

The sway of Emotional Intelligence and its cutting-edge on the Performance of Employees

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Abstract

This study aims to demonstrate and determine how emotional intelligence influences an employee's efficacy and performance at work. In this study, we hope to demonstrate that a person's effectiveness at work and overall job performance is based not just on their professional experience and IQ but also heavily on their emotional intelligence. The researcher selected an exploratory study strategy and stratified sampling to select 800 respondents from 12 financial institutions in India and the Middle East. The respondents were selected using a method of convenient sampling. Under two categories, including personal and relational competence, five EI components were utilized. This research employs SEM, Multivariate approach, Factor analysis, and Multiple regression. The research results indicate that collective intelligence and cooperation increase EI. Also, the employee's overall personal and relational competence performance has a strong and positive correlation.

Keywords: Emotional intelligence, Collective Intelligence, Personal competence, Relational Competence, Performance, SEM

Introduction

Much research has been undertaken on this EI topic, studying the various components of emotions in the workplace and the correlations between emotional intelligence (EI) attributes such as discernment, control, application, and understanding of emotions and physical and mental health. These studies also seek to establish the benefits of understanding and utilizing emotional intelligence. In developing nations, notably those in the Middle East and India, a lack of literature concentrates on this crucial facet of emotional intelligence. Thus, it is imperative that Financial Institutions, which are the financial system's foundation, take this perspective into account. Emotional intelligence is highly valued in professional situations. According to Hassan Jorfi, workplace intelligence elements have been identified as a result of investigations undertaken over the past 25 years into the characteristics that contribute to success in the workplace. Using quantitative performance data from various businesses and industries, this research expanded the corpus of information on EQ. (2010) Lynn on Jorfi and others. Emotional intelligence is the capacity to perceive, comprehend, and utilize one's feelings and talents to manage relationships with oneself and others. A highly developed emotional intelligence also enables managers and leaders to apply effective leadership tactics to motivate their employees to perform at their maximum level. Numerous researchers contend that emotional intelligence in the workplace fosters relationships. Many criteria, including personnel retention, client loyalty, reliability, efficiency, and benefit, influence representative execution. Organizations have become significantly more demanding, with working conditions that are equally complex and unclear. People with emotional intelligence possess several talents that allow them to be aware of, comprehend, and manage their own and others' emotions. They can also perceive and comprehend the emotions of others and utilize this information for their own and others' achievements. The increasing complexity of business and human behavior has increased the need for individuals with high IQs and EQs. In the current atmosphere, where the cliché "the client is king" applies to every interaction, emotionally unstable individuals may find it challenging to meet their goals or submit their reports on time. How a person feels influences his behavior, and his behavior influences how he

presents himself to others and how others present themselves to him. [Rexhepi and Berisha \(2017\)](#) asserted that the organization must increase knowledge of emotional intelligence as a critical factor influencing productivity. Characteristics, needs, desires, and emotional expressions of The Individuals differ. To negotiate this, one requires kindness and talent, particularly if one wishes to prosper daily. Herein lies the utility of the concept of emotional intelligence. Traditional models group the five components of emotional intelligence as personal (self-awareness, self-regulation, and self-motivation) and social (awareness and social skills) capacities.

Emotional Intelligence and Performance of Employees

[D'Souza, Irudayasamy, and Parayitam \(2022\)](#) developed a conceptual model that suggests leadership style and emotional intelligence (EI) can function as moderators and organizational citizenship behavior (OCB) can function as a mediator in mitigating the dysfunctional effects of emotional fatigue. According to [Kessi et al. \(2022\)](#), research, D's emotional intelligence and spiritual intelligence have a moderately good effect on employee performance. In the research model, morale does not play a mediating function in explaining the relationship between Islamic leadership and employee performance. The addition of morale as a variable in the study model's perfect mediation (complete mediation) helps to explain how emotional and spiritual intelligence influence employee performance. Emotional intelligence cannot directly boost employee performance. [Riwukore \(2022\)](#) examines how discipline, workloads, and emotional intelligence influence employee performance in his research. [Kumari et al. \(2022\)](#) Determine through their research whether SL promotes organizational citizenship behavior (OCB) among employees. It also explores the relationship between the variables and personnel emotional intelligence (EI). The research indicated that leaders who can meet the demands and expectations of their followers are more likely to develop their employees' emotional intelligence (EI), enhancing the emotional and motivational aspects of their followers' behavior. This study suggests managers should adopt an SL strategy that fosters employee trust and Empathy. Addressing the needs and expectations of their employees may boost their emotional intelligence (EI), allowing them to attract good energy and cultivate

