

The Impact of Emotional Intelligence on Employee Performance: Case Study of the Provincial Branches of the Algerian Banking Network

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Abstract:

This investigation meticulously examines the influence of emotional intelligence on employee performance, employing a descriptive methodology. The study encompasses a sample of 67 participants and utilizes official documents and questionnaires for data collection, with statistical analysis performed using SPSS (Version 26). Results demonstrate a substantial prevalence of emotional intelligence and enhanced performance within the sample, attributed to the organization's deliberate emphasis on these factors, although they are not formally recognized under scientific terminologies. A notable positive correlation is observed between emotional intelligence, as an independent variable, and employee performance, as a dependent variable, through the dimensions of emotional intelligence and various aspects of employee performance. The research concludes with several recommendations, particularly the implementation of an emotional intelligence framework for recruitment, employment, and assessment processes.

Keywords: Emotional Intelligence, Performance, Employees, Self-awareness, Self-regulation, Motivation, Empathy, Social Skills

Introduction:

The quest for enhanced performance in organizations captures significant managerial focus as both a preferred method and a vital indicator for achieving strategic goals. Organizations strive to conduct operations both efficiently and effectively, aiming to fulfill predetermined goals while minimizing costs. It is evident that employee behavior, whether inherent, contrary, acquired, or contrived, serves as a pivotal gauge in the performance continuum.

Emotional intelligence imparts critical insight into our emotional framework, underscoring that emotions such as fear, joy, and anger are not merely ancillary or irrational; rather, they are fundamental to our existential fabric and overall well-being. By mastering emotional intelligence, individuals gain proficiency in navigating these emotional landscapes, appropriately weighing and managing emotions to bolster both personal and professional relationships. Prominent research by scholars such as Lam & Kirby and Semadar, Robins, & Ferris underscores that emotional intelligence is a robust predictor of employee productivity through adept emotional management.

The Bank of Algeria employs diverse strategies to bolster employee performance, including the organization of seminars and training sessions on innovative products and directives. Nevertheless, a distinct emphasis on the concept of emotional intelligence by the upper management remains conspicuously absent. Addressing this gap by exploring and enhancing emotional intelligence could yield significant improvements in employee performance.

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The focus of this study is a distinct subset within the conglomerate of agencies and branches of the Bank of Algeria, selected based on a relatively analogous organizational structure and operational methods concerning task proximity, despite variations in internal and external environmental factors.

Main Question:

- What is the extent of the impact of the dimensions of emotional intelligence on enhancing the job performance of employees from the perspective of the employees in the studied institutions?

Sub-questions:

- _ What is the level of employee perception regarding the study variables (emotional intelligence and employee performance) in the studied institutions?
- _ Is there a statistically significant impact of the five dimensions of emotional intelligence (self-awareness, self-regulation, motivation, empathy, social skills) on employee performance in the studied institutions, and what is the nature of this impact?
- _ Are there statistically significant differences in the levels of emotional intelligence and employee performance attributed to the personal and job-related variables of the employees in the studied institutions, and what is the nature of these differences?

Hypotheses:

In alignment with the data processed and the responses to the aforementioned questions, we propose the following hypotheses:

- _ Employees perceive a high level of emotional intelligence across its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills) in the studied institutions.
- _ Employees perceive a high level of job performance across its three dimensions (work quality, commitment, and work quantity) in the studied institutions.
- _ There is a positive, statistically significant impact of emotional intelligence across its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills) on employee performance in the studied institutions.
- _ There are statistically significant differences in employees' perceptions of emotional intelligence and job performance, attributed to personal and job-related variables.

Objectives:

This study aims to achieve a series of objectives, pivotal among which are to describe and analyze the impact of emotional intelligence on job performance. This exploration aligns with and serves to substantiate the study's hypotheses as pre-answers to its guiding questions. The approach integrates a review of relevant literature for descriptive insights and employs statistical methods to precisely evaluate the phenomenon based on actual sample data.

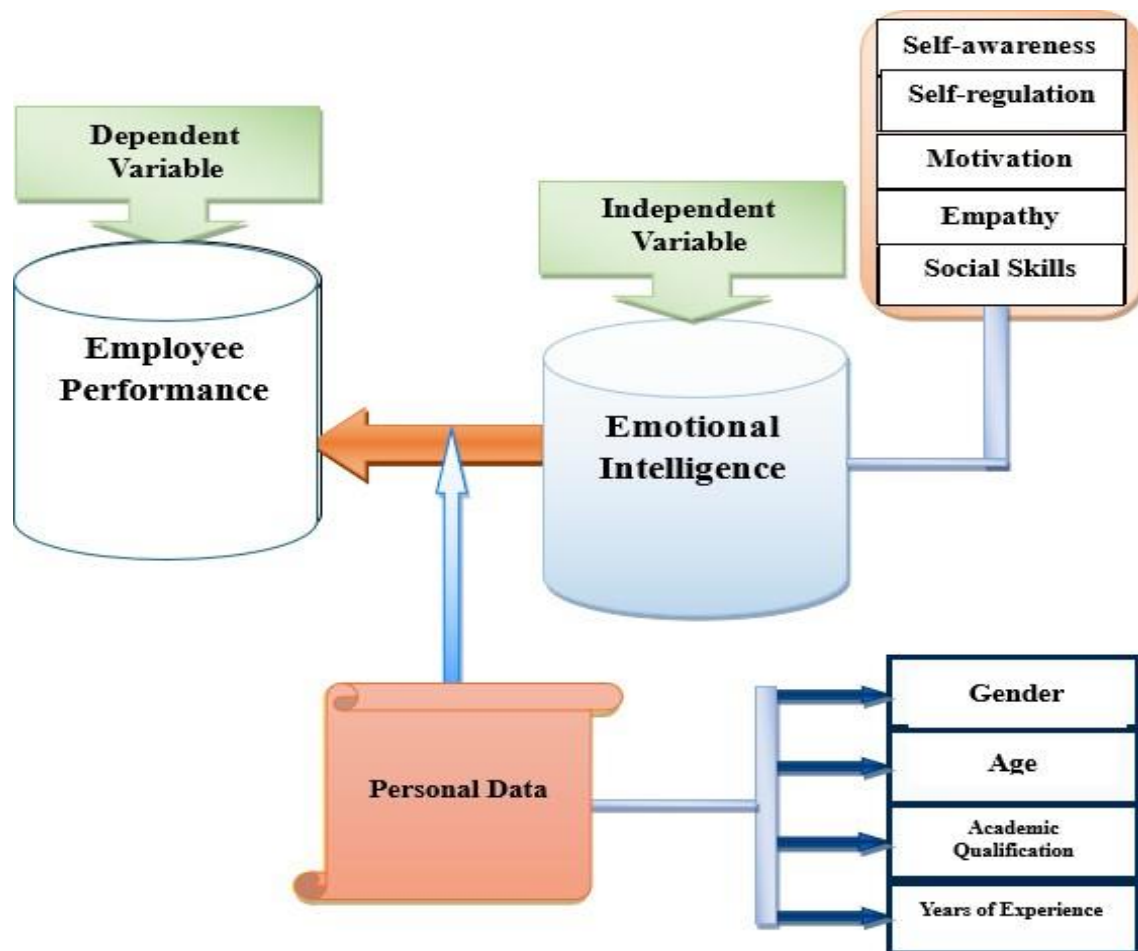
The objectives are delineated into two primary categories: scientific, aimed at advancing academic understanding of the topic, and practical, focused on enhancing the real-world implications of emotional intelligence in the participating institutions. The objectives are categorized according to their purposes into academic, which serve the subject's academic prospects, and practical, in an attempt to improve the reality of the targeted phenomenon in the community under study. All of this is bound by the research methodology and the approach adopted by the hosting faculty, guided by the supervisor, as outlined below:

