people able to recognize the basic facial expression, the only minority can predict and understand the complexity of emotional language (Kanesan & Fauzan, 2019). People's mental processes are significantly influenced by the feelings they experience (Sy & Côté, 2004). When it comes to understanding the emotion, it is vital to recognize the similarities and differences between the emotions such as joy is considered as an emotion of great delight while sadness is the opposite of happiness that makes people cry (Kanesan & Fauzan, 2019). Moreover, this skill is important for an employee to be able to predict his colleagues' expressions. This can be proven from previous research, the author said

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that: "an understanding that a colleague is getting frustrated, through a subtle change in tone or expression, can improve individuals communication in the relationship and their personal and professional performance" (Fiori & Vesely-Maillefer, 2018).

The last dimension in the ability model is the regulation of emotion or the reflective regulation of emotion. Regulating emotion is more specifically relates to someone's ability to manage emotions in both themselves and other people (Sy & Côté, 2004). In previous research, the author said that this dimension is the people ability to prevent, reduce, enhance or modify own and others' emotion (Kanesan & Fauzan, 2019). Being considered as the highest level of ability in the ability model of emotional intelligence, such ability is expected to be able to manipulate the feeling of themselves and other people either positive or negative (Fiori & Vesely-Maillefer, 2018). In addition, a good regulation of emotion tends to accept both pleasant and unpleasant feeling and it teaches people to engage or detach from emotion-based on its utility (Kanesan & Fauzan, 2019).

Out of three models of emotional intelligence, the ability model is considered the most famous model as this model uses cognitive ability and it is scientifically proven by much research (Kanesan & Fauzan, 2019). The four dimensions in the ability model which are self-emotion appraisal, other emotion appraisals, use of emotion, and regulation of emotion have received wide acknowledgment and remain as the foundation for the current ability model of emotional intelligence (Fiori & Vesely-Maillefer, 2018). Interestingly, through the reading of previous research, the researcher found that the workplace seems to be one area where the ability model becomes essential. Even though there is criticism on the concept of emotional intelligence, there is appoint where employees in any organization have to rely on intuition or gut feeling to handle any situation or conflict that happens in the workplace (Nasser & Wan, 2016). In other words, this emotional intelligence skill helps employees make the difficult decision at workplace.

2.2.2 TRAIT MODEL

Dr. Konstantinos Vasilis Petrides is the one who came up with the concept of trait emotional intelligence in the year 2001 (Finnigan & Maulding-Green, 2016). This research analyse the link between emotional intelligence and job performance among employees by using a different model of theories, which is one of the primary ways that is used while researching human personality or emotion. The trait emotional intelligence questionnaire is based on the trait model of emotional intelligence, which is a group of emotional self-discernments located at the lower levels of personality (Petrides & Mavroveli, 2018). Petrides and Furnham (2001) explained that emotional intelligence is linked to self-perceived capacity and proclivity to behave. Moreover, trait emotional intelligence is defined as a person's opinion of their own emotional capabilities (Petrides & Mavroveli, 2018). Therefore, Trait emotional intelligence is the field's only operational definition that acknowledges the fundamental subjectivity of emotional experience (Petrides, 2010).

Table 2.1: The Domain of Trait Emotional Intelligence by Petrides

Facets	High scorers view themselves as...
Adaptability	...flexible and willing to adapt to new conditions.
Assertiveness	...forthright, frank, and willing to stand up for their rights.
Emotion expression	...capable of communicating their feelings to others.
Emotion management (others)	...capable of influencing other people's feelings.
Emotion perception (self and others)	...clear about their own and other people's feelings.
Emotion regulation	...capable of controlling their emotions.
Impulse control	...reflective and less likely to give in to their urges.
Relationships	...capable of maintaining fulfilling personal relationships.
Self-esteem	...successful and self-confident.
Self-motivation	...driven and unlikely to give up in the face of adversity.
Social awareness	...accomplished networkers with superior social skills.
Stress management	...capable of withstanding pressure and regulating stress.
Trait empathy	...capable of taking someone else's perspective.
Trait happiness	...cheerful and satisfied with their lives.
Trait optimism	...confident and likely to "look on the bright side" of life.

Source: adapted from Petrides & Mavroveli, (2018)

Trait emotional intelligence is comprised of four components-well-being, self-control, emotionality, and sociability-as well as fifteen emotion-related features distributed across personality dimensions (Petrides & Mavroveli, 2018). Well-being is related to better adaptation consist of trait happiness, trait optimism and self-esteem (Kanesan & Fauzan, 2019). Self-control is controlling urges and desires which consists of emotion regulation, impulse control and stress management (p. 6). Sociability is associated with social relationships and social influence which consists of element of emotion management, assertiveness and social awareness (p. 6). Elevated sensitivity to and expression of emotional states are necessary for forming and maintaining social bonds; these traits are integral to empathy, emotion perception, expression, and relationships (p. 6). Finally, "adaptability" and "self-motivation" are not related to any particular element but instead contribute directly to the global characteristic EI score (p. 6).

2.2.3 MIXED MODEL

The researcher will concentrate their efforts in this investigation on the mixed model, which has five distinct areas of competency. The mixed model of emotional intelligence combines the advantages of the competence (ability) model with those of the general disposition model (trait) (Kanesan & Fauzan, 2019). Daniel Goleman is the one who proposed this paradigm, which centres on the concept of emotional intelligence as an all-encompassing display of talents and abilities that drive leadership performance. Daniel Goleman believes that emotional intelligence, or EI, is more essential than intelligence, in view of the ultimate objective of having a productive and satisfied life. A diverse range of indicators, such as getting promoted at work and maintaining secure and fruitful relationships with others, are included among the elements that contribute to success. The model developed by Goleman suggests two fundamental divisions that may be used to isolate separate aspects of EI (Gonzalez Marin & Peña Pan, 2019). In the beginning, the aspects of emotional intelligence (EI) that pertain to

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individual capacities, such as self-awareness, are distinguished from the aspects of EI that are associated with social competences (e.g., empathy) (p. 37). Second, the components of emotional intelligence that are concerned with awareness are distinguished from the components that are concerned with the management and control of emotions (p. 37). To provide one example, being able to cheer up a distressed person is qualitatively different from just being able to recognise that the person is experiencing difficulties (p. 37). The following five-dimension components of emotional intelligence are highlighted by Goleman's model (Rahim et al., 2002):

1. Self-awareness: The most significant element related to emotional intelligence in workplace (Mohamad & Jais, 2016). Self-awareness is the capacity to acknowledge one's feelings, to distinguish between them, to understand what one is feeling and why, while also being able to understand what brought on the sentiments (Mohamad & Jais, 2016). The capacity to know one's emotions, qualities, shortcomings, drives qualities with objectives and perceive their effect on others while utilising hunches to guide choices. The ability to perceive and comprehend our moods and feelings, as well as the impact these emotions have on other people (Punia et al., 2015).

2. Self-regulation: The ability to rein in or redirect negative emotions and impulses, as well as the propensity to delay judgement and consider all options before acting (Rahim et al., 2002). Self-regulation is typically needed when motivational conflicts arise, and self-regulation is typically used to resolve these conflicts in a particular direction, namely in favour of long-term, enlightened rationality and social desirability at the expense of short-term selfish indulgence in tempting pleasures (Jadhav & Gupta, 2014). Self-regulation entails overriding one response to allow for another. Moreover, self-regulation is required to control feelings and thoughts in order to manage good time management (Jadhav & Gupta, 2014).

3. Social skill: The ability to manage relationships, make friends, find common ground, and form affinities with others (Mohamad & Jais, 2016). Moreover, it involves the person's ability of meeting each other's needs, relating to each other over time and exchanging information about one feeling, thought and ideas (Mohamad & Jais, 2016).

4. Empathy: The ability to recognise and understand another person's feelings is very important while making decisions among teams or leader which make work environment more enjoyable and productive (Jadhav & Gupta, 2014). Meanwhile, empathy is defined as the ability to recognise, comprehend, and relevance the emotional reactions of others (Palmer et al., 2008). It's the knack for reading people's emotional cues and connecting with them on a personal level. Moreover, this ability is to make individuals feel important, to establish trust, and to motivate others build strong relationships with the capacity to observe without judgement and comprehend what people are saying, feel, and needed (Punia et al., 2015).

5. Motivation: Self-motivation refers to the ability and determination of an individual to stay positive while facing the challenge of achieving goals and objectives (Mohamad & Jais, 2016).

Each component of emotional intelligence that Goleman describes has a specific arrangement of different emotional capabilities. Emotional abilities are not natural endowments but are learned through talents or need to be worked on and developed like any other ability to achieve outstanding performance. This model will be used to present the impact of emotional intelligence on employees.

2.3 PREVIOUS STUDIES

A great number of research studies have been carried out in order to investigate the correlation between emotional intelligence and job performance in the business field. Over the course of time, a number of other ideas that are analogous to emotional intelligence have been established. After going through the studies, the finding indicates a significant relationship between emotional intelligence and job performance. The findings of the study conducted by Suleman et al. (2020), indicate that a strong positive association exists between emotional intelligence and the performance of employees. According to O'Boyle Jr, et al. (2011), using a three-stream approach to describe EI research, finding that all three types of emotional intelligence linked to work performance. According to the findings of study conducted by Wong and Law (2002), there is a positive relationship between emotional intelligence and performance of the employees. According to the Jorfi, et al. (2010), from the research of "Impact of Emotional Intelligence on Performance of Employees" revealed that there is a strong positive relationship between the two variables, and that the link between emotional intelligence and performance is equivalent to 76%. They discovered that employees' emotional intelligence had an impact on their productivity in the workplace. Therefore, the purpose of this research is to examine a hypothesised relationship between Emotional intelligence and job performance. Based on what has been discussed thus far, it follows that emotional intelligence correlates with job performance success.

2.3.1 JOB PERFORMANCE

Job performance is an outcome of human behaviour and a key criterion for determining how effective a person is in their job (Othman & Muhsin, 2020). From this perspective, an organization's success can be linked to the productivity of its workforce. Employee performance is a key determinant of whether a company can achieve its goals (Sonnentag &

Frese, 2002). Employees constitute a company's core capital. Widayati et al. (2021) emphasized that job performance is the number and quality of outputs that human resources achieve in carrying out their work tasks following the duties assigned to them. Job performance often results from how people carry out their duties, and it has an indirect and direct bearing on the success or failure of their firm (Kamaruddin et al., 2021). Job performance also refers to the accomplishment of duties or abilities necessary for the job by an employee or trainee (Mengistu & Jinxing, 2021). Motowidlo and Kell (2012) defined job performance as the overall expected value of each discrete behaviour to the company over a predetermined period of time. While according to Baloch and Hassan (2014), job performance often refers to how successfully a worker performs his or her duties. According to Widayati et al. (2021), a person's performance can be judged by the way he goes about doing his daily task.

Due to increased competition, globalisation, technological advancement, and the growth of duties, the workplace is undergoing fast transformation (Turner et al., 2002). As a result of these changes, there are higher expectations for performance from employees, who must now put more effort into their work and engage emotionally as well as physically (Turner et al., 2002). The performance of employees in their jobs has been improved via the implementation of a number of different training strategies, which has led to an overall improvement in the performance of the company (Al-Mzary et al., 2015). Other than that, the job performance of employees has been influenced by the quick adjustments and changes in the educational system around the world (Chong et al., 2020). The problems of internationalization and competitiveness influence other organisations, they want their staff to be highly competent and able to exhibit high levels of performance by being emotionally intelligent (Al Kahtani, 2013). Since emotional intelligence is one of the most important markers of how to improve in the face of global competitiveness, it is crucial to research how it affects employees' physical well-being and job performance (Gong et al., 2019).

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2.3.2 SELF AWARENESS

According to Grayson, R. (2013), the capacity to identify one's emotions is known as emotional self-awareness. It involves more than just being conscious of someone's feelings and emotions; it also involves being able to distinguish between them, to understand what one is perceiving and why, as well as to understand what brought on the emotions (p. 6). Conditions characterised by alexithymia (the inability to verbally articulate emotions) reveal severe weaknesses in this area (p. 6). The researchers say that at least a reasonable level of skill is required here to some extent for emotional assessment questionnaires to be accurate and people who actively seek feedback on their performance which is in life or at work and display this EQ skill (p. 6). These people benefit much from candid criticism of their strengths and weaknesses that is also empathetic. They seek an objective assessment of themselves that goes beyond what they can offer on their own (Grayson, R, 2013, p. 6).

Besides that, according to Kondrat, M. E. (1999), the researchers stated that for almost as long as social work has been a profession, the idea that social workers should be conscious of the "self" in practise circumstances has been promoted. Professional self-awareness is frequently seen as a prerequisite for skilled social work practice (p. 451). They also proposed that reflection turns the self's actions, emotions, thoughts, and achievements into subjects and the self takes a step back to evaluate its own performance, which seems to be a rather simple formula (p. 451). But for some theorists, this formulation raises just as many questions as it answers (Kondrat, M. E., 1999, p. 451).

2.3.3 SELF REGULATION

Self-regulation refers to the ability to manage one's emotions and impulses under control, to remain calm in potentially volatile situations, and to maintain composure regardless of one's feeling (Rahim et al., 2002). Meanwhile, according to other researcher, self-regulation

is the capacity to deal with the continual demands of experiencing a variety of emotions in a way that is acceptable in social environments, sufficiently adaptable to allow for spontaneous responses, and able to suppress spontaneous reactions when necessary (Marino Vijitharan et al., 2019). According to research conducted by Zimmerman (2000), self-regulation refers to an individual's capacity to modify their behaviour and is comprised of three stages: the top-down phase, the reflection phase, and the bottom-up phase. The first phase is top-down processing, which involves prior thinking and the establishment of learning objectives. The performance phase is the second phase. During this phase of the learning process, you should employ bottom-up processing to monitor your own development by being aware of your cognition, motivation, and behaviour. The third phase involves self-reflection on one's own actions. The behaviour of a person has to exhibit a high level of emotional intelligence and strong self-regulation abilities in order for them to be successful in academics and in their interactions with other people.

Self-regulation is important in connection to motivational and behavioural processes because it plays a role in self-concordant goal planning, action, and the efficient completion of goal-oriented activity (Carver & Scheier, as cited in Ozhiganova, 2018, p. 256). Self-regulation is the process of guiding one's behaviour toward a goal. In their study by Friedman and Kruglanski (2002), he argued that self-regulation is best understood as a catch-all phrase for a variety of processes related to achieving one's goals. Employees who have a low level of self-regulation, on the other hand, are unable to tolerate unfavourable emotional impacts in the workplace, such as impolite behaviours from customers, stressful demands from the boss, uncooperative behaviours from peers, and so on. These types of emotional impacts can make it difficult for employees to do their jobs. Therefore, because of this circumstance their performance at work would be negatively impacted.

