

An Association between Emotional Intelligence and Performance of Workforce

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Abstract: *The undertaken subject could be considered controversial, some people take 'emotional intelligence' as a non-existent matter, while others see it as having a huge impact on employee performance. The present research analyses the association and impact of emotional intelligence (EI) on workforce performance while taking into account demographic features along with individual clusters of emotional intelligence. The Emotional Competence Inventory model is considered to explore EI and its four dimensions- self-awareness, self-management, social-awareness and relationship management. The domain of study is UAE, where hardly such a topic is being explored earlier. A quantitative study is employed with a sample of 119 participants accessed through convenience approach from diverse sectors such as banking, education, health, engineering and recruitment of UAE. The statistical tools such as Cronbach's Alpha, Chi-square test, Correlation and Regression analysis including ANOVA are put to analyse the primary data to serve the basis for results & discussion. Results reflect that emotional intelligence is independent of age, gender, qualification and designation of employees. It also statistically proves that all the dimensions of emotional intelligence are not equally significant or even considerate to affect employee performance.*

Key Words: *Emotional Intelligence, Workforce Performance, Demographic Features, Self and Social Awareness, Self and Relationship Management*

I. INTRODUCTION

Emotional intelligence (EI) is the study of how humans perceive things, socialise with different people, how they manage their emotions on a personal and social level (Mayer et al., 2008; Petrides, 2011; Salovey & Mayer, 1990). Emotions make thinking more intelligent and one thinks intelligently about emotions (Mayer & Salovey, 1997), which actually combines the two main terms *emotion* and *intelligence* of Emotional Intelligence. EI adds to control emotions in the self and others (Mayer et al., 2000). Controlling of emotions and management of stress, exhibiting good performance even under pressure and an urge to adapt to organisational changes is influenced by the emotional intelligence (Lopes et al., 2006). Identifying emotions helps to eliminate the 'unknown factor', which tends to put people in a state of confusion and distress. When one is able to recognise what feels, can come up with the right

solutions to overcome it, and proceed to daily activities in a much healthier and positive state of mind (Hasson, 2014). Employee performance is the ability of an individual being able to deliver and exert effective implementation of assigned duties and tasks. Monitoring and tracking employee performance is essential because it allows an organization as a whole to improve its productivity, producing more quality work and also having a competitive advantage, because all the crafted strategies; ideas, products, services that are being distributed are controlled by employees and without them none of company's goals or missions could be accomplished (Pradhan & Jena, 2017). It is pretty common that most people know the concept of emotional intelligence but don't necessarily understand how to put it into practice, so it is essential to not only create awareness but let the employees and managers also learn about how to create it in their organisations (Sallie-Dosunmu, 2016). Many researchers have found through their studies that EI is very prominent ability of an individual working in service sector (O'Boyle et al., 2011). Ifelebuegu et al. (2019) found that health and safety performance of employees working in hazard-prone industries such as petroleum, oil and gas etc. is also vitally affected by EI due to its very nature of influencing human factors. EI as a subject of knowledge is about emotional processes to control emotional and social behaviour of an individual (Zeidner et al., 2008). The undertaken study attempts to identify and analyse whether being emotionally aware of self and other's behaviour and actions, influence the performance by taking into account four-dimensional construct of EI which encompasses four dimensions: self-awareness, self-management, social awareness and relationship management. It also aims to find out whether emotional intelligence gets affected by the demographic aspects such as age, gender, designation and qualification of employees. Multiple dimensions contribute to the concept of EI (Goleman, 1998; Wong and Law, 2002). Therefore, the different dimensions may influence the performance of employees (Schutte & Malouff, 1999). Majority of previous studies have explained the variation in job performance by combining the varied components of EI into its overall score, hence, leaving a scope to mask the precise influence of specific dimension of EI, which is attempted in the present study. Most of the previous works don't reflect the interdependence of EI with the demographic aspects of the employees. Another strong reason is choice of sample from non-western society especially from Middle East where scarcely such topic is being explored. Studies based on human nature should encompass non-western samples as stated by Henrich et al.

