



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)

Job Performance and Emotional Intelligence (EI) among LPU Administrative Personnel

Dr. Sevilla S. Felicen

Lyceum of the Philippines University –
Batangas,
Dona Aurelia Avenue, Capitol site, Batangas
City, Philippines
E-mail: ssfelicen@lpubatangas.edu.ph

Dr. Lucila M. Portugal

Lyceum of the Philippines University –
Batangas,
Capitol site, Batangas City, Philippines
E-mail: lmportugal@lpubatangas.edu.ph

DOI No. **03.2021-11278686** DOI Link :: <https://doi-ds.org/doi/10.2021-32233736/IRJHIS2107024>

Abstract:

Emotional intelligence is the ability to recognize one's emotions, understand what others are telling you, and realize how emotions affect people around them. This study aims to assess the relationship between job performance and emotional intelligence among in the university administrative personnel. Specifically, to present the profile of the administrative personnel, determine the job performance of the personnel; assess the emotional intelligence of the personnel in terms of self awareness, self-management, social awareness and relationship management. The descriptive- correlation design of research was utilized with 67 or 100 percent of the regular employees as participants of the study. Frequency distribution, percentage, weighted mean and Pearson -r Product Moment Correlation were the statistical tools used. Based on the result, majority of the respondents are 31 to 40 year's old, female, married, with college degree and serving LPU for 11 to 15 years. Administrative personnel can frequently manage their emotional intelligence as to social skills, self-management, social awareness and self-awareness. Majority of the administrative personnel's job performance rating is on the above average level. Significant difference found in the assessment of social awareness and social skills when grouped according to number of years in the university. It is recommended that seminar/workshop emotional intelligence may be included in the HRMDO Learning Calendar to improve knowledge on how to manage emotional intelligence.

Keywords: Emotional Intelligence, Job Performance, Administrative Personnel

INTRODUCTION:

Emotional intelligence is the ability to recognize one's emotions, understand what others are telling you, and realize how emotions affect people around them. Every individual shows their emotions differently because they have different needs, wants and personality. Going through all of this takes tact and cleverness in order to be successful in life. This arises the importance of emotional intelligence because it involves one's perception of others and when to understand how others feel. People with high emotional intelligence are usually successful in most things because they are the ones whom others want on their team (Emotional Intelligence, 2013).

Employees with high emotional intelligence can communicate with others effectively, can manage their own impulses, solve problems, manage change well and even use humor in times of stressful situations. These types of employees can remain positive even if they are facing difficulty and still have the capability to resolve customer complaints. In most people, emotional intelligence (EI) is more important than the intelligence in the attainment of their successful careers. Professional and individual success today is dependent on their ability to understand people's concern provide appropriate reaction to solve them. With these, everyone must be mature enough to possess emotional intelligence skills and to have better understanding of people, to empathize and convey with them to be globally competitive individual. These will help improve the individual career. (Akers & Porter 2013)

This study used the mixed model of emotional intelligence which is a combination of both ability and trait model. It is an array of skills and characteristics that drive leadership performance such as self-awareness, self-management, social awareness and relationship management (Goleman 1998b, 2013)

On the other hand, job performance as the overall expected value from employees' behaviors carried out over the course of a set period of time. This includes specific ideas that are worth breaking down such as performance which is a property of behavior, or plainly stated, what people do at work. Another is that an employee's behavior adds expected value to the organization, an employee's behaviors may help or a deterrent to the organizational success but the outcomes of employee behaviors are rarely measured so their value is merely expected (Bullock, 2013).

Individual work or job performance is an issue that has not only grasped companies all over the world but also fuelled a great deal of research in fields of management, organizational psychology, and occupational health. (Koopmans, 2011).

In an article written by Bailey (2015), he mentioned about a recent study the results of 36 separate pieces of research into the relationships between emotional intelligence and job performance. The authors were able to conclude that there is a strong correlation between the two variables. They identified seven traits which are emotional stability, extraversion, conscientiousness, cognitive ability, emotional intelligence, self-rated job performance and general self-efficacy. With all of these traits combined with other traits inherent in the individuals to a certain extent, these combinations are boosters to performance and can also unlock the potentials of people around.

