# Emotional Intelligence and Job Performance: Empirical Evidence

**Solomon Markos[1], Bezawit H.Mariam[2]**

[1]Department of Business Administration, School of Commerce, Addis Ababa University.
[2]School of Commerce, Addis Ababa University.

## Abstract

The increasingly competitive business environment puts pressure on companies to enhance their performance and competitiveness to ensure business success. In the age of globalization, the workplace is characterized by more communication, workforce diversity, teamwork, and customer orientation which demand employees to make emotionally charged decisions. Therefore, emotional intelligence is often identified as one of the key competencies needed to increase job performance. This study examines the effect of emotional intelligence on job performance based on the perception of employees of Habesha Breweries, Ethiopia. The mixed model that combines trait and ability dimensions of emotional intelligence and the triarchy model of Pradhan & Jena were used to measure emotional intelligence and job performance respectively. The study employed a descriptive correlational research design and a quantitative research approach. Pearson's correlation and multiple regression analyses were conducted to examine the relationship between emotional intelligence and job performance. The findings of the study indicated that there is a positive and significant relationship between all components of emotional intelligence (self-awareness, social awareness, self-management and relationship management) and job performance. Thus, it can be concluded that employees with well-developed skills in these emotional intelligence components, can better understand and manage their abilities and become more personally determined to achieve higher job performance.

**Keywords:** Emotional intelligence, Self-awareness, Social awareness, Self-management, Relationship management, Job performance.

## Introduction

Today's organizations are characterized by a diverse workforce and a dynamic work environment. It takes tact and ingenuity to maneuver through a diverse workforce, especially if one hopes to succeed in his/her career (Senyucel, 2009). Emotional intelligence is not only important to enhance individual performance but also has become a key to organizational performance (Hosseinian, Yazdi, Zahraie & Ashtani, 2008).

Mayer and Salovey, who are thought to have started the trend in emotional intelligence research coined the term as a "*form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action* " (Salovey and Mayer, 1990; Mayer and Salovey, 1997). Emotional intelligence began gaining more attention among researchers when it was republished by Goleman (1995), who conceived it as *a person's ability to manage one's feelings to express the feelings in appropriate and effective manner.* According to Goleman, compared to that of other factors that predict job performance, emotional intelligence is found to be the largest single predictor of success in workplace. Over time, researchers began the analysis to explain why standard intelligence is not enough to forecast the success of individuals and discovered that there is another kind of intellect, called emotional intelligence, that is not linked to ordinary cognitive intelligence (Cherniss & Goleman, 2001).

Semadar et al (2006) and Lam and Kirby (2002) revealed that job performance can be best predicted by emotional intelligence because knowing and managing their feelings can project their productivity. Further, Kierstead (1999) and Bhalla and Nauriyal (2004) found that an emotionally intelligent person was suggested to be proficient in personal competence of self-management and social competence of relationships-management.

According to Sparrow & Knight (2006) and Behbahani (2011), people that are highly emotionally intelligent are recognized to be more successful in the workplace because they can understand their emotions, are good at managing conflicts and recover from obstacles with self-confidence which are important behaviors that help employees deal with the growing competitive pressure posed by the today's highly competitive business world.

Nowadays emotional intelligence is being taken as a key competency required in the workplace and in life in general as well, as various research conducted in different work settings revealed; for example, George & Brief (1996), theorized that the willingness of workers to use feelings to promote success affects job performance. Bar-On (1997) suggested that an individual has to effectively understand himself/herself and others, develop a positive relationship with people, and adapt to the immediate surroundings so that he/she can effectively respond to environmental pressures. Cooper and Sawaf (1997) conclude that those company executives with a high level of Emotional Quotient (EQ) can lead more effectively. Rice(1999) claimed that persons with high EQ levels are more adaptable to team leadership and team success. Rexhepi & Berisha (2017) also indicated that emotional intelligence positively and significantly predicts job performance. Organizations that use emotional intelligence can increase their knowledge about customers and tailor the quality of service according to their desires thereby improving customer satisfaction (Naeem et al., 2008).

There are many accounts of studies that were conducted on emotional intelligence in a western cultural context; however, measuring emotional intelligence remains still difficult because behavior management is mostly culture-specific. Thus, this study aims to measure the level of emotional intelligence and its effect on job performance in the developing country context. The results of this study will be useful, first of all, as a contribution to emotional intelligence literature in the cultural context of developing countries. Secondly, the results will be of practical relevance for business

companies since EI influences HR decisions such as recruitment, selection and training.