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(Henrich et al., 2010) in his research. In many under developed countries such as Pakistan, Sri Lanka and Nigeria people are not even aware of the term ‘emotional intelligence’, therefore didn’t consider implementing it (Welikala&Dayarathna, 2015; Ahmed et al., 2016; Osisioma et al., 2016).

II. REVIEW OF LITERATURE

Emotional intelligence has been advocated as a foremost contributing factor to influence the performance of employees, their attitude, behaviour (Goleman et al., 2013; Wong & Law, 2002) and success in the work place (Abraham, 2006). “Emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation” (Boyatzis et al., 1999). The theoretical and conceptual framework for the present study has been adapted from the Emotional Competence Inventory 2.0 (ECI) and the summary of Goleman-Boyatzis Model of EI which measures the emotional competencies organised into four main clusters (Goleman et

al., 2002; Wolff, 2005; Byrne, 2003; Livesey, 2017; Gryn, 2010) and provides with four-dimensional construct which addresses the awareness as well as management of one’s self and others (Wolff, 2005; Livesey, 2017; Byrne, 2003). The first component is **self-awareness**; which is the ability to assess one’s personality (Goleman et al., 2002). Followed by **self-management**, which is the skill to regulate one’s emotions. Third dimension is **social awareness**; which is being able to show empathy with others (Goleman, 2004), to be aware of the state of the organisation (culture, values, expectations). Finally, is **relationship management**; being able to help other reach their maximum potential, to guide, to solve problems, and to lead. All these aspects contribute to employee’s performance at work (Wolff, 2005; Chirasha et al., 2017; Chirasha et al., 2018). Several studies reflect the relation and effect of emotional intelligence on employee performance in one way or the other as well-depicted in *table-I*. Thus, the following hypothesis is being proposed.

H₁: There is a positive relation between emotional intelligence and employee performance.

Table-I: Summary Of Research Papers Discussing The Impact And Relationship Between Emotional Intelligence (Ei) And Employee Performance (Ep)

Paper	Contribution
(Carmeli, 2003)	This study through its results indicate that positive work attitude, work outcome and managerial success can be augmented by emotional intelligence
(Day & Carroll, 2004)	This study found the connection amid different aspects of EI with individual performance in terms of decision making by utilizing the four factor Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) model (Mayer et al., 2004)
(Higgs, 2004)	The author conducted the research over the sample of 289 agents from three organisations of UK (call centers). The results of this study concluded a strong liaison between overall EI and individual performance.
(Langhorn, 2004)	This research found that there is positive relation between patterns of EI of General Managers working in restaurant sector of leisure industry of UK and performance outputs in terms of customer satisfaction, business profit and team satisfaction.
(Lopes et al., 2006)	Analysis of primary data collected from clerical employees and analysts of the finance department from Fortune 400 insurance company revealed that emotional intelligence and its association with performance measures and positive workplace outcomes such as interpersonal facilitation and stress tolerance is statistically significant.
(Mayer et al., 2008)	This study’s findings reflect that emotional intelligence shows considerable variation in an individual’s ability to make decisions, maintain social relationships and to cultivate productive working relations with others.
(Kulkarni et al., 2009)	The aftermaths of the study indicate that performance level of the managers and supervisors of automobile industry of India is influenced by the emotional intelligence.
(Hassan et al., 2011)	This study found that four domains of emotional intelligence - self -motivation, empathy, social skills and spirituality are quite crucial for high school educators to continue to delivering their best irrespective of the circumstances encountered.
(Whiteoak& Manning, 2011)	This study involved obtaining data from 130 employees of government run organisation in United Arab Emirates. The findings of study show that variation in job satisfaction and group task satisfaction can be described by supervisor’s EI perceived by the employees, which reflects that EI has workplace implications to a considerable extent.
(Gunu&Oladebo, 2014)	The study exposed that emotional intelligence is significantly related to employees’ performance and organisational commitment. 56.90% was the value of The coefficient of determination between EI and organisational commitment where 27.90% of the deviation in employees’ performance was accounted by emotional intelligence.
(Rangarajan & Jayamala, 2014)	Results of this research established that EI is a noteworthy predictor of employee performance.
(Shamsuddin&Rahman, 2014)	This study used the Wong and Law Emotional Intelligence Scale (WLEIS) (Wong &Law, 2002) to find out that EI has the relationship towards job performance of Call Centre Agents of Kuala Lumpur. It concluded that two out of three dimensions of WLEIS model influence the performance of employees.
(Hassan et al., 2015)	This study concluded the important role of self-awareness (one of the major domains of emotional intelligence) in augmenting the teachers’ emotional intelligence in relation to the positive educational outcomes for instance teaching efficacy in terms of handling the conflicts, solving the problems in class and bringing the satisfaction.
(Dhani et al., 2016)	This study showed a considerable connection between EI and Job performance among middle level management in selected Indian organizations.
(Osisioma et al., 2016)	A study conducted in the banking study of Nigeria reflects that emotional intelligence boosts the employees’ performance in terms of reducing employees’ turnover.
(Noel &Mosoti, 2016)	The study considered the four realms of emotional intelligence- Self-awareness, self-management, social-awareness and relationship management to determine impact of EI on employee performance in the Sugar factory of Uganda. It concluded that all four domains influence that general performance of employees towards understanding and managing their capabilities and controlling their limitations.

