

The Depth of Employee Engagement Toward Emotional Intelligence: Self-Efficacy and Job Stress as Moderator

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Abstract

This study tries explore to the elements influencing employee engagement optimization. This study aimed to investigate how employee engagement influences emotional intelligence mediated by self-efficacy and job stress. An explanatory causal approach was used to test hypotheses on 320 employees, where data were analyzed using PLS-SEM. The main findings show that employee engagement and job stress are significantly influenced by emotional intelligence through self-efficacy. Emotional intelligence and self-efficacy proven to have a strong connection with minimizing job stress. Additionally, self-efficacy is highly influenced in optimizing employee engagement. This study contributes to organizational behavior, human resources, and psychology field by investigating employee emotional intelligence, workplace attitudes, and stress that needs to be anticipated to engage employees. This is one of the few studies on how self-efficacy and job stress affect emotional intelligence and employee engagement. It provides an opportunity to improve and develop human resources by optimizing employee engagement through emotional intelligence, fostering self-efficacy, and reducing workplace stress factors.

Keywords: Emotional Intelligence, Job Stress, Self-Efficacy, WIFI Employee Engagement

INTRODUCTION

In the 20th century, human beings were the primary and most valuable resource for companies to deal with other businesses and achieve organizational objectives. The success of companies is directly proportional to the number of highly engaged human resources. Employee engagement is the most important factor because it contributes to the company's capability to function its business efficiently and effectively (Rizwan, 2014). This is supported by Human Resources Insight on behalf of the Corporate Leadership Council (CLC). According to the study, 70% of business leaders polled believe that employee engagement is critical to meeting business objectives (ADP Research Institute, 2011).

Many businesses face challenges that cause the disengagement of their manpower. Gallup polled, Approximately, 13% of personnel are actively engaged in their jobs, indicating 87% are disconnected (Harter, 2022). This indicates that many employees are not deeply involved in their jobs. In addition to this, the United States has a disengaged workforce that accounts for 68% of the total workforce (Thomson, 2019). At the beginning of the second decade of the 21st century, 85 percent of workers around the world were either not completely engaged in their jobs or were actively disengaged (Inglethorpe, 2022).

The variables that contribute to disengagement on the part of workers have been the subject of investigation in a number of studies that have been carried out in recent years. A lack of emotional intelligence (Davis & Nichols, 2016), a lack of self-efficacy (Raeder et al., 2019), and work stress were the contributing reasons (Sawir et al., 2021). That is why having excellent emotional intelligence, positive self-efficacy, and stress management skills will boost employee engagement.

Emotional intelligence is the driving force behind psychological safety, which ultimately results in employee engagement. In this particular scenario, a lack of emotional intelligence has a negative impact on employee engagement (Xiao & Watson, 2019). According to Consiglio et al., (2016) a lack of self-efficacy is another factor that

contributes to disengagement. Self-efficacy and employee engagement are closely connected, and this connection is a powerfully good one. According to the findings of this study, disengaged workers are more likely to have low self-efficacy. In addition, employees' disengagement from their firm is a direct result of the stress they experience on the job. Rogala et al., (2016) noted that a greater level of weariness and stress are related to a considerable fall in self-efficacy and a higher level of disengagement. Consequently, emotional intelligence, a sense of self-efficacy, and the amount of stress brought on by work all serve as predictors of employee engagement.

Employees in the tourism sector are expected to have attitudes or behaviors relevant and capable of supporting the achievement of goals, areas of duty, and the development of tourism potential (Ningsih, 2021; Setiawan, 2016) Studies have shown that the tourism industry serves a crucial role in the Indonesian economy because the two have a mutually supportive and strong relationship. It intended to provide insight for company employees in general and tourism employees in particular (Ningsih, 2021). Taman Impian Jaya Ancol (TIJA) is one of Indonesia's most popular tourist destinations operating recreational parks and resorts, stores, hotels and convention centers, and property management. The 552-acre property is close to the seaside, with easy access to public transportation. It has a large workforce that needs good management to provide excellent services (Ancol Korporat, 2020).

The purpose of this research was to determine the association between emotional intelligence and employee engagement through self-efficacy and job stress at tourism company. The problem question was: Is there a relationship between 1) emotional intelligence and employee engagement? 2) emotional intelligence and employee engagement through self-efficacy? 3) emotional intelligence and employee engagement through job stress? 4) emotional intelligence and self-efficacy? 4) emotional intelligence and job stress? 5) self-efficacy and job stress? 6) self-efficacy and job stress through employee engagement? 7) self-efficacy and employee engagement? 8) job stress and employee engagement?

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Employee Engagement – The WIFI Model

Employee engagement implies a positive attitude toward the company (Schiemann, 2011). According to Kahn, (1990) an employee is someone who is responsible for bringing other members of an organization into their work-related activities. When we talk about people being "engaged" in their roles, we mean that they use all aspects of themselves, including their minds, their bodies, and their emotions, in order to fulfill their responsibilities. The two definitions show the importance of building employee engagement. This is why employee engagement is becoming one of the company's successes factors.

CEO Paul Lester stated that developing employee engagement is crucial to the company's success in reaching its strategic objectives (Kahn, 1990). Establishing mutual respect in the workplace for what people are capable of doing and being is advantageous to employees individually and as companies and organizations (Macleod & Clarke, 2009). Simple behavior could be embodied by employees' energy and excitement, feeling compelled to give their full attention to the company to meet users' needs (Cook, 2008). This condition occurs only when the engagement development strategy is applied correctly. Cook provided an employee engagement strategy based on a WIFI model. The WIFI engagement model comprises a few basic but extremely powerful components, including well-being, information, fairness, and involvement (Cook, 2008).

