

## **The Role of Emotional Intelligence and Psychological Capital in Enhancing Employee Performance: Comprehensive Measurement Approaches**

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### **Abstract**

This article aims to focus on dimensions of emotional intelligence (EI) in first step authors focused on literature review to identify the most effective measures for its assessment, by synthesizing existing studies. This study highlights the key components of Emotional intelligent that are crucial for evaluating its impacts on workplace setting. Furthermore, the relationship between EI, psychological capital and employees' performance are examined to provide the comprehensive perception of how these constructs interact. On this foundation, a new framework is proposed that suggesting the psychological capital mediates the relationship between EI and employees' performance. This framework offers valuable insights for future studies and practical applications across industries and organizations contexts.

**Keywords:** Emotional Intelligence, EI's Measurement, Psychological Capital, Employee Performance

## **1. Introduction**

In today's rapidly developing world, we are almost always in a constant rush and can also indulge upon various stressful situations, especially in the business sector, that may also influence our personal and professional lives. Us being "emotional" humans, we are, as a matter of fact, almost always under a certain emotion or feeling that may largely influence our performance in the professional settings as well. Therefore, we certainly need specific tools and techniques that will help us navigate through emotional stress and distress.

Actually, emotions constitute a large part in our daily lives, since we are consistently consciously or subconsciously under the influence of our experienced emotions. Per Goleman's (1995) words, emotions are instant plans for handling life that evolution has instilled in us. This statement comes to suggest that emotions are instilled in us for guiding us as a compass in our lives and to be able to proficiently manage our performance, we have to have an understanding of our internally experienced emotional states. Here, the concept of emotional intelligence comes to the forefront and lands us a helping hand in handling various situations both in our private and professional lives (Salovey & Mayer, 1990, 1993; Goleman, 1995, 1998, 2001).

Emotional Intelligence refers to individual's ability to perceive, understand, regulate and manage emotions in self and others. (Goleman, 1998; 2001; Çavuş and Gökçen, 2014; Mónico et al., 2016; De Oliveira et al., 2020; Narayanasami, et al., 2023; Xu and Choi, 2023). EI or formerly better known as EQ (emotional quotient) that was opposed to IQ (rational Quotient) is truly very important for everyone who wants to be career-ready both in the business sector and/or in the academia. Though first examined by Salovey & Mayer (1990, 1993), the term was popularized by Daniel Goleman (1995) through his book "Emotional Intelligence: Why It Can Matter More than IQ" which still is a bestseller.

Goleman (1998) initially proposed five primary dimensions of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, Empathy, and Relationship Management, grouped into two categories: Personal Competence and Social Competence. Personal Competence focuses on understanding and managing one's own emotions, including Self-Awareness, Self-Regulation, and Motivation (mostly internal motivation apart from external motivation), while Social Competence emphasizes perceiving, understanding and managing others' emotions, encompassing Empathy and Relationship Management. These dimensions provided a foundational framework for understanding how emotional abilities influence personal and interpersonal effectiveness that in case leveraged appropriately can ensure vast success in our lives and enhance productivity that can ameliorate the performance levels.

## **1. Developments of Scientific Thought on Emotional Intelligence**

Goleman defined this framework in 2001, reorganizing it to a more detailed farmwork. EI was defined in two processes, including Recognition (awareness of emotions) and regulation (management of emotions), further categorized into personal and social

competence. Personal Competence includes self-awareness, with components like emotional self-awareness and self-confidence, and self-management, comprehensive skills such as self-control, adaptability, and initiative. Social competence comprises social awareness including empathy and organizational-awareness, and relationship management, involving abilities like communication, leadership, and teamwork. This developed structure maintained the core principles of former framework while offering a more detailed breakdown of the specific competencies driving Emotional intelligence in personal and professional setting (see Table1).

