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REVIEW ARTICLE

EFFECT OF EMOTIONAL INTELLIGENCE OF EMPLOYEES ON THEIR PERFORMANCE AT WORK

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ABSTRACT

There is solid proof that emotional intelligence (EI)'s high-level forecasts improved physical and psychological health, is linked to stronger social and interpersonal relationships, and has a significant impact on job and academic performance. Emotionally intelligent people can easily attain their objectives, which is why most careers nowadays require some amount of emotional intelligence. People with a high emotional level can correctly manage and gather emotions, and then use that info to decide and increase performance by modifying actions in an appropriate manner. The study focused on the self-motivation and relationship management of employees at Kumasi Technical University, Baptist University, and Christian Service University on their performance. The research is descriptive and quantitative. The population of the study was 1435 faculty members in various departments at Kumasi Technical University, Baptist University, and Christian Service University. The sample size for the study was 150 faculty members. The study was found that employees' self-motivation was positively and significantly related to employees' performance. The study revealed that relationship management of employees was positively and significantly related to employees' performance.

KEYWORDS

Emotional Intelligence, Employees' Performance, Self-Motivation, Management, University Employees

1. INTRODUCTION

The ability to express, recognize, comprehend, manage, and use emotions is emotional intelligence (EI) (Dhani and Sharma, 2017). There is solid proof that EI's high-level forecasts improved physical and psychological health, is linked to stronger social and interpersonal relationships, and has a significant impact on job and academic performance (Prentice et al., 2020). EI's recent popularity and impact on numerous parts of life has prompted a slew of EI initiatives. The idea of EI has emerged as an essential but still underappreciated topic (Giardini and Frese, 2006; Ashkanasy and Daus, 2005). In a study, author has claimed that EI is the capability to regulate and recognize others' and one's feelings (Mayer et al., 2008). Many studies have been conducted to determine the link between the performance of employees and EI. EI is likewise performance of employee's best predictor as it can predict the productivity of employees by managing and understanding their emotions in the appropriate manner (Semadar et al., 2006; Lam and Kirby, 2002).

Emotionally intelligent people can easily attain their objectives, which is why most careers nowadays require some amount of emotional intelligence (Rangarajan and Jayamala, 2014). Emotional intelligence alone will not help you reach higher performance until you understand the way individuals express their feelings to attain their destiny and goals (Chaudhry and Usman, 2011). People with a high emotional level can correctly manage and gather emotions, and then use that info to decide and increase performance by modifying actions in an appropriate manner (Kim et al., 2009). EI is social intelligence type that includes understanding the ability of others and one's own emotions and moods (Salovey and Mayer, 1996). Information about emotions can be used to direct individuals for wanted reaction (s). In a study, EI leaders are completely conscious of their feelings emotionally as well as those of others to

overcome any normal obstacles in new workstation variations (Fullan, 2002).

An individual's emotional intelligence level can be accurately determined by having two sets of abilities (Cherniss and Goleman, 2001). If he or she exhibits these abilities, he or she can be described as emotionally intelligent. Personal and social competencies are the two types. Personal skills can be determined using three criteria. If an individual has these three variables, he will have a great level of emotional intelligence competency personally. Self-awareness, emotion regulation, and self-motivation are the aspects or determinants in question. Relationship management and emotional coaching, according to other study, they define those social competencies (Cherniss et al., 2001). These abilities will reveal a person's exterior intellect. These are involved with recognizing and managing other people's emotions. The study focused on the self-motivation and relationship management of employees at Kumasi Technical University, Baptist University, and Christian Service University on their performance.

1. To examine the significant effect of self-motivation of employees on employees' performance.
2. To examine the significant effect of relationship management of employees on employees' performance.

2. LITERATURE REVIEW

A previous study, as has suggested a link between team performance of team and EI (Chang et al., 2012). Shared experiences can cause emotional emotions in the team, which can affect the members' attitudes and behavior. Individual group members offer their moods, emotions, EI, and feelings to the team, which in turn produces the working team's collective

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emotional intelligence, which has an impact on performance (Liu and Liu, 2013; Jamshed, 2018). As a result of the preceding discussion, it can be concluded that EI is positively linked to the performance of the team considerably. Furthermore, the emotional intelligence of a team mediates the association between the performance of the team and team culture. Organizational leadership and performance is the first domain that has been studied to improve EI in people. Because EI has been linked to professional success and effective leadership, it makes sense (Côté et al., 2010; Coté and Miners, 2006). Since then, EI has made its way into several other fields' curricula.

