Impact of Emotional Intelligence on Employees' job Performance with Mediating Role of Self efficacy: An Empirical Evidence from Chinese Academicians

Wei Guorong[1] and Asindar Hanim Yusuf [2]
[1]*Ph.D. Candidate at Post Graduate Center, Limkokwing University of Creative Technology, Selangor Malaysia.*
[2]*Lecturer Post Graduate Center, Limkokwing University of Creative Technology, Selangor Malaysia.*

(Corresponding author: Wei Guorong)

ABSTRACT: Literature on emotional intelligence is found very limited and missing the main outcomes like employee job performance. With an aim to testify the impact of emotional intelligence on job performance with mediating role of self efficacy, data has been collected from 375 academicians from ten universities from Shanxi Province, China. Self administered structured questionnaire was used for the purpose of data collection. A number of statistical tools have been implied for the analysis purpose including partial least square through structural equation modeling. Data has been analyzed by using SPSS and SmartPLS. All generated hypotheses were accepted and with a number of limitations, implications and future directions were devised. It is concluded that that emotional intelligence is a highly influential variable towards employees' job satisfaction and really add value towards understanding the concepts. Conclusion of the study opens the new ways for the exploration of emotional intelligence and its outcomes in working environment.

I. INTRODUCTION

The education industry is considered to be a people oriented industry run by people, managed by people, prepared and services are provided to the people. As this study is primarily focused on the academic staff (more specifically teaching staff) and their performance. As, individual performance yields organizational performance when collectively and holistically viewed [1-3], there are certain factors that build employees' attitude, behavior and overall those factors make employees to enhance their job performance [4]. "When employees are properly fit in and aligned with the strategy and environment of a particular firm, the firm stands to gain a significant competitive advantage". Further highlighted that there are many studies that have indicated as "the employees and decision makers in education industry often experience higher levels of work stress than workers in other service field due to direct contact." This creates a very challenging situation for academic institutions to ensure the high morale of staff specifically teaching staff as they work for long hours [5].

In a service industry like education industry, the role of human resource cannot be denied or overlooked as it's the employees who have a direct influence on the quality of service and satisfying the needs of the students. So to sustain quality of service or job performance, the role of human resource management is very important and cannot be neglected as organizations can gain a competitive advantage through the employees performing well, whole heartedly with full dedication and with willingness to provide best quality service. Employees expect HR practices to be provided by their organization which will increase their level of motivation to perform their jobs [6]. By not providing the empowerment, motivational and skills enhancing practices such as employee recognition, compensation,

salary, feedback, information sharing and training practices, the talented employees tend to demonstrate low performance [7].

Hinkin and Trace (2008) stated that the effective design and implementation of measures related to employees performance through self efficacy considering that they contribute to a reduction in costs and result in increased productivity [8]. Cho *et al.*, (2006) further highlight it as "research since the mid 90s has focused on investigating the factors that contribute to employees concerns instead of just concentrating on investigating on the reasons behind employee's low performance" this is necessary to be done at both, individual level as well as organizational level as if it remains unattended it could become the primary reason out of many more for undermining the individual job performance and overall firm's performance [9]. A number of studies have been done in purely business environment in west but the literature is found limited from academic industrial point of view and more specifically gap in literature is found in Chinese educational industry.

Background: Viswesvaran (1993) "job performance consists of 10 dimensions. Depending on the nature of the job, certain dimensions are more important than others [10]. Job performance comprises over the eight dimensions" both of these kinds of dimensions are widely accepted and used in business literature. There are many factors within employees that can affect their job performance and emotional intelligence is the most significant factor out of many other factors that are employed in this study [11].

Emotional IQ and technical ability play an important role in management and leadership. As a good manager, these two abilities are the conditions for entry. Studies have clearly shown that emotional intelligence is essential for employees [12]. In the United States, the research institutes surveyed 188 US companies in the 1990s, tested the emotional intelligence (emotional IQ)

and IQ of each company's senior leaders and managers, and tested the results of each leader and manager. Systematic linkages and analysis of job performance related to the work of leaders and managers, and the results show that for leaders and managers, the impact of emotional intelligence is nine times that of IQ. Managers with lesser IQs, if they have good emotional intelligence, will be competent at work.

