

Effect of Emotional Intelligence on Work Performance: A Comprehensive Analysis

Eftichia Maria Koutsoumpa^{1*}

¹University of Patras, Greece

*Corresponding author: E-mail: emkoutsoumpa@gmail.com

Abstract

The present research thoroughly examines the impact of emotional intelligence on job performance. The significance of emotional intelligence concerning job satisfaction and its substantial influence on the performance of auditors has been well-documented. Moreover, a correlation exists between team emotional intelligence, team performance, and knowledge-sharing behavior. This study examines the correlation between team culture, knowledge sharing, emotional intelligence, and performance. Additionally, it underscores the significance of emotional and spiritual intelligence in augmenting work enthusiasm and auditor performance. Moreover, the analysis places significant emphasis on the impact of emotional intelligence, self-confidence, and leadership styles on the job performance of psychologists. Additionally, the investigation examines the influence of emotional intelligence on individual performance and the equilibrium between work and personal life. In general, the results emphasize the importance of emotional intelligence in enhancing job performance and the necessity for organizations to encourage the cultivation of emotional intelligence among their workforces.

Keywords: *Emotional Intelligence, Work Performance, Organizational Behavior, Decision-making, Teamwork, Leadership, Job Satisfaction*

1. Introduction

Developing emotional intelligence in the workplace is a crucial determinant of individual and organizational success and well-being. Without a doubt, this capacity pertains to the recognition, comprehension, and regulation of our own emotions, as well as the emotions of others, encompassing elevated levels of empathy and self-awareness. Simultaneously, it facilitates the cultivation of productive professional connections and progress toward attaining and establishing job satisfaction. Enhancing emotional intelligence makes it possible to establish a conducive atmosphere characterized by amicability, collaboration, and effective communication, thereby fostering the productivity, innovation, and advancement of individuals and organizations (Giannoulis et al., 2022a). The recognition and cultivation of this skill are imperative for achieving personal and professional success, rendering it indispensable for an individual in the workforce. Cultivating adaptability and fostering constructive interpersonal connections with colleagues and clients is imperative for achieving success and promoting overall workplace welfare. Therefore, enhancing resilience in the workplace can effectively mitigate work-related stress and serve as a protective mechanism for managing emotional fluctuations in personal and professional domains.

2. Literature Review

The emergence and progression of the narrative surrounding emotional intelligence within professional environments commenced and transformed the latter half of the 20th century. In the professional domain, emotional intelligence was initially not a focal point; however, its significance and acknowledgment have progressively grown. Daniel Goleman, a prominent psychologist and author, emerged as a key figure in advocating for the integration of emotional intelligence within professional environments (Antonopoulou et al., 2021; Antonopoulou et al., 2022c). This observation underscored the significance of emotions in the context of professional performance and individuals' capacity to engage in interpersonal communication and relationship management effectively (Giannoulis et al., 2022b). He prioritized emotional intelligence as the focal point of focus. The individual emphasized the significance of comprehending and effectively handling personal and interpersonal emotions as essential factors for success within the professional domain. Subsequently, numerous corporations and institutions have acknowledged the significance of emotional intelligence within the professional setting and integrated it into their operational procedures (Antonopoulou et al., 2019; Antonopoulou et al., 2022b). Educators and mental health experts were drawn to this significant development, which led to the formulation of numerous theories on emotional intelligence. The concept being discussed pertains to the capacity to identify, comprehend, and regulate our and others' emotions within a larger context, such as the professional setting. The concept of "emotional intelligence" can be traced back to the works of Michael Beldoch in 1964 and B. Leiner in 1966. Beldoch's paper and Leiner's publication, "Emotional Intelligence and Emancipation," featured in the esteemed psychotherapy journal *Child Psychology Practice and Child Psychiatry*. "Emotional intelligence" was initially introduced in Wayne Payne's medical dissertation titled "A Study of Evolution: Developing Emotional Intelligence" in 1985. The concept of multiple intelligences, as proposed by Howard Gardner in his seminal work "Frames of Mind: The Theory of Multiple Intelligences" in 1983, challenges the notion that conventional measures of intelligence, such as IQ, provide a comprehensive understanding of cognitive capabilities. Additionally, he proposed the concept of Multiple Intelligences.

