



“Impact Of Emotional Intelligence on Employees Performance In Higher Education Institutes: A Comprehensive Literature Review”

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Abstract

In this world of globalization, an organization must adopt different strategies in a well organized way in order to achieve its goal in an efficient way. Since employees are an integral part of any organization, so for an organization to grow the employees should work effectively and efficiently and for this different strategies are adopted in an organization. Though, the performance and effectiveness of an employee depends upon several factors like his / her educational qualification, job position, the financial support, etc. but the leaders have now started giving due consideration to Emotional Intelligence (EI) which is the key element for the success of any organization. For any organization now EI is considered to be an important element as far as skill and capability is concerned and an organization searches these factors in a leader and follower at workplace in order to tackle any changes in the environment and to gain organization commitment which will ultimately lead to organization's success. Previous research has shown that Emotional Intelligence is one of the important factor besides other factors for organizational commitment and there is a strong relationship between emotional intelligence and employee performance which leads to organizational commitment. Hence, if an employee scores high in EI then higher will be his / her performance and commitment towards organization. Employees with high Emotional Intelligence (EI) are proven to be more successful at workplace, because they are able to understand their emotions and are able to behave in a particular situation in that way.

In this study, impact of emotional intelligence (EI) on employee's performance in various higher education institutes has been investigated and the gap in the existing literature of Emotional intelligence has been identified. Assessing the reviews and analyses presented in this paper, it is expected that this review can be further referred in the new studies for the understanding of effect of emotional intelligence on organizational commitment. This study may also be beneficial for managers/ leaders to recognize diverse factors which influence the performance of employee.

Key words: Emotional intelligence, Employee Performance, globalization, financial support, skill, organization, commitment

RESEARCH METHODOLOGY

The current study presents the results of various research papers selected from the large database of impact of Emotional Intelligence on the performance of employees of higher education institutes. A structural approach has been used to establish the source of material for review. The peer reviewed literature; dissertation and conference preceding were the main source of information. The Google Scholar and research gate search engine has also been used to conduct more general searches. All searches have been limited to examine the impact of Emotional Intelligence on higher education institute employees

performance published in English. Keywords namely, Emotional Intelligence, Employee performance, higher education institute, Impact of emotional intelligence on employee performance has been used to do search on Google and Research Gate.

REVIEW OF LITERATURE

Bella Thomas and Dr. S. Senith (2021), Emotional intelligence is very important for teachers in nowadays, as teachers are vital part of education without them there is nothing. To conclude, high emotional intelligence of the teachers is negatively correlated with teachers' burnout dimensions. These could have

practical implications for educational settings in order to enhance the quality of school life. In order to reduce the teachers' burnout and to raise the level of the teachers' engagement, and their wellbeing it could be possible to enable them to be more emotional intelligent and more confident in their own possibilities of success both personal and professional. The authors suggest that the identification both of teachers' life satisfaction level and the teachers' emotional intelligence is important in terms of teaching profession, since it could predict a better attitude toward work and a lower chance to experience burnout. So teachers must improve their EI by developing self awareness among them, maintain standards of integrity and always subject to self-criticism. (1)

Gholamreza Asadi Bidmeshki and Fatemeh Taheri (2018), Emotional intelligence, which is defined as one's ability to understand and control his or her feelings and emotions, as well as the individual's ability to recognize the feelings of others in order to guide their thoughts and actions, is one of the important factors in mental health and in adapting the individual to living conditions. This ability involves the interaction between emotions and cognition that lead individuals to adapt to living conditions. Based on the results, a positive and significant relationship was found between employees' emotional intelligence and their performance, and thus employees with higher emotional intelligence and social skills and self-awareness, their job performance is higher. Considering the fact that emotional intelligence causes self-awareness, self-management, social awareness and social skills, and according to the results of this study, emotional intelligence has a positive and significant relationship with job performance, it is suggested that organizations at the time of human resource recruiting, using emotional intelligence tests, measure the ability of individuals to control their feelings and identify others' feelings, and use the scores of this test as a factor in employment decision making. On the other hand, it is suggested that employees participate in emotional intelligence training sessions run by advisers and experts, because emotional intelligence is a skill that can be trained, flexible, and varied

and with the participation of employees in the training courses, their ability to adapt to the working environment and the establishment of appropriate working relationships will increase, which can lead to increased efficiency and improved labor performance. (2)

