

**THE IMPACT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE  
PERFORMANCE**

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# IMPACT OF EMOTIONAL INTELIIGENCE ON EMPLOYEE PERFORMANCE

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A thesis submitted in fulfilment of the  
requirements for the award of the degree of  
Bachelor of Science (Human Resource Development)

School of Human Resource Development and Psychology  
Faculty of management and social science  
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15 June 2023

## DECLARATION

This thesis is entirely dedicated to my dear parents, who have been as my inspiration, my source of strength when I felt like giving up, and who have consistently demonstrated their moral and financial support.

Signature



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## **DEDICATION**

This study is fully dedicated to my family, who have been encouraging me since the beginning of my education, and throughout conducting this research they have been supporting me in every way possible.

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## **ABSTRACT**

This study investigated the impact that emotional intelligent has on employee performance among 75 employees working in Anwar Shekha Hospital. It was projected that emotional intelligence was positively related and has a positive impact on employee performance. Furthermore, the findings indicate that employees with high emotional intelligence had a positive correlation with increased rate of performance instead of the workers with low emotional intelligence.



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## **LIST OF ABBREVIATIONS**

EP	-	Employee Performance
EI/EQ	-	Emotional Intelligence

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

People who work in organizations have feelings, beliefs, cultures, and needs, thus it takes emotional intelligence to relate them successfully and consistently avoid conflict. In order to anticipate their actions and reactions in any given situation, managers must have emotional intelligence. They must comprehend the feelings, thoughts, and reasoning of their employees. In this chapter, background of the study, scope of this study, significant of this study, research objective, research question, and summary are discussed.

### **1.2 Background of the Study**

Numerous studies conducted independently in recent years have examined the effect of emotional intelligence on employee performance, including job satisfaction, organizational commitment, job involvement, perceived organizational support, and employee engagement. In order to ensure the success of the company and the welfare of the workforce, the goal of this study is to demonstrate the relationship between an employee's emotional intelligence and their performance in the workplace. Understanding our own emotions as well as those of others allows for more effective communication between the two people concerned. According to Bahdor et al. (2011) “Emotional intelligence, includes significant traits including emotional awareness, motivation, the ability to control anger, intuition, and the capability to emotionally



respond to others' emotions and reactions". These skills required significant sets of values. "Understanding and controlling your own emotions and feelings as well as those of others is a sign of emotional intelligence. Managers can use emotional intelligence to improve outcomes, workplace culture, and employee satisfaction by developing self-awareness, objectivity, and equality". (Goleman, 1998).

The difficulties of interpreting employees' emotions and feelings regarding their job and organizations may have served as the catalyst for these extensive studies on emotional intelligence (Giao et al. 2020& Rahman et al. 2020). The foundation and key to any organization's success and continuity are its productive and efficient employees (Amjad, 2018, Wen, Huang, and Hou, 2019). According to (Rahman and Haleem, 2018) "As a result, developing positive work attitudes among employees should be a part of every manager's growth plan and might be implemented if managers possess emotional intelligence. One way to describe emotional intelligence is as a component of person personality that affects manager-employee relationships, which in turn affects organizational performance". Employee productivity progress depends on how devoted and involved its employees are in their work, as well as how satisfied they are with it. But if they are dissatisfied with their jobs and working conditions, disengaged from the organization, or unsatisfied with the support provided by the various organizations, they may leave one to join another. This chapter will provide an overview of the study's background, problem statement, research objective, research question, significant findings, and scope.

Therefore, the organization can implement positive adjustments to encourage employees' positive work attitudes for the survival and wealth of the organization Uslu and Uslu (2019). According to Petrides, Pita, and Kokkinaki (2007) "trait EI is "a constellation of emotional self-perceptions positioned at the lowest levels of

personality, " Trait EI, to put it simply, is how someone perceives their own emotional intelligence. In contrast to the ability-based model, this relates to actual abilities, which have shown to be highly resistant to scientific assessment, this definition of EI encompasses behavioral dispositions and self-perceived abilities and is tested by self-report". The ability to manage one's emotions is associated with improved job and performance. Therefore, the more positive employee's EI is across your workforce, can help employees have a more productive performance people, who can handle more responsibility. (Valamis 2022) Better job satisfaction and performance are correlated with the capacity to control one's emotions. Employees with higher EI scores are better able to identify and control emotions like stress and frustration. These employees also have the capacity to comprehend and control their professional demands, which increases their level of job satisfaction. These employees are better able to control their emotions and develop closer relationships with coworkers. Managers rate their performance higher as a result.

Amelang and Steinmayr (2006) looked at how EI related to several facets of productivity and job performance in two groups. In both experiments, they discovered no evidence of a link between those elements.

According (Valamis 2022) "advantages of emotional intelligence at work and Despite challenges, working toward the organization's objectives"

- Employees are more driven to comprehend their own emotions as well as many of their coworkers.
- Effective communication within the organization that leads to shared objectives
- Employees have an optimistic attitude about the task they are doing.

- Stronger relationships and stronger bonds between colleagues.
- Employees with high EI are more adaptable and can manage any additional stress it may cause.
- Increase productivity through friendly employees who make choices that benefit each.
- As their careers advance, workers with high EI are more likely to succeed in leadership positions.

According to Cherry (2020) “Even though some people may be born with the ability to comprehend and reason with emotions, there are things that everyone can do to aid them. In the office, where relationships and commercial decisions frequently depend on interpersonal understanding, teamwork, and communication, this can be very helpful, socially adept workers and leaders may establish connections with coworkers and effectively convey their ideas, People with strong social skills become excellent team members and, when necessary, can step up to leadership positions”. Cherry (2020). For success at work and overall well-being depend greatly on your emotional intelligence. Fortunately, there are a number of insights from emotion psychology that you can use to boost your EQ and develop greater emotional competencies in order to perform better at work and achieve professional success. When an employee is conscious of their feelings at work, they will perform better.

### **1.3 Problem Statement**

Managing workers’ emotions correctly appear to be a 21st century challenge to the managers. Although previous research found a link between emotional intelligence and performance inside the business, the health industry still lacks information concerning whether employees actually use their emotional intelligence to improve job

results. According to Brackett et al. (2011) “Emotional intelligence is the ability to recognize emotions clearly and use them in cognitive processes including thinking, problem-solving, and interpersonal interactions”. At work place, interaction with other people seems to be critical which may require the competency of empathy for better performance. They lack the idea of putting themselves in others’ position and then may proceed to certain inappropriate action. It is frequently challenging for people with low EI to understand and control their emotions. They may react angrily without understanding why they are angry or what is actually making them feel that way. They can go into a rant that lasts for minutes or even hours over the tiniest things Kendra cherry (2022), Numerous individual research and more recent meta-analyses have confirmed EI can help with job performance. Nowadays in workplace employee doesn’t know how emotionally they are affected. Emotional intelligence (EI) can help employees perform their jobs more effectively by allowing them to increase or produce the emotions that help them complete a task and decrease the emotions that get in the way. An employee with a great level of emotional intelligence is conscious of the connections between emotion and cognition and is able to alter the former to support the latter. Simply put, doing this will enable the employee to make the best judgments possible and assist others in doing the same, which is likely to have an impact on their level of job performance (see Côté and Miners, 2006). Employees with poor emotional intelligence are less conscious of their surroundings. The staff at Anwer Sheikha Hospital will assess their level of emotion throughout this research and learn how to control it for both themselves and those around them. I was inspired to do my research on emotional intelligence because I have observed that many employees lack emotional awareness and are unaware of how crucial it is to look out for one another and themselves at work. I decided on a hospital because I think it's crucial for nurses and doctors to understand how to cope with patients' and families' emotions when they

engage with people who have difficult circumstances and conditions.

#### **1.4 Research Objectives**

- 1) To examine the level of Emotional intelligence among employees.
- 2) To examine the level of employee performance.
- 3) To examine the relationship between the emotional intelligence of the employee and its effect on performance.