(Sony & Mekoth, 2016)	This study examines the relationship between EI, adaptability of frontline employee and job outcomes (job satisfaction and job performance). It concluded that the relationship between EI and Job outcomes is thoroughly intermediated by adaptability of frontline employee and there is positive relation between the two.
(Mohamed & Jais, 2016)	This research analyzed the relationship between EI and job performance. Response received from 212 teachers of secondary school in Kedah, Malaysia, provided the base to conclude that there is a great impact of EI on teachers' performance.
(Pekkar et al., 2017)	By focusing on interplay between Self and other focused EI dimensions (apprising the emotions of one person was more effective than apprising the emotions of two person-other and self) the study tried to survey the link between EI and Job performance.
(Rexhepi & Berisha, 2017)	The study incorporated collection of primary data from the private and public organization in the Republic of Macedonia. The findings show that the performance of employees is positively correlated with the level of Emotional Intelligence of employees.
(Asrar-ul-Haq et al., 2017)	This research considered the 5 component model of EI (Goleman, 1995) as conceptual framework to indicate that EI has a significant impact on the job performance of teachers of higher education institutions of Pakistan.
(Krishnan et al., 2018)	This study involved the consideration of four dimensions (Self and social awareness & self and relationship management) of EI to define the impact of EI on job performance in the selected organization of Malaysia. Self-management is found to be the most influential one among all the examined dimensions of EI.

Source: Author's own compilation based on review of literature

Self-Awareness and Employee Performance

Self-awareness is about knowing own emotions, feelings (Livesey, 2017), internal state of mind (Wolff, 2005), understanding the impact of emotions and how they change over the period of time (George, 2000). Self-awareness is identified as the most prominent dimension of emotional intelligence (Goleman, 1995; Bar-On, 1997). Having self-awareness can act as a guide through the gut feeling, giving signals whether one is on the right path or should avoid something (Atuma & Agwu, 2015). People with low self-awareness would interpret their feelings incorrectly and could cause them to back down from worthwhile opportunities in personal and professional life. Self-awareness comprises three competencies - emotional awareness: which is more about identifying one's emotions and their impact; accurate self-assessment: which is about getting insight into one's strengths and weaknesses; self-confidence: which reflects a solid wisdom of one's self-worth and proficiencies (Wolff, 2005; Livesey, 2017). Individuals who are emotionally aware tend to be faster learners and are better at training (Rexhepi & Berisha, 2017). One can improve one's performance by distinguishing the feeling of self and others, and then from there be able to utilize it to comprehend feelings, and execute more ideas and information (Ahmed et al., 2016). The theoretical base and understanding of the self-awareness contributed to propose following hypothesis:

H₂: There is a positive relation between self-awareness and employee performance.

