

Gender, Emotional Intelligence and Job Performance

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Abstract: Today's organizational environment to achieve high levels of performance and productivity is relying even more on tools such as communication, teamwork and collaboration. This means that employees today must have more emotional intelligence skills, especially those in the service industry. The purpose of this study is to identify the main factors of emotional intelligence that affects the performance of employees and to analyze the impact of emotional intelligence on job performance with respect to the gender respondents. The survey was taken by 171 employees out of almost 240 employees in the banks of the city of Vlore. The study was conducted from June to December 2022. The Statistical Package for Social Sciences (SPSS) was used by the authors to analyze the collected data. The results of the study thrown from the regression analysis show a strong relationship between EI and job performance. It is also recommended that EI effects 35% of the variance in male job performance and 24.1% in female job performance. The study shows that employees with higher emotional intelligence have a better job performance, where men have different levels of emotional intelligence from women taking part in the survey. This study may contribute significantly by providing insight for human resources politics and management of the banking sector in Albania. As a result, this sector should conduct trainings to increase the competences of employees to understand the feelings and viewpoints of other people, to show an active interest in their concerns, to recognize and fulfill the needs of customers and cultivating opportunities through diversity.

Keywords: Gender, emotional intelligence, job performance, banking sector, Albania.

1. INTRODUCTION

Today's organizational environment is relying even more on tools such as communication, teamwork and collaboration to achieve high levels of performance and productivity. This means that employees today, especially those in the service industry must have more emotional intelligence skills.

Emotional intelligence is very important in all service sectors, especially in banking institutions, as they compete with undifferentiated products. Banking institutions are realizing that Emotional Intelligence is becoming more and more important as an important element that affects increasing levels of performance and, also in creating and maintaining healthy relationships in the workplace or outside of it. A bank's competitive advantage is achieved through quality services, improving its performance while simultaneously achieving market share, customer satisfaction, and loyalty, especially in developing countries, such as Albania. The banking sector in Albania has become an increasingly important actor for sustainable development and social welfare in the country's economy. For this reason, the study was conducted in the banking sector in Albania. The quality of the service can be affected as a result of the behavior of the employees, therefore high emotional intelligence is important in these financial institutions (Akhtar et al., 2017). Employees who know

their own emotions and are good at reading the emotions of others can lead to better job performance. Emotional Intelligence and work performance have been and will continue to be discussed in different cultures. In Albania, there is still no study showing the connection between these two factors. Many studies have shown a positive relationship between emotional intelligence and the performance of employees in the service sector (Nel, H et al., 2004; Dhani et al., 2018; Kumari et al., 2017). Also many researchers agreed with the result that employees with a high level of emotional intelligence are better performers than their partners (Van Rooy et al., 2004; Carmeli et al., 2006 and Rosete 2007).

Based on these researches, the purpose of this study is to identify the main factors of emotional intelligence that affects the performance of employees and to analyze the impact of emotional intelligence on job performance with respect to the gender respondents. The following sections will discuss the various results surveyed from the literature reviewed, starting with the relationship of EI to job performance and the relationship of EI to gender.

2. LITERATURE REVIEW AND HYPOTHESIS

2.1. Emotional Intelligence and Job Performance

Empirical evidence shows that emotional intelligence has a significant positive relationship with employee's job performance (Nel, H., and De Villiers, W.S. 2004; Dhani, P. and Sharma, T. 2018; Kumari and Priya 2017). Accordingly, this

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research studies the direct effect of emotional intelligence on job performance in the banking sector in the city of Vlore.

Before moving on to the discussion of the relationship between EI and employee job performance, we will define what emotional intelligence and job performance are. According to Emmerling and Goleman (2003) there are many definitions of EI, all aiming to understand the abilities and traits to recognize one's own emotions and those of others. Emotional Intelligence is defined as a person's ability to perceive emotion in self and others, the intelligent use of emotions in the way individual improve behaviors and thoughts to achieve his/her goals (Goleman 1998, 2001). Similarly, Salovey and Mayer (1990) defined the concept as the ability to control one's own feelings and those of others. Job performance includes all work-related activities that help achieve organizational objectives (LePine et al., 2016). Work performance plays a very important role in the organization. It affects many personnel decisions such as promotion and employee retention, employee satisfaction and motivation.