Furthermore, there are studies which revealed that 20% to 30% proportion of work place success is attributed to emotional intelligence and academic administrators which could be the case in the employees (Mahdenghad, et al, 2017).

In the case of Lyceum of the Philippines University-Batangas, the job performance of employees is measured in the delivery of their jobs towards the realization of the University's vision,

mission and its core values. One part of it includes the mandatory requirements wherein attendance and punctuality in meetings and other university functions are rated. The same is true with their adherence to the Just English Please (JEP) policy, the 7S and other cost saving program and other policies of the university. An equally important part of the job performance being rated is the compliance to the 4Cs of the employees which refers to competence, commitment, caring and credibility. Being a university with tri-fold function, employees are evaluated in terms of institutional initiative and professionalism, thus they are also expected to do research and participate in community extension programs.

The LPU-B performance evaluation tool provides the management as well as the employees an opportunity to see how the latter contributes to the realization of the university's vision and mission as they deliver results expected of their jobs. As a feedback mechanism it identifies strengths as well as areas that needs improvement or learning gaps that the dean/department head discusses with the employee. This is also being used in the crafting of individual employee development plan.

Assessment of emotional intelligence (EI) is very important among the employees of LPU-Batangason *the premise that emotionally intelligent employees have a better understanding and managing of their emotions thus, better job performance.* They can communicate better their feelings in a more constructive way, can understand and relate better to the people in the organization and to the customers. Knowing emotional intelligence can discern people's emotions and empathize with their perspective. It's much easier to resolve conflicts or possibly avoid it.

The word emotional intelligence started in 1990's. This is strongly influenced by personal qualities such as skills in getting to know each others, perseverance and self-control. There are much studies on improving employees' EQ and this concept is now being used by managers in hiring decision. Managers are now looking for applicants with high scores in EQ because this believe that those with high EQ are flexible, can easily adjust to change and good member of the team (De Leon, 2016).

The researchers chose this topic to determine if there is significant relationship between the job performance of LPU administrative personnel and the emotional intelligence that they have as they perform their specific work assignment. The result of the study may be utilized by the HRMDO in training needs analysis and may determine the need to include the EI test on recruitment process.

OBJECTIVES OF THE STUDY:

This study aims to assess the relationship between job performance and emotional intelligence among in LPU Administrative Personnel.

Specifically, the study has the following objectives: to present the socio-demographic profile of the LPU employees in terms of age, gender, civil status level of education, no. of years in service; to determine the job performance of the LPU personnel; to assess the emotional intelligence of the

LPU employees in terms of self awareness, self management, social awareness and relationship management; to test relationship between the job performance and emotional intelligence of LPU personnel and to propose plan of action based on the results of the study.

LITERATURE REVIEW:

Employee engagement if acknowledge by employers will help to make the organization flourished. This means that employees are fully motivated and as a result they will be totally engaged to their job and therefore give their best in order to attain the high performance level (Foot and Hook, 2008). Sisson (2007) said that employee engagement is an instrument to make the business prosper.

Daniel Goleman (2013), an American psychologist, developed a framework of five elements that define emotional intelligence such as self awareness, self regulation, motivation, empathy and social skills.

Self-awareness is the ability to recognize an emotion as it happens. As such, self confidence and emotional awareness are the components of self-awareness (Akers & Porter, 2013)

This study will focus of the four areas of emotional intelligence. First is self-awareness competencies which includes emotional self-awareness, self-confidence and accurate self-assessment. Second is self-management which is the control of impulsive feelings and behaviours, conscientiousness, trustworthiness, achievement, adaptability, drive and initiative. Third is social awareness which include service orientation, empathy and organizational awareness. And the last is relationship management competencies which includes communication, influence, leadership, conflict management, building bonds, developing others, and team work & collaboration (Goleman, 2013).