Dr. Srinivas Bandi and Ms. Neerupa Chauhan (2019), The results from the above literature are concerned with the study of emotional intelligence and its impact on employee performance. After analyzing the literature on Emotional Intelligence we can conclude that there is an impact of Emotional Intelligence on Employee performance. From the above studies it can be concluded that Emotional Intelligence is a key analyst for employees to supervise their own emotions as. These studies have shown that employees with high Emotional Intelligence competencies have better job performance than employees with low Emotional Intelligence competencies. It has been commonly notice that in any industry job satisfaction factor enhances the employees' social life and also productivity of organization, due to appreciation and reward. Manager plays a key role for organizational development, must have emotional competences that they manage the employees and their work life.

It is found that high emotional intelligence of employees leads to better work performance and thereby increasing the organization commitment, which in-turn leads to decrease in turnover intention. The research studies reviewed leads us to believe that employees react positively and take a devoted importance to contribute and ready to search capabilities and efficient learning for personal Emotional Intelligence. As such, there are many areas for improvement and for further research where the association between various variables with regard to Emotional Intelligence and Job Performance can be analysed with other mediating variables. The findings from the above study have important implications on application of emotional intelligence on employee performance, where remain a number of other functions of Human Resource Management in other sector where the implementation of emotional intelligence

could be equally beneficial. Hence in those areas lies the scope of further study. The subsequent are those other areas in relation to emotional intelligence and employee. Studies on the effects of the emotional intelligence of team leaders may also be of interest to understand the development of effective team in the organization of emotional intelligence on developing interpersonal skills among the employees and finally, understands employees Work Life Balance through emotional intelligence. The concept of emotional intelligence undertakes to forecast and improve the life skills of individuals. The proponents of the assumption believe that in understanding, analyzing and managing emotions in themselves and others, lies the key to an improved quality of life. This paper is completely dependent on the earlier studies, and is more focused on identifying and relating the various factors which has already been discussed. Secondly, the study is presented as a theoretical paper and the articles included are based on European and the US context as maximum studies have been conducted in those countries. Different aspects of various studies have also been reviewed in this study which is valuable for the future researchers. In addition, the recommendation may inspire new studies that can advance the understanding on Emotional Intelligence. (3)

Shyue Chuan Chong, et.al (2019), the challenge of the study is the target samples. These findings of this study just represented Klang Valley private higher education institution's academicians. This research proposed that researchers could focus on both public and private higher institutions. The ultimate objective is to coach and aid them in gaining technical ability that facilitates them to manage their emotions, shape their behaviour, cultivate their kindness and empathy and manage arduous circumstances efficiently and effectively; and ultimately establish better results (Richardson & Norgate, 2015). Also, the outputs from this research divulge that EI can be learned and it has positive influences on learner's well-being, staff morale and self-esteem (Chong et al., 2011; Chong, Sia & Ng, 2011; Chong et al., 2012). Last but not least, EI is significant and crucial that it should never be overlooked (Molefe, 2010). (4)

Saman Zaid, et.al (2021), The motivation of the research was to analyze the impact of selected competencies of Emotional Intelligence on teachers' perceived job performance in Higher Education sectors of Pakistan, as well as to examine the effect of gender, EI training and experience on the teachers' performance. The selected EI competencies, ESA, SC, AO, DO, and CM were chosen after reviewing previous studies in the field. It can be concluded from the results of first five hypotheses that emotional intelligence has a significant impact on teacher's performance in higher education institutions of Pakistan. Emotional Intelligence competencies which proved to affect significantly the performance were self-confidence, achievement orientation and developing others. Conflict management and emotional self-awareness did not prove to have any significant impact on performance.