Goleman (2001) asserted that emotional intelligence increases employee performance and effectiveness. Emotional intelligence is an important factor for improving employee performance, employee satisfaction, involvement and organizational commitment of employees (Danquah, 2014). Job performance should be positively related to employees' emotional intelligence because employees with high emotional intelligence are more able to assess and regulate their emotions leading to a higher sense of confidence and control, resulting in increased motivation to take proactive actions that lead to a high performance (Wong and Law, 2002; Law et al., 2004). Maamari and Shouweiry (2016) support that emotional intelligence and job performances are positively related. While Grobelny et al., (2021) conducting a meta-analysis, concluded that EI based on self-reported ability has the strongest relationship with job performance. These reviews lead to our first hypothesis:

H1: Emotional intelligence is positively correlated to job performance in the banking sector in Albania.

Daniel Goleman divides emotional intelligence into five components: self-awareness, self regulation, self motivation, empathy and social skill. "Self-awareness is the extent to which individuals are aware of their own internal states (emotions, knowledge, physiological reactions) and their relation with others (Lawrence et al. 2018). Employees with a strong sense of self-esteem and skills improve employee performance (Noel, 2016). Self-awareness of emotional intelligence have a greater impact on employee' job performance (M. Mafuzah and J. Juraifa , 2016). Based on these arguments we present the following hypothesis:

H1a: Higher levels of self-awareness will affect a higher level of job performance in the banking sector in Albania.

According to Goleman (1998), people with high self-management manage well their impulsive feelings and emotions, to remain calm in unhealthy situations, positive even in difficult moments, think clearly and are focused under the effect of pressure. This means that employees who manage their emotions tend to create better relationships with colleagues and this competence positively affects their performance. Jeyan C (2006) concluded that self-control is higher

in top and middle performers than low performers. Based on these arguments we present the following hypothesis:

H1b: Self-management will have a significant effect on job performance in the banking sector in Albania.

Goleman (1995) defined that emotional self-motivation involves the ability of controlling the emotional tendencies that facilitate in other to reach one's goals. Self-motivation also refers to the abilities to set goals and also to remain focused and positive by any setbacks that may occur during setting goals. According to Wolmarans and Martins (2016) self-motivation of emotional intelligence have a positive relation with job performance. Based on these arguments we present the following hypothesis:

H1c: Self-motivation will have a significant effect on job performance in the banking sector in Albania.

Social awareness is the employee's ability to understand the feelings and viewpoints of others, to show an active interest in their concerns, to recognize and fulfill the needs of customers. It is also the ability that the employee has for the development of others and the use of diversity. The study conducted by Noel (2016) showed that improving employees' social awareness leads to higher performance, improved collaboration between employees and ability to seek advice about their jobs. Based on these arguments we present the following hypothesis:

H1d: Social awareness will have a significant effect on job performance in the banking sector in Albania.

2.2. Gender Differences in Emotional Intelligence

Many studies have come to the conclusion that there are significant differences between the two genders in aspects related to emotional intelligence, but there are also studies that have come to the conclusion that there are no gender differences in EI. Daniel Goleman (1998) is of the opinion that there are no gender differences in EI, stating that men and women in different areas of emotional intelligence have different strengths and weaknesses. Arteche et al. (2008), also claimed that there was no significant relationship between general emotional intelligence and gender, but there were significant correlations only when aspects of emotional intelligence were considered (females scored higher in interpersonal).

Many researchers agreed with the result that employees with emotional intelligence are better performers than their partners (Van-Rooy et al., 2004; Carmeli et al., 2006 and Rosete., 2007). But there are also empirical studies that state that women have a higher level of emotional intelligence compared to men (Mayer et al. 1999; Mandell and Pherwani, 2003). Brackett et al. (2003) found that females scored higher than males on EI when confronted with a performance measure (the MayerSalovey-Caruso Emotional Intelligence Test). According to Maamari and Shouweiry (2016) men and women have different levels of emotional intelligence and conclude that the reason behind this difference may be the fact that women express more emotions than men. The authors' support that men are better able to control their feelings especially when dealing with people, on the other hand, women can deal with the evaluation of others more than men

and they excel at regulating emotions more than men. Based on these arguments we present the following hypothesis:

H2: Emotional Intelligence has a positive impact on Job Performance of male employees in the banking sector.

