

Investigating Effect of Educating Intrapersonal and Interpersonal Skills of Emotional Intelligence on the Job Performance of Employees Case Study: Employees of Social Security's Hospital, Takestan City

¹Javad Mehrabi and ²Davood Gharakhani

¹Department of public Management, Qazvin branch, Islamic Azad University (IAU), Qazvin, Iran

²Department of Industrial Management, Qazvin branch, Islamic Azad University (IAU), Qazvin, Iran

Abstract: This study attempted to investigate the effect of educating intrapersonal and interpersonal skills of emotional intelligence on the job performance of employees. The findings of the study indicated there was significant relationship between Educating self-esteem skills, educating skill of self-presentation, educating skill of self-awareness, educating skill of assertiveness, educating skill of independence, educating skill of problem solving, educating skill of interpersonal relationships, educating skill of social awareness, educating skill of empathy and job performance. Therefore, the hypothesis of the effects of educating skill of empathy on job performance is confirmed.

Key words: Intrapersonal skills • Interpersonal skills • Emotional intelligence • Job performance of employees

INTRODUCTION

Management of human capital has been portrayed as one of the major settings for the relevance and application of emotional intelligence (EI). While both ability EI and trait EI have theoretical relevance to leadership, the focus of this article is on the latter, which is intended to represent the affective aspects of human personality.

Trait EI is formally defined as a constellation of emotional self-perceptions located at the lower levels of personality hierarchies. There is a large literature demonstrating the validity of personality traits in the prediction of leadership-related constructs.

Various papers have examined the effect of managerial voting control through ownership on firm value. For example, Morck *et al.* [1], McConnell and Servaes [2] and Holderness *et al.* [6] document a non-linear relationship between Tobin's Q and managerial ownership and argue that the negative effects of voting rights attached to ownership dominate its incentive effects over certain ranges of ownership. Loderer and Martin [3] applied simultaneous equations estimation methodology by setting managerial ownership and firm performance, as endogenous variables in a two equation system. Using a large sample of 867 corporations, which participate in buy-outs, they concluded that managerial

ownership does not affect the performance of the firm. However, they claimed that high performance leads to lower levels of managerial ownership.

The number of relevant studies is too sparse and their findings insufficiently consistent to suggest that managers are particularly high in trait EI. Importantly, the samples used in these studies varied widely in occupational sectors and managerial levels, making it difficult to tease apart the effects of management and work-domain. Another limitation concerns the use of different measures varying in subscales, with one (the Trait Meta-Mood Scale) comprising three weakly interrelated factors. A benchmark measure of trait EI, the Trait Emotional Intelligence Questionnaire, was used in one managerial context, but no sample means were reported in this study. Furthermore, studies on managerial samples have tended to neglect the role of gender, despite its importance in EI research.

The notion of Emotional Intelligence (EI) has generated an expansive interest in both lay and scientific field. Research shows that social and emotional skills are correlated to success in many areas of life, including effective teaching, student learning, quality relationships and academic performance. Generally, most of the studies indicate that emotional intelligence has a significant effect on learning a second or foreign language.

Literature Review

Emotional Intelligence (EI): Emotional intelligence has become an interesting topic for discussion among researchers for many years. Mayer, DiPaolo and Salovey [4] defined emotional intelligence as part of social intelligence that consists of the ability to observe own and other emotions, can differentiate these types of emotions and use the information received about the emotions as guidance for thinking and to react. On the other hand, Goleman [5], as cited by Poon (2002)[6] indicated emotional intelligence, as the capability to recognize own and other feelings to motivate one-self and properly manage the emotions in a relationship.

Job Performance: Job performance is an important construct in organizational practice and research because it acts as the main role in most personnel decisions such as merit-based compensation, promotion and retention of employees.

Emotional Intelligence (EI) and Job Performance: Higgs [7] discovered strong linkages between emotional intelligence and performance. In a study in a call centre environment showed emotional intelligence is related to job performance and self-management cluster showed the strongest relationship with job performance and also directly related to performance in a call centre environment. However, Gryn [8] indicated there is no statistically significant relationship between overall emotional intelligence and job performance. Nevertheless, the relationship between emotional intelligence and job performance seemed to be logical because of increasing trend of employers taking into account emotional intelligence of the applicants during recruitment and selection process also in employee development programs.

Main Questions

- Is there any statistically significant relationship between educating intrapersonal and interpersonal skills of emotional intelligence and job performance of employees of Social Security's hospital of Takestan city?