However, previous studies have proved all these EI competencies to play a significant role in affecting teachers' performance. Last 4 hypotheses tested the relation of Job Performance with Gender, Training and Experience. Only training proved significant for enhancing job performance of teachers. Whereas results highlighted that job performance of teachers remained unaffected by gender, experience or joint impact of training and experience in higher education sector of Pakistan. (5)

Qadar Baksh Baloch, et.al, By comparative analysis of two public sectors Universities, Peshawar University and Islamic College University Peshawar, the emotional intelligence has greatly impacted employee performance, productivity and satisfaction. Peshawar University employees are looking more satisfied in contrast to Islamic College University employees. The employees of Peshawar University seem to be more satisfied, by getting more regards from their Head of department, as compared to Islamic College University. By the impact of EI, the employees of Peshawar are more satisfied by getting more and more promotion opportunities, as compared to Islamic College University, so this factor will improve their productivity also. Most of the respondents of

Peshawar University argued that their job is appealing and so this shows that they are more satisfied and will be more committed to their job, as compared to Islamic college university Peshawar. Most of the respondents of Peshawar university feel satisfied with their working environment, which show contentment and dedication to their job, while employees of Islamic College University lack the feeling of satisfaction with respect to providing a proper working environment. The findings show that head of the departments of Peshawar University are far fairer as compared to Islamic College University, which encourages a feeling of satisfaction and productivity among the employees. This shows the satisfaction of Peshawar university employees, that they feel pride in their job, while Islamic college satisfaction ratio is less than Peshawar University. The EI has greatly impact on Peshawar university employee that they never engaged in any kind of conflict within organization, this show cohesiveness amongst employee, and encourage to do best efforts for their organization. Most of the employee of Peshawar University showed that they are achieving their objectives in their best way, which leads to employee satisfaction and more productivity. (6)

Muhammad Asrar- ul-Haqa,b, et.al, (2017), Teachers have a significant role in society as they interact with the students to transfer their knowledge to them. For transferring knowledge in a proper way they should be emotionally stable (Mehmoodetal.,2013). Teachers should have effective skills physical lyas well as mentally which are name das emotional intelligence (Goleman, 1995). Emotional intelligence is really help ful for teacher's performance as it would guide them to communicate clearly, lead other sina proper way which creates productive interaction at work as well as personal life (Hassanetal .,2015). Present study indicated that when teachers developed emotional competencies and skills which made a complete emotional intelligent behavior and attitude result in the huge success and satisfaction (Hassanetal .,2015).Mehmoodetal.(2013)suggested that teachers having good emotional intelligence would have improved performance.(7)

Sanchika Modi and Mukesh Chansoriya (2019), Teachers have a significant role in society as they interact with the students to transfer their knowledge to them. For transferring knowledge in a proper way they should be emotionally stable (Mehmood et al., 2013). Teachers should have effective skills physically as well as mentally which are named as emotional intelligence (Goleman, 1995). Emotional intelligence is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life (Hassan et al., 2015). Present study indicated that when teachers developed emotional competencies and skills which made a complete emotional intelligent behavior and attitude result in the huge success and satisfaction (Hassan et al., 2015). Mehmood et al. (2013) suggested that teachers having good emotional intelligence would have improved performance.(8)

Zainab Naseer, et.al.(2011), Emotional intelligence plays an important role in improving team performance. Sometimes, employees are engaged in positive as well as negative emotions, it is important for them to perceive, analyze their own emotions as well as of others, use them in an effective way, and regulate them in such a way that it provides them maximum benefit instead of harm. Emotional reactions provide a useful insight of where interest may be focused, whereas unmanaged emotions can hinder the effective information processing. (9)

Sri Sukamta, et.al (2019), In the questionnaire distributed and filled out by 216 respondents stated that the validity was tested using SPSS the results were valid. • There is a relationship between emotional intelligence with the esprit de corps, work climate with the esprit de corps, emotional intelligence with the teacher's performance, work climate with the performance of the Teacher and esprit de corps with the teacher performance. • The reliability test can be said to be perfect if the Cronbach Alpha value is greater than 0,90. • The reliability test can be said to be high if the Cronbach Alpha value is between 0,70 to 0,90. • The perfect reliability

test is found in the relationship between emotional intelligence with a esprit de corps worth 0,94, work climate

with esprit de corps worth 1.01 and emotional intelligence with teacher performance worth 0,95. • High reliability test is found in the relationship of work climate with teacher performance worth 0,86 and esprit de corps with teacher performance worth 0,89. • Emotional intelligence and work climate factors have an influence on esprit de corps. Low teacher performance is influenced by several factors, including emotional intelligence and work climate. These factors influence the improvement of teacher performance, but their contribution is not very significant. Emotional intelligence and the work climate contribute little in influencing teacher performance improvement. A significant effect on improving teacher performance is actually the esprit de corps possessed by each teacher. Esprit de corps can be said to be a factor that directly influences Teacher performance improvement. The existence of intervening esprit de corps that can significantly improve teacher performance is evidence that emotional intelligence and work climate possessed by teachers do not directly affect teacher performance. But there must be a sense of esprit de corps that every teacher has emotional intelligence and work climate have a direct relationship to esprit de corps so it can be concluded that emotional intelligence and work