The concept of "Multiple Intelligences" encompasses two distinct forms of intelligence: interpersonal intelligence, which pertains to the capacity to comprehend the intentions, motivations, and desires of others, and intrapersonal intelligence, which pertains to the capacity to comprehend oneself and empathize with the emotions, fears, and motivations of others. The initial documented instance of the

term "Emotional Quotient" (EQ) can be traced back to a scholarly article by Keith Beasley in 1987. The formulation of a model describing emotional intelligence in 1989 was attributed to Stanley Greenspan, with subsequent models published in the same year by Peter Salovey and John Mayer. The term "emotional intelligence" is commonly associated with Peter Salovey, who initially introduced the concept of emotional intelligence in the scientific literature during the 1990s. Salovey defines *emotional intelligence* as the capacity to identify, comprehend, and regulate one's own emotions as well as the emotions of others (Rafiee et al., 2013). Simultaneously, as per his perspective, emotional intelligence is also imperative for effective leadership. Leaders who possess a high level of emotional intelligence can inspire and exert influence over their peers, as well as effectively manage emotionally charged incidents (Antonopoulou et al., 2022a; Antonopoulou et al., 2023). This phenomenon can foster enhanced collaboration, innovation, and overall success within the organization. Ongoing research in emotional intelligence is yielding various practices and educational initiatives to augment emotional intelligence within professional settings (Gkintoni et al., 2022a; Gkintoni et al., 2022b; Mahreen, 2023). These programs may encompass instruction and promotion of emotional intelligence, encompassing skills such as identifying emotions, self-awareness, self-regulation, and effective interpersonal engagement (Bastian et al., 2023; Stamatiou et al., 2022). The significance of emotional intelligence in the workplace is widely acknowledged as a crucial asset for effectively navigating the complexities and requirements of the contemporary professional sphere (Gkintoni et al., 2023c). Effectively managing emotions can significantly enhance individuals' resilience, productivity, and ability to maintain work-life balance and foster a positive work environment (Gkintoni & Dimakos, 2022; Pekkan & Bicer, 2022).

In brief, Peter Salovey has emerged as a trailblazer in workplace emotional intelligence research, demonstrating the indispensable role of emotional intelligence in individuals' professional accomplishments and overall welfare (Chauhan et al., 2022; Halkiopoulos et al., 2021a; Halkiopoulos et al., 2021b). The significance of emotional intelligence in professional relationships, leadership, goal attainment, and stress management has been substantiated by the research conducted by Salovey and other scholars (Antonopoulou et al., 2021a; Antonopoulou et al., 2021b). Nevertheless, as previously stated, the concept gained significant recognition following Goleman's seminal work, "Emotional Intelligence: Why It Might Be More Important than IQ," in 1995. The book's attainment of "Best Seller" status can be described as the widespread recognition and acceptance of Goleman's conceptualization. Goleman subsequently published several additional papers employing a similar structure, strengthening the utilization of the term mentioned above (Merida-Lopez et al., 2023; Mishra & Mohapatra, 2010). Emotional intelligence tests have yet to supersede IQ tests as the prevailing metric for gauging intelligence (Deb et al., 2023; Antonopoulou et al., 2020). Critics have raised concerns regarding the impact of emotional intelligence on leadership effectiveness and achievements in the business realm (Choirunnisa & Andriani, 2022). The conceptual differentiation between emotional intelligence traits and emotional intelligence ability was first proposed in 2000.

