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IMPACT OF EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF ORANGE COMPUTERS EMPLOYEES

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Abstract

Background : The influence of emotional intelligence on the job performance of employees is attracting more and more attention from any organization, regardless of its size, nature, dimensions, locations. Based on previous relevant literature in the fields of emotional intelligence and organizational management. This research proposes and examines the internal mechanism, that of the relationship between emotional intelligence and performance in employees of Orange computers. Specifically, this study is to determine how self-management as one of the facets of emotional intelligence influences the performance of employees of Orange computers.

Methods : A 33-item questionnaire, the Likert scale was used to collect data on emotional intelligence and work performance. A total of 276 American employees who work at Orange computers participated in the study.

Results : Statistical package for the social sciences was used to statistically assess the data (SPSS). The results of the present study generated a theoretically significant relationship between emotional intelligence and job performance, which helps to understand the dynamics by which emotional intelligence might influence job performance. The results underscore and reinforce that employee intelligence plays a key role in understanding how employees' ability to perceive and manage their emotions can directly and indirectly influence their performance at work.

Keys words : Emotional intelligence, Job performance,

0. Introduction

With the rapid development of market economy, enterprises are facing various new changes and challenges. The dynamics and uncertainties of the business environment as well as the diversification and complexity of organizational tasks force companies to rely on internal employees to create better performance and adapt to the new environment, particularly in the technological and IT environment.

Emotional intelligence was first proposed by Salove and Mayer (Kurivilla & Menezes ,2019). Since the proposal, emotional intelligence and emotional labor have been widely used in management, psychology, and other fields, and they are related to the relationship between emotional intelligence, emotional labor, and job performance. Many researchers have found that the IQ of employees does not have an absolute influence on their performance. On the contrary, the emotional intelligence of employees has some predictive effect on job performance. Employees with high levels of emotional intelligence are more efficient and effective in their interactions with the work environment and with their colleagues and other people with whom they must interact during their working life (Goswami & Mahanta, 2021). However, the results of most researchers support that emotional intelligence has some influence on work performance (Rahmawaty et al., 2021). Two major concepts that we develop in the following lines.

But before this development, it should be noted that the present research is a question of studying the impact of emotional intelligence on work performance by applying one of the five major factors of emotional intelligence to determine the intensity self-regulation or

self-management which is one of the factors of emotional intelligence.

2. Theorical Background

2.1. The concept of emotional intelligence

According to Kurivilla and Menezes (2019), the concept of "emotional intelligence" was coined by Salovey and Mayer. It was popularized in 1995 with Goleman's best-selling publication one of the most popular topics in organizational research. Emotional intelligence was the first concept defined to explain why individuals differ in the way they monitor and regulate their emotions and the extent to which they are in tune with the emotions of others (Vredeveld, 2018).

Emotional intelligence is defined by Okwuduba et al. (2019) as a set of capacities by which an individual understands, regulates, uses, and manages their emotions. According to Taegoo et al. (2012), emotional intelligence refers to the ability to perceive and understand emotional information and to generate and regulate emotions that promote emotional and intellectual growth. In terms of content, Whiteoak and Manning (2012) mention that emotional intelligence could be divided into three facets. The first facet relates to the ability to understand and manage ideas, abstract intelligence ; the second facet is the ability to understand and manage concrete objects, mechanical intelligence ; and finally, the last facet is the ability to understand and manage people, social intelligence. Of these three facets, social intelligence closely resembles what we now call emotional intelligence (Whiteoak & Manning, 2012). For their part, Sanchez-Gomez and Bresco (2020) have identified four branches of emotional intelligence, each of which is linked to a specific ability. The first branch is that of perceiving one's own feelings and emotions as well as those of others, the second is that of using emotions to facilitate reflection, the third is that of understanding and discriminating emotions and finally, the last, it is to manage them.

In the workplace, emotional intelligence is a powerful predictor of job performance. The resulting general analysis of several research studies indicates that high emotional intelligence is linked to good job performance. In short, emotionally intelligent people are better workers. People with high emotional intelligence are able to understand and express their own emotions, recognize the emotions of others, regulate ailments, and use emotions to engage in adaptive behaviors (Taegoo et al., 2012). As for the role that emotional intelligence should play, Jorfi et al. (2012) state that emotional intelligence is a critical factor in determining success in life and that psychological well-being appears to play an important role in shaping the interaction between managers and employees in their work environment. In this order of ideas, it is worth highlighting the role that emotional intelligence plays in human behavior, that of preparing for action, helping with cognition and communication (Shaffer & Shaffer, 2005).