Well-being relates to employees having a positive attitude toward the organization as it cares for them, making it a fundamental aspect of the engagement. It is connected to having a healthy balance between work and personal life, a well-defined job design and structure, and adequate amounts of challenging work and resources to do a job well. Other related aspects are equality and diversity policies that transcend compliance with anti-discrimination legislation (Cook, 2008). Subsequently, information is about employees having a clear vision of the organization and its objective and effectively communicating this vision. Many studies show that having clarity about organizational goals is critical in

helping employees understand their goals. Information consistency and relevance are key drivers of engagement (Cook, 2008). Fairness should be represented in the employment process, candidate selection, performance management, and making sure that the right individuals are chosen for the correct jobs. One of the most important aspects of fairness is ensuring that workers understand what is expected of them in their jobs and providing regular and timely feedback on their motivation and development (Cook, 2008). Additionally, involvement indicates how teamwork is actively promoted and encouraged and how communication is a two-way process. It entails engaging employees in conversation and recognizing that there should be a two-way flow of information (Cook, 2008).

Emotional Intelligence

Emotional intelligence is people's capacity to comprehend their feelings and control their emotions and those of others (Goleman, 1995). It is frequently linked to people's work psychological, social, and behavioral characteristics (Cobb & Mayer, 2000). This remark highlights how important it is for employers to invest in the emotional intelligence development of their workforce. A high emotional intelligence has been shown to influence a variety of things, including decision-making, as stated by Caruso and Salovey (2004). The ability to perceive and manage a range of emotions, including self-control, enthusiasm, and persistence, is an important component of emotional intelligence. It is the ability to motivate oneself at work, socially interact with coworkers, and communicate across lines. These are the most important factors in becoming a successful employee (Schermerhorn et al., 2010). According to Schermerhorn et al. (2010), the criteria for success at work are evolving, as staff are now evaluated by new measures of success, not just how smart they are or by their training and expertise. Employees are evaluated by how well they structure their emotional intelligence to handle themselves and others. In this case, their emotional intelligence is strongly influenced by perseverance, self-control, and interpersonal skills.

Employees must improve their emotional intelligence (Schermerhorn et al., 2010). Emotional intelligence is defined by a set of core values that include being open to change while also being able to drive that change, having fun while also being open to new experiences, inventive, and open-minded. It also requires cultivating a positive team and family spirit, being passionate and determined, and seeking growth and learning opportunities. Relationships can be built that are open and honest when open and honest communication is practiced (Basile & Mackenzie, 2012). These principles are developed from four different models of emotional intelligence, each of which consists of four different components of emotional intelligence: consciousness, social consciousness, self-management, and relationship building. Each dimension comprises emotional competencies that individuals should obtain to achieve a certain dimension of emotional intelligence (Schermerhorn et al., 2010).

Schermerhorn et al. (2010) mentioned about each dimension of emotional intelligence. It can be characterized as follows, a person's level of self-awareness can be measured by how well they comprehend their own feelings, as well as their strengths, shortcomings, values, and motives. In this setting, self-aware individuals pay attention to their emotional responses to certain circumstances and make use of this awareness as conscious information. Additionally, one's ability to control or channel their inner states, urges, and resources is reflected in their level of self-management. It entails controlling destructive emotions, showing truthfulness and integrity, and adapting to change. Self-management is also seen in maintaining the drive to perform well, seize opportunities, and remain optimistic even after failure (Schermerhorn et al., 2010). Empathy, understanding, and sensitivity to other people's feelings, opinions, and circumstances are all examples of social awareness. Understanding other people's circumstances, feeling their feelings, and being aware of their needs—even those that go unspoken—are all examples of this (Schermerhorn et al., 2010). Relationship management is also connected to motivating others and swaying their thoughts and emotions. It also requires fostering connections, encouraging teamwork and collaboration, managing change, enhancing the abilities of others, and resolving disagreements (Schermerhorn et al., 2010).

Self-Efficacy

Self-efficacy theory focuses on how individuals recognize themselves as proficient, worthy, and confident when adjusting to their work environment and improving engagement (Locke, 2009). Being competent, worthy, and confident arises from self-belief (Abdel-Khalek, 2016). This indicates that self-efficacy theory recognizes the diversity of human capabilities by establishing self-beliefs linked to distinct domains of functioning (Badura, 1997). In line with this, Schermerhorn defined self-efficacy as the belief that individuals have the confidence to engage in work behaviors to achieve the desired results for the company. It is individual beliefs about the likelihood of completing tasks (Schermerhorn et al., 2010). What people believe they could do with their skill sets under specific circumstances is referred to as self-efficacy. It is more concerned with coordinating and arranging talents and abilities in dynamic and difficult settings than it is with beliefs about one's capacity for doing specific and minor motor activities (Badura, 1997). Self-efficacy closely relates to self-belief (Badura, 1997), implying efficacy beliefs are used to assess self-efficacy theory. Efficacy beliefs should be analyzed based on particular abilities that may vary with activities and situational circumstances (Badura, 1997).

According to Badura, self-efficacy has four dimensions. First, mastery experiences refer to gaining self-confidence through positive experiences. Second, vicarious modelling is the process of gaining self-confidence by observing others. Third, verbal persuasion refers to gaining self-confidence through encouragement from others. Fourth, emotional arousal is the process of gaining self-confidence (Badura, 1997).