2.3.4 SOCIAL SKILLS

The connection between a person's emotional and social abilities and their success on the job has been the subject of investigation in a number of different studies. The outcomes of the research indicate a correlation between job performance and emotional intelligence, which has a substantial association between these two. Employees' role plays an essential part in the tendency to perform more efficiently at work. Social skills are particularly important in managing and controlling an individual's emotions at work to be more productive (Mahlamaki, Rintamaki et al, 2019).

Social skills, generally known as people skills, refer to a person's ability to manage interactions with others. The examples of social skills such as empathy, close relation, loyalty, understanding, and good communication (Mohammad & Jais, 2016). According to Jasleen Kaur and Sharma, (2019) social skills include leadership, communication, managing conflicts and building teams. Social skills are part of social intelligence that include the capacity to express ideas in social interactions and also the ability to "see" and understand multiple cultural circumstances (Jadhav & Gupta, 2014). Communication skills are essential for making connections and creating a strong social support network. Building positive relationships with others can significantly increase the performance at work (Jadhav & Gupta, 2014).

The changing environment, technology and innovation necessitate the improvement of social and communication skills to interact effectively with human relationships and social networking (Yun & Lee, 2017). Social skills can help individuals clearly describe ideas and properly handle their own behaviours in social interactions. The role of social skills are important on job performance (Yun & Lee, 2017). Individuals with social skills have a multitude of skills, including being open to both positive and negative aspects, being able to fully understand their personal and others' feelings, showing compassion, and being

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comfortable to be around. This is referred to the capacity to sustain and improve relationships and build a connection. Flexible organizing, innovative thinking and stimulating emotions are skills that can allow to perform effectively on the job. Social skills are encouraged to isolate emotions that individuals expect to face and evaluate why those emotions stand forward. Interpersonal skills require to examine a situation where anyone was emotionally out of control (Punia, Dutta et al. 2015). Therefore, social skill are very important to determine it influence with job performance of employees.

2.3.5 EMPATHY

Empathy is the "ability" to share and understand another's "state of mind" or emotions. It is typically described as the capacity to "place oneself in the shoes of another person" or to somehow feel the perspective or emotions of another being inside yourself (Rosaria et al., 2019). The important communication ability of empathy is often misunderstood and neglected, despite its widespread application. To comprehend or experience the feelings of another person is one aspect of having empathy (Poudel, 2020). Another aspect is having the capacity to picture what someone else could be thinking or experiencing at any given moment. The term "empathy" refers to a variety of feelings, including concern for the wellbeing of other individuals and a desire to assist those in need (Poudel, 2020). It involves having the ability to comprehend the feelings and circumstances of another person as well as their viewpoint.

According to most past studies, this feeling stands on top of self-awareness; the higher our self-awareness, the better we can understand other people's feelings (Coleman, as cited in Pub et al., 2017, p. 24). When it comes to relationships of any kind, one of the most essential skills to have is the capacity to empathise with the other person (p. 24). This capacity to perceive other people's sentiments is essential in all phases of life, including management, falling in love, or being a parent (p. 24).

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Like emotional intelligence, empathy helps a person understand and respond to other people's emotions in a healthy way, as well as communicate effectively (Spreng et al., as cited in Pongrac et al., 2019, p. 20). It has two parts: cognitive (an intellectual understanding of how someone else is feeling) and emotional (an emotional response to how someone else is feeling, without necessarily having an intellectual understanding of why someone is suffering) (p. 20). According to Ioannidou and Konstantikaki (2008), empathy may be defined as the ability to take on and comprehend the feelings and thoughts of another person. It may be sparked by hearing about, reading about, or simply just seeing another person's emotional condition. Empathy was linked to the moral feeling of compassion and, as a result, to prosocial or charitable behaviour. Also, empathy and trait emotional intelligence were significant predictors of aggressive behaviour by the researcher Kokkinos & Kipritsi (2012). Therefore, to successfully collaborate with other members of a team, every employee has to have a well-developed capacity for empathy. Every team will find it much simpler and faster to find solutions to any challenges when they are able to comprehend the perspectives of other individuals. It is crucial to have the capacity to connect with other people and demonstrate empathy. People in a business need to get along with one another and be ready to support one another when the time comes. This is not only important for their personal relationships, but it is also a requirement in the workplace. Establishing meaningful connections with all team members enables them to better understand their perspectives, communicate more effectively, and address any problems they may have. Therefore, empathy is essential learning that can influence performance of employees in any sectors.

2.3.6 SELF-MOTIVATION

Self-motivation plays a key role for every employee in enhancing the performance. Usually, motivation is from several factors including internal and external. In the past research, there are various findings of self-motivation on job performance. According to Lam, Cheung

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et al. (2022), self-motivation is the process of influencing one's work and energy in order to learn and perform efficiently and productively and can encourage people to become more productive in the workplace so that they can provide the quality of assurance that people require and sense of satisfaction.

Motivation is unlikely to give up in the face of adversity despite misfortune (Petrides, 2010). Self-motivation is the ability to manage individual's emotional characteristics in order to achieve one's goals (Mohammad & Jais, 2016). The studies from Khuong and Linh, (2020), have found that motivation has a substantial impact on both the organisation and the individual, where on the organisational level, motivation can drive people to engage teams and contribute significantly to cooperative learning, enhancing organisational productivity and effectiveness while on the individually, motivation helps employees achieve their goals, and leads to employee job performance and self-development among employees.

After going through the research, there are positive effects of self-motivation on job performance (Gopinath & Chitra, 2020). Motivation can be categorized into three elements where the first component which is the drive or energy that drives a person or group's action, the second component is focused on the decisions people make and the direction their conduct takes and the final component deals with action retention, which the people must stay in attempting to achieve their goals (Jadhav & Gupta, 2014). According to the studies by Mahlamaki, Rintamaki et al, (2019), motivation can be evaluated from a variety of viewpoints, involving movement and evaluation, objectives, learning, achieving, connection, and self-determined orientations.

Many employees have a strong level of self-motivation, where persistent in achieving the objectives and always looking for opportunities (Sowndarya & Elavarasan, 2022). According to research by Bashir et al., (2020), motivation generates high levels of satisfaction

and has a significant effect on an individual's performance level when achieve job satisfaction and do significantly improve on the job. This finding can be used to help understanding the impact of self-motivation to job performance of employees in hotel industry.

2.4 HYPOTHESES STATEMENT

A hypothesis is a theoretical connection between two or more factors that drives the activity of research to investigate it (Sekaran, U., & Bougie, R., 2016, p. 83). This relationship may either be positive or negative. A testable theory that is assumed to exist is an example of what is known as a hypothesis. It may be a false or a fundamental assertion that is checked in the analysis to test its validity. The research aims to investigate the relationship between the emotional intelligence (self-awareness, self-regulation, empathy, self-motivation, and social skill) on job performance among hotel employees in Kota Bharu, Kelantan. It is necessary to have both self-awareness and the ability to self-regulate in order to comprehend the emotional processes that occur and successfully cope with them. Empathy and social skills entail a person's capacity to understand the emotions, feelings, and needs of other people, as well as to assist other people in learning how to manage their own emotions so that they may accomplish their objectives. Individuals require motivation to assist them in remaining focused on their objectives in order to achieve their goals (Mohamad & Jais, 2016). Based on the study, the hypotheses were created and to be tested:

1. H1: There is a significant relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.

2. H2: There is a significant relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.

3. H3: There is a significant relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.

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4. H4: There is a significant relationship between self-motivation and job performance among hotel employees in Kota Bharu, Kelantan.

5. H5: There is a significant relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan.

2.5 CONCEPTUAL FRAMEWORK

The literature was chosen to create a framework for addressing the research question based on the research objective. A research model was constructed to indicate precisely which associations should be assessed and how. This study will overlook into mixed model of emotional intelligence from Daniel Goleman. This model includes variables derived from the literature that are relevant to the study. Each variable demonstrates the relationship between the others. The following conceptual model is based on previous research reported in the literature review the emotional intelligence and job performance among hotel employees in Kota Bharu, Kelantan. The goal of the conceptual model is to investigate the job performance of hotel employees. The link between independent and dependent variables was investigated in this model. The independent variables consist of the following: self-awareness, self-regulation, empathy, self-motivation and social skills.

Independent Variable   Dependent Variable

EMOTIONAL INTELLIGENCE
- Self-awareness
- Self-regulation
- Empathy
- Self-motivation
- Social skills

JOB PERFORMANCE
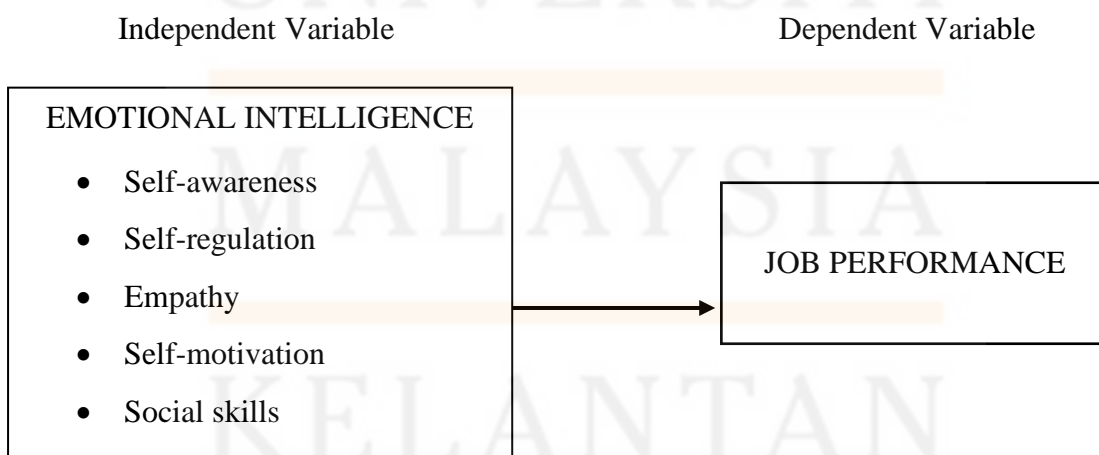
Figure 2.2: The Conceptual Framework of This Research

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2.6 SUMMARY / CONCLUSION

To provide a brief summary, the literature study that pertained to the previously investigated components had included a review of this component. The suggested theoretical framework is being built based on a mixed model, and this is being done on the basis of the literature review. The researchers have a tendency to analyse the association between all of the independent variables of emotional intelligence and how hotel workers perform on the job. Discovering the technique behind the study that was carried out will be covered in the next chapter, which will focus on the various methodology types.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discussed the methodology which was used during the study. This is to determine the procedures for collecting and analysing data contained in the research. It contains information about the approach involved in conducting this research and a justification for using it. This chapter discussed the method for gathering data needed to complete the study. The analysis techniques in this chapter consist of research design, data collection method, study population, sample size, sampling techniques, research instrument development, measurement of the variables, and procedure for data analysis. This research used the quantitative research design to collect the data. The relevant data has been collected from a secondary source to get the information. This study used a quantitative design, with data obtained using a questionnaire to explore and understand the correlation between the variables.

3.2 RESEARCH DESIGN

This research study adopts the quantitative approach which using to emphasize objective measurement and the statistical, mathematical and numerical evaluation of data amassing through questionnaire and survey. This method is selected because it ensures the data collected from field work are fitting for solving the problems. A set of question will be generated into questionnaire form to collect the data from target respondents. The choice of the research design is reliant a lot on the kind of research being conducted. Moreover, this study is using a cross-sectional study because the data are collected by researchers from respondents of hotel's Employees in the Kota Bharu region. The purpose of the study is to collect data that would relate to finding the answer to a research question and data collection at one point.

Seeing that a cross-sectional study needs a close observation from the researcher, and it is also classified as descriptive research.

Then, the researchers choose a cross-sectional study because it is cheaper and less time-consuming than many other types of studies. At the same time, a cross-sectional study allows the researchers to easily collect data that can be used for further research. Besides the cross-sectional study, researchers also analysing the data from previous research that are related to emotional intelligence and job performance in other fields. The data were analysed and summarized in the literature review section. Through this data, researchers can form the framework and construct the hypothesis for this study. In addition, the researcher analyses the result from the questionnaire that is distributed to the employees at the hotel to ensure the outcomes of this study is valid. This study is conducted to investigate the relationship of emotional intelligence and job performance among the hotel's employees in Kota Bharu, Kelantan.

Data from both primary and secondary that were collected for this study. Secondary data is acquired from previous studies or journal, books, and article connected to the subject to support primary data collected through an online survey which is a questionnaire. By studying the previous research journals, researchers could identify the influencing factors and also understand about the collection methods with the suitability. Meanwhile questionnaire is our primary source of data in this research.

3.3 DATA COLLECTION METHODS

This research study is conducting using primary data collection through surveys the questionnaire. It will be a tool to collect information needed by using rating scale in questionnaire as it is easier to rate. Researchers will design a series of questions based on

variables of emotional intelligence and job performance. Questionnaires are generated with closed-ended question with the range of strongly agree to strongly disagree. It is with the purpose to easier process of data gathering. There have several data collection methods can be used by researcher such structured questionnaire and personal interview. The questionnaire will be measured by using a five-point Likert Scale.

Characteristics	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number	1	2	3	4	5

Table 3.1: The table of 5-point Likert Scale

Then, the questionnaire will be distributing through using google form and will disseminate through online platforms such as WhatsApp or QR code. A set of questionnaires will be distributed to participants, but they are voluntary to answer the questionnaire. When distributing this questionnaire, the purpose of study will be explained to the respondents and their private information will be confidential.

There are 3 sections consist in the questionnaire to collect the data and information. In the first section, the data to collect is about the demographic profile of respondents. The following sections are the questions about the 5 independent variables (self-awareness, self-regulation, empathy, self-motivation and social skills). The last section of the questionnaire is designed for the dependent variable (job performance). This questionnaire is applying dual languages which are English and Malay to avoid any difficulties.

3.4 STUDY POPULATION

The population is defined as the total people or objects that the researcher collects to get the required data (Sekaran, U., & Bougie, R., 2016). The target population in this study is the industry experts in hotel industry. The population of this research was the hotel employees in Kota Bharu, Kelantan, Malaysia. Therefore, the target population for this study is the people who are working in the hotel in Kota Bharu region. This study's population is important since it focuses on a specific location. According to the research made by Ayub and Islam (2018), the population stated is approximately 845 employees in the year 2014 which taken from the Department of Statistic Malaysia, Official Portal, (2016). The questionnaires, which have been considered appropriate with the research variables, have been asked to be filled out by the employees who work as a housekeeping, kitchen staff, room service, manager, waiter / waitress, event planner, and others. As they have rich knowledge and experience in field of hospitality, they can give their perceptions and opinion about emotional intelligence and job performance.

