

Relationship between Reward and Emotional Intelligence of Academic Staff at Malaysian Public Universities

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Abstract

One of the great positive behavioral factors among staff at university is emotional intelligence. In reality, emotional intelligence is cause of different reaction at workplace that was appeared by staff and also controlled most of moods in various situations. Moreover, knowing factors that impact on emotional intelligence is very vital and lead to different positive and negative behavior among staff. Reward is one of these external effective factors that influence on emotional intelligence. Present study considered to these two factors and also investigates their association together. The sample of this study made up of 440 academic staff that work in public research universities in Malaysia. The participants completed the emotional intelligence scale. The results indicated that there are significant associations between reward with emotional intelligence items (perception and managing own emotion) that analyzed by t-test.

Keywords: reward, emotional intelligence, staff, university

Introduction

Emotional intelligence is a kind of skill to realizing, evaluating and monitoring individual's behaviors and reactions that identifies the moods that emerged by individuals in their private and social situations. In fact, the emotional intelligence included four main items that refers to two facets on social and private life (Kernbach & Schutte, 2005). These items are perception, utilization, managing own emotion and managing other emotion that effected by

different factors and also influence on individual and social behaviors (Sillick & Schutte, 2006). Perception as one of the emotional intelligence items refers to knowing emotions that related to facial and voice cues of others. In addition, the utilization focuses on attaching the influence of emotions in various situations (Schutte, Malouff, & Thorsteinsson, 2013). The managing others emotion regulates emotions of other individuals that are sufficient for their needs and different condition and finally, the managing own emotions considered on self and individual's emotion that

included self-confidence, flexibility, success orientation, initiative, change catalyst and self-control (Darabi, 2012).

Emotional intelligence assumed as an internal factor that manages most of personal and social reactions, furthermore, recognizing effective factors is so imperative and leads to developing and growing of positive emotions among staff (Akintayo & Babalola, 2012). In reality, the absence or low level of emotional intelligence's items has negative impact on individual behavior and reaction at educational organization and decrease the amount of its outcomes. The presence of this emotion assumed as a principle motivator that conduct the individual behavior, reaction, attitude and relationship (Bahadori, 2012). Hence, focusing on operative factors on emotional intelligence has great contribution on staff performance that should be carried out by university (Ngah, Jusoff, & Abdul Rahman, 2009). One of these effective factors among staff at university is reward.

The reward assumed as one of the main resources that impacts on emotional intelligence and has relationship with its items. This factor as an external effective factor regulates the presence of emotional intelligence. Regarding to Jessen (2010) this effective factor has considerable contribution in changing and motivating emotions and feelings of individuals and can change the level of their emerging at private and social life. Actually, the reward is a brilliant and important factor at university that should be managed by managers and supports staff need and emotions (Rafiq, Javed, Khan, & Ahmed,

2012). In addition, reward assumed as one of the fundamental factor that increases the level of emotional intelligence. Furthermore, focusing to this factor as a main and effective factor in growing staff's emotions is very imperative (www.washington.edu).

Objective

Regarding to the role of reward as an external effective factor on emotional intelligence's items, in present study focused on examines the effect of reward on emotional intelligence's items among academic staff in public universities of Malaysia.

Theoretical Framework

The Mayer and Salovey Model proposed by Mayer and Salovey (1997) and considered to individuals ability toward their personal and social relations. Based on this model emotional intelligence's items motivate skills and feeling of staff in life cycle. Before appearing the Mayer and Salovey Model some researchers focused on facets of emotional intelligence and evaluated individuals' attitude toward their life. These researchers involved Charles Darwin, Thorndike (1920), Bar On (1988) and Goleman (1995) that assessed feeling of individuals toward external factors. Regarding to these researchers the Mayer and Salovey Model developed this evaluating in various facets. In this model refers to four items of emotional intelligence (perception, utilization, managing own emotion and managing other emotion) that cover two sides

(internal and external) of individuals (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006). In Mayer and Salovey model considered to the role of emotional intelligence's items that cover the presence of behaviors and reactions that appeared by the effect of these emotions and also the factors that have great contribution in appearing and changing emotions among individuals (Mousavi, Yarmohammadi, Bani Nosrat, & Tarasi, 2012). In this model discussed about the importance of emotions among individuals and their effects on behavior and relations and also explained the individuals with growing their emotions can show their real feeling toward private and social issues and control them by the factors that influence on emotional intelligence's items (Kafetsios & Zampetakis, 2008).

Method

Participants

The participants of the present study was selected by multistage sampling based on Morgan and Krejcie's table (Krejcie & Morgan, 1970). The sample was 440 of academic staff that worked on 2014 in the public research universities, Malaysia.