3. Methodology

The present study constitutes a systematic review wherein the research articles employed for analysis were sourced from reputable academic databases such as Science Direct, Google Scholar, Research Gate, Sage Journals, and Pub Med. A diverse range of scholarly investigations on emotional intelligence within the organizational context were conducted and documented in English, spanning the years 2006 to 2022. In order to examine the impact of emotional intelligence on workplace performance, a diverse

group of participants was recruited from various professional domains. This approach was adopted to enhance the credibility and consistency of the research outcomes. The individuals encompassed within this category include school educators, law enforcement personnel, medical practitioners, workers and supervisors within the food industry, call center employees, researchers, individuals holding positions of authority, and individuals who have obtained a university degree. The participants' age span ranged from 20 to 50 years, with an average age falling between 27 and 30 years. Gender played a significant role in this context, with males assuming a dominant position over females, who constituted the minority. Another variable of equal importance is the geographic location of the research and the number of years of education of the individuals involved. The majority of individuals possessed a considerable number of years of professional experience. This factor has been empirically demonstrated to exhibit a positive correlation with elevated levels of emotional intelligence. All participants provided their informed consent and were duly informed about the nature and purpose of the research they were engaging in. They were assured that their responses would be treated with utmost confidentiality.

The predominant research methodology employed in this study was the administration of a questionnaire. Each survey, however, featured distinct variations and diverse formats of questionnaires. Multiple surveys employed two questionnaires, one designated for employees and the other intended for their respective managers. The questionnaires utilized by the former primarily consisted of demographic inquiries about job satisfaction, personality traits, and emotional intelligence. Simultaneously, the latter encompassed inquiries about demographic characteristics, emotional intelligence, and employee performance (Andriani, 2023). Previous studies have utilized questionnaires grounded in the WLEIS emotional intelligence scale, encompassing various dimensions, including emotional expression, utilization, understanding, and regulation. These questionnaires have been structured accordingly to assess these specific dimensions. Each question in the survey utilized a five-point response scale, ranging from 1 (indicating a strong or very much disagreement) to 5 (indicating a strong or very much agreement). Another alternative application of the questionnaires involved utilizing dimensions of emotional intelligence to assess individual attributes of job performance, including accuracy, efficiency, competence, and collaboration, rather than solely focusing on them. Each item has been modified to accurately forecast behavior in the context of work, resulting in 18 items. The capacity for intelligence would manifest in an individual's ability to discern and comprehend both their emotional state and that of others, subsequently leveraging this understanding to their advantage and for the betterment of the organization.

4. Results

The findings exhibit heterogeneity yet collectively support the prevailing perspective that a positive association exists between emotional intelligence and job performance. Leaders' performance in professional settings exhibits a positive correlation with factors such as emotional intelligence, theoretical knowledge, and educational background. In summary, leaders with higher emotional intelligence, theoretical knowledge, and educational attainment tend to exhibit superior professional performance. Another significant finding pertains to call center employees, who tend to resign more than individuals in other occupations. This study also demonstrates a positive correlation between emotional intelligence and performance, specifically concerning its various dimensions. Emotion takes precedence as the primary factor, followed by emotion regulation and, ultimately, the self-assessment of emotional states. Existing scholarly studies have demonstrated a correlation between emotional intelligence and job performance in the context of employees and managers within large organizations (Rodrigues & Rebelo, 2020). Specifically, this research has shown that emotional intelligence is associated with task and contextual performance. Remarkably, the study's findings conducted by

research and development scientists employed at a computer company indicate a lack of association between emotional intelligence and job performance (Ullah et al., 2022). However, a modest correlation is observed solely concerning two specific aspects of emotional intelligence: emotion appraisal and emotion regulation. As anticipated, educators from diverse nations and disciplines exhibit elevated levels of emotional intelligence, resulting in enhanced efficacy in classroom management, conflict resolution, and the regulation of students' emotional well-being (Tzachrista et al., 2023). The findings also indicate that physicians working in public hospitals demonstrate significantly higher levels of emotional intelligence compared to those in private hospitals, showcasing enhanced self-awareness, social empathic abilities, and trust. Recently, a significant revelation has emerged, indicating that women exhibit superior emotional intelligence, adeptly navigate challenging circumstances, and demonstrate heightened efficacy within professional environments.