Self-Management and Employee Performance

Theoretical and conceptual framework advocates the management of one's own emotions and moods through the self-management dimension of EI. Self-management is about controlling anger, anxiety, dejection and fostering positive feelings (Goleman, 1995). It allows managing one's own internal states, impulses, and resources (Wolff, 2005). It comprises competencies such as- emotional self-control, transparency, adaptability, achievement, initiative and optimism (Wolff, 2005; Livesey, 2017; Mayer et al. 1999). It can aid one when going through conflicts at work place, by bestowing with the ability to regulate frustration and mood, so it wouldn't overwhelm the thinking patterns negatively, while at the same time emphasize the feeling of hope and gratification. When ever going to a new working environment it is quite natural to go through stages of adaptation which could cause emotions such as confusion, anxiety, feeling of loss because of entering a new culture, and shock (Winkelman, 1994). Being able to manage the

emotions help to go through this process with awareness and reassurance that this is normal, in which it can help make the adaptation process becomes much quicker (Osisioma et al., 2016; Gunu & Oladepo, 2014). This construct supports the proposal of following hypothesis:

H₃: There is a positive relation between self-management and employee performance.

Social-Awareness and Employee Performance

The third construct of theoretical and conceptual framework is social awareness. Social awareness is a fundamental ability to comprehend the emotions (Goleman, 1995), needs and concerns of others (Wolff, 2005). It allows one to navigate the social environment (Salovey & Mayer, 1990), and having a way of taking in what people are saying and finding ways to relate to them, perceives emotions, and utilizing them in an effective manner (Gunu & Oladepo, 2014). It consists of competencies such as empathy; organisational awareness which is more about understanding organisational issues; dynamics (Livesey, 2017) and power relationships (Wolff, 2005); and service orientation which is about identifying and meeting the needs of customers. Social-awareness can be a tool in recognizing unspoken feedback about how others (colleagues or customers) feel at workplace considering the fact organization is a social unit where employee is always surrounded by others. This supports proposing following hypothesis:

H₄: There is a positive relation between social awareness and employee performance.

Relationship-Management and Employee Performance

Relationship-management is an individual's ability to foster a health relationship with the people around them. The competencies which surround this construct are- developing others, exhibiting inspirational leadership, influencing others, initiating or managing change (Goleman, 2004), managing conflict and promoting teamwork and collaboration (Wolff, 2005; Livesey, 2017). It is about understanding one's own values, boundaries, standards and be able to communicate to the people around them in order to attract the behaviour, one desires (Wolff, 2005) by being transparent and having the right skills to handle the conflict (San Lam & O'Higgins, 2012; Noel & Mosoti, 2016). With the boundaries and standards one can avoid unwanted behaviour and manipulation by others and can also maintain professional image (O'Leary et al., 2012). Considering this construct, below hypothesis is proposed:

H₅: There is a positive relation between relationship management and employee performance.

Emotional Intelligence and Demographic Characteristics

EI might get varied among individuals based on their demographic profiles (Carson et al., 2000) such as age, gender, qualification and designation/position at work place. Earlier studies have shown contradictory evidences on gender difference and EI (Arowolo, 2019). As per Goleman (1998) men and women possess different strengths and weaknesses to address different areas of EI, but their overall levels of EI are the same. Goleman (1995) suggests that EI increases with the age while some later studies found that age has no role in affecting the EI (Harrod&Scheer, 2005; Alumran&Punamaki, 2008; Kumar &Muniandy, 2012). Females score higher than males on the social skills of EI (Petrides&Furnham, 2000). Gender and working experience reflect significant predictive influence on EI (Adeyemo, 2008). Along with age and gender, qualification is also considerable demographic variables which correlate positively with EI (Gujjara et al., 2010). Most of studies show that females’ score on EI is higher than their male counterparts (Dhani& Sharma, 2017; Harrod&Scheer, 2005; Adeyemo, 2008; Alumran&Punamaki, 2008). Some researchers find that males score high on EI (Gujjara et al., 2010). Present researches have limited indications to support the independence or dependence of EI on demographic aspects of employees. Therefore, the following hypotheses are proposed:

H₆: Emotional Intelligence is dependent on the demographic aspects of employees.