Several medical professionals' key competencies are connected to interpersonal skills related to engagement of patient (e.g., empathetic communication) or intrapersonal skills in handling stressful and delicate circumstances (for example, emotion regulation) (Grewal and Davidson, 2008). EI is emphasized as a critical skill for medical residents (Taylor et al., 2011). According to a study, EI seems to be essential in teaching gynecologists and obstetricians to advance the doctor-patient interaction and satisfaction of the patient, for example (Pilkington et al., 2012). As said, EI is linked to public managers' social skills and efficiency in local governments in the public sector (Berman and West, 2008). EI seems to be a crucial talent in academic training since it underpins intrapersonal capabilities and academic interpersonal that are essential for interacting with and teaching students (Oberst et al., 2009).

Due to the necessity of creating trust, cooperation, and collaboration in the sector other judiciary, EI talents are regarded as vital for properly representing a client (Reilly, 2005). Finally, EI is considered critical in a variety of occupations, which has increased in the study of EI enhancement. Psychological subsystems are emotions and emotions include awareness, responses, and cognition, as said (Mayer et al., 2008). They also defined EI as intellect and emotions' convergence (Mayer et al., 2008). EI is a true intelligence that demonstrates mental capability and proven intellect. Intelligence can be established with experiences, age, and time, according to their findings.

2.1 Self-Motivation

There aren't many study papers on self-motivation because just a few studies have been done on the subject. A group researcher also made contributions to this topic by researching self-motivation about employee productivity or overall organization performance (Ziegler et al., 2007). Cassidy and Lynn described self-motivation from a broad perspective as well as from the personal standpoint of individuals (Cassidy and Lynn, 1989). They saw self-motivation as beneficial to achieving goals in the organization's social environment. Self-motivation, according to encompasses all aspects that aid in achieving excellence and competition (Spinath, 2001).

2.2 Relationship Management

Relationship management encompasses a collection of talents that include central and vital social skills, the capacity to influence and analyze others' actions and emotions, as well as persuade others to respond positively. As said by leaders or managers and supervisors who can supervise their subordinates effectively must have good relationship management skills (Goleman, 2000; Spencer and Spencer, 1993). Effective communication channels, according to other study, are necessary for the development of firms because they enable leaders to give and receive information from customers (Goleman, 1998). This will also assist leaders in recognizing customer emotions. As a result, effective listening skills are a valuable criterion in measuring the management of relationships since an upright listener continuously welcomes the speaker's knowledge, emotions, and ideas. Conflict management is a key factor in discovering the level of relationship management skill, according to as only individuals with high management of relationship skills can resolve conflicts since they understand the emotions of others (Ganesan, 1993).

3. METHODOLOGY

The research is descriptive and quantitative. The study was taken at three universities in Ghana. Namely, Kumasi Technical University, Baptist University, and Christian Service University. The population of the study was 1435 faculty members in various departments. The population was divided into the various department at the universities. There were 50 departments in the three universities. The researcher randomly selected three faculty members from the various departments. The sample size for the study was 150 faculty members at Kumasi Technical University, Baptist University, and Christian Service University. The questionnaire was used as a data collection instrument and a Google Forms for the collection of responses from the participants. The consent form was signed by all the participants before taking part in the survey. Ethical consideration highly adheres. SPSS was used for the analysis.

4. RESULTS

4.1 The Significant Effect of Self-Motivation of Employees on Employees' Performance

In Table 1, the R-value is .354. This means that the association between employees' self-motivation and employ performance is positive and strong. The R Square is .119 meaning that employees' self-motivation's significant impact makes up 11.9% of factors' contributions that influence employees' performance. The Std. Estimate Error between the variables is 1.062. The model is good. The model's F Change is 31.765 which is significant. Employees' self-motivation's showed a positive and significant relation with employees' performance ($B = .345, t = 5.636, p = .000$). As shown in Table 2.

