

Employee Emotional Intelligence and Employee Performance in the Higher Education Institutions in Saudi Arabia: A Proposed Theoretical Framework

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Abstract

In the field of employment, pressures of work, employees' stress, anxiety, agitation, irritability, or depression are all related to the different dimensions of emotional intelligence, which is well known as EI. All these emotional symptoms could affect employees' performance. Emotions have an impact on everything that employees do. They can lead either a higher or lower morale, which will impact the employees' performance positively or negatively. This concept paper sheds light on the definition and measurement of emotional intelligence, the different dimensions of EI, and the impact of EI on employees' performance. It also highlights the definition of job performance, the purpose of performance appraisal, the performance appraisal methods, and the measurement for employee performance. Finally, this concept paper proposes a theoretical framework that can be used by the higher education institutions in the Kingdom of Saudi Arabia.

Key words: Emotional Intelligence, Employee performance

Introduction

Changes in today's world with the globalization of issues, K-workers, K-economic is demanding the employee to better prepared, open and flexible in managing daily works. The issue of employee today such as exposed to stress, not creative, less motivated in their careers cause the organization to be less growing and decrease in the productivity. All of this requires mental, emotional, and physical strength (Alias, 2005).

Public higher education institutions are also among the organizations that are moving forward in dealing with issues of globalization. Therefore, to produce the workers who can display high performance in any situations, emotional intelligence is one of the factors that should be emphasized by the public higher education institution. This is because individual performance has become an important issue to the public higher education institutions in their preparations for the realization of the mission towards world-class university. In order to be successful in implementing this mission, public higher education institutions must have employees who are well both physically and mentally. This is because according to Winarno (2008), one of the success factor in the work was not determined by the formal education is not even determined by the ability and intelligence, but the biggest contribution to support the person is emotional intelligence (Winarno, 2008).

Based on this background, it is necessary to conduct the study on the impact of emotional intelligence on employee performance in the public higher education institutions. This is because there has not been much research on emotional intelligence has been done in the public higher education institutions. Other than that, Commitment and high performance of an employee is seen as vital to a university to compete towards quality and in line with the changes (Rozman, 2007).

Today, in a globalization world, the emotional intelligence starts to get the attention from the public and seen as an important aspect in the organizational environment. Working environment or good performance in an organization is closely related to emotional intelligence that there is in the employee self (Adey et. al., 2010). This is because according to Smigla & Pastoria (2000) in (YengKeat, 2009), emotional intelligence is an important element for creating a productive working condition. It is not only good for others, but also to deal with people with a fully constructive way when a problem arises.

Now, other than the high degree of knowledge, experience, education, and skills, employers generally know that work efficiency of an employee is closely related to emotional intelligence a person. This is because the emotional aspects such as high self-confidence, adaptability when faced with problems and obstacles in the workplace, motivate themselves to achieve common goals, work effectively in teamwork and have the skills to deal with the conflicts is needed in the environment of work and improving the performance of a job and adapt with work environment (Adey et. al., 2010).

As cited in Salim (2010), Girdano (1979) highlighted that individuals will not be able to function effectively and productively if they are under stress. Feeling depressed make someone does not rational, anxious, tense, and unable to focus and give attention on the work and failed to enjoy feeling happy or satisfied with the work done. These things will prevent to create a positive character, although tolerance and love. In addition, according to Millier (1999) in (YengKeat, 2009), they will not be able to adapt to the changes occurring in the business environment, organizational culture, processes and technology. From both of researcher, this can conclude that emotions will give adverse effects on an individual and their performance if the emotions are not being managed properly.

Similarly, as cited in Salim (2010), Beehr& Newman (1978) in Rohany (2003) stated that the signs that show someone face the pressures of work can be divided into three. There are physical reactions, psychological reactions and behavioral reactions. Thus, this can be concludes that the emergence of pressure and ability to deal with that pressure are linked to emotional intelligence.

In the organization, emotional intelligence is the one of important measurement for a successful life to someone and eventually will lead to success of organization (Vinai & Satita, 2001; Dulewicz & Higgs, 2000) in (YengKeat, 2009).

Then, Singh (2001) said that the application of emotional intelligence can give support to manager and employee to use the emotional intelligence to manage their self, the relationship between others and to recognize and understand about emotions. In addition, according Kedri (2001), emotional intelligence will also help a person become more balance in terms of intellectual, emotional, physical and spiritual.

In the organization, the application of emotional intelligence is in the areas like the personnel of selection, employee's development, teams and the organization. To developing employees interpersonal skills and perform effectively on the job with other employees in the organization, the organizations must coach them (Bar-On et al, 2007) as noted in (Gryn, 2010).

Besides, Bob Wall (2008) has concluded that other than technical skills, the employees need to increase their emotional intelligence skills, which in turn will enhance their productivity on the job. It will help in developing interpersonal skills of the team members if there have a management of emotional intelligence of the team members. To become a successful organization, organization must develop employee's emotional intelligence skills so that it can help the employee work more efficient in the organization.

In the field of employment, when discussing about the appearance of pressure and ability to deal with the pressures of work, surely this directly related to the dimensions of the emotional intelligence. This is because the emotional symptoms caused by stress such as anxiety, agitation, irritability, depression, changing feelings, not feeling safe, simple, sensitive, aggressive behavior or hostility, emotionally exhausted and running out of energy will have an impact on the entire life of individuals and organizations involved (Salim, 2010).

Moreover, emotions have an impact on everything that people do. This is because emotions can lead to an increased morale amongst employees, but it also can be otherwise. Bagshaw (2000) in Hayward (2005) said that individual leads to the absenteeism and apathy is caused by negative emotions such as fear, anxiety, anger and hostility, use up much of the individual's energy, and lower morale.