3.5 SAMPLE SIZE

When determining the number of observations, the table below will be used as the main guide. It works based on the projected number of respondents that are assumed to be within the research population. The table was designed by Krejcie and Morgan, (1970). According to the table, the number of respondents who would make up the sample for this research would fall somewhere between 260 and 265. Having said that, there were a total of 300 respondents targetted to filled out the questionnaire. The sample sizes that Krejcie and Morgan (1970) used are shown in the following table to determine the sample size of study:

Table 3.2: Sample size calculation table

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

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

Source: The table from Krejcie and Morgan, (1970)

3.6 SAMPLING TECHNIQUES

There are essentially two categories of sampling techniques that can be used to create a research sample, and these are the probability and nonprobability sampling technique (Sekaran, U., & Bougie, R., 2016). The main difference between the probability and nonprobability sampling technique is that the probability sampling technique consists of a randomised selection of the persons that are present within the research population. This means that the selection is entirely random and those chosen are entirely by chance. On the other hand, the nonprobability sampling technique does not involve a randomised selection of respondents

but involves non-random selection and this means that those who are selected are not selected by chance. Probability sampling means that every sample has the equal chance to be chosen.

Therefore, probability sampling technique would be chosen because it helps to precise the relationship between population and sample. From that, simple random sampling is one involved in probability sampling technique where simply choose of respondent to answer the questionnaires. When adopting probability sampling technique, every person in the target population has an equal chance of being included in the sample.

3.7 RESEARCH INSTRUMENT DEVELOPMENT

This research instrument is a methodical device for gathering information on the issue under research. The primary methods of data collection and analysis in this research are a pilot test and an online questionnaire.

3.7.1 PILOT TESTING

A pilot test was carried out in advance of the actual distribution of questionnaires to respondents in order to determine the validity of each variable, identify defects and errors in the questionnaires, and check that the material and questions were clear and easy to comprehend. Pilot test sample size should be 10% (Connelly, 2008). 30 respondents will be selected from 10% of sample size from study population. Validity and reliability are indeed the primary factors considered in every research method to ensure the questionnaire. People will constantly question and speculate about whether the findings of a research are accurate or not.

Therefore, the researcher intends to use 'face validity' in validity analysis. The questionnaire that will be distributed has been analysed using 'face validity' by our supervisor En. Ahmad Syakir Bin Junoh @ Ismail to ensure the validity of the questionnaire. According

to Hardesty and Bearden (2004), a method or process is said to have face validity if it seems as if it should measure the variable that it is expected to measure or that it wants to measure. The researcher had sent copies of the questionnaire to his supervisors so that he could get their feedback on the questionnaire and the survey.

Meanwhile, the realibility of the questionnaire will be analyzed using the software known as the Statistical Package for the Social Sciences (SPSS). The term reliability refers to the consistency of a measure. 30 respondents will be selected from 10% of sample size from study population. The reliability analysis will be analyse using the value of Cronbach's alpha coefficient. The following table 3.3 provides an example of a rule of thumb for determining the value of Cronbach's alpha coefficient for reliability analysis.

Table 3.3: The table of the Rule of Thumb for Cronbach's Alpha Coefficient Value

Alpha Coefficient Range	Strength of Association
Less than 0.6	Poor
0.6 to less than 0.7	Moderate
0.7 to less than 0.8	Good
0.8 to less than 0.9	Very good
0.9 and above	Excellent

Sources: Hair et al (2003); Essential of Business Research Method

3.7.2 SURVEY QUESTIONNAIRE

A survey is a way to collect standardized information from an individual using the questionnaire method. In this study, the questionnaire method will be used to implement the study's objectives in obtaining complete information from all respondents. This method is the most effective method for researchers to get more detailed information to conduct research.

This study will use an online survey which is google Forms, and this questionnaire will be distributed randomly to the hotel employees in Kota Bharu, Kelantan.

In addition, the cost of the method that will be used is also one of the factors that cause researchers to use this method. This method does not require a high cost to obtain complete information from the respondent compared to other methods such as personal interviews and so on. In addition, the survey questionnaire will also provide direct access to information that will improve the quality of the data while reducing the time required to complete the data. Google forms can help researchers where the form has a section that has questions that require respondents to answer and with this section will also help in achieving the objectives of this study. Questionnaire questions are also related to leaning variables and non-leaning variables.

3.7.3 QUESTIONNAIRE DESIGN

In this study, the questionnaire used has three parts which include part A (demographics), part B (independent variable: emotional intelligence) and part C (dependent variable: job performance). This study will provide a brief description of the purpose of this research. The questionnaire that will be distributed has been analysed by our supervisor En. Ahmad Syakir Bin Junoh @ Ismail to ensure the validity of the questionnaire which is newly created by the researcher. The following table 3.4 provides an overview of the questionnaire design.

Table 3.4: Overview of the Questionnaire Design

PART	VARIABLE	ITEM
A	Demographics	1. Gender
		2. Age
		3. Race
		4. Education level

		5. Working experience
		6. Monthly income / salary
		7. Job position
B	Self-awareness	1. I always aware of my emotion.
		2. I always aware of which emotions other people is experiencing.
		3. My feelings will influence my behaviour.
		4. I like to watch people on what they are doing.
		5. I will always consider other people's needs when making decisions about what I want.
	Self-regulation	1. I maintain my calm, remain positive, and never give up while doing my task.
		2. I make rational decisions and stay focused without under pressure.
		3. I always handle myself ethically.
		4. I maintain my promises and keep my responsibilities.
		5. I embrace new perspectives and always consider every risk in my mind before taking an action.
	Empathy	1. I understand the special needs of other people.
		2. I enjoy making other people feel better.
		3. When an issue arises, I will provide my perspective on the matter while maintaining a respectful attitude toward the perspectives of all other persons.

	4.	I understand the feelings transmitted through verbal messages.
	5.	I can tell when others are sad even when they do not say anything.
Self-motivation	1.	I am a self-motivated person that encourage myself to do my best.
	2.	I feel that my work is seen and appreciated within my team/company, and I receive recognition to motivate myself.
	3.	I am a results-oriented person with a strong desire to accomplish targets and standards.
	4.	I am determined to achieve my goals despite hurdles.
	5.	I am constantly learning in order to improve my performance.
Social skills	1.	I am a good listener who seeks mutual understanding and knowledge sharing.
	2.	I am always open to hearing both good and negative points of view, and I urge others to do the same.
	3.	I enjoy discussions with others whose point of view differs from mine because it always interesting for me since I can always learn something new.
	4.	I am able to engage in conversation with people who have different backgrounds.
	5.	When we are discussing a problem that has exist, I pay great attention to the concerns of the other members of my

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			team, and I do my best to include their ideas into our strategy for resolving the issue.
C	Job performance	1.	I was successful in organising my work so that I could complete it before the deadline.
		2.	As my own personal incentive, I began a new task when the one I was working on at the time was finished. This was done as my own motivation.
		3.	I keep in mind the results that I had to achieve in my work.
		4.	As a result of my participation in the work task, I have gained a significant amount of knowledge.
		5.	I can communicate well with customers in a clear and efficient manner.
		6.	I can demonstrate effective leadership skills as appropriate.
		7.	I pursue information to reduce uncertainty and find ways to perform better.
		8.	I handle difficult customer and tense situations with diplomacy and tact.
		9.	I always receive positive feedback from my employers.
		10.	I have a strong belief that there is potential for the advancement of my career inside the organisation.

3.8 MEASUREMENT OF THE VARIABLES

The scale of the variable being measured drastically affects the type of analysis techniques that can be applied to the data and what conclusions can be drawn from the data. Researchers will gather and analyse data to assist establish statistical inference tests in order to assess each variable on the scale. The measurement scale used is nominal scale and ordinal scale. This is because it is compatible with the research we conduct (quantitative). The questionnaire was divided into 3 parts, namely demographic profile of respondents in part A, questions for independent variables (emotional intelligence) in part B and questions for dependent variables (job performance) in part C.

A nominal scale is employed for qualitative variables, which implies that numbers are only used to classify or identify items within the scope of the discussion (QuestionPro., 2018). This kind of measurement is the most fundamental and the one that costs the least. The responses to a question are only identified or categorised when utilising a nominal scale. The nominal scale is used in questionnaires created for the section A inquiry in order to establish the demographic profile of each individual responder. The nominal scale is used to assess things like gender, age, race, education level, working experience, monthly salary, and job position. This scale is based on the distribution of questionnaires to target respondents in order to analyse them.

The ordinal scale is used for closed-ended questionnaires that give respondents several answers to choose from (QuestionPro., 2018). This measurement is user-friendly and let the researchers easily compare data between respondents. The ordinal scale is built on the nominal scale by assigning a number to the object to reflect the ranking of the attributes to be questioned. The Likert Scale was one of the measurement tools that was used rather often over the course of this study. The purpose of the Likert Scale, which has five points that range from strongly

disagree (1) through disagree (2), neutral (3), agree (4), and strongly agree (5), is to determine how firmly the statement will be supported. Although order is significant in these variables (unlike nominal scale variables), differences between responses are not consistent across scales or across individuals responding to questions. An ordinal scale will be used in part B (independent variable), and part C (dependent variable). Therefore, the ordinal scale helps the researcher to determine the percentage of respondents who consider emotional intelligence influence their job performance in hotel. Such knowledge might help in designing or learning their emotion that are seen as most influence by the majority of the employees.

3.9 PROCEDURE FOR DATA ANALYSIS

Data analysis examines each component of acquired data. Data analysis measures descriptive analysis, reliability analysis, normality test, bivariate analysis, and multivariate analysis (regression). Data Analysis is importance to prevent error in the conclusion making. For this study, data will be collected via 300 questionnaires and analysed using Statistic Package for the Social Sciences (SPSS). This software can speed up data collection and quantitative analysis. SPSS is used to analyse, customise, and generate distinctive patterns between various data variable from obtained data since it ensures excellent analysis. After collecting data, it was analysed and summarized in an easy to understand format for interpretations and tabulations.

3.9.1 VALIDITY ANALYSIS

The accuracy with which a technique measures what it is designed to measure is referred to as its validity (Middleton, 2019). The questionnaire that will be distributed has been analysed using 'face validity' by our supervisor En. Ahmad Syakir Bin Junoh @ Ismail to ensure the validity of the questionnaire. A measure is considered to have this form of validity

if it seems to be relevant and suitable for what it is measuring. Because it is such a straightforward initial step in determining the overall validity of a test or method, face validity is an extremely important aspect of validity analysis. Checking if a new measure seems to be helpful at first look may be done in a manner that is reasonably simple, fast, and straightforward thanks to this method. Everyone who looks at our measurement should agree that it appears to be measuring the thing that it is intended to measure which mean it have good face validity (Bhandari, 2022). Meanwhile, poor face validity is when someone reviewing our measure it may be confused about what we are measuring and why we are using this method (Bhandari, 2022).

3.9.2 RELIABILITY ANALYSIS

The consistency of the instrument was assessed using the Reliability Analysis technique. The Cronbach's alpha test will be used by the researcher to conduct reliability analysis for pilot study (30 respondents) and actual study (300 respondents). How consistent the evaluations of the respondents are is determined by Cronbach's alpha (Goforth, 2015). This is done to assess the validity of the research instrument and the measurements. The relationship between the independent and dependent variables will be stronger when the alpha Cronbach values are between 0.7 until 1. Therefore, the reliability test is done in order to guarantee that every respondent who takes part in the study is comfortable when answering the questions and thus permitting them to have the freedom of choosing the best responses to explain the perspective.

3.9.3 DESCRIPTIVE ANALYSIS

This study makes use of descriptive analysis since it is able to accurately reflect the features of a very large quantity of data that has been gathered. Furthermore, by analysing the demographic characteristics of samples, this analytical approach allows for the transformation

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of raw data into the display of numerical facts. The researcher has to measure of central tendency which are mean, mode, median and measures of dispersion (standard deviation). Moreover, the researchers will also analyses the data into percentages and frequencies from the section A of demographic respondents.

3.9.4 NORMALITY TEST

This research used normality testing to assess whether or not a sample was distributed (Sekaran, U., & Bougie, R., 2016). In the case that the data did not follow a normal distribution, the hypotheses will be determined by using Spearman's Correlation. On the other hand, Pearson's Correlation will be used in the situation that the data followed a normal distribution. The test that will be taken to get the result of the normality are by using "Kolmogorov-Smirnov and Shapiro-Wilk" and "Skewness and Kurtosis".

3.9.5 BIVARIATE ANALYSIS

In this study, the analysis of correlation between two variables will be determined by the result of normality analysis. The researcher intends to apply Pearson's Correlation to determine the degree of linear correlation between two variables, which is between independent variable and dependent variables if the data are normally distributed to the respondents. However, if the data are not normally distribute to the respondents Spearman Correlation will take place as a non-parametric test that does not assume anything about the underlying distribution in a study. The Spearman correlation does the analysis on the rankings of the scores rather than on the actual data values. This is because ranks are more comparable to each other than real scores.

3.9.6 MULTIVARIATE ANALYSIS (REGRESSION)

The linear correlation that exists between a dependent variable in two or more independent variables may be measured with the use of a technique known as multiple linear

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regression. It is the most common form of linear regression analysis. In other words, it is used to determine the correlation between multiple independent variables and dependent variables in order to produce an accurate prediction in each other's, and it is also used to anticipate the consequences or impacts of changes that might occurs. In addition, it is helpful to understand how the dependent variable will change when the independent factors are changed since this helps to predict the future. In this research, the impact of self-awareness, self-regulation, empathy, self-motivation, and social skills on employees' performance on the workplace will be investigated using multiple linear regression. When there is a greater degree of influence from the independent variable on the dependent variable, there is also a greater degree of correlation between these two variables.

3.10 SUMMARY / CONCLUSION

From this study, there were some unavoidable limitations. Firstly, since the study chooses only employees in hotel industry as a sample, thus the views expressed may not accurately represent the view of employees in others field. Secondly, the scope of study is only focus on the hotel's employees in Kota Bharu, Kelantan. The geographic disparity of the sample location was a major contributor to this limitation. Besides, there are many factors that influence job performance of employees, but in this study, researcher only conduct five factors from emotional intelligence which is self-awareness, self-regulation, empathy, self-motivation, social skills. Therefore, it may affect the accuracy of the result.