"Emotional intelligence plays an important role in the work environment" [13], researchers found that employees' emotional intelligence can predict their job performance [14]. Some scholars study the use of intelligence in the field of education, and to seek ways to improve teachers' job performance. There have been studies have shown that higher emotional intelligence of teachers have more excellent performance [15].

Few researchers pointed out that "one of the most provocative ideas to emerge from recent discussions of management concerns the possibility that a new form of intelligence pertaining to emotion is related to the performance of organizational members." According to this idea "some organizational members may perform effectively because they have high emotional intelligence and empowerment with low emotional exhaustion, job burnout and turnover intentions; concept of emotional intelligence has had an unusually important impact on managerial practice [16].

With the gradual deepening of China's higher education reform, university lecturers as an important participant have been paid more and more attention. In the Overall Plan for Promoting the Construction of World-class Universities and First-class Disciplines issued by the Chinese Government- State Council in 2015. It was clearly put forward that "performance should be the lever", "improving the level of scientific research" and "building a first-class faculty", we should deepen the reform of scientific research system and insist on supporting high-quality personnel training with high-level scientific research [17].

Shahzad *et al.,* [3] Highlighted that the self efficacy is necessary for continuous performance and said employees are the key assets of an organization and are clinical for organizations to sustain their progress or advancement. Hence, organizations must pay full attention to staff for the purpose of perform them better on their jobs and retaining them towards achieving the goals, objectives and vision. The serious concern for organizations is in managing the employee turnover and job performance as these has become global phenomenon and has adverse effects on organization's bottom-line [18]. The adverse effects can be in the form of suspension or delaying of work and operations, poor performance, inefficient services, dissatisfaction of customers/students, low morale of the employees who are left behind in the organization and replacement of experienced employees with employees who are high performing employees at their jobs with less experienced and low job performing employees [19].

Based on above research gaps, this study fills the gap by selecting emotional intelligence as an independent variable (depending upon the frequency of their usage in literature and practicality in education industry) with mediating role of self efficacy in order to manage job performance among teaching staff members within the Chinese context. The major aim of the study is to explore relationship of selected variables, and their effects on job performance amongst the teaching staff member in higher educational institutions.

Literature review: Job performance refers to the attitudes and abilities that can be evaluated in the work, and the performance consistent with organizational goals. At the same time, job performance can be divided into task performance and relationship performance. Performance (Performance) is a measure of how well a target achieves a particular goal. Overall performance. Campbell believes that job performance is a part of the organization's members and performs as well as the organizations desired, regulated, or formalized role needs. Therefore, the job performance can be measured by the employee's behavior indicators and the results of the task. Korman *et al.,* (2010) argues that the factors that influence the quality of a person's job performance can be divided into three areas, as; Motivation for work, work & language skills and Role perception [20].

Factors influencing job performance: Ivancevich *et al.*, (2005) [21] "three main factors influence the performance of an individual; Willingness to perform (motivation), Opportunity (organizational factors such as resources and tasks etc.) and Capacity to perform (skills, abilities and knowledge)." Campbell et al., in combination with theoretical and empirical analysis, proposed an eight-factor job performance model, as shown in Table 1.

Table 1: Campbell Job Performance Model.

Dimension	Content
Promote the performance of others and team	Organization members are a unity, they need to help each other, solve problems at work, adhere to organizational goals, and promote team performance.
Refined job proficiency	Performance behavior that clearly distinguishes the work based on the difference in substance content
Non-refinement work task proficiency	The performance behavior that an individual must complete in
	An organization is not necessarily a specific job.
Efforts shown	Mainly reflects the degree of individual involvement in the organization
Ability to communicate	This ability is an important part of performance, and
tasks orally or in writing	Individuals in the organization often make formal oral or written expressions to the audience.
Supervision	Monitor performance behavior through face-to-face two-way communication, supervise subordinate work
Maintain personal discipline	Individuals need to abide by organizational rules and regulations and strengthen self-discipline in scheduling and resource allocation
Management	Mainly optimize the allocation of resources in the organization members and organizations to improve management efficiency

The model refines and clearly expresses the behavior of each job, and does a lot of research on the determinants of performance.