However, as cited in Hayward (2005), a research by Cooper (1997) shows that emotions, if managed properly, can and do have successful outcomes. Besides, if the emotions are managed carefully, it can drive trust, loyalty and commitment an also can increase the productivity, innovation and accomplishment in the individual, team and organizational environment.

Therefore, emotions must be managed properly to avoid adverse impact on a person or their performance. Emotional intelligence can lead to success in life and the workplace is believed by members of the general public, academia, and the business community (Goleman, 2004).

The researchers above stated the emotions can give many impacts on individual performances. However, if the emotion is managed properly, it can have successful outcome. Then, when talk about the emotions this directly related to the level of emotional intelligence. So, this study is to investigate the impact of emotional intelligence on employee performance. A high level of emotional intelligence among employee may lead to the increase of their performances. A lack level of emotional intelligence among employee may lead to the decrease of their performances.

Based on Kedri (2001), someone who has a high level of emotional intelligence is a person who can control their own actions, having resilience to achieve their goal in life, which can manage their negative feelings and build friendship with others. Conversely, a person who has a low level of emotional intelligence is a person acting accordance to their feeling, without thinking about consequences, are not clear about their goal in life, less skills to manage negative feelings, and also has less skills to build friendship with other people.

The researcher reported that emotional intelligence plays an important role in the kind of work an employee produces, and the relationship they enjoys in the organization, besides, the emotional intelligence also can improve the individual and organizational performance (Goleman et. al., 1997).

In this study, the four factors of emotional intelligence are proposed by theory of emotional intelligence which is Self-Emotion Appraisal (SEA), Others-Emotion Appraisal (OEA), Use of Emotions (UOE), and Regulation of Emotion (ROE) as independent variables. The dependent variable is employee performances. These factors are underlined by theory of Mayer and Salovey. Then, these factors are used to investigate the relationship between emotional intelligence and employees performances.

According to this model, Zain (2010) explain each individual is different in the skills of emotional intelligence and this difference which will lead to individual differences in family, school, work, social relationships.

This conceptual paper proposes a theoretical framework showing the link between emotional intelligence well known as EI and employee performance. In the sections below, emotional intelligence, employee performance, and the link between them will be highlighted.

Emotional Intelligence

Emotional intelligence plays an important role in ensuring success in the workplace and it's should be nurtured and practiced by all parties in facing the challenges of globalization and competitive business. Emotional intelligence is the ability of an individual's internal that exists to manage and control their emotions as well as others. Then, it is also a positive encouragement to create human relationship that can lead to the achievement of common goals and organizational effectiveness (YengKeat , 2009).

So, to guide the study about the impact of emotional intelligence on employee performance, the review articles about the emotional intelligence is created and will be discussed in more detail in this section. The sections below are about the definition of emotional intelligence, the importance of emotional intelligence and the measurement of emotional intelligence.

According to Bar-On (2000) in Jorfi, et. al., (2010), emotional intelligence refers to an effective understanding of ourselves and others, have a good relationship with other people, and to adapt and cope with their environment to become more successful in dealing with environmental demands. Furthermore, the ability to understand and explain emotions also refers to the emotional intelligence. However, another side, emotional intelligence is to increase thinking (Mayer & Caruso, 2002).

Based on Salovey et. al., (2007), emotional intelligence is a part of social intelligence that involves the ability to control emotions and feeling of own self and others, to distinguish between these emotions, and use that information to guide the thinking and actions of a person.

Moreover, Salim and Nasir (2010) stated the emotional intelligence refers to the ability or capability as shown and owned by an individual in facing any situation.

Therefore, individuals who are able or capable to use the dimension of feeling that have in their self and others are those that can be said as people who have high emotional intelligence.

But, it is different with Fletcher (2007) who stated that emotional intelligence refers to the ability of individuals in handling relationships with others (Interpersonal) and controlling their emotions (intrapersonal). Emotional intelligence is a set of competencies that refer to an understanding and control of emotions in our self and others. Usually, the emotional competence is the ability to learn based on emotional intelligence which leads to the performance of superior.

Emotional intelligence is the intelligence dimension which is responsible on the ability of someone such as ability to manage their own self, the relationships with others and also the skills that drive their internal world and their response to the outside world (Lynn, undate).

According to Hee Kim (2010), emotional intelligence is the efficiency to know the own emotions and manage them, understanding the emotions of others, and keeping a good personal relationships with others. Then, emotional intelligence also defined as a set of capability that owned by someone that related to the managing of emotions (Wonga & Law, 2002).

Emotional intelligence is the ability to manage feelings, ability to perceive the situation, acting according to the perception, and ability to empathy and others (Winarno, 2008). The ability to manage the relationship and also our own self effectively also refers to emotional intelligence (Goleman, 2002). Based on Mackin (2006) stated the emotional intelligence as a one of the product from many communications that exist between the rational and the centers of the emotional brain.

Emotional intelligence is the ability to determine emotions in ourselves and to become sensitive to what was perceived from the environment and the circle of people who interact with ourselves. It is also possible that emotional intelligence is the use of emotional knowledge to handle the situation and make plans and decisions based on emotions that felt (Khokhar& Kush, 2009).

As pointed by Muyia (2008), Bar-On (2001) stated that emotional intelligence is the ability of someone to successful in face of environmental demands and pressures are influenced by the combination of noncognitive capabilities, competencies and skills. The researcher also stated to success in life, the emotional and social intelligence is more important rather than intelligence quotient.

In addition, Mayer et. al., (2000) defined the emotional intelligence is the ability to understand emotions and this understanding will help the individual to solve problem in their life that fully with emotions. Then, emotional intelligence is also seen as the ability of someone to feeling and show the emotions, understand and purpose with that emotion, assimilate emotions in thought and manage self-emotion and others.