- _ To illuminate the concept of emotional intelligence, exploring its various models, dimensions, and their significant yet often underrepresented value in academic discourse.

- _ To gauge the level of employee awareness and understanding regarding the central study variables: emotional intelligence and employee performance, in the participating institutions.
- _ To assess the influence of the five dimensions of emotional intelligence on employee performance and to delineate the nature of this influence within the context of the studied institutions.

Hypothetical Model for the Study:

Figure (01-01) Study Model



Source : Authors

Previous Studies:

Study 1: Halima Cherif Mohamed Omrani, year (2022): *The Impact of Emotional Intelligence on Organizational Citizenship Behavior in Banks in Mecca, Saudi Arabia*

The study aims to determine the impact of emotional intelligence on organizational citizenship behavior in banks in Mecca, Saudi Arabia. It relied on the descriptive analytical method and utilized an electronic questionnaire distributed randomly to 120 bank employees in Mecca, with 60 responses received. Key findings include:

- _ The presence of an impact of emotional intelligence on the organizational citizenship behavior of employees and an increase in the level of emotional intelligence.

- It also noted an increase in the practice of organizational citizenship behavior among bank employees. The study recommended:
- The use of correct scientific methods in selecting and appointing new bank employees, and incorporating emotional intelligence and organizational citizenship behaviors among the important criteria for reaching higher job positions.

Study 2: Thi-Phuong-Linh Nguyen (2022)²: *A Dataset of the Relationship Between Emotional Intelligence and Teamwork Results of University Students*

The study aimed to uncover the relationship between emotional intelligence and the teamwork results of university students. Based on a survey of 372 university students in Vietnam, four dimensions of emotional intelligence (emotional awareness, emotion utilization, emotional understanding, and emotional control) were measured using an 18-item scale designed by Mayer and Salovey (1997) and Schutte et al., (1998). Teamwork results were assessed using a scale developed by Volet and Mansfield (2006). Key findings include:

- A positive direct relationship between emotional intelligence and teamwork results.
- High levels in both variables for the study sample.

The Current Study's Position in Relation to Previous Studies:

After reviewing previous studies, we conclude:

- A scarcity of studies addressing both study variables in the same work environment (case of the provincial branches of the Bank of Algeria in Ouargla, Ghardaïa, and Skikda). This sector has recently faced significant challenges.
- The current study is similar to the study by Halima Sherif Mohamed Omrani (2022) in addressing the variable of emotional intelligence, but it differs in the dependent variable where it studied the performance of bank employees in Mecca, thus differing in work environment from Algeria to Saudi Arabia.
- It also approaches the study by Thi-Phuong-Linh Nguyen (2022) through the independent variable of emotional intelligence but differs completely in terms of the dependent variable of teamwork results; the current study addresses the performance of bank employees while Nguyen's study addressed university students.

Theoretical Framework for the Study: The Theory of Emotional Intelligence and Employee Performance

1. Employee Performance:

Researchers in management science have focused on employee performance, especially following the increased pursuit of competitive advantages by organizations through emphasis on activities and outputs related to employee performance. Additionally, it is considered one of the most important indicators that reveal the efficiency and effectiveness of employees in achieving the goals set in light of available resources. This has driven organizations to seek to improve employee performance to succeed and sustain in a dynamic business environment.³

² Thi-Phuong-Linh Nguyen (2022), "A dataset of the relationship between emotional intelligence and teamwork results of university students," open access article under the CC BY license, vol (04) issue (01), pp. 27-55.

³ Souhila Mohammad Abbas, *Human Resource Management: A Strategic Approach*, (Amman: Dar Wael for Publishing, 2006), pp. 142-143.

Concept and Importance of Employee Performance

The Concept of Employee Performance:

1. **Definition of Performance in Language:** The etymology of "performance" traces back to the Latin word "Performare," which translates to fully form or shape something. This term evolved into the English word "Performance," denoting the execution of tasks or the manner in which an organization fulfills its objectives.⁴
2. **Concept and Definition of Employee Performance:** Performance is a pivotal and expansive concept within organizational contexts and is universally acknowledged as a central component across all branches of administrative knowledge. It serves as the most critical dimension for various institutions, fundamentally influencing their operational existence.⁵

The term 'employee performance' is often conflated in the human resources field with analogous terms found in management theory literature, such as productivity, efficiency, and effectiveness, as well as 'performance efficiency' or 'performance effectiveness.' Given that employee performance is intricately tied to the human elements of administration, it draws diverse definitions from scholars and practitioners:⁶

Some define employee performance as the extent to which an individual completes the tasks comprising their job role, reflecting how effectively the individual meets job requirements.⁷

Alternatively, others consider employee performance as the degree to which productive activities performed within a specified period align with predetermined plans. This perspective focuses on identifying deficits, weaknesses, and deviations from planned activities and formulating strategies to mitigate these issues and prevent future discrepancies. We propose several definitions to encapsulate the multi-faceted nature of performance:⁸

General Definition: Performance represents the interplay between behavior and outcomes, where it constitutes the aggregate of actions and measurable results.⁹

Encyclopedic Definition: According to the Encyclopedic World Dictionary, performance is described as "executing tasks as they should be performed."¹⁰

Administrative Definition: As articulated in the Dictionary of Social Terms, performance is "the execution of job responsibilities and duties at a level expected of a competent, trained worker."¹¹

⁴ Abdelmalek Mazhouda, (2001), "Performance Between Efficiency and Effectiveness - Concept and Evaluation," *Human Sciences Journal*, Issue 1, University of Biskra, Algeria, p. 86.