an atmosphere of mutual respect and cooperation. According to [Schutte, Malouff, and Thorsteinsson \(2013\)](#), a person was deemed capable of imitating Muhammad Munir, Rauf I Azam four emotions if he could recognize his emotional state and reactions as well as those of others when they communicated their emotions through vocal and facial cues.

A person with emotional intelligence can distinguish between many emotions and design a clear and effective strategy for responding to varied conditions and scenarios ([Goleman, 1998](#)). Moreover, he argues that an emotionally intelligent person could effectively manage others' emotions by regulating situations, non-verbal communication, and debates to direct and manage others' emotions in a way that is beneficial to the situation or the gathering's goals. As a skill, emotional intelligence is the ability ([Goleman, Boyatzis, & McKee, 2001](#)), capacity ([Mayer, Salovey, & Caruso, 2004](#)), and personality trait ([Petrides & Furnham, 2001](#)) of a representative to perceive, comprehend, utilize, and manage emotions effectively ([Maul, 2012](#)). [George \(2000\)](#) suggests that emotional intelligence is essential in authority viability and employee success.

Research Objectives and hypothesis

1. To understand the significance and factors influencing Emotional intelligence in the workplace
2. To identify the impact of EI on the performance of employees
3. To identify the relationship between EI and performance

Research hypothesis

1. No significant relationship between the socio-demographic profile of the employees and factors influencing emotional intelligence
2. No significant difference between mean ranks of the factors influencing emotional intelligence
3. There is no significant difference between the mean emotional intelligence ranks regarding personal competence.
4. There is no significant relationship between the socio-demographic profile of the employees and the emotional intelligence regarding relational competence.

Methodology

The researcher employs an exploratory research approach to get a new understanding of EI and its impact on Employee Performance. This research employs a method that promotes insight. Stratified random sampling from an infinite population is used to identify the financial institutions in the Middle East and India. A total of 12 financial institutions were selected, and 800 responses from management and administrative workers were obtained using convenience sampling. In this study, both primary and secondary data collection approaches were used. Under the primary data collection method, a structured questionnaire was utilized to obtain information from the sample respondents. In chronological order, the questionnaire questions have been extracted for analysis in the section titled "Analysis." The responses to each question are categorized, then analyzed. The analysis part is separated into two major subsections, including percentage analysis and factual analysis. In the percentage analysis, replies to each question are analyzed using percentages. The factual analysis segment consists of employee-collected supplementary data analyzed using a simple percentage as the underlying analysis phase. Analysis of Variance (ANOVA) was then performed to interpret the results. Factor analysis, Kendall's test, multiple regression, and SEM were employed to analyze the data. Structural Equation Modelling is a highly available and potent multivariate analysis tool that includes, in exceptional cases, specialized versions of several different analysis techniques.

Analysis

The following table displays Cronbach's alpha value for each facet of emotional intelligence on employee engagement and performance.

As Cronbach's alpha of four parameters (Factors influencing emotional intelligence, Emotional intelligence in terms of personal competence and relational competence, and Performance of the employees) reveal alpha values of 0.800 and more excellent than 0.800, it can be concluded that there is a high level of internal consistency. So, it is established that the data are highly trustworthy and valid for analysis.