Job Stress

Stress is a mental disorder that affects millions of individuals and is often unavoidable, including at work. According to Hughes, (2012), it is an occupational nervous tension or stress that individuals experience due to their jobs. Job stress is also associated with a psychological disorder that causes an individual to behave

dysfunctionally. It creates an imbalance between the demands of the job and the ability to meet them (Lomas, 2000).

Job stress can be caused by a number of reasons, including pressure, role overload or overlap, role conflict with other roles, work - life conflict, and total working hours per week (Kavosi et al., 2018), job and social demands, and individual differences (Carr et al., 2011). These factors negatively impact thinking, reasoning, and physical, emotional, and behavioral symptoms. The impact of job stress is the inability to focus, negative attitude, abdominal pain, increased heart rate, frequent colds, and mood swings or quick temper. Other effects are feeling overloaded, wanting to eat more or less, and putting off or ignoring responsibilities (Carr et al., 2011).

This study was framed with the job stress dimension to examine how stress impacts employees. Job stress comes from environmental factors, including society, the economy, money, culture, families, and technology. It is also caused by organizational stressors, including mission statements, policies, programs, corporate structure, avenues for reporting and communicating diverse systems and processes, and adequate circumstances. Additionally, job stress comes from individual pressures, such as job security, relocation, and changes in life structure and behavior (Kondalkar, 2007).

Emotional Intelligence Toward Employee Engagement

There have only been a few of studies that have identified a connection between emotional intelligence and employee engagement (Caruso & Salovey, 2004). de Clercq et al., (2014) found that emotional intelligence moderates the positive relationship between work engagement and energy. An increase in emotional intelligence makes work engagement more energizing. Shukla, (2015) also discovered a substantial correlation between emotional intelligence and employee engagement.

Emotional intelligence and employee engagement between managers and their direct employees have also been studied. Quang et al., (2015) studied the connection between emotional intelligence and employee engagement. According to the studies, emotional intelligence also helps to maintain and enhance engagement. Furthermore, a 2019 study

by George et al. discovered a direct and significant association between emotional intelligence and engagement. Emotional intelligence and job engagement are also favorably connected, according to George et al., (2021).

Previous research has found a favorable and statistically significant link between emotional intelligence and employee engagement. The research did not look at whether self-efficacy and job stress acted as mediators in the relationship between emotional intelligence and employee engagement. As a result, the goal of this study was to see if there is a link between emotional intelligence and employee engagement. Several previous research have found a favorable and significant correlation between the two. Furthermore, the study sought to investigate the relationship between emotional intelligence and employee engagement as mediated by job stress and self-efficacy. The following theories were put to the test:

H1: There is a substantial correlation between Emotional Intelligence and Employee Engagement

H2: Self-efficacy moderates Emotional Intelligence and Employee Engagement.

H3: Job Stress moderates Emotional Intelligence and Employee Engagement

Emotional Intelligence Toward Self-Efficacy

Emotional intelligence is important in developing self-efficacy (Kazmi et al., 2021b). Many recent studies have investigated the relationship between emotional intelligence and self-efficacy. According to Bandura's book (Robbins & Judge, 2018), self-efficacy is boosted by intelligence, as well as emotional arousal and stability (Kazmi et al., 2021a; Schermerhorn et al., 2010).

A number of studies have been conducted, the most of which have focused on the impact of emotional intelligence on an individual's personal sense of self-efficacy in a variety of situations, including those of instructors, teachers, and leaders. Rastegar, Memrpour, and Wu conducted study on the relationships between students and teachers. According to the study's findings, there is a link between emotional intelligence and professional peers' perceptions of one's own talents. Educators with higher levels of emotional intelligence

have higher levels of self-efficacy (Masoumparast, 2016). There is a link between emotional intelligence and self-efficacy among Chinese secondary school teachers (Wu et al., 2019). Similarly, Ramchunder & Martns, (2014) discovered a significant link between emotional intelligence and self-efficacy in leaders.

There is a strong correlation between emotional intelligence and self-efficacy among students, instructors, and leaders; however, there has been no research undertaken on the characteristics in tourist employees. As a consequence of this, the primary focus of this research was put on analyzing the relationship between emotional intelligence and self-efficacy in the workplace, with the objective of discovering the theories that best explain optimal employee engagement:

H4: There is a substantial correlation between a person's level of emotional intelligence and Self-Efficacy.

Emotional Intelligence Toward Job Stress

Emotional intelligence could operate as a shield against job stress and help mitigate potentially negative impacts by focusing on factors directly impacting employee performance. People with high emotional intelligence should respond to stressful events more adaptively than those with poor emotional intelligence. Reduced reactivity or less mood degradation, physical reactions, and a speedier ability to recover should all be part of this reaction (Lea et al., 2019).

Amstrong, (2008) discovered a correlation between emotional intelligence and the ability to cope with stress. Employees who scored higher on the emotional intelligence scale tended to be more sensitive and spontaneous (Mc. Shane, S.L, & Glinow, 2008). There is a correlation between adaptive emotional qualities, talents, and abilities and positive life outcomes such as psychological well-being, educational accomplishment, and job-related success. People who have higher levels of emotional intelligence also have superior psychological well-being, educational success, and stress resistance, according to the findings of (Lea et al., 2019). In addition, emotional intelligence helps one become more aware of the feelings and stresses experienced by others in the workplace such as

fear, anger, sadness, or disgust (Valiyeva, 2022). Emotionally intelligent individuals are conscious of their feelings as well as the emotions of others. They are polite, adaptive, and cheerful (Valiyeva, 2022).