Chinese scholars have gradually increased the research on the performance of lecturers, and some have paid attention to the influencing factors of job performance. The literature has been mainly concerned with the influence of individuals, organizations and work. Some of the Chinese researchers [22] found that the influencing factors of lecturer's job performance mainly include work environment, organizational commitment and human resource management. McCrohon, & Nyland (2018) research on university lecturers shows that achievement motivation has a positive impact on job performance and is more significant. The lecturer's work input and job satisfaction play a partial intermediary role [23]. Chinese studies found through empirical research that the salary level has a positive impact on the performance of university lecturers, and the sense of organizational justice plays a part in mediating utility.

Emotional intelligence refers to the ability to accurately perceive the emotions of oneself and others, and to effectively regulate and rationally use them, reflecting the degree of individual control and management of emotions. Hess and Thrasher (2018) argue that individual emotions affect his thinking and behavioral patterns, and are inextricably linked to work efficiency, physical and mental health, and interpersonal relationships [24]. Hatfield-Dodds (2015) argue that emotional intelligence should include three abilities as; "being able to understand and express one's own emotions, and being able to recognize other people's emotions, being able to regulate one's own and others' emotions and being able to control one's own emotions stimulate the proper behavior [25]."

Some of the researchers stated that intelligence involves a combination of abilities, some of which are motor and involve muscle operations, some involving the use of numbers, images, words etc. Accordingly Thorndike postulated that intelligence is a complex ability operating at several levels [26], as; "Mechanical Intelligence, Abstract Intelligence, Social Intelligence, Verbal-linguistic intelligence, Logical-mathematical intelligence, Musical intelligence, Spatial intelligence, Bodily-kinesthetic intelligence, Inter-personal intelligence, Intra-personal intelligence, Naturalistic intelligence and Emotional Quotient (EQ)."

Mechanism of self-efficacy: Self-efficacy is said to be the degree of self-confidence that an individual can use his or her skills to accomplish a task. Self-efficacy mainly plays a role in regulating human functions through four intermediaries: Cognitive process, motivation process, emotional process and selection process, rather than acting alone [27].

Cognitive process: Self-efficacy affects the individual's mode of thinking, which affects the individual's behavioral actions, making the behavior enhanced or weakened.

Motivation process: Self-efficacy beliefs play a key role in the self-regulation of human motivation. When people feel that they have higher self-efficacy in a certain job, they will increase their motivation to carry out the work and put more effort into it; if they think they are less effective, they may choose to give up or put less effort.

Emotional processes: Self-efficacy beliefs influence the emotional process by controlling thinking, action and emotion. People with high self-efficacy believe that they can effectively cope with various emergencies or potential threats, and are not prone to fearful cognition or emotional arousal; those with low self-efficacy believe that they are unable to control sudden situations or potential threats, thus produces a higher level of anxiety, and shows physiological symptoms such as increased sense of stress, rapid heartbeat, and elevated blood pressure, and ultimately chooses withdrawal behavior or defensive behavior to passively respond to environmental changes.

Organizational structure, work characteristics are significant when overall human resources development is the concern [28, 29]. The self-efficacy of the lecturer is of great significance to the development of the lecturer. Lam *et al.*, (2001) believe that the self-efficacy of the lecturer is an important internal dynamic mechanism for the independent development of the lecturer. It enables the lecturer to enhance professional commitment, generate self-employment motivation, and influence the lecturer's educational behavior and the lecturer's physical and mental health [5].

Yang and Lee (2009) believe that the lecturer's sense of self-efficacy affects the growth of the lecturer by influencing the professional identity, education and teaching behavior and physical and mental health of the lecturer, and can enhance professional growth through self-suggestion, teaching reflection and failure attribution. Other researchers also found that self-efficacy affects the internship lecturer's enthusiasm, persistence, and ability to work, and affects his or her final choice of career and confidence in future education [30].