Factors Influencing Emotional Intelligence

The elements impacting Emotional Intelligence among the personnel of the selected private banks are considered for the study. General Mood, Adaptability, Stress, Intrapersonal Ability, and Interpersonal Ability are the variables considered for percentage analysis. Under General Mood - 'Friendly, Gregarious, Assertive, Active, Excited and Optimistic,' Adaptability - 'Adapting to change, Flexibility, Altruism, Cooperation, Moderation, and Managing stress'; Stress - 'Anxious, Annoyed, Depressed, Distracted, Immoderation, and Sensitive to criticism,' Intrapersonal Ability - 'Self-efficacy, Orderliness

Table:1. Mean and standard deviation for factors influencing emotional intelligence

Factors	Mean	Standard deviation	Variance
Friendly	2.76	1.3	1.93
Gregarious	2.83	1.36	1.91
Assertive	2.74	1.35	1.98
Active	2.53	1.32	1.81
Excited	2.71	1.42	2.14
Optimistic	2.83	1.42	2.14
Adapting to change	3.12	1.42	2.06
Flexibility	3.21	1.45	2.10
Altruism	3.42	1.36	1.92
Cooperation	3.18	1.32	2.06
Modesty	3.27	1.32	1.78
Manage stress	2.86	1.31	1.93
Anxious	3.16	1.32	1.74
Annoyed	3.11	1.41	1.81
Depressed	2.72	1.33	1.96
Distracted	2.53	1.36	1.96
Immoderation	2.51	1.35	1.92
Sensitive to criticism	2.68	1.30	1.75
Self-efficacy	2.71	1.32	1.81
Orderliness	2.86	1.41	2.17
Dutifulness	2.61	1.44	2.05
Striving for achievement	2.93	1.44	2.08
Self-disciplined	3.12	1.47	2.13
Cautiousness	3.21	1.32	1.78
Proactive	3.22	1.42	2.05
Communication	2.75	1.36	1.93
Collaborative	2.78	1.31	1.74
Appreciating	2.71	1.37	1.95
Optimistic	2.67	1.33	1.82
Work place etiquette	2.99	1.42	2.16

ANOVA test for socio-demographics of the employees and factors influencing emotional intelligence

Hypothesis 2

Null hypothesis H0- No significant relationship between the employees' mean score of socio-demographic profile and factors influencing emotional intelligence.

Alternative hypothesis H1- Significant relationship between the employees' mean score of socio-demographics and factors influencing emotional intelligence.

ANOVA TABLE

Emotional intelligence	Gender		Age		Marital Status		Edu. Qualification		Experience		Annual income		Area of Residence	
	F - Value	Sig. value	F - Value	Sig. value	F - Value	Sig. value	F - Value	Sig. value	F - Value	Sig. value	F - Value	Sig. value	F Value	Sig. value
in respect of personal competence														
Emotional awareness	000	.996	478	.697	1.466	.226	160	.852	305	.822	501	.681	395	.674
Self assessment	010	.922	.689	.559	2.175	.141	1.810	.164	1.589	.191	1,223	.300	.159	.853
Reflective with experiences	1.737	.188	2,166	.091	242	.623	078	.925	.713	.544	719	.541	458	.633
Aware of values and goals	.010	.920	779	.506	012	.912	941	.391	048	.986	553	.646	1.101	.333
Self development	.617	.432	2571	.053	2,474	.116	.058	.943	292	.831	475	.700	879	.416
Sound Decision making	5.745	.017	.895	.443	015	.902	1.817	.163	2.271	.079	2.610	.053	275	.759
Self-control	2.464	.117	2710	.044	.075	.784	414	.661	2,723	.043	547	.650	394	.674
Focused	294	.588	801	.493	2,187	.140	272	.762	1,772	.151	.404	.750	203	.816
Conscientiousness	.051	.821	158	.925	1.086	.298	474	.622	102	.959	1,206	.307	.103	.902
Adaptability	348	.555	1.369	.251	7.491	.006	209	.811	286	.836	306	.821	.155	.856
Innovativeness	180	.671	358	.784	4.108	.043	573	.564	197	.898	118	.950	1.801	.166
Risk taking	1.894	.169	366	.778	365	.546	1.154	.316	562	.640	437	.726	.113	.893
Striving to improve	2,868	.091	435	.728	181	.670	1.865	.156	2,360	.070	.804	.492	.144	.866
Readiness to opportunities	3.328	.068	2.819	.038	.014	.906	152	.859	1.614	.184	125	.945	.477	.621
Committed to organization	372	.542	484	.693	3.048	.081	446	.640	220	.882	276	.842	453	.636
Initiatives	.010	.922	.689	.559	2,175	.141	1.810	.164	1,589	.191	1,223	.300	.159	.853
Perseverance	1.737	.188	2,166	.091	242	.623	078	.925	.713	.544	.719	.541	458	.633
Optimism	010	.920	779	.506	012	.912	.941	.391	048	.986	553	.646	1.101	.333

Hypothesis 3 states no significant difference between mean emotional intelligence ranks regarding personal competence.

