Likelihood of Enhancing Self-Confidence of Academic Staff of Public Colleges of Education Using Emotional Intelligence Instructional Package: Towards Effective Job Performance

Terkula Daniel Uyeh[1] & Victor Oluwatosin Ajayi, PhD[2]

[1] Department of Early Childhood Education, College of Education, Oju, Benue State, Nigeria
[2] Department of Science and Mathematics Education, Benue State University, Makurdi, Nigeria
Correspondence: Victor Oluwatosin Ajayi, Department of Science and Mathematics Education, Benue State University, Makurdi, Nigeria.

Abstract

Self-confidence is the perception of a person that he or she is capable to perform a specific task undermining any given situation. The study investigated the likelihood of enhancing self-confidence of academic staff of Public Colleges of Education using Emotional Intelligence Instructional Package (EIIP) toward effective job performance. The sample of this study was made up of 127 academic staff that were drawn from 3 public colleges of education in Benue State, Nigeria. This study adopted non-equivalent quasi-experimental research design. Self-Confidence Scale (SCS) was used for data Collection. The reliability value of SCS is 0.88 using Cronbach Alpha. Two research questions and two null hypotheses guided the study. The research questions were answered using mean and standard deviation scores while the hypotheses were tested at 0.05 level of significance using Analysis of Covariance. The study revealed that there is significant difference in the mean self-confidence rating between academics exposed to EIIP and those not exposed to EIIP in favour of those exposed to Emotional intelligence Package. It was recommended that, academics in public colleges of Education should be exposed to EIIP in other to enhance their self-confidence towards effective job performance.

Keywords: self-confidence, emotional intelligence instructional package, job performance and academic staff

1. Introduction

Self-confidence can be explained as an individual's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring that a person's potential is realized. In other words, individuals with high self-confidence may have a realistic view of themselves and their capabilities which makes them to be persistent in their endeavours. According to Tunçel (2015), self-confidence generally plays an important role not only in personal and social aspect of life but in job performance as well, and at every stage of life towards success. It is evident that self-confident

academics or teachers are enthusiastic about teaching and research and do not quit when difficulties confront them (Ajayi, 2019) and this can have effect on their job performance. Moreover, the researchers opine that self-confidence may facilitate or debilitate job performance. This is because academics that possess high self-confidence are likely to perform their job effectively due to the belief, they have in themselves. Whereas academics or teachers with low self-confidence may be reasonably thought to be prone to uncertainty, insecurity, anxiety and social distance which can affect their job performance.

Performance may be defined as an individual's success criteria in their work which is usually calculated as a personal output rate. Performance is a function of knowledge, skills, capabilities and motivations. Job performance is defined as an individual's ability to accomplish tasks that are relevant to the goals of an organization that the individual works with, (Campbell, 2012). The author further explains that job performance is an individual level variable or something a single person does. Human performance is defined as a result of the actions set to achieve a goal based on a specific standard. This may include actions or behaviour of all non observable mental processing (e.g., problem solving, decision-making, program planning, and reasoning). Gardner (2013) defines job performance as accomplishing job results in a stipulated time frame.

Thus, job performance is a multidimensional factor that helps to determine organisational success and outcomes. High self-confidence may invariably translate to effective job performance. Individual poor self-confidence that, he doesn't have the ability needed to complete the psychological ability task has also been attributed to the emotional intelligence skills. Hence, developing emotional intelligence instructional package that can effectively teach emotional intelligence skills are anticipated to uplift self-confidence and thereby enhance job performance.

Confidence is your abilities can improve your job performance and by the same vein, effective job performance can enhance self-confidence level. Ajayi (2019) opine that we don't usually perform beyond the limits of the way we see ourselves. Having confidence in your abilities will lead to better decision making and better job performance. Self-confidence can affect job performance when our efficacy expectation is strong and our abilities are clearly developed. Self-confidence is directly related to how well you do your job and how well you can relate to the people working around you. People that are less confident not only are more hesitant to tout their abilities and skills, but also may be less willing to contribute in a team environment. Hence, high self-confidence gives you positive energy to take action to achieve successful job performance.