In conclusion, even though there were certain restrictions placed on this study, an appropriate research methodology was utilized to guarantee that the data collecting procedure was able to acquire the appropriate data. This was accomplished by using a good research methodology. This chapter detailed how the research had been carried out, demonstrating the

process of choosing respondents, the technique of data collecting, and the strategy that had been applied in assessing the information collected. This study may examine the population, sample size, sampling strategy, research instrument development, variable measurement, and procedure for data analysis.
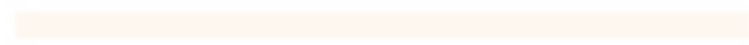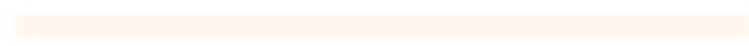
CHAPTER 4: FINDINGS AND RESULTS

4.1 INTRODUCTION

In this chapter, the results of this analysis are presented, and an interpretation of those results is given. The objectives of the research served as the foundation for the analysis. The results were presented in the form of figures, tables and texts, where the key information was conveyed and highlighted.

4.2 PRELIMINARY ANALYSIS

4.2.1 PILOT TEST

A pilot test was carried out in advance of the actual distribution of questionnaires to respondents in order to determine the validity of each variable, identify defects and errors in the questionnaires, and check that the material and questions were clear and easy to comprehend. Reliability tests is used to show how reliably the data (Sekaran, U., & Bougie, R., 2016). The reliability of the data reflects how well the components that make up a concept's measurement to fit together as a whole. Cronbach's alpha is a reliability coefficient that reflects how strongly the items in a set are positively connected to one another. Cronbach's alpha is a number that is determined by looking at the average intercorrelations between the independent variables and dependent variable that are being utilized in the study. When Cronbach's alpha is closer to 1, it indicates that the reliability of the data's internal consistency is higher.

From the SPSS analysis done using the Cronbach's alpha, it was determined that all the constructs of the questionnaire exhibited acceptable reliability because the alpha was larger than 0.7. Besides, there were no problems associated with the validity of the questionnaire and the feedback from the participants was positive. The results of the pilot test are given below.

Table 4.1: Reliability of the Pilot Study by Cronbach's Alpha Coefficient

Variable	Cronbach's Alpha	Numbers of items	Results
Self-awareness	.739	5	Good
Self-regulation	.858	5	Very good
Empathy	.707	5	Good
Motivation	.804	5	Very good
Social skills	.652	5	Moderate
Job performance	.842	10	Very good
Overall Variable	**.912**	**35**	**Excellent**

According to the findings of the SPSS analysis that was carried out with the help of Cronbach's alpha, it was established that all of the questionnaire's variables demonstrated acceptable levels of reliability (0.912) and can proceed with the study because the alpha was larger than 0.7. Table 4.1 lists down the values for Cronbach's alpha reliability coefficients for self-awareness, self-regulation, empathy, motivation, social skills and job performance. Each of the reliability coefficients are closer to 1 than to 0 revealing high internal consistency for self-awareness, self-regulation, empathy, motivation, social skills and job performance. The Cronbach alpha results encourage and increase confidence in the self-awareness, self-regulation, empathy, motivation social skills and job performance survey instruments used in this study. This indicates that the questionnaires have been approved for this research and the responder has shown a high level of understanding of the questions. Based on the results, these six survey instruments were considered reliable and internally consistent.

4.3 DEMOGRAPHIC PROFILE OF RESPONDENTS

Table 4.2: Respondent Demographic Profile

RESPONDENT PROFILE	CLASSIFICATION	FREQUENCY N = 300	PERCENTAGE (%)
Gender	Male	79	26.3
	Female	221	73.7
Age	Less than 20 years old	55	18.3
	20 – 29 years old	191	63.7
	30 – 39 years old	39	13.0
	40 years old and above	15	5.0
Race	Malay	185	61.7
	Chinese	60	20.0
	Indian	28	9.3
	Others	27	9.0
Education level	SPM	201	67.0
	Diploma	55	18.3
	Degree	41	13.7
	Master	3	1.0
	PhD	0	0
Working experience	Less than 1 year	77	25.7
	1 – 5 years	181	60.3
	6 – 10 years	30	10.0
	More than 10 years	12	4.0
Monthly income / salary	RM1500 and below	48	16.0
	RM1501 – RM2000	173	57.7
	RM2001 and RM2500	39	13.0
	RM2501 – RM3000	22	7.3
	RM3001 – above	18	6.0
Job position	Housekeeping	109	36.3
	Room service	58	19.3
	Waiter / waitress	19	6.3

Event planner	14	4.7
Kitchen Staff	30	10.0
Manager	8	2.7
Others	62	20.7

Results from seven of the demographic questions for all 300 participants in the final sample are presented. The population is an important consideration because the participants were selected anonymously and randomly throughout the Kota Bharu, Kelantan and it cannot be assumed that the outcome of this study can be generalized to represent the Kota Bharu, Kelantan.

Demographic 1: Gender

Based on the statistics, it appears that males are 26.3% with 79 respondents and female are over 73.7% with 221 respondents. It is obvious that females make up the majority of those who respond the questionnaire while males are the minority. The fact here is that a huge number of those participants are females.

Demographic 2: Age

Based on the table 4.2, the age of respondents Less than 20 years old are 18.3% with 55 respondents. The age from 20-29 years old 63.7% with 191 respondents showed the highest who an attempt the questionnaire. Meanwhile, the age between 30 – 39 years old 13.0% with 39 respondents and the age between 40 years old and above only 5.0% with 15 respondents. It is obvious shows that the age 20 – 29 years old had the majority that respond the questionnaire while the respondent aged 40 years old and above are the minority respond to this survey. In conclusion, most of the respondents are in age between 20 – 29 years old in this study.

Demographic 3: Race

The table 4.2 indicate the race of respondents that highest respond is Malay 61.7% (N=185) while Chinese is 20.0% (N=60). Meanwhile, Indian 9.3% (N=28) and the race from others race is 9.0% with 27 respondents. It is clearly showed majority of the respondents from Malay and minority of respondents are from others race. So based on this survey, mostly Malay race answered this survey than another race.

Demographic 4: Education Level

Based on the statistics shown, it has 201 respondents which is 67% of SPM education level, 55 respondents which is 18.3% are from diploma education level, 41 respondents which is 13.7% are from degree education level, and 3 respondents which is 1% only from master education level and there is no respondent from PhD education level. It is obviously shown that SPM education level have the majority that respond the questionnaire while there is no PhD education level work in this sector. In conclusion, there is large number of those participants are from SPM education level.

Demographic 5: Working Experience

Based on the statistics shown, it has 77 respondents which is 25.7% are less than 1 year working experience, 181 respondents which is 60.3% have 1 – 5 years working experience. Besides that, there is 30 respondents which is 10% have 6 – 10 years working experience, and there are 12 respondents which is 4% have more than 10 years working experience. It is obviously shown that respondents who have 1 – 5 years had the majority that respond the questionnaire while respondents who have work more than 10 years have the minority of people. In conclusion, there is large number of those participants are from 1 – 5 years working experience.

Demographic 6: Monthly Income / Salary

Based on the statistics shown above, it has been found that there are 48 respondents which is 16.0% in the monthly salary of RM 1500 and below. For a monthly salary of RM 1501 to RM2000, 173 respondents are 57.7% and a monthly salary of RM 2001 to RM 2500 is 39 respondents, which is 13.0%. Meanwhile, 22 respondents which is 7.3% for monthly salary of employees of RM 2501 to RM 3000 and 18 respondents which is 6.0% for monthly salary of RM 3001 and above. This clearly shows that the monthly salary of RM 1501 to RM 2000 has the majority of respondents who answered this questionnaire compared to the respondents whose monthly salary of RM 3001 and above is only a minority. Proven, a large number of respondents have a monthly salary of RM 1501 to RM 2000.

Demographic 7: Job Position

The statistical table above shows that for work positions such as housekeeping there are 109 respondents which is 36.3% and for room service there are 58 respondents which is 19.3%. For the job position of waiter or waitress, there are 19 respondents, which is 6.3%, and for event planner, there are 14 respondents, which is 4.7%. In the meantime, for the kitchen staff job position, there are 30 respondents, which is 10.0%, and for managers, there are 8 respondents, which is 2.7%, and for other job positions, there are 62 people, which is 20.7%. This clearly shows that for the job position that is housekeeping has the majority of respondents who answered this questionnaire compared to the job position of manager only has a minority number. Proven, many respondents are from housekeeping positions.

4.4 DESCRIPTIVE ANALYSIS

The use of descriptive statistics enables us to concisely and properly summarize and describe enormous datasets in a manner that is both rapid and easy (Hinton et al., 2014). The measures of central tendency (mean, median, and mode), as well as the measures of dispersion (standard deviation), were the types of descriptive statistics that were utilized in this investigation the majority of the time. In this analysis, the researchers have summarized the item and find the mean to indicate the level of emotional intelligence and job performance of hotel's employees in Kota Bharu, Kelantan. The researchers used the mean, mode, median and standard deviation to measure the element of emotional intelligence (self-awareness, self-regulation, empathy, motivation, and social skills) and job performance.

4.4.1 OVERALL MEAN SCORE FOR VARIABLES

Table 4.3: Descriptive Analysis of Overall Mean Score

PART	DIMENSION	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
B	Self-awareness	300	4.3153	4.80	4.6000	.55388
	Self-regulation	300	4.4913	4.80	4.6000	.40241
	Empathy	300	4.3340	4.80	4.6000	.59993
	Motivation	300	4.5047	4.80	4.6000	.45900
	Social skills	300	4.4347	4.80	4.6000	.47139
C	Job performance	300	4.4387	4.60	4.5000	.40758

Table 4.3 above show that the descriptive analysis for the overall variable in this study. In part B (emotional intelligence) it shows that the highest mean score is motivation with is 4.5047 followed by self-regulation (4.4913), social skills (4.4347), empathy (4.3340), and lastly, self-awareness (4.3153). In part C, job performance indicates the value of mean score

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which is 4.4387. All of this shows that the respondents are agree with the statement provided in the questionnaire.

Other than that, standard deviation of the variable shows that the empathy is the highest value with .59993 followed by self-awareness (.55388), social skills (.47139), motivation (.45900), and lastly self-regulation (.40241). Job performance indicates the value of standard deviation which is .40758.

4.4.2 DESCRIPTIVE ANALYSIS FOR SELF-AWARENESS

Table 4.4: Descriptive Analysis of Self-Awareness Factor

NO	SELF-AWARENESS ITEM	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
1.	I always aware of my emotion.	300	4.35	5	5.00	.858
2.	I always aware of which emotions other people is experiencing.	300	4.00	4	4.00	.860
3.	My feelings will influence my behaviour.	300	4.29	5	5.00	.865
4.	I like to watch people on what they are doing.	300	4.49	5	5.00	.706
5.	I will always consider other people's needs when making decisions about what I want.	300	4.45	5	5.00	.634

The self-awareness variable is the subject of analysis and based on the statistics above, there will be interpretation of the mean and standard deviation to determine what are the views of the majority respondents are concerning on each of the item above. In accordance with Table 4.4, the descriptive analysis for the self-awareness factor includes the following five questions. It demonstrates that the majority of respondents placed a value between 4.00 and 4.49 on the Five-Point Likert Scale when asked about this aspect of the survey. The average mean of this factor is 4.3153. The question 1 (I always aware of my emotion) show that the respondents are mostly agree as the mean is 4.35 while the standard deviation is 0.858. The question 2 (I always aware of which emotions other people is experiencing) show that the respondents are mostly agree as the mean is 4.00 while the standard deviation is 0.860. The question 3 (My feelings will influence my behaviour) show that the respondents are mostly agree as the mean is 4.29 while the standard deviation is 0.865. The question 4 (I like to watch people on what they are doing) show that the respondents are mostly agree as the mean is 4.29 while the standard deviation is 0.706. lastly, the question 5 (I will always consider other people's needs when making decisions about what I want) show that the respondents are mostly agree as the mean is 4.45 while the standard deviation is 0.634.

4.4.3 DESCRIPTIVE ANALYSIS FOR SELF-REGULATION

Table 4.5: Descriptive Analysis of Self-regulation Factor

NO	SELF-REGULATION ITEM	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
1.	I maintain my calm, remain positive, and never give up while doing my task.	300	4.46	5	5.00	.613

No.	Item	N	Mean			
2.	I make rational decisions and stay focused without under pressure.	300	4.49	5	5.00	.598
3.	I always handle myself ethically.	300	4.49	5	5.00	.641
4.	I maintain my promises and keep my responsibilities.	300	4.54	5	5.00	.586
5.	I embrace new perspectives and always consider every risk in my mind before taking an action.	300	4.47	5	5.00	.609

According to the information shown in table 4.5, the descriptive analysis for the self-regulation component includes five questions. It demonstrates that the majority of respondents placed a rating between 4.46 and 4.54 according to mean score. The average mean score of this factor is 4.4913. The question 1 (I maintain my calm, remain positive, and never give up while doing my task) show that the respondents are agree as the mean 4.46 while the standard deviation is 0.613. The question 2 (I make rational decisions and stay focused without under pressure) show that the respondents are agree as the mean 4.49 while the standard deviation is 0.598. The question 3 (I always handle myself ethically) show that the respondents are agree as the mean 4.49 while the standard deviation is 0.641. The question 4 (I maintain my promises and keep my responsibilities) show that the respondents are agree as the mean 4.54 while the standard deviation is 0.586. Lastly, question 5 (I embrace new perspectives and always

consider every risk in my mind before taking an action) show that the respondents are agree as the mean 4.47 while the standard deviation is 0.609.

4.4.4 DESCRIPTIVE ANALYSIS FOR EMPATHY

Table 4.6: Descriptive Analysis of Empathy Factor

NO	EMPATHY ITEM	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
1.	I understand the special needs of other people.	300	4.24	5	4.00	.831
2.	I enjoy making other people feel better.	300	4.45	5	5.00	.650
3.	When an issue arises, I will provide my perspective on the matter while maintaining a respectful attitude toward the perspectives of all other persons.	300	4.42	5	5.00	.663
4.	I understand the feelings transmitted through verbal messages.	300	4.27	5	5.00	.905
5.	I can tell when others are sad even when they do not say anything.	300	4.29	5	4.00	.860

According to the information shown in table 4.6, the descriptive analysis for the empathy component includes five questions. It demonstrates that the majority of respondents placed a rating between 4.24 to 4.45 according to mean score. The average mean score of this factor is 4.3340. The question 1 (I understand the special needs of other people) show that the respondents are agree as the mean 4.24 while the standard deviation is 0.831. The question 2 (I enjoy making other people feel better) show that the respondents are agree as the mean 4.45 while the standard deviation is 0.650. The question 3 (When an issue arises, I will provide my perspective on the matter while maintaining a respectful attitude toward the perspectives of all other persons) show that the respondents are agree as the mean 4.42 while the standard deviation is 0.663. The question 4 (I understand the feelings transmitted through verbal messages) show that the respondents are agree as the mean 4.27 while the standard deviation is 0.905. Lastly, question 5 (I can tell when others are sad even when they do not say anything.) show that the respondents are agree as the mean 4.29 while the standard deviation is 0.860.