Sub-Questions:

- Does educating skills of bearing mental pressures has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?

- Do educating self-esteem skills have any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Do educating self-expression skills have any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of self-awareness has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of assertiveness has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of independence has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of problem solving has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of interpersonal relationship has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of social awareness has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?
- Does educating the skill of empathy has any significant impact on the job performance of employees of Social Security's hospital of Takestan city?

Methodology: Due to the nature of the research that seeks to examine the training impact of intrapersonal and interpersonal skills of emotional intelligence on the job performance of employees of Social Security's hospital of Takestan city, the research method is interventional and of the type of empirical (experimental). The aim of this empirical (experimental) research was to investigate the effect of drivers, procedures and specific environmental conditions on an experimental group.

Sample and Population Statistical: The statistical population includes all medical team employees of Social Security's hospital of Takestan city in 2013. Sample members of this study were 80 employees, among them 28 were men and 52 were women. The majority of sample

members were of the age 31 to 40 years. In both groups of control and experiment, there were employees with an education level of Bachelor's degree as well as Master of Science [7-19].

Sampling Method: Sample members were selected using a simple method and were placed into two groups of control and experiment randomly.

Research Tools: In this research field method as well as job performance questionnaire of Paterson and emotional questionnaire of Bar-Ann are used.

Reliability of Test: Reliability of test was evaluated by calculating Cronbach's alpha, which was obtained 93%. This value, i.e., calculated Cronbach's alpha in stage 3, was equal to that of stage two.

Data Analysis: To analyze the collected data LISREL software was used. First at the descriptive level demographic characteristics of sample including gender, age, education, etc. were described and summarized using statistical indicators. Then, at the inference level and based on statistical tests we have decided to either accept or reject the proposed hypotheses. In the analytic statistics of this research to test the significance of the relationships and the fitness of measured models, the confirmatory factor analysis is applied. Also, to investigate the relationships between variables of study, structural equation model (SEM) and in particular technique of the confirmatory factor analysis was used [10].

Covariance Analytical Test to Investigate Research Hypotheses: In this study, to examine proposed hypotheses covariance analytical test is used at a significance level of 95%. There is significance relationship between educating skills of bearing mental stress and job performance of Social Security's hospital of Takestan city

Table 1 Shows that F-statistic is equal to 32.124, which is a good value as well as P-Value is equal to $0.01 < 0.05$. Therefore, the hypothesis of the effects of educating skills of bearing mental stress on job performance is confirmed. Educating self-esteem skills influences on job performance of employees of Social Security's hospital of Takestan city.

Table 2. Shows that F-statistic is equal to 40.32, which is a good value as well as P-Value is equal to $0.002 < 0.05$. Therefore, the hypothesis of the effects of

educating skill of self-esteem on job performance is confirmed. There is significant relationship between educating skill of self-presentation and job performance of employees of Social Security's hospital of Takestan city [11].

Table 3. Shows that F-statistic is equal to 45.487, which is a good value as well as P-Value is equal to $0.002 < 0.05$. Therefore, the hypothesis of the effects of educating skill of self-presentation on job performance is confirmed. There is significant relationship between educating skill of self-awareness and job performance of employees of Social Security's hospital of Takestan city.

Table 4. Shows that F-statistic is equal to 45.487, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of self-presentation on job performance is confirmed. There is significant relationship between educating skill of assertiveness and job performance of employees of Social Security's hospital of Takestan city.

Table 5. Shows that F-statistic is equal to 43.61, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of assertiveness on job performance is confirmed. There is significant relationship between educating skill of independence and job performance of employees of Social Security's hospital of Takestan city [13].

Table 6. Shows that F-statistic is equal to 51.54, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of independence on job performance is confirmed. There is significant relationship between educating skill of problem solving and job performance of employees of Social Security's hospital of Takestan city.

Table 7. Shows that F-statistic is equal to 44.86, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of problem solving on job performance is confirmed. There is significant relationship between educating skill of interpersonal relationships and job performance of employees of Social Security's hospital of Takestan city.

Table 8. Shows that F-statistic is equal to 50.69, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of interpersonal relationships on job performance is confirmed. There is significant relationship between educating skill of social awareness and job performance of employees of Social Security's hospital of Takestan city.

Table 1: Results obtained of covariance analytical test for the effect of educating skills of bearing mental stress on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 32.124 | 4125.236 | 1 | 76514.231 | Among groups |
| 0.000 | 0.000 | 621.542 | 79 | 3251.231 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 224312 | Total sum |

Table 2: Results obtained of covariance analytical test for examining the effect of educating interpersonal skills on job performance.

