

An Empirical Study of the Effect of Emotional Intelligence on Job Performance the Case Study of Educational Non-Governmental Organizations During the Covid-19 Outbreak

Karwan H. Sherwani¹

¹Business and Management Department, Tishk International University, Erbil, Kurdistan Region, Iraq
Correspondence: Karwan H. Sherwani, Tishk International University, Erbil, Kurdistan Region, Iraq
Email: karwan.sherwani@tiu.edu.iq

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Abstract: The Third-sector organizations, known as Non-Governmental Organizations (NGOs) working on had an essential role in improving education, building human capital, sustainable development, humanitarian aid, and raising entrepreneurs, especially in the areas of political conflict and increased poverty. This research aims to analyze the effect of Emotional Intelligence on Job Performance in three selected Educational and human aid NGOs in the Kurdistan Region/Iraq during the Covid-19 pandemic. This research is claimed to be novel to study the concepts in businesses on NGOs. The author used a self-administered questionnaire with included two validated measures and demographic items. The data has been collected from 83 respondents working as employees in the NGOs selected. The author used Pearson correlation, ANOVA, and linear regression to justify the hypothesis developed. The results show a strong positive relationship between EI and job performance. The EI positively and significantly affects Job Performance and there is no difference between the genders of the study in terms of Emotional Intelligence and Job performance. The study recommends educational and human aid NGOs consider EI as an important factor in increasing the performance of their employees, and this research is to be a foundation for further research to understand the application of management concepts of Businesses in the context of NGOs.

Keywords: Emotional Intelligence, Employee Performance, Educational Non-Government Organization, Kurdistan Region, Covid-19

1. Introduction

This study aims to evaluate the possible effect of Emotional Intelligent (EI) on job performance (JP). To understand how specifically the emotions of employees of educational and human aid NGOs were perceived during the pandemic and how it has affected their JP. Current research has been undertaken during the Covid-19 pandemic; during crises, individuals' and groups' interests and practices seem to be turbulent (Sommer, Howell, & Hadle, 2016). However, this research is novel and contributes to the literature for applying this model to NGOs during the Covid-19 outbreak. During the pandemic, employees faced various difficulties, impacting their personal lives and work. EI can be used as a central measure for describing the employee's performance and achievements, a job without the needed spirit is difficult (Marcus, 2017).

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The research is undertaken in three international NGOs located in Erbil, Kurdistan Region of Iraq, namely (Catholic Relief Services, Hungarian Interchurch Aid, and World Vision), the three selected NGOs are founded by Bishops and Christian communities, and their missions are to provide humanitarian aid, reduce poverty, help immigrants in areas of political, economic crisis, disasters and fighting disease overseas.

Moreover, the study has emphasized the effect of EI on the staff JP in the selected NGOs, NGO is a not-for-profit organization, and this research is rare in evaluating the business-oriented variables in critical workplaces such as NGOs proven to be different from Businesses. Many of functions of business may not work on NGOs for being a not-for-profit organization (Lewis, 2001). NGOs are quite different from business settings in terms of leadership, motivation and management of its employees, however, NGOs are more trusted in society compared to corporate businesses (Dragos, 2013).

2. Literature Review

2.1 Emotional Intelligence

EI has recently caught the attention of many scholars and managers and is regarded as the main function to develop the abilities of employees (Daus & Ashkanasy, 2005). The term EI was first discovered in the late 18th century by Charles Robert Darwin, who claimed that emotions are needed for human survival (Chakrabarti & Chatterjea, 2018). John Mayer, in the 1990s, established the basis upon which the concept of EI emerged (Supriadi & Sefendi, 2017). Then, EI was popularized by Daniel Goleman, who claimed EI to be more important than Intelligence Quotient (IQ) and EI is considered one of the central measurements of Job performance (JP) (Shooshtarian, Ameli, & Aminini, 2013). In his book “Emotional intelligence: Why it can matter more than IQ” Goleman (2006) defined EI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”, EI is the ability to perceive our own and other’s feelings to use them for better managing our relationships in the families, society, and specifically at the workplace. EI was found in several studies to have a positive effect on JP in the case of schools (Sambu, 2019; Mohamad and Jais, 2016), universities (Vratskikh, Masa’deh, Al-Lozi, & Maqableh, 2016; Guo-rong & Yusuf, 2020) Banking sector (Serhan & Gazzaz, 2019), and government and public Administration and the difference between male and female in terms of EI and JP (Supramaniam & Singaravelloo, 2021; Supriadi & Sefendi, 2017). In a longitudinal and empirical study, researchers found a significant increase in the performance of employees before and after the subjects were trained and improved their EI for a month (Munir and Azam, 2019). Moreover, a similar study also conducted during covid-19 has found a positive effect of EI on JP (Alonazi, 2020).