## Literature Review

For decades, theologists, psychologists, philosophers, researchers have established and still bring in different theories that try to understand the mystery and fascination in the bottomless expanse of emotions. Proponents of emotions and its contribution to performance usually believe that controlling and manipulating emotions can make people smarter (Brackett et al., 2006). Mayer et al. (2001) define emotion as an organized mental reaction to an event that involves physiological, experiential, and cognitive aspects. Daniel Goleman who popularized emotional intelligence conceived it as " the ability to motivate oneself and to thrive in the face of frustrations; to manage urges and postpone gratification; to regulate one's moods and to prevent one's anxiety from swamping one's ability to think, empathize and hope" ( Goleman, 1995). He further stated that emotional intelligence is about knowing what one feels and able to handle those feelings, and knowing what others feel and effectively manage relationships. Fisher and Ashkanasy (2000) described emotional intelligence as an ability to identify one's own and others' feelings of self-motivation and emotional management. Hughes et al. ( 2005) define emotional intelligence as a "capacity to know what feels good and bad, and how to get from bad to good." The authors further argue that emotional intelligence involves competencies such as ability to identify and control one's attitudes, emotions, and moods best according to the situation so that those attitudes, emotions and moods encourage success instead of creating obstacles. A review of various studies showed that there are similar components in all definitions put forth by different authors, including self-understanding, the ability to solve problems, dealing with demands and the ability to build positive relationships with others (Mayer & Salovey, 1997; Barchard, 2003; Bar-On, 2006).

From review of related literature one can understand that there are different approaches to conceptualization and classification of emotional intelligence. All the approaches to the conceptualization of the EI could be grouped into any of these three types : the trait approach, the ability approach and the mixed approach (see the discussion presented below). The available theoretical structure conceptualizes emotional intelligence sometimes as a type of mental ability (Mayer and Salovey, 1997) sometimes as non-cognitive ability traits or personality characteristics (Petrides, 2001) and othertimes as a mixed intelligence consisting of both mental ability and personality characteristics ( Bar-On, 2006; Goleman, 1998; Goleman, 1995; Boyatzis, Goleman, & Rhee, 2000; Boyatzis, 2006).

Salovey and Mayer (1997) in their early original attempt, conceptualized Ability-Based Emotional Intelligence as a multifacated psychological construct and considered it as a sub-set of social intelligence. Salovey and Mayor (1990) define emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Accordingly, EI includes five broad areas which consist of understanding one's own emotions, controlling one's own emotions, knowing others' emotions and dealing with relationships with others. Salovey and Mayer further proposed four branches of emptional intelligence the first one being *perceiving emotions* (this involves correctly interpreting emotions which might include recognizing nonverbal signs such as facial expressions and gustures in certain instances). The

second branch is emotion reasoning which involves the use of emotions to encourage thought and cognitive activity which helps prioritize what a person pays attention to and respond to. The third branch is emotional awareness which is the ability to distinguish between different emotional states, their corresponding causes and trajectories. Finally, a vital branch of emotional intelligence is the ability to control emotions (i.e. emotion regulation). This refers to regulating emotions, reacting and responding to the emotions of others in a proper manner. These four branches of Salovey and Mayer model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes." For instance, the lowest level branch is concerned about the relatively simple abilities of perceiving and expressing one's emotion whereas the highest level branch deals with the emotion management" (Salovey and Mayer, 1997; Mayer, Salovey, Caruso and Sitarenios, 2001; Mayor, Caruso and Salovey, 2016).

Petrides (2001) who proposed this model conceptualizes EI as a performance tested personality trait representing emotional dispositions and emotion-related competencies that help people perceive, manage and utilize their own emotions and the emotions of others around them. The main difference between ability EI and trait EI is that ability EI tries to measure maximal performance that involves the intellectual ability for logically reasoning about emotions whereas trait EI measures typical behavioral disposition that mainly consists of perceptions of one's emotional competence. Because trait EI measures the typical behavior rather than maximal performance, Petrides and Furnham (2000) argue that it is believed to predict actual behavior in various work situations. Eventhough ability EI and trait EI are distinct and competing psychological constructs, thus constituting different streams of research, they can be considered as complementary to each other (Petrides, 2001; Keefer et.al., 2018; Petrides et al., 2018).

Mixed models of emotional intelligence combine cognitive ability and non-cognitive personality characteristics. The two EI models that fall under this classification are Bar-On's model and Goleman's competence model which are briefly discussed below. Bar-on's model describes EI as a mixed intelligence that comprises cognitive ability on one hand and personality, health and well-being aspects on the other. It was Bar-On who introduced the term, Emotional Quotient (EQ) that is an equivalent term to Intelligent Quotient (IQ).