The successful project outcomes are the best result of the key dimensions of project manager behaviour. This includes both transformational leadership and appropriate collaborative behaviors. In the study of Clarke (2010), the emotional intelligence ability was measured and empathy was explained. It was found out that there is additional variance in the project manager competences of teamwork, managing conflict, attentiveness, and the transformational after controlling personality and cognitive ability.

Importance of EI is being recognized in the workplace as well as in job performance because it is the ability to influence and to understand other people's emotions and to understand one's emotions and inspire. In the workplace, it is important to deal with friends, social teams, leaders and high-profile people and others. Using emotions is the best way to have quick and effective decisions. In the study conducted by Yadav (2011), an attempt was made to discuss the effects of EI on job performance. The result revealed that motivation, self-awareness, social skills and empathy are the factors that contributed to EI.

Cote & Miners (2010) conducted a research on how cognitive intelligence and emotional intelligence are associated with job performance. They develop and test a compensatory model that hypothesizes the relationship between job performance and emotional intelligence; they found out that cognitive intelligence decreases as job performance increases. Hypotheses from the model were supported for task performance and organizational citizenship behavior directed at the organization, but not for organizational citizenship behavior directed at individuals

METHODOLOGY:

The descriptive- correlation design of research was used to determine the relationship between job performance and emotional intelligence among LPU employees. The respondents of this study comprised of 67 or 100 percent of the regular employees including the administrative officer of academic year 2016- 2017. The study used a standard questionnaire from Management Performance Solutions Ltd (<http://www.tony-miller.com>) as the main data gathering instrument. Documentary analysis was also done to determine the job performance of LPU employees using the performance evaluation results of year SY2016-2017. Interview and observation were also conducted to substantiate the result of the survey.

After the approval of the proposed topic by the University President, the researchers personally administered the Emotional Intelligence questionnaire to all the regular employees of LPU Batangas. The Performance Evaluation scores were obtained through the periodic online evaluation tool of the university. For privacy purposes, the survey forms were coded, names were withheld before ratings/scores were encoded and subjected to data analysis and interpretation. This study used frequency distribution, percentage, weighted mean and Pearson -r Correlation as statistical tools.

RESULTS AND DISCUSSION:

Table 1
Percentage Distribution of the Respondents according to Profile

Profile Variables	Frequency	Percentage (%)
Age		
21-30 years old	15	22.40
31-40 years old	26	38.80
41-50 years old	15	22.40
51 years old and above	11	16.40
Sex		
Male	19	28.40
Female	48	71.60
Civil Status		
Single	17	25.40
Married	49	73.10
Widow	1	1.50
Highest Educational Attainment		
College Degree	28	41.80
With Masterate Units	10	14.90
Masters Degree	20	29.90
With Doctoral Units	4	6.00
Doctoral Degree	4	6.00
Others	1	1.50

No. of year in LPU		
Below 5 years	17	25.40
6 – 10 years	14	20.90
11 – 15 years	17	25.40
16 – 20 years	8	11.90
21 years and above	11	16.40

Table 1 presents the profile distribution of LPU administrative personnel as to age, sex, civil status, highest educational attainment and number of years working in LPU. There are total of 67 respondents that the regular or permanent employees of LPU for Academic Year 2017-2018.

In terms of age, 31-40 years old got 26 or 38.80 percent got the highest number of respondents followed by 21-30 years old while and 41-50 years old, both with 15 or 22.40 percent. The age bracket with least number of respondents is 51 years old and above with 11 or 16.40%.

Employees in the age bracket of 31-40 years old are those who are permanent employees and serving LPU for 10 years or more. Employees with age bracket of 51 years and above are the least number because some of them are retired from service at this age. If LPU is their first job, *and* they already served for 20 years, per retirement policy of the university, they are retired from work, that is compulsory.

With regards to sex, there are more female employees with 48 or 71.60 percent while males compose only 19 or 28.40 percent. Female employees are more than males because there are more females who apply for the position *even though the university* is accepting both sexes. It is also a manifestation that females are more inclined with office work or clerical work which is the common job of employees especially in the educational institutions.