For this study two fundamental theories are implied and research model was developed. Self Determination Theory (SDT) is a macro theory of human personality and motivation which postulates that peoples have inherent growth inclinations and innate psychological needs. In the1970s, SDT evolved from different studies of intrinsic and extrinsic motivation to understand the individual's behavior. While by 1980s, the SDT was formally evolved and introduced and became an empirical theory. SDT is developed by the Deci (1989) [31]. Further, SDT is applying to different areas of social psychology and to understand the individual's behavior that how to motivate and direct the behavior of people towards certain goals and objectives, and the usage of this theory has increased since 2000s but still application of the SDT is found missing in Chinese educational industry.

Theory of Planned Behavior (TPB): Fishbein & Ajzen (1974) presented TPB as an extended version of Theory of Reasoned Action (TRA) with an additional belief (i.e., Perceived Behavioral Control) making the "determinants of intention consists of Attitude, Subjective Norm, and Perceived Behavioral Control [32]." Fishbein & Ajzen (1974) justified that "the importance of Subjective Norms, Attitude, and Behavior Control is seen in the expectations that this intention is aimed at changing behavior and situations." Based on the above literature review and theories a Theoratical research framework was developed as give in Fig. 1 [32].
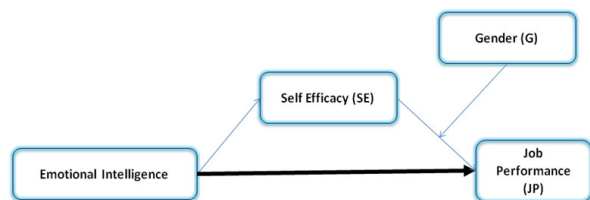
Fig. 1. Theoretical Research framework.

There is no consensus in the research community about the relationship between emotional intelligence and the performance of university lecturers. From the results of empirical research, some indicate that there is a positive correlation between them [33]. Some studies have not found a positive correlation between them. Many empirical studies confirmed that "emotional intelligence can explain emotional task performance to a certain extent." Further, it is found "sales people are Emotional intelligent which is positively correlated with their sales performance" [34].

Some authors believe that the emotional intelligence of the lecturers in primary and secondary schools has a positive predictive effect on job performance, and the influence mechanism of the lecturer's emotional intelligence on their job performance is different. Followings are the developed hypotheses

H1: Emotional Intelligence (EI) has significant positive impact on Chinese lecturers' Self Efficacy (SE).

H2: Self Efficacy (SE) has significant positive impact on Chinese lecturers' Job Performance (JP).

H3: Emotional Intelligence (EI) has significant positive impact on Chinese lecturers' Job Performance (JP)

H4: Self Efficacy (SE) mediates the relationship between Emotional Exhaustion (EEx) and Job Performance (JP) of Chinese lecturers.

H5: Gender (G) moderates the relationship between Self Efficacy (SE) and Job Performance (JP) of Chinese lecturer.

II. MATERIALS AND METHODS

This study uses the quantitative approach to answer the research questions and to achieve the research objective as Hair *et al.,* (2006) stated that the primary data collected through field research is most suitable and appropriate when SEM is used for analysis. This study prefer the five point Likert scale from the other point scale, because of it conspicuous power of differentiation and ability to proof a good reliable opinion of the respondents. Most of the measurements utilized in this study were adapted from past established instruments. Table 2 shows the measurements of all 3 latent constructs used in this study [35].

Table 2: Measurement of Variables.

Measurement	Items	Sources/Authors/Years
Emotional Intelligence	16	Wong and Law (2012)
Self Efficacy	10	Jex and Bliese (1992)
Job Performance	26	Fan Jingli and Zheng Bojun (2014)
Total	**52**	

Emotional Intelligence Scale: This study used the questionnaires designed by Hong Kong scholars to test the emotional intelligence of university lecturers with sixteen items. There are 16 items in four dimensions. Cronbach's Alpha coefficients were 0.87, 0.83, 0.84 and 0.90, respectively.

Self-efficacy: This study used the self-efficacy questionnaire (self efficiency) compiled [36] for a single dimension with a total of 10 questions.