Bar-On puts more emphasis on the adaptive function of emptional intelligence in the face of changing environment. Thus, he defines emotional intelligence as "an array of non-cognitive abilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". EQ illustrates potential of an individual to perform or become successful and is considered process-oriented rather than outcome-oriented, unlike that of IQ which is purely cognitive intelligence. The concept includes a variety of skill areas such as intrapersonal skills including self-awareness, self-regard and assertiveness, interpersonal skills including empathy, interpersonal relationship and social responsibility adaptability skills such as problem-solving, reality checking and flexibility, stress management skills such as tolerance to stress and impulse control and general moods including happiness and optimism. Bar-On's mixed model shows that emotional intelligence and cognitive intelligence contribute equally to increase the general intelligence of an individual thus, collectively enhancing achievements in an individual's life (Bar-On, 2006).

The other type of mixed EI model is Goleman's competence model. Goleman (1995) describes emotional intelligence as " the ability to motivate oneself and to thrive in the face of frustrations; to manage urges and postpone gratification; to regulate one's moods and to prevent one's anxiety from swamping one's ability to think; to empathize and hope;". Goleman's model identified the four components of emotional intelligence. These are self-awareness, self-management, social awareness and relationship management ( they are discussed in the next paragraphs).

Self-awareness is the foundation based upon which other components of EI are built. Self-awareness is described as "the ability to understand the emotions, moods, and desires that one encounters and why (Goleman, 1995; Goleman, 1998; Goleman, 2005; Boyatzis and Goleman, 2007). It comprises emotional awareness, correct self-assessment, and self-confidence. Self-awareness is foundation of the EI concept because it does not only contribute to the psychological perception and self-understanding of a person, but also aids in deciding how an individual displays behaviors and manages his/her interactaction with others.

Self-management, the second component of EI is the ability to cope with emotions which includes emotion handling strategies (Goleman, 1995; Goleman, 1998; Rahim and Psenicka, 1996). It is linked to self-regulation, trustworthiness, conscientiousness, adaptability, and creativity. Goleman et al. (2002) believe that people with emotional self-management or self-control develop different strategies to handle and even channel their upsetting feelings and desires in useful ways.

The third component, social awareness is about knowing what is socially and morally accepted and how one should react to the situation. In other words, socially conscious individuals should be able to grasp the organization's general motivations and different groups' political dynamics (Goleman, 1995; Shalzad et al, 2011). Steele (1997) expresses social awareness in terms of empathy. The quality of empathy can be used to avoid any lack of performance within organizations in a diverse working environment, especially in certain sectors such as service industry, because success in this industry is based on the extent to which employees efficiently and effectively handle the demands and emotions of customers. Doulas (2013) and Spencer and Spencer (1993) also argue that social awareness is of paramount importance to company leaders who ought to be very sensitive to others' needs and feelings such as product development teams who rely primarily on the needs, demands, and feelings of customers.

The last component of EI, relationship management refers to evaluating the effect of one's beliefs and norms in comparison to those of other people around him/her. One's attitudes, actions, decisions and words about the individuals with whom he/she lives and works could either build or break one's relationship with others (Goleman et al, 2002). Relationship management demands the ability to know oneself (i.e., self-awareness) and understanding the feelings of others to effectively manage interactions ( Lam and O'Higgins, 2012). This interrelationship between self-awareness and relationship management enhances work outcomes.

Job performance is primarily about reaching a goal. It refers to a 'complex activity and is strictly a behavior that is affected by various behavioral factors (Campbell,1990), one of which is Emotional Intelligence (EI). Studies conducted over more than two decades established that EI is a key competency required for success in the workplace (Goleman, 1996; George and Brief, 1996;

Cooper and Sawaf, 1998; Rice, 1999; Bar-On, 1997). A study carried out by Ngari (2014) revealed that all of the components of EI suggested by Goleman (1998) significantly and positively predict job performance. Shahzed et al (2011) also found that that self-awareness is strongly associated with the success of the workers.

Sparrow and Knight (2006) argue that EI helps employees build a high level of social capital by providing them with greater access to valuable information that enhance job performance. The authors also explain that EI might also enhance job performance because it enables up-regulation and down-regulation of emotions that interfere with a particular task performance. EI also helps in improving a person's decision making ability which will further enhance job performance (Côté and Miners, 2006). A study conducted by Rexhepi and Besar (2017) in different private and public institutions, has revealed that the level of emotional intelligence positively predicts job performance. Kluemper et al. (2013) found that emotional intelligence can increase task performance, and reduce the workplace deviance. Besides the aforementioned individual studies, a recent meta-analysis conducted by O'Boyle Jr. et al. (2011), estimated the relative contributions of EI, cognitive intelligence, and the Big Five personality traits to job performance and found that EI demonstrated substantial relative importance to job performance compared to that of cognitive intelligence and Big Five personality, which were believed to be robust predictors of job performance.