As to civil status, majority of the employees, (49 or 73.10 percent) are married. Single employees composed of 17 or 25.40 percent while there is only one widow. Since most of the employees are 31 years old and older, *culturally, in the Philippines*, it is expected that they are married and they have built their own family.

With respect to the employees educational attainment, college degree has the highest number of respondents with 28 or 41.80 percent followed Masters' degree, with 20 or 29.90 percent. Employees with Masterate units are 10 or 14.90 percent while those with Doctoral units and Doctoral degree both composed 4 or 6 percent. College degree is the basic educational requirement as administrative personnel not only in LPU but also in other educational institution and non-academic institution. Once they are already a regular employees they can pursue Masters' degree as one of the benefits given by LPU to their employees. Those with Doctoral units and Doctoral degree, they act as department head of their work unit.

In terms of number of years employed in LPU, tied on top rank are below 5 years and 11-15 years of service, both 17 or 25.40 percent followed by 6-10 years of service, 14 or 20.90 percent. The lowest number of employees who are those serving LPU are 16-20 years of service comprising

8 or 11.90 percent. Employees serving for 21 years and above are 11 or 16.40 percent and these are the same employees with the age bracket of 51 years old and above.

Assessment of Emotional Intelligence of Administrative Personnel in terms of Self Awareness, Self-Management, Social Awareness and Social Skills.

In the assessment of emotional intelligence of administrative personnel as to self-awareness got a composite mean of 3.64 and verbally interpreted as frequently experienced. The indicator acting with confidence when I have some relevant expertise or experience topped the rank (4.43). It was followed by managing how much pressure I put myself (3.90) and rank third, sharing with others when I am uneasy about taking on task (3.84), all with verbal interpretation of frequently experienced.

The administrative personnel feel confident if they are an expert in their job or they possess enough experience to handle their job. They can easily accomplish their task and they can be proud of themselves for having such achievement.

Managing feelings such as anger, fear, sadness and joy usually depends on the emotional experiences on your early life, its quality and consistency (Segal, Smith, Robinson & Shubin, 2018).

However, taking decisions without approval or support (2.90) rank low and the lowest in rank is the indicator being open about the emotional impact events may have had on me (2.89) both has verbal interpretation of sometimes which can be attributed to the university culture of being QMS process oriented.

Some of the employees are open on the emotional impact of a certain events or occurrence of a situation wherein they are part of the organization

Reporting on how people felt may interfere the processes, the changing of thoughts and the assessment of the emotion with awareness of the emotion itself. This may shift the attention of the employees which would result to a change in cognition and in effect may alter other aspects of other emotional responses. This may result to fundamental alteration of the emotional process if it will be reported (Kassam and Mendes, 2013).

In the assessment of emotional intelligence of the administrative personnel as to self-management got a composite mean of 3.91 and verbally interpreted as frequently.

The result revealed that the respondents are tackling obstacles and problems rather than simply complaining about them which got the highest weighted mean of 4.09 followed by initiating action on tasks without needing to be asked (4.06) and adjusting rapidly when the situation changes (4.05), all are interpreted as frequently experienced.

Emotionally intelligent individuals are facing the problem in order to solve instead of complaining on what to do with the situation. This is a positive attitude that make them at par with their colleagues.

Personal competence is made up of self-management skills. This focus more on an individual rather than on their interactions with other people. Personal competence is the ability to stay aware of the emotions and manage the behavior and its tendencies.” (Brubaker, 2018)

However, the indicators considering all criticism non-defensively (3.83) and holding back from expressing criticism of others (3.63) rank low but still interpreted as frequently. Staying openly committed on tasks I do not consider worthwhile (3.49) ranked the lowest with verbal interpretation as sometimes.

The employees are committed to their work for them to stay on their job so they can support their own family specially if this job is their bread and butter.

If an employee has an effort to be commitment for a period of time, they will learn easily learn what they need to know. Employees must be given time in attempt the things to make them knowledgeable, but sometimes they make mistakes but having this mistakes will help them to know which strategy will work (Community Tool Box, 2017).