1.2. The concept of Job Performance

Job performance is one of the most important concepts in organizational psychology and human resource management. It is one of the most important measurement criteria in industrial and organizational psychology research. This is based on the fact that job performance has always been reported as a meaningful indicator of organizational performance, although it has been conceptualized in different ways (Johari & Khulida, 2016). According to Springer

(2011), work performance is a function that an individual can perform successfully within normal constraints and available resources. Job performance can be defined as the degree to which a person meets the formal requirements of a job and performs assigned tasks correctly (Lee & Sang, 2020). Ikonne (2015) notes that job performance represents the behaviors employees exhibit at work that contribute to organizational goals. For Chu and Lai (2011), work performance is the behavior and work results of staff. In short, work performance means everything that employees have done for the organizational goal (Chu & Lai, 2011). Taking a much deeper view of job performance, Chaiphuak (2014) clarifies that job performance includes behaviors that are relevant to organizational goals and that can be measured in terms of individual competence or level of contribution. In terms of its content, la performance est déterminée par plusieurs variables, telles que l'expertise, la capacité des employés, la satisfaction au travail, les caractéristiques humaines, l'ambiance et la rémunération.

Addressing the issue of the division of job performance, Lee and Sang (2020) state that job performance can be divided into two main parts, task performance and contextual performance. Task execution deals with the actions that perform work to achieve a planned and specific result. Contextual performance explains the success of workers in carrying out their duties, which is reinforced by their personal behavior, the social and physiological atmosphere of the workplace (Lee & Sang, 2020).

On the evaluation of employee performance, it should be noted that this issue is the basis of criteria identified as so-called concomitant determinants of work performance, which include elements such as the ability to perform, the opportunity to perform and the will to perform. It should also adhere to the principles of goal setting theory that performance appraisal emphasizes the importance of the individual's acceptance and commitment to goals. believe that goals guide people's responses and actions and can also guide workplace behavior and performance (Ikonne, 2015). Beyond questions of the general dimensions of its evaluation, it is also necessary to underline the performance at work can be affected by several facts among which Lee and Sang (2020) mentioned Facebook (social networking sites) and KakaoTalk (instant messaging) which had linearly positive effects on individual performance at work.

3. Literature Review

A large number of researchers have investigated the relationship between emotional intelligence and performance. In describing the theoretical foundations of their four-branched model of emotional intelligence, Mayer et al. cited by Shaffer & Shaffer (2005) established a platform for understanding the relationship between emotional intelligence and performance. According to them, the theory of emotional intelligence is based on two main ideas, first intelligence involves the capacity for abstract reasoning, and secondly emotions are indicators of regular and identifiable meanings of relationships. Also, it should be added that in several empirical surveys, it has been observed that emotional intelligence and its associated skills are associated with the excellence of personal, interpersonal, performance and organizational goals (Rangarajan & Jayamala, 2014).

According to Rasiah et al. (2019), emotional intelligence has an impact on employee performance and the efficiency of task execution, with emotional

management and the ability to maintain a positive mental state being directly related to job performance. (Whiteoak et al., 2012) state that much research has focused on the impact of emotional intelligence in the workplace. The results support the position that emotional intelligence emerges as an important management skill and that an organization can benefit from improving the emotional intelligence of leaders within their company (Whiteoak et al., 2012). In this vein, it is worth noting the motivating result of the research carried out by Rangarajan and Jayamala (2014) among 120 employees working in different organizations in the city of Chennai which indicates that employees with higher emotional intelligence show better quality of performance at work compared to their counterparts. To be more apparent, emotional intelligence has a positive impact on employee performance. Additionally, emotional perception capacity shows signs of better job performance and confirmed that emotional intelligence is a significant predictor of employee performance.