As cited in Colston (2008), Mayer &Salovey (2004) has concluded that the emotional intelligence is a series of cognitive ability and more than the model of capabilities. The researcher also described the emotional intelligence into four parts. The first part is the ability to accurately understand, evaluate, and express emotions, the second is the ability to access or produce feelings while they easier to think, third is understand the emotions and knowledge of the emotional and the fourth is the ability to control emotions to enhance the emotional and the intellectual growth.

Dulewicz& Higgs (1999) points out that emotional intelligence is an intelligence and an awareness, managing personal emotions and others feeling. They highlighted that it is also about sensitivity and influencing others, motivating and balancing motivation and monitoring to achieve self-intuition, precision (conscientiousness) and ethical behavior.

According to Schneider et. al., (2005), emotional intelligence consists of the ability to identify and watching the emotions, using the emotions to easy cognition, understand and manage the emotions. In other words emotional intelligence also can be said as the ability to identify emotional and physical state of a mind and others emotion. But it is different with (Raad, 2005) stated the emotional intelligence is capability to process, namely to understand and manage, the emotional information on.

As quoted in Barchardet. al., (2007), emotional intelligence has been introduced to the scientific community by Salovey & Mayer in 1990.

A person that has emotional intelligence will understand and express his or her own feeling, to know others feelings, to control the effect, and use that moods and feeling to motivate appropriate behaviors. Then, the ten dimensions of emotional intelligence is described and grouped into three areas which are appraisal and expression of emotion, regulation of emotion, and utilization of emotion.

Goleman (2000) in (Colston, 2008) describes emotional intelligence is the ability to identify our own feelings and others, to motivate our own self and manage the emotion in self and then in the relationship. But, it is different with Cory (2006) stated that emotional intelligence is not the intelligence learning like memory, remember the reasoning, visual motor, symbolic thinking, talent, achievement, vocational interests, or personality.

As summarized by Albedawi (2010), Chopra & Kanji (2010) stated the capacities, ability and skills of emotional intelligence have become important and it is almost unavoidable in all works of life. They include the effective of leadership, team building, the worlds that covering network communications, human potential development and performance, social skills, in economic and political life.

Besides, emotional Intelligence is defined as a process to identify and arrange emotions in our own self and others. Then, it's was a practice that consist of the features of the internal and external, and include cognitive and interpersonal skills that has been sets (Porter, 2010 & PROMIS, 2008) in Albedawi (2010).

Najib, (2000) in (Fletcher, 2007) stated that emotional intelligence is the revival of someone on a reaction or response through something object or the situation experienced. And the emotional intelligence will form a personal value and also the value in the community.

The researcher divided emotional intelligence into intrapersonal and interpersonal. Intrapersonal of emotional intelligence are consist of three elements, namely the capacity to know emotional, to manage and motivate them. Meanwhile Interpersonal emotional intelligence consists of two elements, the ability to control the relationships effectively and know the emotions of others (Najib, 2000).

Nelson and Low (2003) defined emotional intelligence as a combination of skills and the ability to accurately identify themselves, feel self-worth and are willing to behave responsibly as a worth and dignity, building and maintaining a variety of healthy relationships, strong and effectively communicate and working well with others, managing the needs and daily stress effectively.

All researchers above explained the emotional intelligence differently but the researchers stated the emotional intelligence in same basic which are recognizing our emotions, understanding them and use them effectively. By combining those of articles, it can be concluded that emotional intelligence is important and need to be given attentions today. Then, it must be nurtured by everyone to be a good and successful person.

The Importance of Emotional Intelligence

Ciarrochiet. al., (2006) stated that emotional intelligence is usually used to understand ourselves and others. Through understanding of the emotional intelligence helps ourselves about the emotional approach as a signal for us to understand the emotions. This is because with the theory of emotional intelligence capabilities, people can identify how emotion serves as a source of important information. The example is, about the feelings of people in a situation. With the existence of emotional intelligence, it will provide an important signal about what happened and how people will interact. Then, it will also help someone to analyzing the situation in certain areas based on their emotional information to help them make better decisions.

In addition, emotional intelligence is also important because it helps one to improve self-management. This is because state investigators reported that many people have many conflicts that arise in the head and their heart when making important decisions. This is because one cannot choose between head and heart because the head and heart are not two separate systems and also integrated with each other. Therefore, to solve these problems, emotional intelligence can be used to solve some of the conflict, to provide a more complete understanding about the dilemma, and to integrate the best thinking about the feelings and the thoughts (Ciarrochi et. al., 2006).

Besides, based on Yao (2009), the members outside of the organization like customers, and employees who have a high level of emotional intelligence, can sympathetically understand the needs of the customers, and solve problems from the perspective of customers. They also have the ability to control their own emotions and show the positive mood when facing complaints, challenges and stress from customers. Therefore, through this ability they are easier to win trusts and satisfactions of the customers compare with the employee that has low of the emotional intelligence.

Emotional intelligence also plays an important role in the workplace. The research studies during 25 years ago found the factors that contribute to the success in workplace. The result identifies the factors that are related to workplace intelligence. These data is taken from various organizations and industries. The quantified data is used on performance and have contributed to the knowledge base in emotional intelligence (Lynn, 2002).

Other than that, emotional intelligence plays an important role in the work place to predict the result of work-related individuals like job satisfaction and job performance (Bachman, Stein, Campbell, & Sitarenios, 2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Wong & Law, 2002).

Then, Emotional intelligence is important because it can contribute to the quality of the relationships in the workplace because emotions serve communicative and social functions, provides information about the thoughts and intentions, and helped to coordinate social gatherings (Keltner & Haidt, 2001).

Emotional intelligence is also important in influencing customer experience positive emotions, employees who interact directly with the customer is required to recognize and manage their own emotions and understand the emotions of customers. This is because emotional intelligence is an ability that is necessary for this purpose. Then, emotional intelligence refers to the efficiency of recognition and establish their own emotions, understanding emotions of others, and maintaining good personal relationships with others (Hee Kim, 2010).