H3: Emotional Intelligence has a positive impact on Job Performance of female employees in the banking sector.

3. METHOD

3.1. Procedures and Participants

The methodology used is in function of the goal set in this study. The research is based on the literature review by many authors in the field of management. Most of the research articles and books are found in electronic libraries of scientific articles. Relying on a broad review of organizational behavior literature, the study builds the conceptual model and hypotheses. The questionnaire technique was used as one of the most frequent methods for data collection in empirical research. The data obtained from the questionnaires to investigate the conceptual model and the proposed hypotheses were empirically tested using the multiple linear regression model.

The survey was taken by 171 employees out of almost 240 employees in the banking institutions located in Vlora city. The study was conducted from June to December 2022. The Statistical Package for Social Sciences (SPSS) was used to analyze the collected data.

3.2. Measure of IE and Job Performance

The questionnaire was adapted from the researchers (Goleman 2002; Bradberry and Greave 2009; Pearce and Porter 1986), which was used as an instrument for data collection. The measure unit of emotional intelligence was evaluated by a scale developed by Goleman et al., (2002) and used by Bradberry et al., (2009). This measure unit contains four items (self awareness, self management, self motivation and social awareness) that were rated on a five-point scale (ranging from 1 strongly disagree, to 5 strongly agree), but a bit modified and adapted to this research. The emotional intelligence questionnaire consisted of 17 items and the job performance questionnaire consisted of 19 items.

The dependent variable Job Performance of employees was assessed by a scale developed by Pearce et al., (1986) and used by Hochwarter et al., (1999). This measure unit contains five items (general performance, ability to understand others, completion of tasks on time, quality of performance, and achievement of work goals) that were rated on a five-point scale (ranging from 1 strongly disagree, to 5 strongly agree).

4. DATA ANALYSIS

This section reflects the statistical analysis which leads us towards the achievement of the main goal of this study. The general demographic data of the respondents is elaborated, continuing with the analysis using the statistical model which serves to test the impact of emotional intelligence on job performance in the banking sector of Vlora city.

4.1. General Demographic Data of Respondents

The findings of the general demographic information of the respondents were analyzed and divided into five categories which are: gender, age, educational level, marital status, and years of employment.

The gender analysis (table 1) showed that 58.4% were female employees and 41.6% were male. The age analysis showed that the largest age category includes those aged 29-39, representing 46.5% of the total sample. The second group of respondents (32.4%) is between the ages of 18 and 28. While 40-50 years represents 19.7% and over 50 represents 1.4%. From this we can say that the employment of young people in banks is increasing.

Married respondents make up 70.4% of the total sample. The number of respondents who are single constitutes 28.2% of the total number of respondents. In analyzing the educational level, most of the respondents (78.9%) have a master's degree and respondents with a bachelor's degree are 18.3%.

Table 1. Demographic data of sample (N 171).

Gender	Frequency	Percent
Female	100	58.4
Male	71	41.6
Age		
18-28 year	55	32.4
29-39 year	80	46.5
40-50 year	34	19.7
Over 50 year	2	1.4
Education Level		
High school	5	2.8
College/Univ	31	18.3
Master's	135	78.9
Civil Status		
married	120	70.4
single	48	28.2
divorced	3	1.4

4.2. Factor and Reliability Analysis for Emotional Intelligence Variables

The measure unit emotional intelligence was evaluated by a scale developed by Goleman et.al., (2002) and used by Bradberry and Greave (2009). This measure contains four items (self awareness, self management, self motivation and social awareness) that were rated on a five-point scale (ranging from 1 strongly disagree, to 5 strongly. agree), but a bit modified and adapted to this research. To assess the reliability of the questionnaire, the Cronbach's Alpha coefficient was used, which resulted within the allowed values > 0.7.