In an effort to uncover the relationship between emotional intelligence and teacher performance at the secondary level, Naqvi et al. (2016) concluded that there was a statistically significant positive relationship between emotional intelligence and high school teacher performance. This means that increasing the level of emotional intelligence improves the performance of teachers at the secondary level. It should also be noted that in research conducted among 289 agents from three call center organizations, Higgs (2004) suggests that organizations involved in recruiting call center agents may perform better if the elements of awareness emotional intelligence, emotional resilience, motivation, interpersonal sensitivity and, to some extent, self-awareness are

included in their selection criteria. Believing in the claim that a person who achieves impressive performance is likely to have an easier time finding a job, Rahmatsyah et al. (2018) who state that it is a determining factor in whether an individual can achieve it. This factor is intelligence, including emotional intelligence which relates to a person's ability to control their emotions and use them for positive purposes. To highlight the impact of emotional intelligence on employee performance, Alawneh and Sweis (2016) argue that a project manager must have certain qualities including those of reading others and getting them to get the most out of them. So, to do this, he (the leader therefore) must have skills in emotional intelligence because it (intelligence) contributes to efficiency in project management. For ELChaarani (2013), a team leader with high emotional intelligence can control their own impulses, communicate effectively with others, solve problems, and use humor to build relationships in stressful situations. The team leader EL-Chaarani (2013) referred to here is the one who must be taken in his wake as an emotionally intelligent manager. Thus, Wilderom et al (2015) identify the role of emotionally intelligent managers. For these authors, emotionally intelligent managers sense the emotions of their employees through verbal and non-verbal communications such as facial expressions, vocal nuances, and bodily movements. According to Ferdaws et al. (2016), the leader in emotional intelligence, he would be able to diversify the activities of the company by giving it a solid financial performance. Further, establish that the emotionally intelligent leader is eager to expand the scope of his business to achieve strong financial performance.

Groen et al. (2017) believe that female employees should be involved in

developing performance measures that can improve job performance and focus on how this increase in job performance occurs. This participation will only be beneficial when it is clearly established significant relationships based on emotional intelligence between the participation of employees in the development of performance measures and the perceived quality of the measure, the quality of the perceived and perceived measure, standards of good performance, perceived quality of measurement and perceived control of performance. In a pure register of diversity at work. For its part, Rassol et al. (2018) urge business leaders to strive to improve aspects of organizational performance, efficiency, and business profitability of the organization, by creating and maintaining a positive work environment where the similarities and the differences of individuals are valued, so that all can reach their potential and maximize their contributions to the strategic goals and objectives of an organization.

The impact of emotional intelligence on employee performance is made using appropriate measures, in particular Petride's TEIQue model and the one developed by Koopmans, both used by Tănăsescu and Leon (2019) to respectively measure the emotional intelligence and work performance in research on the positive impact of emotional intelligence on reducing stress at work and increasing the performance of employees in the administrative department of ING Bank Romania. As with Supario (2019), emotional intelligence is measured by indicators of self-awareness, self-control, selfmotivation, empathy, and social skills. Finally, performance is measured by the accuracy of task execution, the quality of task execution, sufficient skills to complete the task, the results of

employees working on target, and efficient workflow. and efficient. We must cite the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) adopted by K.VPatride to measure the level of emotional intelligence of secondary school teachers (.Naqvi et al., 2016), the EIQ-G used by Higgs (2004)). The instruments of Coole, Borman and Bar-on : Emotion Quotient Inventory Model were used by Shaikh et al. (2019) to reduce the level of job insecurity and increase the level of emotional intelligence which can ultimately improve performance at work. With the recent development of a comprehensive emotional intelligence scale, the Multifactor Emotional Intelligence Scale (MEIS), it is possible to further study the relationship between emotional intelligence and individual performance (Lam et al., 2002). Using the Emotional Competency Inventory (ICE), emotional intelligence was measured using a 360-degree assessment. This 360-degree assessment included self-assessment, direct reports, and peer reviews (Rasiah et al., 2019).

Professional performance that is not achieved by cognitive intelligence can be achieved through emotional intelligence via multiple complementary mechanisms. The first mechanism concerns the expertise to identify and understand the emotions of other individuals. In most, if not all, jobs, members of the organization interact with supervisors, co-workers, support staff, and third parties such as clients, clients, or patients. These individuals display their emotions publicly through facial, vocal, and bodily signals that provide important information about their goals, attitudes, and intentions. A second mechanism by which emotional intelligence can improve job performance of people with low cognitive intelligence concerns how emotion regulation

influences the quality of social relationships. Employees who generate and display genuine emotions elicit more favorable responses than employees who choose to display false emotions. A third mechanism by which emotional intelligence can improve the professional performance of individuals with low cognitive intelligence concerns the effects of emotions on the way people think and act. Emotionally intelligent individuals with low cognitive intelligence can achieve high levels of task performance and OCBs in most, if not all jobs by managing their emotions in a way that improves their motivation and the quality of their decisions (Cote & Christopher, 2006)

The importance of developing relationships with partners involved in IT services is obvious. However, one would assume that a person's ability to manage their emotions and the emotions of others would help in the process of relationship development. Surprisingly, however, very few studies have attempted to establish a link between emotional intelligence and performance. Therefore, the following hypothesis are proposed :

H1 : there is a significant relationship between emotional intelligence and Orange Computers employees.