⁵ Taher Mohsen Mansour Al-Ghalbi, Wael Mohammad Subhi Idris, (2007), *Strategic Management – A Comprehensive Methodological Perspective*, Dar Wael for Publishing, Amman, Jordan, p. 476.

⁶ Saeed Samir Abu Jleida, *The Impact of Human Resource Management Strategies on the Performance of Employees in Libyan Telecommunication Companies*, Master's Thesis in Business Administration, Middle East University, Faculty of Business, Amman, Jordan, 2018, p. 22.

⁷ Rawiya Mohammad Hassan, *Human Resource Management*, (Alexandria: The Modern University Office, 1999), p. 215.

⁸ Khaled Mohammad Al-Shawabkeh, "The Relationship Between the Implementation of E-Government and Job Performance," Master's Thesis, The University of Jordan, 2008, p. 41.

⁹ Issa Ibrahim Al-Ma'shar, *The Impact of Work Stress on Employee Performance*, Master's Thesis, Faculty of Administrative and Financial Sciences, Department of Business Administration, Middle East University for Graduate Studies, 2009, p. 32.

¹⁰ Al-Joudi Mohammad Al-Ali, *Activating Outstanding Performance in Small and Medium Enterprises Through Effective Leadership*, Master's Thesis in Management Science, University of Biskra, 2007/2008, p. 77.

From these various interpretations, it is evident that slight variations in the definition of performance stem from contextual differences, yet the fundamental focus remains on defining performance in terms of behavior or effort. These discussions typically integrate three key elements: the job, the employee, and the situational context.

In essence, performance can be understood as the alignment and functioning of human resources (effort, skills, capabilities, intelligence, emotions, behavior) with the phases and components of task completion. This process is influenced by both internal and external factors, which may be predefined (such as laws, guidelines, controls, established authority, customer expectations, and material or moral incentives) or arise incidentally (such as reflexes or reactions to specific situations within the organizational system). This dynamic unfolds in a designated place and time, from the commencement to the conclusion or termination of an employment contract.

2.1 Importance of Employee Performance:

In the realm of management science, employee performance has garnered substantial attention, particularly as organizations intensify their efforts to secure competitive advantages by focusing on activities and outputs directly related to employee performance.

This focus is driven by the recognition of employee performance as a critical indicator that unveils the efficiency and effectiveness with which employees achieve organizational goals, given the resources at their disposal. In response, organizations are increasingly dedicated to enhancing employee performance as a strategic approach to ensure success and sustainability within the dynamically evolving business environment.¹²

Employee performance is indispensable across all types of organizations—both service-oriented and production-based—as it serves as a reflective mirror, showcasing the condition of the organizations or the individuals operating within them. More specifically, it represents the interplay between behavior and achievement that culminates in the creation of valuable outputs, crucial for maintaining both the organization and its workforce competitive in the job market.¹³

2. Concept of Emotional Intelligence:

Before delving into the specifics of emotional intelligence, it is pivotal to briefly explore the foundational concepts of intelligence and emotion:

2.1 Intelligence:

The term "Intelligence" originates from the Latin word "Intelligential," which was first introduced by the Roman philosopher Cicero. It has since permeated the English and French languages as "Intelligence." Linguistically, it denotes "Intellect," "Understanding," and "Sagacity."¹⁴

2.2 Emotion:

Emotions constitute a complex mix of feelings and physical sensations, accompanied by awareness and cognition, reflecting an individual's response to various life situations and experiences encountered daily.¹⁵

¹¹ Ahmad Zaki, (1992). *Dictionary of Social Terms*, Library of Lebanon, Beirut.

¹² Ibid., pp. 142-143.

¹³ Jerry, H., & Souai, S., (2014). "Strategic Human Resource Management and Performance: The Contingency Approach Case of Tunisia," *International Journal of Humanities and Social Science*, 4(6): 282-291.

¹⁴ From the book *Intelligence Tests: Practical Exercises to Enhance Comprehension Ability*, op. cit., p. 322

¹⁵ Robert C. Solomon (8-3-2019), "Emotion," Britannica, accessed on April 17, 2022, at 13:22.

Emotions encompass a vast spectrum of psychological phenomena, ranging from those specific to certain events, which may trigger visible emotional reactions, to those that are a sudden influx of unseen emotions. Emotions combine physiological arousal, behaviors, and a conscious experience of thoughts and feelings.

They fulfill several functions such as preparing the body for immediate action, influencing thoughts, motivating future behaviors, facilitating social interactions, indicating the nature of personal relationships, and promoting necessary social behaviors.¹⁶

2.3 Definition of Emotional Intelligence:

The Prophet Muhammad (peace be upon him and his family) elegantly encapsulated the essence of emotional intelligence in its most sublime form through three intelligences:

- **Spiritual Intelligence:** "Fear Allah wherever you are."
- **Self-Intelligence:** "Follow a bad deed with a good one to erase it."
- **Social Intelligence:** "Create people with good creation."¹⁷

In contemporary discussions, Justin Bariso, in his July 2019 article for "The New York Times" titled "Emotional Quotient EQ," defines emotional intelligence as the capacity of an individual to recognize and manage both their own emotions and those of others.

Daniel Goleman, another prominent voice in the field, describes emotional intelligence as encompassing abilities that include self-motivation, persistence in the face of frustrations, impulse control, delay of gratification, mood management, preventing depression from clouding one's cognitive processes, empathy towards others' feelings, and sustaining hope.¹⁸

3. Theoretical Relationship Between Employee Performance and Emotional Intelligence:

Grounded in extensive research, this section elucidates the linkage between emotional intelligence and employee performance, drawing upon empirical evidence accumulated over decades.

3.1 Results and Recommendations of Previous Studies on Theoretical Relationships:

Research spanning over two decades involving approximately a thousand American institutions and tens of thousands of individuals demonstrates that success and happiness in life are significantly influenced by competencies that extend beyond academic qualifications and educational achievements.¹⁹

The connection between emotional intelligence and employee performance is evident across various professional settings. Employee performance, particularly in these environments, hinges on successful interpersonal interactions and the ability to manage personal behaviors in the workplace. Instances of confrontational or aggressive behaviors often stem from poor emotional control or ineffective management of emotions and stress. Emotional intelligence serves not

¹⁶ Sameh Al-Obeidi, (2020), "Emotions: Their Functions, Roots, and Scope," accessed on April 17, 2022, at 13:22.

¹⁷ Susan Hussein Omar Musa, (2017), "The Role of the Future Cities Leadership Program in Enhancing Emotional Intelligence Competencies," Master's Thesis, College of Education, Islamic University of Gaza.

