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

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Abstract: Confidence is an individual's perception that they can perform certain tasks that undermine a given situation. One study investigated the possibility of using an Emotional Intelligence Training Package (EIIP) to increase public university teachers' self-confidence for effective performance. The sample for this study consisted of 127 teachers from three public teacher training colleges in Benue State, Nigeria. This study adopted a non-equivalent quasi-experimental study design. Data were collected using the Confidence Scale (SCS).
The SCS reliability value is 0.88 using Cronbach's Alpha. This study aims to analyze two research questions and test the hypotheses. Two research topics and two null hypotheses served as the foundation for this investigation. The 0.05 level of significance was employed to further test hypotheses; in addition, we used to mean and standard deviations to justify the research questions. This study found significant differences in mean confidence ratings between scientists exposed to EIIP and those not exposed to EIIP, compared to scientists exposed to an emotional intelligence package. Teachers at public teacher training colleges were encouraged to become aware of the EIIP to increase their confidence in working effectively.
Keywords: Self-confidence, Emotional intelligence instructional package, job performance, and academic staff.

1.   Introduction

Self-confidence, which is a key element in ensuring that a person's potential is achieved, can be defined as a person's expectation of someone's capacity to achieve a goal in a certain situation. People with a high level of self-confidence may also have realistic perceptions of their skills, which encourages them to persist in their efforts. Self-confidence normally plays a significant influence on personal and social aspects of life, as well as job performance and success at every stage of life, according to Tunçel (2015). It is clear that self-assured academics or teachers are excited about their work and do not give up when faced with challenges, which might have an impact on their performance (Ajayi, 2019). Furthermore, researchers believe that self-confidence can either help or hinder job performance. Scientists with high self-confidence are more likely to do their jobs effectively because they believe in themselves. On the other hand, a scholar or teacher with low self-confidence may reasonably be considered vulnerable to anxiety, insecurity, insecurity, and social distancing that can affect performance.

2.   Job Performance

Productivity can be defined as a measure of an individual's work success and is usually calculated as a measure of personal performance. Notably, job performance is a function of different skill sets such as knowledge, skills, abilities, and motivation. Labor productivity is defined as an individual's ability to perform tasks consistent with the goals of the organization with which they work (Campbell, 2012). The authors go on to explain that labor productivity is an individual-level variable or what one person does. Human performance means the actions taken to accomplish a goal following predetermined standards. This could entail actions or the operation of intangible mental processes (for example problem-solving skills, decision-making skills, program

planning skills, and reasoning skills). Gardner (2013) defines efficiency as the timely achievement of work results. Thus, labor productivity is a multidimensional factor that helps determine organizational success and outcomes.

High self-confidence always leads to efficient job performance. An individual's self-doubt is also described as an emotional intelligence skill because they do not have the necessary abilities to complete a psychological ability task. Therefore, the development of an emotional intelligence training package that can effectively teach emotional intelligence skills is expected to increase work productivity by increasing confidence.

2.1 Self-Confidence and Job Performance

Doing tasks effectively in the same vein as confidence that one's abilities can improve one's performance can increase one's level of self-confidence. Ajayi (2019) believes that we do not go beyond how we usually see ourselves. Confidence helps you make better decisions and increase your productivity. Confidence can affect productivity when our performance expectations are strong and our abilities are developed. Confidence is directly related to how well you do your job and how well you can connect with the people around you.

People who lack self-confidence are not only reluctant to talk about their abilities and skills but are also less likely to contribute to a team environment. So, high self-confidence gives you positive energy to take steps to succeed at work.

2.2 Self-Confidence and Emotional Intelligence

Your emotional make-up, or self-confidence, has the biggest role in influencing your thoughts, feelings, and actions. Self-confidence is essentially the ability to maintain optimistic yet realistic viewpoints about oneself and one's circumstances. Self-assured people have faith in their talents, a perception of general control over their own lives, and the freedom to do anything they want, plan, and wish to anticipate. Self-confidence growth fosters self-awareness management, which is crucial for emotional development. Bandura (1997) asserts that self-awareness would create a very strong connection to self-confidence. Self-confidence can help to create self-awareness and self-regulation as factors influencing self-development and confidence. As people comprehend organizational reality through self-awareness—the capacity to identify their thoughts, emotions, and actions through control—emotional intelligence and self-confidence come together.