H2 : There is a significant relationship between self-management (selfregulation) and employees performance at Orange Computers.

4. Methods

Concisely, as desired by Sweet and Grace-Martin (2016), careful writing of the methods section will focus on sampling and data collection procedures, measures, and data analysis.

4.1. Sampling and data collection procedures

As a reminder, this research focuses on the workers of Orange Computers. Given the objective pursued in this present study, which is to determine how self-management as one of the facets of emotional intelligence impacts employee performance. To achieve this goal, the Likert scale was chosen to collect data. In this scale, the respondent indicates only one level of assessment among the following five levels and quantifies as follows :

(1) lowest score, (2) low score, (3) neutral score, (4) high score, (5) highest score

A stratified random sample of 276 participants was selected because a population typically consists of various identifiable subgroups. This is a large sample in order to ensure its representativeness in order to respect the principle of the law of large numbers which states that the larger the sample size, the more likely it is that the values obtained from the sample will be similar to the population values (Gravetter & Forzano, 2016). This sample was selected using the probability sampling (technique) method. This technique is justified by the fact that the probabilistic technique is a technique in which the chances of selecting a particular individual are known and can be calculated (Gravetter & Forzano, 2016). Descriptive statistics were used to obtain descriptive information for various demographic variables on this total sample of 276 employees. The different demographic variables taken into account for the study were gender, age and race. As a result, it includes 102 men or 37% and 174 women or 63%., The average age is 42 years with a minimum age of 26 and a maximum age of 65. We have 138 whites or 50%, 84

blacks. African American or 30.4%, 36 Asian or 13% 12 Native American / Alaska or 4.3% and finally 6 Hawaiian / Pacific Islander Indian or 2.2% (event data). Participants were told that the survey was anonymous and that the information they provided would be treated with high confidentiality.

4.2. Measures

Respondents were asked about self-management or self-regulation which is one of the facets of emotional intelligence assessed using the Bar-On EQi score on employee performance (measured on a 5-point Likert scale ranging from (1) lowest to (5) highest. It is important to note here that the i-EQ is a psychological instrument which is empirically constructed' and which has measures that take into account reliability, validity and correlation factors designed to correct for bias (Colfax et al., 2010). As a genuine assessment tool, it has been validated for its reliability and validity by gender, age, and culture. The EQ-i tool makes it possible to quantify a person's emotional behaviors and attitudes, which could then be compared to a group of norms (Colfax et al., 2010). The EQ-i must be reliable, that is to say that the results must be consistent and reproducible. This also corresponds to the guarantee that all questions relating to a self-management or self-regulation dimension correctly measure this dimension. It must be valid because it must guarantee the accuracy and usefulness of an assessment and finally, it must have internal consistency based on inter-item correlations.

4.3. Data analysis

To examine the data from this quantitative research, a significant number of completed questionnaires were analyzed using the IBM SPSS program for statistical analysis. But it is important to

point out that first of all, we started from two assumptions below :

Main hypothesis : there is a significant relationship between emotional intelligence and employees of Orange Computers.

Sub-hypothesis : There is a significant relationship between self-management (self-regulation) and the performance of Orange Computers employees.

To analyze the significant relationship between emotional intelligence and employee performance, we used the following statistical techniques :

- descriptive statistics to classify the different components and self-regulation or self-management, one of the subscales of emotional intelligence,

- a bivariate Pearson correlation analysis was carried out to calculate the relationship between all the parameters, that is to say in particular the component of emotional intelligence (self-regulation) which is an independent variable with the performance among all the respondents Orange Computers, which is the dependent variable, that is to say to measure and determine the relationship between the independent variable and the dependent variable :

- very useful linear regressions when the independent variable is correlated with the dependent variable to varying degrees.

- and finally, ANOVA to see whether or not there is a significant impact of emotional intelligence on employee performance

5. Results

Table 1 presents the mean and standard deviation for each demographic data.