Job Performance: The performance scale has a total of 26 items, which are divided into three dimensions: task performance, related performance, among them, the related performance is divided into interpersonal promotion and work dedication. The scale used in this study was designed by Taiwanese scholars for employees of Chinese society.

The scoring method is based on the Likert 5-point scale. Scored from 1 to 5 points from "very disagree" to "very agree", we used SmartPLS software to run PLS-SEM. PLS-SEM has become a widespread technique in management and marketing literature and has been utilized by several previous studies [37-41].

Population & Sampling: China, Shanxi Province, has a resident population of 37, 184, 400 and a total of 93 colleges and universities. There are 19 Higher educational institutes/universities in total, situated in Shanxi province of China, including government universities and private university. According to the ministry of education the People's Republic of China; Out of 19 universities in shanxi province, total 10 universities were included in the survey as these ten were agreed to participate in the study. As per the Table 4, this study selected 375 as sample size [42]. Table 4 shows the total number of academic staff for each of the universities Shanxi province were 14843. To determine the number of universities as the sample of the present study, proportionate random sampling was applied as details are given in Table 3.

Table 3: Sample size details.

S.No.	University Name	Province	No of teaching staff	Sample Size (2.53%)
1.	Shanxi University	Shanxi	2,095	53
2.	Taiyuan University of Technology	Shanxi	2,014	51
3.	North University of China	Shanxi	2,660	67
4.	Shanxi University of Finance and Economics	Shanxi	1,700	43
5.	Shanxi Normal University	Shanxi	1,139	29
6.	Communication University of Shanxi	Shanxi	400	10
7.	Shanxi Medical University	Shanxi	1,600	40
8.	Shanxi Agricultural University	Shanxi	1,700	43
9.	Shanxi University of Traditional Chinese Medicine	Shanxi	618	16
10.	Yuncheng University	Shanxi	917	23
	Total		**14843**	**375**

For this study, researcher has personally administered and collected the complete questionnaire with the help of one of the assistant who was already briefed. Respondents were contacted personally after taking their data from online directories.

III. RESULTS

Since this study targeted ten universities situated in Shanxi province, a total of 700 questionnaires were distributed among academic staff of these ten universities. Among distributed questionnaires 421 questionnaires were returned, means 60% overall response rate. Within these 421 questionnaires, 29 were excluded due to incompleteness and incorrect filling. In this connection 392 questionnaire were found correctly filled and ready for the analysis purpose. Which means qualified response rate was 56%.

According to the table 4 the total observations were 375; all of the respondents are from the Shanxi province. Majority of respondents were male (56%), and 44% are the females. The age of the mostly respondents was between 26-35 years comprising over 54%. Most of the respondents were having master degree. Total master degree holders were 64% of the entire sample. 52% of

the respondents were Lecturers and followed by 22% senior lecturers. 59 percent of the respondents have less than 10 years of working experience in the industry followed by 37 percent of the respondents having 11-20 years of working experience in the same industry.

Hair *et al.*, (2010) figured it out as benchmark for retaining items with loadings between 0.40 and 0.70; all items demonstrated loadings above the benchmark of 0.40. Accordingly all items were retained since they had loadings between 0.607 and 0.868 as shown Table 5. Further to this Croanbach alpha reliability values were also fond above the threshold [43].

Hair *et al.*, (2010) declared as "for convergent reliability, the factor loading should be greater than 0.50, CR>0.7, and AVE>0.5." Table 6 shows the results of factor loading, AVE and CR. Factor loading of all items range from 0.57 to 0.87. Values of CR range from 0.82 to 0.91 and values of AVE are greater than 0.50. Similarly, all constructs have a value of Cronbach's Alpha higher than 0.70, confirming the internal reliability of the constructs [43].

Put together, the results confirm the convergent validity of a model. For discriminant validity.

Table 4: Demographical results of the respondents.