In the literature, a similar study was conducted during the Covid-19 combined EI and JP in the healthcare sector Alonazi (2020). The ability to manage and work with emotions can be used as a means of effective practice and motivation.

Moreover, EI consists of four components enlisted as Self-Awareness, Social-Awareness, Self-Management, and Management relationship in the model developed and interpreted by (Wong and Law, 2002):

2.1.1 Self-Awareness (Self-Emotional Appraisal)

Is an individual's ability to sense and recognize their sentiments and express these emotions before most people?

2.1.2 Social-Awareness (Other's Emotions Appraisal)

Is the ability to perceive and understand the emotions of people around us, to be sensitive, and to be able to read other people's minds.

2.1.3 Self-Management (Regulation of Emotion)

Is related to the ability of people to regulate their emotions and helps people to recover from psychological problems.

2.1.4 Relationship Management (Use of Emotion)

Is the ability of an individual to utilize their emotions for constructive activities and personal performance?

2.2 Job Performance

JP is a vital contribution to the success and development of overall organizational performance and effectiveness (Korkaew & Suthinee, 2012). Individual performance has attracted not only the attention of companies and scholars and researchers of management, occupational health, and organizational psychology (Koopmans et al., 2011). Moreover, an individual's JP is important to the extent that organizations apply different techniques and methods to assess, manage and improve performance (Armstrong & Baron, 1998). JP is defined as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time" (Motowidlo & Kell, 2012). JP has four main dimensions, according to Koopmans et al. (2011) task performance, contextual performance, adaptive performance, and counterproductive work behavior, then after refining the model and constructing the validity, the researchers have removed adaptive performance. However, task and contextual performance are identified as the most crucial factors of JP (Kappagoda, 2018). According to Borman and Motowidlo (1993), task performance is defined as "the behavior that is directly linked to the completion of the job" and Contextual performance as "an individual's performance which maintains and enhances an organization's social network and psychological climate that supports technical tasks.

2.3 Non-Governmental Organizations

During the past two decades, NGOs' activities nationally and internationally have increased in the area of development and are known as third-sector organizations for their legal, functional, not-for-profit, and private being separate from the government (Lewis, 2001). NGOs, according to Lewis, Kanji, and Themudo (2020) are defined as "NGOs are organizations concerned with the promotion of social, political or economic change – usually associated with development." The role of NGOs is vital in promoting and initiating sustainable development, strengthening social ties, society development, enhancement of human capital knowledge, skills, and entrepreneurship (Abiddin, Ibrahim, & Abdul Aziz, 2022). According to a report in 2017, the call for aid increased in the Kurdistan region of Iraq due to the humanitarian crisis and

the big number of incoming internally displaced people and refugees, the Number of NGOs reached 2800 operating in the region of national and international NGOs (Hannouche & Mezher, 2017). Moreover, it is known that educational NGOs provide access to education for children in disadvantaged communities. These organizations recognize that education is a fundamental right and that every child should have access to it regardless of their socio-economic background. They work towards reducing educational disparities and ensuring that every child has equal access to educational opportunities. They achieve this by building schools, providing books and educational resources, and sponsoring children's education, among other initiatives.

Based on propositions mentioned in the literature, the following hypothesis can be developed:

H0a: There is no significant impact of Emotional Intelligence on Job performance in the case of selected Non-Governmental Organizations.