Table1: A framework of Emotional Competencies (Goleman, 2001)

	<b>Self Personal Competence</b>	<b>Other Personal Competence</b>
<b>Recognition</b>	Self-Awareness <ul style="list-style-type: none"> <li>- Emotional self-awareness</li> <li>- Accurate self-assessment</li> <li>- Self confidence</li> </ul>	Social-Awareness <ul style="list-style-type: none"> <li>- Empathy</li> <li>- Service Orientation</li> <li>- Organizational awareness</li> </ul>
<b>Regulation</b>	Self-Management <ul style="list-style-type: none"> <li>- Self-control</li> <li>- Trustworthiness</li> <li>- Conscientiousness</li> <li>- Adaptability</li> <li>- Achievement drive</li> <li>- Initiative</li> </ul>	Relationship Management <ul style="list-style-type: none"> <li>- Developing others</li> <li>- Influence</li> <li>- Communication</li> <li>- Conflict management</li> <li>- Leadership</li> <li>- Change catalyst</li> <li>- Building bonds</li> <li>- Teamwork &amp; Collaboration</li> </ul>

Goleman also introduce the ideas of Emotional Competencies, in (1998) that in that study defined them as “learned capabilities based on Emotional intelligence and results in outstanding performance at work.” For instance, excelling in competencies like customer services or conflict management requires Emotional intelligence infrastructures such as social awareness and relationship management. However, these competences are not essential; they are critical skills that should be developed through learning and practice. While Emotional Intelligence represents the underlying capacity for Emotional processing, Emotional Competencies are the applied behavior and skills that formulate this capacity into actionable organizational performance, such as conflict resolution, teamwork and empathy.

In this respect, Cherniss & Goleman (2003:5) state that employees and their leaders, when identifying the greatest challenges their organizations face today, mention the following concerns:

- People need to cope with massive, rapid change.

- People need to be more creative in order to drive innovation.
- People need to manage huge amounts of information.
- The organization needs to increase customer loyalty.
- People need to be more motivated and committed.
- People need to work together better.

In this respect, especially when speaking about people working together more effectively, harmoniously and successfully, we can state that EI plays a very vital role, since dealing with our very own emotions as well as the emotions of the other, has the greatest potential of driving us towards success, as people generally do not perform at their best when under stress or in an emotionally unhealthy stressful situation, which can impact their performance. Just in the same way, being able to equip the teams with EI tools can positively influence performance.

Therefore, literature review shows that management studies argue that both emotional intelligence competencies are viewed as integral components of border emotional framework. Emotional intelligence provides the theoretical foundation, reflecting an individual's potentials for emotional awareness and control, while emotional competencies represent the practical and measurable outcomes by utilizing those potentials. By illustrating this overlap, academicians and practitioners adopted a flexible interpretation of emotional intelligence by recognizing both comprehensive capacities and learned skills as critical to leadership effectiveness, team work and collaboration and organizational success.

Together, EI and emotional competencies that are sometimes referred to as soft skills (Rostomyan, 2023a) offer complementary insights into the role of emotions in driving performance and fostering interpersonal effectiveness.

Table 2: The measurements of Emotional Intelligence (EI) and Emotional Competencies (EC)

<b>EI with 5 dimensions</b>	<b>EC with four dimensions</b>
<i>Self-Awareness</i>	<i>Self-Awareness</i>
1. My superior is aware of how their emotions influence their decisions and actions.	Emotional Self-Awareness
2. My superior is able to identify and articulate their strengths and weaknesses.	1. My superior is aware of how their emotions affect their thoughts and behaviors.
3. My superior remains mindful of their emotional state and recognizes when	2. My superior recognizes when they are experiencing emotional reactions and understands why.