#### **1.5 Research Questions**

- 1) What is the level of emotional intelligence among employees at Anwer Sheikha hospital?
- 2) How to measure the level employee performance?
- 3) What is the relationship between the emotional intelligence of the employee and its effect on performance?

#### **1.6 Scope of This Study**

In the present study, which is quantitative in design and collects data through the distribution of questionnaires, focuses on the relationship between emotional intelligence and employee performance. The Google form will be enhanced to include questions regarding emotional intelligence and employee performance. The respondents will be the staff of the hospital include doctors, nurses and other workers. The employees will receive the questions through email and Viber group. The subject of this study is the staff of Anwer Sheikha Hospital.

## **1.7 Significant of This Study**

Anwer Sheikha Hospital staff will be the focus of this study in order to learn more about employee performance and the level of emotional intelligence there. This part of the study will help employees understand their emotions and how those emotions affect how they perform at work. The research will help Anwer Sheikha Hospital by encouraging employees to be more aware of their emotions in the workplace. Therefore, this study will help employees assess their emotions. Whether employees miss something they are unaware of, or lack effectiveness, motivation, or stratification in the workplace, this type of survey helps employees evaluate themselves. Helps with. The source will be used in further research. Future writers will be able to obtain additional information in this area by conducting more research on EI and employee performance.

## **1.8 conceptual definition**

**1.8.1 Emotional intelligence:** According to Goleman (1995) “emotional intelligence is the largest single predictor of success in the workplace defines emotional intelligence as being troubled with effectively considerate oneself and others, relating well to people, and adjusting to and deal with the immediate surroundings to be more positive in dealing with environmental demands”.

**1.8.2 Employee performance:** According to Hameed (2011) “Employee behavior and how effectively they complete the tasks you've assigned to them are both considered aspects of employee performance. Employee performance will affect the organizational productivity”.

## **1.9 Operational Definition**

**1.9.1 “Emotional intelligence:** The capacity to recognize, use, and regulate own emotions in order to reduce stress, communicate clearly, sympathize with others, overcome obstacles, and diffuse conflict is known as emotional intelligence.

**1.9.2 Employee performance:** is determined by how effectively employees perform their duties and complete important tasks. It highlights the worth, excellence, and efficiency of their work. Because the company places a high value on each employee, their contributions must be substantial. Employees' performance status should be communicated to management at all times. Implementing best practices for enhancing the quality and productivity of work can significantly improve performance, regardless of whether it is sluggish or simply needs a boost.

## **1.10 Summary**

In this chapter, it is mentioned that there is a relation between emotional intelligence and employee performance. Being aware about emotional intelligence will help improve employee performance. Recent studies have shown that the employees who are aware of their emotion are performing better at workplace and if employees know how to emotionally react will be able to know how to react to others as well. In this chapter, we came to the conclusion that an emotional intelligence can influence both organizational and employee performance. more incentive among personnel to comprehend both their own and their coworkers' emotions. shared goals across the organization are the result of effective communication.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews several pieces of research connected to the effect of emotional intelligence (EI) on employee performance (EP). How it can affect the employees and their work, this chapter discusses the role of emotional intelligence in the workplace, and how it can change employees' performance. The research framework diagram derived from this study is also shown in this chapter.

#### **2.2 Employee Performance (EP)**

Employee performance (EP) Since studies have shown that employee performance can fluctuate, it must be managed effectively in order to achieve high levels of employee effectiveness. According to Gunu (2014) "companies and organizations focus on employee performance because employee performance affects the quality of work and the organization's outcome".

(Praveen M.Kulkarni, 2009) The way workers perform and accomplish their job responsibilities is stated as their employee performance.

The majority of the observed studies have yielded conflicting findings regarding the impact of work stress on employee performance. According to some recent studies, employee performance is impacted by a variety of factors, including workload, time constraints, role conflicts, a lack of motivation, role uncertainty, a reduction in resources, harassment, and many others (Sharmilee Bala Murali 2017).



According to Gunu (2014) “Employee performance is being studied by many researchers. It can be affected in many ways, by adding a positive impact on the employees it has been shown that many employees’ performance has changed in a more positive way”.

Employee performance is intensely important for an organization all in all and the people working in it. According to (Silva) “Organizations need very performing employees to meet their objectives and carry the products and services they are experts in and finally achieve a competitive benefit”.

According to (Alder, 2001) firms are more likely to be interested in keeping an eye on their employees' performance. As a result, monitoring employee performance enables businesses to determine whether they are getting what they are paying for. Performance can be evaluated using a variety of criteria, including profit, revenue, shareholder value, sales growth, size, share price, and market price. According to (Blinder, 1990) workers are typically convinced that profit sharing and gain sharing are beneficial to their own efforts, the growth and productivity of the company, and the culture of the workplace. It has been found that improved performance can increase employee performance and job satisfaction, but there is not an inevitable and continuous relationship between the two.

According to (Silva) “an employer cannot take an employee's obligation for granted and must instead be willing to make a significant effort to fulfill it, he says that in order to maintain a standard of performance, employers must complete their employees' work on schedule in order to meet organizational goals”.

Employee performance is a joint outcome of their effort, skill, and task knowledge. Creativity, ability, and likelihood of generating an attention are characteristics that affect the dimension of employee performance. Armstrong (2009) According to his research,

inspiration and size play a role in performance. There are many factors that influence employee performance, but the condition of their workplace has the biggest impact on their motivational dimension after their performance. Numerous findings highlight a few factors that contributed to the execution of representatives' goals. These factors include, among others, the physical environment, tools, expressive work, performance expectations, performance feedback, and flawed systems.

Employees can increase their performance when they feel that they are recognized and appreciated by their outstanding performance. Employees require to be update on the company's progress. (Sirous Korahi Moghadam, 2010) other ways that improve employee's performance is when they are feeling valued, and when the managers respect them. Also, employees want to share their opinions. Employees can make a great impact on the company when they are on the front line and can see most problems occurring. (Alder, 2001)

### **2.2.1 Employee performance (Campbell's theory)**

Performance was defined by Campbell (1990) as acts or behaviors that are pertinent to the organization's goals and that can be assessed in terms of the degree to which they contribute to those goals. It is possible to distinguish between these behaviors and effectiveness, which is the influence these actions have on results. Declarative knowledge, procedural knowledge and ability, and motivation are the three key factors of individual differences in performance

### **2.3 Emotional Intelligence (EI)**

According to (Praveen M.Kulkarni, 2009) "Emotional intelligence acts as a device for improving the physical state, confidence level, and positive thinking of the employees".

Self-management can also control and change negative emotions in an easier way, Emotional intelligence is an important issue, which is accountable for determining the achievement and victory of an employee in the workplace.

According to Moghadam (2010) “In the past couple of decades, much research has been written about emotional intelligence and how it can affect employees in their workplace”.

According to Wen, Huang, and Hou (2019) “Similarly, emotionally intelligent employees can have an effect on keeping and improving pleasant moods in their workplace, through understanding and managing the emotions of self and others”. Therefore, by managing unfavorable situations and behaviors by the managers, such as conflict and hostile relationships, emotional intelligence ensures job satisfaction of employees in the workplace (Oliver, 2019).

Employees will find it simpler to be more productive and motivated to work well with other team members through their regular tasks. through emotional acuity. Employees who have mastered emotional intelligence are able to commit to their own duties, encourage their coworkers to do the same, and feel satisfied with how they carry out their work (Dirican and Erdil 2019).

Employees can start minimizing their stress, meltdown, burnout, and disagreement by understanding their feeling and taking action with controlling their emotional intelligence. (Oh, and Jang, 2019).

After accomplishing this, job satisfaction of the employees will increase and ensure workable organizational performance. Observing intelligence as an effect instead of a reason and believed that valuations of general intelligence are not sufficient but also non-intellectual factors, such as behavior, influence the progress of an individual's

intelligence (Praveen M.Kulkarni, 2009).