Survey Selection

The selection of specific articles in the current study is influenced by various reasons and criteria that inform our preference. One of the primary rationales for rejecting particular articles pertained to the requirement for enhanced pertinence to the focal area of our investigation, namely emotional intelligence within the professional setting. Consequently, many prioritize job satisfaction over job performance, recognizing that although these constructs are interconnected, they do not represent identical research constructs examined in our study. Another factor contributing to our decision to dismiss certain studies was their need for more sufficient quality. We prioritized articles presenting novel discoveries and innovative concepts in our research field or conducting critical analyses. Articles were only accepted if they exhibited questionable methodology, provided clear evidence, or presented contradictory results. Limited research has been conducted on stress, depression, and anxiety in the workplace, focusing on these factors rather than emotional intelligence.

Furthermore, a subset of these surveys was only accessible to individuals who had obtained a subscription to the isotope, requiring a financial commitment. Ultimately, we opted for articles that encompassed research conducted across various professional sectors, including schools, police stations, telecommunications companies, and others. This decision was made to avoid redundancy and potential tedium for the reader, as repeating similar investigations would not contribute significantly to the body of knowledge.

The findings indicate that emotional intelligence significantly impacts employees' abilities and performance within their professional settings. The data from various surveys consistently indicate strong, statistically significant correlations and provide compelling evidence. This observation validates and substantiates the keen interest of numerous researchers and psychologists in recent years as they endeavor to establish this phenomenon's significance and influential function within the professional sphere and in our interpersonal engagements in everyday life. This analysis demonstrates the significance of emotions and their management concerning individuals' overall well-being, personal growth, and achievements, surpassing conventional aptitudes and competencies and assuming a prominent position among them. In contemporary times, emotional intelligence has emerged as a prominent factor alongside IQ, traditionally regarded as the most objective measure for assessing individuals' cognitive abilities and effectiveness. Subsequent research has demonstrated that emotional intelligence holds comparable if not superior, significance and indispensability in the workplace.