they are becoming overwhelmed or stressed.	Accurate Self-Assessment
4. My superior is open to feedback about their emotional responses and how they impact others.	3. My superior can accurately identify their strengths and areas for improvement.
5. My superior is skilled at recognizing the emotional tone of situations and adjusting their approach accordingly.	4. My superior is open to feedback and uses it to better understand their own performance and emotions.
<i>Self-Regulation</i>	Self-Confidence
1. My superior can manage their emotions effectively, even in stressful or challenging situations.	5. My superior shows a strong belief in their abilities and takes on challenges with confidence.
2. My superior tends to stay calm and composed during high-pressure moments.	6. My superior is willing to take risks when necessary, showing faith in their judgment and abilities.
3. My superior is able to maintain control over their impulses and avoid reacting impulsively.	<i>Self-Management</i>
4. My superior consistently demonstrates patience and restraint when faced with difficult circumstances.	Self-Control
5. My superior is skilled at adapting their emotions to changing circumstances without losing focus.	1. My superior remains calm and composed even in stressful or emotionally charged situations.
<i>Motivation</i>	2. My superior is able to control impulses and avoid reacting hastily under pressure.
1. My superior consistently demonstrates a strong drive to achieve both personal and team goals.	Trustworthiness
2. My superior remains optimistic and enthusiastic even when faced with setbacks.	3. My superior consistently acts with integrity and honesty, fostering trust among team members.
3. My superior is proactive in seeking solutions and improving situations, even in the face of obstacles.	4. My superior keeps commitments and is dependable in fulfilling responsibilities.
4. My superior is highly committed to the success of the organization and shows determination to meet long-term goals.	Conscientiousness
5. My superior maintains a positive attitude that inspires and motivates the team to achieve their best.	5. My superior pays close attention to detail and ensures tasks are completed accurately and thoroughly.
<i>Empathy</i>	6. My superior holds themselves accountable for their actions and follows through on their commitments.
1. My superior is genuinely interested in understanding the perspectives and feelings of others.	Adaptability
2. My superior is sensitive to the emotional needs of their team members and responds thoughtfully.	7. My superior adjusts their approach and plans in response to changing circumstances.
	8. My superior handles unexpected challenges with flexibility and remains focused on solutions.
	Achievement Drive
	9. My superior is highly motivated and driven to achieve both personal and team goals.
	10. My superior sets high standards for their own performance and strives to surpass them.
	Initiative

<p>3. My superior listens attentively and shows compassion when team members express concerns or challenges.</p> <p>4. My superior demonstrates a deep understanding of how others feel, especially in emotionally charged situations.</p> <p>5. My superior is skilled at offering support to others when they are experiencing personal or professional difficulties.</p> <p><i>Relationship Management</i></p> <p>1. My superior is able to build and maintain strong, positive relationships within the team.</p> <p>2. My superior effectively resolves conflicts and helps find mutually beneficial solutions in tense situations.</p> <p>3. My superior communicates clearly and constructively with all members of the team.</p> <p>4. My superior fosters a sense of trust and respect within the team, encouraging collaboration.</p> <p>5. My superior is skilled at motivating and inspiring others to work cohesively towards shared objectives.</p>	<p>11. My superior takes the lead in identifying opportunities for improvement and acting on them.</p> <p>12. My superior proactively seeks ways to contribute to the team and organization beyond their immediate responsibilities.</p> <p><i>Social Awareness</i></p> <p><i>Empathy</i></p> <p>1. My superior demonstrates a genuine concern for the feelings and perspectives of others.</p> <p>2. My superior listens attentively to others, showing a deep understanding of their emotional state.</p> <p><i>Service Orientation</i></p> <p>3. My superior consistently seeks to meet the needs of others, both internally (team) and externally (clients).</p> <p>4. My superior anticipates and responds to the needs of others with care and attentiveness.</p> <p><i>Organizational Awareness</i></p> <p>5. My superior understands the key dynamics within the organization and how they affect team decisions.</p> <p>6. My superior recognizes the impact of their actions on the broader organization and takes this into account when making decisions.</p> <p><i>Relationship Management</i></p> <p><i>Developing Others</i></p> <p>1. My superior is committed to helping others grow and develop professionally.</p> <p>2. My superior provides constructive feedback that encourages growth and improvement.</p> <p><i>Influence</i></p> <p>3. My superior is skilled at persuading others to consider and adopt new ideas or approaches.</p> <p>4. My superior is able to motivate and inspire team members to take action toward shared goals.</p> <p><i>Communication</i></p> <p>5. My superior communicates clearly, ensuring that information is understood by all team members.</p> <p>6. My superior encourages open communication and listens carefully to the views of others.</p>
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Conflict Management
7. My superior addresses conflicts directly and effectively, aiming for fair resolutions.
8. My superior remains calm and balanced during disputes, facilitating productive conversations.
Leadership
9. My superior demonstrates leadership by guiding and supporting the team through challenges.
10. My superior encourages others to take initiative and empowers them to succeed.
Change Catalyst
11. My superior embraces change and encourages others to adapt to new ways of thinking and working.
12. My superior helps the team navigate transitions smoothly, ensuring minimal disruption.
Building Bonds
13. My superior fosters positive relationships and ensures that team members feel valued and respected.
14. My superior creates a sense of camaraderie within the team, promoting cooperation and trust.
Teamwork & Collaboration
15. My superior actively works with others to achieve team objectives, encouraging collaborative efforts.
16. My superior encourages a team-oriented atmosphere where everyone's input is valued.