Previous studies found that emotional intelligence closely relates to job stress. Therefore, this study hypothesized that high emotional intelligence reduces environmental, individual, and organizational stressors.

H5: There is a substantial correlation between a person's level of emotional intelligence and Job Stress

Self-Efficacy Toward Job Stress

There has been a significant gap between the findings of international surveys on job stress and other global studies. Perrewe, P.L., & Ganster, (2010) examined the connections between self-efficacy and burnout in the Japan, Fiji, USA, Germany, Brazil, China, Hong Kong, Israel, and France. The study discovered that a lack of self-efficacy was adversely associated with burnout across all areas. Another study found that job pressures could cause stress and low self-efficacy in various organizations (Robbins, S.P., 2018). It's possible that self-efficacy can govern the stressor perception process adequately. People who have low levels of self-efficacy, for instance, are more likely to feel overwhelmed by the demands of their jobs. Research has shown that a person's perception of their own abilities is a significant factor in determining the level of stress they experience on the job (Gibson et al., 2012). This finding stands in contrast to what was found in earlier studies, which found that principal self-efficacy was inversely related to stress. (Federici & Skaalvik, 2012). A little stress boosts self-efficacy (Garcia & Mirraless, 2016).

Some studies assume that self-efficacy relates to job stress, while others do not. Also, some studies assume that a little stress is good for an employee. This study aimed to examine how self-efficacy influences individual, environmental, and organizational stressors.

H6: There is a substantial correlation between Self-Efficacy and Job Stress

H7: Employee Engagement moderates Self-Efficacy and Job Stress

Self-Efficacy Toward Employee Engagement

Employee engagement and self-efficacy are related in the workplace. Self-efficacy refers to people's appraisal of their capacity to plan and hold out the actions needed to achieve specific performance (R Wapaño, 2021). Work engagement signifies a positive work experience and influence in organizational life, resulting in top performers.

There have only been a few of research that have looked into the link between self-efficacy and employee engagement. According to Albrecht, (2010), individual characteristics such as self-efficacy have an effect on job engagement, which in turn contributes to performance both within and outside of one's employment. Furthermore, optimistic attitudes and a belief in one's ability affect participation (Halbesleben, 2010). Luthans & Peterson, (2002) stated, that self-efficacy is critical in forming engagement. Mc. Shane & Glinow (2008) also found that self-efficacy significantly impacted employee engagement. Conversely, low efficacy relates to decreased work engagement, resulting in a downward spiral of disengagement (González-Romá et al., 2006). It indicates that efficacy is an essential psychological process for creating positive employee engagement.

Hence, this present study proposed that efficacy, enactive mastery, vicarious modelling, verbal persuasion, and emotional arousal contribute to The WIFI employee engagement model.

H8: There is a substantial correlation between Self-Efficacy and Employee Engagement

Job Stress Toward Employee Engagement

Sparrow et al., (2012) stated that stress is related to lower engagement. Amstrong (2008) described a technique for enhancing employee engagement by creating a positive culture with stress. According to Sharma & Sharma, (2014), job role stress impacts burnout and engagement, supporting Simon & Amarakoon (2015). The study stated that producing optimal employee engagement requires good stress regulation. However, the results have been inconclusive and contradictory, with some studies finding that job stress

does not affect work engagement (Sawir et al., 2021). This study proposed a relationship between job stress and employee engagement.

H9: There is a significant relationship between Job Stress and Employee Engagement

Nine hypotheses were constructed in order to prove the model that is depicted in Figure 1. These hypotheses were developed based on the deconstruction of the interactions that exist between emotional intelligence, self-efficacy, work stress, and employee engagement.