4.4.5 DESCRIPTIVE ANALYSIS FOR SELF-MOTIVATION

Table 4.7: Descriptive Analysis of Self-motivation Factor

NO	SELF-MOTIVATION ITEM	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
1.	I am a self-motivated person that encourage myself to do my best.	300	4.42	5	5.00	.668
2.	I feel that my work is seen and appreciated within my team/company, and I	300	4.42	5	5.00	.725

	receive recognition to motivate myself.					
3.	I am a results-oriented person with a strong desire to accomplish targets and standards.	300	4.51	5	5.00	.672
4.	I am determined to achieve my goals despite hurdles.	300	4.55	5	5.00	.591
5.	I am constantly learning in order to improve my performance.	300	4.62	5	5.00	.545

According to the information shown in table 4.7, the descriptive analysis for the self-motivation component includes five questions. It demonstrates that the majority of respondents placed a rating between 4.42 to 4.62 according to mean score. The average mean score of this factor is 4.5047. The question 1 (I am a self-motivated person that encourage myself to do my best) show that the respondents are mostly agree as the mean is 4.42 while the standard deviation is 0.668. The question 2 (I feel that my work is seen and appreciated within my team/company, and I receive recognition to motivate myself) show that the respondents are mostly agree as the mean is 4.42 while the standard deviation is 0.725. The question 3 (I am a results-oriented person with a strong desire to accomplish targets and standards.) show that the respondents are mostly agree as the mean is 4.51 while the standard deviation is 0.672. The question 4 (I am determined to achieve my goals despite hurdles.) show that the respondents are mostly agree as the mean is 4.55 while the standard deviation is 0.591. Lastly, the question

5 (I am constantly learning in order to improve my performance.) show that the respondents are mostly agree as the mean is 4.62 while the standard deviation is 0. 545.

4.4.6 DESCRIPTIVE ANALYSIS FOR SOCIAL SKILLS

Table 4.8: Descriptive Analysis of Social skills Factor

NO	SOCIAL SKILLS ITEM	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
1.	I am a good listener who seeks mutual understanding and knowledge sharing.	300	4.41	5	5.00	.681
2.	I am always open to hearing both good and negative points of view, and I urge others to do the same.	300	4.46	5	5.00	.630
3.	I enjoy discussions with others whose point of view differs from mine because it always interesting for me since I can always learn something new.	300	4.43	5	4.00	.622
4.	I am able to engage in conversation with people	300	4.42	5	5.00	.702

	who have different backgrounds.					
5.	When we are discussing a problem that has exist, I pay great attention to the concerns of the other members of my team, and I do my best to include their ideas into our strategy for resolving the issue.	300	4.44	5	5.00	.649

According to the information shown in table 4.8, the descriptive analysis for the social skills component includes five questions. It demonstrates that the majority of respondents placed a rating between 4.41 to 4.46 according to mean score. The average mean score of this factor is 4.4347. The question 1 (I am a good listener who seeks mutual understanding and knowledge sharing.) show that the respondents are mostly agree as the mean is 4.41 while the standard deviation is 0.681. The question 2 (I am always open to hearing both good and negative points of view, and I urge others to do the same.) show that the respondents are mostly agree as the mean is 4.46 while the standard deviation is 0.630. The question 3 (I enjoy discussions with others whose point of view differs from mine because it always interesting for me since I can always learn something new.) show that the respondents are mostly agree as the mean is 4.43 while the standard deviation is 0.622. The question 4 (I am able to engage in conversation with people who have different backgrounds.) show that the respondents are mostly agree as the mean is 4.42 while the standard deviation is 0.702. Lastly, the question 5

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(When we are discussing a problem that has exist, I pay great attention to the concerns of the other members of my team, and I do my best to include their ideas into our) show that the respondents are mostly agree as the mean is 4.44 while the standard deviation is 0. 649.

4.4.7 DESCRIPTIVE ANALYSIS FOR JOB PERFORMANCE

Table 4.9: Descriptive Analysis of Job performance Factor

NO	JOB PERFORMANCE ITEM	N	MEAN	MODE	MEDIAN	STANDARD DEVIATION
1.	I was successful in organising my work so that I could complete it before the deadline.	300	4.46	5	5.00	.700
2.	As my own personal incentive, I began a new task when the one I was working on at the time was finished. This was done as my own motivation.	300	4.41	5	4.00	.661
3.	I keep in mind the results that I had to achieve in my work.	300	4.48	5	5.00	.598
4.	As a result of my participation in the work task, I have gained a	300	4.54	5	5.00	.574

	significant amount of knowledge.					
5.	I can communicate well with customers in a clear and efficient manner.	300	4.35	5	4.00	.737
6.	I can demonstrate effective leadership skills as appropriate.	300	4.32	5	4.00	.783
7.	I pursue information to reduce uncertainty and find ways to perform better.	300	4.49	5	5.00	.598
8.	I handle difficult customer and tense situations with diplomacy and tact.	300	4.38	5	5.00	.720
9.	I always receive positive feedback from my employers.	300	4.40	5	5.00	.775
10.	I have a strong belief that there is potential for the advancement of my career inside the organisation.	300	4.56	5	5.00	.639

According to the information shown in table 4.9, the descriptive analysis for the so job performance component includes five questions. It demonstrates that the majority of respondents placed a rating between 4.32 to 4.56 according to mean score. The average mean score of this factor is 4.4387. Question 1 (I was successful in organizing my work so that I could complete it before the deadline) shows that most respondents agree because the mean is 4.46 while the standard deviation is 0.700. Question 2 (As my own personal incentive, I began a new task when the one I was working on at the time was finished. This was done as my own motivation) shows that most respondents agree because the mean is 4.41 while the standard deviation is 0.661. Question 3 (I keep in mind the results that I had to achieve in my work) shows that most respondents agree because the mean is 4.48 while the standard deviation is 0.598. Question 4 (As a result of my participation in the work task, I have gained a significant amount of knowledge) shows that most respondents agree because the mean is 4.54 while the standard deviation is 0.574. Question 5 (I can communicate well with customers in a clear and efficient manner) shows that most respondents agree because the mean is 4.35 while the standard deviation is 0.737. Question 6 (I can demonstrate effective leadership skills as appropriate) shows that most respondents agree because the mean is 4.32 while the standard deviation is 0.783. Question 7 (I pursue information to reduce uncertainty and find ways to perform better) shows that most respondents agree because the mean is 4.49 while the standard deviation is 0.598. Question 8 (I handle difficult customer and tense situations with diplomacy and tact) shows that most respondents agree because the mean is 4.38 while the standard deviation is 0.720. Question 9 (I always receive positive feedback from my employers) shows that most respondents agree because the mean is 4.40 while the standard deviation is 0.775. Finally, question 10 (I have a strong belief that there is potential for the advancement of my career inside the organization) shows that most respondents agree because the mean is 4.56 while the standard deviation is 0.639.

4.5 VALIDITY AND RELIABILITY ANALYSIS

The researcher intends to use 'face validity' in validity analysis. The questionnaire that will be distributed has been analysed using 'face validity' by our supervisor En. Ahmad Syakir Bin Junoh @ Ismail to ensure the validity of the questionnaire. According to Hardesty and Bearden (2004), a method or process is said to have face validity if it seems as if it should measure the variable that it is expected to measure or that it wants to measure. The researcher had sent copies of the questionnaire to his supervisors so that he could get their feedback on the questionnaire and the survey.

For the purpose of determining whether or not the results of the questionnaire can be trusted, a reliability test was carried out in SPSS. From the SPSS analysis done using the Cronbach's alpha, it was determined that all the variable of the questionnaire exhibited acceptable reliability (0.935) and can proceed with the study because the alpha was larger than 0.7. Each of the reliability coefficients are closer to 1 than to 0 revealing high internal consistency for self-awareness, self-regulation, empathy, motivation, social skills and job performance. Table 4.10 lists down the analysis result of reliability for actual study by Cronbach's alpha reliability coefficients for self-awareness, self-regulation, empathy, motivation, social skills and job performance.

Table 4.10: Reliability of the Actual Study by Cronbach's Alpha Coefficient

Variable	Cronbach's Alpha	Numbers of items	Results
Self-awareness	.741	5	Good
Self-regulation	.676	5	Moderate
Empathy	.818	5	Very good
Motivation	.759	5	Good

Social skills	.764	5	Good
Job performance	.800	10	Very good
Overall Variable	**.935**	**35**	**Excellent**

4.6 NORMALITY TEST

Table 4.11: Result Tests of Normality by Kolmogorov-Smirnov and Shapiro-Wilk

Variable	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Self-awareness	.207	300	.000	.861	300	.000
Self-regulation	.230	300	.000	.881	300	.000
Empathy	.191	300	.000	.866	300	.000
Motivation	.219	300	.000	.843	300	.000
Social skills	.200	300	.000	.870	300	.000
Job performance	.163	300	.000	.902	300	.000

a. Lilliefors Significance Correction

The table above depicts for the normality test results in this study. The results test of normality by SPSS were conducted via Kolmogorov-Smirnov[a] and Shapiro-Wilk test. In theoretical aspect, the p-value (the. sig value) has to be more than 0.05 and above provided the researcher were to declare that the data in the study is normally distributed. In opposite, if the p-value less than 0.05, it means that the data are not normally distributed. From the results shown above, it can be seen that the p-value of significant of all variables, which is self-awareness, self-regulation, empathy, motivation, social skills and job performance are having

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a p-value that are less than 0.05 in the normality test. Thus, this leads to the use of Spearman

Correlation test in this study, as the data is showing as not normally distributed.

Table 4.12: Result Tests of Normality by Skewness and Kurtosis

Variable	Skewness		Kurtosis		Result
	Statistic	Std. Error	Statistic	Std. Error	
Self-awareness	−1.174	.141	.661	.281	Not normally distributed
Self-regulation	−1.176	.141	1.367	.281	Not normally distributed
Empathy	−1.352	.141	1.872	.281	Not normally distributed
Motivation	−1.608	.141	3.636	.281	Not normally distributed
Social skills	−1.467	.141	3.212	.281	Not normally distributed
Job performance	−1.268	.141	2.076	.281	Not normally distributed

Examining the skew and kurtosis values of a sample is one technique to determine

whether or not the data being collected comes from a normally distributed population or not.

When run using SPSS, a normal distribution will provide results with a skew and kurtosis value

of zero. By dividing the value of skew by the standard error of skew and dividing kurtosis by

the standard error of kurtosis, one may get a measurement of how much skew and kurtosis

diverge from the normal distribution. This can be done separately for each parameter. The

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presumption of normality is rejected when any one of these numbers is 2 or above, regardless of which one it is.

In the self-awareness sample, Skewness is –1.174 with a standard error of .141. This gives a measure of Skewness of –1.174 divided by .141 equal to –8.326. Kurtosis is .661 with a standard error of .281, giving a value of .661 divided by .281 equal to 2.352. The assumption of normality would be rejected as the large negative Skewness exceeds a value of 2 and large positive of Kurtosis exceeds a value of 2.

In the self-regulation sample, Skewness is –1.176 with a standard error of .141. This gives a measure of Skewness of –1.176 divided by .141 equal to –8.340. Kurtosis is 1.367 with a standard error of .281, giving a value of 1.367 divided by .281 equal to 4.865 Given that the big negative skewness surpasses a value of 2 and the huge positive kurtosis also exceeds a value of 2, it is reasonable to conclude that the assumption of normality is rejected.

In the empathy sample, Skewness is –1.352 with a standard error of .141. This gives a measure of Skewness of –1.352 divided by .141 equal to–9.589. Kurtosis is 1.872 with a standard error of .281, giving a value of 1.872 divided by .281 equal to 6.662. Given that the big negative skewness surpasses a value of 2 and the huge positive kurtosis also exceeds a value of 2, it is reasonable to conclude that the assumption of normality is rejected.

In the motivation sample, Skewness is –1.608 with a standard error of .141. This gives a measure of Skewness of –1.608 divided by .141 equal to –11.404. Kurtosis is 3.636 with a standard error of .281, giving a value of 3.636 divided by .281 equal to 12.940. Given that the big negative skewness surpasses a value of 2 and the huge positive kurtosis also exceeds a value of 2, it is reasonable to conclude that the assumption of normality is rejected.

In the social skills sample, Skewness is –1.467 with a standard error of .141. This gives a measure of Skewness of –1.467 divided by .141 equal to –10.404. Kurtosis is 3.212 with a

standard error of .281, giving a value of 3.212 divided by .281 equal to 11.431. Given that the big negative skewness surpasses a value of 2 and the huge positive kurtosis also exceeds a value of 2, it is reasonable to conclude that the assumption of normality is rejected.

In the job performance sample, Skewness is –1.268 with a standard error of .141. This gives a measure of Skewness of –1.268 divided by .141 equal to –8.993. Kurtosis is 2.076 with a standard error of .281, giving a value of 2.076 divided by .281 equal to 7.388. Given that the big negative skewness surpasses a value of 2 and the huge positive kurtosis also exceeds a value of 2, it is reasonable to conclude that the assumption of normality is rejected.

As a conclusion, the findings of the normality test for each of the variables indicate that the distribution of the data is not normally distributed. As a result, the hypothesis is going to be evaluated with the help of the Spearman Correlation.

4.7 BIVARIATE ANALYSIS (SPEARMAN'S CORRELATION)

One of the methods that may be used to evaluate the degree of linear connection that exists between two variables is known as the Spearman correlation. The significant association between the dependent variable (job performance of hotel's employees at Kota Bharu, Kelantan) and the independent variables (emotional intelligence: self-awareness, self-regulation, empathy, self-motivation, and social skill) was determined with the use of the Spearman correlation. The magnitude association between the Spearman's Correlation value and the other variables is shown in Table 4.13. In the meanwhile, the results of the Spearman correlation analysis are shown in Table 4.14.