H_{6a}: Emotional Intelligence is dependent on the age of employees.

H_{6b}: Emotional Intelligence is dependent on the gender of employees.

H_{6c}: Emotional Intelligence is dependent on the qualification of employees.

H_{6d}: Emotional Intelligence is dependent on the designation/ position of employees.

III. RESEARCH METHODOLOGY

The study analyses the association of emotional intelligence and its four dimensions with employee performance in the context of UAE, where hardly or very few studies have explored such topic so far. At the same time, it also examines the objectivity of demographic aspects (such as age, gender, qualification and designation) of employees with emotional intelligence, which is rarely being studied in already available researches. The research approach that is being used in the undertaken study is a quantitative research and a descriptive type. It is an interrogation/communication study using survey-questionnaire (Blumberg et al., 2014). 119 participants contributed to collect the primary data to reach the objective of the study. The survey was conducted within the organizations from different sectors such as banking, education, health, engineering and recruitment companies of UAE. In order to achieve high and fair response rate, face to face questionnaire survey approach being followed. Non-random convenience sampling is adopted to get access to the respondents. It is a cross-sectional study as it is conceded on one occasion and symbolizes a snapshot of one point in time (Blumberg et al., 2014; Agarwal &Al-Qouyatahi, 2017).

The structured questionnaire was divided into three main categories- first part focused on demographic profile, second part centered on the four dimensions of EI, and the third part assessed the relation between EI and performance. The pre-defined areas of questionnaire were enlisted based on literature review, theoretical framework of research, experience of researcher and pilot study conducted in her own college. Due to the precise nature of the study all the questions were drafted on the five-pointer likert-scale referring to 5-‘strongly agree’, 4- ‘agree’, 3-‘neutral’, 2- ‘disagree’, and 1- ‘strongly disagree’.

Majority of the respondents i.e. 65% hold the bachelors level degree, 22% masters level, 10% diploma and only 3% Ph.D. Both men and women 18 years and above participated in the survey. Majority i.e. 62% respondents belong to assistant/officer level position, 31% held with managerial positions, 7% are academicians. Majority i.e. 43.5% participants belong to 18-25 age bracket followed by 31% from 26-35years, 18% from 36-45 years and only 7.5% from 45 and above age group.

The domain of the present study is primarily UAE as the main researcher currently belongs to the UAE, thus, has access and possesses the understanding of the local market to a good extent. For result-oriented analysis of the collected primary data, statistical tools such as Cronbach’s Alpha, Chi square test, Correlation and Regression analysis including ANOVA are being employed. Cronbach’s Alpha was used to see the reliability (Tavakol & Dennick, 2011) of scale. Correlation used to assess the association between dependent and independent variables. Chi square is being implemented to investigate the interdependence of EI with demographic aspects. Regression analysis contributed to analyse the level and intensity of variation caused to the dependent variable by independent variables. ANOVA table is also being framed to determine the interaction between the undertaken variables.

IV. RESULTS AND DISCUSSION

To measure the reliability and internal consistency of the scale, Cronbach’s Alpha test is used (Tavakol &Dennick, 2011). Cronbach’s alpha is considered as a tool for reliability of scale and assesses internal consistency.

Table-II RELIABILITY STATISTICS (USING CRONBACH’S ALPHA TEST)

Variables	No. of Items	Cronbach’s α
Self-Awareness	4	0.765
Self-Management	4	0.726
Social Awareness	4	0.733
Relationship Management	4	0.790
Employee performance	7	0.711
Overall	23	0.759

Source:- Authors’ analysis

As shown in the table Cronbach’s alpha value for each of the variable is 0.7 and above, which falls in satisfactory and acceptable category of internal consistency (Nunnally& Bernstein, 1994; Bland & Altman, 1997). It reflects that the scale is reliable and good enough to use.