In the assessment of emotional intelligence of the administrative personnel as to social awareness got the composite mean of 3.85 with verbal interpretation of frequently experienced

Anticipating customer needs ranked the highest with the weighted mean of 4.47 followed by addressing the needs and concerns of others (4.30) and ranked third, alerting others when the harmony within the group is under strain (4.06), all verbally interpreted as frequently.

Employees are socially aware if they already anticipate the need of their customers. This mean that employees are already abreast with their job in such a way that they already know the needs of the customers.

Awareness in the environment makes a person becomes socially aware, noticing what is around, and also being able to understand the emotions of other people around which they interact with (Airth, 2018).

However, the indicator identifying where alliances could be built with other areas (3.42) ranked low and taking account of others' agenda and priorities when making presentations (3.33) ranked lowest, both has verbal interpretation of sometimes experienced.

It is important to take into consideration what is needed in the presentations, they should focus on the priorities in order to give their best shot in the company.

In the assessment of emotional intelligence of the administrative personnel as to social skills got a composite mean of 4.07 and interpreted as frequently experienced.

Listening attentively (4.39) topped of the rank followed by giving support to others in their learning and development (4.26) and tied on the third rank, presentation of ideas which they engages with others and inspiring them to achieve more (3.5) and taking the lead whenever there is an opportunity to do so (3.5), all interpreted as frequently.

Being attentive in listening to the needs of the customers and co-workers makes an individual responsible in dealing with others. Each person should take some time to listen without interrupting while the others person talks. Listening to those around them, making sure what is said and seek full and open sharing of information (Interpersonal Skills, 2018).

However, providing feedback which others act on(4.02), influencing the thinking of others (3.58) rank low while the lowest, working through informal networks to get things done (3.52) but still all are interpreted as frequently experienced.

Working with an informal network to accomplish a task can help not only the company but also to an individual who using it. Relationship to an informal network can be helpful specially during the time changing the organizational structure.

It is important to know and understand the informal networks which are the focus of the performance of the employee. It is common to the employees not to easily adapt to changes in the environment such as work flows and formal protocols and the management should take into consideration this scenario (Gartner, Inc, 2018).

Table 2
Job Performance of the Administrative Personnel

Rating	Frequency	Percentage (%)
98 – 100	3	4.48
94 – 97	11	16.42
90 – 93	33	49.25
85 – 89	18	26.87
80 – 84	1	1.49
Below 75	2	2.99
Over-all Performance	91.01	

Legend: 98 – 100 = Excellent; 94 – 97 = Superior; 90 – 93 = Above Average; 85 – 89 = Average; 80 – 84 = below average; 75 below – fair.

Table 2 shows the job performance of LPU administrative personnel for School Year 2016-2017 with over-all job performance of 91.01 and interpreted as above average.

Majority of the administrative personnel got a job performance rating of 90-93 or above average (33 or 49.25 percent) followed by 85-89, average 28 or 26.87 percent. Three (3) or 4.48 percent got the rating of 98-100 or excellent and only one (1) got 80-84 or below average.

According to Close (2016), above average score is the common rating received by typical employee. This is the result of the recent study conducted by researchers at the University of Pennsylvania and Lancaster University which was published in *Harvard Business Review*. The study was conducted by Cappelli and Conyon about the performance review from a large U.S. corporation between 2001 and 2007. On the performance review, the data showed that most employees got the score of above average and fairly distributed across the spectrum.

Table 3
Difference of Responses on Emotional Intelligence of Administrative Personnel
When Grouped According to Profile

Self-Awareness	F-value	p-value	Interpretation
Age	1.603	0.197	NS
Sex	0.987	0.378	NS
Civil Status	1.690	0.164	NS
Highest Educational Attainment	0.250	0.804	NS
No. of years in LPU	2.004	0.091	NS
Self Management			NS
Age	1.305	0.281	NS
Sex	1.166	0.318	NS
Civil Status	2.044	0.099	NS
Highest Educational Attainment	0.563	0.575	NS
No. of years in LPU	1.660	0.158	NS
Social Awareness			
Age	3.259	0.027	S
Sex	3.647	0.032	NS
Civil Status	2.018	0.103	NS
Highest Educational Attainment	1.017	0.313	NS
No. of years in LPU	3.555	0.007	S
Social Skills			
Age	2.511	0.067	NS
Sex	2.590	0.083	NS
Civil Status	2.879	0.030	S
Highest Educational Attainment	0.351	0.727	NS
No. of years in LPU	2.516	0.039	S