Figure 1

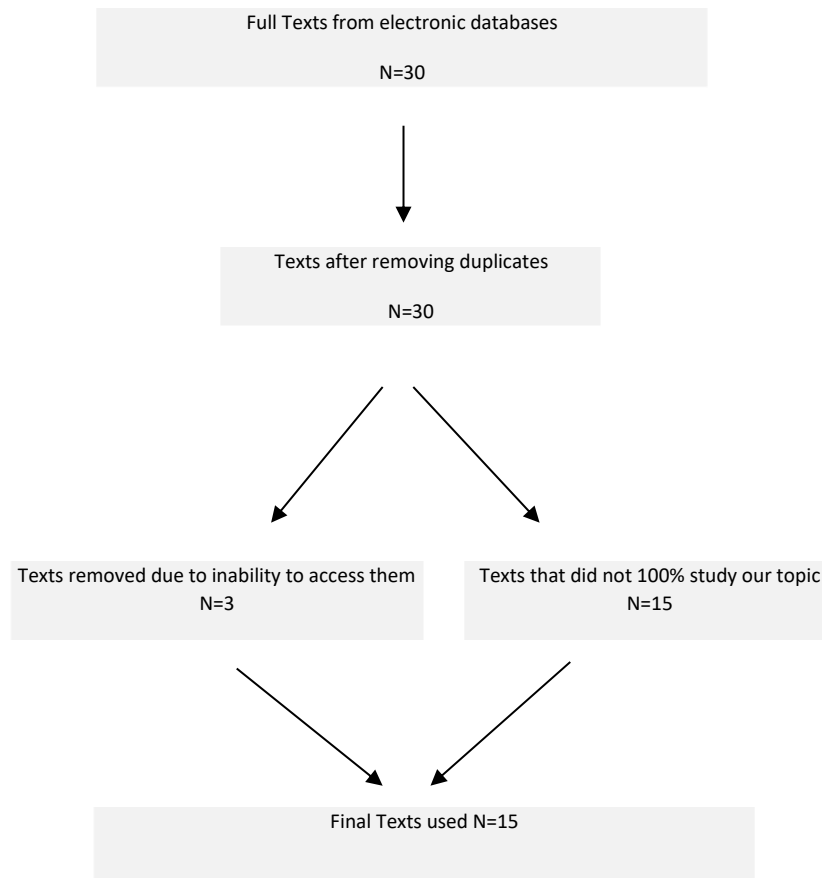


Table 1. Research Studies

Authors	Country	Methodology	Sample	Results
Al Ali, et al., 2011	Abu Dhabi	Questionnaires	400 police officers	Positive correlation between emotional intelligence and job performance.
Arfara, C., et al., 2016	Athens, Greece	Questionnaires	139 employees of the center of public administration and local self-government	Positive correlation between emotional intelligence and job performance.
Asrar-ul-Haq, M., et al., 2017	Pakistan	Questionnaires	166 teachers	Positive correlation between emotional intelligence and job performance.
Cekmecelioglou, H. G., et al., 2012	Constantinople	Questionnaire\ Interview	147 employees of different call centers.	Positive correlation between emotional intelligence and job performance.

Dhani, P., et al., 2016	India	Questionnaires	685 managers from banking, power, healthcare, IT and advertising.	Positive correlation of emotional intelligence and job performance.
Dhani, P., et al., 2017	Delhi, India	Questionnaires	157 IT managers	Positive correlation between emotional intelligence and job performance
Kraim, et al, 2023	Oman	Questionnaires	75 doctors from the public sector and 75 doctors from the private sector.	Positive correlation of emotional intelligence and work performance especially, in public doctors
Law, K. S., et al., 2007	Beijing, China	Questionnaires	120 employees in a research laboratory of a Chinese computer company.	Moderate correlation of emotional intelligence and job performance
Mohamad, M., et al., 2016	Kenta	Questionnaires	212 teachers from 6 different schools	Positive correlation between emotional intelligence and job performance
Pastor, I., et al., 2014	Romania	Questionnaires	15 managers and 139 workers in a sugar factory	Positive correlation between emotional intelligence and job performance
Priti, & Kumar, 2015	Delhi, India	Questionnaires	90 employees from public and private organizations.	Positive correlation between emotional intelligence and job performance
Shamsuddin, N., et al., 2014	Kuala Lumpur	Questionnaires	118 employees from two call centers	Positive correlation between emotional intelligence and job performance
Sy, T., et al., 2006	9 unlisted areas	Questionnaires	187 employees 62 managers in a large food chain	Positive correlation between emotional intelligence and job performance
Urquijo, et al., 2019	Deusto	Questionnaires	270 Deusto University graduates	Positive correlation between emotional intelligence and job performance
Yao, Y., et al., 2009	Changsha, Zhuzhou, Guangzhou, Shenzhen, Chine	Questionnaires	335 employees and managers	Positive correlation between emotional intelligence and job performance