Climate has an influence on the esprit de corps. Based on the results of the study, it is recommended that the esprit de corps be given more attention in the factors of emotional intelligence and work climate; so that the performance of teachers who are influenced by these two factors can be improved. (10)

Muhammad Akram, et.al. (2017), It should be noted that unless the interrelationship among the concepts of emotional intelligence, organizational commitment and job performance is comprehensively understood, interventions done to improve teachers' job performance cannot yield the expected outcomes. The present study investigated this interrelationship due to its important effects on Pakistan's educational system. Significant positive affect of emotional intelligence was

found on both organizational commitment and job performance. Organizational commitment also influenced teacher's job performance considerably. Furthermore, organizational commitment was confirmed as mediator in the emotional intelligence–job performance relationship.

The study's results emphasize the complex role played by emotional intelligence in affecting job performance. While the study has made some progress towards understanding why teachers often underperform and what factors are important to job performance, there still remains much more to be learned. The remaining important factors are poor leadership, heavy workloads, poor performance management, inadequate resources, perceived discrimination, depleting health conditions, and ego clashes. Administration of educational institutions needs to make sure that teachers are not only emotionally competent and well-trained, but are also given supportive supervision and adequate resources so that their job performance can be optimized. (11)

Jasleen Kaur and Anupam Sharma (2019), From the review of literature, it is observed that EI has a positive impact on work performance. Research by Lopes et al., (2006); Rahim (2010); Kumar and Rooprai (2009) confirmed EI to be an influential personality traits for working affectivity, enhancing job satisfaction and attaining organizational commitment. With improved commitment the turnover intention gets reduced significantly. Also, high EI results in team building by emotionally efficient leader, thus, refining work culture to successfully enhance work performance. Studies done so far as pointed out by Ashkanasy and Hooper (1999); Abraham (1999), a research by Goleman (1995), have suggested that high is the level of EI, higher will be job satisfaction, organizational commitment, job performance, and reduced turnover intention. (12)

Osama Khassawneh, et.al (2022), the research indicates that emotional intelligence (EQ) is connected to almost every aspect of working in the academic field. A successful educator must possess various necessary qualities, including knowledge, skills, and a

positive attitude; however, more than these qualities are required to ensure success. Nevertheless, something else still plays a part in determining the level of efficacy with which these abilities are displayed. The Sum of all of these factors determines efficacy. The EI competencies help bridge this gap by impacting a teacher's knowledge, abilities, and perspective, which, in the end, results in an effective educator. The approach provides empirical backing for the idea that EI is critical in education and that educators should have adequate EIC to improve student outcomes. This idea is that EI is critical in education and that educators should have adequate EIC. This notion is that EI is essential in education and that educators should have sufficient access to it. There is an overwhelming majority of academic support for providing teachers with training to assist in the growth of their EI. To put it another way, a teacher with a higher EIC will be more effective at communicating his knowledge, determining the needs of his students, demonstrating love to them, and gaining their trust. Additionally, he or she will be better at gaining the students' confidence. They can propel their own development to new levels if they work on strengthening their connections with other people. This suggests that he could benefit from EI not only in his interactions with students but also in his growth as a person, and it is not just limited to his interactions with students. Therefore, educational institutions should invest in training programs that focus on emotional intelligence to cultivate emotionally intelligent educators. This will allow the institutions to serve their students better. Because teachers are a school's most valuable resource, the administration should make encouraging their ongoing professional development one of their top priorities. This is because teachers are the school's most valuable resource. EI is not a nice-to-have but rather an essential part of a teacher's job, so they should give it the same amount of care and attention as they do to their subject matter and instructional methods. Since emotional intelligence is not a nice thing but rather an essential part of a teacher's job, it is difficult to draw broad conclusions about emotional intelligence from this study due to its

limitations, specifically the tiny sample size. Further research must be conducted, with the primary emphasis being on this topic. In addition, the research process is hampered by the deductive school of philosophical thought. It is necessary that every one of the premises produced by the inductive research be accurate and that the words be specified appropriately for the conclusions reached through the process of deductive reasoning to be valid. When conducting research in the future, it will be necessary to examine several distinct philosophies from various perspectives side by side to reach a consensus regarding the approach that will be most successful.(13)