Furthermore, emotional intelligence is needed by the employee in achieving a close relationship with the customer. The example of employee is seller. Since seller often interact with customers is a special service from employee, high levels of emotional intelligence is very important for these people. It is important to ask the seller to get a sufficient knowledge of sales, but more important for seller to get the sales performance, has the competence to resolve social conflicts peacefully, have the ability to solve social problems, and have a flexible way of thinking (Hee Kim, 2010).

As summarized by Yeng Keat (2009), Smigla & Pastoria (2000) stressed that the emotional intelligence is an important element to create a productive working condition. Then, the researcher continue state that emotional intelligence not only good for others, but also to face them with a fully constructive way when a problem arises. Research by Martinez (1997) & Tucker (2001) show that 80% success at work depends on the emotional intelligence, while only 20% dependent on Intelligence Quotient.

As cited in Cary Cherniss (2000), the ability to manage feelings and control stress is another aspect of emotional intelligence that has been found to be important for success. One study from store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment (Lusch & Serpkenci, 1990).

Another example is empathy. Empathy also is important aspect of emotional intelligence that contributes to occupational success (Rosenthal, 1977). Rosenthal et. al, (1997) discovered over two decades ago that the best people is can get identifying others emotions and they is the people that will were more successful in their work as well as in their social lives.

The emotions can give a variety of impact on everything that people do. In addition, emotions can cause an increase in the morale of employees, but the emotion can be destructive to the employee (Hayward, 2005). In conclusion, the emotions must be handled properly so that no adverse effect on a person. This is because the bad emotions like fear, anger, anxiety, and hostility to spend a lot of individual energy, and cause low morale, and this leads to absenteeism and apathy (Bagshaw, 2000) in (Hayward, 2005). Research by Cooper (1997) in Hayward (2005) shows that emotion that managed well, and done well, will have a successful result. So, if the emotions is managed properly, it will leads to the trust, loyalty and commitment and improve productivity, innovation and performance in the team, individual and organizational environment.

Other than that, there is little research done on the success and performance in organizational contexts, and studies have shown the effects of emotional intelligence on success and achievement in the context of the organization. The study was supported by a study conducted by Kelley & Caplan (1993) at Bell Laboratories about the ability of emotional intelligence to differentiate between high performing and average in the workplace (Dulewicz & Higgs, 2000).

Then, emotional intelligence is also importance when driving direction the meeting the social. This is because emotion-related ability will help people choose the best course of action. For example, ability to break the code of emotional facial expressions can help one to assess how other people respond to someone's words and actions, produce essential information to adjust the behavior of a person (Nowicki & Duke, 2001).

The emotional intelligence has much impact in the life of humans. One example to highlight such an impact is that EI has on performance of the employees in the workplaces. This can be seen through the EQ-I scores that show there is a significant relationship between emotional intelligence and various aspect of occupational performance. The study was conducted to examine the relationship between emotional intelligence and occupational performance. In this study, the EQ-I scores of 1171 US Air Force (USAF) recruiters were compared with their ability to meet annual recruitment quotas. The recruiters is divided based on the criteria which is 'high performer' (those who are can fulfill at least 100% of their annual quota), and low 'performances' (those who met less than 80% of the quota). A discrimination function analysis indicated that EQ-I scores were able to identify fairly accurately high and low performer based on regression correlation of .53, which shows that the relationship between emotional intelligence and occupational performances is moderately high (Bar On, 2006).

Another example is the impact of emotional intelligence on physical health. Research by Bar-On was examined the relationship between emotional and psychology health. The research show the EQ-I scores of 418 psychiatric patient were compared with randomly select non-clinical sample in Argentina, Israel and South Africa and the US. Besides that, to statistically significant differences in overall emotional-social intelligence, significant differences on most of the EQ-I scales were also revealed between the clinical and non-clinical sample (Bar-on 2006).

The researchers above have highlighted the importance of emotional intelligence and the role EI plays in the success of employees at the workplace and in life in general. In additions, it is an important factor in determine someone success or failure in a career and personal live. Then, the entire researcher stressed that someone without emotional intelligence will accept many negative impact in their live. This is because low level of emotional intelligence can cause someone does not have the ability to control the emotions. Emotional intelligence can be concluded as a tool to manage ourselves and others. And this tool is needed by employee in facing the challenging working conditions. Thus, emotional intelligence can be said is very important to the employee to achieve their goals.

Measurement of Emotional Intelligence

There are three aspects of emotional intelligence model are the ability, traits and combination of the ability and traits, which is also known as mixed model of emotional intelligence. The ability of the model consists of the ability to monitor feelings and emotions of ourselves and others, to differentiate between feelings and the emotions, and also to use this information to guide the thinking and the actions of a person. Traits model is composed of non-cognitive competencies such as self-esteem, self actualization, the general mood, and the general welfare. Then, the combination of model capabilities and the model of characteristics of emotional intelligence refer to the mixed model of emotional intelligence.

Bar-On theory consists of the key components of effective emotional function and the social that leads to psychological well being. This theory consists of five components of the composite, and the fifteen sub-scales. The five components are consisting of intrapersonal, interpersonal, adaptability, stress management and the general mood. The intrapersonal is referring to the emotional awareness, self-esteem, assertiveness, self-actualization, and the independence (Bar-On, 2000) in (Jorfi, et. al., 2010). The individual's with these characteristics will touch with their feelings and the feel positive about what they do in life. They also are an independent, can show their feelings, strong, and then they have confidential in themselves to convey the ideas and the beliefs.

The interpersonal is based on the characteristics of empathy, interpersonal relationships, and the social responsibility refers to the interpersonal. Usually people with these characteristics have good social skills which are they understand, interact, and have a relation well with the others. In a position that requires interaction with others and the team work, these people will function well (Bar-On, 2000).