¹⁸ Daniel Goleman, *Emotional Intelligence*, translated by: Hisham Hanawi, Publishing House, Cairo, 2004.

¹⁹ Yasser Al-Eiti, introduction by Judat Sa'id, *Emotional Intelligence – A New Look at the Relationship Between Intelligence and Emotion*, Dar Al-Fikr, Damascus, Syria, fourth reprint 2006 (first edition 2003), p. 17.

only as a predictive tool for assessing an individual's motivation and procedural skills but also as a crucial factor in sustaining motivation levels among employees.²⁰

This relationship represents a vital aspect of organizational behavior, facilitating a symbiotic coordination between an individual and their professional environment. Such alignment significantly enhances the professional output for both the individual and their profession. For instance, the professional adjustment of educators not only affects their personal psychological health but also profoundly impacts the lives of young people and, by extension, society at large.²¹

According to the insights from "Emotional Intelligence 2.0," it is observed that with every one-point increase in emotional intelligence, there is a corresponding increase in annual return by approximately \$1300, applicable across various fields, markets, and job roles. Particularly in roles that require extensive customer interaction such as customer service, sales, and professional consulting, a high level of emotional intelligence is correlated with superior job performance.²²

Further, Zeinder highlights emotion as a fundamental determinant of behavior and achievement in the workplace. Emotional states significantly influence individual productivity, the social climate of the workplace, and the motivation and perception processes related to work. These factors collectively impact not only individual tasks and social behavior but also the broader outcomes related to performance. Such insights underscore the profound impact of emotional intelligence on the dynamics of employee performance and organizational success.²³

Table (01-01) Economic Value Impact of Emotional Intelligence According to Job Complexity Level

Job Complexity Level	Emotional Intelligence Impact
Low Complexity (e.g., machine operators, clerks, laborers)	Those ranked in the top 1% in emotional competence were three times more productive than the rest.
Medium Complexity (e.g., sales employees, mechanics)	The productivity of individuals with the highest degree of emotional competence was twelve times greater than the rest.
High Complexity (e.g., physicists, account managers, lawyers)	The economic value added for those with outstanding performance (top 1% in emotional competence) compared to average performers was 127%.

Source: Golman, Daniel, "Working With Emotional Intelligence", New York, USA, Bantam Dell, 3rd edition, 2006, p. 35.

²⁰ Law, Kenneth S. et al., (2007). "The effects of emotional intelligence on job performance and life satisfaction for the research and development scientists in China," Springer Science.

²¹ Ibrahim Kadri & Fathi Zagar (2020), "Emotional Intelligence and Its Relationship with Professional Adaptation among Primary Education Teachers," published in *Al Jamea Journal in Psychological Studies and Educational Sciences*, Volume (05), Issue (02), University of Algiers 2, Algeria, pp. 633-655.

²² Work UAE, (2021), "Which is more important in the workplace: Intellectual Intelligence or Emotional Intelligence," accessed on April 17, 2022, at 13:22.

²³ Zeinder and others, *What We Know About Emotional Intelligence*, Cambridge, 2009, MA Press Book, p. 257.

Field Study

1. Statistical Tools

To rigorously address the research questions and validate the proposed hypotheses, a suite of descriptive statistical methods was utilized. Data collection involved the encoding and digital entry of information, leveraging the capabilities of the Statistical Package for the Social Sciences (SPSS), Version 26.

The process of data integration was streamlined by transferring questionnaire responses from Excel sheets directly into SPSS, which facilitated the execution of various statistical analyses:

- **Descriptive Statistics Measures:** These measures were implemented to delineate the characteristics of the study sample comprehensively. They included calculating the mean and standard deviations for each variable.
- **Spearman's Correlation Matrix:** This tool was employed to elucidate the correlational dynamics between the independent and dependent variables within the study.
- **Multiple Regression Analysis:** This analysis was pivotal in testing the robustness of the study's model and determining the impact of various independent variables on the dependent variable, specifically teamwork.
- **One-Way Analysis of Variance (ANOVA):** ANOVA was utilized to investigate the influence of different independent variables on the dependent variable.

In preparation for this field study, an extensive review of previous research and existing questionnaire models in both Arabic and English was undertaken. This review focused particularly on Golman's five-dimensional model of emotional intelligence. The performance of employees was subsequently characterized through statements that align with the three adopted dimensions: quality of completed work, quantity of completed work, and commitment.

This framework was meticulously developed after an analysis of performance evaluation methods employed within the institutions under scrutiny and following consultations with field experts.

The proposed model underwent a comprehensive review process by the supervising professor, culminating in a validation phase referred to as "judges' validity." To measure responses, a five-point Likert Scale was employed, the details of which are presented in the subsequent table.

Table (03-02): Five-Point Likert Scale Ratings

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Score	5	4	3	2	1

Source: Prepared by the researchers based on the five-point Likert scale.

A hypothetical median (3) was used, against which the mean scores for each question were compared.

Upon collection, the questionnaire data were systematically organized, tabulated, and formatted to align with the variables and hypotheses of the study. The analysis and processing of data were conducted using SPSS Version 26. A hypothetical median of 3 served as a benchmark for comparing the mean scores of each question.

To provide nuanced insights into the dataset, thresholds were established to evaluate the mean scores of the variables within the study model. The degree of each scale was categorized into five distinct levels: very weak, weak, medium, good, and very good. These categories were determined using the formula for category length:

Category length = (upper alternative limit - lower alternative limit) / number of levels

Table (04-02): Scale for Determining the Relative Importance of Study Variables

Suitability Level	1.49 - 1	2.49 - 1.5	3.49 - 2.5	4.49 - 3.5	5 - 4.5
Relative Importance of Mean	Very Weak	Weak	Medium	Good	Very Good

Source: Prepared by the researchers based on the survey results.

Test of Reliability and Validity of the Study Tool

1. Reliability of the Study Tool:

Reliability in this context refers to the consistency of the questionnaire results when administered multiple times under the same conditions. Cronbach's Alpha coefficient was employed to assess the reliability of the study tool.

The results for the dimensions of the study tool and the entire questionnaire are summarized in the following table:

Table (05-02): Cronbach's Alpha Reliability Coefficient

Statement	Number of Items	Cronbach's Alpha
Emotional Intelligence	30	0.751
Self-Awareness	6	0.513
Self-Regulation	6	0.537
Motivation	6	0.534
Empathy	6	0.510
Social Skills	6	0.576
Job Performance	15	0.847
Total Questionnaire	45	0.853

Source: Prepared by the researchers using SPSS V26 outputs.