Ajayi (2019) asserts that emotions can affect how one feels about oneself because "emotions left unmanaged might interfere with the cognitive processing of information that can be crucial to task performance." As a result, it stands to reason that someone with little emotional intelligence and little self-confidence will possibly find it challenging to maintain organization in their daily chores. Ream (2020) contends that people can increase their self-confidence when they have better emotional control, can attribute past workplace events accurately, and can objectively comprehend how their feeling, emotions, and attributions affect their thoughts, feelings, and expectations about forthcoming workplace events. When organizational members are unable to control their emotions and fail to ascribe objective causality, they are more likely to undervalue their abilities and have poorer self-confidence ratings (Gundlach et al., 2013). Your confidence level largely determines what you do in life. Confidence also allows you to persevere in the face of adversity. Because people believe they can succeed.

2.3 Emotional Intelligence and Job Performance

As a result, it stands to reason that someone with little emotional intelligence and little self-confidence will likely find it challenging to maintain organization in their daily chores. Ream (2020) contends that people are better able to increase self-confidence when they have better emotional control, can attribute past workplace events accurately, and can objectively comprehend how their feelings, and attributions affect their thoughts, moods, and expectations about forthcoming workplace events. When organizational members are unable to control their emotions and fail to ascribe objective causality, they are more likely to undervalue their abilities and have poorer self-confidence ratings (Gundlach et al., 2013).

The ability to live and communicate peacefully with each other despite emotional changes is simply known as emotional intelligence and is seen as a crucial element in successful job performance.

2.4 Emotional Intelligence and Emotional Intelligence Instructional Package

Emotion is a potent psychological action that has the potential to have a significant impact on behavior and performance. Mayer and Salovey (2013) stated that emotional intelligence is the capacity to recognize emotions, access thoughts, comprehend emotions, successfully manage emotions, and foster both emotional and intellectual development. The capability to recognize own emotions, identify others' emotions, and manage

emotional cues and information is known as emotional intelligence. Understanding, using, and controlling your feelings in constructive ways to reduce anxiety, convey, sympathize with other people, conquer obstacles, and reduce disagreement with statements are all examples of having high emotional intelligence or emotional quotient. The capability to control, recognize, and effectively use one's emotions to successfully navigate obstacles, communicate effectively, and empathize with others is known as emotional intelligence.

Five elements such as self-awareness, self-regulation, empathy, motivation, and social skills make up emotional intelligence skills. It is possible to teach and learn emotional intelligence. High self-confidence is a result of having strong emotional intelligence, which is a necessary ability and a basis for efficient work performance. The Emotional Intelligence Training Pack is a 7-level computer-based learning pack that can be used to teach emotional intelligence skills.

3.   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 academic job performance because most jobs require high self-confidence to be successful. Many nations around the world are now concerned about the issue of job performance, particularly those that are classified as underdeveloped nations where work is always being done but progress is still only a pipe dream. 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, and welfare issues. Akinboye (2016) also pointed out that, to accomplish success in work, life, enterprise, and social relationships, everyone requires self-confidence and competence.

However, researchers have noticed that some teachers lack self-confidence, which may be one reason for their poor performance. High self-confidence has been considered to be important in the workplace. Despite the efforts of researchers to enhance self-confidence, poor self-confidence still abounds. The researchers contend that you must better understand your emotional makeup to be able to pinpoint what causes your lack of confidence. by spending time examining your personality and behavior. In other words, you need to be aware of your degree of emotional intelligence abilities to be able to pinpoint what causes your lack of confidence. By implication, poor self-confidence may be caused by a poor understanding of emotional intelligence skills which in turn may affect academic job performance.

Individuals' poor self-confidence that, they don't have the ability needed to complete the psychological task at the workplace has also been attributed to poor emotional intelligence skills. However, since emotional intelligence skill is both teachable and learnable, there is a need to develop and use an emotional intelligence instructional package to demystify emotional intelligence skill 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 is anticipated to uplift self-confidence and invariably enhance job performance. Therefore, this study explored the likelihood of enhancing the self-confidence of staff of Public Colleges of Education using the Emotional Intelligence Instructional Package (EIIP) toward effective job performance.

3.1 Research Questions

The following research questions were used to examine the study:

1. What is the difference in average confidence ratings between scientists who have completed the Emotional Intelligence Education (EIIP) course and those who have not studied the EIIP?
2. What is the difference in confidence scores between male and female scientists who have completed the Emotional Intelligence course?

3.2 Hypotheses

During the study following null hypotheses were tested:

1. We assumed that there is no significant difference in average confidence scores between scholars who have completed the Emotional Intelligence Training (EIIP) course and those who have not studied the EIIP.
2. We assume that there is no significant difference in the average confidence scores of male and female scientists trained in emotional intelligence.

3.3 Research Design and Procedure

In this study, we used a pre-test technique and a post-test non-equivalent quasi-experimental design. The pre-test score is a covariate of the post-test score. The study area is Benue State, Nigeria. All 1,128 teachers from a public teacher training college in Benue State, Nigeria, were included in the study. 127 teachers were specially selected from three teacher training colleges.