Zeeshan Ahmed, et.al (2016), Results of the current study imply that emotional intelligence factors have direct influence on employees job performance. This research study revealed that EI contributes openly by the means of self awareness, self management, self motivation, empathy and social skills. The results of the present study shows that there is a significant relationship between emotional intelligence and employees job performance in higher educational institutions of District D.G.Khan, Multan and Bahawalpur, Pakistan. This research study is very helpful for top management in making decisions regarding inquiry of various dimensions which lessen employee's performance working in higher educational institutions. Better employees job performance can be accomplished through identifying the factors which can create trouble in normal schedule of psychological working. In order to maintain and generate enthusiasm and excitement, they must be able to be knowledgeable and appraise about how to persuade these emotions. Employees must be able to predict how to respond in different situations, changes, events and effectively handle these reactions. Top management must positively resolve the conflicts and maintain and generate a sense of trust and cooperation. Positive attitude and thinking can lead to the ideas generation to resolve disagreements, ensure trust and cooperation throughout an organization. (14)

Nasrijul Rivai1, et.al, (2018), In this article we have developed the influence of emotional intelligence, work environment, and work

stress and employee work productivity. From the existing theories and research that has been done by several researchers about the relationship between these variables, we argue that emotional intelligence directly affects work productivity and also indirectly affects work productivity through work stress. In addition, the work environment also has a direct and indirect influence on productivity through work stress. Because any organization certainly wants work productivity for each individual to be good and can produce goals. Then they must pay attention to ways to improve it. As explained by Razak (2016) that the work environment with convenient, flexible, and have social support from the management and co-worker will enhance the employees to work with harmony, less stress and conflict. Gibson (2012) argues that high stress levels can reduce employee satisfaction and productivity, which in turn can prevent many organizations from reaching the level of effectiveness of their work. Khahtani (2013) that in the current employment sector such as being stressed, not creative, lack of motivation in his career caused the organization to become less growth and decrease productivity. Khahtani mentions if emotions are managed carefully can encourage trust, loyalty, and commitment and can also increase productivity, innovation, and achievement in the individual, team, and organizational environment.

This subsequent application can be used to examine employee productivity in public and private organizations. Because at this time the biggest influence of the role is coming not only from each individual but also from workplace facilities. (15)

Siti Masitoh and Ketut Sudarma (2019), Emotional intelligence has a positive and significant effect on employee performance of the SETDA District Office. Semarang. Emotional intelligence will make employees able to manage emotions in themselves and others so that they are more likely to react positively to an event at hand. Thus it helps employees to make decisions and fixed solutions. Spiritual has a positive and significant effect on employee performance. Employee performance will increase because employees with a high level of spiritual

intelligence will be more responsible in carrying out their duties and obligations.

Emotional intelligence has a positive and significant effect on job satisfaction. A sense of empathy and good social skills will create a harmonious and comfortable relationship between co-workers and between employees and their superiors. While self-awareness and self-knowledge will make employees comfortable with their work, able to survive, and not easily frustrated. Spiritual intelligence has a positive and significant effect on employee job satisfaction. Employees who have good spiritual intelligence will be honest, open and flexible

Employee performance has a positive and significant effect on job satisfaction. Job satisfaction will be increasingly felt by employees if their performance is getting better. Because with increased work results, employees will feel proud of what they achieve. Good performance will certainly increase opinion and promotion opportunities. Emotional intelligence and spiritual intelligence affect job satisfaction through employee performance. Employees who have good emotional intelligence and spiritual intelligence will have high self-awareness, be able to manage themselves in all conditions, have strong motivation and are connected to the environment and divine and have a positive working relationship. Self-awareness and knowledge will help employees to see gaps and decision making appropriately. All of these factors will improve employee performance, which in turn will foster employee self-esteem, which then leads to job satisfaction.

Considering the importance of emotional intelligence and spiritual intelligence, it is hoped that organizations will conduct training to improve emotional intelligence and spiritual intelligence of employees because employees are very important resources for the company. Emotional and spiritual intelligence training programs aim to enable employees to work according to the company's vision, mission, and values and to maximize the potential of employees to improve company performance and employee job satisfaction.