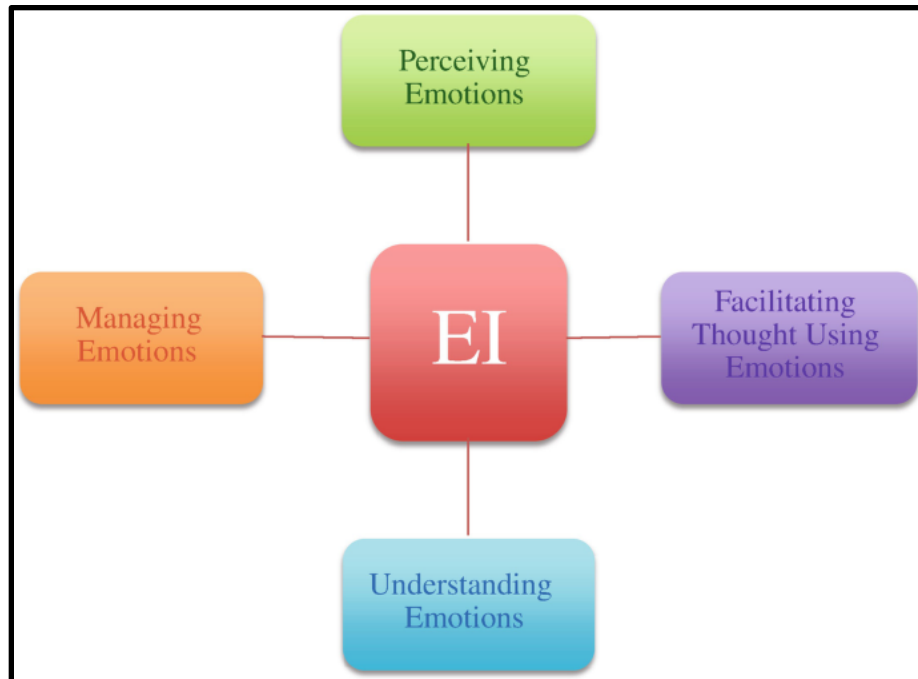
By controlling their emotional intelligence, employees can better control their emotional behaviors, which can lead to higher job satisfaction. Their personal resources are gathered through the development of these interpersonal and intrapersonal skills, which is consistent with and supported by COR theory. According to Karimi et al. (2020) “Again, emotional intelligence can be used as a predicting tool to predict and manage actions that are closely related to job satisfaction”. Emotional discord can be lessened when employees have close relationships with their coworkers' feelings and emotions. It results in job approval from employees in the workplace (Moghadam,2010).

According to Goleman (1995) “explains, emotional intelligence as ability with two main areas in his emotional competence framework “personal competence” which symbolizes how to operate ourselves (i.e., self-regulation, self-motivation, etc.), and “social competence” which symbolizes how to operate relationships (i.e., empathy, and social skills)”. (Goleman, 1995) also state that, the start of emotional intelligence struggles to explain emotional intelligence within the limitations of the standard criteria for new intelligence. According to Salovey (1990) “Following their continuing research, their initial definition of EI was considered to be the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth”.

According to Susan Murmu (2021) research “greater levels of emotional intelligence are related with superior relationship management, it has been shown that there are significant relationships between emotional intelligence and other degrees of intellect this goal may be reached by investigating the circumstances in which project teams demonstrate the Big Five characteristics at the level of the team”.

According to studies, emotional intelligence, or EI, plays a big role in predicting whether or not self-managed virtual teams will decide to move forward. Researchers have discovered that emotional intelligence is a key predictor of group effectiveness in the context of simulated teamwork with remote workers and that participation-based activities are one way that intellectual ability affects group effectiveness in team performance.

Unpredictably, the significance of personality and emotional intelligence as integral components of a full structural feature has garnered a significant amount of interest in the study of virtual teams. On the other hand, there is currently no evidence that can be seen of strategies that have the potential to improve the results of simulated conflict resolution. According to Goleman (1995) “It is necessary to conduct research within simulated teams in order to comprehend the conditions under which, at the team level, project teams exhibit these all Big Five variables to varying degrees and EI, which influence the difficulties of the team and cooperative outcomes at the simulated interface”.



**Figure 2.1 EI**

### **Emotional Intelligence (Goleman theory)**

Goleman (1995) has defined emotional intelligence as “the abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distressed from swamping the ability to think, and to emphasize and to hope. This theory is very important because it enables people to process the impact of other people's moods, emotions, and desires as well as their own strengths and flaws. The capacity to recognize, control, and appropriately recognize one's own emotions as well as those of others is a prerequisite for self-awareness.

## **2.4 Relationship between Emotional intelligence (IV) and Employee performance (DV)**

According to Uslu (2019) “Emotional intelligence can be considered a strong individual interpreter with the potential to affect job satisfaction and the motivation to leave. In general, it is likely that employees who have a high level of emotional intelligence also have a high level of employee performance. Employee performance at work can be affected by many individual and organizational issues”. Because emotionally intelligent employees are better able to manage stress and reduce stress factors than employees with low emotional intelligence.

Emotional intelligence and job performance, according to (Cekmecioğlu, 2012) and (Lopes, 2006), "predicted a positive relationship between emotional intelligence and job performance. Numerous studies have found a significant link between emotional intelligence and job performance in a variety of samples, including nurses, trainers, admin workers, and coaches.

The 110 senior-level executives who took part in the study conducted by Lisa Gardner and Con Stough in 2002 underwent an emotional intelligence test. According to the data, there is a significant connection between emotional intelligence and characteristics of transformative leaders. Research on the role of leadership as it relates to project management was carried out (F. William Brown, 2006). 24 project managers and the projects they were working on at six different companies were the focus of the study. The research's conclusions showed that a project manager's use of a transformational management style had a significant impact, either favorably or unfavorably, on the project's actual performance. The study's findings also indicated that a project manager's emotional intelligence has an impact on the transformational management approach they employ, which in turn has an impact on the project's

performance. (F. William Brown, 2006).

Goleman coined the phrase "emotional intelligence" in 1998. To understand one another's emotions, the leaders must be able to restrain their impulses. Based on their research, various researchers have provided various definitions of emotional intelligence. Emotional intelligence (EI) is the capacity to comprehend one's own feelings and then control and motivate those feelings appropriately, according to Goleman (2001), who provided a thorough definition of EI. He added that a key component of EI is the capacity to perceive and then control the emotions of others in order to carry out one's duties successfully.

According to previous researches, emotional intelligence can have a major effect in understanding one's emotions. Orme (2003) defined "emotional intelligence as a factor that can have the ability of understanding as well as take appropriate actions, according to his research, emotional intelligence does not only mean that a man should cope with life experiences more effectively, but it also means that a man should deal with life problems such as divorce, disputes, child loss, job problems, and so on". Utilizing emotions to find solutions to issues in the workplace and in daily life is the main objective of emotional intelligence.

(R., 2000) discovered that, While EI and job performance were related, job control and other environmental factors tempered this relationship. These findings show that organizations must give decision-makers autonomy in addition to emotionally intelligent employees.

According to Cherniss (2001) "emotional intelligence refers to the ability to recognize and regulate emotions in ourselves and others. His research found that salespeople at a national insurance company with strong emotional skills outperformed



those with weak emotional skills”.

According to Patra (2004), EI can affect employee job performance, proper management, and organizational development by creating a pleasant workplace.