In addition to the reliability coefficient, factorial analysis is also included in the analysis and explains the connection of

the questionnaire units with the conceptual structure of the work that is required to be carried out. From the table generated through the SPSS data processing program, it can be seen that the Cronbach's Alpha coefficient for the emotional intelligence variables is 0.753, and the number of measurement units is 17, namely 4 units of self awareness, self-management and self motivation, and 5 units for social awareness (Table 2).

Table 2. Cronbach's Alpha coefficient results for emotional intelligence variables.

IE factors	Nr	Cronbach's Alpha	Evaluation questions
Emotional Intelligence	171	0.753	17
Self awareness	171	.745	4
Self management	171	.845	4
Self motivation	171	.782	4
Social awareness	171	.840	5

4.3. Factorial and Reliability Analysis for the Job Performance Variable

Job performance was assessed by a scale developed by Pearce and Porter (1986). This measure contains five items (general performance, ability to understand others, completion of tasks on time, quality of performance, and achievement of work goals) that were rated on a five-point scale (ranging from 1 strongly disagree, to 5 strongly agree), but a bit modified and adapted to this research. Cronbach's alpha for this scale was 0.919, KMO .811 and the Bartlett Sphericity test .000 (table 3), acceptable for continuing the analysis.

Table 3. Cronbach's Alpha, KMO and Bartlett's Test for job performance.

Cronbach's Alpha		.919
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.811
Bartlett's Test of Sphericity	Approx. Chi-Square	736.725
	Df	120
	Sig.	.000

4.4. Linear Regression Analysis of Job Performance on Emotional Intelligence

In order to determine which of the emotional intelligence factors influence job performance, we performed a multiple regression analysis, where in this case we have job performance as a dependent variable and self-awareness, self-management, self motivation and social awareness as independent variables. Before we develop the regression model, which explains the relationship between the variables taken in the study, we see that there is a significant relationship between them for the 0.01 error level. Only self management is significant at the 0.05 level. As table 4 show, the correlation between the independent variables "self-awareness", "self-management", self motivation, "social awareness" and

the dependent variable "job performance" is respectively .533*, .286*, .567*, .477*.

Table 4. The correlation between the independent variables* and the dependent variable "job performance".

	Job Performance
Emotional Intelligence	r=.523**
	Sig.=.000
	p< .01
Self- awareness	r=.533**
	Sig.=.000
	p< .01
Self-management	r=.286*
	Sig=.016
	p< .05
Self motivation	r=.567**
	Sig=.000
	p< .01
Social awareness	r=.477*
	Sig=.000
	p< .01

* ."Emotional Intelligence", "Self-awareness", "self-management", self motivation", "social awareness"

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

*. Correlation is significant at the 0.05 level (2-tailed).

We note that the relationship between the independent and dependent variables is positive. This shows the positive impact that emotional intelligence factors have on job performance. ANOVA analysis was undertaken to assess whether the multiple regression model is valid or not. It is noted that the research model used for the analysis is valid and the variables taken in the study explain 49.7% (adjusted R2=0.497) of the influence on the dependent variable job performance (table 5). The constructed regression model is valid. In our model, the value F=16.296 was significant at the 0.05 control level (because p=0.000 is less than 0.05). In the table of regression coefficients, we see that the factor "self awareness" and "self motivation" have acceptable p-values (p< 0.05).

This means that hypotheses H1b and H1d are not accepted and hypotheses H1, H1a and H1c are accepted. This means that self-management and empathy do not have a significant positive effect on job performance in the banking sector. The factors "self awareness" and "self motivation" have a significant positive effect on job performance in the banking sector. Self-motivation factor has more impact on job performance than self-awareness because the Beta coefficient is larger (.406) for self motivation (table 5).

Table 5. Coefficients of Emotional Intelligence Variables and the Impact on the Variable "Job Performancea".

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	R2
		B	Std. Error	Beta				
1	(Constant)	10.730	7.474		1.436	.156	16.256	.497
	EI	1.124	.248	.401	2.298	.000		
	Self-awareness	1.147	.302	.406	3.797	.000		
	Self-management	-.491	.301	-.179	-1.633	.107		
	Self-motivation	1.194	.278	.428	4.298	.000		
	Social awareness	.514	.299	.187	1.721	.090		

Note: a. Dependent Variable: Job Performance.