Kendall's w test is administered to test the hypothesis

Factors	Mean Rank	Chi-Square	Degrees of freedom	Asymp. Significant
Friendly	14.02			
Gregarious	13.87			
Assertive	13.97			
Active	14.79			
Excited	14.54			
Optimistic	14.31			
Adapting to change	13.76			
Flexibility	19.23			
Altruism	14.56			
Cooperation	15.32			
Modesty	14.01			
Manage stress	14.62			
Anxious	13.84			
Annoyed	13.75			
Depressed	13.01			
Distracted	14.21	711.272	28	.000
Immoderation	12.62			
Sensitive to criticism	14.20			
Self-efficacy	15.35			
Orderliness	14.98			
Dutifulness	14.65			
Striving for achievement	15.42			
Self-disciplined	16.32			
Cautiousness	15.38			
Proactive	14.21			
Communication	14.65			
Collaborative	15.65			
Appreciating	15.32			
Optimistic	16.32			
Work place etiquette	16.12			

The null hypothesis is rejected because every factor related to emotional intelligence components has a significance value less than 0.05 at the 1% significance

level. There is a substantial disparity between the average rankings of the factors that influence emotional intelligence. The "Flexibility" factor ranks highly among all variables influencing emotional intelligence (19.23). Hence, the "Flexibility" Variable modulates the emotional intelligence components.

Hypothesis 4. *There is no significant relationship between the socio-demographic profile of the employees and the emotional intelligence regarding relational competence.*

Analysis of Emotional Intelligence related to relational competence

Under Empathy, the variables included for percentage analysis are 'Concern for others, Service-oriented, Sense of appreciation, Leveraging diversity, Power relationships, and Development,' Under Social Skills, the variables are 'Influence Communicative, Acceptance of change, and Leadership.'

Factors	Mean	Standrd deviation	Variance
Concern to others	2.71	1.52	2.37
Sense of appreciation	2.83	1.46	2.15
Service-oriented	2.81	1.53	2.10
Leveraging diversity	2.72	1.50	2.23
Power relationships	2.93	1.61	2.54
Development	2.72	1.58	2.41
Influence	2.78	1.51	2.41
Communicative	2.54	1.54	2.43
Taking leadership	3.54	1.43	2.15
Acceptance to change	3.32	1.36	1.92

SEM Model

A structural equation model necessitates a structure of the measures' covariance matrix (hence an alternative name for this field, "analysis of covariance structures"). After estimating the model's parameters, the model-implied covariance matrix can be compared to an empirical or database covariance matrix. If the two matrices are consistent, then the structural equation model provides a feasible explanation for the relationships between the metrics.

The variables used in the structural equation model are Observed, endogenous variables

1. Factors influencing emotional intelligence in respect of general mood
2. Factors influencing emotional intelligence in respect of interpersonal ability
3. Factors influencing emotional intelligence in respect of adaptability
4. Factors influencing emotional intelligence in respect of stress
5. Factors influencing emotional intelligence in respect of intra-personal ability
6. Emotional intelligence in respect of personal competence
7. Emotional intelligence in respect of relational competence
8. Job involvement of the employees
9. Overall performance of the employees

Observed exogenous variables

1. Area of residence of the employees
2. Gender of the employees
3. Annual income of the employees
4. Experience of the employees
5. Educational qualification of the employees
6. Marital status of the employees
7. Age of the employees