Table 1

Descriptives Statistiques

	N	Mean	Std. Deviation
Ace	276	1.78	.978
Ethnicity	276	.26	.440
Gender	276	.63	.484
Age	276	41.59	10.260
Length of Employment	276	172.80	121.433

Tables 2, 3 and 4 present the frequencies and percentages of the race, ethnicity and sex variables, respectively.

Table 2 lists descriptives statistiques of race

Table 2

Descriptives Statistiques

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	138	50.0	50.0	50.0
	Black/African American	84	30.4	30.4	80.4
	Asian	36	13.0	13.0	93.5
	Native American/Alaska Native	12	4.3	4.3	97.8
	Native Hawaiian/Pacific Islander	6	2.2	2.2	100.0
	Total	276	100.0	100.0	

Table 3 lists descriptives statistiques of Ethnicity

Table 3

Descriptives Statistiques

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-Hispanic	204	73.9	73.9	73.9
	Hispanic	72	26.1	26.1	100.0
	Total	276	100.0	100.0	

Table 4 lists descriptive statistics for gender

Table 4

Descriptive Statistics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	102	37.0	37.0	37.0
	Female	174	63.0	63.0	100.0
	Total	276	100.0	100.0	

Table 5 lists the descriptive statistics for the independent and dependent variables
Table 5

Descriptives Statistics of Employee Performance and EQ SelfRegard

	N	Sum	Mean	Std. Deviation
Employee Performance	276	726	2.63	1.311
EQ Self Regard	276	28950	104.89	12.555
Valid N (listwise)	276			

Table 6 lists the correlations between two variables

Table 6

Correlations between Employee Performance and EQ SelfRegard

		Employee Performance	EQ Self Regard
Employee Performance	Pearson Correlation	1	.435**
	Sig. (2-tailed)		.000
	N	276	276
EQ Self Regard	Pearson Correlation	.435**	1
	Sig. (2-tailed)	.000	
	N	276	276

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

Table 7 gives the summary of the model
Table 7
Summary of the Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435[a]	.189	.186	1.182

a. Predictors : (Constant), EQ Self Regard

Table 8 gives the result of the analysis of variance of the regression

Table 8
ANOVA

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.433	1	89.433	64.002	.000ᵇ
	Residual	382.872	274	1.397		
	Total	472.304	275			

   a.   Dependent Variable : Employee Performance

   b.   Predictors : (Constant), EQ Self Regard

Table 9 gives the correlation coefficients of two variables

Table 9

Correlation coefficients of two variables

Coefficientaˢ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.134	.600		-3.558	.000
	EQ Self Regard	.045	.006	.435	8.000	.000

a. Dependent Variable : Employee Performance

Demographic data

The demographic attributes of respondents from the study population and variables such as age and designation are analyzed and presented.

1. Race

It appears from table 2 that out of 276 subjects, i.e. 100%, 138 or 50% of the participants in the study were white followed by 84 Blacks / AfricanAmerican or 30.4%, 36 Asian or 13.0%, 12 American / Alaska Native or 4.3% and finally 6 Native Hawaiian / Pacific Islander or 2.2%.

2. Ethnicity

Table 3 attests that 276 subjects or 100%, the sample was made up in its large part of 204 Non Hispanics or 73.9% and 72 Hispanics or 26.1%.

3. Gender

With regard to the data in Table 4 according to the distribution of subjects by sex, we note that out of the 276 in the sample, ie 100%, 102 subjects or 37% are male and 174 subjects or 63% are female.

Testing of Hypothesis

To analyze the significant impact of the relationship between emotional intelligence, job performance among employees of Orange Computers, the following hypothesis was defined to conduct the research :

H1 : there is a significant relationship between emotional intelligence and Orange Computers employees.

H2 : There is a significant relationship between self-management (selfregulation) and employee performance at Orange Computers.

To analyze the significant relationship between emotional intelligence and employee job performance, Pearson's bivariate correlation analysis was performed. The result of Pearson's bivariant correlation analysis is presented in Table 6.

This study started from the premise of exploring the relationship between emotional intelligence and employee performance. The Pearson correlation coefficient (r = 0.435) between Emotional Intelligence and Performance indicates a strong relationship between these two factors, with a probability of error of less than 0.001 (sig. = 0.000). This coefficient, but also the regression coefficient R squared = .299, (Table 6) validates the hypothesis from which we started. The strong correlation between the two scores confirms that there is a relationship between the level of emotional intelligence and the performance of employees at Orange Computers.