Boyatzis (2002) found that self-awareness is the strong forecaster of job performance in any organization because it makes one be mindful of his/her strengths, weaknesses and emotions. Dirette ( 2010) indicated that self-awareness helps an individual to understand what drives his/her subconscious choices. Ham et al. ( 2014) suggested that capacity is dependent on self-awareness.

Self-awareness provides capacity to employees to adapt because the factors that contributed to high performance at one point in time do not necessarily contribute to the same performance outcomes in other situations especially when people perform in emotion-laden business environment. Therefore, there is a need to continually upgrade capacities, skills, and expertise to fit the current situation in order to produce better performance (Schoo et al., 2013). Silvia and Philips (2004) stated that the drive to achieve higher performance as a result of self-focus acts enables employees to put more effort into their jobs.

According to Rahim & Psenicka (1996) and Barrick & Mount (1991), self-management and self-discipline are the key elements that can increase the efficiency of workers which ultimately produce a higher job performance. Employees highly rated on self-management exhibit important work -related characteristics such as optimism, self-motivation, desire to learn and ability to adapt and initiate in times of transition. Therefore, self-management will lead to higher task performance (Victoroff and Boyatzis, 2012). Gerhardt, Ashenbaum and Newman (2009) state that employees who exercise self-management are proactive who actively engage in behaviors such as setting challenging goals, time management, monitoring the environment, and self-regulation. Consequently, these work- related traits are believed to improve job performance. Gerhardt et al. (2009) further pointed out that self-management techniques help improve the behavior that is acceptable for workers at the workplace and in regulating unacceptable behavior.

Goleman (1998) suggests that empathy as a major factor that measures the level of social awareness. Early research conducted by Steele (1997) and Mc Bane (1995) demonstrated that the quality of empathy can be used to improve outputs in diverse environment. Social awareness is of a paramount importance to work success in certain sectors of business. For example, Spencer and Spencer (1993) argue that product development teams rely primarily on the feelings of others. Thus, the managers of product development organizations create their products by analyzing the emotions of the customers to determine the demand for the product. Mc Bane (1995) argues that social awareness plays an important role, particularly in the service sector as this sector's performance is dependent on understanding of the needs, demands and emotions of its customers. He further states that social awareness can enhance service offerings because the service sector industry designs service offerings according to the customer's desires. Recent study conducted by Doulas (2013) demonstrated that social awareness can enhance leadership performance because leaders are ought to be very sensitive to others' needs, feelings and frustrations, recognize their issues support their team. This in turn improves leaders' reliability and credibility among followers.

According to Victoroff and Boyatzis (2012), people with improved relationship management can transform the bad performance into a desired one. McPheat (2010) argues that developing positive relationships with others highly contributes to the development oneslef through constructive feedbacks, higher responsibility assignments, mentoring, coaching and effective leadership. McPheat ( 2010) further suggests that this is possible only if the individual is not threatened by the positive progress of others and see it as a win-win situation for success, thus enhancing team performance. Of course, building such a positive relationship requires an open and effective communication system (Goleman, 1998). In general, as indicated by Stein (2007), an emotionally intelligent workplace is an organization that can accomplish its goals by coping with change effectively, while being responsible and thoughtful to its people, customers, suppliers, and society. As indicated by Ryback (1998), emotional openness in the workplace enables individuals to release their feelings about, and build self-confidence in one's ability to complete a task or to work productively with others and also provides the authentic support of others as they share productive ideas to be considered in the process of brainstorming.

## Research Methodology

Research design is the collection of methods and procedures used to gather and analyze the measurements of the variables defined in the problem of research. A research design is a rational process of data gathering and analysis undertaken to ensure that the obtained information helps one to answer questions as clearly as possible (Cresswell, 2014). This study has chosen the descriptive correlational research design as it looks for the interaction between variables in-depth and helps discover and report some relationships among variables thereby enabling to test the old established theory. The study sought to explain to what extent the independent variable (Emotional Intelligence) affects the dependent one (job performance), covenying new emprical data about the relationship of these variables in the cross-cultural context of an African nation.

The study employed a quantitative research approach to ascertain the relationship between emotional intelligence and job performance. The researchers used the survey method to collect data based on the instruments that yield statistical data. The collection and analysis of data using

a quantitative method enable an understanding of the relationships between study variables by applying an inferential statistical approach (Trochim, 2006).

The study relies on data obtained from primary data sources, employees of Habesha Breweries, targeting 129 employees of Habesha Breweries working at the headquarters situated in Addis Ababa, the Capital city of Ethiopia. The primary data was obtained from the selected employees through a questionnaire. Out of the total of 129 questioners distributed, 126 were returned. After excluding 4 invalid questionnaires, a total of 122 valid questionnaires were accepted for analysis which demonstrates a high response rate, 97.67%.