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Source: creation of the authors based on Goleman's theory (1995)

Table 2 above presents the measurement of EI based on two groups of dimensions, namely Emotional Intelligence (EI) and Emotional Competencies (EC). The items in the table have been developed from a questionnaire designed to assess employees' perceptions of their supervisors' EI. This questionnaire can easily be adapted for supervisors, leaders, middle managers, and other respondents. In such cases, the phrasing would be adjusted by replacing "my superior" with "I" to reflect the respondent's perspective.

Besides the above segmentation of EI skills and competences, there is also another approach proposed by Reuven Bar-On on classifying EI competences into 5 skills. The Bar-On model provides the theoretical basis for the EQ-i (Emotional Quotient Inventory), which was originally developed to assess various aspects and to examine its conceptualization. According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them,

and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components where each of these components comprises a number of closely related competencies, skills and facilitators which are (a) the ability to recognize, understand and express emotions and feelings; (b) the ability to understand how others feel and relate with them; (c) the ability to manage and control emotions; (d) the ability to manage change, adapt and solve problems of a personal and interpersonal nature; and (e) the ability to generate positive affect and be self-motivated (Bar-On, 2005). These aforementioned emotional skills are very essential in everyday life situations, as well as in business settings for creating a healthy and happy working collaborative atmosphere, where the well-being of the interactants is ensured.

To sum up with, all of the above discussed skills and competences are very relevant for ensuring a smooth and harmonious inter-human cooperation where the needs and demands of the individuals are secured.

## **2. Emotional Intelligence on Psychological Capital and Individual Performance**

Psychological capital (PsyCap) developed by Seligman and Schulman (1986) is a positive developmental state of an individual characterized by four key dimensions including Hope, Efficacy (self-efficacy), resilience and optimism. These dimensions are deeply interrelated with emotional intelligence (Mónico et al., 2016; De Oliveira et al., 2020; Narayanasami, et al., 2023; Xu and Choi, 2023), which consists of the ability to perceive, recognize, realize, manage and influence emotions on individual and others. Emotional intelligence significantly influences each of the four mentioned dimensions of PsyCap and in turn, plays a crucial role in shaping employees performance outcomes such as productivity, innovativeness, commitment and teamwork.

Hope involves the ability to set clear goals, identify routes to achieve those goals, and sustain motivation to pursue them. Emotional intelligence enhances hope through self-awareness and self-regulation, allowing individuals to identify their emotional states and manage them effectively when pursuing their goals. This emotional control boosts a sense of agency (the drive to take action) and make sure that individuals remain focused and resilient even when encountering difficulties. Furthermore, empathy is an important component of emotional intelligence, that helps individuals connect with others and build a network of support that can help in overcoming challenges and maintaining motivation.



Efficacy or self-efficacy, refers to an individual's belief in their ability to successfully complete tasks and meet challenges. Emotional intelligence contributes to self-efficacy by enhancing self-awareness, let individuals to realize their strengths and weaknesses. This Self-knowledge boosts confidence and helps them approach tasks with sense of capabilities. Self-regulation also plays a role, as emotionally intelligent individuals can manage their emotions during significant tasks, reducing anxiety and frustration, which in turn strengthens their belief in their abilities. High EI also raisings optimism and motivation, reinforcing the belief that they can accomplish their goals despite difficulties and delays.

Resilience is the ability to recover from difficulty, failure or challenges, and that enhanced by emotional intelligence as well through emotional management. Individuals with high EI are adept at recognizing and regulating negative emotions such as frustration or fear, which can otherwise hinder recovery after holdups and delays. They also possess strong self-regulation, which allow them to navigate significant situations with composure. Empathy also contributes resilience, as it enables individuals to seek and offer support during difficult times, development a sense of emotional strength and connection with others. With the three types of empathy, namely a) *cognitive*, i.e. rationally understanding the emotions of others, b) *emotional*, i.e. emotionally tuning into the others' emotional states, c) *compassionate*, i.e. not only rationally cogitizing and emotionally empathizing with the emotions of the others, but also landing a helping hand to assist them in their struggles, humans gain the ultimate ability to co-exist harmoniously, peacefully and productively within groups and organizations (Rostomyan, 2023b).