Table 6. Results of Correlation between Emotional Intelligence and Job performance by gender.

	Emotional Intelligence	Self Management	Social Awareness	Self Motivation	Self Awareness
Females	r=.491**	r=.170	r=.408**	r=.469	r=.257**
	Sig=.000	Sig=.090	Sig=.000	Sig=.073	Sig=.010
	N=100	N=100	N=100	N=100	N=100
Males	r=.710**	r=.655**	r=.424**	r=.703**	r=.607**
	Sig=.000	Sig=.000	Sig=.000	Sig=.000	Sig=.000
	N=71	N=71	N=71	N=71	N=71

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

Table 7. Results of Regression Coefficients a for the Male sample.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square	F
		B	Std. Error	Beta				
1	(Constant)	11.845	8.763		1.352	0.181	0.350	37.073
	IE	0.733	0.12	0.591	6.089	0		

Note: a Dependent variable: Job Performance.

4.5. Linear Regression Analysis of EI and Job Performance by gender

To check the second and third hypothesis correlation was found between EI and Job Performance of males and females separately. Analysis of correlations was performed by splitting the responses by gender. The results show that both male and female respondents show a correlation between job performance and emotional intelligence. But the results show a stronger correlation in the male gender because Pearson Correlation is .710 (see table 6).

The results show that male respondents differ from their female counterparts. For female respondents, the results show a weak correlation between job performance and self awareness (r = .257, Sig. = 0.01, p<.05, 2-tailed) and a moderate correlation of social awareness (r = .408, Sig. = 0.000, p<.01, 2-tailed). For male, the results show a strong correlations of job performance and self motivation (r=.703, Sig.=0.00), a

moderate correlation of self management (r = .655, Sig. = 0.000, p<.01, 2-tailed), self awareness (r = .607, Sig. = 0.000, p<.01, 2-tailed) and social awareness (r = .424, Sig. = 0.000, p<.01, 2-tailed) .

A multiple regression is used to analyze the relationship between job performance and emotional intelligence. The results were filtered by gender in order to test if different genders have different effects on emotional intelligence effecting job performance.

To find how much variance does EI produce in the Job Performance of male employees EI was used as independent variable and job performance was taken as the dependent variable. A significant regression equation was found; F= 37.073, p=0.000 with an R2 of 0.350, which means that EI produces 31.5% variance in the Job performance of male employees (see table 7).

In order to find out how much variance the EI factors produce in the Job Performance of male EI employees, linear

Table 7.1. Results of Regression Coefficients a for the Male Sample.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square	F
		B	Std. Error	Beta				
1	(Constant)	6.17	5.785		1.067	0.29	.662	32.365
	Self management	0.704	0.281	0.255	2.508	0.015*		
	Social awareness	-0.519	0.3	-0.17	-1.732	0.088		
	Self motivation	1.371	0.241	0.496	5.687	0*		
	Self awareness	1.014	0.289	0.36	3.511	0.001*		

Note: a Dependent variable: Job Performance.

Table 8. Results of Regression Coefficients a for the Female Sample.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square	F
		B	Std. Error	Beta				
1	(Constant)	-44.748	20.107		-2.225	0.028	0.241	31.16
	IE	1.548	0.277	0.491	5.583	0		

Table 8.1. Results of Regression Coefficients a Obtained with the Female Sample.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	R2
		B	Std. Error	Beta				
1	(Constant)	6.981	20.527		0.34	0.735	5.01	.174
	Self management	0.362	0.778	0.053	0.466	0.642		
	Social awareness	2.692	0.847	0.37	3.181	0.002*		
	Self motivation	-0.749	0.878	-0.099	-0.853	0.396		
	Self awareness	0.225	0.32	0.084	0.704	0.483		

Note: a Dependent variable: Job Performance.

regression was conducted. A significant regression equation was found; $F = 32.365$, $p = 0.000$ with an R^2 of 0.662, which means that factors of EI produces 66.2% variance in the job performance of male employees. For males: as 'self-management', 'self-motivation' and 'self-awareness' increase, the male's job performance increases as well. Social-awareness is not significant (p value = 0.088 is greater than 0.05). $R^2 = 0.662$, thus 66.2% of the variation in male's job performance is explained by 'self management', 'self motivation' and 'self awareness' (see table 7.1).