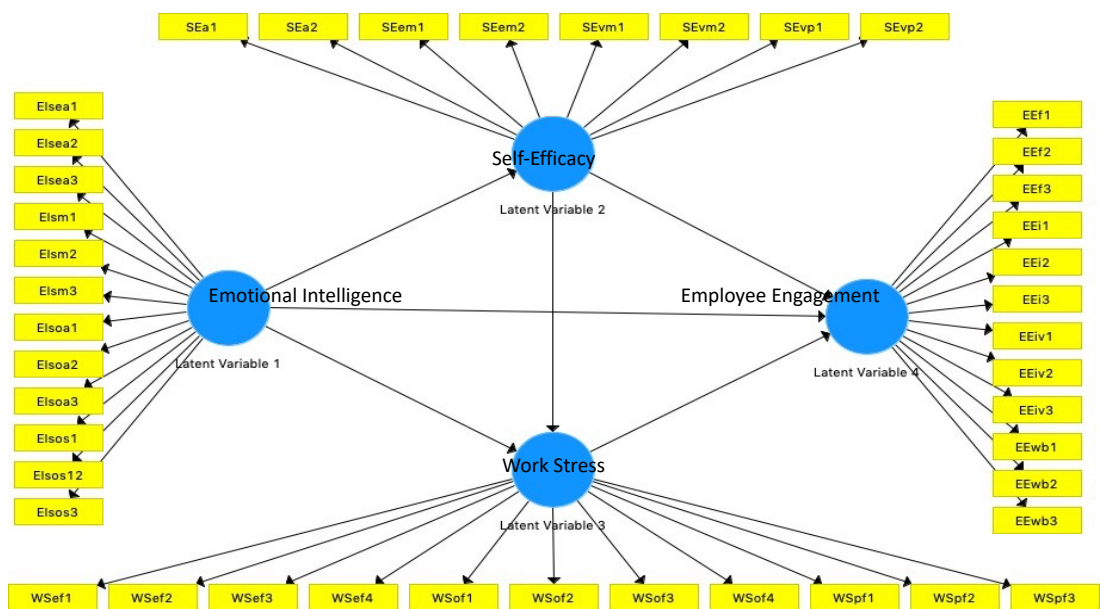


Figure 1. Research Model

METHODOLOGY

Approach, Participants, and Sample

This quantitative study used a survey method for data collection, while the analysis unit comprised employees at PT Taman Impian Jaya Ancol, the most successful tourism firm in Indonesia. A total of 320 questionnaires were distributed to workers as a convenience sampling, and 300 surveys were returned with valid responses. The study acquired permission from the respondents before distributing the questionnaire to collect data.

According to the demographic information, there were 59 females (58.4%) and 42 males (42%). The ages ranged from 18 to 60, with the average being 34.

Measurement and Statistical Analysis

In order to determine the nature of the cause-and-effect correlations that exist between the variables, an explanatory causal methodology known as SEM PLS was utilized. Outer and inner models, weight relations, and models are the components that make up smart PLS. The outer models were examined using Cronbach's alpha to determine convergent validity, the average variance extracted (AVE), discriminant validity, and composite reliability. During the course of the research, the apparent magnitude of the structural path coefficients for the inner model, as well as the impact of exogenous and endogenous variables, were figured out. In the questionnaire statement (Sudarmanto et al., 2021), a Likert scale with five points was employed, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = completely agree, with positive and negative forms.

The term "emotional intelligence" refers to an individual's ability to comprehend not just their own perceptions but also those of others, in addition to the ideas and impressions that emotions express in relation to interpersonal connections. This study used a 12-item emotional intelligence assessment based on the four dimensions of emotional intelligence, including emotional self-control, self-awareness, organizational awareness, and relationship management (Mc. Shane & Glinow, 2008). It was used to help leaders better understand the emotional intelligence of each potential employee. These dimensions are indicated in the conceptual theories presented earlier. "I can dive into other people's emotional feelings" is an example of a statement that could be included.

Self-Efficacy relates to employees that work with confidence, competence, and ability under pressure while maintaining self-control and managing their environment. The four dimensions of self-efficacy are enactive mastery, vicarious modelling, verbal persuasion, and emotional arousal (Schermerhorn et al., 2010), characterized by eight statements.

Job Stress, also known as occupational nervous tension, is the stress experienced due to workplace demands. There 11-item from the three dimensions of job stress factors, including environmental factors, as well as organizational and individual stressors (Kondalkar, 2007). Therefore, work stress could be minimized or eliminated using the 11 items. (Krantz et al., 1985). An example is: “Lack of support from coworkers makes me stressful.”

Employee Engagement -The WIFI Model. Employee engagement implies developing a favorable attitude toward the company through engagement. It is driven by the 12-item list of the four essential aspects of well-being, information, fairness, and involvement (Cook, 2008). These items support leaders in developing their employees' perceptions of their organization. An example item is: “I become engaged with the company if the work design is clear.”

RESULTS AND DISCUSSION

Results

In this study, a preliminary analysis was carried out based on the indication, and the hypothesis was tested using SEM. The method makes use of a variety of representations to illustrate the connections between the observed variables. Testing a theoretical model that was predicted to have both indirect and direct interactions between variables was the purpose of this endeavor (Singh, 2006).

Outer Model (Indicator Testing)

The validation and reliability results are as follows: Cronbach's alpha values for composite reliability are EI 0.856, SE 0.948, JS 0.983, and EE 0.91, implying that all variables are good models. The confirmatory purposes should be equal to or exceed 0.70. (Henseler et al., 2009).

Table 1. Fornell-Larcken Criterion

Variables	EI	SE	WS	EE
EI	0.822			

SE WS	0.873	0.857		
EE	0.763	0.787	0.923	
	0.714	0.769	0.631	0.908

A good model should have an AVE greater than 0.5. The AVE values were EI 0.676, SE 0.735, JS 0.852, and EE 0.824, indicating the average commonality for each latent factor was represented by all variables in a reflective model. As can be shown in Table 1, the discriminant validity calculated using the Fornell-Larcker discriminant validity criterion has a correlation that is higher than that of another latent variable (Garson, 2016).

Inner Model (Hypothesis Testing)

After the outer model's results met the requirements, the inner model was used to run the analysis. Figure 2 shows the total impacts of variables and loading factors, with each indicator representing its variable. Four of the associations had a significant effect on the variables.

The first most determined outcome (Kd. 89%) is indicated by the relationship of EI to SE $R^2 = 0.892$. The SE variable "If I get excited while doing a specific task, the performance results are better" (SEvp2) with a loading factor of 0.916 is the most accurate in creating EI. The relationship of JS to EE demonstrated the most delicate effect, $R^2 = 0.034$ (Kd 0.34%). With $R^2 = (0.605)$, signifying that EI negatively affects EE. Figure 2 shows the relationship between the other variables.