Table 1: Model Summary of The Impact of Employees' Self-Motivation on Employees' Performance							
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	R Square Change	F Change	Sig. F Change
1	.354 ^a	.119	.115	1.062	.119	31.765	.000

Predictors: (Constant), employees' self-motivation
 Dependent Variable: employees' performance

Table 2: Coefficients on The Impact of Employees' Self-Motivation on Employees' Performance						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.992	.134		7.419	.000
	Employees' Self-Motivation	.323	.057	.345	5.636	.000

a. Dependent Variable: Employees' Performance

4.2 The Significant Effect of Relationship Management of Employees on Employees' Performance

In Table 3, the R-value is .292. Meaning that the association between relationship management of employees and employees' performance is positive and strong. The R Square is .085 meaning that relationship

management of employees' significant impact makes up 8.5% of factors' contribution that influence employees' performance. The Std. Estimate Error between the variables is 1.082. The model is good. The model's F Change is 21.859 which is significant. Relationship management of employees showed a positive and significant relation with employees' performance ($B = .292, t = 4.675, p = .000$). As shown in Table 4.

Table 3: Model Summary on The Impact of Relationship Management of Employees on Employees' Performance							
Model	R	R Square	Adjusted R Square	Std. The Error in the Estimate	R Square Change	F Change	Sig. F Change
1	.292 ^a	.085	.081	1.082	.085	21.859	.000

Predictors: (Constant), relationship management of employees
 Dependent Variable: employees' performance

Table 4: Coefficients on The Impact of Relationship Management of Employees on Employees' Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.040	.146		7.135	.000
	Relationship Management of Employees	.224	.048	.292	4.675	.000

a. Dependent Variable: employees' performance

5. DISCUSSION

Findings revealed that the association between employees' self-motivation and employees' performance is positive and strong. Individual group members offer their moods, emotions, EI, and feelings to the team, which in turn produces the working team's collective emotional intelligence, which has an impact on performance (Liu and Liu, 2013; Jamshed, 2018). Employees' self-motivation's significant impact makes up 11.9% of factors contribution that influences employees' performance. The previous study, as said by has suggested a link between the EI of the team and the performance of the team (Chang et al., 2012). Employees' self-motivation showed a positive and significant relation with employees' performance. Cassidy and Lynn saw self-motivation as beneficial to achieving goals in the organization's social environment (Cassidy and Lynn, 1989).

Self-motivation, according to encompasses all aspects that aid in achieving excellence and competition (Spinath, 2001). Findings also revealed that the association between relationship management of employees and employees' performance is positive and strong. Conflict management is a key factor in discovering the level of relationship management skill, according to as only individuals with high management of relationship skills can resolve conflicts as they understand the emotions of others (Ganesan, 1993). Relationship management of employees' significant impact makes up 8.5% of factors' contribution that influence employees' performance. Relationship management of employees showed a positive and significant relation with employees' performance. As said by leaders or managers and supervisors who can supervise their subordinates effectively must have good relationship management skills (Goleman, 2000; Spencer and Spencer, 1993).

6. CONCLUSION

The study focused on the self-motivation and relationship management of employees at Kumasi Technical University, Baptist University, and Christian Service University on their performance. The research is descriptive and quantitative. The study was taken at three universities in Ghana. Namely, Kumasi Technical University, Baptist University, and Christian Service University. The population of the study was 1435 faculty members in various departments. The sample size for the study was 150 faculty members at Kumasi Technical University, Baptist University, and Christian Service University. The questionnaire was used as a data collection instrument and a Google Forms for the collection of responses from the participants. It was found that employees' self-motivation was positively and significantly related to employees' performance. It was found that relationship management of employees was positively and significantly related to employees' performance.

RECOMMENDATIONS FOR FUTURE STUDIES

Since two main variables in this study contribute 20.4% influence on employee performance, future studies should look into other factors influencing employee performance. Also, future studies should focus on identifying the difficulties in managing employees.

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