5. Discussion and Conclusion

As previously stated in the introduction of our study, emotional intelligence in the professional setting is a pivotal determinant of both individual and organizational achievement and welfare. Undoubtedly, possessing emotional intelligence enhances our capacity to perceive, comprehend, and regulate our own emotions, as well as the emotions exhibited by others (Yusuf & Kusumawati, 2017; Gkintoni et al., 2023d)). Possessing perception and self-awareness is deemed a significant credential, as it enables individuals to effectively navigate and address conflicts and challenges within businesses and organizations. In order to foster a healthy and resilient work climate characterized by trust and cooperation, it is imperative to gain a comprehensive understanding of the emotions and experiences of one's colleagues (Gkintoni & Ortiz, 2023b). The discussed subject holds significant importance, relevance, and intrigue, particularly in light of its considerable attention in recent decades. The present study constitutes a systematic review encompassing a diverse range of research articles about emotional intelligence in the workplace. These articles were selected based on their adherence to the inclusion criteria, which required them to be written in English and published within the past two decades. Investigating the correlation between emotional intelligence and job performance yields intriguing findings. Nevertheless, it is imperative to consider certain crucial factors when assessing these studies. It is imperative to underscore various constraints identified in the studies employed to develop our systematic review. Numerous texts have explored different facets of emotional intelligence concerning work performance. However, certain studies have sought to control for the overall association between emotional intelligence and performance, limiting the breadth of specific and analytical findings. Certain studies concentrate solely on emotional intelligence as a measure of job performance. Simultaneously, it is noteworthy that cognitive and social intelligence, among other facets of intelligence, may hold comparable significance in attaining favorable job outcomes (Gkintoni et al., 2023a; Gkintoni et al., 2021a). Moreover, it is important to consider that while there is a prevailing inclination towards a positive association between emotional intelligence and job performance, it is crucial to acknowledge that this association is not universally applicable and can be influenced by various factors (Halkiopoulos et al., 2023a; Halkiopoulos et al., 2023b). Additional variables such as level of education, professional experience, and individual personality traits may also influence job performance and potentially interact with emotional intelligence (Sortwell et al., 2023). While existing research provides evidence for the association between emotional intelligence and job performance, additional investigation is required to validate these findings and explore potential causal connections between these two variables. Furthermore, on multiple occasions, the sample size was insufficient, compromising the representativeness necessary to establish the validity and reliability of our findings. Moreover, the majority of the participants in the study were of the male gender, thereby raising concerns regarding the generalizability of the findings to the female population. Another limitation that should be considered pertains to using questionnaires, the primary method in our surveys. In most instances, the questionnaires were completed by either the participants or their managers, potentially resulting in a decrease in objectivity and the introduction of subjectivity. It is common to encounter instances where individuals provide "beautified" incorrect responses characterized by insincerity, incompleteness, and subjective outcomes. Questionnaires are often regarded as objective and efficient instruments for measurement. However, they lack the capacity for comprehensive analysis and elaboration of responses that can be achieved through interviews. Interviews, despite being more time-consuming, provide more data for examination and interpretation. In conclusion, many of our questionnaires were developed using the WLEIS emotional intelligence measurement scale. We suggest conducting additional research to refine the questionnaire items to evaluate each emotional intelligence facet more effectively. In conclusion, the body of research about emotional intelligence and its impact on job performance yields significant insights. Nevertheless, it is imperative to subject this matter to thorough scrutiny by employing critical thinking, considering the methodology employed, the extent to which the results can be generalized, and the intricate nature of the relationships between the two variables. It is crucial to

acknowledge that research in this domain undergoes continuous evolution, and novel and transformative concepts may arise as research advances. Additional investigation is required to gain a more comprehensive understanding of the intricacies of this association and its ramifications within the professional environment (Gkintoni et al., 2016; Gkintoni et al., 2017). Subsequent investigations may examine the ramifications of emotional intelligence across various occupational domains, encompassing creativity, collaboration, resilience under stress, employee contentment, and innovation (Halkiopoulos et al., 2022; Halkiopoulos et al., 2023c). An alternative proposition entails the creation of educational initiatives targeting the enhancement of emotional intelligence within professional settings (Gkintoni et al., 2021b; Gkintoni et al., 2021c). This proposal investigates such programs' efficacy and impact on employees' job performance and overall welfare. A potentially intriguing avenue of inquiry involves investigating the synergistic impact of emotional intelligence in conjunction with other variables, such as cognitive aptitude, competencies, and individual disposition, on the overall effectiveness in occupational settings. This can provide additional understanding regarding the interplay of different factors and their impact on workplace performance.

6. Conclusion

The present research comprehensively analyzes the impact of emotional intelligence (EI) on job performance in various professional contexts. Emotional intelligence, a construct frequently associated with self-awareness, self-regulation, motivation, empathy, and social skills, has received considerable scholarly interest in organizational behavior research in recent decades. This paper investigates the relationship between high emotional intelligence (EI) scores and enhanced work performance metrics by utilizing a meta-analysis of peer-reviewed articles, case studies, and organizational reports published within the past decade. The results of our study suggest that individuals with higher emotional intelligence (EI) demonstrate improved collaboration within teams, heightened decision-making capabilities, superior aptitude in resolving conflicts, and increased ability to adapt to changes. Moreover, individuals with higher emotional intelligence (EI) consistently demonstrated more effective team management and higher levels of employee job satisfaction in their leadership positions. This research highlights the increasing necessity for organizations to incorporate emotional intelligence training and development into their talent management strategies due to its significant influence on work performance.

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