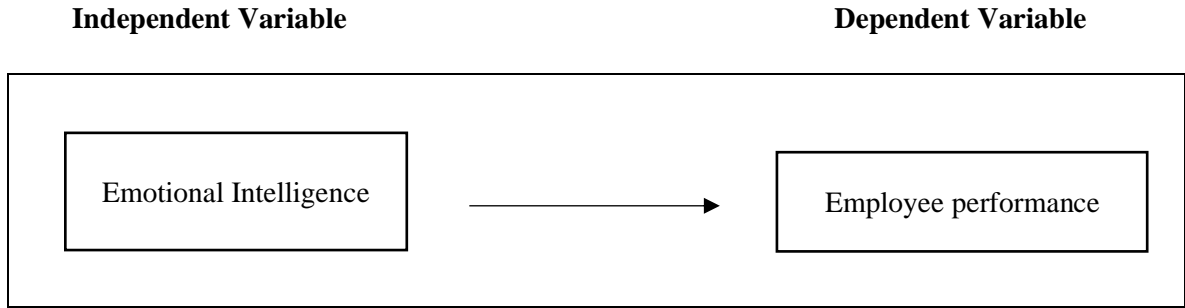
The goal of Rozell, and Pettijohn, (Rozell, 2004) research was to discover the connections between customer-oriented selling, emotional intelligence, and employee performance. According to the findings, a salesperson's level of customer orientation is significantly related to emotional intelligence and employee performance.

The researchers discovered that employees' emotional intelligence was related to job satisfaction and performance. Furthermore, employees with high emotional intelligence had a stronger relationship with job satisfaction than employees with low emotional intelligence. (Zakieh Shooshtarian, 2013).

Nanzushi (2014) examined the degree to which workers believe their workplace conditions meet their social, emotional, and personal needs as well as their desire to work for the company. He also investigated the impact of emotional intelligence impressions on employee commitment and turnover in the organization, reasoning that if employees are given empowering emotional intelligence support, they will be extremely satisfied and show a high level of commitment to their organization, resulting in a low turnover rate. (Silva)

## **2.5 Research Framework**

The research diagram clarifies the chapter's themes by demonstrating how they correspond to one another. It demonstrates the link between Emotional intelligence and employee performance, as described in the literature section.



**Figure 2.2 Framework**

## **2.6 Summary**

This chapter reviewed the literature on emotional intelligence and employee engagement. Also included are the research framework and theory. The methods of the study, research design, data analysis, population and sample size, and data collection procedure will be explained in chapter three.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methodology of the study related to sampling design which in this research convenience sampling has been used, the operational definition of the variable, research instrument, and analyzes of the relationship between them. By creating a five-point Likert scale, ordinal levels of measurement were used.

#### **3.2 Research Design**

The nature of the study is cross-sectional quantitative study, as this study will involve the usage of self-administered questionnaire and data and this will be related to a correlational study. The study's research objectives and research questions are referred to as the research design to analyze the impact of emotional intelligence on employee performance.

The questionnaire will be distributed among the staff of Anwer Sheikha hospital. The questionnaire will be separated into four sections: demographic, emotional intelligence, employee performance, and the relationship between the IV and DV which is the impact of emotional intelligence on employee performance.

#### **3.3 Population and Sampling**

The population of this study is the Anwer sheikha hospital staff. The sample of this study will be employees from different departments. The total number of populations is 170 From the total population, 118 of sample is selected (Krejcie &

Morgan, 1975).

There are different types of sampling but in this study, convenience sampling is used, a type of sampling that is not based on probability. Non-probability sampling methods, which do not guarantee that every member of a target population will participate in a study, are less objective than probability techniques. Participants in these methods may be chosen by the researcher, referred to the researcher, or choose to participate in the study voluntarily. S. J. Stratton (2021)

### **3.4 Research Instrument**

The questionnaire that is going to be used is to measure emotional intelligence among employees and how it impacts their performance, Monitoring and controlling people's emotions is just as crucial as managing their mentality.

The research tool for this study must be clearly defined. Additionally, a research tool is selected as a helping tool to gather the data. In this paper data need to be collected based on the questionnaire that will be provided. They are a group of questions typed or written down and sent to the sample of the study to give responses. After giving the required responses, the survey is given back to the researcher to record.

The first questionnaire has demography part and the second questionnaire has a lot of detailed questions about the effect of emotional intelligence and employee performance. The respondents are required to provide a five Likert scales response to each question, meaning the answers will be: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree

#### **3.4.1 Section A: Demographic**

The demographic section is about the respondent's background and personal

information. This section's objective is to compile data on the responders. This section contains background data, such as gender, age, ethnicity, and work experience.

### 3.4.2 Section B: Emotional Intelligence

This section measures the level of emotional intelligence among the respondents. The items in this section were adopted from (Yin, H. Y. et al., 2016). Consist of 16 questions A five-point scale ranging from 1 to 5 is used in this section to measure emotional intelligence. Strongly disagree is indicated by 1 while strongly agree is shown by 5. According to the question asked, the respondent would be asked to rank their opinions. The five-point Likert scale used to assess emotional intelligence is displayed in Table 3.1

**Table 3.1: Likert scale (Yin, H.et al., 2016)**

Likert scale	Level of Emotional intelligence
1	Strongly disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

**Table 3.2: Dimension and Items (Yin, H. Y., Hussain, I. A., & Jaafar, F. A, 2016)**

Dimension	Items
	I have a good sense of why I have certain feelings most of the time.
	I have good understanding of my own

Emotional Intelligence	emotions.
	I really understand what I feel.
	I always know whether or not I am happy.
	I always know my team members' emotions from their behavior.
	I am a good observer of other's emotions.
	I am sensitive to the feelings and emotions of others.
	I have good understanding of the emotions of people around me.
	I always set goals for myself and then try my best to achieve them.
	I always tell myself I am a competent person.
	I am motivated to do a task without needing pressure from others.
	I would always encourage myself to try my best.
	I am able to control my temper and handle difficulties wisely.
	I am quite capable of controlling my own emotions.
	I can always calm down quickly when I am angry.
	I have good control of my own emotions.

### 3.4.3 Section C: Employee Performance

Section C in the questionnaire is to measure the level employee performance of respondents. The items in this section were adopted from (L. Koopmans et al. 2015) Consist of 13 questions. A five-point scale ranging from 1 to 5 is used in this section to

measure emotional intelligence. Strongly disagree is indicated by 1 while strongly agree is shown by 5. According to the question asked, the employee performance is displayed in Table 3.1. and table 3.4 shows the items of employee performance.

**Table 3.3 dimension and Items (L. Koopmans et al. 2015)**

Dimension	Items
Task performance	I was able to plan my work so that I finished it on time
	I kept in mind the work result I needed to achieve
	I was able to distinguish main issues from side issues
	I was able to carry out my work well with minimal time and effort
	I planned my work optimally

Contextual performance	On my own initiative, I started new tasks when my old tasks were completed
	I took on challenging task when these were available
	I worked on keeping my job-related knowledge up to date.
	I worked to keeping my work skills up to date
	I came up with creative solutions for my work
	I took on extra responsibilities
	I continually sought new challenges in my work
	I actively participated in meetings and/ or consultation

### **3.5 Data Collection Procedure**

The techniques used to collect statistics regarding the variables of the observation to be analyzed are known as data collection techniques. There are multiple techniques for generating statistics for research to collecting data on specific variables in an existing system, which allows one to answer relevant and important questions and evaluate the results. The Questionnaires were distributed to the employees of Anwar Sheikha Hospital through email and Viber group. Questionnaires given out and used to collect qualitative and quantitative data for this study. It focuses on acquiring all necessary information on a particular topic. The questionnaire distributed will help us with the collecting the primary data needed. It is used in this study to measures two variables: Emotional intelligence and employee performance, and the relationship between them.

### **3.6 pilot study**

A crucial element of the research process is the pilot study. An evaluation of the inclusion and exclusion criteria for participants, the preparation of the drugs and intervention, the storage and testing of the instruments used for measurements in the study, as well as the training of researchers and research assistants, validates the feasibility of the study. The study's aim, methodology, and procedures must be clearly understood by both the researcher and the research assistants. Additionally, the efficacy of the data collection process needs to be evaluated.

