



Investigating the Effect of Emotional Intelligence on Job Performance (Case Study: Employees of Islamic Azad University, Qaemshahr Branch)

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ABSTRACT

Objective: The purpose of this research was to investigate the effect of emotional intelligence on job performance. **Methodology:** The research method is descriptive and survey type and the statistical population is the employees of Islamic Azad University of Qaemshahr Branch. The number of members of the society was 210 people that by using Cochran's formula, 136 people were randomly selected as samples. The data gathering tool was standard questionnaire for each component of emotional intelligence and job performance style. **Results:** Data were analyzed using descriptive and inferential level using mean and standard deviation and linear regression methods. **Conclusion:** The results showed that emotional intelligence and its dimensions (self-awareness, self-regulation, self-motivation, social awareness, and social skills) have a significant effect on job performance.

1. Introduction

Today, the advantage of organizations to overcome each other, not the use of new technology, but also the high level of self-confidence and the level of commitment of employees to organizational goals. The level of commitment to organization and job satisfaction are hidden but influential factors in employee's job behavior. Paying attention to the commitment of human resources, both in the public sector and in the private sector, is very important. Recognizing and preserving human resources is not just about keeping people in the organization, but by boosting them with the organization and creating an interdependent relationship between the individual and the organization. People who have been in the organization for many years, but they are compelled to stay, will not only not burden the organization, but if they find the opportunity, they will put heavy burdens on the organization. A loyal human being that is consistent with organizational goals and values that is willing to work beyond the duties specified in the job description is an important factor in the effectiveness of the organization. The presence of such a force in the organization not only increases the level of performance and reduces the rate of absenteeism, delay and disengagement, but it also manifests the reputation of the organization in the community and provides the ground for its development (Jordan et al., 2002). Today, is talking about different types of intelligence. In each case, intelligence refers to the ability to receive, understand and apply symbols, which is an abstract ability. Today, intelligence is the prefix of many managerial concepts, and this reflects the change in organizational perception and thinkers' organizations from test intelligence on new approaches to intelligence. One type of intelligence is emotional intelligence. From Golman's point of view, emotional intelligence is a skill that its owner can control your spirits through self-consciousness, through self-management it improves, through empathy understands its impact, and through interactive management behaviors that enhance their own self-esteem and others (Golman, 2002). The most important factor in achieving goals in the organization is human resources, and the progress and success of each organization will undoubtedly depend on the human resources. Universities are from organizations whose workforce is often highly engaged and committed, and if the work and motivation conditions are favorable, more talent and skill will be used in that organization's service and its wheels will move better (Yarmohammadi Monfared et al., 2010). Emotional intelligence has social, cognitive and biological benefits. Studies have shown that

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individuals with high emotional intelligence have lower levels of stress hormones and other emotional excitatory markers. Children with better emotional qualities have more ability to focus on the problem and use problem-solving skills, which will increase their cognitive abilities (Mayer et al., 2004). What is the basis of the human's success, in addition to having the proper intelligence, teaching and applying the skills of rushing, expressing and controlling emotions and the ability to empathize with others' feelings, or in short, emotional intelligence is high. This learning begins with birth and what children learn in the first years of life is the foundation for their emotional intelligence, and this education lasts for a long time at school and college, a skill that is essential for learning in all areas and for success in all aspects of life. (Soltanifar, 2007). Task function is in fact the same duties and responsibilities as are recorded in the job descriptions and responsibilities of the staff and are directly related to the tasks performed. For example, monitoring the presence and absence of employees, a proper assessment of this dimension requires certain standards. Next dimension of performance is the land performance. Land practice includes behaviors that persevere in the survival of the organizational and social network and the psychological atmosphere that surrounds the technical duties (Kwing and Cheung, 2003). The most critical issue in any organization is its job performance. The importance of job performance has led researchers to make more research about it. Organizations are social institutions, like other institutions; composed of people whose main role is human being as the organizer of these institutions. In other words, the organization of minus is by no means capable of overcoming the problems, and on the other hand, the realization of the goals of the organization (Ghafourian and Falamarzai, 2010). Hence, managers can easily take steps to motivate employees, and job performance, in addition to achieving the goals of the organization, depends on employees' motivation on the ability of the individual and the readiness of the environment. In our country, governmental organizations have the highest degree of responsibility and responsibilities in terms of quality and sometimes in terms of their social goals. Accordingly, government executives also have the heaviest mission, and their organization's performance has a decisive impact on the country's growth (Ranjbarian and Alavi Naini, 2006). Finally, according to the presented questions, the question raised in this research is whether emotional intelligence affects the reduction of the burnout of auditors in Tehran Stock Exchange companies?