In an effort to increase job satisfaction in terms of the indicator of the supervisor, the leader is

expected to be able to build good communication, namely two-way communication, so in addition to providing guidance to employees in carrying out their duties the leader is also expected to receive input given by his subordinates. Then the organization can hold an event such as a race that requires teamwork to establish cohesiveness and good relations with colleagues and to temporarily divert the perceived workload, so there is no boredom in doing the work itself. (16)

Aaron Cohen and Mohamed Abedallah (2015), The findings presented here show the usefulness of EI and self-efficacy for a better understanding of both OCB and in-role performance. First, it documents EI as a concept that warrants further examination in its relationship to performance outcomes. Looking more specifically at the findings, the results of HLM showed that one dimension of EI was significantly related to organizational OCB, while two dimensions of EI were significantly related to OCBI and in-role performance (Table II, Step 2). These findings provide support for those of the study by Winkel *et al.* (2011), who argued that high-EI Future research should consider the effect of culture on the relationships found here.

Arabs represent a collectivist culture (Cohen, 2007). Fernández-Berrocal *et al.* (2005) contended that individualistic cultures emphasize the needs of the individual, and hence attribute more importance to the individual's emotional world. On the other hand, in collectivistic cultures, greater importance is given to cohesion with one's peers, and individual needs are subordinate to those of the group. Shipper *et al.* (2003) also argued that the concept of “self”, as defined by the individual apart from others, is not shared by all cultures. Collectivist cultures define the self in the context of others such as a family or tribe. In collective traditions, a person rarely thinks of themselves as an individual (Hofstede, 2001). Thus, self-awareness may simply not be perceived as relevant for effective behavior in those cultures, and less attention will be paid to the emotional world of the individual. This leads to an expectation that the effects of EI on OCB should be stronger in individualistic cultures than in collectivist ones. This expectation should be examined in

future research. The findings, showing a strong mediating effect of burnout, support our argument that EI and self-efficacy increase individual resources and make it easier for employees to cope with stressful situations. Therefore, high levels of EI and self-efficacy will reduce burnout and enable the individual to invest more time and effort not only in their formal

Obligations, such as in-role performance, but also in extra-role behaviors such as OCB (Siegel and McDonald, 2004).(17)

Sareena Umma MAG and ,Dhivya V(2020), Teachers are the people who transfer their knowledge to the students and shape the behavior and attitude of their students in a good direction which largely help the society to form a bulk of good citizens. In the context of higher education, their role is very complex than the former case, where their responsibility extends to different aspects of teaching since their producing the graduates to the professional world too. On other hand managers / administrators are the critical assets of any organizations, who determine the success or failure of an organization by the way they manage and conduct it. Role of academic heads in the realm of higher education combine the work of both teacher and administrator as they involve lecturing and administration of their respective department/faculty. Therefore their performance is considered as the most important to the respective institutions as well as the overall society and it is much of interest of several parties. Academic heads’ job involve various challenges which cause to emotional disturbance in them. Therefore they need to be more skillful in terms of physically, mentally and emotionally as well. Where EI take an important role in handling such challenges and issues effectively, in addition to their IQ, knowledge or experience.

The findings of the study concluded that there is a significant and strong positive relationship ($r = 0.757$) between emotional intelligence and job performance of academic heads working in state universities in Eastern province of Sri Lanka. The results revealed that around 57% of variance in job performance is explained by EI (adjusted $r^2 = 0.565$). And EI have significant and direct impact ($b = 0.812$) on