Self-confidence is the emotional component of your personality and the most important factor in determining how you think, feel and behave. Self-confidence is basically a competence which allows individuals to persist positive yet sensible perspectives on themselves and their situations. Self-confident people have trust on their capabilities, have an overall control when it comes to their lives, sensibly speaking, they will have the option to do whatever they desire, plan, and want to anticipate. Developing an individual's self-confidence creates a regulation of self-awareness, which is essential in developing emotions. According to Bandura (1997), self-awareness creates a strong connection to self-confidence, as self-confidence emphasises self-awareness and self-regulation as factors influencing the development of self-confidence. Emotional Intelligence and self-confidence merge as an individual interprets organisational realities by the ability to recognise thoughts, feelings and behaviours through self-awareness, regulation and control.

According to Ajayi (2019) the mental processes of self-confidence can be impacted by emotions as "emotions left uncontrolled can interfere with the cognitive processing of information that can be vital to task performance". It can be deduced that a person with low emotional intelligence and low self-confidence will likely struggle in maintaining order in his/her daily tasks. Ream (2020) says that when individuals are able to control their emotions, make accurate attributions with regard to past workplace events and objectively understand how their emotions and attributions influence their thoughts, feelings and expectancies about future workplace events, they are better able to enhance self-confidence. When organisational members are unable to control their emotions and fail to make objective attributions with regard to causation, it is likely that they will underestimate their capabilities and their

self-confidence perceptions will suffer (Gundlach et al., 2013). Your level of self-confidence largely determines what you make happen in life. Moreover, self-confidence enables persistence in facing difficulties as people believe they can succeed.

Emotional intelligence is the prime attribute of personality that affects performance in work activities. In other words, emotional intelligence is a crucial component of academics. Your ability to manage your emotions, as well as recognize and influence others has been considered one of the strongest factors of effective job performance. Emotional intelligence is referred to as an individual's ability to understand, monitor and interpret his/her feelings or emotions (Barons, 2012). This basic understanding affects the way people relate peacefully and effectively on their jobs as well as in other spheres of life. The ability of people to live and relate harmoniously with one another irrespective of their emotional differences in a nut shell is known as emotional intelligence and has been identified as a key factor for job performance and success.

Emotion is a powerful psychological action that can affect behaviour and performance in an important way. Mayer and Salovey (2013), define emotional intelligence as one's ability to perceive emotions and to access thoughts, to understand emotions and emotional knowledge, to effectively regulate emotions and to promote emotions and intellectual growth. Emotional intelligence has been defined as one's ability to be aware of self emotions, detect emotions in others and manage emotional cues and information. Emotional intelligence or emotional quotient is the ability to understand, use and manage your own emotions in positive directions to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence is defined as how an individual is able to manage, know and further use the emotions in a positive way so that challenges can be overcome and effective communication can take place along with empathizing with others.

The five elements of emotional intelligence skills are self-awareness, self-regulation, empathy, motivation and social skills. Emotional intelligence is both teachable and learnable. Emotional intelligence has become a must have skill and critical basis for high self-confidence and thereby likely to guarantee effective job performance. Emotional intelligence instructional package is a seven-step computer-based instructional package that can be used to teach emotional intelligence skills.

1.1 Statement of Problem

There has been a regrettable lack of attention on self-confidence especially in an education setting. Self-confidence is relevant for predicting academics' job performance because most jobs require high self-confidence to be successful. The issue of job performance has become a source of concern to many countries in the world especially in countries described as under-developed nations where work is ever done but development remains a mirage. Lepine (2015) concluded that poor self-confidence is caused by certain factors such as; social circumstances, experience, personality, age, thoughts, genetics, stress, unmet basic needs, poor training, unavailability of work tools, welfare issues. Akinboye (2016) also opine that, to achieve success in work, life, business and social relationship, everyone needs self-confidence and competence. However, the researchers observed that some academic staff lack self-confidence and this might be one of reasons for their poor job performance.