To examine the interdependence of EI with demographic features, Chi square test is being employed.

Table-III- Chi square assessment

Demographic Variables		Significance level = 5%	p Value	Result
Age	Emotional Intelligence	0.05	0.99981619	p>.05
Gender		0.05	0.986175607	p>.05
Qualification		0.05	0.99879001	p>.05
Designation/ Position at work place		0.05	1	p>.05
All Demographic Variables		0.05	1	p>.05

Source: Authors' Analysis

Note: Decision rule: If the p<significance level, reject the null hypothesis or vice-versa.

For the present study, four demographic variables: age, gender, qualification and designation are considered. From the results of the test, it is found that p value for all the demographic variables is less than 0.05, which does not support the postulated hypotheses ($H_6, H_{6a}, H_{6b}, H_{6c}, H_{6d}$). This indicates that EI is independent of all the demographic variables under-study which states that EI of employees does not get influenced by their age, gender, qualification and designation. To analyse the association between individual EI dimension and employee performance; and overall emotional intelligence and employee performance, correlation test is carried out.

Table-IV Correlation Assessment

EI and its Dimensions (Independent Variables)	Dependent Variable	value of Correlation Co-efficient r	Result
Self-Awareness	Employee Performance	0.001	r < critical r
Self-Management		0.099	r < critical r
Social Awareness		0.027	r < critical r
Relationship Management		0.131	r < critical r
Emotional Intelligence		0.103	r < critical r

Source: Authors' Analysis

Note: Decision rule: If the r>critical r value, reject the null hypothesis or vice-versa. Critical r value at significance level 0.05 and 0.01 is respectively 0.152 and 0.213 (one-tailed).

Table-IV presents the results of correlation test for each hypothesized relationship. All hypothesized relationships are positive at 95% and 99% confidence intervals. Results indicate that all postulated hypotheses (H_1, H_2, H_3, H_4, H_5) on the relationship between the constructs are supported. Further, regression analysis is employed to find the level of change to dependent or output variable (employee performance) caused or explained by independent or input variables (EI dimensions which are self-awareness, self-management, and social-awareness and relationship management; and overall EI).

Table-V a Regression Test Results

Model	R	R square	Adjusted R square	Standard Error of the Estimates
1	0.27	0.07	0.04	0.32
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	2.9639489	0.400737	7.3962	2.55E-1
SA	-0.010960	0.055174	-0.198	0.8428
SM	0.1125302	0.063226	1.7798	0.0777
So.A	-0.042645	0.065800	-0.648	0.5182
RM	0.1332577	0.058906	2.2621	0.0255

Source: Authors' Analysis

Note: SA-self-awareness; SM-self-management; So.A-social awareness; RM-relationship management

The statistics of model-1 reveal that 7% change ($R^2 = 0.07$) in employee performance is explained by all independent variables i.e. individual EI dimensions. Self and social awareness will be excluded while predicting the variation in dependent variable considering $p>0.15$. Therefore, self and relationship management are two most important components of EI in causing variation in employee performance. One unit change in self-management and relationship management will cause 11 unit and 13 unit change in employee performance respectively as per the values of coefficients.

Table-V b Regression Test Results

Model	R	R square	Adjusted R square	Standard Error of the Estimates
2	0.18	0.03	0.02	0.32
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	3.018854	0.401486	7.519187	1.22308
EI	0.182571	0.092930	1.964593	0.051831

Source: Authors' Analysis

As per findings of model-2, EI explains only 3% ($R^2 = 0.03$) variation in performance. However, it cannot be excluded as the $p<0.15$ to consider the variable while explaining the variations in dependent variable. Findings reveal that 1 unit change in EI will cause 18 unit changes in performance considering the value of coefficient.