their job performance which means that higher levels of emotional intelligence of academic heads lead to higher levels of job performance. The results show that academic heads with higher level of EI are demonstrating higher level of JP. Result of the study is in line with those of related studies that emphasize the importance of EI in JP across a variety of settings. For instance, Praveena (2015) and Kumari & Bhanu Priya (2017) found that EI was significantly related to JP among managers of banking sector while Shooshtarian, Ameli & Lari (2006) found that EI effect the JP of labors in Fars province industries in Iran. Kambiz & Majid (2013) identified that EI is vital tool having strong significant impact on employee performance in Iranian hotel industry. Anbazhagan & Nagarajan (2014) discovered positive relationship between employee's EI and work performance among the thread mill employees in Tirunelveli district, Tamil Nadu. Masoumeh & Mostafa (2014) has also found a positive and meaningful relationship between the EI employee performances in an Iranian railroad industry. Further Nestor Asiamah (2017) revealed that EI makes a significant positive effect on JP among health workers in Accra North. Findings of similar sector to the current study were also acquired from Ahmed, et. al (2016) who found that EI factors have direct influence on employee's job performance in public and private sector higher education institutions of Pakistan. Qadar, et. al (2014) identified that the EI has greatly impacted employee performance in two public sector universities in Peshawar, while Ivan et.al (2016) explored EI can be used to predict JP of administrative employees of the University of Jordan. Hence Muhammad, Sadia & Misbah (2017), had also found that EI have a great impact on teacher's job performance in universities in the area of central Punjab, Pakistan. (18)

Anuradha Singh, et.al, (2019), Although, a lot of research has been done concerning Emotional Intelligence and its effect on the employee as such, the impact of emotional intelligence on factors such as gender, age, experience and educational level and its relationship with employee performance still is very limited. Research linked to

organizational context is still being explored.. This research study pertaining to EI focuses on the premise that organization's to be successful, need to develop employee's emotional intelligence skills to work effectively. Although there has been a surge interest in EI, the main criticism advanced by some HRD scholars and practitioners is that there is not enough empirical research to support the link between EI and employee and organizational performance. In both research and practice, EI is a highly contested construct (Dasborough & Ashkanasy, 2002; Fambrough & Hart, 2008; Zeidner, Matthews, & Roberts, 2004). Thus, EI skills training development interventions are not yet well understood, hence the need for evidence-based approach is required. (19)

Lisye Nurzaman and Lia Amalia (2022), The result of the first testing is that emotional intelligence has a positive and significant influence on the work performance of lecturers. It can be concluded that lecturers with higher emotional intelligence will have a better work performance. The result of the second testing is that spiritual intelligence has a positive and significant influence on lecturers' work performance; therefore, the higher the spiritual intelligence, the better the work performance. The result of the third and the fourth testing, i.e., lecturer certification as the moderation for the correlation between emotional intelligence and spiritual intelligence on the work performance of lecturers is that lecturer certification has a negative and insignificant effect as the moderator between emotional intelligence and spiritual intelligence on the work performance of lecturers. Thus, lecturer certification does not positively influence the correlation between emotional and spiritual intelligence on the lecturer's work performance. This shows that the hypothesis regarding the moderation variable can be rejected. Lecturer certification can become one of the indicators for lecturers with good work performance and achieving the set target to practice the university Tridharma. However, lecturer certification does not influence the correlation of emotional intelligence on the work performance of lecturers. It does not affect the correlation of spiritual intelligence on the work

performance of lecturers. This research has its limitations. First, the respondents only come from one private university, and the researcher interacts with the examined facts so that there is a possibility that the analysis given is subjective and is based on the researcher's perspective. Besides, there is the possibility of the error caused by respondents from insufficient understanding of the questions in the distributed questionnaire, particularly the questions on spiritual intelligence. The study results that state that emotional intelligence and spiritual intelligence are not positively moderating work performance need to be tested further with the demographics of respondents with diverse beliefs. It is necessary to conduct further research on the lecturer certification and its influence on the work performance of lecturers, which involves every aspect of the lecturer's tasks in practicing the university *Tridharma*. Moreover, further research can be done in several universities in the broader scope of the study. It is hoped that the implication of this research will be beneficial for Pelita Harapan University in particular and Higher Education in general.

Second, the result of this research has proved that the variable of emotional intelligence and the variable of spiritual intelligence can enhance the work performance of lecturers. Pelita Harapan University needs to engage in more efforts to support lecturers to improve their work performances continually. Activities that can enhance emotional intelligence and spiritual intelligence need to be examined further to see whether those activities and training programs have been done correctly and are compatible with the needs of lecturers and whether they can increase the pedagogical competence, professional competence, and social competence of a lecturer. Presently, Pelita Harapan University has sufficient assets in terms of Human Resources, but these assets need to be managed and developed in the future so that the work performance of lecturers in carrying out the *Tridharma* responsibilities can be projected clearly in the career of the lecturers. (20)

Kurnia Atdi Anto and Dra. Trias Setiawati (2015), [H1] There is a significant influence