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.002 | 40.32 | 4432.142 | 1 | 56714.231 | Among groups |
| 0.000 | 0.000 | 5231.621 | 79 | 3362.124 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 189632 | Total sum |

Table 3: Results obtained of covariance analytical test for examining the effect of educating skill of self-presentation on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.002 | 45.487 | 3261.142 | 1 | 4412.175 | Among groups |
| 0.000 | 0.000 | 4632.124 | 79 | 2131.546 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 201423 | Total sum |

Table 4: Results obtained of covariance analytical test for examining the effect of educating skill of self- awareness on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 45.487 | 4236.142 | 1 | 5123.142 | Among groups |
| 0.000 | 0.000 | 6211.213 | 79 | 3121.623 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 31413 | Total sum |

Table 5: Results obtained of covariance analytical test for examining the effect of educating skill of assertiveness on job performance[12]

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 43.61 | 3312.417 | 1 | 3541.412 | Among groups |
| 0.000 | 0.000 | 2564.312 | 79 | 2113.124 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 45321 | Total sum |

Table 6: Results obtained of covariance analytical test for examining the effect of educating skill of independence on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 51.54 | 2914.512 | 1 | 3325.314 | Among groups |
| 0.000 | 0.000 | 2100.321 | 79 | 2653.14 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 65412 | Total sum |

Table 7: Results obtained of covariance analytical test for examining the effect of educating skill of problem solving on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 44.86 | 2918.512 | 1 | 3175.651 | Among groups |
| 0.000 | 0.000 | 1564.174 | 79 | 2116.384 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 54121 | Total sum |

Table 8: Results obtained of covariance analytical test for examining the effect of educating skill of interpersonal relationships on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 50.69 | 2654.325 | 1 | 2541.213 | Among groups |
| 0.000 | 0.000 | 1623.412 | 79 | 1987.362 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 61325 | Total sum |

Table 9: Results obtained of covariance analytical test for examining the effect of educating skill of social awareness on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 48.25 | 2135.651 | 1 | 3124.254 | Among groups |
| 0.000 | 0.000 | 1589.21 | 79 | 2145.632 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 5231 | Total sum |

Table 10: Results obtained of covariance analytical test for examining the effect of educating skill of empathy on job performance

| Significance level | statistic F | Some of squares | Freedom degree | Some of squares | Source of variation |
|--------------------|-------------|-----------------|----------------|-----------------|---------------------|
| 0.001 | 51.75 | 3164.23 | 1 | 2213.245 | Among groups |
| 0.000 | 0.000 | 1436.21 | 79 | 2123.32 | Error |
| 0.000 | 0.000 | 0.000 | 80 | 6321 | Total sum |

Table 11: Sampling adequacy (KMO)

| | |
|------------------------------------|------------------|
| Measurement factor of Kaiser Meyer | 0.786 |
| Kruit-Bartlett's test | chi-square's max |
| | Freedom degree |
| | Significance |
| | 3.6635 |
| | 279 |
| | 0.000 |

Table 9. Shows that F-statistic is equal to 48.25, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of social awareness on job performance is confirmed. there is significant relationship between educating skill of empathy and job performance of employees of social Security's hospital of Takestan city.

Table10. Shows that F-statistic is equal to 51.75, which is a good value as well as P-Value is equal to $0.001 < 0.05$. Therefore, the hypothesis of the effects of educating skill of empathy on job performance is confirmed.

KMO Indicator and the Bartlett Test: In this section the suitability of data for factor analysis is investigated.

There are several methods for this task, including KMO test is that its value is always between 0 and 1. If KMO value is less than 0.5, data for factor analysis would not be appropriate and if its value is between 0.5 to 0.69 future cares should be taken in factor analysis. However, if its value is greater than 0.7, existing correlation between data would be appropriate for the factor analysis.

On the other hand, to be ensured of the appropriateness of data, meaning that correlational matrices which place in the basis are not zero in the society, Bartlett's test (t) is used. In other words, using Bartlett's test we can be sure of the adequacy of sampling.

Bartlett's Method: It is another way to recognize the suitability of the data. Bartlett's test examines the hypothesis that observed correlational matrix belongs to

a community with uncorrelated variables. In order to a factor model to be useful and meaningful, variables need to be correlated.

