

The Influence of Emotional Intelligence, Work Stress and Organizational Commitment on the Performance of Lecturers At Warmadewa University Denpasar

Gusti Ayu Sugiati, Ketut Sudarmini, Ni Made Rustini

(Faculty of Economics and Business, Warmadewa University, Indonesia

*Email: gustiayu27769@gmail.com

Abstract:

The performance of lecturers is the spearhead of achieving the vision and mission of Warmadewa University, therefore lecturers are required to be able to have emotional intelligence and manage stress well and are always committed to the institution so that students feel comfortable in carrying out online learning and do not reduce the quality of graduates. Therefore, this research becomes important to be carried out with the aim of analyzing the influence of emotional intelligence, work stress, and organizational commitment to the performance of lecturers, both simultaneously and partially. This study used a type of primary data, by collecting data from Lecturers of Warmadewa University Denpasar, so that the population in this study was all lecturers. The sample size for SEM with a maximum likelihood estimation model and sampling techniques were carried out by incidental sampling. Data collection is carried out through a questionnaire instrument (with a Likert scale) that has been tested for validity and reliability. The collected data is then tabulated and analyzed with multiple Linear Regression analysis techniques. The results of the research obtained were that emotional exposure, work stress and organizational commitment simultaneously had a positive and significant effect on the performance of lecturers at Warmadewa University. Emotional intelligence, work stress and organizational commitment partially have a positive and significant effect on the performance of lecturers at Warmadewa University.

Keywords —emotional intelligence, work stress, organizational commitment and lecturer performance

I. INTRODUCTION

Warmadewa University Denpasar is one of the largest private universities in Bali, where all teaching and learning processes are carried out in order to be able to produce students who are characterful, quality, culturally and environmentally insightful, and, have a mission to make students ethical, excel in achieving based on *Tri Hita Karana*. To realize this mission during the Covid-19 Pandemic, Warmadewa University does not hold conventional learning but applies an online or

online learning system using a special Moodle E-Learning program.

Changes in teaching patterns using technology and distance learning demand the ability to master technology for both lecturers and students. At the very least, lecturers must be able to take advantage of the available channels, such as learning management systems, audiovideo-based communication media, social media and data storage media that can be used to help the occurrence of quality teaching and learning activities. On the other hand, lecturers are also required to conduct constructive teaching

(constructive alignment) to the alignment of the three components of Outcome Based Education (OBE), namely (1) learning outcomes, (2) learning activities, and (3) assessment methods that have been prepared in the Semester Learning Plan (RPS). Lecturers have a very important role in adopting and implementing the use of technology and information because they are the key to learning to run well. In addition, the change in the educational paradigm also requires lecturers to be more creative and innovative in finding methods, materials and ways of presenting them so that the learning process becomes more interesting and exciting [1].

Based on observations, lecturers stated that they felt it difficult to convey quantitative material effectively to their students, students did not understand and learning became less than optimal, so this caused a decrease in lecturer performance. Students who does not understand the material provided by the lecturer, often asks questions using social media such as Whatsapp, Short Message Services (SMS). This condition requires lecturers to provide extra time to serve students. Lecturers was overwhelmed to serve them because there were a lot of students (not yet final project guidance) which also had to be served online. Lecturers must also carry out other *tri-darma* besides teaching. Responding to such conditions, a lecturer must have emotional intelligence, namely having more patience and being able to control his emotions in dealing with students.

The demands of adapting to changes in the learning system and the demand to master technology in order to run a distance learning system are the first, situation that can make lecturers experience work stress. Lecturers are also expected to be able to manage stress so that their performance does not decrease. Learning with this online or online system is a new thing for Warmadewa University Lecturers. Training using the E-learning program has been given to all lecturers, but there are still lecturers who do not understand it. Lecturers are also required to understand the use of other social media applications to convey material effectively to

students. With the establishment of an online or online learning system, and now it is recommended to use a hybrid system, inevitably lecturers must run and follow the system set by the University as a form of commitment of lecturer organizations to Warmadewa University Denpasar. With the problems that arise related to emotional intelligence, work stress and organizational commitment to lecturer performance, it is very feasible to conduct deeper research on the influence of emotional intelligence, work stress and organizational commitment to the performance of lecturers at Warmadewa University Denpasar. The purpose of this study is to analyze the influence of emotional intelligence, work stress, and organizational commitment on the performance of Warmadewa University lecturers, both simultaneously and partial.