High self-confidence has been considered to be important in a work place. Despite the efforts of researchers to enhance self-confidence, poor self-confidence still abound. However, the researchers opine that to be able to identify what triggers your lack of confidence you need to get to know yourself better emotionally. By taking time to study who you are, how you do things. In other words, to be able to identify what triggers your lack of confidence, you need to understand your level of emotional intelligence skills. By implication, poor self-confidence may be caused by poor understanding of emotional intelligence skill which in turn may affect academics job performance.

Individual poor self-confidence that, they don't have the ability needed to complete the psychological task at workplace has also been attributed to poor emotional intelligence skills. However, since emotional intelligence skill is both teachable and learnable, there is need to develop and use emotional intelligence instructional package to demystify emotional intelligence skill in order to enhance academic staff self-confidence and in turn enhance job performance. In other words, developing

emotional intelligence instructional package lessons that can effectively teach emotional intelligence skills are anticipated to uplift self-confidence and invariably enhance job performance. In response to this problem, this study investigated the likelihood of enhancing self-confidence of academic staff of Public Colleges of Education using Emotional Intelligence Instructional Package (EIIP) toward effective job performance.

1.2 Research Questions

The following research questions guided this study:

1) What is the difference in the mean self-confidence rating between academics exposed to emotional intelligence instructional package (EIIP) and those not exposed to EIIP?

2) What is the difference in the self-confidence rating between male and female academics exposed to emotional intelligence instructional package?

1.3 Hypotheses

The following null hypotheses were tested:

1) There is no significant difference in the mean self-confidence rating between academics exposed to emotional intelligence instructional package (EIIP) and those not exposed to EIIP.

2) There is no significant difference in the mean self-confidence rating between male and female academics exposed to emotional intelligence instructional package.

1.4 Research Design and Procedure

The study used pre-test, post-test

non-equivalent quasi experimental design. The pre-test score constituted the covariant of the post-test scores. The study area was Benue State, Nigeria. The population of the study comprised all the 1,128 academics in Public Colleges of Education in Benue State, Nigeria. 127 academics were purposively sampled from 3 Colleges of Education. Self-Confidence Scale (SCS) was used to collect data for this study. SCS was developed by the researchers. SCS contained two sections. Section "A" contained demographic information of the respondents, while section "B" contained a 25-item inventory which is intended to help academics express their self-confidence in carrying out their work. Cronbach Alpha was used to obtain the SCS reliability, which yielded a coefficient value of 0.88. The training for the experimental group only differs from that of the control group by the use of emotional intelligence instructional package (EIIP). The sample was divided into two groups namely, experimental and control group. SCS were administered as pre-test by the researcher which lasted for one week. Then, the actual EIIP teaching commences which lasted for three weeks. At the end of these periods, the pre-SCS were reshuffled and administered as post-SCS which lasted for one week.

2. Results

2.1 Research Question One

What is the difference in the mean self-confidence rating between academics exposed to emotional intelligence instructional package (EIIP) and those not exposed to EIIP?

The answer to research question one is contained in Table 1.

Table 1. Mean Self-Confidence and Standard Deviation Scores of Academics exposed to EIIP and not exposed to EIIP

Group	N	PRE-SCS		POST-SCS		
		$\tilde{x}$	δ	$\tilde{x}$	δ	Mean Gain
With EIIP	65	1.48	0.19	3.97	0.24	2.49
Without EIIP	62	1.49	0.18	2.01	0.22	0.52
Mean difference		-0.01		1.96		1.97

The results in Table 1 reveal that, the pre-test mean rating for academics exposed to emotional intelligence instructional package (EIIP) and those not exposed to EIIP are 1.48 and 1.49 respectively with their standard deviation scores

of 0.19 and 0.18 respectively. The post-test mean ratings accordingly were 3.97 and 2.01 with their standard deviation scores of 0.24 and 0.22 respectively. The overall mean difference between the two groups was 1.97 in favour of

academics exposed to EIIP. This implies that the academics exposed to emotional intelligence instructional package had higher self-confidence than those academics not exposed to EIIP.