1.1 Theoretical fundamentals and research background

Emotional Intelligence: From Golman's point of view, emotional intelligence is a skill that its owner can control your spirits through self-consciousness, through self-management it improves, through empathy understands its impact, and through interactive management behaviors that enhance their own self-esteem and others (Golman, 2002).

Self-awareness: Recognizing your emotions, tendencies and mood, how do these feelings affect your behavior and others? In short, the ability to understand feelings and self-assessment is self-sufficient (Aghayar and Sharifdaramadi, 2006).

Self-regulation: You can control the impulses and your mood and think before doing any first action. That is, the ability to manage situations, tensions and, in general, their internal resources (Aghayar and Sharifdaramadi, 2006).

Self-motivation: Self-motivation is the interest and passion for work, having strong power and will to realize goals (Aghayar and Sharifdaramadi, 2006).

Social Awareness: Understanding the emotions of others and how to deal with the emotional reactions of individuals. In other words, the ability to properly understand individuals and groups (Golman, 2002).

Social skills: Strengthening relationships, understanding and developing working frameworks, the ability to manage and deal with conflict and change, that is, the ability to create the desired response in others (Golman, 2002).

Job Performance: Organizations have been created in order to achieve specific goals, and achievement of goals (organization effectiveness) and optimal utilization of resources (efficiency) depend on employee performance. The performance of the staff in the organization is examined from two perspectives. On the other hand, in some studies, employee performance is evaluated by the self (self-assessment method), and on the other hand, performance evaluation is done by managers (Shushtarian et al., 2009).

- Dorostkar and Yazdan Seta (2006) investigated the effect of emotional intelligence on the job performance of teachers at the Education Department of the Oshnavieh city. The results showed that there was no relationship between emotional intelligence and job performance and among the components of emotional intelligence, only emotion setting affects teachers' job performance, but the components of excitement assessment and exertion do not have an effect on the performance of teachers.

- Fattahi et al., (2005) investigated the effects of emotional intelligence on job satisfaction and organizational performance. Since the job is the main part of the lives of employees, it is also the main source of emotions and human emotions. On the other hand, job satisfaction is a kind of emotional attitude to the job, thus, job satisfaction and emotional intelligence can be considered as two important and related issues. According to what was said, attention to emotional intelligence in organizations may reduce many problems and job dissatisfaction in institutions and cause commitment and continuity of their service in organizations and the growth of organizations.

- Shushtarian et al., (2009) investigated the effect of emotional intelligence on the attitude and job performance of the workforce. According to the findings of this study, there is a positive and significant relationship between emotional intelligence and job satisfaction of the workforce as well as a positive and significant relationship between emotional intelligence and job performance of employees at a significant level of 0.01. However, no significant relationship was found between emotional intelligence and organizational commitment of the employees of the companies under study.

- Asiamah, (2017) investigated the relationship between the emotional intelligence of their health workers and their job performance. The results show that the CFA model is very important at the 5% level. In addition, the study shows that emotional intelligence significantly predicts job performance.

- Drew, (2006) investigated the relationship between emotional intelligence and teacher performance, which the research findings did not confirm any significant statistical relationship for each of the variables in the study. Overall, emotional intelligence scores in general and the scores of individual and interpersonal aspects of teachers have a significant correlation.