Legend: Significant at p-value < 0.05, Not Significant (NS), Significant (S)

As seen on table 3, all computed p-values were all < 0.05 alpha level, therefore the researchers fail to reject the null hypothesis. The result only shows that there were no significant difference and reveals that the emotional intelligence as to self-awareness and self management are the same across each profile.

This means thing here that the assessment of the respondents on emotional intelligence as to self-awareness and self-management is not affected by their profile, whether they are young or old; male or female; married, single or widow; having bachelor or doctorate degree and been working in LPU for less than a year or more than 21 years.

Table 3 also reveals that there is a significant difference in emotional intelligence as to social awareness when grouped according to age (0.027) and number of years in LPU (0.007) since the obtained p-values were less than 0.05 alpha level, it means that the responses vary significantly and based from the post hoc test conducted that those who are 41 to 50 years old and working in LPU for 16 to 20 years, their level of emotional intelligence is higher compared to the other age group.

The result suggests that as administrative personnel get older and serve LPU for long years in the institution their emotional intelligence goes up or they become socially mature. The result is consistent with their age and number of years in LPU.

It also can be seen in Table 4 that there is a significant difference observed on the emotional intelligence as to social skills when grouped according to civil status (0.030) and number of years in LPU (0.039) since the obtained p-values are less than 0.05 alpha level.

This indicates that the responses vary significantly and based from the post hoc test conducted those who are widowed and working in LPU for 16 to 20 years have a higher level of emotional intelligence compared to others.

This means that a widow has a higher level of emotional skills because they went through a lot of emotional stress and therefore easily get along with their colleagues and customers. Their number of years of experience as an employee also contributed to their maturity to handle people in a positive view.

Table 4
Relationship Between Emotional Intelligence of Administrative Personnel and their Job Performance

	r-value	p-value	Interpretation
Self-Awareness	0.173	0.162	NS
Self-Management	0.163	0.191	NS
Social Awareness	0.235	0.057	NS
Social Skills	0.098	0.432	NS

Legend: Significant at p-value < 0.05; Not Significant (NS), Significant (S)

As seen from Table 4, the computed r-values indicate a weak correlation and the resulted p-values are all greater than 0.05 alpha level, thus the researchers fail to reject the null hypothesis. This means that there is no significant relationship among the variables and it implies that the respondents' job performance is not affected by their emotional intelligence.

This means that whether an employee has a high rating in their job performance or awarded as outstanding/top performing employee, emotional intelligence such as self-awareness, self-management, social awareness and social skills has nothing to do with it and does not contribute to their achievements.

The result is in contrast with the study of Dhani, Sehwat & Sharma (2016) wherein emotional intelligence positively contributes towards several aspects of job performance. Employees

with higher scores on EI scale also received better peer or supervisor ratings of interpersonal facilitation, stress tolerance, and leadership potential than those with lower scores of EI.

CONCLUSIONS:

1. Majority of the respondents are 31 to 40 year's old, female, married, with college degree and serving LPU for 11 to 15 years.
2. The administrative personnel can frequently manage their emotional intelligence as to social skills, self-management, social awareness and self-awareness.
3. Administrative personnel's job performance rating are on the above average level.
4. Significant difference was found in the assessment of social awareness when grouped according to age and number of years in LPU and also on social skills when grouped according to civil status.
5. Significant relationship was not found on the assessment between emotional intelligence of administrative personnel and their job performance.