2.2 Research Question Two

What is the difference in the self-confidence rating between male and female academics exposed to emotional intelligence instructional package? The answer to research question two is contained in Table 2.

Table 2. Mean Self-Confidence and Standard Deviation Scores of Male and Female Academics using EIIP

Group	Gender	N	PRE- SCS		POST- SCS		Mean Gain within Gender
			$\tilde{x}$	δ	$\tilde{x}$	δ	
EIIP	Male	36	1.28	0.09	3.88	0.13	2.60
	Female	29	1.27	0.10	3.83	0.12	2.56
Mean diff. between Gender			0.01		0.05		0.04

Table 2 revealed that the male and female academics had a mean gain of 2.60 and 2.56 respectively. The mean difference is 0.04. This difference, though small is in favour of the male academics in public Colleges of Education. This implies that male academics had slightly higher self-confidence than their female counterparts exposed to emotional intelligence instructional package (EIIP).

2.3 Hypothesis One

There is no significant difference in the mean self-confidence rating between academics exposed to emotional intelligence instructional package (EIIP) and those not exposed to EIIP. The test to hypothesis one is presented in Table 3.

Table 3. ANCOVA Result for Mean Self-Confidence Scores of Academics exposed to EIIP and those not exposed to EIIP

Source	Type III sum of squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected model	103.597[a]	4	25.311	540.773	.000	.912
Intercept	21.992	1	21.992	536.657	.000	.798
TPrSCS	.002	1	.002	.037	.747	.000
Group	119.590	1	119.590	2101.064	.000	.941
Gender	.039	1	.039	.793	.398	.005
Error	7.767	123	.051			
Total	1478.888	127				
Corrected Total	128.008	126				

a. R Squared = .642 (Adjusted R Squared = .640)

Two-Way ANCOVA Test result in Table 3 reveals that there is significant difference in the mean self-confidence rating between academics exposed to emotional intelligence instructional package (EIIP) and those not exposed to EIIP in favour of academics exposed to EIIP [$F_{(1,123)}=2101.064$, $p<0.05$]. The null hypothesis is therefore rejected. This implies that the academics exposed to emotional intelligence instructional package had significantly higher self-confidence than those academics not exposed to EIIP.

2.4 Hypothesis Two

There is no significant difference in the mean

self-confidence rating between male and female academics exposed to emotional intelligence

instructional package. The test to hypothesis two is presented in Table 4.

Table 4. ANCOVA Result for Mean Self-Confidence of Male and Female Academics exposed to EIIP

Source	Type III sum of squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected model	.042[a]	2	.022	1.028	.391	.021
Intercept	27.220	1	27.220	1143.463	.000	.921
TPrSCS	.029	1	.029	1.726	.228	.022
Gender	.007	1	.007	.402	.528	.006
Error	1.235	62	.018			
Total	1048.187	65				
Corrected Total	1.274	64				

a. R squared = .021 (Adjusted R Squared= .004)

ANCOVA Test results in Table 4 reveal that there is no significant difference between the mean self-confidence rating between male and female academics exposed to emotional intelligence instructional package [F(1,62) = .528, P>0.050]. The null hypothesis is therefore not rejected. This implies that EIIP enhanced both male and female academics' self-confidence in public Colleges of Education in Benue State, Nigeria.

3. Discussion of Findings

The study investigated the likelihood of enhancing self-confidence of academic staff of Public Colleges of Education using Emotional Intelligence Instructional Package (EIIP) towards effective job performance. The findings of this study revealed that academic staff exposed to EIIP had higher self-confidence towards job performance than their counterparts not exposed to EIIP. This finding agrees with Uyeh, Tor-Anyiin and Ajayi (2020) who found that there is a relationship between emotional intelligence and career performance of academics. The finding agrees with Goleman (2013) who revealed that, individuals who have high self-confidence know about their strengths and weakness, their abilities and limitations and so are able to select tasks that are commensurable with their abilities, or tasks that they can excel in. These imply that for anybody to perform well in his job, the person must have a certain level of self-confidence to enable him/her choose the job that is appropriate with his/her abilities. In the same vein, the finding also agrees with Gunu and Oladepo (2014) who revealed that was a significant relationship

between employees' emotional intelligence, organizational commitment, and their performance. The findings of this study also revealed that there is no statistical significant difference between male and female academics' self-confidence toward effective job performance using Emotional Intelligence Instructional Package (EIIP).