The adequacy amount of sampling (KMO) as well as Bartlett's significance test value (Bartlett) in the factor analysis by SPSS was 0.786 and 0.000, respectively. Confirmatory factor analysis results showed that all the factor's loads related to the structures are significant and has a significant share in the measurement of the corresponding structures and structures in terms of validity have the required validity. According to the model in the state of standard coefficients it can be said that which variables in the measurement of each structure plays a greater share. Based on the model in the state of standard coefficients, the variable which has greater standard coefficient plays a greater share in the measurement of the intended structure.

CONCLUSION

This study attempted to investigate the effect of educating intrapersonal and interpersonal skills of emotional intelligence on the job performance of employees. The findings of the study indicated there was significant relationship between Educating self-esteem skills, educating skill of self-presentation, educating skill of self-awareness, educating skill of assertiveness, educating skill of independence, educating skill of problem solving, educating skill of interpersonal relationships, educating skill of social awareness, educating skill of empathy and job performance.

Therefore, the hypothesis of the effects of educating skill of empathy on job performance is confirmed. There are some recommendations that can take into consideration for improvement in the future research. For example, this study needs to be carried out with larger population so that it can be generalizable to other environment. Larger sample also can help to examine gender differences more accurately.

REFERENCES

1. Morck, R., A. Shleifer and R. Vishny, 1988. Management ownership and market valuation: an empirical analysis. *Journal of Financial Economics*, 20: 293-315.
2. McConnell, J. and H. Servaes, 1990. Additional evidence on equity ownership and corporate value. *Journal of Financial Economics*, 27: 595-612.
3. Loderer, C. and K. Martin, 1997. Executive stock ownership and performance: tracking faint traces. *J. Financial Econ.*, 45: 223-255.
4. Mayer, J.D., M. DiPaolo and P. Salovey, 1990. Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54(3 and 4): 772- 781.
5. Goleman, D., 2000. An EI-based theory of performance, In D. Goleman and C. Cherniss (eds.).
6. Poon, T.F.J., 2002. Emotional intelligence: For human resources managers. *Management Research News*, 25: 57-74.
7. Higgs, M., 2004. A study of the relationship between emotional intelligence and performance in UK call centres. *Journal of Managerial Psychology*, 19(4): 442-454.
8. Gryn, M., 2010. The relationship between the emotional intelligence and job performance of call Centre leaders.
9. Chaudry, A.A. and A. Usman, 2011. An investigation of the relationship between employees' emotional intelligence and performance, *African Journal of Business Management*, 5(9): 3556- 3562.
10. *The Emotionally Intelligent Workplace: How to Select for, Measure and Improve Emotional Intelligence in Individuals, Groups and Organizations*. San Francisco, CA: Jossey- Bass.
11. Holderness, C., R. Kroszner and D. Sheehan, 1999. Were the good old days that good? Changes in managerial stock ownership since the Great Depression, *Journal of Finance*, 54(2): 435-469.
12. Lopes, P.N., D. Grewal, J. Kadis, M. Gall and P. Salovey, 2006. Evidence that emotional intelligence is related to job performance and affect and attitudes at work, *Psicothema*, 18: 132-138.
13. Mikolajczak, M., N. Balon, M. Ruosi and I. Kotsou, 2012. Sensitive but not sentimental: Emotionally intelligent people can put their emotions aside when necessary. *Personality and Individual Differences*, 52(4): 537-540.
14. Petrides, K.V. and A. Furnham, 2000. Gender differences and self-estimated trait emotional intelligence.
15. Petrides, K.V., R. Pita and F. Kokkinaki, 2007. The location of trait emotional intelligence in personality factor space, *British Journal of Psychology*, 98(2): 273-289.
16. Pishghadam, R., 2008. On the influence of emotional and verbal intelligence on second language learning. *Teaching, Electronic Journal of Foreign Language*, (6): 131-41.
17. Siegling, A.B., D.H. Saklofske, A.K. Vesely and D.W. Nordstokke, 2012. Relations of emotional intelligence with gender-linked personality: Implications for a refinement of EI constructs. *Personality and Individual Differences*, 52(7): 776-781.
18. Scullen, S.E., M.K. Mount and M. Goff, 2000. Understanding the latent structure of job performance ratings. *Journal of Applied Psychology*, 85(6): 956-970.
19. Suten, R.E. and K.F. Weatley, 2003. Teachers' emotions and teaching: a review of the literature and directions for future research. *Educational psychology review*, 15: 327-358.