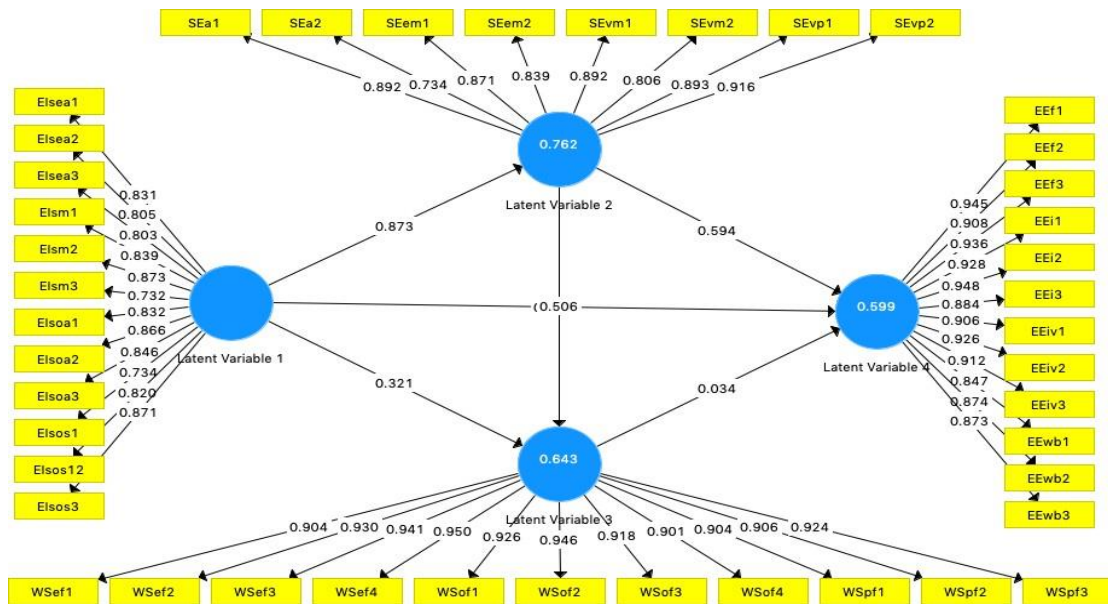


Figure 2. PLS Algorithm Result

Table 2 shows that the moderating variable SE positively and significantly affects JS and EE from EI. This implies that employees with greater EI are more stressed at work but highly engaged with the organization.

Table 2 Indirect Effects

Variables	Specific Indirect Effects
EI -> SE -> JS	0.534
EI -> SE-	0.706
> EE EI -	-0.007
>JS -> EE	-0.015
SE-> JS->	-0.014
EE	
EI-> SE-> JS-> EE	

Table 3 summarizes the outcomes of the bootstrapping analysis outcomes. Six hypotheses were rejected, indicating that each independent variable significantly influenced the dependent variable. Also, five hypotheses were accepted, implying each independent variable did not significantly influence the dependent variable.

Table 3. Bootstrapping Result

Variable Relationship	Original Sample (O)	P Values	Hypothesis	Descriptio n
EI -> EE	0.169	0.428	Hipotesis 01	Approved
EI -> SE -> EE	0.706	0.045	Hipotesis 02	Declined
EI -> JS -> EE	-0.007	0.894	Hipotesis 03	Approved
EI -> SE -> JS	0.534	0.015	Hipotesis 04	Declined
EI -> SE -> JS-> EE	-0.014	0.856	Hipotesis 05	Approved
EI -> SE	0.873	0.000	Hipotesis 06	Declined
EI-> JS	0.321	0.012	Hipotesis 07	Declined
SE-> JS	0.506	0.000	Hipotesis 08	Declined
SE -> JS-> EE	-0.015	0.853	Hipotesis 09	Approved
SE-> EE	0.594	0.001	Hipotesis 10	Declined
JS -> EE	0.034	0.732	Hipotesis 11	Approved

Discussion

There were surprising findings from this study. First, emotional intelligence does not significantly influence employee engagement, contradicting Caruso & Salovey (2004), de Clercq et al. (2014), Quang et al. (2015), and George et al., (2022) stated that emotional intelligence was inadequate to boost employee engagement with the company. This may occur in the tourism sector because 58.4% of the employees that filled out the questionnaire were women. According to Caruso & Salovey (2004), women may be more

emotionally intelligent than men but are devalued when they engage in certain work behaviors.

No study has investigated the relationship between emotional intelligence and employee engagement with job stress as a moderating variable, though the relationship is explained in theory. According to Sharma & Sharma (2014), leaders that control their feelings have the ability to change their actions to meet the emotional requirements of their followers to acquire respect. High emotional intelligence leaders may promote joy and optimism in a stressful environment. Leaders that regulate their emotions and express positive moods engage in creative and inventive thinking and doing and encourage this thinking in their followers.

This observation puts more of an emphasis on managers and executives, but it is also applicable to employees in the same way. The data did not support the hypothesis that there is a connection between emotional intelligence and the degree to which employees are engaged in their work despite the presence of job-related stress. Through self-efficacy, emotional intelligence does not have a major influence on the amount of job stress experienced. This finding is in line with the research that was conducted by Wapaño, (2021), which investigated the connection between emotional intelligence, occupational stress, and self-efficacy. According to the findings of the study, stress acts as a moderator in the connection between emotional intelligence and self-efficacy. There is no substantial link between emotional intelligence and self-efficacy as a result of work stress. When compared to earlier studies, this model presents worker respondents in a different position than what was found in those studies.

Emotional intelligence does not significantly influence self-efficacy, contradicting Kazmi et al. (2021), Robbins, & Judge (2018), Masoumparast (2016), Wu et al. (2019), and Ramchunder & Martns (2014). The respondents stated that emotional intelligence could not form their self-efficacy. This finding supports Kazmi et al. (2021b) that there is no correlation between people's emotional intelligence and sense of self-efficacy based on gender. This condition relates to the descriptive data, in which more women than men filled out questionnaires, implying the two genders have different thinking patterns.