	Demographics	No.	Percentage
	Gender		
1	Male	211	56.27
0	Female	164	43.73
	Total	**375**	**100.00**
	Age		
1	less than 25	12	3.20
2	26-35	204	54.40
3	36-45	119	31.73
4	46-55	40	10.67
5	56 and above	0	0.00
	Total	**375**	**100.00**
	Education		
1	Bachelor	27	7.20
2	Master	241	64.27
3	PhD	96	25.60
4	Post Doc	7	1.87
5	Others	4	1.07
	Total	**375**	**100.00**
	Experience		
1	Less than 10	222	59.20
2	11--20	138	36.80
3	21-30	9	2.40
4	31-40	4	1.07
5	More than 50	2	0.53
	Total	**375**	**100.00**
	Position		
1	lecturer	196	52.27
2	senior lecturer	82	21.87
3	Asst. Professor	71	18.93
4	Associate Professor	19	5.07
5	Professor	7	1.87
	Total	**375**	**100.00**

Fornell & Larcker criterion has been used and Table 8 explained the square root of AVE values of all the constructs were greater than their squared inter-constructs correlations. This indicates that the constructs have appropriate discriminant validity while Face validity of the construct was ascertained by

sending questionnaires to the experts of the education industry. Table 7 Results indicated positive effect of emotional intelligence on self efficacy as β = 0.321 and t = 4.19, since coefficient is found positive and t value above threshold of 1.96, thus, results were supporting.

Table 5: Values of reflective construct (CR, AVE and Loading).

Construct	Indicator	Indicator Loading	CR	AVE	CB Alpha
Emotional Intelligence	EI1	0.733	0.765	0.667	0.72
	EI2	0.748			
	EI3	0.857			
	EI4	0.829			
	EI5	0.662			
	EI6	0.778			
	EI7	0.831			
	EI8	0.707			
	EI9	0.756			
	EI10	0.868			
	EI11	0.773			
	EI12	0.864			
	EI13	0.845			
	EI14	0.832			
	EI15	0.827			
	EI16	0.666			
Self Efficacy	SE1	0.666	0.895	0.639	0.83
	SE2	0.724			
	SE3	0.831			
	SE4	0.607			
	SE5	0.756			
	SE6	0.868			
	SE7	0.868			
	SE8	0.773			
	SE9	0.756			
	SE10	0.662			
Job Performance	JP1	0.778	0.884	0.661	0.74
	JP2	0.831			
	JP3	0.864			
	JP4	0.845			
	JP5	0.832			
	JP6	0.829			
	JP7	0.662			
	JP8	0.662			
	JP9	0.778			
	JP10	0.831			
	JP11	0.707			
	JP12	0.756			
	JP13	0.868			
	JP14	0.756			
	JP15	0.845			
	JP16	0.832			
	JP17	0.827			
	JP18	0.666			
	JP19	0.724			
	JP20	0.827			
	JP21	0.731			
	JP22	0.725			
	JP23	0.811			
	JP24	0.842			
	JP25	0.23			
	JP26	0.784			

Table 6: Fornell & Larcker criterion for discriminant validity

S. No.	Latent Variable	1	2	3
1.	Emotional Intelligence	**0.848**		
2.	Self efficacy	0.256	**0.91**	
3.	Job performance	0.239	0.124	**0.86**

Table 7: Results of Main Effects Hypotheses.

Hypothesis	Relationship	Std Beta	Std Error	T-Value	Decision
H1	EI → SE	0.321	0.05	4.119**	Supported
H2	SE → JP	0.423	0.072	5.901**	Supported
H3	EI → JP	0.298	0.079	3.793**	Supported
		Source: Researcher			
		**p< 0.01, *p < 0.05			

Hypothesis 1: Same was the case with Hypothesis 2. Results showed a significant positive effect of self efficacy on job performance as β = 0.423 and t = 5.901, since coefficient is found positive and t value above the threshold of 1.96, thus results were supporting **Hypothesis 2.** According to the Hypothesis 3, results revealed a significant positive effect of emotional intelligence on job performance as β = 0.298 and t = 3.793, since coefficient is found positive and t value above the threshold of 1.96, thus results were supporting Hypothesis 3. These results are found consistent with [5, 28, 29] and insistency with some of the earlier researchers [33, 34].

For the estimation of variance explained in the endogenous latent variable, results are grouped in Table 8 and it presented the R-squared value of the endogenous latent variable.