Measuring Instruments

In present study was used the emotional intelligence scale that proposed by Schutte, Malouff, & Bhullar (2009). This scale included 33 items that measure four facets of emotional

intelligence. The items of emotional intelligence measured in this way: perception of emotion 10 items (items 5-9-15-18-19-22-25-29-32-33) , managing own emotion 9 items (items 2-3-10-12-14-21-23-28-31), managing others emotion 8 items (items 1-4-11-13-16-24-26-30) and utilization of emotion 6 items (items 6-7-8-17-20-27).The emotional intelligence scale measured based on 5-point Likert scale (1= strongly disagree to 5=strongly agree). In addition, the items 5, 28 and 33 scoring in reverse (5= strongly disagree to 1=strongly agree). The Cronbach's coefficient alpha of emotional intelligence based on data analyzing for each of items was perception (0.78), managing own emotion (0.79), managing others emotion (0.69) and utilization of emotion (0.70).

As well, reward as socio-demographic factor mentioned as first part of the questionnaire that respondents answer to this question by yes or no (receiving reward or not receiving reward). The reward in this study included any promotion and extra salary that offered by university at the end of educational year.

Data Analyzing

The collected data was evaluated by t-test for examining the objective of study and providing suitable information toward the influence of reward on emotional intelligence at university. The t-test was used to report the relation between reward and emotional intelligence.

Results

Results of present study showed a positive association between reward and emotional intelligence. Table 1 illustrates the results of independent-sample t-test that compare emotional intelligence's items with reward (receive or not receive). In this compare, there was significant difference in perception between receiving reward ($M=40.55$, $SD=3.75$) and not receiving reward ($M=39.82$, $SD=3.57$), $t(438)=2.08$, $p=.04$. In addition, there was significant

difference in managing own emotion between receiving reward ($M=38.83$, $SD=3.47$) and not receiving reward ($M=37.70$, $SD=3.39$), $t(438)=3.43$, $p=.001$. On the other hand, there was no significant difference in managing others emotion between receiving reward ($M=32.44$, $SD=3.08$) and not receiving reward ($M=32.24$, $SD=3.08$), $t(438)=1.81$, $p=.07$. Additionally, there was no significant difference in utilization between receiving reward ($M=25$, $SD=2.50$) and not receiving reward ($M=24.56$, $SD=2.50$), $t(384)=1.84$, $p=.07$.

Table 1

The Results of t-test for Influence of Reward on Emotional Intelligence

Variable		n	M	SD	t	p
Perception	Yes	203	40.55	3.75	2.08	.04
	No	237	39.82	3.57		
Managing own emotion	Yes	203	38.83	3.47	3.44	.001
	No	237	37.70	3.39		
Managing others emotion	Yes	203	32.44	3.08	1.81	.07
	No	237	31.95	2.09		
Utilization	Yes	203	25.00	2.50	1.84	.07
	No	237	24.56	2.50		

*Note: M=Mean, SD= Standard Deviation

Discussion

The aim of present study was to investigate the relationship between reward and emotional intelligence's items among academic staff that occupy in public research universities in Malaysia. Regards to the results of the study, there are significant relationship between perception and managing own emotion as two

main factors of emotional intelligence with reward. Indeed, the numbers of academic staff that receive reward in compare with staff that not receive reward were more and they show better feeling toward their job.

In this study suggests that reward assumed as a positive motivator that changes the level of inner emotions and improve the attitudes and behavior

of staff toward their job and co-workers. Perception and managing own emotion as two main internal facets of emotional intelligence affected on external reactions of staff and also reward as an external motivator has great role in increasing and growing of these internal items. In this case, this motivator has promoter role toward emotions and reactions of staff at workplace.

Based on some studies, reward is one of the exterior factor that influences on feeling and attitudes of staff at workplace (Jessen, 2010). This factor presumed as positive motivator among staff at university and contributed in appearing various forms of emotions (Aktar & Ali, 2012; Kwenin, Muathe, Stephen, & Nzulwa, 2013). Commonly, the results of this study confirmed that reward as an effective motivator changes the level of staff's emotions and appears different reactions among staff at educational organization. In truth, this helpfulness of reward was almost same among academic staff in the universities studied.

Regarding to The Mayer and Salovey Model (1997) emotions has considerable role among

individual because they play as mediator role between different factors (affected by different factors and impact on various items). Generally, these internal factors has great role in different reactions of staff based on external factors such as reward that impacted on them.

Conclusion

In current study realized that the reward has considerable impact on emotional intelligence's items and has main contribution in appearing of them. Correctly, the results of this study have revealed that the reward has substantial association with emotional intelligence's items at university. As a matter of fact, the emotional intelligence is one the central factor at educational organizations that appear by different factors and also the universities should be consider to these effective factors same as reward. In reality, the presence of awareness management can manage this fact. However, this study concentrated on reward as an external factor at university that has significant consequence on emotional intelligence and should protect staff emotions at workplace.

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