4. Conclusion

It is evident from the findings of this study that the use of Emotional Intelligence Instructional Package (EIIP) is highly effective in enhancing academic staff self-confidence toward effective job performance. It is also evident from the findings of this study that no gender disparity exists in the self-confidence of male and female academics exposed to EIIP. By implication, this affirmed that for both male and female academics to performance their job more effectively, there is need to enhance their self-confidence using EIIP.

5. Recommendations

1) Emotional Intelligence Instructional Package (EIIP) should be adopted Ministry of Education, professional bodies and tertiary institutions administrators for academic staff development workshops, seminars or conferences, since it has been proved to be a viable option in enhancing academics self-confidence and in turn enhance job performance.

2) The counseling unit of teacher training institutions such as public Colleges of Education should integrate Emotional

Intelligence Instructional Package (EIIP) in their curriculum and also adopt EIIP to assist maladjusted workers on emotional intelligence skills to enhance their self-confidence and invariably job performance.

3) Emotional Intelligence Instructional Package (EIIP) is not gender sensitive; therefore, both male and female academic staff of public colleges of Education should be exposed to EIIP to enhance their self-confidence towards effective job performance.

References

Ajayi, V.O. (2019). *Effects of predict-explain-observe-explain and Vee heuristic strategies on students' achievement, metacognitive awareness and self-efficacy belief in Organic Chemistry in Ekiti State, Nigeria.* Unpublished PhD thesis, Benue State University, Makurdi.

Akinboye. J.O. (2016). *Creativity, innovation and success.* Stirring-Horden Publishers Nigeria limited.

Bandura, A. (1997). S*elf-efficacy: The exercise of control.* New York: Freeman.

Barons, R. (2012). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On & J. Parker (Eds.), *The handbook of emotional intelligence.* San Francisco: Jossey-Bass.

Campbell, P. J. (2012). *Handbook of industrial and organizational psychology.* Consulting Psychologists Press Inc.

Gardner, H. (2003). *Frames of mind: The theory of multiple intelligence.* New York: Basic Books.

Goleman, D. (2013). *Emotional intelligence: Issues in paradigm building.* San Francisco: Jossey-Bass.

Gundlach, M.J., Martinko, M.J., & Douglas, S.C. (2003). Emotional intelligence, causal reasoning, and the self-efficacy development process. *The International Journal of Organizational Analysis, 11*(3), 229–246.

Gunu, U. & Oladepo, R.O. (2014) Impact of emotional intelligence on employees' performance and organizational commitment: A case study of Dangote flour mills workers. *University of Mauritius Research Journal, 2*(1), 1-32.

Lepine, P.S. (2015). Public service motivation and job performance of public sector employees in the Netherlands. *International Review of Administrative Sciences, 75*(1), 34-52.

Mayer, J.D., & Salovey, P. (2013). *What is emotional intelligence?* In P. Salovey & D. Sluyter (Eds.), *Emotional development and EI: Educational implications* (pp. 3–31). New York: Perseus.

Ream, K.S. (2020). The relationship of emotional intelligence and self-efficacy of first- and second-year principals in Missouri. Unpublished doctoral thesis. University of Missouri, Columbia, United States of America.

Tunçel, H. (2015). The Relationship between self-confidence and learning Turkish as a foreign language: *Educational Research and Reviews*, *10*(18), 2575-2589.

Uyeh, D.T., Tor-Anyiin, S.A., & Ajayi, V.O. (2020). Is there any relationship between emotional intelligence and career performance of academic staff of public Colleges of Education in Benue State? A field report. *Benue State University Journal of Education, 20*(1), 120-131.