

Emotional Intelligence And The Performance Of Female Lecturers

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Abstract - Women who choose to be educators, especially lecturers, have the opportunity to actualise themselves through their knowledge. Therefore, as a lecturer, they should have not only intelligence but also emotional intelligence. Emotional intelligence is the spirit of hard work, and being able to contribute as human resources to their environment. The purpose of this study is to discover the emotional intelligence that affects the performance of lecturers, especially female lectures, at several private colleges in Balikpapan. It is hoped that this research will bring in useful information especially for educational decision makers in Balikpapan, and to anyone interested. This research is a descriptive quantitative research study conducted in all of the private collages in Balikpapan. The subjects of this research are all female lecturers, both permanent lecturers and non-permanent lecturers, totalling 62 respondents. Several data analyses were used, including validity tests, reliability and multiple regression analysis tests. The data analysis techniques obtained the regression coefficient for each independent variable (X) and dependent variable (Y), as well as partial correlation for each independent variable. Also included are the F test results, and the T test and probability level of each variable. The results showed that all of the variables together (simultaneously) have no effect on the performance of female lecturers. This can be seen in the value of the F arithmetic of 0,559 while the magnitude of the F table with level of confidence (α) 5% is equal to 2,29. This condition shows that F arithmetic < F table, while the magnitude of probability shows 0.000 (> 0,05). Similarly, self-motivation (optimism) as a part of emotional intelligence does not have the most dominant influence on the performance of female lecturers at several private collages in Balikpapan.

Keyword: women, lectures, performance, emotional, intelligence

I. INTRODUCTION

The role of women nowadays has become the centre of the world's attention internationally and nationally, because women can enhance the development of the

world with their abilities. Women can be a potential human resource, not only as lecturers but also having a structural position in the colleges. Having a job as a lecturer becomes the best option for a woman to actualise themselves without forgetting their family. Colleges as one of the higher educational foundations in the formal sector have become a good workplace for women to actualise their abilities as equal to men. Emotional intelligence is being able to give a maximal result related to human attitude so that they can see everything positively in order to improve organisational productivity. This is needed by lecturers facing the 21st century full of competitiveness that requires people with qualified emotional intelligence, integrity, commitment, and the ability to adapt to a new environment. The decreasing value will impact the approach to reaching the vision and mission of the organisation. Therefore, there needs to be factual information to answer the question of which emotional intelligences affect female lecturers in private colleges in Balikpapan.

II. RESEARCH PURPOSES

This research has the general objective that is to find out which emotional intelligences affect the performance of female lecturer in several private colleges in Balikpapan. It has the following specific objectives:

- a. Finding out whether emotional intelligence (self awareness, the ability of handling emotions, self motivation, knowing other people's emotions and maintaining relationships) simultaneously effects the performance of female lecturers.
- b. Finding out which factors of emotional intelligence has a dominant effect on the performance of female lecturers.

II. THE RESULTS OF PREVIOUS RESEARCH

Research done by [1] mentioned that the handling of emotions, especially bad emotions, is an important factor in understanding job performance. The next side [2] of his research stated that EQ affects achievements, behaviour, social adjustment, self-conception and even the personality of an individual using a statistical analysis of the factors influencing EQ trends in FMIPA ITS students. This happened because having a higher IQ does not guarantee welfare, prestige, or happiness in life. EQ plays an important role in the workplace, in relation to family, society, romantic experiences, and even spiritual life. Emotional awareness keeps the state of the soul cared for. Another research by [3] stated that the level of emotional intelligence and attitudes in a given organisational culture has a positive relationship with Organisational Citizenship Behavior (OCB). This is indicated by the higher level of emotional intelligence and attitudes in the organisational culture. The higher the level of emotional intelligence, the higher the OCB that will impact on the employee's performance and productivity enhancement.

[4] argued that the attitude of lecturers to the changes of ITS from PTN to PT BHMN is positively demonstrated by supporting positive creative and rational logic which all gives positive emotional resistance to ITS lecturers. This can spur positive thinking and positive rational logic by looking for the advantages in any change that occurs. [5] who studied about the influence of college lecturer development strategies and achievement motives towards working productivity found that the results showed that lecturer development strategies and achievement motives belong to a high enough category. The results of the statistic test on the variables and the lecturer development strategy is that the target, its implementation and evaluation has an effect of 50.9% towards work productivity. The sub variable of achievement motive - motivation and the activity to achieve a result - has an effect of 54.5% towards work productivity. The lecturer development strategy in total has a positive effect of 24.96% on work productivity, and achievement motive has a positive effect of 42.96% on work productivity. Thus the strategy of lecturer development and achievement motive

together have a positive influence on the lecturer's productivity in Kopertis region IV, amounting to 67.92%.

LOCATION, POPULATION AND SAMPLE RESEARCH

This research study was conducted in several private colleges in Balikpapan, in East Kalimantan. The subjects were female lecturers, permanent or part-time lecturers who made up the sample of 100 people. This study used total sampling of all of the study population as the respondents of the study. However, only about 62 people could be analysed due to the data not being complete for analysis.