Daniel Goleman's model has been used to measure emotional intelligence because the model conceptualized emotional intelligence in terms of capabilities, skills and personalities that enhance job performance (Bennis, 2003). The triarchy model of jb performance by Pradhan & Jena (2017) was employed to assess general job performance in terms of its three dimensions: task performance, contextual performance, and adaptive performance. Five-point Likert scale questionnaire items were used to measure the study variables. The questionnaire was distributed online through a google form. To maximize the chances of obtaining adequate responses, appropriate consideration was made to minimize the length of the questionnaire and avoid the use of too technical words.

The collected data were coded and analyzed using quantitative analysis measures such as descriptive analysis: Mean, frequencies, and standard deviation. Pearson correlation test was used to investigate the relationship between the dependent variable (job performance) and the independent variable (emotional intelligence) and multiple regression analysis was further conducted to examine the extent to which emotional intelligence contributes to job performance.

This study adopted Wang and Law Emotional Intelligence Scale (WLEIS). Wang and Law developed WLEIS in 2002 based on Goleman's (1995) model. This instrument was originally developed and tested in Hong Kong, China. Since then cross-cultural studies have been undertaken to establish its reliability, validity, and psychometric properties by testing the instrument in populations of different socio-cultural backgrounds ( Sulaiman and Noor, 2015).

Cronbach's alpha was employed to test the reliability of the questionnaire. Accordingly, the results indicate that the instrument was found to demonstrate adequate internal consistency, as the total reliability score for emotional intelligence and Job performance is greater than 0.70.

**Table 1.Reliability Scores**

| Variable | Cronbach's Alpha | No. of Items |
|---|---|---|
| Self-Awareness | 0.7 | 4 |
| Social-Awareness | 0.71 | 4 |
| Self-Management | 0.7 | 4 |
| Relationship Management | 0.69 | 4 |
| Emotional Intelligence | 0.82 | 16 |
| Job performance | 0.83 | 17 |

## Results and Discussion

As indicated in the table below, social awareness scored the highest (mean= 4.07) indicating that the employees demonstrate a good understanding of the emotions of others and exhibit more sensitivity to their feelings and emotions, then self-awareness (Mean=4.04), followed by relationship-management (Mean=3.89) and self-management (Mean=3.57).

**Table 2.Descriptive Analysis of the components of EI**

| Components of EI | N | Mean | Std. Deviation |
|---|---|---|---|
| Self-awareness | 122 | 4.04 | .8084 |
| Social awareness | 122 | 4.07 | .7874 |
| Self-management | 122 | 3.57 | .8492 |
| Relationship management | 122 | 3.89 | .4781 |

The results of Pearson correlation analysis are shown in Table 3 with a correlation matrix for the components of EI and job performance.

**Table 3.Correlation matrix for EI dimensions and Job Performance**

| | | Self-Awareness | Social Awareness | Self-Management | Relationship Management |
|---|---|---|---|---|---|
| Job performance | Pearson Correlation | .851[**] | .789[**] | .895[**] | .682[**] |
| | N | 122 | 122 | 122 | 122 |

**Correlation is significant at the 0.01 level (2-tailed)

As it is clearly indicated in Table 3, a strongly significant and positive relationship was found between Self-Awareness and Job performance ($r = .851$, $p < .05$), Social Awareness and Job performance ($r = .789$, $p < .05$), Self-Management and Job performance ($r = .895$ $p < .05$) Relationship Management and Job performance ($r = .682$, $p < 0.05$).

To maintain the solidity of data, the multiple regression patterns must be satisfied with the fundamental assumptions such as multi-collinearity, outliner, autocorrelation, homoscedasticity, linearity, and normality have therefore been tested and the result showed that all the assumptions have not been violated thus proving that the data is amenable for multiple regression analysis.

**Table 4.Model summary**

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .696[a] | .691 | .691 | .04243 |

a. Predictors: (Constant), Relationship Management, Self-awareness, Social Awareness, Self-Management

b. Dependent Variable: Job Performance

According to the results of a multiple regression study, EI accounts for 69.1% of the variance in job performance (whereby R square is 69.1% and adjusted R square is 69.1 %, thus suggesting that job performance increases as emotional intelligence increases.

**Table 5.ANOVA**

| ANOVA | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 24.199 | 4 | 6.050 | 3359.697 | .000[b] |
| | Residual | .211 | 117 | .002 | | |
| | Total | 24.410 | 121 | | | |

a. Dependent Variable: Job Performance

b. Predictors: (Constant), relationship management, self-awareness, social awareness, self-management

As it can be seen from the table for F value (3359.697) the significant level is 0.000 which means that the independent variables (i.e. all the components of EI), have a statistically significant effect on or predict the dependent variable (Job Performance). Therefore, the probability of these results occurring by chance is less than 0.05.