2. Materials and methods

2.1 Conceptual model of research

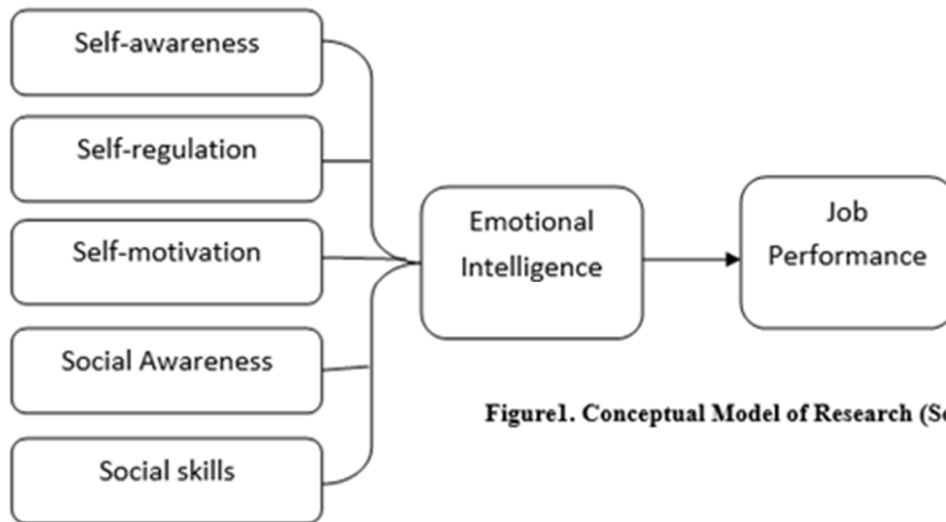


Figure1. Conceptual Model of Research (Source: Asiamah, 2017)

2.2 Research hypothesis

2.2.1 Main hypothesis

Emotional intelligence has a significant effect on job performance.

2.2.2 Sub-hypotheses

1. Self-awareness has a significant effect on job performance.
2. Self-regulation has a significant effect on job performance.
3. Self-motivation has a significant effect on job performance.
4. Social awareness has a significant effect on job performance.
5. Social skills have a significant effect on job performance.

2.3 Methodology

2.3.1 Statistical Society

The statistical population of this research is all employees of the Islamic Azad University of Qaemshahr branch in the number of 210 who were employed in 2017 who have the minimum degree of diploma. The sample size is referenced to the Karjcie and Morgan tables and the sample number is 136.

2.3.2 Data Collection tools

In this research, the main tool for collecting data is a questionnaire containing three questions of demographic characteristics (age-gender-education level) and standard questionnaire of 32 questions of emotional intelligence and 15 questions of job performance. According to the purpose of the research, the questions are categorized as five options of the Likert spectrum.

2.3.3 Validity and reliability

Since in this research, the most important tool for data collection and measurement of variables is a questionnaire, the validity of the questionnaire is very important (Hafez Nia, 2004). In this research, due to the standardization of the questionnaire and its subsequent use by the researchers, the validity of the questionnaire has been approved by the relevant faculty members. The most common reliability test is the Cronbach Alpha coefficient, which is also used in this research. So, 25 questionnaires were distributed among the members of the sample and the calculated data of the Cronbach's alpha coefficient were calculated. The Cronbach Alpha reliability coefficient is placed between zero and one, which indicates zero integrity and positive 1 of complete reliability. In this study, the reliability of the questionnaire was determined using SPSS software, which indicates that the questionnaire has a relatively high reliability, which in this research is a reliability of 0.81.

2.3.4 Data analyzing method

SPSS16 software was used for processing and analyzing the data obtained from the questionnaire, which includes two sections of descriptive statistics and inferential statistics. The tests used are:

- ✓ Kolmogorov-Smirnov test to investigate the uniformity of the distribution of research data.
- ✓ Linear regression test to examine the status of test variables.

3. Discussion and results

3.1 Statistical description

3.1.1 Research findings

Of the 136 respondents, 17 people were female and 119 people were male, 5 people were diploma, 34 people were undergraduate degree, 60 people were bachelor and 37 people were masters, 9 people from 20 to 29 years, 61 people from 30 to 39 years, 24 people from 40 to 49 years, and 42 people aged 50 and older and 30 people of them 5 to 9 years work experience, 34 people between 10 and 14 work experience, 62 people 15 to 19 years work experience, and 10 people over 20 years have had a work experience.

3.1.2 Testing the normalities of the components

Table 1 shows the results of the Kolmogorov-Smirnov tests. According to the results of the tests, in the Kolmogorov-Smirnov test, the level of significance for all variables was more than 0.05. Therefore, their normalization is confirmed in terms of this test.

Table 1. Kolmogorov-Smirnov tests results

| | Kolmogorov-Smirnov tests | | | |
|-------------------------------|--------------------------|--------------------|-------------|-----------|
| | Statistics | Degrees of freedom | Significant | Normality |
| Job Performance | 1.016 | 135 | 0.253 | Normal |
| Self-awareness | 1.189 | 135 | 0.118 | Normal |
| Self-regulation | 1.169 | 135 | 0.130 | Normal |
| Self-motivation | 1.315 | 135 | 0.063 | Normal |
| Social awareness | 1.017 | 135 | 0.253 | Normal |
| social skill | 1.186 | 135 | 0.120 | Normal |
| Emotional Intelligence | 0.831 | 135 | 0.494 | Normal |

3.1.3 Regression test for hypotheses

According to Table 2, the level of significance was less than 0.05 and the linear regression model was confirmed. Table 2 shows the estimated parameters.