Optimism, the tendency to expect positive outcomes and see holdups and delays as temporary, is closely linked to emotional intelligence. High EI individuals are able to regulate their emotional responses, and replacing negative thought patterns with more constructive, optimistic ones. Self-awareness helps them recognize when their vision is becoming pessimistic and let them to redesign challenges as opportunities.

Here, when struggling with negative thoughts, cognitive behavioural therapy (CBT) can be very beneficial in replacing negative thoughts with positive outlooks. Additionally, motivation (both intrinsic and extrinsic) and self-regulation further reinforce optimism, as emotionally intelligent individuals are more likely to stay positive and hopeful about future outcomes, even when faced with difficulties.

The relationship between EI and PsyCap has deeply consequences for employee's performance. High EI enables employees to manage their emotions, remain focused, and stay motivated, which directly contributes to productivity (Vinickytė et al., 2020; Varshney and Varshney, 2020; Tih and Hamid, 2021). EI let individuals to regulate their time, reduce stress and keeps high energy level, all of which led to sustained high performance and efficiency. In term of innovative thinking, EI raises openness to innovation and the resilience to continue after failures, ensuring that employees continue in the creative

process. (Abdullah et al, 2021; Dasgupta, 2023; Binsaeed et al., 2024; Kivrak, 2024). EI also contributes to commitment Varshney and Varshney, 2020; De Costa, 2020; Alismail et al., 2021; Lee et al., 2021), as individuals with high EI tend to feel more connected to their tasks and organizational goals, maintaining a positive view even in challenging situation.

Furthermore, high EI enhances involvement (Makkar and Basu, 2019; Wang and Shaheryar, 2020; Iqbal et al., 2022; Dhoopar et al., 2022) by ensuring that individuals are emotionally engaged in their work and interactions. It fosters a sense of personal responsibility and encourages active participation. Teamwork and collaboration are also strongly influenced by Emotional Intelligence (Suwandana, 2019; Hamid et al., 2022; Ehigie et al., 2023; Bethari, 2024), as high EI individuals excel at managing interpersonal dynamics, communicating effectively, and resolving conflicts constructively. This results in collaboration and a more integrated work environment. Finally, time management is enhanced by Emotional Intelligence's impacts on self-regulation, let employees to prioritize tasks, stay organized and avoid emotional directions that could detail their productivity.

Furthermore, apart from the so-called notion of “*human capital*” or otherwise also called “human assets” that is a concept used by economists to designate personal attributes considered useful in the production process, which encompasses employee knowledge, skills, know-how, good health, and education (Goldin, 2014), the significance of “*emotional capital*” is of no less vitality (Rostomyan & Rostomyan, 2023). According to the Oxford Business English Dictionary (2005), “*emotional capital*” in Human and Organizational Resources Management is the feelings, beliefs and values of a companies’ employees that make good relationships possible and help a business to be successful and grow. This comes to suggest, that the Psychological Capital discussed above can greatly contribute to the enhancement of a strong Emotional Capital within a company that can largely stimulate the teamwork and boost the productivity of the employee’s, which will ensure better labour output and strengthen the overall turnover.

Briefly, EI is crucial factor that influences the dimensions of Psychological Capital or PsyCap on another hand Hope, Efficacy, Resiliency and Optimism, and in order plays a vital role in improving employee’s performance in areas such as productivity, innovativeness, commitments, involvement, teamwork, and time management. By humanizing Emotional Intelligence, Organizations can enhance their employee’s psychological capital, leading to improved outcomes for both individuals and teams.