The validity of this study was assessed by comparing the items to a determined Cronbach's Alpha score using SPSS. Cronbach's Alpha values range from 0 to 1. If Cronbach's Alpha is close to 1, it is thought to be very reliable. Table 3.4 below shows the table for internal consistency according to Cronbach's Alpha:



**Table 3.4: Cronbach's alpha**

Cronbach's alpha value ( $\alpha$ )	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable

The results of the pilot study are shown in Table 3.6 below. The result of Emotional Intelligence showed good and employee permeance showed acceptable Cronbach's Alpha values.

**Table 3.5: Result of pilot study**

Section	Dimensions	No of questions	Cronbach's Alpha
B	Emotional Intelligence	16	0.911
C	Employee performance	13	0.769

### 3.7 Data Analysis

Data analysis entailed data analysis and coding. In this research data analysis is done by using the quantitative method. The outcome will be presented in the form of tables and explanations. The questionnaire will give us the level of emotional intelligence among the respondents, the employee performance in the workplace, and the relationship between these Depended variable and independent variable. By analyzing the data gathered from the questionnaire, and by using the (SPSS) computer

software, we will get the means and standard deviation. The aim of this study is to identify the relationship between emotional intelligence and employee performance. In answering the research questions and fulfilling the research objectives, also meeting the research requirements, SPSS will be used in conducting the data analysis.

**Table 3.6: Data analysis method for Research objectives**

Research Objective	Instrument	Analysis Method
To examine level of Employee Performance	Employee performance questionnaire	Descriptive analysis (Mean, Standard deviation, percentage)
To examine level of emotional intelligence	of emotional intelligence questionnaire	Descriptive analysis (Mean, Standard deviation, percentage)
To examine level of relationship between emotional intelligence and employee performance	emotional intelligence and employee performance questionnaire	Inferential analysis  Person correlations

### **3.8 summary**

In Conclusion, in this chapter, the sampling, population, questionnaire, and research design are clarified. The manner in which the questionnaire will be managed, as well as the instruments used and the method of data collection. In this study, we implemented a quantitative method design and a convenience sampling sample method. This step in the research is critical for accuracy and succes

## **CHAPTER FOUR**

### **DATA ANALYSIS**

#### **4.0 Introduction**

The aim of this chapter is to analyze the collected data and interpreting the findings in fulfilling the research objectives and answering the research question throughout the obtained data. SPSS Statistics Software is used to for frequency analysis tables of demographic data, reliability test, mean score analysis for the Emotional intelligence and employee performance, and correlation analysis in understanding the relationship between both independent and dependent variable of this study.

#### **4.1 Demographic Analysis**

In this research, based on the 170 population, 118 samples have been selected and 108 questionnaires has been distributed to the sample selected by random number generator. From the 108 total distributed questionnaire, returned questionnaire is 90, and usable questionnaire for the analysis is 75

##### **4.1.1 Respondent's Age:**

From the age respondent's frequency Table 4.1, 62.7 % of the responders were aged between 20- 30, 21.3% were between 35- 45, and 16% were between 46-55.

**Table 4.1: Respondent's Age**

Age		f	%
	20-30	47	62.7%
	35-45	16	21.3%
	46-55	12	16.0%

#### **4.1.2 Respondent's Gender:**

From the Gender respondent's frequency Table 4.2, 88% of the responders were females while 12% of the responders were male which is close in terms of percentage.

**Table 4.2: Respondent's Gender**

Gender	f	%
Female	66	88.0%
Male	12	16.0%

#### 4.1.3 Respondent's Ethnicity:

From ethnicity frequency Table 4.3, 98.7% of the responders were Kurd while the remaining 1.3% were Arab.

**Table 4.3: Respondent's Ethnicity**

Ethnicity	f	%
Kurd	74	98.7%
Arab	1	1.3%

#### 4.1.4 Respondent's Work Experience

From the work experience Table 4.4 shows the respondent work experience 69.3% have 1-4 years of experience 12% have 5-10 years of experience and 18.7% have 11-20 years' experience.

**Table 4.4: Respondent's Work Experience**

Work Experience	f	%
1-5 years	52	69.3%
6-10 years	9	12.0%
11-20 years	14	18.7%

## 4.2 Descriptive Analysis (Mean score analysis)

The results of this study are aided and summarized by descriptive statistics, which are also utilized to interpret the records that were collected. The purpose of mean score analysis is to accomplish research objectives 1 and 2. Thorough discussion of the findings is provided in the following subsection.

### 4.2.1 Objective 1: To determine the level of employee performance among employees at Anwar sheikha hospital.

The dependent variable, employee performance mean score is 2.83 which is considered to be moderate according to Zikmund, Babin, Carr & Griffin (2013). So, it concludes that employee performance among employees of the hospital in Sulaymaniyah is moderate.

**Table 4.5: Mean score statistic of Employee Performance**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
Item	f %	F %	f %	f %	f %	Mean	SD	level
EP1	0 0.0%	9 12.0%	49 65.3%	16 21.3%	1 1.3%	3.120	0.614	Moderate
EP2	0 0.0%	10 13.3%	19 25.3%	46 61.3%	0 0.0%	3.480	0.723	Moderate
EP3	52	0 0.0%	16 21.3%	5 6.7%	2 2.7%	1.733	1.166	Low
EP3	41 54.7%	6 8.0%	14 18.7%	11 14.7%	3 4.0%	2.053	1.304	Low
EP4	40 53.3%	2 2.7%	29 38.7%	3 4.0%	1 1.3%	1.973	1.102	Low
EP5	40	1	15	16	3	2.213	1.388	Low

	53.3%	1.3%	20.0%	21.3%	4.0%			
<b>EP6</b>	0 0.0%	41 54.7%	19 25.3%	10 13.3%	5 6.7%	2.720	0.938	Moderate
<b>EP7</b>	0 0.0%	40 53.3%	29 38.7%	4 5.3%	2 2.7%	2.573	0.720	Moderate
<b>EP8</b>	40 53.3%	0 0.0%	23 30.7%	11 14.7%	1 1.3%	2.107	1.247	Low
<b>EP9</b>	1 1.3%	1 1.3%	28 37.3%	3 4.0%	42 56.0%	4.120	1.052	High
<b>EP10</b>	0 0.0%	0 0.0%	53 70.7%	17 22.7%	5 6.7%	3.360	0.607	Moderate
<b>EP11</b>	0 0.0%	2 2.7%	46 61.3%	25 33.3%	2 2.7%	3.360	0.584	Moderate
<b>EP12</b>	1 1.3%	0 0.0%	6 8.0%	66 88.0%	2 2.7%	3.907	0.470	High
<b>Total</b>						2.825	0.548	

#### 4.2.2 Objective 2: To determine the perceived level of emotional intelligence among employees at Anwar sheikha hospital.

The Independent variable, emotional intelligence mean score is 3.47 which is considered to be moderate according to Zikmund, Babin, Carr & Griffin (2013). So, it concludes that emotional intelligence of the hospital in Sulaymaniyah is moderate.