Therefore, workplace social support and career aspiration influence women's self-efficacy and not their emotional intelligence.

There is not a substantial relationship between self-efficacy and employee engagement in the face of job stress. The theory explained the relationship between the three variables, but no study has been conducted to examine them. Badura, (1997) came to the conclusion that perceived self-efficacy may be quantified in greater detail and differed across domains and contexts of performance. He also discovered that the same skills can be utilized in different circumstances. When evaluating a person's capability of effectively meeting the demands of a task, it is necessary to take into account both their cognitive and behavioral skills. They also need to examine their capabilities in the management of motivation and stress in the face of challenges and dangers. The social cognitive theory contributes to engagement because it explains where efficacy beliefs come from, the mechanisms by which they work, and the diverse consequences they have. Because this link has not been the subject of any previous research, the findings provide significant insights that firms may employ to maximize engagement.

Job stress does not significantly influence employee engagement, contradicting Sparrow et al. (2012), Amstrong (2008), Sharma & Sharma (2014), (and Simon & Amarakoon, 2015). These findings are consistent with Sawir et al. (2021). The respondents stated that minimizing job stress has no impact on engagement. Hypothesis results showed a significant relationship between the variables. Emotional intelligence is significantly related to employee engagement, self-efficacy, and job stress. Moreover, self-efficacy is significantly related to employee engagement. These findings support the preliminary studies that it must be for every relationship to develop. The implementation section describes the confirmation of the results.

Managerial implementation, the findings indicated that TIJA has several significant advantages. First, emotional intelligence and self-efficacy were the keys to the company's success in increasing employee engagement (H02, H06, H10).

Companies should select individuals that exhibit emotional intelligence competencies and behaviors. TIJA engages this momentum to recruit individuals with

high emotional intelligence. First, the recruitment process is based on education, skills, experience, and emotional intelligence tests rather than the interviewer's hunch. The primary objective of an emotional intelligence test is to identify employees with positivity.

Emotional intelligence competencies are the important factors between typical and outstanding performers and work engagement (Schiemann, 2011). Emotional intelligence tests are used to place employees in the appropriate position based on the job competency requirements. When people's capabilities match the job requirements, job performance and satisfaction increase significantly. In line with this, Kharbanda & Sapramadan (2015) stated that employee intelligence motivates managers to select the best candidate for the job. Managers also thoroughly differentiate candidates based on their abilities before hiring them.

TIJA develops new educational opportunities, self-help programs, and training in achievement motivation, all of which it then works to improve. After taking part in this exercise, the objective is to raise the employee's sense of their own efficacy as well as their potential. Because of this, Boyatzis stressed the potential for cognitive behavior therapy, training programs, and education to assist individuals in altering their behaviors, moods, and images of themselves. The combination calls for a strong match between the individual's skills or abilities, values, interests, willingness to go the extra mile, the job needs, and the environment in which the organization operates (Boyatzis, 1982).

TIJA's leaders encourage their employees' professional growth by establishing a mentoring program. Structured corporate programs could quicken learning paths, accelerate organizational progress, and engage the next leadership generation (Schiemann, 2011). Today, mentoring is a popular trend in business. Being mentored is among the most beneficial things people could do to advance their careers. Therefore, hundreds of thousands of informal relationships exist between employees and managers (Schiemann, 2011).

TIJA employees assert the option to select a manager-level coach as a mentor whom they admire. The mentor sets an example, provides guidance and advice, builds trust and molds engagement in all departments. The most observable outcomes are seen

during the rotation process. The employees rotated from one department to another do not experience anxiety or tension. They respond happily and accept change well, even when not competing in the new department. Employee behavior reaction when transferred is another indicator of high engagement.

There were surprising findings from this study. First, emotional intelligence does not significantly influence employee engagement, contradicting Caruso & Salovey (2004), de Clercq et al. (2014), Quang et al. (2015), and George et al., (2022) stated that emotional intelligence was inadequate to boost employee engagement with the company. This may occur in the tourism sector because 58.4% of the employees that filled out the questionnaire were women. According to Caruso & Salovey (2004), women may be more emotionally intelligent than men but are devalued when they engage in certain work behaviors.

No study has investigated the relationship between emotional intelligence and employee engagement with job stress as a moderating variable, though the relationship is explained in theory. According to Sharma & Sharma (2014), leaders that control their feelings have the ability to change their actions to meet the emotional requirements of their followers to acquire respect. High emotional intelligence leaders may promote joy and optimism in a stressful environment. Leaders that regulate their emotions and express positive moods engage in creative and inventive thinking and doing and encourage this thinking in their followers.

This observation puts more of an emphasis on managers and executives, but it is also applicable to employees in the same way. The data did not support the hypothesis that there is a connection between emotional intelligence and the degree to which employees are engaged in their work despite the presence of job-related stress. Through self-efficacy, emotional intelligence does not have a major influence on the amount of job stress experienced. This finding is in line with the research that was conducted by Wapaño, (2021), which investigated the connection between emotional intelligence, occupational stress, and self-efficacy. According to the findings of the study, stress acts as a moderator in the connection between emotional intelligence and self-efficacy. There is no substantial

link between emotional intelligence and self-efficacy as a result of work stress. When compared to earlier studies, this model presents worker respondents in a different position than what was found in those studies.