Table 8: Variance Explained in the Endogenous Latent Variable.

Latent Variable	Variance Explained
Job Performance	42%
Source: Researcher	

As indicated in Table 8, the research model explained 42% of the variance in job performance. This suggested that all studies exogenous latent variables collectively explained 42% of the variance in university lecturer's job performance. Hence, following developed research criteria, the endogenous latent variable showed an

acceptable level of R-squared value, which is considered as moderate. Rest of the 58% variation in the job performance is because of some other factors which are not under the scope of this study.

The indirect effects of emotional intelligence, was significant on job performance through self efficacy as sown in the following Table 9. Hair *et al.,* (2017) "when direct and indirect affects both are significant and point in the same direction; the type of mediation would be complementary mediation", hence self efficacy has a complementary mediating effect on the relationships between emotional intelligence and job performance [44]. In terms of emotional intelligence and job performance direct effect was significant as well as indirect, thus we conclude that there is a mediation effect of self efficacy in the relationships between emotional intelligence and job performance of Chinese lecturers' linkage. This provides evidence to accept hypothesis H4.

To test the moderating impact of gender on the self efficacy and job performance relationship, in this study the Multi-Group Analysis (MGA) technique was implied, as suggested [44]. In order to do the MGA, Henseler in (2017) [45] recommendations were adopted and ran a three-step measurement invariance of composite models (MICOM) procedure, which includes computation of configured invariance, compositional invariance and scale invariance.

Table 9: Construct Cross-Validated Redundancy in the Endogenous Latent Variable.

Hypotheses	Relationships	Direct effect	T value of direct effect	Indirect effect	T value of indirect effect	Decision
H4	EI->SE ->JP	0.298	3.793**	0.317	6.56*	Supported
**p< 0.01, *p < 0.05						

Table 10: Moderation results.

Relationship	Female	Male	β Differences	Henseler's MGA Test (*p*-value)	Permutation Test (*p*-value)	Result
SE --> JP	0.129**	0.028[ns]	0.101	0.001	0	Yes
Notes: ** denotes significance at 5% level. [ns] = not significant.						

Based the results summarized in the Table 10, Hypothesis H5 was accepted. Further to these female respondents are found more sensitive towards the relationship between self efficacy and job performance.

Findings: Table 7 indicated enough empirical evidences of positive relationship of emotional intelligence and self efficacy. Coefficient value showed that one unit change in emotional intelligence will bring 0.321 units change in self efficacy. The positive significant impact of emotional intelligence on self efficacy has been discussed in empirical literature and hypothesis H1 was accepted. The same conclusion has been materialized by many other researchers who had noted that emotional intelligence could lead to two types of outcome be at individual level or at the organizational level. According to him physical, cognitively and emotionally self efficacy can be enhanced by emotional intelligence"

Results grouped in Table 9 presented support for the second hypothesis as β = 0.423, t = 5.901.

The result means that self- efficacy was observed to be a significant determinant of university teaching staffs' job performance. One unit change in self efficacy will bring 0.423 units change in job performance.

Bandura (2000) supported the significance of self-efficacy [46].

Table 7 portrayed the standardized path coefficient value is 0.298 and t value is 3.793. This indicates enough empirical evidences of positive relationship of emotional intelligence and job performance. Coefficient value showed that one unit change in emotional intelligence will bring 0.298 positive units change in job performance.

The positive significant impact of emotional intelligence on job performance has been discussed in empirical literature. Same results have been found in many of the earlier research [47]. Results were found consistent with the previous findings [48] these results didn't match with the opposing result findings [49].

Table 9 showed the standardized path coefficient value is 0.317 and t value is 6.56, while the direct

relationships it showed the coefficient value 0.298 with t-value 3.793. This indicates enough empirical evidences of mediating effect of self efficacy. As advocated by researchers who engaged employees fully invest themselves in job and their emotional intelligence.

Moreover, emotional intelligence leads to identification with organization which consequently leads to better job performance and [50]. Finding of this study is consistent with other studies. Similar relationship has been illustrated [51]. Similarly, some others viewed it. Likewise, some [52] tested a developed model by relating emotional intelligence, self efficacy and job performance. In the same context, Ji *et al.,* (2012) [53] investigated and found similar relationships.

