

Effect of Self Efficacy and Emotional Intelligence on Teacher Performance

Saipul Efendi

Doctoral of Education Program
University of Bengkulu
Bengkulu, Indonesia
busatasarbustasar2@gmail.com

Khathibul Umam Zaid Nugroho

Mathematics Education
University of Bengkulu
Bengkulu, Indonesia
nugrohoumam@gmail.com

Abstract—The purpose of this study was to determine the effect of self-efficacy and emotional intelligence on teacher performance. The population of this research were the teachers of province of South Sumatra which were a teacher of vocational high schools in South Sumatra. Test results were analyzed using inferential statistics on covariance analysis. the result of the magnitude of the contribution of Self-Efficacy (x1) and emotional intelligence (x2) has a simultaneous effect directly on teacher performance (y) is = 0.942 or 94.20%. The remaining 5.80% are not explained in the study.

Keywords—self-efficacy; emotional intelligence; teacher performance

I. INTRODUCTION

Educational success always measured by student learning outcomes. Learning outcomes are the achievement of students' abilities obtained from the learning process that continues to take care. Student learning outcomes are the output of the learning process, thus the factors that influence the learning process also directly affect learning outcomes, one of the external factors of learning outcomes is the Self-Efficacy and facilitating emotional intelligence of learning.

Teacher performance is the teacher's ability to demonstrate the various skills and competencies he has. Teacher performance is very important in the teaching and learning process in schools, without the teacher's role the learning process will not run well. One of the most dominant learning environments affecting learning outcomes in schools is the quality of teaching from the teacher [1]. The teacher acts as director of learning directors students have the duties and responsibilities as teaching planners, teaching managers, assessors of learning outcomes, as learning motivators and mentors [2].

Through its role as a teacher, teachers are expected to be able to encourage students to always learn on various occasions through various sources and media [2]. The enthusiasm of teachers in providing classroom teaching can be seen in teacher teaching skills, teacher teaching skills have an impact on the effective learning process so students are motivated to carry out classroom learning activities. The optimal learning conditions will be achieved if the teacher is able to organize students and teaching facilities and can control them in a pleasant

atmosphere to achieve good teaching goals. A pleasant learning atmosphere can encourage students to learn more actively.

A teacher's job may be demanding and may involve difficulties with heavy workload and unruly students, which may result in feelings of frustration. Emotionally intelligent teachers are able to place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and how to use emotions in adaptive ways to alleviate feelings of frustration [3].

In the past decade much has been written about EI, and research has shown the powerful role that it plays in the workplace and in the lives of people. Various experts in the field have offered definitions and models in order to create a better understanding of what EI is and how it affects success in life and work [4].

The construct of EI was popularized by Daniel Goleman in 1995 with his book Emotional intelligence: Why it can matter more than IQ. In 1990, Salovey and Mayer were the first to coin the term "emotional intelligence" and defined it as a "subset of social intelligence that involves 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" [5].

According to D. Goleman similarly defines EI as follows: Knowing what you are feeling and being able to manage those feelings without feeling overwhelmed [6]. Being self-motivated to complete tasks, being creative and performing at fullest potential. Sensing what others are feeling and being able to manage relationships effectively.

According to M. Coetzee and J. C, state that most researchers agree that the construct of EI is still under active development and that the following criteria need to be met: It is distinct from but positively related to other intelligences [7]. More specifically, it is regarded as the intelligence that people apply to their emotional lives. It differs among individuals in the sense that some people are more endowed with it than others.

According to Lewandowski, explains that beliefs of self-efficacy differ in level, generality and strength [8]. Specifically, the perception of a task is affected by the level of task demands necessary to accomplish the task. Will the demands be

classified as simple, moderate or difficult? Generality refers to the range of activities that are included in the perception of the performed task. Self-efficacy is more generalizable when activities are similar in degree and with regard to situations and require the same capabilities. Finally, strength varies with self-efficacy beliefs. Those who have weak self-efficacy beliefs will allow negative experiences to weaken their self-efficacy as they give up working toward the goal. Furthermore, those with strong self-efficacy beliefs will continue to strive for accomplishment, even if difficulties or obstacles become apparent [9].

Bandura's self-efficacy theory distinguishes between outcome expectancy and efficacy expectation. The degree to which the teacher believes that the environment can be controlled is outcome expectancy. It deals with the general belief that a specific action produces a specific outcome. It does not refer to individual teachers' capabilities. The conviction that the teacher is personally capable of successfully executing actions that will result in the wanted outcome defines efficacy expectation [9]. It is efficacy expectation that predicates an individual's undertaking of a specific action. If the individual perceives the ability to successfully handle the task, he/she is more likely to engage in the task.

Once engaged in the task, the positive perception of self-efficacy and a positive outcome expectancy will drive the individual to persist to completion. Upon successful completion of the task, the individual's positive self-efficacy will be affirmed or strengthened even more. Those who have a weak efficacy expectation and outcome expectancy will allow fear and apprehension with regard to obstacles to turn them away. Should the individual with a weak self-perception attempt the task, this person will be more likely to surrender in the presence of difficulties or obstacles, ultimately resulting in a lower self-efficacy [10].