Table 4.13: The Magnitude Relationship of Spearman's Correlation Value

Spearman's Correlation Value, r_s	Magnitude Relationship
00 – .19	Very weak
.20 – .39	Weak
.40 – .59	Moderate
.60 – .79	Strong
.80 – 1.0	Very strong

Table 4.14: The Spearman Correlation Analysis Result

Correlations		Self-awareness	Self-regulation	Empathy	Motivation	Social skills	Job performance
Self-awareness	Correlation Coefficient	1.000	.481**	.583**	.498**	.479**	.482**
	Sig. (2-tailed)	.	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
Self-regulation	Correlation Coefficient	.481**	1.000	.526**	.614**	.596**	.538**
	Sig. (2-tailed)	.000	.	.000	.000	.000	.000
	N	300	300	300	300	300	300
Empathy	Correlation Coefficient	.583**	.526**	1.000	.502**	.547**	.551**
	Sig. (2-tailed)	.000	.000	.	.000	.000	.000
	N	300	300	300	300	300	300
Motivation	Correlation Coefficient	.498**	.614**	.502**	1.000	.677**	.630**
	Sig. (2-tailed)	.000	.000	.000	.	.000	.000
	N	300	300	300	300	300	300
Social skills	Correlation Coefficient	.479**	.596**	.547**	.677**	1.000	.618**
	Sig. (2-tailed)	.000	.000	.000	.000	.	.000
	N	300	300	300	300	300	300
Job performance	Correlation Coefficient	.482**	.538**	.551**	.630**	.618**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.
	N	300	300	300	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).							

In this study, Spearman Correlation test is suitable in this study because it is a non-parametric test that does not assume anything about the underlying distribution in a study, and thus it suits the population data in this study that does not portray a normal distribution under the "Kolmogorov-Smirnov and Shapiro-Wilk" and "Skewness and Kurtosis" normality analysis. The Pearson correlation and the Spearman correlation both employ the exact identical formulas, however the Spearman correlation does the analysis on the rankings of the scores rather than on the actual data values. The abbreviation for the Spearman correlation coefficient is "r_s" The Spearman correlation may still be employed even though the connection between the two variables is not linear since we are using the rankings rather than the actual scores. This is because ranks are more comparable to each other than real scores.

Firstly, the relationship between self-awareness (IV) and job performance (DV) are examined. The Spearman's correlation value is $r_s = 0.482$. When comparing these statistics against the correlation coefficient scale of linear strength, the outcome is that the scale coefficient indicates a moderate and positive correlation. The outcome of the analysis is that self-awareness is correlated in a moderate positive way with job performance (DV). The Sig value is 0.000. This means there is a significant relationship between the variables ($p < 0.05$).

Secondly, the relationship between self-regulation (IV) and job performance (DV) are examined. The Spearman's correlation value is $r_s = 0.538$. When comparing these statistics against the correlation coefficient scale of linear strength, the outcome is that the scale coefficient indicates a moderate and positive correlation. The outcome of the analysis is that self-regulation is correlated in a moderate positive way with job performance (DV). The Sig value is 0.000. This means there is a significant relationship between the variables ($p < 0.05$).

Thirdly, the relationship between empathy (IV) and job performance (DV) are examined. The Spearman's correlation value is $r_s = 0.551$. When comparing these statistics

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against the correlation coefficient scale of linear strength, the outcome is that the scale coefficient indicates a moderate and positive correlation. The outcome of the analysis is that empathy is correlated in a moderate positive way with job performance (DV). The Sig value is 0.000. This means there is a significant relationship between the variables (p <0.05).

Fourthly, the relationship between self-motivation (IV) and job performance (DV) are examined. The Spearman's correlation value is $r_s = 0.630$. When comparing these statistics against the correlation coefficient scale of linear strength, the outcome is that the scale coefficient indicates a strong and positive correlation. The outcome of the analysis is that self-motivation is correlated in a strong positive way with job performance (DV). The Sig value is 0.000. This means there is a significant relationship between the variables (p <0.05).

Lastly, the relationship between social skill (IV) and job performance (DV) are examined. The Spearman's correlation value is $r_s = 0.618$. When comparing these statistics against the correlation coefficient scale of linear strength, the outcome is that the scale coefficient indicates a strong and positive correlation. The outcome of the analysis is that social skill is correlated in a strong positive way with job performance (DV). The Sig value is 0.000. This means there is a significant relationship between the variables (p <0.05).

4.8 HYPOTHESIS TESTING

4.8.1 THE RELATIONSHIP BETWEEN SELF-AWARENESS AND JOB PERFORMANCE OF HOTEL'S EMPLOYEES

H1: There is a significant relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.

From the Table 4.14, the Spearman correlation analysis result shown that the relationship between self-awareness (IV) and job performance (DV) are correlated in

moderated positive way with the value of $r_s = 0.482$. Therefore, the H1 is accepted because there is a significant relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.

4.8.2 THE RELATIONSHIP BETWEEN SELF-REGULATION AND JOB PERFORMANCE OF HOTEL'S EMPLOYEES

H2: There is a significant relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.

From the Table 4.14, the Spearman correlation analysis result shown that the relationship between self-regulation (IV) and job performance (DV) are correlated in moderated positive way with the value of $r_s = 0.538$. Therefore, the H2 is accepted because there is a significant relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.

4.8.3 THE RELATIONSHIP BETWEEN EMPATHY AND JOB PERFORMANCE OF HOTEL'S EMPLOYEES

H3: There is a significant relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.

From the Table 4.14, the Spearman correlation analysis result shown that the relationship between empathy (IV) and job performance (DV) are correlated in moderated positive way with the value of $r_s = 0.551$. Therefore, the H3 is accepted because there is a significant relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.

4.8.4 THE RELATIONSHIP BETWEEN SELF-MOTIVATION AND JOB PERFORMANCE OF HOTEL'S EMPLOYEES

H4: There is a significant relationship between self-motivation and job performance among hotel employees in Kota Bharu, Kelantan.

From the Table 4.14, the Spearman correlation analysis result shown that the relationship between self-motivation (IV) and job performance (DV) are correlated in strong positive way with the value of $r_s = 0.630$. Therefore, the H4 is accepted because there is a significant relationship between self-motivation and job performance among hotel employees in Kota Bharu, Kelantan.

4.8.5 THE RELATIONSHIP BETWEEN SOCIAL SKILL AND JOB PERFORMANCE OF HOTEL'S EMPLOYEES

H5: There is a significant relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan.

From the Table 4.14, the Spearman correlation analysis result shown that the relationship between social skill (IV) and job performance (DV) are correlated in strong positive way with the value of $r_s = 0.618$. Therefore, the H5 is accepted because there is a significant relationship between social skill and job performance among hotel employees in Kota Bharu, Kelantan.

4.9 CONCLUSION / SUMMARY

As a conclusion, all the data analyzed in chapter 4 are using SPSS software analysis to get the result. Based on this, the data collected are interpreted in Pilot test, reliability analysis, demographic analysis, descriptive analysis, normality test and Bivariate analysis (Spearman

Correlation). To summaries this chapter, the finding of this research included the assumption of normality and reliability of the research data together with an important description of the frequency's findings about the demographics of the participants. Then, the finding of hypothesis will be discussed further in chapter 5.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This study has five main objectives. The first objective is to investigate the relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan. The second objective is to investigate the relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan. The third objective is to investigate the relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan. The fourth objective is to investigate the relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan. And lastly, the fifth objective is to investigate the relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan. The findings of the previous chapter are being discussed in this chapter. This chapter will discuss about the key finding, discussion of hypothesis from Spearman Correlation whether it accepted or rejected, implication of this study carried out on this research, limitation of the study, recommendation for future research opportunities and follow up by conclusion for the whole research.

5.2 KEY FINDINGS

The most important findings which was made by the researcher showed that the job performance among hotel employees in Kota Bharu, Kelantan was influenced by the self-awareness, self-regulation, empathy, self-motivation and social skill and accept the finding from the hypothesis. The Spearman's correlation test results showed that there were positive correlations between the independent variables of self-awareness, self-regulation, empathy, self-motivation, and social skill with the dependent variables of job performance among hotel employees in Kota Bharu, Kelantan. It means that Research Hypothesis 1, Research Hypothesis

2, Research Hypothesis 3, Research Hypothesis 4 and Research Hypothesis 5 are supported in this study. Five hypotheses that were develop in the beginning of this research is accepted by the result of analysis. The summary of the result is illustrated in the table 5.1 below.

Table 5.1: The Result of Finding

The hypothesis	Result	Finding of data analysis
H1: There is a significant relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.	$r_s = 0.482**$ $p = 0.000$ Moderated	H1 is accepted
H2: There is a significant relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.	$r_s = 0.538**$ $p = 0.000$ Moderated	H2 is accepted
H3: There is a significant relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.	$r_s = 0.551**$ $p = 0.000$ Moderated	H3 is accepted
H4: There is a significant relationship between self-motivation and job performance among hotel employees in Kota Bharu, Kelantan.	$r_s = 0.630**$ $p = 0.000$ Strong	H4 is accepted
H5: There is a significant relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan.	$r_s = 618**$ $p = 0.000$ Strong	H5 is accepted

5.3 DISCUSSION

5.3.1 HYPOTHESIS 1

H1: There is a significant relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.

Table 5.2: Research Objective 1 and Research Question 1

NO	RESEARCH QUESTION	RESEARCH OBJECTIVES
1.	What is the relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan?	To investigate the relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan.

From the result of finding from table 5.1 shows that there is relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan. The result from hypothesis testing in chapter 4 have been answered the research question and achieved to find the objective of the research. The hypothesis 1 stated that there is a significant relationship between self-awareness and job performance among hotel employees in Kota Bharu, Kelantan. Result shown that the relationship between self-awareness (IV) and job performance (DV) are correlated in moderated positive way with the value of $r_s = 0.482$ while the p value is .000 which is less than 0.05. Therefore, the hypothesis 1 is accepted in this study.

This study shows that self-awareness influence job performance of hotel employees in Kota Bharu, Kelantan. Self-awareness of emotions is when making decisions, one should be able to read their own emotions and be aware of the impact they have. It is an accurate self-evaluation which is awareness of one's abilities and limitations (Goleman, 1996). Hence, it directly influences hotel employees on their job performance. As shown in Table 4.4,

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descriptive analysis of independent variable on self-awareness has the highest value of mean 4.49, which is "I like to watch people on what they are doing.". This can be proven that among all the factors that influence hotel employees' attitude towards job performance is the self-awareness on job because employees are more likely to prioritize the self-awareness by looking how other people doing their job.

5.3.2 HYPOTHESIS 2

H2: There is a significant relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.

Table 5.3: Research Objective 2 and Research Question 2

NO	RESEARCH QUESTION	RESEARCH OBJECTIVES
2.	What is the relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan?	To investigate the relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan.

From the result of finding from table 5.1 shows that there is relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan. The result from hypothesis testing in chapter 4 have been answered the research question and achieved to find the objective of the research. The hypothesis 2 stated that there is a significant relationship between self-regulation and job performance among hotel employees in Kota Bharu, Kelantan. Result shown that the relationship between self-regulation (IV) and job performance (DV) are correlated in moderated positive way with the value of $r_s = 0.538$ while the p value is .000 which is less than 0.05. Therefore, the hypothesis 2 is accepted in this study.

This study shows that self-regulation influence job performance of hotel employees in Kota Bharu, Kelantan. Self-regulation is the capacity to control one's resources and inner resources. Besides that, preserving high standards for truthfulness and morality and the capacity to maintain change which is adaptability is the need of self-regulation (Goleman, 1996). Therefore, undoubtedly it will influence hotel employees on the job performance with the factor of self-regulation. As shown in Table 4.5, descriptive analysis of independent variable on self-regulation has the highest value of mean 4.54, which is "I maintain my promises and keep my responsibilities". This can be proven that among all the factors that influence hotel employee's attitude towards job performance is the self-regulation on job because employees are more likely to prioritize the self-regulation with maintain promises and keep their responsibilities. Moreover, overall analysis in table 4.6 shows that employees have a behavior to self-regulate them self in workplace.

5.3.3 HYPOTHESIS 3

H3: There is a significant relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.

Table 5.4: Research Objective 3 and Research Question 3

NO	RESEARCH QUESTION	RESEARCH OBJECTIVES
3.	What is the relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan?	To investigate the relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan.

From the result of finding from table 5.1 shows that there is relationship between empathy and job performance among hotel employees in Kota Bharu, Kelantan. The result from hypothesis testing in chapter 4 have been answered the research question and achieved to find the objective of the research. The hypothesis 3 stated that there is a significant relationship

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between empathy and job performance among hotel employees in Kota Bharu, Kelantan. Result shown that the relationship between empathy (IV) and job performance (DV) are correlated in moderated positive way with the value of $r_s = 0.551$ while the p value is .000 which is less than 0.05. Therefore, the hypothesis 3 is accepted in this study.

This study shows that empathy influence job performance of hotel employees in Kota Bharu, Kelantan. Empathy means the ability to understand the emotions of others. To put it another way, an empathetic person is compassionate and has the ability to connect with other people on an emotional level, which enables them to react authentically to the problems of other people (Goleman, 1996). This is proven, will affect hotel employees on their work performance with empathic relationships. As shown in table 4.6, the descriptive analysis of variables independent of empathy has the highest mean value of 4.45, which is "I enjoy making other people feel better". It is clear that among all the factors that affect the attitude of hotel employees towards work performance is empathy towards work because employees are more likely to prioritize empathy by making others feel better.

5.3.4 HYPOTHESIS 4

H4: There is a significant relationship between self-motivation and job performance among hotel employees in Kota Bharu, Kelantan.

Table 5.5: Research Objective 4 and Research Question 4

NO	RESEARCH QUESTION	RESEARCH OBJECTIVES
4.	What is the relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan?	To investigate the relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan.

From the result of finding from table 5.1 shows that there is relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan. The result from hypothesis testing in chapter 4 have been answered the research question and achieved to find the objective of the research. The hypothesis 4 stated that there is a significant relationship between motivation and job performance among hotel employees in Kota Bharu, Kelantan. Result shown that the relationship between motivation (IV) and job performance (DV) are correlated in strong positive way with the value of $r_s = 0.630$ while the p value is .000 which is less than 0.05. Therefore, the hypothesis 4 is accepted in this study.