II. THEORITICAL REVIEW

A. Employee Performance

Performance is a work performance, a comparison between work results that can be seen in real terms with work standards that have been set by the organization [2]. Performance is also defined as a result of work in quality and quantity achieved by an individual in carrying out his duties in accordance with the authority and responsibility given to him [3]. Lecturer performance is the ability to carry out work or tasks owned by lecturers in completing a job [4].

Lecturers as professional educators and scientists in universities must have competence in carrying out their duties, namely [4]:

1. Professional competence, namely lecturers must have a breadth of academic insight and depth of knowledge about the scientific material they are engaged in.
2. Pedagogical competence, namely lecturers must master a variety of approaches, methods, classroom management, and learning evaluations that are in accordance with the characteristics of the material and the development of their students.

3. Personality competence, the lecturer must be able to present himself as an example and show high enthusiasm and love for his profession.
4. Social competence, that is, lecturers must have the ability to appreciate plurality, be active in various social activities and be able to work in teams.
5. Institutional competence, namely lecturers have an understanding of the vision, mission, goals, objectives, have a network of cooperation in supporting the orientation of institutional development.

B. Emotional Intelligence

[5] states emotional intelligence is the ability to recognize one's own feelings and the feelings of others, motivate oneself, as well as manage emotions well in oneself and in relationships with others. [6] defined Emotional Intelligence as the ability of individuals to perceive accurately, assess and express emotions, the ability to access and/or evoke feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge; the ability to regulate emotions to encourage emotional and intellectual growth.

There are 5 (five) indicators that will be used to measure the intelligence of Emotional [5] namely:

1. Recognizing self-emotions, is an ability to recognize feelings as they occur. This ability is the basis of emotional intelligence, that is, a person's awareness of his own emotions. Self-awareness makes us more aware of moods and thoughts about moods, if less alert then the individual becomes easily dissolved in the flow of emotions and is dominated by emotions. Self-awareness does not guarantee emotional mastery, but it is one of the important prerequisites for controlling emotions so that individuals easily master emotions.
2. Managing emotions, is the ability of individuals to handle feelings so that they can be expressed appropriately, so that balance is achieved in the individual. Keeping troubling emotions in check is key to emotional well-being. Excessive emotions, which increase with too long intensity

will tear our stability apart. These abilities include the ability to comfort oneself, release anxiety, moodiness or offense and the consequences it causes as well as the ability to rise from oppressive emotions.

3. Self-motivation, must be passed by having motivation in the individual, which means having perseverance to restrain oneself against satisfaction and controlling impulses, as well as having positive feelings of motivation, namely enthusiastic, passion, optimism and self-confidence.
4. Recognize the emotions of others or empathy. According to Goleman the ability of a person to recognize others or care, indicates one's empathy ability. The individual who has the ability to empathize is better able to capture hidden social signals that hint at what others need so that he is better able to accept the point of view of others, sensitive to the feelings of others and better able to listen to others.
5. Fostering relationships is a skill that supports popularity, leadership and success among others. Skills in communicating are basic abilities in successfully fostering relationships. Sometimes it is difficult for humans to get what they want and it is also difficult to understand the desires and wills of others.

C. Work Stress

Work stress is a condition of tension that creates the presence of physical and psychic imbalances, which affect the emotions, thought processes and conditions of an employee [7]. Work stress according to [8] is a dynamic condition in which an individual is confronted with an opportunity, obstacle, or demand that is associated with what he wants so much and whose results are perceived as uncertain and important.

Work stress in this study was measured using the Job Stress Scale measurement instrument [9] which consists of two dimensions, namely challenge-related stress and hydrarance-related stress.

1. Challenge-related stress

This stress occurs due to the large number of burdens of tasks and responsibilities that must be completed in a limited time, incompatibility of tasks, positions and responsibilities with competence that owned.

2. Hidrance related stress

This stress occurs because of the ability to clearly understand what is expected of the work done, the unclear rational ope standards of the work, the amount of bureaucracy that must be passed in order to complete the work and theabsence of job guarantees that are owned.

D. Organizational Commitment

Greenberg and Baron in [10] give the understanding of organizational commitment is as a level where individuals identify and engage with their organization and do not want to leave it. Meanwhile, Schermerhon, Hunt, Obsorn, and Uhl-Bien in [10] argue that organizational commitment is the level of loyalty that individuals feel towards the organization.[11] states organizational commitment as a psychological construct that is characteristic of the relationship of members of the organization with its organization and has implications for the decision of the individual to continue his membership in the organization. Based on this definition, members who have a commitment to their organization will be more able to survive as part of the organization than members who do not have a commitment to the organization.