**Table 6.Coefficients**

| Coefficients | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .786 | .036 | | 2.183 | .031 |
| | Self-awareness | .270 | .018 | .346 | 14.743 | .000 |
| | social Awareness | .239 | .010 | .305 | 22.953 | .000 |
| | Self-Management | .257 | .020 | .327 | 13.156 | .000 |
| | Relationship Management | .212 | .011 | .240 | 19.830 | .000 |

a. Dependent Variable: Job Performance

This indicates that each of the components of emotional intelligence (i.e., self-awareness, social Awareness self-management, and relationship management) significantly and positively predicts job performance.

Self-awareness is the most important predictor for job performance with highest standardized regression coefficient $\beta = 0.346$ and significance value $p = 0.000$, followed by Self-Management ($\beta = .327$, $p = 0.000$), Social Awareness ($\beta = .305$, $p = 0.000$), and Relationship Management ($\beta = .240$, $p = 0.000$) respectively.

## Conclusions

The findings backed up the theory that increased self-awareness leads to better job performance. Workers that have a high level of self-awareness make more realistic decisions and perform better at work. This study also demonstrated that improving employees' social awareness in the workplace would result in enhanced job performance. As previously said, social awareness enables employees to notice a wide range of emotional cues, allowing them to recognize the felt, unspoken emotions of coworkers or groups and deal with them before they break and negatively affect performance. Employees' ability to manage relationships can help them create and strengthen their bonds, reaffirm their engagement, and improve their performance. Employees

who can effectively handle conflict can avoid unneeded explosions of problems at working areas and throughout the organization, and thus their energy is channeled toward enhancing individual performance. According to the findings, people with self-management skills are in charge of their emotions and ensure that they are efficiently handled so that they do not affect their work or the people they engage with daily, resulting in improved productivity and healthy work environment interactions. Thus, it can be concluded that employees with well-developed skills in the above four components of emotional intelligence can better understand and manage their abilities and become more personally determined to achieve higher job performance.

## Practical Implications and Suggestions for Further Study

Job performance is influenced by emotional intelligence. As a result, organizations should place a larger emphasis on improving workplace emotional maturity. Emotional maturity will make employees more self-assured. Employees with emotional maturity will be more inclined to display emotional maturity in workplace. Consequently, it would drive employees to achieve both organizational and individual goals, so improving the job performance.

Based on the findings emotional intelligence has positive contribution to job performance. Therefore, employers need to consider employees' emotional intelligence during hiring decision-making and then develop their emotional intelligence skills and incorporate it into their people-related policies. Human Resource practitioners and leaders should lead by example; they should be the ones that lead the implementation of the emotional intelligence programs and HR should support line managers throughout the process by implementing programs that teach managers how to identify the emotional difficulty. It is also important to incorporate emotional intelligence into the value of the company by providing various training programs to shape employees' behavior. It is recommended that employees' emotional intelligence levels be measured regularly, emotional intelligence activities within the organization are appraised, and learning and experience sharing activities be prompted. Other studies will generate more knowledge to academics and the actual workplace if they investigate the role of emotional intelligence in curbing burnout and enhancing organizational commitment and employee engagement, which are other variables that might be of interest for further research. Future studies can also consider the role of situational and job characteristics that may mediate or moderate the relationship between EI and job performance.

## References

Barchard, K. A. (2003). Does Emotional Intelligence Assist in the Prediction of Academic Success? *Educational and Psychological Measurement*, 63(5), 840-858.

Barrick, M. R., & Mount, M. K. (1991). *The Big Five personality dimensions and job performance: A meta-analysis.* Personnel Psychology, 44(1), 1-26. https://doi.org/10.1111/j.1744-6570.1991.tb00688.x

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13-25.

Bar-On, R. (1997). *The emotional quotient inventory (EQ-i): A test of emotional intelligence.* Toronto: Multi-Health Systems.

Behbahani, A. (2011). A comparative study of the Relation between Emotional Intelligence and Employee Performance. *Procedia - Social and Behavioral Sciences*, 30, 386-389.

Bhalla, S. and Nauriyal, D. K. (2004). Emotional intelligence: The emergency paradigm in personnel dynamics. Psychological Studies 49, 2, 97-106.

Boyatzis, R. E., & Akrivou, K. (2006). The ideal self as the driver of intentional change. *Journal of Management Development,* 25(7), 624-642.

Boyatzis, R.E. (2002). *Unleashing the power of self-directed learning. In R. Sims (ed.), Changing the Way We Manage Change*: The Consultants Speak. NY: Quorum Books.

Boyatzis, R. E., and Goleman, D. (2007). *Emotional and Social Competency Inventory.* Boston, MA: The Hay Group.