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Table-VI ANOVA Results

ANOVA for Model-1					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	4	0.878908458	0.219727	2.198075177	0.073587286
Residual	114	11.39583001	0.099963		
Total	118	12.27473847			

ANOVA for Model-2					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.391991357	0.391991357	3.859628446	0.051831963
Residual	117	11.88274711	0.101561941		
Total	118	12.27473847			

Source: Authors' Analysis

ANOVA assessment finds that the outputs of regression models are taken by analysing the value of significance F. For model-1 there are about 7% probabilities whereas for model-2, about 5% likelihoods that outputs were generated merely by random chance. At 95% confidence level model-2 seems to qualifying for significance ($\text{Sig } F \leq .05$) compared to model-1.

The outcomes of statistical assessment demonstrate that emotional intelligence is not reliant on the age (Harrod&Scheer, 2005; Alumran&Punamaki, 2008; Kumar &Muniandy, 2012), gender (Goleman, 1998), qualification and designation of an employee. Results provide preliminary evidence that self-awareness, self-management, social awareness and relationship management and overall EI have positive correlation with employee performance. The self (Rothstein& Burke, 2010) and relationship management (Treadway et. al, 2013) are two more prominent dimensions to affect performance of employees. The connotation of emotional intelligence with performance cannot be overlooked considering the findings which are consistent and extend past researches as vividly reflected in the literature review. However, it is also clear that emotional intelligence and/or its dimensions are not the only factors which influence the performance; there are many other variables which cause variability in the performance while taking into account the value of R^2 .

V. CONCLUSION

The study demonstrates that emotions are among the foremost pillars that stimulate employees' performance. Considering the profile of respondents undertaken for the present study, it is obvious that emotional intelligence is an ideal ingredient that influence performance of employees at

all levels as not being restricted to a particular level of management in an organisation. Study obviously displays that emotional experiences of employees are relevant in organisational set-ups. Self-management and relationship management enable employees to manage their interpersonal and intra personal emotions while dealing with convoluted and demanding customers, in view of the fact that employee's role is vital for the success of the company internally as well as externally. Relationship management contributes to generating and diffusing a healthy environment which is more team oriented and enhance the performance either in group or individually.

The study has important theoretical and practical implications. Findings of undertaken study are grounded on the sample drawn from UAE which leads to widen the conceptualization of emotional intelligence in Middle Eastern Country. It augments to the existing literature by exhibiting the potential folk belief of the EI construct in the chosen context.

There exist some context specific implications of this study. Results are highly significant leading to increased attention to self and relationship management competencies of EI and offer with potential opportunity for the organizations of UAE to benefit by developing such aptitudes among their employees towards better outcomes of performance. Managers in UAE may benefit by appreciating the employees based on their emotional traits of managing the self and their relations with others at work place rather than always relying on IQ, compliance based and autocratic style of management. While going through recruitment and selection process, organizations can assess the emotional traits of prospects to ensure better performance considering the positive association between the two. Employing emotionally intelligent employees should be a priority.

Considering the constant reinforcement and evolution of employees towards improved performance, results may offer valuable acumens to the human resource managers to take fundamental strides towards this path by proposing some training and development programs focusing on how employees can manage their emotions at work.

The indication of research that demographic aspects such as age, gender, qualification and designation are not related to the level of EI of an individual, not only contributes to current literature but also facilitates management of companies to understand that all age brackets, both the genders, and people with diverse degrees and positions value and perceive EI skills equally sensitive and relevant. Therefore, paves a way to look beyond the stereotypical gender, age and qualification differences. We hope the findings of this study prove useful in bridging the existing gap theoretically and/or practically in terms of chosen context and/or considering new dimensions such as qualification and designation to influence emotional intelligence. Limitations of a study prompt path for future research so is the case with current study. The present study is limited by its sample population. The sample is confined to employees of chosen companies representing only few sectors in UAE. Future researchers are encouraged to validate the present study's findings in other economic sectors and countries in the region.

The variables used in the study represent a very small proportion while explaining the impact on dependent variable, future researchers might think of incorporating other probable variables to encounter this. The cross sectional design of research is another limitation which could be addressed by future researchers by employing longitudinal design to reflect causal direction of relationship between under study variables.

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