The Confidence Scale (SCS) was used for data collection for this study. SCS was developed by researchers. SCS consisted of two parts. Section "A" contains respondents' demographic information, and section "B" contains a list of 25 items to help scientists express confidence in their work. Cronbach Alpha was used to obtain the reliability of the SCS, with a coefficient value of zero.

88. The difference between the training of the experimental group and the training of the control group is that they use the Emotional Intelligence Training Package (EIIP). Samples were divided into two different groups. The first tone was an experimental group and the second one was the control group. Researchers conducted SCS as a pre-test, which lasted for a week. Then the actual EIIP training, which lasted 3 weeks, begins.

At the end of this period, pre-SCS is mixed and administered post-SCS, which lasts for 1 week.

4. RESULTS

4.1 Research Question One

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

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

Table 1: Result of Mean Self-Confidence and Standard Deviation 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 show that scientists who completed Emotional Intelligence Training (EIIP) and scientists who did not receive EIIP had mean pre-test scores of 1.48 and 1.49, respectively, with standard deviation scores of 0.19 and 0. , respectively 18.

Mean posttest scores were 3.97 and 2.01, respectively, and standard deviation scores were 0.24 and 0.22, respectively.

The result of the mean difference between both groups was 1.97 in favor of scientists exposed to EIIP. This means that scientists who have taken the Emotional Intelligence course are more confident than those who have not studied the EIIP.

The difference in the self-confidence rating between male and female academics exposed to emotional intelligence instructional package. Table 2 explains the answer to the second research question.

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 shows that the average growth for males and females was 2.60 and 2.56, respectively. The mean difference is 0.04.

Although this gap is small, it favors male teachers at state teachers' colleges. This means that male scientists are slightly more confident than female scientists who have taken the Emotional Intelligence Training Package (EIIP).

4.2 Hypothesis one

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

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	103.597a	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)

The two-factor ANCOVA test results (Table 3) show that there is a significant difference in favor of scientists in average confidence ratings between scientists who have completed Emotional Intelligence Training (EIIP) courses and those who have not studied EIIP. Those who received EIIP [$F_{(1,123)}$)=2101.064, p<0.05]. Therefore, we reject the null hypothesis. This means that scientists who have taken emotional intelligence courses have significantly higher self-confidence than those who have not studied the EIIP.

4.3 Hypothesis two

Results indicate that there is no significant difference in the mean self-confidence rating between male and female academics exposed to the emotional intelligence instructional package. Table 3 presents the test of hypothesis two.

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	.042a	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)

Table 4 presents the ANCOVA test results which show no significant differences between mean confidence ratings between male and female scientists who received the emotional intelligence training package [$F_{(1.62)}$ = 0.528, P > 0.050]. Therefore, we can not reject the null hypothesis. This means that EIIP has boosted the confidence of both men and women at a public teacher training college in Benue State, Nigeria.

5.   Discussion of findings

This study investigated the likelihood of enhancing the self-confidence of the academic staff of Public Colleges of Education using the 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 a clear relationship between emotional intelligence and career performance of academics. The results are consistent with Goleman's (2013) research, which disclosed that people with high levels of self-confidence are aware of their strengths and weaknesses, as well as their abilities and limitations. As a result, they can choose tasks that are appropriate for their skill levels or those in which they will excel. These imply that for someone to perform effectively in their profession, that person needs to have a certain amount of self-confidence to select the career path that best suits their skills.

In the same vein, these results are consistent with data from Gunu and Oladepo (2014), who found a substantial relationship between employee emotional intelligence, organizational engagement, and performance. The results showed that there is no statistically significant difference between male and female scientists' confidence in being able to work effectively with the Emotional Intelligence Training Package (EIIP).

6. Conclusion

We suggest that the use of the Emotional Intelligence Training Package (EIIP) is very effective in increasing teachers' confidence in their ability to perform their tasks effectively. The finding of this study indicated that there are no gender differences in the confidence of male and female scientists exposed to EIIP. Indirectly, this confirmed the need for both male and female scientists to boost their self-confidence with the help of EIIP to perform their work more effectively.

7. Recommendation

1. Emotional Intelligence Instructional Package (EIIP) should be adopted by the Ministry of Education, professional bodies, and tertiary institutions administrators for academic staff development workshops, seminars, or conferences, it is proven to enhance 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 the Emotional Intelligence Instructional Package (EIIP) in their curriculum and also adopt EIIP to assist workers with emotional intelligence skills to enhance their self-confidence and invariably job performance.

3. The Emotional Intelligence Training Package (EIIP) does not consider gender. As a result, both male and female teachers at public teaching colleges should become familiar with the EIIP to increase their confidence in being able to perform effectively.

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