### **3. Proposed Framework**

According to above study, relationship between Emotional intelligence (EI) and psychological capital is supported by previous theoretical arguments. Additionally, the

connection between EI and individual performance has been extensively explored in other studies in figure 1, five dimensions of emotional intelligence are considered, however, depending on the scope of study, these can be replaced with the dimensions of emotional competencies, as outlined in table 2

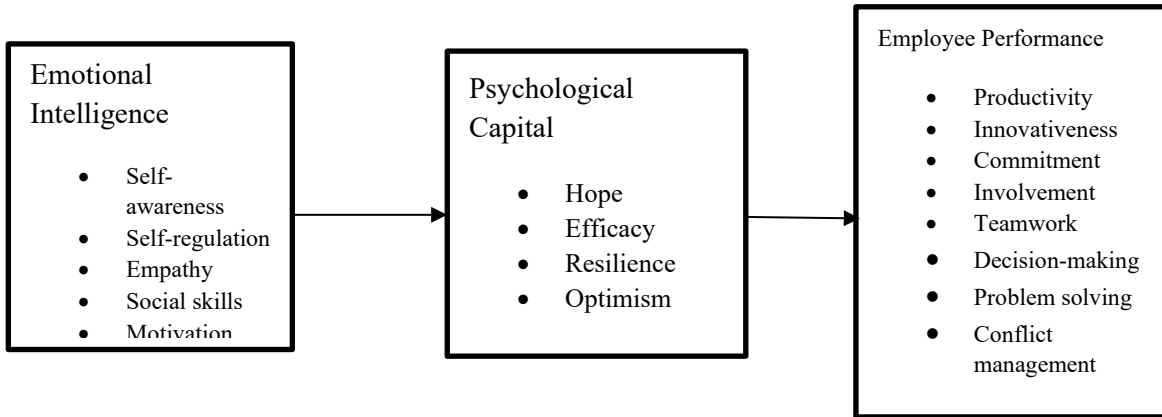


Figure 1: The Relationship between EI, PsyCap, and Employee Performance

Although sufficient evidences exist to support the relationship between psychological capital and employee's performance, it can further justify that psychological capital comprising self-efficacy, optimism, hope and resilience plays an essential role in enhancing employee's outcomes. by developing confidence ( self-efficacy), sustaining a positive viewpoint (optimism), setting and achieving goals(hope), and effectively recovering from barriers (resilience), individuals become better prepared to manage workplace challenges. This positive mindset enhances productivity and problem-solving abilities while promoting engagement and adoptability, ultimately leading to superior performance and increased job satisfaction.

#### 4. Discussion

When speaking about the psychological capital, it is highly important to note that companies can greatly benefit from the enhancement therein. For this very reason it can be advised to measure the discussed components of PsyCap for instance through behavioral interviewing where the employees have to themselves assess their competences, yet since sometimes we have a subjective viewpoint on our very own skills, they might not be very concise. For this very reason, the recent advancements in science come to assist us in terms of providing precise AI measurements that can provide a much more concise picture of the

state of affairs that can be analyzed and accordingly put into action to enhance the performance levels.

## **5. Limitations**

The proposed framework can be very beneficial in having a clearer picture of the interrelation between Emotional Intelligence, Psychological Capital, and Employee Performance, which in case of being put into action in diverse companies can greatly stimulate to the generation of a harmonious, productive cooperation and executive performance. Yet, each company differs in terms of their scope, target, objectives, values and company culture and there is of course no one size fits all. Thus, when applying the present framework suggested by us in the present paper while also taking into account the subtle variations of companies and highlighting the special needs and demands therein, we can greatly promote employee well-being, productivity and performance which can surely be beneficial for each and every company.

## **6. Conclusion**

To conclude with, we can state that as we have seen, Emotional Intelligence (EI) can be very advantageous in our personal and professional lives, since referring to an individual's ability to recognize, understand, and manage their own emotions, as well as to effectively navigate interpersonal relationships through empathy and social skills, EI significantly influences psychological capital—comprising self-efficacy, optimism, hope, and resilience—which, in turn, impacts employee performance. Therefore, by cultivating emotional intelligence, individuals can develop a positive psychological mindset, leading to enhanced productivity, commitment, innovativeness, teamwork, and involvement in the workplace.

future studies can develop on the proposed framework of this study by applying it to various industries and organizational setting, exploring its relevance across different scopes. We declare that in proposed framework; psychological capital serves as mediator between Emotional intelligence and employees' performance. This mediating role offers a crucial path for further exploration, as validating it in future research will provide deeper insight into the mechanisms linking Emotional intelligence and performance, thereby strengthening the practical implications of this framework.

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