Unobserved, exogenous variables

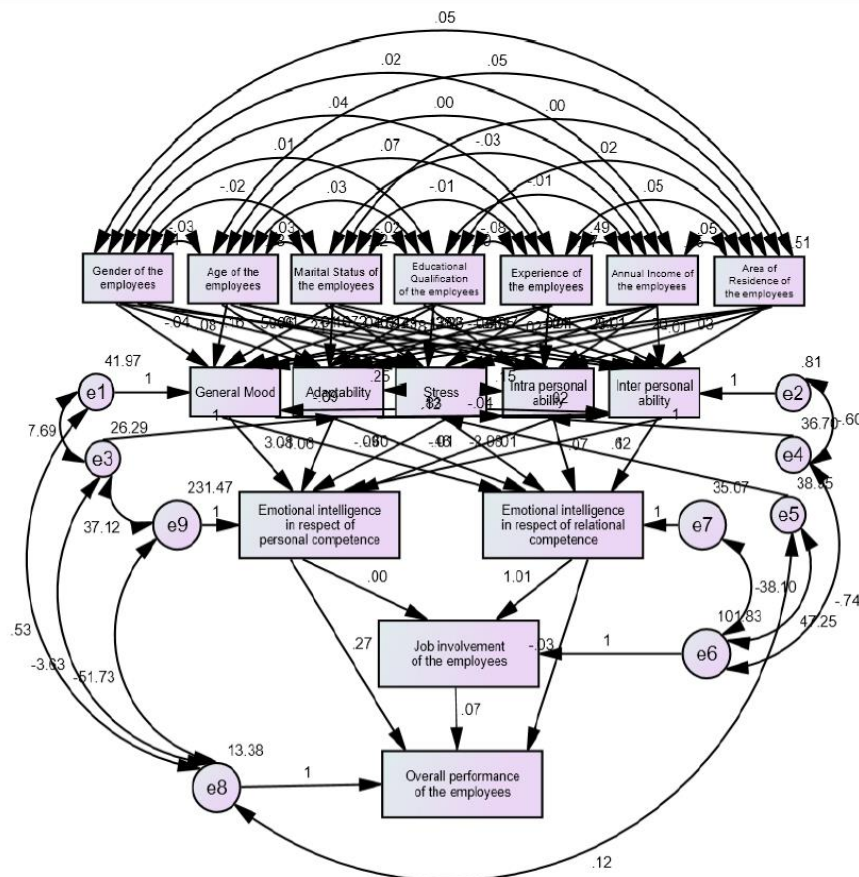
1. Error 1 for factors influencing emotional intelligence in respect of general mood
2. Error 2 for factors influencing emotional intelligence in respect of interpersonal ability
3. Error 3 for factors influencing emotional intelligence regarding adaptability 4. Error
- 4 for factors influencing emotional intelligence in respect of intra-personal ability 5. Error
- 5 for factors influencing emotional intelligence in respect of stress
6. Error 6 for job involvement of the employees

- 7. Error 7 for emotional intelligence in respect of relational competence
- 8. Error 8 for emotional intelligence in respect of personal competence
- 9. Error 9 for the overall performance of the employees

- 1. Number of variables in model 25
- 2. Number of observed variables 16
- 3. Number of unobserved variables 9
- 4. Number of exogenous variables 16
- 5. Number of endogenous variables 9

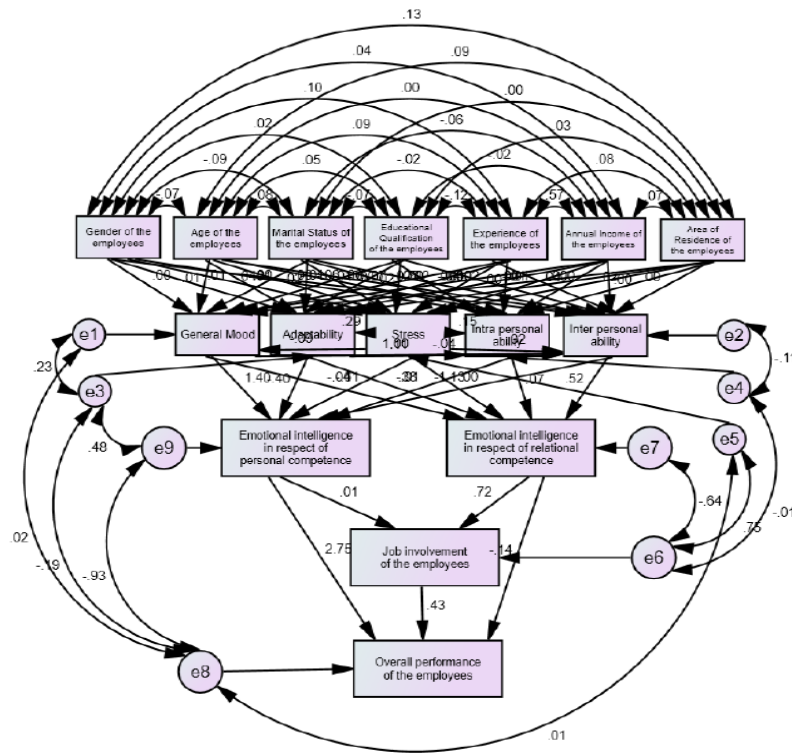
Unstandardized estimate for Structural Equation Model of the impact of emotional intelligence on the involvement and performance of the employees