In summary, the analysis of the data shows that the level of emotional intelligence held by the employee is a good predictor of performance in the organization. linear regression indicating it. In other words, it appears that there is a positive relationship between job performance and employees with high emotional intelligence.

To measure and determine the impact of the type of relationship between Emotional Self-Regulation (VI) and Performance (VD), we formulated this hypothesis in order to conduct this research.

H2 : There is an Emotional Self-Regulation impact on the performance of Orange Computers employees.

To measure this impact, we calculated the linear regression from Tables 7,8 and 9, as R represents the correlation between the dependent variable and the independent variable, it has been identified that the correlation between the independent variable (emotional intelligence) and the dependent variable (employee performance) is positive. Also, it can be noted that they are correlated to a high degree, since the R-value is 0.435, which is> 0.5 significant level. In other words, an employee's performance increases with an increase in their emotional intelligence.

Note that the R-value was obtained by taking self-regulation, the only subscale of employee emotional intelligence. Based on the data, we applied two types of tests. The t test and the F as shown in Tables 7, 8 and 9.

For the t test

We move on to the significance value and see that the t test is significant by comparing this slope to zero is t = -3.558. On t = (3.558), p (.000) <.05, we reject the null hypothesis that there is no relationship between emotional intelligence and performance and accept the alternative hypothesis that there is there is a relationship between emotional intelligence and performance.

For the F test

To see if the model is meaningful, we used Tables 7 and 8. p-value (.000)> (.05), I say the model is significant. F (1,274) = 64.00, p = 0.00 < (0.05), we admit that there is a relationship between emotional intelligence and performance. This result is refuted by research conducted by Guvanathy and Aywarya (2011) whose result showed that there is no significant relationship between emotional

intelligence, job satisfaction and job performance. The Pearson correlation coefficient obtained for emotional intelligence and professional performance is 0.57, which shows a moderate and positive correlation. In addition, this positive correlation between emotional intelligence and job performance is statistically significant $p < 0.05$.

Discussion and conclusion

For psychologists, intelligence is seen in several dimensions, and it is not limited to the traditional dimension of intelligence quotient (IQ). Over the past decade, emotional intelligence has emerged alongside IQ as a new dimension and is considered by experts to be the most important factor in the workplace. To perform and be more competent, the development of staff emotional intelligence is very important and can be more important for performance than traditional mental intelligence. The main objective of the present study was to examine the relationship between emotional intelligence and performance among employees of Oranges computers. The results of the present study generated a theoretically significant relationship between emotional intelligence and job performance, which helps to understand the dynamics by which emotional intelligence might influence job performance. The results underscore and reinforce that employee intelligence plays a key role in understanding how employees' ability to perceive and manage their emotions can directly and indirectly influence their performance at work. This problem demonstrates that employees with higher emotional intelligence are more adept at facilitating their job performance and it appears that they are aware of the influence of emotion on behavior and results. They tend to progress and, due to a higher level of self-confidence, not only are they effective, but they can also reduce conflict between workers.

Implications

Especially in human resource management practice, managers and supervisors should emphasize the importance of emotional intelligence in their hiring decision-making, development training planning activities, and overall performance management systems if there is a need to improve and optimize employee performance at work. They should use counseling and other employee assistance programs in order to provide useful and beneficial services to employees who need the support and other resources necessary to deal with the various pressures and demands at work.

Limitation, future research

In a study of this kind the following limitations can be identified : Adopting the cross-sectional approach adopted in this study which uses self-report measures would not allow an effective discussion of the temporal and causal nature of the variables in the relationships explored and are likely to introduce a common method variance. in the data. Further research may be recommended to explore these types of models and assumptions using more rigorous panel designs in which independent, dependent, and mediator variables can be measured and examined across various waves of time. There's also, the fact that the survey was conducted and the sample that was collected from only 276 employees, which may not apply to all and will vary by location. Thus, only one instrument was used to collect the data. While there are many claims regarding the positive impact of emotional intelligence on job performance, but studies examining the relationship between emotional intelligence and performance at the individual level that may not take location into account. work

and other related concepts of job performance and such elements are missing study.

Finally, future research should continue to examine the mechanisms of use of other instruments, other indicators of psychological well-being, and other affective or behavioral factors that are essential to models describing how dispositional factors and perceptions Contextual aspects of employee work directly and indirectly influence emotional intelligence on employee performance.

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