According to [12], organizational commitment has three indicators, namely:

1. Affective commitment, relating to the emotional connection of the member to his organization.
2. Continuance commitment, related to the awareness that members of the organization will suffer losses if they leave the organization.
3. Normative commitment, describes the feeling of attachment to continue to be in the organization.

E. Research Conceptual Framework

Based on the objectives of the research and literature review, a conceptual framework for the research can be compiled as presented in Figure 1.

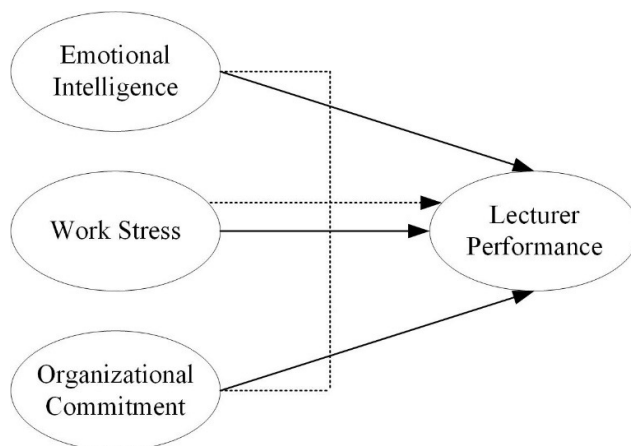


Figure 1. Framework

III. METHOD

This research uses a quantitative exploitative approach, where through quantitative analysis, an analysis of the relationship between variables is carried out. The locus of this study is at Warmadewa University Denpasar, so the research population is a permanent lecturer of Warmadewa University who teaches at the three Faculties with the highest number of students, namely the Faculty of Economics and Business, the Faculty of Law, and the Faculty of Engineering. Samples were determined by stratified random sampling, determining a sample of 50 percent of the population. Thus, considering the population of 208 people, a sample of 105 people was obtained. Data is collected through questionnaires that have been tested for validity and reliability. Furthermore, the collected data was tabulated and analyzed through inferential statistical analysis, namely multiple linear regression.

IV. ANALYSIS AND FINDINGS

A. Goodness of Fit Test

Classical assumption tests in this study include the data normality test, the Multicolonierity test and the Heteroskedasticity test.

Normality Test

The normality test is carried out using the Kolmogorov Smirnov test, looking at its

significance. If the significance of the research variable is greater than 0.05 then it can be concluded that the data is normally distributed. For more details on the normality test can be seen in Table 1.

Table 1: Kolmogorov-Smirnov test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		105
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.08310773
Most Extreme Differences	Absolute	.109
	Positive	.073
	Negative	-.109
Kolmogorov-Smirnov Z		1.121
Asymp. Sig. (2-tailed)		.162

a. Test distribution is Normal.

b. Calculated from data.

Table 1 shows the sig value of 0.162 > from 0.05, it can be concluded that the data in this study are normally distributed.

Multicollinearity Test

The multicollinearity test in this study was carried out by looking at the values of VIF (Variant Inflation Factor) and Tolerantca. If the VIF value is less than 10 and the Tolerance number is more than 0.10, it can be concluded that it is multicolligate-free. For more details can be seen in Table 2.

Table 2: Multicollinearity Test
Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	12.326	3.509		3.513	.001
X1	.555	.116	.348	4.778	.000
X2	.297	.108	.178	2.753	.007
X3	.824	.127	.461	6.490	.000

a. Dependent Variable: Y

Table 2 shows the VIF value < of 10 and the Tolerance value > 0.10, so it can be concluded that multicollinearity does not occur.

Heteroscedasticity Test

The Heteroscedasticity Test in this study was carried out using the Glejser Test, namely by regressing the residual absolute value against an independent variable. If the significance value is greater than 0.05 then it is free from symptoms of heteroskedasticity. For more details can be seen in Table 3.

Table 3 shows the regression significance values of the variables emotional intelligence (X1), Work stress (X2) and organizational commitment (X3) against performance (Y) higher than 0.05. Then it can be concluded that heteroskedasticity is free.