Diagram :1



Standardized estimate for Structural Equation Model of the impact of emotional intelligence on involvement and performance of the Employees

Diagram 2



Results & Discussion

The identified mean for all the attributes of the factors influencing emotional intelligence among employees under General Mood, such as 'Gregarious, Friendly, Assertive, Excited, Optimistic, and Active,' falls on the scale Disagree, as the mean is greater than 2 and less than 3, whereas under adaptability, 'Adapting to change, Flexibility, Altruism, Cooperation, Modesty, and Manage stress,' falls on the scale 'Neither Agree Stress factor, 'Anxious, Annoyed, Depressed, Distracted, Immoderate, and Sensitive to criticism', Intrapersonal Ability - 'Self-efficacy, Orderliness, Dutifulness, Striving for achievement, Self-disciplined, Cautiousness and Proactive', falls on the scale 'Neither Agree nor Disagree' as the mean is greater than 3 and less than 4, and Interpersonal Ability, The characteristics 'Excited, Optimistic, Adapting to Change, Flexibility, Cooperation, Orderliness, Dutifulness, Striving for Achievement, Self-disciplined, Proactive, and Workplace Etiquette' deviate from the scale 'Disagree' to 'Neither Agree Nor Disagree' and from 'Neither Agree Nor Disagree' to 'Agree' when calculating the standard deviation.

This demonstrates that the standard deviation reflects a more excellent range of values for the components. As the standard deviation is closer to the mean, the above result demonstrates that the characteristics of the factors impacting emotional intelligence among the employees of the selected Private sector Banks analyzed are appropriate.

Table 2 of the ANOVA analysis reveals that all variables associated with the factors impacting emotional intelligence had significant values greater than 0.05. (except "Self-efficacy"). Therefore, except for "Self-Efficacy," the null hypothesis is accepted in each case. Thus, there is no correlation between the gender of an employee and the elements influencing emotional intelligence (other than "Self-efficacy"). The logical conclusion drawn from the table is that the factors influencing emotional intelligence considered for the study, specifically the statement assigned under Intra Personal Ability "Self-efficacy (.038.05)", had implications for the gender of the employees of the selected private sector banks.

According to the ANOVA analysis, there was no link between the ages of employees and the factors influencing their emotional intelligence (Excluding "Proactive"). The conclusion deduced logically from the table indicates that the variables influencing emotional intelligence considered for the study, the statement assigned under Intrapersonal Ability "Proactive (.043.05)," affected the age of the employees of the private sector banks chosen for the research. Apart from "Excited and Workplace Etiquette," there is no association between the marital status of employees and emotional intelligence-influencing factors. The conclusion logically drawn from the table confirms that the factors influencing emotional intelligence considered for the study, the statement assigned under General Mood "Excited (.035.05)" and under Intra personal Ability "Workplace etiquette (.035.05)", affected the marital status of the employees chosen for the research study. There is no relationship between employees' educational backgrounds and the characteristics that influence emotional intelligence. The table logically demonstrates that the study's evaluation of the factors influencing emotional intelligence had no influence on the employees' educational backgrounds. The employees' perspectives on the variables influencing emotional intelligence are not affected by their responses regarding their educational background. We might therefore conclude that the hypothetical statement lacks statistical significance.