From the table, it is apparent that the Cronbach's Alpha coefficients are consistently high, ranging from 0.751 to 0.847 for the individual dimensions, with the total questionnaire achieving a value of 0.853. This indicates a high reliability coefficient, surpassing the acceptable threshold of 60%, thus confirming the stability and validity of the questionnaire's dimensions.

2. Validity of the Study Tool:

The validity of a questionnaire assesses its ability to measure what it is intended to measure. This encompasses the inclusion of all essential elements for thorough analysis, clarity of statements to ensure comprehensibility among users, and is quantified by the square root of Cronbach's Alpha, reaching 0.853 or 92%. This high percentage indicates a strong homogeneity and consistency among the questionnaire statements.

3. Internal Consistency Validity of the Study Tool:

Internal consistency validity refers to the degree of agreement among individual statements within the same dimension of the questionnaire. This is assessed by calculating the correlation coefficients between each statement and the total score for the same dimension (part-to-whole correlation), utilizing Pearson's coefficient for precise determination of these correlations. This method ensures that each statement accurately reflects the intended dimension, contributing to the overall coherence of the tool.

The internal consistency validity of the study tool was rigorously assessed using the data derived from a pilot sample. This evaluation was critical to understanding the correlation between the various axes forming the questionnaire and the questionnaire as a whole. The correlation coefficients were calculated to gauge the internal consistency across different dimensions of the questionnaire, as detailed in the following:

Table (06-02): Internal Consistency Validity of Questionnaire Dimensions

Statement	Pearson Correlation Coefficient	Significance Level
Emotional Intelligence	0.885**	0.000
Self-Awareness	0.582**	0.000
Self-Regulation	0.845**	0.000
Motivation	0.805**	0.000
Empathy	0.571**	0.000
Social Skills	0.759**	0.000
Job Performance	0.841**	0.000
Total Questionnaire	0.924**	0.000

*Significance Level ($\alpha=0.05$)

**Significance Level ($\alpha=0.01$)

Source: Prepared by the researchers using SPSS V26 outputs.

As seen in Table (4), the correlation coefficients of the first axis, Emotional Intelligence, were valued at **0.885, indicating high correlation within its dimensions. For instance, Self-Awareness was measured at **0.582, followed by Self-Regulation at **0.845. Similarly, the Motivation dimension showed a high correlation at **0.805, Empathy at **0.571, and finally, Social Skills at **0.759.

The correlation coefficient for the Job Performance axis was measured at **0.841 and the total questionnaire at **0.924, all statistically significant at (0.000), i.e., less than the significance level ($\alpha=0.01$), affirming the validity of the questionnaire's axes and dimensions.

Testing for Normal Distribution of Questionnaire Axes

Table (09-02): Kolmogorov-Smirnov Test for Normal Distribution

Questionnaire Axes	K-S Test	SIG
Emotional Intelligence	513.	247.
Job Performance	541.	374.
Total Questionnaire	881.	389.

Source: Prepared by the researchers using SPSS V26 outputs.

We note that the survey items have a normal distribution because the SIG value for the survey axes is greater than 0.05.

2. Study Results and Discussion

The field study results, achieved through meticulous data collection, analysis, and interpretation, are presented to either confirm or refute the study's hypotheses based on the conclusions drawn from the data.

2.1 Analysis of Emotional Intelligence Variable Items:

We conduct an analysis of each item of the variable as follows:

- **Analysis of the study sample's opinions on the emotional intelligence axis:**

The following table shows the analysis of the statements on the emotional intelligence axis, which were adopted based on the outputs from the SPSS program.

No.	Statement	Mean	Standard Deviation	Relative Importance	Acceptance Level	Rank
Self-Awareness						
1	I have a good understanding of my feelings	4.34	0.616	0.87	Good	4
2	I possess the full confidence to make correct decisions	4.37	0.545	0.87	Good	3
3	I recognize my strengths and weaknesses	4.26	0.641	0.85	Good	5
4	I accept constructive criticism from others	4.16	0.914	0.83	Good	6
5	I benefit from all the experiences I have faced in the past	4.50	0.532	0.90	Very Good	1
6	I clearly understand my goals	4.44	0.530	0.89	Good	2
Total		4.35	146.	86.	Good	
Self-Regulation						
7	I have the ability to control my actions	4.00	0.778	0.80	Good	4
8	I deal positively with all situations I encounter	4.53	0.531	0.91	Very Good	1
9	I have good control over my emotions	4.14	0.743	0.83	Good	3
10	I have the courage to apologize for my mistakes	4.50	0.532	0.90	Very Good	2
11	I am able to control my nerves and deal rationally with difficulties	3.58	0.955	0.72	Good	6
12	I can easily talk about my feelings	3.92	0.875	0.79	Good	5
Total		4.11	174.	82.	Good	
Motivation						
13	I always encourage myself to do my best to achieve my goals	4.43	0.556	0.89	Good	1
14	I always set goals for myself and then do my best to achieve them	3.86	0.850	0.77	Good	6
15	I am always lively with all my colleagues at work	4.25	0.765	0.85	Good	4
16	I am completely calm while performing my tasks	4.25	0.586	0.85	Good	3

17	I have the ability to focus on the tasks required of me	4.26	0.446	0.85	Good	2
18	I fully have the ability to face the stress that hinders my work performance	3.98	0.843	0.80	Good	5
Total		4.17	168.	83.	Good	
Empathy						
19	I can read people's feelings from their facial expressions	3.83	0.930	0.77	Good	5
20	I contribute to solving problems that my colleagues face during work	4.17	0.625	0.84	Good	2
21	I am effective at listening to others' feelings	4.07	0.470	0.81	Good	3
22	I can read people's feelings from their tone of voice	3.98	0.788	0.80	Good	4
23	I always know my friends' feelings from their behavior	3.82	0.796	0.76	Good	6
24	I am sensitive to the feelings and emotions of others	4.26	0.641	0.85	Good	1
Total		4.02	162.	80.	Good	
Social Skills						
25	I excel at dealing with others	4.16	0.566	0.83	Good	4
26	I am respected and appreciated by all my colleagues	4.37	0.545	0.87	Good	1
27	I have the ability to easily blend in with new people	4.19	0.434	0.84	Good	3
28	I have the ability to interact with others' feelings according to the situation	4.14	0.633	0.83	Good	5
29	I have the ability to understand my colleagues' psychological states through observation	4.23	0.676	0.85	Good	2
30	I maintain my composure even when people annoy me with their questions	4.05	0.814	0.81	Good	6
Total		4.19	129.	83.	Good	
Overall Total		4.17	1.77	80.	Good	

Source: Prepared by the researchers using SPSS V26 outputs.