This study shows that motivation influence job performance of hotel employees in Kota Bharu, Kelantan. Self-motivation is the ability to stay focused on goals despite obstacles, overcome failure, and embrace change in order to achieve goals. Furthermore, they are willing to try out new approaches, receptive to creative challenges and evaluated risks, and proud of their accomplishments (Jadhav & Gupta, 2014). Therefore, motivation will influence hotel employees on the job performance as shows in the factor of self-motivation. As shown in table 4.7, the descriptive analysis of independent variables on self-motivation has the highest mean value of 4.62, which is "I am constantly learning in order to improve my performance". It shows that among all the factors that influence hotel employees' attitude towards job performance is the self-motivation on job because employees are more likely to prioritize the self-motivation to improve their self to be more perform.

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5.3.5 HYPOTHESIS 5

H5: There is a significant relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan.

Table 5.6: Research Objective 5 and Research Question 5

NO	RESEARCH QUESTION	RESEARCH OBJECTIVES
5.	What is the relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan?	To investigate the relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan.

From the result of finding from table 5.1 shows that there is relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan. The result from hypothesis testing in chapter 4 have been answered the research question and achieved to find the objective of the research. The hypothesis 4 stated that there is a significant relationship between social skills and job performance among hotel employees in Kota Bharu, Kelantan. Result shown that the relationship between social skills (IV) and job performance (DV) are correlated in strong positive way with the value of $r_s = 0.618$ while the p value is .000 which is less than 0.05. Therefore, the hypothesis 5 is accepted in this study.

This study shows that social skills influence job performance of hotel employees in Kota Bharu, Kelantan. Social skills are described as a person's ability to effectively interpret, comprehend, and influence social relationships in order to reach one's own purposes and attain goals. Besides, social skills can assist individual in properly expressing themselves and managing their conduct in complex social interactions (Yun & Lee, 2017). According that, social skills will influence hotel employees on the job performance as show in the factor of social skills. As shown in table 4.8, the descriptive analysis of independent variables on self-

motivation has the highest mean value of 4.46, which is "I am always open to hearing both good and negative points of view, and I urge others to do the same". It shows that among all the factors that influence hotel employees' attitude towards job performance is the social skills on job because employees are more likely to prioritize the social skills to control their behavior in social interactions.

5.4 IMPLICATIONS OF THE STUDY

5.4.1 PRACTICAL IMPLICATIONS

This study aims to get a better understanding of emotional intelligence as a factor that influence job performance of hotel's employees. This study has implications for the hotel employees, hotel employer, government, researchers, students, and academician. A general manager and a human resource manager may benefit from the application of emotional intelligence training in the hospitality industry. Hotel general managers and human resource managers may use emotional intelligence training to improve organizational outcomes such as stress management, mental health management, communication, change management, guest service management and other outcomes. Emotional intelligence is a trainable skill each employee can learn. Higher levels of emotional intelligence can foster better more productive interactions with customers, coworkers, and managers. Improved customer interactions may improve the customer experience at the hotel. Improved customer experiences may encourage customers to return to the hotel again in the future. The hotel may benefit from repeat business and positive customer interactions such as word of mouth recommendations and patronage.

5.4.2 THEORETICAL IMPLICATIONS

This study's results have numerous ramifications for both research and practise. Theoretically, our study extends the mixed model of emotional intelligence and correspond with the study on the viewpoint of the influence of emotional intelligence on job performance of hotel employees. The results showed that self-awareness, self-regulation, empathy, self-motivation, and social skill positively influencing job performance among hotel employees in Kota Bharu, Kelantan. By exploring five factors of emotional intelligence that influence job performance, the main objective of this research was fulfilled. Furthermore, based on the results from the structured questionnaire done on a sample of 30 respondents in a pilot test and 300 respondents in actual study, it can be stated that job performance of employee's hotel at Kota Bharu, Kelantan are influence by factor of emotional intelligence. It can also be concluded that, even there are many factors that may influence the job performance, it still remains that mental and emotional will directly influence the employees. Therefore, the proper management of emotional intelligence, will make life of employees in the workplace more pleasurable and help them to achieve their success.

5.5 LIMITATIONS OF THE STUDY

This study has been designed with much thought and care to obtain a valid result as far as possible. However, there was some limitation beyond the control of the researchers and the scope of the study. Limitations are identifiable risks outside of the researcher's control such as participant biases or performance inconsistencies regarding the evidence. As in this study, this research naturally leaves some clues and limitations for further researchers.

Firstly, the limitation come up from this research may be influenced by outside factors in their personal life that may influence employees job performance. The research study may

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not account the others factor that can influence job performance of hotel employees at Kota Bharu, Kelantan. This is because each people may have different opinions and it may give a different influence on their performance. Therefore, this research can be bias as it does not include the others factor that can influence the performance of employees.

Second, limitations connected to the scope of the research area. This study was conducted in Kota Bharu Kelantan where it is only focused on hotels in this area. The limitation of the research area has limited this study to conduct and collect the data. The researcher has limitation to search for information and respondents because it only covers that area. The limited number of respondents also could not generalize or represent the results to broader scope for all residents in Kota Bharu, Kelantan. Besides that, the study conducted cannot be represent in others area out of the scope of study. Therefore, the future research should conduct the new scope of area that are widely covered all the area in Malaysia.

Third, the limitation of the current study is the resources of data. The secondary data used by the researcher was found there were not enough information to use in this study. This is because the data is not too much to support the primary data in this study. This is likely to restrict the reach of the research because the data secondary data that found may have a shortage of information and finding for the research. In fact, no previous research was conducted in this area of study. This can also cause employee data to be inaccurate and have a different opinion from many perspectives.

In conclusion, there were limitation in conducted the influence of emotional intelligence on job performance among hotel employees in Kota Bharu, Kelantan. This study needs to be improved for further study to get more accurate results.

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5.6 RECOMMENDATIONS / SUGGESTION FOR FUTURE RESEARCH

There are several recommendations that can be used for future researchers relevant to current study of the influence of emotional intelligence on job performance among hotel employees in Kota Bharu, Kelantan.

The first recommendation is to increase the variety of languages that are offered for the questionnaire. English and Bahasa Malaysia are the two languages used to write the questionnaire. It would be more helpful and beneficial if the questionnaire was available in languages such as Chinese and Tamil so that a wider and better understanding could be achieved. The number of respondents may increase as new languages become available because people understood in the questionnaire.

The second recommendation is to increase future researchers which can expand the scope of study with not only focus on Kota Bharu but in all state of Malaysia. This is because the influence of emotional intelligence on job performance will be differ if compared to other state because the requirement and level to their employee will be difference. Hence, the emotional intelligence may have some gap due to the standard in the state. The future researchers also have to investigate about the effect of emotional intelligence to the employees.

The third recommendation that researchers can give for the future research is to increase the number of ideas or factors that can influence job performance of employees. This is because the respondent will have more option while they are selecting the choice, and they will not limit in the gap that we provide only. For example, we can give respondents to write down their opinion in the question below. Therefore, this will be not limit respondent to answer our questionnaire and they have the freedom to voice out the idea.

In conclusion, additional research can be done by extending the sample size beyond Malaysian hotel's employees to include employees in the hospitality and tourism sectors

nationwide. The development of final findings with a higher level of research studies and the acquisition of more in-depth studies about the influence of emotional intelligence on job performance transmission in the hospitality sector can both benefit from increasing sample sizes. Hopefully, all of the recommendations that were presented in this most recent study may be implemented by researchers in the generations to follow.

5.7 OVERALL CONCLUSION OF THE STUDY

The primary goal of this research is to study the influence of emotional intelligence on job performance among hotel employees in Kota Bharu, Kelantan. Factors that influence (independent variables) are self-awareness, self-regulation, empathy, self-motivation and social skill toward job performance (dependent variable) among hotel employees in Kota Bharu, Kelantan. As stated in Chapter 3, 300 questionnaires were distributed to 300 respondents among hotel's employees in Kota Bharu, Kelantan.

In chapter 4, the independent and dependent variables can be analyzed by using the Spearman's correlation Coefficient to determine the relationship between the dependent variable and the independent variable using the Statistical Package for the Social Sciences (SPSS). With the findings from Spearman's correlation Coefficient, it proven that all of the independent variable which is self-awareness, self-regulation, empathy, self-motivation and social skill has a significant relationship with the dependent variable which is the job performance of hotel's employees.

In conclusion, a summary of the results are based on data analysis. The finding of this research confirms that emotional intelligence has influence the job performance of hotel's employees. It means that Research Hypothesis 1, Research Hypothesis 2, Research Hypothesis 3, Research Hypothesis 4 and Research Hypothesis 5 are supported in this study. Five

hypotheses that were develop in the beginning of this research is accepted by the result of the analysis. The employees' level of emotional intelligence will have an effect on their job performance, leading to the development of good behaviours that are essential to be put into practice in the workplace. The hotel's employees can use their good behaviour to assist their customers and solve problems that emerge within their work environment. As a result, emotional intelligence aids in regulating the emotional activity to improve work performance.

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APPENDIX A – DRAFT OF QUESTIONNAIRE

Greetings to all dear respondents,

We are final year students from Faculty of Entrepreneurship and Business (FKP) Universiti Malaysia Kelantan (UMK) pursuing Degree in Bachelor of Entrepreneurship (Commerce) with Honours. We are currently conducting a research survey regarding "The influence of emotional intelligence on job performance among hotel employees in Kota Bharu, Kelantan".

We would appreciate if you could spare approximately 15 minutes of your time to complete this questionnaire. Your participation in this study is completely voluntary. The completion and return of the attached questionnaire are taken to constitute your consent to participate in the study.

We assure that all information and responses will be kept private, confidential, and used solely for academic purpose only. Your participation in this questionnaire is highly appreciated. Thank you very much for your kind cooperation. If you have any issues, please feel free to contact:

Muhammad Fikri Hakimi Bin Zurkifly (011-21347501)

Salam sejahtera kepada semua responden yang dihormati,

Kami merupakan pelajar tahun akhir dari Fakulti Keusahawanan dan Perniagaan (FKP) Universiti Malaysia Kelantan (UMK) yang mengikuti Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan Kepujian. Kami sedang menjalankan tinjauan penyelidikan berkenaan

"Pengaruh kecerdasan emosi terhadap prestasi kerja di kalangan pekerja hotel di Kota Bharu, Kelantan".

Kami amat menghargai jika anda boleh meluangkan kira-kira 15 minit masa anda untuk melengkapkan soal selidik ini. Penyertaan anda dalam kajian ini adalah secara sukarela. Pengisian dan pemulangan soal selidik yang dilampirkan diambil sebagai persetujuan anda untuk mengambil bahagian dalam kajian ini.

Kami memberi jaminan bahawa semua maklumat dan maklum balas akan dirahsiakan, sulit, dan digunakan semata-mata untuk tujuan akademik sahaja. Penyertaan anda dalam soal selidik ini amat dihargai. Terima kasih banyak atas kerjasama yang baik. Jika anda mempunyai sebarang masalah, sila hubungi:

Muhammad Fikri Hakimi Bin Zurkifly (011-21347501)

SECTION A: DEMOGRAPHICS

1. Gender:

☐ Male ☐ Female

2. Age:

☐ Less than 20 years old ☐ 20 – 29 years old

☐ 30 – 39 years old ☐ 40 years old and above

3. Race:

☐ Malay ☐ Chinese

☐ Indian ☐ Others

4. Education level:

☐ SPM ☐ Diploma

☐ Degree ☐ Master

☐ PhD

5. Working experience:

☐ Less than 1 year ☐ 6 – 10 years

☐ 1 – 5 years ☐ More than 10 years

6. Monthly income / salary:

☐ RM1500 and below ☐ RM2501 – RM3000

☐ RM1501 – RM2000 ☐ RM3001 – above

☐ RM2001 and RM2500

7. Job position:

☐ Housekeeping ☐ Kitchen Staff

☐ Room service ☐ Manager

☐ Waiter / waitress ☐ Others

☐ Event planner

SECTION B: THE ELEMENT OF EMOTIONAL INTELLIGENCE BASED ON MIXED MODEL (INDEPENDENT VARIABLE)

Please indicate your degree of agreement on the following statements by ticking the numbers given ranging:

Sila nyatakan tahap persetujuan anda pada pernyataan berikut dengan menandakan nombor yang diberikan julat:

1 = Strongly Disagree (SD) / *Sangat tidak setuju*

2 = Disagree (D) / *Tidak setuju*

3 = Neutral (N) / *Neutral*

4 = Agree (A) / *Setuju*

5 = Strongly Agree (SA) / *Sangat setuju*

SA	SELF-AWARENESS	SD	D	N	A	SA
SA1	I always aware of my emotion. *Saya sentiasa menyedari emosi saya.*	1	2	3	4	5
SA2	I always aware of which emotions other people is experiencing. *Saya sentiasa sedar tentang emosi yang dialami oleh orang lain.*	1	2	3	4	5
SA3	My feelings will influence my behaviour. *Perasaan saya akan mempengaruhi tingkah laku saya.*	1	2	3	4	5
SA4	I like to watch people on what they are doing. *Saya suka melihat orang tentang apa yang mereka lakukan.*	1	2	3	4	5

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SA5	I will always consider other people's needs when making decisions about what I want. *Saya akan sentiasa mempertimbangkan keperluan orang lain apabila membuat keputusan tentang apa yang saya mahu.*	1	2	3	4	5

SR	**SELF-REGULATION**	SD	D	N	A	SA
SR1	I maintain my calm, remain positive, and never give up while doing my task. *Saya mengekalkan ketenangan saya, kekal positif, dan tidak pernah berputus asa semasa melakukan tugas saya.*	1	2	3	4	5
SR2	I make rational decisions and stay focused without under pressure. *Saya membuat keputusan yang rasional dan kekal fokus tanpa tekanan.*	1	2	3	4	5
SR3	I always handle myself ethically. *Saya sentiasa mengendalikan diri saya secara beretika.*	1	2	3	4	5
SR4	I maintain my promises and keep my responsibilities. *Saya menjaga janji saya dan menunaikan tanggungjawab saya.*	1	2	3	4	5

| SR5 | I embrace new perspectives and always consider every risk in my mind before taking an action. *Saya menerima perspektif baharu dan sentiasa mempertimbangkan setiap risiko dalam fikiran saya sebelum mengambil tindakan.* | 1 | 2 | 3 | 4 | 5 |

E	EMPATHY	SD	D	N	A	SA
E1	I understand the special needs of other people. *Saya memahami keperluan khas orang lain.*	1	2	3	4	5
E2	I enjoy making other people feel better. *Saya suka membuat orang lain berasa lebih baik.*	1	2	3	4	5
E3	When an issue arises, I will provide my perspective on the matter while maintaining a respectful attitude toward the perspectives of all other persons. *Apabila isu timbul, saya akan memberikan perspektif saya tentang perkara itu sambil mengekalkan sikap hormat terhadap perspektif semua orang lain.*	1	2	3	4	5
E4	I understand the feelings transmitted through verbal messages. *Saya memahami perasaan yang dihantar melalui mesej lisan.*	1	2	3	4	5