There is no association between employee experience and emotional intelligence impacting variables (except from "Altruism"). The statement awarded under adaptability, "Altruism" (.035-.05), indicates that the factors influencing emotional intelligence analyzed for the study influenced the experience of the employees selected for the research study. There is no relationship between employees' annual pay and the characteristics that influence emotional intelligence. The conclusion that follows logically from the table is that the factors influencing emotional intelligence considered in the study had no influence on the employees' annual income.

Nearly all of the characteristics listed under the variables influencing emotional intelligence that were chosen for the study are significant, with "Flexibility" being the most influential factor. It is believed that the flexibility in the workplace aspect under adaptability has a more substantial influence on the respondent's impression of elements influencing emotional intelligence and its impact on employee performance and satisfaction. Because the preceding statement is statistically significant among all other traits that impact emotional intelligence, it has been identified as the most influential variable.

Table 4: According to empirical calculations, all of the emotional intelligence traits related to relationship competence among employees of the selected private sector banks that fall under the heading of Empathy, such as "Concern to others, Service-oriented, Sense of appreciation, Leveraging diversity, Power relationships, and Development," are on the scale of Disagree because the mean is greater than 2 and less than 3, whereas under the heading of "Society," the mean is greater than 3. The attributes "Consideration towards others, "Taking leadership, and Acceptance to change" deviate from "Neither Agree nor Disagree" to "Agree" when the standard deviation is calculated, whereas "Service-oriented, Sense of appreciation, Leveraging diversity, Power relationships, and Development" deviate from "Disagree" to "Neither Agree nor Disagree." This displays how the standard deviation reveals that the values of the variables span a more comprehensive range. Because the standard deviation is closer to the mean, the following result investigates the notion that the emotional intelligence qualities about relational competence among the employees of the selected private sector banks included in the analysis are appropriate.

SEM Model results

The correlation between Workers' Gender, Age, Marital Status, Experience, Annual Income, and Residence Region in Connection to Stress and Employee Factors Affecting Emotional Intelligence is minimal. In addition, the null hypothesis H4 is rejected due to significant findings about the relationship between the educational background of employees and the elements influencing emotional intelligence in response to stress. Thus, it is essential to analyze the relationship between emotional intelligence, employee stress, and educational background. In addition, there is a correlation between employee gender, age, marital status, level of education, and other characteristics and emotional intelligence in response to stress. Little association exists between Workers' Gender, Age, Marital Status, Education Level, Experience Level, Annual Income Level, Region of Living, and Employees Factors Affecting Emotional Intelligence Regarding General Mood. In addition, there is a negative association between the gender, age, experience, and location of employees and elements that influence emotional intelligence regarding general mood.

The relationship between Workers' Gender, Age, Marital Status, Education Level, Experience, Annual Income, and Residence Emotional Intelligence in Connection to Adaptability is minimal. In addition, there is a negative association between the gender, marital status, annual wage, and region of residency of employees and the elements that influence emotional intelligence regarding adaptability. In addition, there is a high association between employees' age, level of education, and years of experience and elements that influence emotional intelligence regarding flexibility. According to factors influencing emotional intelligence about overall mood and factors influencing emotional intelligence about stress, the null hypothesis is rejected due to significant results. As a result, there is a substantial relationship between the elements that influence emotional intelligence in terms of the overall mood and those that influence emotional intelligence in terms of stress. In addition, there is a negative link between the elements that influence emotional intelligence in terms of general mood and those that influence emotional intelligence in terms of stress. There is a strong association between the elements that influence emotional intelligence in terms of adaptability and those that influence emotional

intelligence in terms of stress. In addition, there is a positive association between the elements that influence emotional intelligence in terms of adaptability and those that influence emotional intelligence in terms of stress.