The adaptation is described as the flexibility, problem solving, and the individual reality testing. The individual that has this component are more flexible, realistic, effective in understanding problematic situations, and the competent when arriving at an adequate solution. And the in the face of daily difficulties, these individuals will usually meet a good way (Bar-On, 2000).

Stress tolerance and the impulse control are referring to stress management. People who have this component are usually more relaxed, seldom impulsive, and then under the pressure of environment, this people can work better. They are people who can handle tasks that fulfilled by stressful stimuli, or emergency, or involving hazardous substances. The mood is shown by an individual through joy and optimism; this individual will often express the attitude of a cheerful, positive, hopeful, and the optimistic (Bar-On, 2000).

Another theory is Mayer-Salovey Four-Branch model of emotional intelligence. There are four branches of the skills associated with emotional intelligence in the Mayer-Salovey Four-Branch model of emotional intelligence. All the four branches have a relationship with one another (Mayer & Caruso 2002). The two branches of the first are the perception and the facilitation. These two branches is also known as experiential emotional intelligence because it is most closely associated with feelings.

Then, the third and the fourth branches are defined as strategic emotional intelligence. This is because these branches are associated with the planning and the calculation of information about the emotion. The third area involve the understanding of emotions, involving the knowledge of emotional changes, both within and outside of themselves, and how emotions will changing someone and their behavior over time. Emotional management is the fourth branch. This branch concentrated on how to integrate logic and the emotions to make the effective decisions (Mayer and Caruso, 2002). This can be concluded, these four skill areas are related between each other, but they have a different function.

As quoted in Othman, et. al., (2008), Salovey and Mayer (1990) defines emotional intelligence as consisting of four different dimensions. The four dimensionsof emotional intelligence are self-emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotion (ROE) and use of emotion (UOE). Self-emotional appraisal (SEA) is about assessment and emotional expression in the self. This is related to the ability of individual's to understand the deep of their emotions and can express those emotions naturally. People who have great ability in this area will identify and acknowledge their emotions properly before most people.

Others' emotional appraisal (OEA) is assessment and recognition of emotions in others. This is related to the people's ability to see and understand the emotions of those around them. People that have this ability will be more sensitive to the feelings and emotions of others and read their minds. Regulation of emotion (ROE) is an emotion in self-regulation. This is about the ability of people to manage their emotions. Then, it also will allow a more rapid recovery from psychological distress. Use of emotion (UOE) is the use of emotion to facilitate performance. This ability is related to the ability of individuals to use their emotions by directing them towards constructive activities and personal performance.

Then, the other theory is Goleman Theory. There are five factors of emotional intelligence which are self-awareness, self Control, self Motivation, empathy and social skills. The first factor is self-awareness. It means the ability of a person to know their feelings in one situation and the ability a person to choose one type of guide in decision making. A person who has self-awareness also has a true assessment about their capabilities and they have a strong self-confidence (Goleman, 2004).

Self-control or self-regulation is defined as the ability of a person to manage emotions so that it will not disturb in carried out the task. Individuals who can manage their self always alert and can postpone their negative feelings. The individual that have self-control usually can manage their stress very well and they also quick recovered from the emotional stress (Goleman, 2004). Goleman (2004) said the Individuals who have self-motivation will be able to use their self or personal requirement in moving and driving the direction to achieve a goal.

Self-motivation can help an individual to take the initiative and hardworking to improve their self. The Individuals with self-motivation is not easy to give up when facing the problems or frustration. In addition, Goleman, (2004) stated the empathy is the factor that can help individual identify others feelings. It also allows someone to see or understand the others thinking. Then, Individuals with this characteristic is also will easy to be compatible and friendly with other people although they have different backgrounds. The individual that have empathy can know the others pain, difficulty, ambiguity about one thing. In addition, similarly with Rogers (in Corey & Callahan, 1998) states that a person who can show the nature of empathy will be more easily interact with others, especially in the process of helping someone.

The other factor that Goleman (2004) stated is social skills. Social skill is the factors that allow an individual to manage a variety of emotional effectively in relationships. They are also able to correctly interpret the situation and social network other than skilled persuade and lead. A person who has social skills can also be an effective consultant. They also have a good ability to solve conflict in order to create cooperation and teamwork within an organization.

As mentioned in Yahayaet. al., (2008), Higgs and Dulewicz emotional intelligence model stated that there are have seven skills of emotional intelligence that developed which are self-awareness, emotional resilience, motivation, accuracy and integrity, influence, and interpersonal sensitivity.

Self-awareness is the awareness of feelings of our self and the ability to identify, manages and controls the feelings. These skills include the ability of self-confidence in managing the emotions and controlling the impact on the working environment. Emotional resilience is the ability to maintain consistent performance in a stressful situation and skilled to adapt to any situation. Ability to focus on the actions or particular needs although experiences the challenges or criticisms (Dulewicz & Higgs, 1999).

Motivation is the pressure or force to achieve something that clearly defined, and influential, and balancing both of those goals which are short and long term. Sensitivity interpersonal is the ability to know and consider the needs and perceptions of others when making decisions and making recommendations to a problem or challenge (Dulewicz & Higgs, 1999).

Influence is the ability to persuade others to change their views on an issue and encourage rational change. Intuition is the ability to use reasoning and intuition (emotion) is appropriate to make effective decisions. Conscientiousness and Integrity is the ability to commit while facing challenges, act consistently and to understand the demands of ethics (Dulewicz & Higgs, 1999).

In conclusion, there are many models from different theory developed that can be used to measure the emotional intelligence of someone. But, in this study just one model that will be used which is Mayer and Salovey model. This model is widely used as a conceptual model in other studies. It findings will provide a lot of references, which can be used, compared and discussed in this study.

Job Performance

In economic development and global competition, many companies can still survive until today. Most of these companies are believed to survive due to employee performance. However, the important issue is how to improve employee performance which is related to survival and development of business and it can be sustained. Thus, performance should be considered in order to provide benefits to the company. This is because the benefits depend on individual employee performance (Yao, 2009).