Table 10 showed the results of Multiple Group Analysis (MGA) and relationships. The results of this study showed moderating impact of gender on the relationship between self efficacy and job performance and lead this study to accept the hypothec H5. It is found that female respondents showed stronger relationship as compared to male respondents. It has also been found that most of the people at teaching positions in the universities have to face lots of pressures and obstacles from different sources, some of them are genuine and some of them are just fake, but these university employees have to cadre all these stresses and to respond all the challenges. These pressures stimulate them with high self-efficacy and to show higher efforts towards those challenges. So in this way through their high self-efficacy, they show efficiency and effectiveness. Sattar *et al.*, (2015) also confirmed that university hires employees who have a good track record or achievements, or people got these positions on the basis of their past good performances [54]. So once they got the key positions they already have the confidence which they got from their previous experiences to prove themselves with more good performances. Holzberger *et al.*, (2013) proved that past performances drive to radiate the confidence that influences the fabrication of another excellent performance [55].

IV. DISCUSSION AND CONCLUSION

The results of this study show that studied factors (emotional intelligence, is found to be positively related to job performance and statistically significant. It infers that Chinese universities need to gauge emotions intelligence in order to achieve the competitive advantage. For that they should focus on the human resources department mainly for empowerment. Results showed that these improve the perception of employees that organization supports them. As advocated [56] when employees feel that they are supported by the organization and their concerns are considered, they reciprocate with high level of job performance in return. So the search for best fit of HR initiatives is still ongoing. Studied universities, which are practicing single or few HR practices, should consider the bundle of HR practices that can play an important role and it can overcome discovered feelings of the university teaching staff.

Up till here, researcher discussed what should be done by universities in order to gain competitive advantage by retaining their talent and perform at their jobs. Furthermore, it is also important to show how it should be done. The management of universities should implement few important things, including;

Proper HR department it is also observed that some of the universities are without proper organized HR department. They place the recruitment and selection and other HR activities under the administration to carry out the HR operations. Human resource department plays very vital role in any organizations as it is a specialized field and requires the expertise to manage employees properly. A study conducted in Greece also emphasized on establishing proper human resource department [57]. Same is evident by another study conducted in service industry of Sweden; they advocated that human resource department is important and often not well developed to introduce new HR practices and mange human resource properly [13]. Results highlight the significant role of self efficacy as earlier disvered by an Iranian study [58].

This study has contributed to the existing literature on the given relationship of antecedents of job performance and job performance itself.

There is a lack of empirical research on job performance among the teaching staff at academic environment, so this is one of the key contribution of this study, conducting an empirical research on job performance of the teaching staff of universities in Shanxi province of China (which are consider as locus of talent). Further to this, study offers in-depth analysis into the mediating role of self efficacy in the relationship between emotional intelligence and job performance. Past studies have provided explanations regarding relationships among a number of elements and job performance.

This study has taken the self efficacy as a mediator and invented a new model. Findings of this study showed the mediating role of self efficacy between selected the five selected emotional intelligence and job performance, which is a major contribution of this study. This is the major contribution in the shape of new model invention.

The concept of job performance has generated broad interest in diverse fields like management, organizations and work place performance. Performance is an important aspect in organizations, the development, where this study is found as one of the most recent discussions of management concerns that a new form of self determinants pertaining to employees feelings about him/her self is much more related to the performance.

V. LIMITATIONS AND FUTURE SCOPE

Due to time and budget constraints, this study possesses several limitations. The study is focused on education sector, Shanxi province, China, with limited geographical coverage which can affect the generalizability of the results.

Therefore, results of this study cannot be implemented for the whole China. Further, this study covered only 10 universities, however, results with larger sample size and different sampling strategy may offer different results from the current study by including the other universities and colleges in this study may improve results and scope of the study.

Future research can focus on other levels of categories of employees, for instance the other academic staff and

can take them as a locus of talent and no academic staff to check a holistic or of an educational institute. A study can be taken up to see the validity and reliability of the job performance tests as most of the tests are self reporting.

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