**Table 4.6: Mean score statistic of emotional intelligence**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>			
<b>Item</b>	<b>f %</b>	<b>f %</b>	<b>f %</b>	<b>f %</b>	<b>f %</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
<b>EI1</b>	0 0.0%	10 13.3%	61 81.3%	3 4.0%	1 1.3%	2.933	0.475	Moderate
<b>EI2</b>	0 0.0%	41 54.1%	27 36.0%	5 6.7%	2 2.7%	2.573	0.738	Moderate
<b>EI3</b>	0 0.0%	0 0.0%	10 13.3%	56 74.7%	9 12.0%	3.987	0.507	High
<b>EI4</b>	0 0.0%	9 12.0%	0 0.0%	62 82.7%	4 5.3%	3.813	0.711	High
<b>EI5</b>	0 0.0%	1 1.3%	28 37.3%	42 56.0%	4 5.3%	3.653	0.604	Moderate



<b>EI6</b>	0 0.0%	5 6.7%	23 30.7%	46 61.3%	1 1.3%	3.573	0.640	Moderate
<b>EI7</b>	0 0.0%	1 1.3%	53 70.7%	19 25.3%	2 2.7%	3.293	0.540	Moderate
<b>EI8</b>	0 0.0%	0 0.0%	67 89.3%	6 8.0%	2 2.7%	3.133	0.414	Moderate
<b>EI9</b>	0 0.0%	0 0.0%	18 24.0%	54 72.0%	3 4.0%	3.800	0.493	High
<b>EI10</b>	0 0.0%	0 0.0%	13 17.3%	59 78.7%	3 4.0%	3.867	0.445	High
<b>EI11</b>	0 0.0%	0 0.0%	19 25.3%	52 69.3%	4 5.3%	3.800	0.520	High
<b>EI12</b>	0 0.0%	1 1.3%	58 77.3%	14 18.7%	2 2.7%	3.227	0.509	Moderate
<b>EI13</b>	0 0.0%	1 1.3%	67 89.3%	4 5.3%	3 4.0%	3.120	0.464	Moderate
<b>EI14</b>	0 0.0%	1 1.3%	13 17.3%	56 74.7%	5 6.7%	3.867	0.528	High
<b>EI15</b>	0 0.0%	14 18.7%	14 18.7%	43 57.3%	4 5.3%	3.493	0.860	Moderate
<b>EI16</b>	0 0.0%	21 28.0%	6 8.0%	46 61.3%	2 2.7%	3.387	0.928	Moderate
<b>Total</b>						3.470	0.341	

### 4.3 Person Correlation and Regression Analysis

#### 4.3.1 Objective 3: To determine the relationship between emotional intelligence and employee performance among hospital employees in Sulaymaniyah, Iraq.

**Table 4.7: Correlation matrix between independent and dependent variable**

Correlations			
		Emotional Intelligence	Employee Performance
Emotional Intelligence	Pearson Correlation	1	<.001
	Sig. (2-tailed)		0.558
	N	75	75

Employee Performance	Pearson Correlation	<.001	1
	Sig. (2-tailed)	0.558	
	N	75	75

From Table 4.3. The findings indicate a substantial positive link between emotional intelligence and employee performance ( $r=0.558$ ,  $p.001$ ). Furthermore, Pallant (2016) classifies the association between emotional intelligence and employee performance as strong (0.50 to 0.69).

**Table 4.8: Regression Analysis**

Objective	Regression Weights	Beta Coefficient	R2	F	P-value
RO3	EI → EP	0.558	0.360	0.855	0.001

#### 4.4 Summary

This chapter's data analysis explains and presents the information gleaned from the questionnaires. In order to meet the earlier defined study objectives, descriptive frequency analysis, reliability testing, mean score analysis, and Pearson correlation analyses were carried out. The conclusions are summarized in the section below:

**Table 4.9: Summary of Findings**

Research Objectives	Findings	Interpretation
To examine level of Employee Performance.	Mean score is 3.175 which is moderate.	The level of employee performance among employees of the hospital in Sulaymaniyah is moderate.
To examine the level of	Mean score is 2.83 which is	The level of emotional intelligence

Emotional intelligence among employees	moderate.	among employees of the hospital in Sulaymaniyah is moderate.
To examine the relationship between the emotional intelligence of the employee and its effect on performance.	<p>Correlation:</p> <p>r:0.558</p> <p>p &lt;0.01</p> <p>high correlation</p> <p>Regression</p> <p>R2: 0.360</p> <p>b: 0.558</p> <p>p: 0.001</p>	<p>There is a high correlation between Emotional intelligence and employee performance</p> <p>There is a positive significant relationship between Emotional intelligence and employee performance</p> <p>Emotional intelligence significantly predicted employee performance</p> <p>Emotional intelligence able to explain 36% of the employee performance</p>

## **CHAPTER FIVE**

### **RECOMMENDATION & CONCLUSION**

#### **5.0 Introduction**

This chapter's objective is to describe the study's findings and suggest further research. The outcomes of the data analysis will be thoroughly discussed. Limitations and recommendations are given in order to enhance future research.

#### **5.1 Discussion**

This chapter went into great length on the study's conclusions, which were based on its goals and backed by the underlying traits and theories from the literature review. Three study objectives are divided into separate sections in this chapter's explanation of the data analysis: assessing the relationship between EI and employee performance as well as the level of EI and performance of the employee.

##### **5.1.1: Objective 1 To examine the level of employee performance.**

The main aim of this objective is to assess employee performance among those working at Anwar Sheikha Hospital. According to the researcher's study of the data she had gathered, the degree of employee performance among hospital staff in

Sulaymaniyah, Iraq, is Moderate. which is 3.7 For a number of factors, the outcome for the dependent variable (employee performance) was moderate.

The result moderate because Employees' performance might be greatly impacted if they are unable to complete duties properly or show little drive. For Example, Lack of ability, EI and Low motivation can affect their performance.

First, Lack of ability Employees' performance is likely to decrease if they lack the abilities, resources, or information required to carry out their jobs. They could find it difficult to finish work quickly, make mistakes, or struggle to achieve quality requirements. In these situations, offering training, coaching, or chances for skill development can assist them improve their performance and talents Huusko, L. (2006).

Second, According to Sasson (2019) Low motivation When workers are unmotivated, their enthusiasm, energy, and dedication to their task decline. Reduced productivity, missing deadlines, and a lack of initiative can result from this. Numerous elements, such as a sense of purpose, rewards, recognition, and job happiness, can affect motivation. This problem can be solved by putting into practice motivation-boosting measures like offering meaningful work, praising accomplishments, and building a positive work atmosphere.

Lastly, A strong tendency for emotional intelligence improves one's capacity to make wise decisions, establish and maintain cooperative relationships, manage stress, and cope more effectively with ongoing change, according to research published in the American Journal of Pharmaceutical Education.

Organizations should determine whether a problem is related to ability, motivation, or emotional intelligence (EI) and then take the necessary action to

fix it. Organizations may assist employees grow their skills and increase their motivation by offering the required encouragement, training, and support, which will ultimately result in better performance.

### **5.1.2: Objective 2 To examine the level of Emotional intelligence among employees.**

The main aim of this objective is to examine the level of Emotional intelligence among employees. Of Anwar sheikha hospital. The levels of Emotional Intelligence among Anwer sheikha employees Mean score is 2.83 which is moderate.

First, Lack of awareness Some employees may not have a deep understanding or awareness of their own emotions or the impact their emotions have on their behavior and interactions with others. This lack of self-awareness can hinder the development of emotional intelligence.

Second, Lack of role models Without positive role models or leaders who demonstrate high emotional intelligence, employees may not have the inspiration or guidance to develop their own emotional intelligence skills. Positive examples set by leaders can help create a culture that values emotional intelligence.

Lastly, Stressful work environments High levels of stress, pressure, and demanding work environments can make it challenging for employees to focus on emotional intelligence. When individuals are overwhelmed, they may prioritize tasks and deadlines over building emotional intelligence competencies.

### **5.1.3 Objective 3 To examine the relationship between the emotional intelligence of the employee and its effect on performance.**

There is a high correlation between Emotional intelligence and employee performance. Employees' ability to make better decisions, establish and maintain successful relationships, manage stress more skillfully, and deal with rapid change makes EI a crucial aspect in job performance. An employee's ability to use their logical faculties to do their work rather than being affected by their emotional interactions can help them accomplish their job more effectively. Deal carefully with circumstances where a disagreement could arise and result in unproductive behavior.

Based on (Valamis 2022) The biggest predictor of performance, emotional intelligence, accounts for 58% of success across all job categories, according to a study by (Talent Smart EQ) on abilities that are essential in the workplace. They also discovered that 90% of top performers had strong EI scores.