There is no association between characteristics impacting emotional intelligence and an employee's educational background, marital status, gender, degree of experience, annual income, or location in terms of intrapersonal capacity. The null hypothesis is rejected due to significant findings on the relationship between intrapersonal ability, employee age, and emotional intelligence. There is a strong association between characteristics that influence emotional intelligence in terms of interpersonal skills and factors that influence emotional intelligence in terms of overall mood. In addition, there is a positive association between characteristics that influence emotional intelligence concerning interpersonal skills and those that influence emotional intelligence concerning general mood. There is a significant association between characteristics that influence emotional intelligence in terms of flexibility and factors that influence emotional intelligence in terms of interpersonal skills. In addition, there is a negative link between the elements that influence emotional intelligence in terms of interpersonal skills and those that influence emotional intelligence in terms of adaptability.

There is a significant relationship between emotional intelligence regarding relational competence and factors influencing emotional intelligence about overall mood. In addition, there is a negative link between emotional intelligence concerning relationship competence and characteristics that influence emotional intelligence about general mood. The association between emotional intelligence regarding social competence and factors influencing emotional intelligence regarding adaptability is significant. In addition, a positive link exists between emotional intelligence regarding relational competence and characteristics influencing emotional intelligence regarding adaptability. There is no clear association between emotional intelligence concerning relational competence and factors influencing emotional intelligence in reaction to stress. In addition, a positive link exists between emotional intelligence regarding relational competence and characteristics influencing emotional intelligence about stress. Emotional intelligence about relational

competence and the factors that affect emotional intelligence concerning interpersonal abilities. In addition, there is a positive association between elements that influence emotional intelligence in terms of interpersonal competence and emotional intelligence in terms of relational competence. The association between emotional intelligence regarding relational competence and factors influencing emotional intelligence about intrapersonal ability is significant. Also, there is a positive association between emotional intelligence in terms of relational competence and characteristics that influence emotional intelligence in terms of intrapersonal ability.

Conclusion

The researcher has experimentally evaluated the impact of emotional intelligence on employee performance utilizing factors such as personal competence, relational competence, and employee opinions on job involvement to determine how the impact has extended throughout the organization. This was evaluated based on the hypotheses and statistical methodologies considered during the inquiry. According to the study, empirical evidence supported a component of the conceptual research model. The characteristics that influence "Optimistic" emotional intelligence are more significant in determining the overall success of employees. The results of the neural network analysis aim to discover all possible interconnections between the characteristics that comprise the perception of emotional intelligence in the private banks selected for this study. In addition, they deduce the complicated nonlinear interactions between dependent and independent variables of the elements that influence the dimension of emotional intelligence. In the subdimension Factors influencing Emotional Intelligence, "General Mood" and "Optimistic" is the component with the most significant degree of interaction. Compared to all other assertions of opinion, the respondents' opinions on emotional intelligence and their consequences on performance are perceived as interacting with the optimistic thinking emotion element more than any other.

The research investigates the socio-demographic features of the employees, the elements influencing emotional intelligence in connection to the overall mood,

interpersonal skills, and other variables. Emotional intelligence about adaptation, stress, intrapersonal capacity, personal competence, relationship competence, and additional variables. The engagement of employees in their jobs is one of the essential criteria for the study. In this circumstance, these are the independent factors, whereas the overall performance of the staff is the dependent factor. The proposed conceptual research model supports the findings that the key variables (employee socio-demographic profile, factors influencing emotional intelligence concerning general mood, factors influencing emotional intelligence concerning interpersonal ability, factors influencing emotional intelligence concerning adaptability, factors influencing emotional intelligence concerning stress, and factors influencing emotional intelligence concerning inflexibility) are significantly associated with emotional intelligence. The significance of the factors is such that they have a considerable effect on the overall performance of the individuals. Hence, no single aspect must affect the total performance of the employees. Yet, this study recognized the difficulties and offered suitable remedies to increase the EI standard. Several further studies can be conducted on the critical components of EI in numerous other industrial sectors, such as non-banking service, manufacturing, and IT firms. The study can be performed in other industries where employee performance efficiency and work involvement are prevalent issues. Also, it is possible to do additional research to uncover the multiple underlying causes of practical, emotional intelligence abilities, particularly among male professionals in other industries. Future studies on the tactical effects of emotional intelligence on productivity and performance may draw from a range of sources.

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