To understand more about the overall performance, this section below elaborates more on definition of job performance, the purpose of performance appraisal, the performances appraisal methods and the last is the measurement for employee performance.

Definitions of Job Performance

As mentioned in Jamshidi, et. al., (N.D.), performance refers to the characteristics of an individual's success in its work.

Then, the performance usually involves the calculation of the individual output level for example, sales or production, or to assess the level of success compared with the expectations of the organization (Kazemi& Abbas, 2002).

Human performance is a result of the actions that have been set to achieve goals based on certain standards. This usually involves the actions or behavior of all mental processes that are not observable. This includes problem solving, decision making, program planning, and reasoning (Bailey & Robert, 2003). Overall assessment on the performance of the employees is usually involving the performance result and work processes such as evaluating how the employees do the work and results achieved from that second process is considered as performance (Soltani&Iraj 2003).

In the company, the word "performance" is often used among the human resources personnel, and industrial psychology and the management. Then, without taking into account the importance and the popularity, it is difficult and rarely to clearly defined (Neely et. al., 1995). According to Viswesvaran et. al., (1996) , as cited in Gryn (2010), job performances is the behavior that can be observed and nonobservable behavior that can be assessed.

Besides, job performance can be defined as a concept of multidimensional that shows the way of a person complete the task, which focused on efficiency, the use of skills, initiatives and the resources used (Rothmann&Coetzer, 2003). Furthermore, the actions that involve the process and product (final output) also refer as the performance of the job. However, the individual process can effect by the overall performances of the organization. This is because the performance of individual not only determined by actions but also others factor such as external factor. The example of external factor are the organizational culture and economic, the availability of the resources, the social and political factors.

As cited in Winarno (2008), Dharma (2001) stated the performance is something that is done or the products or services produced or provided by a person or group of people. Then, the researcher continues stated the job performance is a result that can be achieved by a person in doing the work of her duties. Then, all the results will be evaluated by the company or supervisor. This is a feedback by the company or supervisor towards employees about their job performance. It's different with Shahzaet. al., (2010) who stated that the performance is a result or consequence of an activity for a period of time. Job performance is a record of the results obtained from the function of a specific job or activity during specific time period (Bernardin&Russel, 2006).

In the same vein, Rivai (2006) defined job performance as the result of work that can be achieved by a person or group of people in a company suitable with the authority and responsibility in their respective efforts to achieve company goals legally and not violate the law and not contrary to morals or ethics. However, according to Nayyar (1994), job performance refers to the level of an individual carrying out its role by referring to the specific standards that established by the organization.

In conclusion, performance is a characteristic appearance that human should have to achieve objectives. The criteria that must be uses in carry out responsibilities. It can also be said that team performances be measured in many ways and aspects. Although all researchers have different ideas in provide definition the performance, most researchers give the same definition about performance, which is the result that achieved.

The Purpose of Performance Appraisal

The purpose of performance appraisal is the way to get the advancement of the career. Performance appraisal functions as the foundation for pay increases and promotions; it provides a feedback to help improve performance and recognize weaknesses. It also offers information about the attainment of work goals (Riggio, 2009). Work supervisors use the performance appraisal to make personnel decision such as promotions, demotions, pay raises, and firings and to give workers constructive feedback to improve work performance. Moreover, the formal performance appraisal procedure facilitates the organizational communication by helping to encourage the interaction between workers and supervisor (Riggio, 2009).

For the organization, performance appraisals provide a means of assessing the productivity of individual and work units. Then, the performance appraisals also facilitate the validation of personnel selection and placement methods that are meant for recognizing and motivate the workers.

Then, it can also be said that performance appraisals are a source of information for personnel training needs and the evaluation of the effectiveness of organizational intervention. Examples are training program and system changes (Riggio, 2009).

According to Kumar (2005), there are several objectives about the performance appraisal produced by McGregor (1987) who grouped the objectives as the administration purpose, informative and motivational. The administration purpose is provides a structured way in determining promotions, transfers and salary increases. This information aims to provide data to management about the performance of subordinates and to individuals on its performance. Motivation is to create a learning experience that can motivate staff to develop themselves and improve their performance.

Murphy and Margulies (2004) explained that there are several purposes of performance appraisal; these purposes are to determine the specific behavior or performance, serving as the development of employees and construction equipment, providing a realistic evaluation on the employees that readiness to make a promotion, and serving as the basis of pay for the service.

In conclusion, performances appraisal is important to determine the performance of employees. Then, if it is used effectively in the organizations, it can give many benefits to the employees in term of information, improve the performance of employee, and identify the weakness and others as discussed by the researchers above.

Performance Appraisal Methods

According to Snell & Bohlander, (2010), the performance appraisal methods can be divided into three measurements which are the characteristics, behaviors, and results. The first is the method of traits. This method is to measure the characteristics of the workers have like dependability, creativity, initiative and leadership.

There are four scales or methods that are used in trait methods; they are graphic rating scales method, mixed-standard scales method, forced-choice method and essay method. The graphic scale method is a trait approach, which is used to evaluate the performance of employees. In this method, every employee is assessed according to the scale of characteristics (Snell & Bohlander, 2010).

The mixed-standard scale is the scale that been upgraded from the graphic scale method. This method is a trait approach based on comparison with better than, equal to or worse than a standard for each behavior. Forced-choice method is a trait approach that asks the rater to choose from statement. This statement is designed to differentiate between the successful and not successful of the performances. The essay method consists of the statement that describes the behavior of employees (Snell & Bohlander, 2010).

Behavioral method highlights the actions that can or cannot be shown in the job. There are four methods in behavioral method which are the critical incident method, behavioral checklist method, behaviorally anchored rating scale (BARS) and behavior observation scale (BOS). The critical incident method is used to identify the critical of the job task. The information about the critical job task is collected through the interview or self-report statement. But, the self report statement is usually written by employee (Snell & Bohlander, 2010).