ICR on EP partially, [H2] No significant effect ICT on EP partially, [H3] No significant effect of EI on EP partially, [H4] There is a significant influence ICR, ICT and EI on EP simultaneously, [H5] No significant influence ICR to OC partially, [H6] There was a significant influence ICT to OC partially, [H7] There was a significant effect of EI on OC partially, [H8] There is a significant influence ICR, ICT and EI to OC simultaneously, [H9] No significant effect of OC to EP partially, [H10] No significant effect of OC to EP simultaneously, [H11] The indirect effect of ICR on EP is greater than direct effect of ICR on EP, [H12] The direct effect of ICT on EP is greater than the indirect effect of ICT on EP, [H13] The direct effect of EI on EP is greater than the indirect effect of EI on EP, [H14] The indirect effect of ICR on EP is greater than the indirect effect of ICT on EP and the indirect effect of EI on EP, [H15] No significant differences in the performance of employees based on employment status (21)

Stéphane Côté and Stéphane Côté (2006), It is commonly believed that organizations that attract and retain the smartest people will have a competitive advantage, because cognitive intelligence helps workers to process increasingly technical and large amounts of information (Schmidt and Hunter, 1998, 2000; Michaels, Handfield-Jones, and Axelrod, 2001). Our results showing that emotional intelligence compensates for low cognitive intelligence suggest that this common belief represents just one approach to building a successful organization. Organizations can also be successful if they attract and retain people who have high emotional intelligence. (22)

Hafiza Jaweria Bibi, et.al (2022), The findings revealed that there is a strong positive significant connection between teachers' emotional intelligence and P at higher education in Punjab. The teachers with higher levels of EI showed higher degrees of performance to the settings. These findings are supported by Baczynska (2017); Boyatzis, Rochford, & Cavanagh (2017); Baczynska and Thornton (2017); Yoke and Panatik (2015); Naqvi, Iqba, and Akhtar (2016); Asrar-ul-Haq Anwar and Hassan (2017); Bala (2017); Dhankar (2015); Su (2014); Wahyuddin

(2016). They found a strong positive and statistically significant relationship of EI to P which verifies this concept that teachers who have a higher degree of EI tend to be more dedicated towards their performance, develop good working relationships, are tolerant when facing any emotional burden and may handle stressful situations in settings without losing their tempers. They also can handle their work-family conflicts in an appropriate way. It is evident from the results that the teachers' EI has a significant impact on their performance at higher education in Punjab province. Other findings revealed regarding teachers' gender that factors of emotional intelligence for example: intrapersonal, interpersonal, adaptability, and self-motivation have significant difference out of six factors emotional intelligence and all six factors student-teacher relationship, facilitative classroom environment, classroom management, and teaching assessment skills of teachers' performance have significant difference. Another finding of this current study revealed no difference between teachers' EI and their performance regarding their academic qualifications. It is recommended that in the light of findings that emotional intelligence might be helpful in Pakistani context especially in settings for the recruitment and selection of teachers. Emotionally intelligent teachers are self-motivated, having intra-personal and interpersonal skills; they have also adaptability skills in order to perform effectively in the classroom scenario. Emotional intelligence can be imparted to teachers; consequently, it may absolutely contribute to a conducive environment in teaching organizations. (23)

CONCLUSIONS

The results from the above literature are concerned with the study of emotional intelligence and its impact on employee performance in various higher education institutes. After analyzing the literature on Emotional Intelligence, we conclude here that there is an impact of Emotional Intelligence on performance of the employees working in different higher education institutes. From the above studies it can be concluded that every employee has Emotional Intelligence and it plays a key role in the performance of an

employee. It helps an employee to monitor his / her own emotions as well as the emotions of others working in the organization and the studies have shown that employees with higher Emotional Intelligence competencies perform better than employees with lower Emotional Intelligence competencies. It has been noticed that if an employee is satisfied in an organization due to appreciation and reward then it will enhance an employee's social life which ultimately will increase the productivity of the organization. Manager plays a key role in the development of an organization and an employee must possess Emotional Intelligence competencies which help them in managing the employees and their work life. It is also found that employees with high emotional intelligence are better workers and are more committed towards the organization which in turn will lead to decrease in turnover intention. The research studies reviewed lead us to believe that employees react positively and contribute to efficient learning from their personal Emotional Intelligence.

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