From the data in Table No. (13), it is apparent that the study participants rated the dimension of self-awareness positively, with an 86% importance rating. The mean score for this dimension was 4.35, classifying it within the fourth category, indicative of a favorable response trend, accompanied by a standard deviation of 0.146.

Similarly, the dimension of self-regulation garnered a positive reception, evidenced by an 82% importance rating and an average score of 4.11, with a standard deviation of 0.174. The motivation dimension was also perceived as highly relevant, with an 83% importance rating and an average score of 4.17, alongside a standard deviation of 0.168.

Although slightly lower, the empathy dimension was still considered significant, with an 80% importance rating, an average score of 4.02, and a standard deviation of 0.162. The social skills dimension, rated at 83% in terms of importance, achieved an average score of 4.19 with a standard deviation of 0.129.

These metrics collectively indicate a strong consensus, positioning all dimensions within the 'good' fourth category. The cumulative average rating for this axis was 4.17, leading to the conclusion that there was a generally high level of agreement among the participants on the statements within this dimension, reflected in an overall importance rating of 80%.

4.1 Analysis of Job Performance Dimension Items:

The following table analyzes the statements related to the job performance dimension, which were based on the outputs from the SPSS program:

Table (16-02): Analysis of Study Sample Opinions on Job Performance Dimension

No.	Statement	Mean	Standard Deviation	Relative Importance	Acceptance Level	Rank
Job Performance						
1	Our organization focuses on the quality of operational outputs to measure the quality of work performed by employees	4.16	.665	.83	Good	4
2	Our organization keeps up with the renewing diversity in the quality of its services	3.74	.785	.75	Good	12
3	Our organization benchmarks the performance level and capabilities of its employees	3.88	.826	.78	Good	10
4	Our management provides the necessary technical means for accomplishing work	3.97	.758	.79	Good	8
5	Our organization is flexible in facing unexpected changes to the quality of completed work	3.76	.698	.75	Good	11
6	Our organization ensures employees are informed about the approved work regulations	4.31	.632	.86	Good	2
7	Our organization instills positive behavioral values in employees, influencing their commitment level	4.08	.773	.82	Good	6
8	Our organization strives to provide a high-trust atmosphere for employees, positively reflecting on their commitment to work	4.31	.608	.86	Good	1
9	Our management continuously renews the prevailing work values	3.77	.831	.76	Good	14
10	Our organization provides a suitable work environment enabling employees to participate in decision-making processes	3.94	.795	.79	Good	9
11	Our organization dynamically determines operational productivity according to market conditions and current environment	3.74	.858	.75	Good	13
12	Our organization sets specific schedules and timings for completing employees' tasks	4.19	.529	.84	Good	3
13	The senior management in the organization continually reviews the quantity of work output	4.05	.736	.81	Good	5
14	Our organization provides a suitable work environment enabling employees to achieve the required quantitative outputs from their work	3.95	.786	.79	Good	7

15	Our organization ensures feedback to inform employees about the quantity of work performed	3.65	.640	.73	Good	15
Total		3.97	.095	.79	Good	

Source: Developed by the researchers based on outputs from SPSS V26.

The analysis of the job performance dimension, as delineated in Table (14), reveals that the responses of the study sample regarding this axis were also rated favorably, with an importance percentage of 79%. The mean score for job performance stood at 3.97, also within the fourth category, signaling strong agreement among participants, as underscored by a standard deviation of 0.095.

This uniform assessment across all statements within this dimension confirms that the perceptions of the individuals were well-aligned. Derived from the SPSS outputs and considering both the average and standard deviation, it is evident that the level of concurrence on the statements of this axis was commendably high, with a total importance percentage of 79%.

4.2 Hypothesis Testing

First Hypothesis:

This hypothesis posits that employees recognize a high level of emotional intelligence in its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills) and job performance in the institutions under study. The One Sample T-test was used to test this hypothesis, and the results were as follows:

Table (17-02): Results of the First Hypothesis Test

T Calculated	Difference Between Means	Significance	Degrees of Freedom	Mean	Standard Deviation	Test Confidence Interval		Test Result
142.020	125.208	.000	66	125.209	7.2164	Lower	Upper	Accepted
						123.448	126.962	

Source: Prepared by the researchers using SPSS V26 outputs.

From the results above, the calculated T-value was 142.020, which exceeds the critical T-value. The difference between the means was observed at 125.208, with the average being 125.209 and a standard deviation of 7.2164. The significance level registered at .000, which is below the threshold value of 0.05.

According to the decision rule, the hypothesis is accepted if the significance value is below 0.05 and the calculated T-value is greater than the critical T-value. Therefore, we accept the alternative hypothesis (H1) stating that employees perceive a high level of emotional intelligence across its five dimensions and job performance in the institutions under study.

Second Hypothesis:

This hypothesis states that employees recognize a high level of job performance in its three dimensions (quality of work, commitment, quantity of work) in the institutions under study. The One Sample T-test was used, and the results are as follows:

Table (18-02): Results of the Second Hypothesis Test

T Calculated	Difference Between Means	Significance	Degrees of Freedom	Mean	Standard Deviation	Test Confidence Interval		Test Result
78.465	59.5671	.000	66	59.567	6.21392	Lower	Upper	Accepted
						58.051	61.082	

Source: Prepared by the researchers using SPSS V26 outputs.

Based on the above table, the analysis indicates that the calculated T-value reached 78.465, surpassing the critical T-value. The difference between the means was noted as 59.5671, while the average mean stood at 5.567, and the standard deviation was 6.21392. The significance level, noted as .000, is below the threshold value of 0.05.

As per the decision rule, a hypothesis is accepted if the significance level is below 0.05 and the calculated T-value exceeds the critical T-value. Hence, the alternative hypothesis (H1), which posits that workers perceive a high level of job performance across the three dimensions (quality of work, commitment, and quantity of work) in the studied institutions, is accepted.

Third Hypothesis:

H1: There is a statistically significant positive effect of emotional intelligence, across its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills), on the performance of employees in the studied institutions.

H0: There is no statistically significant positive effect of emotional intelligence, across its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills), on the performance of employees in the studied institutions.

To validate this hypothesis, appropriate statistical methods were employed, starting with correlation analysis as a first step to discover the strength and type of the relationship between servant leadership and organizational trust. Subsequently, regression analysis was conducted as a second step to determine the impact of the independent variable (emotional intelligence) on the dependent variable (job performance).