The behavioral checklist method is used the rater to check the statement that listed which is the rater believe that the statement there are the characteristic of the employee. As for the behaviorally anchored rating scale (BARS), it uses the rating scale through label reflecting. The examples are poor, average, and good from behavioral incident. Behavior observation scale (BOS) is request the appraiser to remember back about the frequency of a worker that has been observed in perform the key work-related behaviors (Snell & Bohlander, 2010).

Snell & Bohlander (2010) also stated that the result method is more to look at the employee behavior or traits that showed on job. There are three methods in result methods which are productivity measures, management by objectives and the balanced scorecard. The productivity measure is to measure the accomplishment and results of employees that give benefit to the organization.

The management by objectives (MBO) is a philosophy of management that assesses the employee performance through their performance as set in the agreement between the employee and managers. The last method in the result method is the balanced scorecard. This method can be used to evaluate the individual, employees, team, business unit and the corporation itself (Snell & Bohlander., 2010).

It can be concluded that there are many methods that can be used by organization to evaluate the performance of an employee. However, the use of these tools should be adjusted according to circumstances and favored by people who are assessed. In addition, if all of those methods are used properly, it will enable organization to improve the employee performance.

Employee Performance Measurement

As summarized by Gryn, (2010), Beatty et. al., (2001) points out that there are two measurements of individual performance, which are contextual performance and task performance. The contextual performances is involve the activities of someone that not as a part of job description. The example of the activities are volunteers to perform the additional tasks, supporting others and follow the procedure, but important to achieve business goals. Someone that has personality characteristics like awareness and emotional intelligence will usually be involved in those activities (Sutherland et al, 2007.). The task performance is the job related to the activities conducted to transform inputs into outputs that usually involved the production of products and services (Beatty et al, 2001).

As quotes in Mishra et. al., (2010), the contextual performance usually gives benefits to the organizations due to the interpersonal behavior and action of someone who would like to help and cooperates with others. Such a person will follow the rules and procedure of the organization and often volunteer to carry out duties. Then, the task performance is the behavior of a person which is directly related to the completion of the work and comprises of the implementation of the technical processes, and maintenance and servicing of the technical needs (Motowidlo et. al., 1997).

However, as cited in Gryn (2010), Furnham (1997) stated that the performance can be measured through three types which are the quality, quantity and the accident and reject. Quality is a measurement of the effectiveness of the products and services provided. The quantity involves the number of output produced. The accidents and rejected means the number of products that are not accepted.

As cited in Gryn, (2010), Viswesvaran (1993 in Lopes et. al., 2006) stated that there are 10 dimensions of job performance. The researcher also states the dimension of the job performances is depends on the nature of job. Then, there are several of the dimensions are more important than others. The dimension of job performance that produced by Viswesvaran (1993) is mostly overlap with the eight dimensions stated by (Campbell et. al., 1993). However, this dimension is generally accepted well. The dimensions are shown as in Table 1 below.

Table 1: Job Performance Dimensions

10 DIMENSIONS (Viswesvaran, 1993)	8 DIMENSIONS (Campbell et al., 1993)
<ul style="list-style-type: none"> • Overall job performance • Productivity • Communication • Effort • Job-related knowledge • Interpersonal skills • Quality • Leadership • Rule following • Administrative skills 	<ul style="list-style-type: none"> • Job-specific task proficiency • Non job-specific task proficiency • Written and oral communication • Demonstrating effort • Maintaining personal discipline • Facilitating peer and team performance • Supervision/leadership • Management/administrative

Sources: Gryn (2010)

Moreover, Cascio & Aguinis (2005) explained that the performance of someone will be measured by the criteria and there are several criteria used to measure the success of someone at work. There are three dimensions of the criteria developed by Cascio & Aguinis (2005), which are static dimensionality, dynamic dimensionality and individual dimensionality.

The static dimensionality involves seeing someone performance at one point in time using one criterion, and the assumption that someone performance is described accurately. Dynamic dimensionality is linked to the assumption that all employees learn, then they get work experience. Individual dimensionality is refers to the unique contributions made by an employee for the company's performance. Although two people may do the same work, equally well, the nature of their contribution to the organization may be very different (Cascio & Aguinis, 2005).

Based on Alhusna (2001), there are four general measurements used to measure work unit and employee performance. These measurements are quality, quantity, timeliness, and cost effectiveness. Quality is used to address how good the employee or unit of work doing the job and the accuracy or effectiveness from the final product. Quality refers to accuracy, appearance, usefulness, or effectiveness. Quality is measured use the error like the number or percentage of errors allowed in the unit of work and level of customer satisfaction which is determined through customer surveys.

Quantity refers to the number of work produced by the employees and the employees unit. The quantity is measured through the number of products produced or services provided, or as a result of the general to achieve. Timeliness refers to the time of work produced, which is how fast, when, or what the date the employee or, work unit produced the work. The effectiveness of cost measurement consists of the aspects like performance, as maintaining or reducing unit costs, reducing the time required producing or providing products or services, or reducing waste (Alhusna, 2001).

In conclusion, employee performance is a characteristic appearance that should have by the human to achieve the objectives. Then, these criteria are those to be used to carry out responsibilities. It can also be said that employee performances can be measured in many ways and aspects. Although there are different ideas about performance measurement of the employee, the mission of the researchers' measurement is the same, which is carry out the responsibility effectively.

Emotional Intelligence and Employee Performance

Emotional intelligence can contribute to the achievement of a person. For example, reflected with the salaries, salary increases with the increase of the position of the company. Emotional intelligence allows a person to build positive relationships at work, work well in teams, and build social capital (Yao, 2009). According Kraimer and Liden (2001), performance often depends on the support, advice, and other resources that available. Emotional intelligence also can contribute to the performance of a person to enable someone to set their emotions in order to cope with stress and perform well under pressure, and it also can help someone to adapt with organizational change (Yao, 2009).