Boyatzis, R. E., Goleman, D., and Rhee, K. (2000). "Clustering competence in emotional intelligence: insights from the emotional competence inventory (ECI),"in *Handbook of Emotional Intelligence,* eds R. Bar-On and J. D. A. Parker (San Francisco, CA: Jossey-Bass), 343-362.

Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). *Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence.* Journal of Personality and Social Psychology, 91(4), 780-795. https://doi.org/10.1037/0022-3514.91.4.780

Campbell, J. (1990). *Modeling the performance prediction problem in industrial and organizational psychology. In M. Dunnette & L. Hough (Eds.), Handbook of industrial and organizational psychology* (pp. 686-707). Palo Alto, CA: Consulting Psychologists Press.

Cherniss, C., & Goleman, D. (2001). *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations.* San Francisco: Jossey-Bass.

Cooper, R.K., & Sawaf, A. (1997). *Executive EQ: Emotional intelligence in leaders and organizations.* New York: Grosset/Putnam.

Cote, S. & Miners, C.T. (2006). Emotional Intelligence, Cognitive Intelligence and Job Performance. *Administrative science quarterly*, 51(1), 25-28.

Dirette, D. (2010). Self-awareness Enhancement through Learning and Function (SELF): A theoretically based guideline for practice. The British Journal of Occupational Therapy, 73(7), 309-318. https://doi.org/10.4276/030802210X12759925544344

Doulas, L. J. (2013). Empowering leadership, Book Boon, London.

Emmerling, R. J. & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. Issues and Recent Developments in Emotional Intelligence, 1(1),Gardner, H. (1983), Frames of mind, Basic Books, New York.

Fisher, C. D., & Ashkanasy, N. M. (2000). *The emerging role of emotions in work life: An introduction.* Journal of Organizational Behavior, 21(Spec Issue), 123-129.

George, J. M., and Brief, A. P. (1996). Motivational agendas in the workplace: The effects of feelings on focus of attention and work motivation. In B. M. Staw & L. L. Cummings (Eds.), Research in organizational behavior: An annual series of analytical essays and critical reviews, Vol. 18, pp. 75-109). Elsevier Science/JAI Press.Goleman, D, (1995), Emotional Intelligence, Bantam Books.

Gerhardt, M., Ashenbaum, B., & Newman, W. R. (2009). *Understanding the impact of proactive personality on job performance: The roles of tenure and self-management.* Journal of Leadership & Organizational Studies, 16(1), 61-72. https://doi.org/10.1177/154805 1809334192.

Goleman, D. (1995). *Emotional intelligence.* NewYork: Bantam Books, Inc.

Goleman, D, (1996). *Emotional Intelligence: Why it Can Matter More Than IQ,* Bloomsbury.

Goleman, D. (1998). *Works with emotional intelligence*, Bantam Books.

Goleman, D. (2005). *Emotional intelligence (10th anniversary Ed.),* Bantam Books.

Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence.* Boston, Mass: Harvard Business School Press.

Gunavathy, J.S & Ayswarya, R. (2011), Emotional Intelligence and Job Satisfaction as correlates of job performance. Chennai: *Madras School of Social Work*, 15(2), 58-61.

Ham, E. T., Bonnelle, V., Hellyer, P., Jilka, S., Robertson, H. I., Leech, R. & Sharp, J. D. (2014). The neural basis of impaired self-awareness after traumatic brain injury. *A Journal of Neurology*, 137(2), 586-597.

Hosseinian S., Yazdi S., Zahraie S & Ashtani A (2008). Emotional intelligence and job satisfaction. *Journal of Applied Sciences*, 8(5), 903-906.

Hughes M., Patterson L. B., and Terrell J. B. (2005). *Emotional Intelligence In Action: Training and Coaching Activities for Leaders and Managers*. John Wiley & Sons.

Keefer, K., Parker, J. D. A., and Saklofske, D. H., (eds). (2018). *Emotional Intelligence in Education: Integrating Research With Practice*. New York, NY: Springer.

Kierstead, J. (1999). *Human resource management trends and issues: Emotional intelligence (EI) in the workplace*. Research Directorate, Policy Research and Communications Branch, Public Service Commission Branch, Public Service Commission of Canada. Available at: http://www.psc-cfp.gc.ca/research/personnel/ei_e.htm.

Kluemper D. H, DeGroot T. and Choi S. (2013). Emotion Management Ability: Predicting Task Performance, Citizenship, and Deviance. *Journal of Management*, 39 (4), 878-905.

Lam, L. T., & Kirby, S. L. (2002). Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance. *The Journal of Social Psychology*, 142(1), 133-143.