Table 3: Heteroskedasticity Test
Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	7.521	2.144		3.508	.001
X1	.112	.071	.195	1.573	.119
X2	-.061	.066	-.102	-.928	.356
X3	-.237	.078	-.368	-3.047	.013

a. Dependent Variable: abs_e

B. Inferential Statistical Analysis

The analysis technique used in this study is the multiple regression analysis technique. The regression line equation:

$$Y = 12.326 + 0.555X1 + 0.297X2 + 0.824X3$$

From the equation of this regression line, it can be seen that emotional intelligence, work stress and organizational commitment simultaneously have a positive effect on the performance of lecturers. This means that if emotional intelligence is good, work stress is high and organizational commitment is high, the performance of lecturers will increase.

C. Simultaneous Significance Test Analysis (F-test)

This test is used to test the significant regression coefficient so that it is known whether Emotional Intelligence, Work Stress and Organizational Commitment simultaneously have a significant effect on lecturer performance. If the signification of F calculates < 0.05 , it can be included emotional intelligence, work stress and organizational commitment simultaneously have a significant effect on the performance of lecturers. for more details can be seen in 4.

Table 4: F Test Analysis Results
ANOVA^a

Type	Df	Mean Square	F	Sig.
Regression	3	751.372	75.591	.000 ^b
1 Residual	101	9.940		
Total	104			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Table 4 shows the indigo sig $0.000 < 0.05$. This means that simultaneously emotional intelligence, work stress and organizational commitment have a positive and significant effect on the performance of lecturers.

D. Partial Test Analysis (t-Test)

This test is used to significantly test each regression coefficient so that it is known whether there is a partial influence between Emotional Intelligence, Work Stress and Organizational Commitment to lecturer Performance. The test criteria by looking at the significance of t count, if the significance of the < 0.05 then it can be concluded that there is a partial significant influence of emotional intelligence, work stress and organizational commitment to the performance of lecturers. For more details can be seen in Table 2.

Table 2 shows the value of t1 count 4.778 with a significance of 0.000, t2 counting 2.753 with a significance of 0.007 and t3 counting 6.490 with a significance of 0.000. Because of the significance of < 0.05 , it can be concluded that there is a positive influence and a significant influence of partial

emotional intelligence, work stress and organizational commitment to lecturer performance.

E. Discussion

The Simultaneous Effect of Emotional Intelligence, Work Stress and Organizational Commitment on Lecturer Performance

Emotional intelligence, work stress and organizational commitment simultaneously have a positive and significant effect on the performance of Warmadewa University lecturers. This means that if the lecturer has good emotional intelligence, high work stress which is directed as a motivation and has high loyalty to the organization, then the performance of lecturers will increase.

The results of the Determination analysis obtained an *Adjusted R Square* value of 0.683. This means that 68 percent of lecturer performance variations are influenced by emotional intelligence. Work stress and organizational commitment, while 31.7 percent were influenced by other factors not analyzed in this study, such as compensation, work environment, and culture organizations.

The Effect of Emotional Intelligence on Performance

Emotional intelligence has a positive and significant effect on the performance of lecturers, this means that the better the emotional intelligence of lecturers, the better their performance will be. Emotional intelligence is the ability to recognize the feelings of oneself and the feelings of others, motivate oneself, as well as manage emotions well in oneself and in relationships with others [5]. When a lecturer knows the potential and abilities, understands his weaknesses, is able to win himself in controlling anger and can quickly calm himself down from problems that occur due to environmental conditions, has confidence to carry out tasks, optimistic is able to face challenges in tasks, could interact with the environment and could provide objective solutions to the problems faced by students, then the performance of lecturers both in terms of teaching, research and community service will increase.

The results of this study are in accordance with research conducted by [13][14][15] which states that emotional intelligence has an effect positively and significantly on performance.

The Effect of Work Stress on Performance

Work stress has a positive and significant effect on the performance of lecturers. This means that the higher the work stress, the performance will increase. [8] states that stress can have a good impact on a person if it is considered a positive motivation. On the other hand, if it cannot be used as motivation, stress will bring more negative impacts such as irritability, tension, confusion, and anxiety which will ultimately reduce performance.

Work stress caused by challenges in tasks such as having a lot of task loads and responsibilities that must be completed, limited time to complete tasks, incompatibility of positions with the competencies possessed and obstacles in tasks such as not clearly understanding the information technology used in the teaching process, you clearly understand the flow of work accountability, and you have full authority in carrying out tasks. All challenges and obstacles that occur make lecturers motivated to complete their task load because it will be related to BKD (Lecturer Performance Load). The work stress of lecturers at Warmadewa University is relatively high, but lecturers use it as motivation to improve performance. The results of this study are in accordance with research conducted by [15] which states that work stress has a positive and significant effect on employee performance.