Finally, a key difference is that self-efficacy beliefs are not static. These beliefs may be altered as a result of contextual factors. An individual, for example, may have a positive self-efficacy belief for driving on country roads; however, the belief may change as a result of driving in the city [9]. Taking these specific differences into consideration, one realizes that assessment for each concept would differ [11]. According to Graham and Weiner, when an individual acquires new skills, added to the performance of previous skills, efficacy beliefs are adjusted; no other motivational concept with an expectancy construct adheres to such specificity.

Self-efficacy shows the difference between expectations and expectations of the results to be obtained. Related to the level of one's confidence in the space environment personal daily life. And relates to the general belief that certain actions produce better results. Of course from the explanation above, self-efficacy is closely related to emotional intelligence and will have an impact on teacher performance, as for the definition of emotional intelligence, as follows: Knowing what you feel and being able to manage those feelings without feeling overwhelmed. Have self-motivation to complete tasks, be creative and perform optimally. Feel what others feel and are able to manage relationships effectively.

II. METHOD

This study examines the Effect of Self Efficacy and Emotional Intelligence on Teacher Performance. The method used in this study is the survey method. This method is used to determine the condition of respondents to be studied. While the approach used in this study is to use a quantitative approach this study carried out a quasi-experimental approach, with the design of the relationship of structure x_1 (self-efficacy) and x_2 (Emotional Intelligence) to y (teacher performance). Instrument tests teacher performance. The population of this study were teachers of vocational high schools in South Sumatra province with a sample of 120 vocational high school teachers in the province of South Sumatra. The instrument of this research is a teacher performance test. This study experimented with self-efficacy and emotional intelligence on teacher performance which was controlled by the level of success of classroom teaching (syntax: student exam results, sampling, training, and termination of homework). Test results data were analyzed using inferential statistics on covariance analysis.

III. RESULTS AND DISCUSSIONS

In observing the effect of self-efficacy and emotional intelligence on teacher performance, vocational secondary school teachers in the southern Sumatran province were given a teacher performance test in carrying out classroom actions in accordance with the teacher's duties, experiencing a significant increase with overall tests obtained by F of 948.39 with probability values (sig) = 0.00, sig value < 0.05 , then H_0 is rejected and H_a is accepted. Data can be seen in Table 1.

TABLE I. ANOVA TEST OF SELF-EFFICACY (X_1) AND EMOTIONAL INTELLIGENCE (X_2) ON TEACHER PERFORMANCE (Y)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	159.621	2	79.810	948.397	.000 ^b
Residual	9.846	117	.084		
Total	169.467	119			
a. Dependent Variable: KI					
b. Predictors: (Constant), IS, SE					

See that in the sig column in table 2, the coefficients below. The sig value is obtained. 0.005. Next is the sig value. 0.005 is smaller than the probability value of 0.081 or the value of $0.05 > 0.005$, meaning that the path analysis coefficient is significant. So, the ability of teacher performance increases significantly through self-efficacy and emotional intelligence.

TABLE II. SELF-EFFICACY (X_1) AND EMOTIONAL INTELLIGENCE (X_2) COEFFICIENTS ON TEACHER PERFORMANCE (Y).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.739	.107		-16.281	.000
SE	.073	.025	.081	2.887	.005
IS	.905	.028	.919	32.604	.000
Dependent Variable: KI					

It is evident that in the Sig column, in table 2 the coefficient, the sig value is obtained. 0,000 is smaller than the probability value of 0.05 or $0.05 > 0,000$. So, it means that the path analysis coefficient is very significant. So self-efficacy and emotional intelligence contribute significantly to the performance of vocational high school teachers.

TABLE III. SUMMARY OF SELF-EFFICACY (X_1) AND EMOTIONAL INTELLIGENCE (X_2) ON TEACHER PERFORMANCE (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 ^a	.942	.941	.29009
Predictors: (Constant), IS, SE				

In the Table 3. The magnitude of the contribution of Self-efficacy (x_1) and emotional intelligence (x_2) directly affects teacher performance (y) is 0.942.

This result is supporting other studies, such as Herawaty, state that the emotional intelligence has a very direct positive effect on academic activities [12]. Thus an increase in academic activities can be done through increasing the increase in emotional intelligence. Therefore, all related components must strive in earnest, programmed, planned, sustainable and sustainable so that the emotional intelligence of the teacher can be significantly improved so that high performance is realized.

IV. CONCLUSION

Based on the results of the above calculations, using the structure of the path analysis, evidence is objectively obtained. That, the amount of Self-Efficacy (x_1) contribution to teacher performance (y) is $0.0812 = 0.0065$ or 0.65%. Based on the

contribution of emotional intelligence (x_2) which directly affects teacher performance (y) is $0.9192 = 0.8445$ or 84.45%. And the magnitude of the contribution of Self-Efficacy (x_1) and emotional intelligence (x_2) has a simultaneous effect which directly affects teacher performance (y) is $= 0.942$ or 94.20%. The remaining 5.80% is influenced by other factors that cannot be explained in the study.

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