Also to find how much variance does EI produce in the Job Performance of female employees EI was used as independent variable and job performance was taken as the dependent variable. A significant regression equation was found; $F = 31.16$, $p = 0.000$ with an R^2 of 0.241, which means that EI produces 24.1% variance in the Job performance of female employees (see table 8).

In order to find out how much variance the EI factors produce in the Job Performance of female EI employees, linear regression was conducted. A significant regression equation was found; $F = 5.01$, $p = 0.000$ with an R^2 of 0.174, which means that factors of EI produces 17.4% variance in female employees job performance. For females if 'social-

awareness' increase, the female's job performance increases. Self-awareness, self motivation, self management are not significant (p value are greater than 0.05). $R^2 = 0.174$, thus 17.4% of the variation in female's job performance is explained by social awareness (see table 8.1).

5. CONCLUSIONS AND RECOMMENDATION

The results of the study show that H1 (Emotional intelligence is positively correlated with job performance), H2 (Emotional Intelligence has a positive impact on Job Performance of male employees) and H3 (Emotional Intelligence has a positive impact on Job Performance of female employees) are supported. The first hypothesis states that there is a generally positive relationship between job performance and emotional intelligence. A regression analysis was performed to test correlation between job performance and the four dimensions of emotional intelligence. The study shows that there is a positive relationship between self-awareness and self-motivation and the performance of employees at work. From the study, the factor self-awareness is best predicts of employees' job performance. The same conclusion has been reached by Mafuzah, and Juraifa (2016), It has been proven that individuals with a high level of self-awareness can take

personal responsibility for their work, which positively affects work performance. The results of the study are consistent with the findings of Wolmarans and Martins (2016), self-motivation has a positive relation with job performance. Employees' job performance is not related to social awareness and self-management as it showed a slightly weak relationship. This result is in contradiction with the findings of Mohamad and Jais (2016).

As Dhani et.al. (2017), the results of the study show a strong relationship between EI and job performance, recommended that EI effects for 35% of the variance in male job performance and 24.1% in female job performance. The same factors of emotional intelligence affect both men and women, however they are affected differently and at different levels (Johnson and Spector, 2007; Maamari and Shouweiry (2016)). In the case of women, the study shows that social awareness is positively related to work performance and note that 17.4% of the variation in female's job performance is explained by 'social awareness. Moreover, if we look at the case of men, we can notice that 66.2% of the variation in male's job performance is explained by 'self management', 'self motivation' and 'self awareness'. From the study we clearly notice that women's work performance is affected by the ability to understand the feelings and views of others, to show an active interest in their concerns, to recognize and meet the needs of customers. On the contrary, social awareness by men does not affect their performance at work. But men's work performance is affected by self motivation, self awareness and self management. The results of the study are consistent with the findings of Maamari and Shouweiry (2016) where men and women have different levels of emotional intelligence.

Employee emotional intelligence can be developed with experience (Goleman 1998) so we recommend that managers conduct training and seminars on emotional intelligence for their employees to achieve the desired levels of EI. Therefore, the banking institutions should pay more attention to increasing their employees' emotional intelligence skills to increase employee performance and achieve organizational goals. Banking institutions of Vlore city should conduct trainings to increase the competences of employees, to understand the feelings and viewpoints of others, to show an active interest in their concerns, to recognize and fulfill the needs of customers and cultivating opportunities through diversity.

6. LIMITS OF THE STUDY

There were several limitations in this study that limit the interpretation and application of the study findings. The aim of this study to explore the role of emotional intelligence in the performance of banking industry employees in the city of Vlore means that the findings are specific to this industry and cannot be generalized. Future research should be directed to the banking sector as well as other industries to gain more insight into the relationship between emotional intelligence and job performance by gender.

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Received: April 13, 2023

Revised: April 17, 2023

Accepted: July 12, 2023

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