Table (19-02): Results of Simple Linear Regression Analysis for the Third Sub-Hypothesis

Relationship Analysis Between Emotional Intelligence and Job Performance					
Emotional Intelligence	Pearson Correlation Coefficient R	0.491			
	Significance Probability sig	0.000			
Simple Regression Analysis to Measure the Effect of Emotional Intelligence on Job Performance					
Determination Coefficient (R ²)		0.241			
		Standard Error of Estimate			
		5.45373			
		Significance Level		0.00	20.682
				:F Value	
Variable	b	SEB	Beta β	T Value	Significance T
Constant	6.597	11.667		3.565	0.000
Emotional Intelligence	0.423	0.093	0.491	4.548	0.000

Source: Prepared by the researchers using SPSS V26 outputs.

The correlation analysis between emotional intelligence and job performance yields a Pearson correlation coefficient (R) of 0.491, which is statistically significant with a probability significance value of 0.000. This value is well below the conventional threshold of 0.05, indicating a moderate positive correlation between the two variables. This moderate

correlation supports the alternative hypothesis (H1) that there is a statistically significant positive effect of emotional intelligence on job performance.

From the simple regression analysis employed to measure the impact of emotional intelligence on job performance, the coefficient of determination (R^2) is calculated to be 0.241. This result suggests that the regression model explains only 24.1% of the variance in job performance, with the substantial remainder, 75.9%, attributed to other unexamined factors.

The standard error of the estimate stands at 5.45373, pointing to a considerable magnitude of random errors and indicating a relatively poor fit of the regression model to the data points on the scatter plot. Furthermore, the F-value obtained from the regression analysis is 20.682, which, being higher than the tabulated F-value, is statistically significant with a value of 0.000, lower than the significance threshold of $\alpha=0.05$.

The regression analysis also presents the slope parameter (b) at 0.491. This coefficient implies that for every one-unit increase in emotional intelligence, there is a corresponding increase of 0.491 units in job performance, which, although minimal, is statistically significant with an estimated significance level of 0.000, below the threshold of 0.05. Additionally, the intercept parameter is reported at 6.597 with a significance level of 0.000, which is also below the threshold of 0.05, confirming its statistical significance.

These results collectively indicate that both regression parameters (slope and intercept) are statistically significant, affirming an effect of emotional intelligence on job performance as derived from the SPSS V26 software outputs. Therefore, we accept the null hypothesis H1, which posits that there is a statistically significant positive effect of emotional intelligence—encompassing its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills)—on the performance of employees in the studied institutions. This conclusion upholds the stated hypothesis based on the obtained statistical evidence.

Fourth Hypothesis:

H1: There are statistically significant differences in employees' perceptions of emotional intelligence and job performance due to personal and job-related variables.

H0: There are no statistically significant differences in employees' perceptions of emotional intelligence and job performance due to personal and job-related variables.

Table (20-02): Analysis of Variance for Testing Differences in Emotional Intelligence Attributable to Demographic Variables

Demographic Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value	Significance Level
Gender	Between Groups	22	5.143	0.1234	1.068	0.414
	Within Groups	44	9.633	0.219		
	Total	66	14.776			
Age Group	Between Groups	22	10.096	0.459	0.705	0.810
	Within Groups	44	28.650	0.651		
	Total	66	38.746			
Educational Qualification	Between Groups	22	23.071	1.049	1.440	0.149
	Within Groups	44	32.033	0.728		
	Total	66	55.104			
Experience	Between Groups	22	16.986	0.772	0.582	0.914

Job Level	Within Groups	44	58.417	1.328		
	Total	66	75.403			
	Between Groups	22	5.611	0.55	0.524	0.948
	Within Groups	44	21.433	0.487		
	Total	66	27.045			

Source: Prepared by the researchers using SPSS V26 outputs.

There are no statistically significant differences in the level of emotional intelligence perception among employees attributed to the gender variable:

- The results of the table above indicate that the calculated F-value is not statistically significant at a level of 0.414. Since this level of significance is higher than the threshold (0.05), the alternative hypothesis that suggests the existence of statistically significant differences in the level of emotional intelligence perception attributed to gender is rejected.

There are no statistically significant differences in the level of emotional intelligence perception among employees attributed to the age variable:

- The results of the table above show that the calculated F-value is not statistically significant at a level of 0.621. Since this level of significance is higher than the threshold (0.05), the alternative hypothesis that suggests the existence of statistically significant differences in the level of emotional intelligence perception attributed to age is rejected.

There are no statistically significant differences in the level of emotional intelligence perception among employees attributed to the educational qualification variable:

- The results of the table above indicate that the calculated F-value is not statistically significant at a level of 0.149. Since this level of significance is higher than the threshold (0.05), the alternative hypothesis that suggests the existence of statistically significant differences in the level of emotional intelligence perception attributed to educational qualification is rejected.

There are no statistically significant differences in the level of emotional intelligence perception among employees attributed to the experience variable:

- The results of the table above show that the calculated F-value is not statistically significant at a level of 0.914. Since this level of significance is higher than the threshold (0.05), the alternative hypothesis that suggests the existence of statistically significant differences in the level of emotional intelligence perception attributed to experience is rejected.

There are no statistically significant differences in the level of emotional intelligence perception among employees attributed to the job grade variable:

- The results of the table above indicate that the calculated F-value is not statistically significant at a level of 0.948. Since this level of significance is higher than the threshold (0.05), the alternative hypothesis that suggests the existence of statistically significant differences in the level of emotional intelligence perception attributed to job grade is rejected.

Table (21-02): Univariate Analysis of Variance to Test Differences in Attitudes Towards Job Performance Attributable to Variables such as Gender, Age, Experience, Age Group, and Job Level

Demographic Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value	Significance Level
Gender	Between Groups	20	5.509	0.275	1.367	0.188
	Within Groups	46	9.267	0.201		
	Total	66	14.776			
Age Group	Between Groups	20	10.646	0.532	0.871	0.621
	Within Groups	46	28.100	0.611		
	Total	66	38.746			
Educational Qualification	Between Groups	20	19.890	0.995	1.299	0.228
	Within Groups	46	35.214	0.766		
	Total	66	55.104			
Experience	Between Groups	20	25.050	1.252	1.144	0.342
	Within Groups	46	50.353	1.095		
	Total	66	75.403			
Job Level	Between Groups	20	11.400	0.570	1.676	0.075
	Within Groups	46	15.645	0.340		
	Total	66	27.045			

Source: Prepared by the researchers using SPSS V26 outputs.

There are no statistically significant differences in the level of job performance perception among employees attributed to the gender variable:

- The results of the table above show that the calculated F-value is not statistically significant at a level of 0.188. Since this significance level is higher than the threshold (0.05), the alternative hypothesis suggesting the existence of statistically significant differences in the level of job performance perception attributed to gender is rejected.