Emotional intelligence does not significantly influence self-efficacy, contradicting Kazmi et al. (2021), Robbins, & Judge (2018), Masoumparast (2016), Wu et al. (2019), and Ramchunder & Martns (2014). The respondents stated that emotional intelligence could not form their self-efficacy. This finding supports Kazmi et al. (2021b) that there is no correlation between people's emotional intelligence and sense of self-efficacy based on gender. This condition relates to the descriptive data, in which more women than men filled out questionnaires, implying the two genders have different thinking patterns. Therefore, workplace social support and career aspiration influence women's self-efficacy and not their emotional intelligence.

There is not a substantial relationship between self-efficacy and employee engagement in the face of job stress. The theory explained the relationship between the three variables, but no study has been conducted to examine them. Badura, (1997) came to the conclusion that perceived self-efficacy may be quantified in greater detail and differed across domains and contexts of performance. He also discovered that the same skills can be utilized in different circumstances. When evaluating a person's capability of effectively meeting the demands of a task, it is necessary to take into account both their cognitive and behavioral skills. They also need to examine their capabilities in the management of motivation and stress in the face of challenges and dangers. The social cognitive theory contributes to engagement because it explains where efficacy beliefs come from, the mechanisms by which they work, and the diverse consequences they have. Because this link has not been the subject of any previous research, the findings provide significant insights that firms may employ to maximize engagement.

Job stress does not significantly influence employee engagement, contradicting Sparrow et al. (2012), Amstrong (2008), Sharma & Sharma (2014), (and Simon & Amarakoon, 2015). These findings are consistent with Sawir et al. (2021). The respondents stated that minimizing job stress has no impact on engagement. Hypothesis results showed a

significant relationship between the variables. Emotional intelligence is significantly related to employee engagement, self-efficacy, and job stress. Moreover, self-efficacy is significantly related to employee engagement. These findings support the preliminary studies that it must be for every relationship to develop. The implementation section describes the confirmation of the results.

Managerial implementation, the findings indicated that TIJA has several significant advantages. First, emotional intelligence and self-efficacy were the keys to the company's success in increasing employee engagement (H02, H06, H10).

Companies should select individuals that exhibit emotional intelligence competencies and behaviors. TIJA engages this momentum to recruit individuals with high emotional intelligence. First, the recruitment process is based on education, skills, experience, and emotional intelligence tests rather than the interviewer's hunch. The primary objective of an emotional intelligence test is to identify employees with positivity. Emotional intelligence competencies are the important factors between typical and outstanding performers and work engagement (Schiemann, 2011). Emotional intelligence tests are used to place employees in the appropriate position based on the job competency requirements. When people's capabilities match the job requirements, job performance and satisfaction increase significantly. In line with this, Kharbanda & Sapramadan (2015) stated that employee intelligence motivates managers to select the best candidate for the job. Managers also thoroughly differentiate candidates based on their abilities before hiring them.

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TIJA's leaders encourage their employees' professional growth by establishing a mentoring program. Structured corporate programs could quicken learning paths, accelerate organizational progress, and engage the next leadership generation (Schiemann, 2011). Today, mentoring is a popular trend in business. Being mentored is among the most beneficial things people could do to advance their careers. Therefore, hundreds of thousands of informal relationships exist between employees and managers (Schiemann, 2011).

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The effective implementation of emotional intelligence and self-efficacy were the keys to minimizing job stress at TIJA (H04, H07, H08). Employees in the tourism business face various challenges due to the industry's unique characteristics, such as long working hours, labor-intensive, pay rates, and seasonal work. Mover, they cope with the pressure of dealing with individuals expect to be pleased through customer experience (Pelit et al., 2019). These employees' stress levels rise due to the pressures they face, causing them to become quiet and tired. Such conditions cause employees to work inefficiently, become uncomfortable, and quit. This supports Haar that a significant burnout risk among employees implies a 47% chance of increased turnover intention. A high burnout risk among managers implies a 51% chance of increased turnover intention (Haar, 2022). The situation described did not happen among TIJA employees because job stress is addressed by increasing emotional intelligence and self-efficacy.

Most TIJA employees have been with the company for years in conventional and manual ways, causing a lapse in digital work. These generations should adjust to shifting working conditions. They would experience moderate stress for a short period but return

to their normal routine after becoming accustomed to new technology. Returning to their normal routine demonstrates stability in their emotional intelligence and self-efficacy (Shanab & Shanab, 2022). TIJA is concerned with its employees' well-being through programs such as providing employees with cards to access attraction and recreation areas. Employees are given one card and allowed to bring up to 15 family members in a year to enjoy attractions and facilities freely. Furthermore, those at the management level receive an ambassador card, allowing them to bring more than 15 people (in a year into TIJA for free. Every employee working overtime obtains five-star dining facilities and stays in a five-star hotel.

CONCLUSIONS

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The findings represent state-of-the-art in four important areas of social science, including employee engagement, emotional intelligence, self-efficacy, and job stress. First, employee engagement and job stress are significantly influenced by emotional intelligence via self-efficacy. Second, emotional intelligence and self-efficacy are strongly connected with minimizing job stress. Third, self-efficacy is highly influenced in optimizing employee engagement. This offers a chance to improve and develop company identity regarding integration into employee engagement. It facilitates amalgamating employee emotional intelligence and self-efficacy without altering people's personalities. The results are reduced stress without diminishing employee performance and increased employee engagement without compromising well-being.

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