Additionally, it has been demonstrated that emotional intelligence affects other outcomes, such as organizational loyalty. According to studies, people with high EI put the organization first and will go above and beyond the call of duty to ensure that it operates properly. Emotional intelligence has also been linked to outcomes relating to the workplace, such as job satisfaction. An employee who interacts better with coworkers, management, and clients is more likely to like their work and feel fulfilled than one who is constantly at odds with them (Jamie Birt 2023).

## **5.2 Recommendation**

This section will discuss the recommendations suggested in part towards future studies within the areas of EI and EP as well as recommendations suggested for the

organizations.

### **5.2.1 Recommendation for Organizations**

Based on the research on emotional intelligence and employee performance, here are some recommendations for organizations

First, according to (Meg Kellogg 2022) Assess Emotional Intelligence which means Utilize tests or other techniques to gauge employees' emotional intelligence during the hiring and selection process. This will make it easier to identify applicants with high emotional intelligence who are likely to succeed in jobs requiring excellent interpersonal, teamwork, and flexibility abilities. High emotional intelligence is associated with greater productivity, promotion potential, and job happiness. This is so that your high-EI personnel can help the entire company succeed. Strong working relationships, reduced team tension, and assistance in inspiring others are all characteristics of employees with high emotional intelligence. The effectiveness of the team as a whole can be increased by their ability to build positive relationships with both customers and coworkers.

Second, Train people in emotional intelligence Offer all levels of employee's access to training sessions on emotional intelligence. These courses can improve one's capacity for self-awareness, empathy, effective communication, and stress management. Employees who develop their emotional intelligence skills are better able to deal with conflict, negotiate problems at work, and forge enduring connections (Chowdhury 2019).

Lastly, encourage a positive work environment Make an atmosphere at work that encourages emotional well-being and fosters the growth of emotional intelligence.



Foster a collaborative and inclusive culture through promoting open communication, offering chances for criticism and acknowledgment, and providing these opportunities. Increased job happiness, engagement, and general performance will result from this. The common ideals, worldviews, attitudes, and presumptions among employees make up the workplace culture (Agarwal 2018).

### **5.2.2 Recommendation for Future Studies**

For future studies on employee performance and emotional intelligence, I would recommend focusing on the following areas:

**Long-Term Research** It would be insightful to do longitudinal research to look at how emotional intelligence affects employee performance over time. This would entail monitoring people's emotional intelligence over an extended period of time and looking at how it connects to their work performance and career path.

**Cross-cultural and cultural elements** Investigating the relationship between cultural characteristics and emotional intelligence and how it affects employee performance may help clarify the significance of cultural diversity in the workplace. A fuller knowledge of how emotional intelligence emerges and the implications for firms functioning in multicultural situations might result from comparing findings across various cultural contexts.

**Intervention Studies** It would be beneficial to conduct intervention studies to assess how well employee performance is affected by emotional intelligence training initiatives. This would entail carrying out particular treatments, testing the emotional

intelligence of participants both before and after the program, and determining how the program affected their job performance and associated consequences.

### **5.3 Conclusion**

Research on the relationship between employee performance and emotional intelligence concludes by highlighting the crucial role that emotional intelligence plays in both personal and professional success. Studies repeatedly show that workers with higher emotional intelligence perform better on the job, notably in terms of effective communication, problem-solving, and interpersonal skills. They are more likely to be able to manage stress at work, work well with others, and adjust to shifting situations. Additionally, emotional intelligence has a favorable impact on job happiness, employee engagement, and general wellbeing, which boosts output and lowers turnover rates. Organizations can implement targeted training programs and recruitment methods to encourage and build this crucial skill set among employees as they come to understand the value of emotional intelligence. In the final analysis, making an investment in emotional intelligence can improve employee performance, foster a happy workplace environment, and support organizational success over the long run.

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## Appendix A Survey QUESTIONNAIRE



Dear Respondent,

The purpose of this study is to fulfill the requirements for the Qaiwan International University's Bachelor of Science in Human Resource Development degree. The impact of emotional intelligence on employee performance is the title of my study. By responding to the form appropriately, I gladly request your assistance in gathering data. I sincerely hope you will take the time to assist me by being truthful and thorough in your responses to all of the questions. Your identify will not be disclosed, and all information will be used only for research purposes. If you have any questions, I would love your feedback. Your help and participation are much appreciated. I'm wishing you success.

Mahmoed Mustafa

Regard,

Email: [MYQIU190070@UNIQ.EDU.IQ](mailto:MYQIU190070@UNIQ.EDU.IQ)

Phone No. +964 770 447 7605

وہ لامدہر وہی بہرہیز

مہبہست لہم توہینہ وہیہ جیبہجینکردنی مہرجہکانی زانکوی نیودہولہتی قہیوان بہکالوریوسی زانستہ لہ پەرہپندانی سہرچاوه مرویہکان. کاریگہری زیرہکی سوزداری لہسہر نہدای کارمہند

ناونیشانی لیکولینہوہکہمہ. بہ وہ لامدہر وہی فورمہکہ بہ شنیوہیہکی گونجاو، بہ خوشحالیہوہ داوای ہاوکاریتان دہکہم لہ کؤکردنہوہی زانیاریہکان. لہ دلہوہ ہیوادارم کاتیک بؤ یارمہتیدانم تہرخان بکہن بہ راستگویی و ورد لہ وہ لامہکانتان بؤ ہہموو پرسیارہکان. تو ناسنامہکہت ناشکرا ناکریت، و ہہموو زانیاریہکان تہنہا بؤ مہبہستی لیکولینہوہ بہکار دہینرین. نہگہر ہہر پرسیاریکتان ہہیہ، زورم پین خوشہ فیدباکہکانتان. ہاوکاری و بہشداریتان زور پیزانیہ ہہوای سہرکہوتنتان بؤ دہخوام

## Section A

Please read the following statements and TICK (✓) in the appropriate box.

A ہمشی

تکایہ نہم لیندواناتہی خواروہ بخوینہوہ و تیک (✓) لہ سندوقی گونجاو

تہمہن / Age

20-30

☐

35-45

☐

65 above

☐

46-55

☐

56-65

☐

رہگہز / Gender

Male

Female

Ethnicity/ نەژادی

Kurd

Arab

Work Experience ئەزمونی کار

1-4 years

5-10years

11-20years

21-25years

## Section B. Emotional Intelligence

Please use the following rating scale to indicate the extent to which you agree with the following statements. Please mark on the answer sheet the number corresponding to your answer.

تکایه پیومری پلمبندی خوارموه بهکاربینه بو ناماژمدان به رادهی رازی بوونت لهگهل نهم لئیدوانانهی خوارموه. تکایه نیشانه بکه لهسەر لاپمهری وه لاهمهکه ژمارهی هاوچیشن بو وه لاهمهکەت

Level/ ناست	1	2	3	4	5
Scale/ پیوهر	Strongly Disagree/ به توندی نارازین	Disagree/ نارازین	Neutral/ بیلایین	Agree/ رازیبوون	Strongly Agree/ به توندی رازی بن