Thus, based on Yao (2009), the organization is a social system in which members always interact with each other and also with the external members. The interaction with the external member is referring to the interaction between customers, suppliers and others. These interactions are usually needs the great of emotional that can form the basis of human behavior. The employee that has a high level of emotional intelligence can clearly feel the emotions of colleagues and managers and accurate understanding of the meaning of other behaviors, until they can make the accurate evaluation about their working role that expected by others, and then performs adaptive behaviors. Therefore, they are more harmonious and more quickly integrated into in organization, and achieve higher performance.

Besides, the relationship between emotional intelligence can also be seen through many study that conducted by many researchers. For example, Yao et. al., (2009) has conducted a study on emotional intelligence in order to see the influence of emotional intelligence on job performance, looking at the moderating effects of leadership. Studies conducted on the department managers and department managers and their employees from Changsha, Zhuzhou, Guangzhou, and Shenzhen in mainland China investigated the principle of convenience sampling. The results show that employees' emotional intelligence have significant and positive correlations with job performance ($r=0.54$, $p<0.01$), task performance ($r=0.45$, $p<0.01$) and contextual performance ($r=0.48$, $p<0.01$). From the correlation coefficients, the researcher also concludes that emotional intelligence has stronger effects on contextual performance than task performance.

Studies conducted by Jamshidiet. al., (N.D.) on the customs staff at the town involved the 400 people. The purpose of this research was to identify the factors of emotional intelligence of employees of Bandar Abbas customs and its relation to their performance. The results showed there was a direct and significant relation between emotional intelligence and employee's performance. This means that by increasing employees' intelligence their performance improved. Also results show that there is a positive and meaningful relation between emotional intelligence and functional factor and contextual performance.

Nel H. (2004) conducted a study on emotional intelligence that aimed to determine whether there is a relationship between emotional intelligence and job performance in a call centre environment. The sample comprised 135 call centre agents who worked in client services, sales and administrative environments in a life insurance company. The results showed a statistically significant and positive correlation between emotional intelligence and job performance in the call centre environment. It can be concluded that there is a tendency for a high level of job performance in the respective call centres to be associated with a high level of emotional intelligence. The study that conducted by Khokharet. al., (2009) explained the performance of executives on different levels of emotional intelligence and provides a link between emotional intelligence and effective work performance. This research conducted on 20 male of executives from 200 executive within the age range of 40 to 55 years. All of executive is chosen from BHEL (Haridwar) and THDC (Rishikesh) of Uttarakhand State (India). The findings of the study revealed that executives having higher emotional intelligence show better quality of work performance as compared to their counterparts.

In South Africa, a research investigated the relationship between employee performance, leadership and emotional intelligence in a sample of 160 leaders and 800 raters. Through linear regression analysis, it was concluded that there is a significant relationship between employee performance and an emotionally intelligent, transactional leader. However, no significant linear relationship was found between employee performance and an emotionally intelligent, transformational leader. Simple correlation analysis shows that there is a relatively weak significant linear relationship between emotional intelligence and transactional leadership. Moreover, it was found that there is a very strong significant linear relationship between emotional intelligence and transformational leadership (Hayward, 2005).

In conclusion, there are many researches that have shown a positive relationship between emotional intelligence and performance. Therefore, this study was conducted to propose a theoretical framework highlighting the link between emotional intelligence (EI) and performance.

The Theoretical Framework

Based on the literature review discussed in the above sections, the theoretical framework below is proposed. This theoretical framework is underlined by theory of Mayer and Salovey. It is used to investigate the relationship between emotional intelligence and employee performance. In this study, there are four factors used from that theory which are Self-Emotion Appraisal (SEA), Others-Emotion Appraisal (OEA), Use of Emotions (UOE), Regulation of Emotion (ROE); they are the different dimensions used to measure Emotional Intelligence (EI). The dependent variable in this study is employee performance. It is believed that by implementing such a framework, higher education institutions in Saudi Arabia would improve the performance of their employees in such institutions.

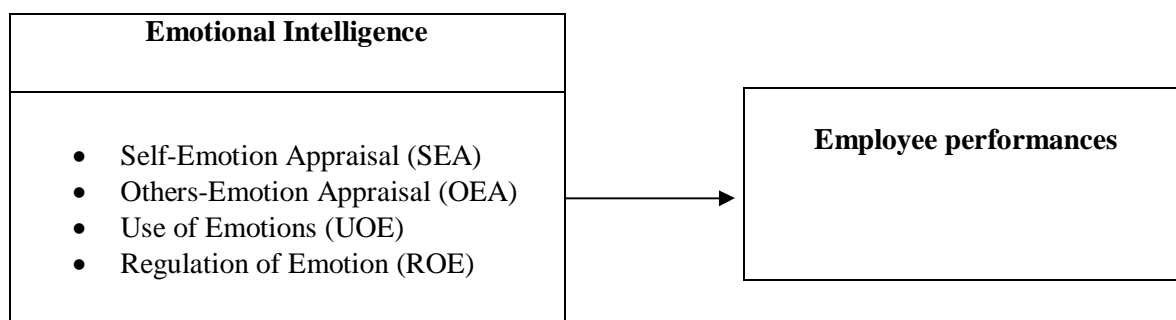


Figure 1: Proposed Theoretical Framework

Hypotheses

Based on the proposed theoretical framework, the hypotheses below are formed.

H₁: There is a positive relationship between Self-Emotion Appraisal (SEA) and employee performance.

H₂: There is a positive relationship between Others-Emotion Appraisal (OEA) and employee performance.

H₃: There is a positive relationship between Use of Emotions (UOE) and employee performance

H₄: There is a positive relationship between Regulation of Emotion (ROE) and employee performance.

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