Lam, C. S., & O'Higgins, E. R. E. (2012). Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style. *Leadership & Organization Development Journal, 33*(2), 149-174.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-34). Basic Books.

Mayer, J. D., Caruso, D. R., and Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review* 8, 290-300.

Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion*, 1(3), 232-242. https://doi.org/10.1037/1528-3542.1.3.232.

Mc Bane, D. (1995), Empathy and the salesperson: a multidimensional perspective. *Psychology and Marketing*, 12(4), 349-370.

McPheat, S. (2010), *Emotional intelligence: MDT Training*, London: Book Boon.

Naeem, H., Saif, M. I., & Khalil, W. (2008). Emotional Intelligence and Its Impact on Service Quality Empirical Evidence from The Pakistani Banking Sector. *International Business & Economics Research Journal* (IBER), 7(12). https://doi.org/10.19030/iber.v7i12.3313

Ngari, J. (2014). *Effects of emotional intelligence on employee performance in the hotel industry in Kenya. The international journal of Business and Management,* 2 (12), pp 6-14.

O'Boyle, Jr. E. H, Humphrey R. H., Pollack J. M.,Thomas H. Hawver T. H. and Story P. A (2011). *The relation between emotional intelligence and job performance: A meta-analysis.* Journal of organizational behavior, 32 (5), pp 788-818. https://doi.org/10.1002/job.714.

Petrides, K. V. (2001). A psychometric investigation into the construct of emotional intelligence (Doctoral dissertation). University College London.

Petrides, K. V., & Furnham, A. (2000). Gender differences in measured and self-estimated trait emotional intelligence. *Sex Roles: A Journal of Research, 42*(5-6), 449-461.

Petrides, K. V., Sanchez-Ruiz, M. J., Siegling, A. B., Saklofske, D. H., and Mavroveli, S. (2018). Emotional intelligence as personality: measurement and role of trait emotional intelligence in educational contexts. *Emotional Intelligence in Education. Integrating Research With Practice*, eds K. V. Keefer, J. D. A. Parker, and D. H. Saklofske (Cham: Springer) 49-81.

Pradhan, R. K., & Jena, L. K. (2017), Job performance at Workplace: Conceptual Model and Empirical Validation. *Business Perspectives and Research*, 5(1), 1-17.

Rahim, M. A., & Psenicka, C. (1996), A structural equations model of stress, locus of control, social support, psychiatric symptoms, and propensity to leave a job. *The Journal of Social Psychology*, 136(1), 69-84.

Rexhepi, G & Berisha B. (2017), The effects of emotional intelligence on employee's performance. *International Journal of Business and Globalization*, 18(4), 467-469.

Rice, C.L. (1999). *A quantitative study of emotional intelligence and its impact on team performance. (*Unpublished master's thesis). Pepperdine University, USA.

Ryback, D. (1998). *Putting Emotional Intelligence to Work.* Boston MA: Butterworth Heinemann.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence: *Imagination, cognition and personality*, 9(3), 185-211.

Schoo,L. A., van Zandvoort M. J., Biessels G. J, Kappelle L.J. and Postma A. (2013). *Insight in cognition: self-awareness of performance across cognitive domains.* Appl Neuropsychol Adult, 20 (2), 95-105. https://doi: 10.1080/09084282.2012.670144.

Semadar, A., Robins, G., & Ferris, G. R. (2006). Comparing the Validity of Multiple Social Effectiveness Constructs in the Prediction of Managerial Job Performance. *Journal of Organizational Behavior*, 27(4), 443-461.

Senyucel, Z. (2009). *Managing Human Resource in the 21$^{st}$ century*. Zorlu Senyucel and Ventus Publishing ApS.

Shahzad, K., Sarmad, K., Abbas, M. and Amanullah, M. (2011). Impact of Emotional Intelligence (EI) on employee's performance in telecom sector of Pakistan. *African Journal of Business Management,* 4 (10), 1225-1231.

Silvia P. J. and Philips A. J (2004). *Self-Awareness, Self-Evaluation, and Creativity*. Personality and Social Psychology Bulletin, 30 (8). https://doi.org/10.1177/0146167204264073.

Sparrow, T., & Knight, A. (2006). *Applied emotional intelligence*. Chichester: Wiley

Spencer, L.M. Jr and Spencer, S.M. (1993). *Competence at Work: Models for Superior Performance*. John Wiley & Sons.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance, *American Psychologist*, 56(6), 613-629.

Stein, J. S. (2007). *Make Your Workplace Great: The 7 Keys to an Emotionally Intelligent Organization*. John Wiley and Sons.

Victoroff, K. Z. and Boyatzis R. E. (2012. *What Is the Relationship Between Emotional Intelligence and Dental Student Clinical Performance?* Journal of Dental Education 77(4):416-26.