DATA ANALYSIS METHODS

The validity and the reliability of the questionnaire study were tested. The data analysis technique was done by way of a quantitative questionnaire with a Likert scale with antivirus software SPSS version 16. Next was done multiple linear regression analysis. There was an output test result obtained using SPSS version 16 [6] that was: first, the descriptive statistics consist of Mean, standard deviation, and N (number of samples). Second, the Pearson correlation used to know which variable is more influential towards the dependent variable by comparing the magnitude of the Pearson correlation and the relationship between the independent variables. Sig (1-tailed) is the significance of the one-sided correlation coefficient of the output measured from the probability. If the probability value of each independent variable is smaller than the level of α / level of trust, then it is stated that the correlation between the variables is very real. Third, the variables were entered / removed by tools to indicate whether or not the variables were released from the test. Four, there was a capital summary using R square and Adjusted R Square, which is the amount of predictors which the independent variable can explain. The variable's positive or negative result depends on 1%. The standard error of estimate is used to determine the selection between the average predictor and the regression predictor. If the standard error of the estimate is smaller than the standard deviation of the regression predictor, then it is better than the average predictor. ANOVA and an F test was used to test whether the independent variables have the same mean. Based on the computation of F calculated with F table, if $F_{\text{arithmetic}} > F_{\text{table}}$, then the

sample mean is the same and vice versa. There is also sig (Significance / probability). If the magnitude of probability < compared with α (level of trust), then the regression model can be used to predict the dependent variable.

III. DISCUSSION

Based on the results of the calculations, it can be concluded that the first hypothesis of self-awareness, the ability to handle emotions, self motivation, recognising the emotions of others and social skills simultaneously do not have a significant effect on the performance of female lecturers, and so the truth is rejected. The above calculation can be seen from the value of the F arithmetic of 0.559 while the magnitude of the F table with the level of confidence (α) 5% is equal to 2.29. This condition shows that F arithmetic < F table, while the magnitude of probability shows 0.000 (> 0.05).

Emotional intelligence is more related to feelings and emotions (right brain). If you want to get smarter behaviour, then emotional abilities should also be maintained. Because in order to be able to relate to others well, we need the ability to understand and control our own emotions and other's as well. This is where the function of emotional intelligence comes in. Similarly, emotional intelligence is not a talent, but the emotional aspects within us can be developed and trained. Emotional intelligence will form well if it is trained and developed intensively in the right way, method and with time.

Seeing the absence of the influence of emotional intelligence can be due to the more dominant factors from outside of the respondents than in this study, in accordance with the research conducted by [7]. [7] mentioned that emotional and spiritual intelligence is more influential than intelligence alone to achieve motivation even if only by 59.8%. This happened because the role of emotional intelligence is dominated by external factors which are less stimulated by the concerned individual. According to [8], although 80% of a person's success is determined by emotional intelligence and only 20% of IQ the same, the ability to manage emotions is more likely to help their success in the future. This means that emotional intelligence is an intelligence that must be realised first by the concerned, which is why self-awareness to know and sharpen

emotional intelligence is first and foremost of importance in emotional intelligence.

Another purpose of this research was to determine which factors among the factors contained in the independent variables have a dominant effect on the performance of female lecturers in several private colleges in Balikpapan. From the output results of SPSS and the value of t arithmetic compared to the value of t table, it obtained the result that the independent variables that have the most dominant effect (t count bigger than t table) do not exist. The second hypothesis said that the variable of optimism (self motivation) can said to be rejected or not proven. This happens because of the small percentage of emotional intelligence that has an impact on the performance of female lecturers in private colleges in Balikpapan, whom by themselves do not contribute to the variables of emotional intelligence. All emotional intelligence variables are absent that have a value greater than the value of the table. This means that the spread and strength of emotional intelligence is even and that there is no meaningful percentage on any one variable. Preliminary research needs to be done on the identification of emotional intelligence owned by the lecturers themselves and the benchmarks of performance that the lecturers put on themselves, so that further research can provide a better picture and significant results both in quality and quantity.

CONCLUSION

Based on the analysis and discussion that has been done in the previous chapters, it can be concluded as follows:

1. Emotional intelligence variables simultaneously do not have any effect on the performance of female lecturers in several private colleges in Balikpapan.

The optimism variable (self motivation) has an effect but is not significant in relation to the performance of female lecturers in several private colleges in Balikpapan. The second hypotheses has been rejected.

SUGGESTIONS

Because there is no effect from emotional intelligence, it is important to familiarise with emotional intelligence itself so then it can be

used optimise emotional intelligence itself. This needs further research to examine the factors behind emotional intelligence and the efforts to improve the performance of lecturers with various methods to improve the performance of female lecturers at several private colleges in Balikpapan.

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