E5	I can tell when others are sad even when they do not say anything. *Saya boleh tahu apabila orang lain sedih walaupun mereka tidak berkata apa-apa.*	1	2	3	4	5

M	SELF-MOTIVATION	SD	D	N	A	SA
M1	I am a self-motivated person that encourage myself to do my best. *Saya seorang yang memotivasikan diri sendiri yang mendorong diri saya untuk melakukan yang terbaik.*	1	2	3	4	5
M2	I feel that my work is seen and appreciated within my team/company, and I receive recognition to motivate myself. *Saya rasa kerja saya dilihat dan dihargai dalam pasukan/syarikat saya, dan saya menerima pengiktirafan untuk memotivasikan diri saya.*	1	2	3	4	5
M3	I am a results-oriented person with a strong desire to accomplish targets and standards. *Saya seorang yang berorientasikan hasil dengan keinginan yang kuat untuk mencapai sasaran dan standard.*	1	2	3	4	5
M4	I am determined to achieve my goals despite hurdles.	1	2	3	4	5

	Saya berazam untuk mencapai matlamat saya walaupun menghadapi halangan.					
M5	I am constantly learning in order to improve my performance. *Saya sentiasa belajar untuk meningkatkan prestasi saya.*	1	2	3	4	5

SS	SOCIAL SKILLS	SD	D	N	A	SA
SS1	I am a good listener who seeks mutual understanding and knowledge sharing. *Saya seorang pendengar yang baik yang mencari persefahaman dan perkongsian ilmu bersama.*	1	2	3	4	5
SS2	I am always open to hearing both good and negative points of view, and I urge others to do the same. *Saya sentiasa terbuka untuk mendengar pandangan baik dan negatif, dan saya menggesa orang lain untuk melakukan perkara yang sama.*	1	2	3	4	5
SS3	I enjoy discussions with others whose point of view differs from mine because it always interesting for me since I can always learn something new. *Saya menikmati perbincangan dengan orang lain yang pandangannya berbeza dengan saya kerana*	1	2	3	4	5

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	ia sentiasa menarik bagi saya kerana saya sentiasa boleh mempelajari sesuatu yang baharu.					
SS4	I am able to engage in conversation with people who have different backgrounds. *Saya dapat melibatkan diri dalam perbualan dengan orang yang mempunyai latar belakang yang berbeza.*	1	2	3	4	5
SS5	When we are discussing a problem that has exist, I pay great attention to the concerns of the other members of my team, and I do my best to include their ideas into our strategy for resolving the issue. *Apabila kami membincangkan masalah yang wujud, saya memberi perhatian yang besar kepada kebimbangan ahli pasukan saya yang lain, dan saya sedaya upaya memasukkan idea mereka ke dalam strategi kami untuk menyelesaikan isu tersebut.*	1	2	3	4	5

SECTION C: JOB PERFORMANCE (DEPENDENT VARIABLE)

Please indicate your degree of agreement on the following statements by ticking the numbers given ranging:

Sila nyatakan tahap persetujuan anda pada pernyataan berikut dengan menandakan nombor yang diberikan julat:

1 = Strongly Disagree (SD) / *Sangat tidak setuju*

2 = Disagree (D) / *Tidak setuju*

3 = Neutral (N) / *Neutral*

4 = Agree (A) / *Setuju*

5 = Strongly Agree (SA) / *Sangat setuju*

JP	JOB PERFORMANCE	SD	D	N	A	SA
JP1	I was successful in organising my work so that I could complete it before the deadline. *Saya berjaya mengatur kerja saya supaya saya dapat menyiapkannya sebelum tarikh akhir.*	1	2	3	4	5
JP2	As my own personal incentive, I began a new task when the one I was working on at the time was finished. This was done as my own motivation. *Sebagai insentif peribadi saya sendiri, saya memulakan tugas baru apabila tugas yang saya kerjakan pada masa itu telah selesai. Ini dilakukan sebagai motivasi saya sendiri.*	1	2	3	4	5
JP3	I keep in mind the results that I had to achieve in my work.	1	2	3	4	5

	Saya sentiasa ingat keputusan yang saya perlu capai dalam kerja saya.					
JP4	As a result of my participation in the work task, I have gained a significant amount of knowledge. *Hasil daripada penyertaan saya dalam tugasan kerja, saya telah memperoleh sejumlah besar pengetahuan.*	1	2	3	4	5
JP5	I can communicate well with customers in a clear and efficient manner. *Saya boleh berkomunikasi dengan baik dengan pelanggan dengan cara yang jelas dan cekap.*	1	2	3	4	5
JP6	I can demonstrate effective leadership skills as appropriate. *Saya boleh menunjukkan kemahiran kepimpinan yang berkesan mengikut kesesuaian.*	1	2	3	4	5
JP7	I pursue information to reduce uncertainty and find ways to perform better. *Saya mengejar maklumat untuk mengurangkan ketidakpastian dan mencari cara untuk menunjukkan prestasi yang lebih baik.*	1	2	3	4	5
JP8	I handle difficult customer and tense situations with diplomacy and tact. *Saya mengendalikan pelanggan yang sukar dan situasi tegang dengan diplomasi dan kebijaksanaan.*	1	2	3	4	5

FKP

JP9	I always receive positive feedback from my employers. *Saya sentiasa menerima maklum balas positif daripada majikan saya.*	1	2	3	4	5
JP10	I have a strong belief that there is potential for the advancement of my career inside the organisation. *Saya mempunyai kepercayaan yang kuat bahawa terdapat potensi untuk kemajuan kerjaya saya di dalam organisasi.*	1	2	3	4	5

THE END OF QUESTIONNAIRE

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KELANTAN

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APPENDIX B – GANTT CHART

TASK	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Identity research title	▓						
Briefing with our SV related to research project	▓						
Start writing chapter 1		▓	▓				
Start writing chapter 2				▓	▓		
Start writing chapter 3						▓	▓
Turnitin report check							▓
Submission PPTA I							▓
Submission video presentation							▓

TASK	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14
Checking the validity of the questionnaire	■						
Make correction of the questionnaire	■						
Distributed the questionnaire to respondents	■	■	■				
Analyse the data using SPSS			■				
Start writing chapter 4			■	■			
Start writing chapter 5				■	■		
Turnitin report check					■		
Submission PPTA II						■	

APPENDIX C – RESULT OF TURNITIN

REKOD PENGESAHAN PENYARINGAN *TURNITIN*
VERIFICATION RECORD OF TURNITIN SCREENING

Kod/Nama Kursus: ACS 4113 – PROJEK PENYELIDIKAN (PERDAGANGAN II)
Code/ Course Name: SAK – Bachelor of Entrepreneurship (Commerce) With Honours
Sesi/Session: 2022 / 2023
Semester: 7
Nama Program/Name of Programme: SAK
Fakulti/Pusat/Faculty/Centre: Fakulti Keusahawanan Dan Perniagaan/
Faculty of Entrepreneurship and Business

Pengesahan Penyaringan Plagiat/ *Verification of Plagiarism Screening*

Saya, <u>Muhammad Fikri Hakimi Bin Zurkifly</u> (A19A1067), <u>Nur Hidayah Binti Marzukhin</u> (A19A0575), <u>Nurulatiqah Binti Jamhari</u> (A19A0779), <u>See Pei Wen</u> (A19A0828) dengan ini mengesahkan Kertas Projek Penyelidikan ini telah melalui saringan aplikasi turnitin. Bersama ini dilampirkan sesalinan laporan saringan Turnitin dengan skor persamaan sebanyak 27%.

I <u>Muhammad Fikri Hakimi Bin Zurkifly</u> (A19A1067), <u>Nur Hidayah Binti Marzukhin</u> (A19A0575), <u>Nurulatiqah Binti Jamhari</u> (A19A0779), <u>See Pei Wen</u> (A19A0828) hereby declare that I have screen my thesis using TurnitinSoftware. Enclosed here with a copy of verification of Turnitin screening with similarity score of 27%.

Tajuk Kertas Kerja Penyelidikan/ *The Tittle of Research Project Paper:*-
<u>THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE AMONG HOTEL</u>
<u>EMPLOYEES IN KOTA BHARU, KELANTAN</u>

Tandatangan/Signature

……………………………………………

Nama Pelajar/Student Name: Muhammad Fikri Hakimi Bin Zurkifly

No.Matrik/Matrix No: A19A1067

Tarikh/Date: 19-1-2023

....

Nama Pelajar/Student Name: Nur Hidayah Binti Marzukhin

No.Matrik/Matrix No: A19A0575

Tarikh/Date: 19-1-2023

....

Nama Pelajar/Student Name: Nurulatiqah Binti Jamhari

No.Matrik/Matrix No: A19A0779

Tarikh/Date: 19-1-2023

....

Nama Pelajar/Student Name: See Pei Wen

No.Matrik/Matrix No: A19A0828

Tarikh/Date: 19-1-2023

Pengesahan Penyelia/*Supervisor*:

Tandatangan/*Signature:*

Tarikh/*Date:* 2 Feb. 2023

TURNITIN REPORT GROUP 42

ASSESSMENT FORM FOR FINAL YEAR RESEARCH PROJECT: RESEARCH REPORT (Weight 50%)
(COMPLETED BY SUPERVISOR AND EXAMINER)

Student's Name: <u>MUHAMMAD FIKRI HAKIMI BIN ZURKIFLY</u>   Matric No. <u>A19A1067</u>
Student's Name: <u>NUR HIDAYAH BINTI MARZUKHIN</u>   Matric No. <u>A19A0575</u>
Student's Name: <u>NURULATIQAH BINTI JAMHARI</u>   Matric No. <u>A19A0779</u>
Student's Name: <u>SEE PEI WEN</u>   Matric No. <u>A19A0828</u>
Name of Supervisor: <u>EN. AHMAD SYAKIR BIN JUNOH @ ISMAIL</u>   Name of Programme: <u>SAK</u>
Research Topic: <u>THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE AMONG HOTEL EMPLOYEES IN KOTA BHARU, KELANTAN</u>

NO.	CRITERIA	PERFORMANCE LEVEL				WEIGHT	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	**Content (10 MARKS)** (Research objective and Research Methodology in accordance to comprehensive literature review) Content of report is systematic and scientific (Systematic includes Background of study, Problem Statement, Research Objective, Research Question) (Scientific refers to researchable topic)	Poorly clarified and not focused on Research objective and Research Methodology in accordance to comprehensive literature review.	Fairly defined and fairly focused on Research objective and Research Methodology in accordance to comprehensive literature review.	Good and clear of Research objective and Research Methodology in accordance to comprehensive literature review with good facts.	Strong and very clear of Research objective and Research Methodology in accordance to comprehensive literature review with very good facts.	____ x 1.25 (Max: 5)	
		Content of report is written unsystematic that not include Background of study, Problem Statement, Research Objective, Research Question and unscientific with unsearchable topic.	Content of report is written less systematic with include fairly Background of study, Problem Statement, Research Objective, Research Question and less scientific with fairly researchable topic.	Content of report is written systematic with include good Background of study, Problem Statement, Research Objective, Research Question and scientific with good researchable topic.	Content of report is written very systematic with excellent Background of study, Problem Statement, Research Objective, Research Question and scientific with very good researchable topic.	____ x 1.25 (Max: 5)	

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2.	Overall report format (5 MARKS)	Submit according to acquired format	The report is not produced according to the specified time and/ or according to the format	The report is produced according to the specified time but fails to adhere to the format.	The report is produced on time, adheres to the format but with few weaknesses.	The report is produced on time, adheres to the format without any weaknesses.	____ x 0.25 (Max: 1)	
		Writing styles (clarity, expression of ideas and coherence)	The report is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent.	The report is adequately written; Some points lack clarity. Flow of ideas is less coherent.	The report is well written and easy to read; Majority of the points is well explained, and flow of ideas is coherent.	The report is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument.	____ x 0.25 (Max: 1)	
		Technicality (Grammar, theory, logic and reasoning)	The report is grammatically, theoretically, technically and logically incorrect.	There are many errors in the report, grammatically, theoretically, technically and logically.	The report is grammatically, theoretically, technically and logically correct in most of the chapters with few weaknesses.	The report is grammatically, theoretically, technically, and logically perfect in all chapters without any weaknesses.	____ x 0.25 (Max: 1)	
		Reference list (APA Format)	No or incomplete reference list.	Incomplete reference list and/ or is not according to the format.	Complete reference list with few mistakes in format adherence.	Complete reference list according to format.	____ x 0.25 (Max: 1)	
		Format organizing (cover page, spacing, alignment, format structure, etc.)	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing include a strong beginning, middle, and end with clear transitions and a focused closure.	____ x 0.25 (Max: 1)	

3.	**Research Findings and Discussion (20 MARKS)**	Data is not adequate and irrelevant.	Data is fairly adequate and irrelevant.	Data is adequate and relevant.	Data is adequate and very relevant.	____ x 1 (Max: 4)	
		Measurement is wrong and irrelevant	Measurement is suitable and relevant but need major adjustment.	Measurement is suitable and relevant but need minor adjustment.	Measurement is excellent and very relevant.	____ x 1 (Max: 4)	
		Data analysis is inaccurate	Data analysis is fairly done but needs major modification.	Data analysis is satisfactory but needs minor modification.	Data analysis is correct and accurate.	____ x 1 (Max: 4)	
		Data analysis is not supported with relevant output/figures/tables and etc.	Data analysis is fairly supported with relevant output/figures/tables and etc.	Data analysis is adequately supported with relevant output/figures/table and etc.	Data analysis is strongly supported with relevant output/figures/table and etc.	____ x 1 (Max: 4)	
		Interpretation on analyzed data is wrong.	Interpretation on analyzed data is weak.	Interpretation on analyzed data is satisfactory.	Interpretation on analyzed data is excellent	____ x 1 (Max: 4)	
4.	**Conclusion and Recommendations (15 MARKS)**	Implication of study is not stated.	Implication of study is weak.	Implication of study is good.	Implication of study is excellent	____ x 1.25 (Max: 5)	
		Conclusion is not stated	Conclusion is weakly explained.	Conclusion is satisfactorily explained.	Conclusion is well explained.	____ x 1.25 (Max:5)	
		Recommendation is not adequate and irrelevant.	Recommendation is fairly adequate and irrelevant.	Recommendation is adequate and relevant.	Recommendation is adequate and very relevant.	____ x 1.25 (Max:5)	
					TOTAL (50 MARKS)		