There are no statistically significant differences in the level of job performance perception among employees attributed to the age variable:

- The results of the table above indicate that the calculated F-value is not statistically significant at a level of 0.621. Since this significance level is higher than the threshold (0.05), the alternative hypothesis suggesting the existence of statistically significant differences in the level of job performance perception attributed to age is rejected.

There are no statistically significant differences in the level of job performance perception among employees attributed to the educational qualification variable:

- The results of the table above show that the calculated F-value is not statistically significant at a level of 0.228. Since this significance level is higher than the threshold (0.05), the alternative hypothesis suggesting the

existence of statistically significant differences in the level of job performance perception attributed to educational qualification is rejected.

There are no statistically significant differences in the level of job performance perception among employees attributed to the experience variable:

- The results of the table above indicate that the calculated F-value is not statistically significant at a level of 0.342. Since this significance level is higher than the threshold (0.05), the alternative hypothesis suggesting the existence of statistically significant differences in the level of job performance perception attributed to experience is rejected.

There are no statistically significant differences in the level of job performance perception among employees attributed to the job grade variable:

- The results of the table above show that the calculated F-value is not statistically significant at a level of 0.075. Since this significance level is higher than the threshold (0.05), the alternative hypothesis suggesting the existence of statistically significant differences in the level of job performance perception attributed to job grade is rejected.

Conclusion:

This memorandum addresses the impact of emotional intelligence on enhancing employee performance, segmented into two comprehensive chapters as outlined from the onset in the hypotheses of the introduction. The initial chapter delved into the theoretical underpinnings by reviewing an array of relevant literature including books, research papers, and articles that discuss emotional intelligence and employee performance. Furthermore, an examination of previous studies accessible to us was conducted, which provided a foundational understanding of the topic.

The objective of this study was to elucidate the concepts of emotional intelligence and employee performance, specifically highlighting the critical role of emotional intelligence within the Bank of Algeria and identifying the essential factors needed to boost employee performance.

The field study focused on employees from the agencies of Ouargla, Ghardaia, and Skikda, aiming to uncover the practical applications of emotional intelligence and its correlation with employee performance. This exploration applied theoretical and practical insights from the literature to the variables being studied within the context of the organization, emphasizing the recognized five dimensions of emotional intelligence, described both academically and through its practical determinants and dimensions.

Upon the meticulous organization of the data and information within a scientific framework and processing it with the designated scientific method (SPSS), we derived a series of statistically significant findings. These findings have led to the formulation of several recommendations deemed beneficial for enhancing the application of emotional intelligence to improve employee performance within the institution.

Study Results

After processing the data and information from the institutions under study and utilizing the statistical methods outlined in the study, we reached several key findings:

- ✓ Employees recognize a high level of emotional intelligence across its five dimensions (self-awareness, self-regulation, motivation, empathy, social skills) and the job performance of workers in the institutions under study.
- ✓ Employees recognize a high level of job performance across its three dimensions (quality of work, commitment, and quantity of work) in the institutions under study.
- ✓ There is a statistically significant positive effect of emotional intelligence, across its five dimensions, on the performance of employees in the institutions under study.

- ✓ There is a statistically significant positive correlation between emotional intelligence in its adopted dimensions in the study and the performance of the employees in the institution under study.
- ✓ There are no statistically significant differences in the level of perception of emotional intelligence and job performance attributed to the age variable.
- ✓ There are no statistically significant differences in the level of perception of emotional intelligence and job performance attributed to the educational qualification variable.
- ✓ There are no statistically significant differences in the level of perception of emotional intelligence and job performance attributed to the experience variable.
- ✓ There are no statistically significant differences in the level of perception of emotional intelligence and job performance attributed to the job grade variable.

In comparing the results of our study with those of previous studies presented in the second section of the first chapter, we find that:

Regarding Studies in Arabic:

Our study's findings align with those of Halima Sharif Mohamed Omrani (2022), which observed high awareness of emotional intelligence among sample individuals and identified organizational citizenship behavior as a strong performance indicator. Similarly, our suggestions included enhancing organizational citizenship behavior.

This study also agrees with Nasser Abdel Karim Al-Ghazwani's (2022) study, which highlights the necessity of employing emotional intelligence to improve human resource output by enhancing communication quality, which in turn requires positive interaction with various situations and environments, aiming to enhance the image of the tourism product as a result of quality performance.

Our study aligns with that of Lotarsh Mohamed (2021) in terms of adopting and testing levels of intelligence to apply suitable measures, but it diverges in his reliance on the quad model through the Wileis scale.

The results of our study are consistent with those of Ibrahim Qadri and Fathi Zaqqar (2020), which found a statistically significant correlation between emotional intelligence and professional adjustment, and no significant differences attributed to gender in emotional intelligence and professional adjustment.

Our study's findings also agree with those of Tarek Abdel Fattah Al-Kharabsheh and Rashad Mohammad Al-Sa'ed (2020) regarding the impact of motivation as visible but not substantial due to the influence of workload. The study recommended developing and enhancing emotional intelligence capabilities, which is in line with our study's direction.

The study by Sami Malhem, Alaa Al-Harhasheh, S. Abu Ghosh, Al-Harith Abu H., Raed K. (2020) moves in our suggested direction that senior management should embrace the concept of emotional intelligence and its impact on performance through the mediating role of organizational commitment. It also recorded findings consistent with our study about the positive impact of emotional intelligence on performance with the presence of organizational commitment as a mediating variable.

Regarding Studies in English:

Our study is consistent with the findings of Thi-Phuong-Linh Nguyen (2022), which identified a positive direct correlation between emotional intelligence and team output as indicators of high performance. This study also noted a high level of recognition for both variables, recommending enhancements to these outcomes.

Similarly, our research aligns with Gradet S. (2022), which views the study of the prophetic biography as a resource to deepen understanding and develop emotional intelligence. This approach is particularly effective in fostering self-awareness, where adherence to the Prophet's Sunnah is considered a secure and successful strategy for attaining the highest levels of emotional intelligence and, consequently, performance.

The study by Aquel Gómez-Leal, Allison A. Holzer, Christina Bradley, Pablo Fernández-Berrocal, and Janet Patti (2021) coincides with our conclusions that emotional intelligence is crucial for effective leadership, which inherently promotes satisfaction among teachers and workers, thereby enhancing performance.

Concurrently, the research conducted by Andi MakkulawuPanyiwikessi et al. (2021) supports our findings, indicating that Islamic leadership characterized by high levels of emotional and spiritual intelligence, attributes that are traced back to the Prophet Muhammad, enhances employee morale and boosts performance. This study confirmed the positive impact of such leadership, though it suggested that its significance on performance was minimal.

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