RECOMMENDATIONS:

1. Through the HRMDO Learning Calendar, seminar/workshop about emotional intelligence may be included to improve employees' self-awareness and knowledge on how to manage their emotional intelligence.
2. Encourage employees to join Quality Circle groups of the University, this is an avenue in developing social skills.
3. Continue supporting the identified learning needs of employees via training and other modes of skills development to enhance their expertise on their work and be perform their work to superior level.
4. All employees must join the community extension and outreach program of the University. This will enhance employees' social interaction and social networking leading to extraversion.
5. The HR may recommend to the management to enhance the reward package for employees with above average performance by recommending additional benefits in the existing ones.
6. Employees may commend the management for the continuous support for the development of employee expertise in order for them to deliver their tasks confidently. This can be sourced in the Individual Employee Development Plan and the management budget provided for each work unit.
7. Employees may be provided orientation in solving problems that may occur in the delivery of tasks as specified in their job description.
8. Other interested employees may conduct Future study using other variables not covered by this study and to give more in depth analysis on emotional intelligence and job performance.

REFERENCES:

1. Airth, M. (2018) Social Awareness retrieved from <https://study.com>
2. Akers, M & Porter, G (2013) *What is Emotional Intelligence (EQ)?*<http://psychcentral.com>
3. Bailey, S.(2015) Relationships Between Emotional Intelligence and Job Performance. *Applied Psychology Journal*. retrieved from: [https://wwwforbes.com/sites/Sebastian bailey/2015/03/05](https://wwwforbes.com/sites/Sebastian%20bailey/2015/03/05).
4. *Brubaker, K. (2018)*. How to Develop Self-Management InTheWorkplace retrieved from <https://www.bizlibrary.com/>
5. Bullock (2013) Job Performance Defined retrieved <http://www.consultingcafe.com>
6. Clarke, (2010) Emotional intelligence and its relationship to transformational leadership and key project manager competences, *Project Management Journal*. 41 (2) retrieved from from <http://onlinelibrary.wiley.com>
7. Close, K. (2016). Most People Score Above Average on Performance Reviews at Work Retrieved from time.com
8. Community Tool Box (2017). Building and Sustaining Commitment retrieved from <https://ctb.ku.edu>
9. Gartner, Inc, (2018).The Power of Informal retrieved from Network <https://www.cebglobal.com>
10. Goleman, D. (2013) An EI-Based Theory of Performance, Consortium for Research on Emotional Intelligence in Organization sretrieved from<http://www.eiconsortium.org>
11. Interpersonal Skills (2018). Social Skills in Emotional Intelligence <https://www.skillsyouneed.com>
12. Joseph, D.L.& Newman, D.A. (2010) & Emotional intelligence: An integrative meta-analysis and cascading model, *Journal of Applied Psychology*, 95(1), 54-78
13. Kassam, K.S. and Mendes, W. B.The Effects of Measuring Emotion: Physiological Reactions to Emotional Situations Depend on whether Someone Is Asking retrieved from <https://www.ncbi.nlm.nih.gov>
14. Koopmans, L (2011). Conceptual Frameworks on Individual Performance retrieved from <https://lirias.kuleuven.be>
15. Oboyle, Jr. (2010),The relation between emotional intelligence and job performance: A meta-analysis, *Journal of Organizational Behavior*
16. Poskey, M. (2014). The Importance of Emotional Intelligence in the Workplace: Why It Matters More than Personality retrieved from <http://www.zeroriskhr.com>

17. Prentice, C., & King, B. (2013), Impacts of personality, emotional intelligence and adaptiveness on service performance of casino hosts: A hierarchical approach, *Journal of Business Research*, 66(9)
18. Segal, J., Smith, M., Robinson, L., Shubin, J. (2018). Improving Emotional Intelligence retrieved from <https://www.helpguide.org>
19. Trivellas, P., Gerogiannis, V., & Svarna, S., (2013), [Exploring Workplace Implications of Emotional Intelligence \(WLEIS\) in Hospitals: Job Satisfaction and Turnover Intentions](#), *Procedia - Social and Behavioral Sciences*, 73,
20. Yadav, N. (2011). Emotional Intelligence and Its Effects on Job Performance: A Comparative Study on Life Insurance Service Professionals *International Journal of Multidisciplinary Research*. 1 (8), 248-260