The Effect of Organizational Commitment on Performance

Organizational commitment has a positive and significant effect on the performance of lecturers. This means that the higher the lecturer's commitment to the organization, the better his performance will be. Organizational commitment in this study had a dominant effect (46.1 percent) on lecturer performance. When a lecturer feels responsible for realizing the vision and mission of Warmadewa University, he feels as part of the organization, he follows the activities organized by

Unwar with high enthusiasm, he likes to do his duties as a lecturer, has confidence that Unwar is able to address the needs of self-actualization, he always tries to be in Unwar, even in difficult situations and trying to keep up with all organizational changes by improving self-abilities, then the performance of lecturers will improve.

V. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that emotional intelligence, work stress and organizational commitment simultaneously have a positive and significant effect on the performance of lecturers at the University Warmadewa. Furthermore, the results of the analysis also showed that partially emotional intelligence, work stress, and organizational commitment had a positive and significant effect on the performance of lecturers at Warmadewa University.

The advice that can be given is for the manager to analyze the workload of lecturers to avoid work stress that may arise. In addition, it can be reviewed regarding the comparison of the number of lecturers and students on a regular basis. The incentive factor is also important for review. Furthermore, it is recommended that the research also be expanded to other faculties with a small number of students so that the results can be combined.

REFERENCES

- [1] Widyawati. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi COVID-19. *Yaa Bunayya*, 2(1), 25-36.
- [2] Handoko. (2015). *Manajemen Sumber Daya Manusia*. 1st Edition. Bandung: Pustaka Setia.
- [3] Mangkunegara, A.A.A.P. (2015). *Manajemen Sumber Daya Manusia Perusahaan*. 5th Edition. Bandung: Remaja Rosdakarya.
- [4] Mahyarni, & Mevlinda, A. (2010). Pengaruh Program Bauran Pemasaran Jasa Tabungan Terhadap Loyalitas Penabung pada PT. Bank Mandiri Sudirman Bawang Cabang Pekanbaru. *Jurnal Aplikasi Manajemen*, 8(3).
- [5] Goleman, D. 2016. *Kepemimpinan Berdasarkan Kecerdasan Emosi*, PT Gramedia Pustaka Utama, Jakarta.
- [6] Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.). *Emotional development and EI: Educational implications*. New York: Perseus.
- [7] Rivai Veithzal dan Sagala Ella Jauvani (2005), *Manajemen Sumber Daya Manusia Untuk Perusahaan*, PT, Rajawali Grafindo Persada, Jakarta.
- [8] Robbins. S.P. (2015). *Perilaku Organisasi Jilid Kedua*. Jakarta: PT. Prenhallindo.

- [9] Hon, A.H.Y., & Chan, W., Lu, L. (2013). Overcoming work-related stress and promoting employee creativity in hotel industry: The role of task feedback from supervisor. *International Journal of Hospitality Management*, 33, 416-424. <https://doi.org/10.1016/j.ijhm.2012.11.001>
- [10] Wibowo. (2015). *Prilaku Dalam Organisasi*. Depok: PT Raja Grafindo Persada.
- [11] Ayensa, E.J., Emeterio, M.C.S., Menorca, C.G. (2017). Person-Organization Commitment: Bonds of Internal Consumer in the Context of Non-profit Organizations. *Frontiers in Psychology*, 8, 1-15. <https://doi.org/10.3389/fpsyg.2017.01227>
- [12] Busro, Muhammad. (2018). *Teori-Teori Manajemen Sumber Daya Manusia*, Prenadamedia Group, Jakarta
- [13] Sareena U., Dhivya. (2020). Impact of Emotional Intelligence on Job Performance of Academic Heads with Special Reference to State Universities in Eastern Province of Sri Lanka. *Test Engineering and Management*, 13173-13194.
- [14] Radha, B. & Shree, B.A. (2017). Impact of Emotional Intelligence on Performance of Employees and Organizational Commitment in Software Industry. *International Academic Research Journal of Business and Management*, 6(2), 17-28.
- [15] Ngatimun, Sanusi, A., Manan, A. (2019). The Effect of Workload, Work Stress, and Emotional Intelligence towards Teacher Performance through Organizational Commitment. *IOSR Journal of Business and Management (IOSR-JBM)*, 21(8), 63-72.