Emotional Intelligence	1	2	3	4	5
------------------------	---	---	---	---	---



1. I have a good sense of why I have certain feelings most of the time. ههستتیکى باشم ههیه که بۆچی زۆریه کات ههندیک ههستم ههیه.					
2. I have good understanding of my own emotions. من تێگهشتتیکى باشم له ههستهکانى خۆم ههیه.					
3. I really understand what I feel. بهراستی تێدهگهه ههست به چى دهکهم.					
4. I always know whether or not I am happy. ههمیشه دهزانم دلخۆشم یان نا.					
5. I always know my team members' emotions from their behavior. ههمیشه. ههستى ئەندامانى تیمهکهم له رهفتارمکانیانوه دهزانم.					
6. I am a good observer of other's emotions. من چاودێرێکى باشم بۆ. ههستهکانى ئەوانى تر.					
7. I am sensitive to the feelings and emotions of others. ههستیارم بهرامبه به. ههست و سۆزى ئەوانى تر.					
8. I have good understanding of the emotions of people around me. تێگهشتتیکى باشم ههیه له ههست و سۆزى کسانى دەوروێهرم.					
9. I always set goals for myself and then try my best to achieve them. ههمیشه ئامانج بۆ خۆم دادهنیم و دواتر به ههموو تواناموه ههول ددهم بۆ گهشتن بهو ئامانجانە.					
10. I always tell myself I am a competent person. ههمیشه به خۆم دهلێم کسێکى. لێهاتووم.					
11. I am motivated to do a task without needing pressure from others. ههمیشه هانى خۆم دهمدا که به ههموو تواناموه ههول بدهم.					
12. I would always encourage myself to try my best. ههمیشه هانى خۆم دهمدا که به. ههموو تواناموه ههول بدهم.					
13. I am able to control my temper and handle difficulties wisely. توانای. کۆنترۆڵکردنى تورهبى خۆم ههیه و به ژیری مامهله لهگهڵ سهختیهکان بکهم.					
14. I am quite capable of controlling my own emotions. من تهواو توانای. کۆنترۆڵکردنى ههستهکانى خۆم ههیه.					
15. I can always calm down quickly when I am angry. ههمیشه دهتوانم زوو. ئارام بيمهوه کاتیک توربه دهیم.					
16. I have good control of my own emotions. من کۆنترۆلى باشى ههستهکانى خۆم ههیه.					

## Section C. Employee Performance

Please use the following rating scale to indicate the extent to which you agree with the following statements. Please mark on the answer sheet the number corresponding to your answer.

تکایه پڼوهری پلمبندی خوارمه بهکارینه بو نامژمدان به رادهی رازی بوونت لهگمل هم لڼدوانانهی خوارمه. تکایه نیشانه

بکه لسمس لاپرهی وهلامکه ژمارهی هاوچیشن بو وهلاممکت

Level/ ناست	1	2	3	4	5
Scale/ پڼوهر	Strongly Disagree/ به توندی نارازین	Disagree/ نارازین	Neutral/ بیلایم	Agree/ رازیوون	Strongly Agree/ به توندی رازی بن

Employee performance	1	2	3	4	5
1. I was able to plan my work so that I finished it on time. توانیم پلانی کارمکانم دابنیم بو نهوهی له کاتی خویدا تهواو بکهم.					
2. I kept in mind the work result I needed to achieve. نه انجامه کارم له بهرچاو گرت که پڼویست بوو بهدهستی بهنیم					
3. I was able to distinguish main issues from side issues. توانیم پرسه سهرمکیهکان له پرسه لومکیهکان جیا بکهمهوه.					
4. I was able to carry out my work well with minimal time and effort. توانیم به کمترین کات و ماندوووون کارمکانم به باشی نهجام بدهم					
5. I planned my work optimally. من به باشترین شیوه پلانی کارمکانم دانا					


<p><b>6.</b> On my own initiative, I started new tasks when my old tasks were completed. لښمېر دېسټېنېشخېرې څوم کاتېک ټمرکه کونهکام تهاو بوو دېستم به ټمرکې نوئ کرد</p>					
<p><b>7.</b> I took on challenging task when these were available. کاتېک ټهمانه بهر دېست بوون ټمرکېکې چالاکم گرته ټستو</p>					
<p><b>8.</b> I worked on keeping my job-related knowledge up to date. کارم لښمېر ټهوه کرد که زانيارېېهکاني پېيوست به کارمکم به نوئ .بمېننهوه</p>					
<p><b>9.</b> I worked to keeping my work skills up to date. کارم کرد بو کارم ټواناکاني کارکردنم له ناستېکې نويدا بمېننهوه</p>					
<p><b>10.</b> I came up with creative solutions for my work. چارهسېرې داهېنرانهم بو کارمکام هېنايه ناراه</p>					
<p><b>11.</b> I took on extra responsibilities. بهرپرسيارېتي زيادم له ټستو گرت</p>					
<p><b>12.</b> I continually sought new challenges in my work. بهردهوام بهدواي تههداي نويدا دهگېرام له کارمکامدا</p>					
<p><b>13.</b> I actively participated in meetings and/ or consultation. من چالاکانه بهشدارېم له کوېوونهوه و/يان راوېژکاريډا کرد</p>					

## Appendix B Support Letter

Republic of Iraq - Kurdistan Region Minsity of Higher Education & Scientific Research Qaiwan International University (QIU) Directorate of Administration & Registration Registration		هەرێمی کوردستان - عێراق وهزارهتی خوێندنی باڵا و توێژینهوهی زانستی زانکۆی قه‌یوانی ئێودمه‌وله‌تی به‌ڕێوه‌به‌رایمه‌تی کارگێڕی و تۆمار تۆمار
		ژماره: REG23- 207 به‌روار: 02/04/2023
	بۆ: شاری پزیشکی ئه‌نوه‌ر شێخه بابه‌ت: پشتگێری	
پاش سڵاو و پێژ.....		
پشتگێری ئه‌م خوێندکارانه‌ی لای خواره‌وه ده‌که‌ین که خوێندکاری به‌شی (گه‌شه‌یتدانی سه‌رچاوه‌ مرۆپیه‌کان) له زانکۆکه‌مان ، به مه‌به‌ستی کۆکردنه‌وه‌ی داتای پتویست بۆ پرۆژه‌یه‌کی به‌واری خوێندن سه‌ردانی نه‌خۆشخانه‌که‌ی به‌پێزتان ده‌که‌ن.		
هاوکاریتان جێگه‌ی پێژ و پێزانینه.		
پتویست		
(محمود مصطفا)		
له‌سه‌ر داوا‌ی خۆیان ئه‌م پشتگێرییه‌یان بۆ کراوه.		
	له‌گه‌ڵ پێژدا...	
پ. د. رۆوف کریم محمود به‌ڕێوه‌به‌ری کارگێڕی و تۆمار		
وێنه‌یه‌ک بۆ:		
• له‌رفیاب • دۆسه‌ی گشتی		

## Appendix C Turnitin Result

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(Please tick (✓) where applicable)

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The title of the thesis is:

The impact of Emotional Intelligence  
on employee performance

Hence, I declare that:

- ☒ i) My thesis has been reviewed by my Main Supervisor / HoD / Dean / Faculty
- ☒ ii) I had submitted the CD of my softcopy of the thesis (the contents are similar with the hardcopy of the thesis) in a single PDF file.
- ☒ iii) I had submitted the Degree Scroll Information Form.

Student Name: Mahmoud Mustafa

Department: HRD

Signature: [Signature]

Date: 7/8/2024

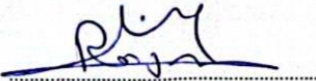


## ENDORSEMENT BY MAIN SUPERVISOR

### Section 2 (To be completed by Main Supervisor)

Supervisor's Name:	Rezaan Mahmood Gabah
Department:	Human Resource Management
I have examined the thesis of Mr. /Mrs. /Ms.:	Mahmoud Mustafa

I hereby confirm that all corrections and amendments made to the thesis have been rectified by the candidate.



(Main Supervisor's Signature & Stamp)

7-8-2024

(Date)

## ENDORSEMENT BY Librarian

### Section 3 (To be completed by Librarian)

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I hereby confirm that all corrections and amendments made to the thesis have been rectified by the candidate.

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**STUDENT'S DECLARATION**  
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I declare that the contents presented in this thesis are my own which was done at Qaiwan International University unless stated otherwise. The thesis has not been previously submitted for any other degree.

I also declare that my thesis has been reviewed by the Main Supervisor / HoD / Dean / Faculty the comments are as stated in Section 2 (page 2).

Name of Student: Mahmoud Mustafa

Signature of Student: [Signature]

IC. No. / Passport No.: NMCP 88272

Date: 7/8/2024