Table 2. Linear regression results related to the effect of "emotional intelligence" on "job performance"

| Model | Sum of squares | Degrees of freedom | Average of squares | F Statistic | Significant | R ² |
|-------------------|----------------|--------------------|--------------------|-------------|-------------|----------------|
| Regression | 2664.834 | 1 | 2664.834 | 81.7381 | 0.000 | 0.982 |
| Error | 48.414 | 134 | 0.361 | | | |
| Total | 2713.247 | 135 | | | | |

The value of the standardized parameter for the job performance variable is 0.991, which can be said that by increasing one unit in the amount of emotional intelligence variable, 0.991 units is added to the amount of the component of the job performance of the group.

Table 3. Regression model coefficients for the main hypothesis

| Model | Not standardized coefficients | | Standardized coefficients | T Statistic | Significant |
|-------------------------------|-------------------------------|----------------|---------------------------|-------------|-------------|
| | Parameter | Standard error | Beta | | |
| Emotional intelligence | 1.058 | 0.011 | 0.991 | 97.300 | 0.000 |

According to the results of the regression model for the main hypothesis of the research, it has been determined that emotional intelligence affects employees' job performance. Also, the explanation coefficient for the regression model is 0.982, which means that the emotional intelligence variable can represent more than 98% of the changes in the employee's job performance. Since the independent variable of emotional intelligence has an impact on

employees' job performance, also according to the results of the correlation test, which indicates the relationship between these two variables, Therefore, using multiple regression, we want to find out which of the dimensions of the emotional intelligence variable, namely self-awareness, self-regulation, self-motivation, social awareness and social skills, have the greatest effect on employee's job performance and which ones do not fit in the model. Table 4 shows the results of multiple regression models for emotional intelligence dimensions on employees' job performance. According to the results of multiple regressions shown in Table 4, coefficients of variables for the components of self-awareness and social skills are accepted. Due to the fact that according to Table 3 emotional intelligence has affected job performance, it can be concluded that the results obtained in Table 4, self-awareness and social skills variables have the most impact on the model. This result is also consistent with the results of the correlation test, so that the self-awareness and social skills variables have more correlation coefficient with employee's job performance than other emotional intelligence variables.

Table 4. Multiple Regression Model Coefficients for Emotional Intelligence Dimensions

| Model | Not standardized coefficients | | Standardized coefficients | T Statistic | Significant |
|-----------------------|-------------------------------|----------------|---------------------------|-------------|-------------|
| | Parameter | Standard error | Beta | | |
| Self-awareness | 0.372 | 0.121 | 0.354 | 3.078 | 0.002 |
| Self-regulation | 0.131 | 0.188 | 0.122 | 0.700 | 0.485 |
| Self-motivation | -0.169 | 0.130 | -0.161 | -1.298 | 0.196 |
| Social awareness | 0.115 | 0.182 | 0.107 | 0.630 | 0.529 |
| social skill | 0.609 | 0.229 | 0.572 | 2.663 | 0.008 |
| R ² =0.983 | | | | | |

4. Conclusion

4.1 Conclusions and suggestions

Emotional intelligence, which is defined as one's ability to understand and control his or her feelings and emotions, as well as the individual's ability to recognize the feelings of others in order to guide their thoughts and actions, is one of the important factors in mental health and in adapting the individual to living conditions. This ability involves the interaction between emotions and cognition that lead individuals to adapt to living conditions. Based on the results, a positive and significant relationship was found between employees' emotional intelligence and their performance, and thus employees with higher emotional intelligence and social skills and self-awareness, their job performance is higher. Considering the fact that emotional intelligence causes self-awareness, self-management, social awareness and social skills, and according to the results of this study, emotional intelligence has a positive and significant relationship with job performance, it is suggested that organizations at the time of human resource recruiting, using emotional intelligence tests, measure the ability of individuals to control their feelings and identify others' feelings, and use the scores of this test as a factor in employment decision making. On the other hand, it is suggested that employees participate in emotional intelligence training sessions run by advisers and experts, because emotional intelligence is a skill that can be trained, flexible, and varied and with the participation of employees in the training courses, their ability to adapt to the working environment and the establishment of appropriate working relationships will increase, which can lead to increased efficiency and improved labor performance.

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