H1a: There is a significant impact of Emotional Intelligence on Job performance in the case of selected Non-Governmental Organizations.

H0b: There is an insignificant difference between Males and Females in terms of Emotional Intelligence and Job Performance.

H1b There is a significant difference between Males and Females in terms of Emotional Intelligence and Job Performance.

3. Methods

The study is empirical and measures the impact of EI on JP among the staff of three selected NGOs located in Erbil, Kurdistan region of Iraq, as a case study. The approach used for the study was quantitative, using self-administered surveys distributed to staff working in the selected NGOs. The purpose of this study is to test the theory existing about EI and JP in a deductive approach.

3.1 Research Model and Measures

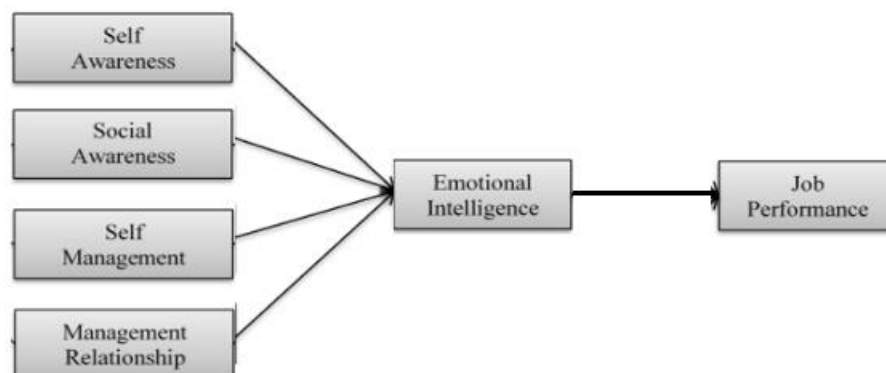


Figure 1: Research Model

As illustrated in figure (1), the study aims to investigate how Emotional Intelligence which consists of four dimensions (Self-awareness, social awareness, self-management, and Management relations) as one variable-independent variable effect Job performance.

EI is measured using a scale developed by (Wong and Law, 2002) with 16 questions, Wong and Law's Emotional Intelligence scale (WLEIS) consists of four sub-dimensions with four items in each sub-dimension using a 5-point Likert scale from (Strongly disagree to Strongly agree).

JP was measured using a 13 items scale developed and validated by (Koopmans et al., 2014) using a 5-point Likert scale from (Strongly disagree to Strongly agree).

3.2 Participants

The author used the random-sampling technique and distributed 150 questionnaires being distributed to the staff of the three selected NGOs in the Erbil, Kurdistan region, and 83 of them were filled completely and collected. The sample has been collected from the following NGOs (Catholic Relief Services – 41 responses, Hungarian Interchurch Aid – 19 responses, and World Vision – 26 responses) that besides human aid, have missions to improve quality of education in the under and developing countries. Moreover, there was 37 (45%) males and 46 (55%) females. The age distribution of the sample who belonged to the group below 29 years old were 25 (30%), the group of 30-39 years old were 41 (50%), group of 40-49 years old were 11(13%), and the group over 50 years old was 6(7%). Most of the respondents were bachelor's BSc/BA holders with 52(63%), institute graduates (two years) with 17(21%), Ph.D. holders with 3(3.6%), and master's degree holders with 8 (10%). Most of the respondents (81%) had between 1 to 10 years of experience in NGOs.

4. Results and Data Analysis

The data was collected quantitatively through a structured questionnaire and analyzed using SPSS ver. 24. Descriptive analysis such as mean, percentages, and standard deviation. To analyze the reliability and internal consistency of the scale, Cronbach's Alpha was used, and to analyze the impact of EI on JP, the researcher used Pearson correlation and linear regression.

To test reliability, the researcher used Cronbach's alpha for internal consistency, Reliability means the extent to which the instruments used to measure variables are consistent and accurate to measure the variable designed to measure (Polit & Hungler, 2013). The instruments used to measure EI with 13 items and JP with 16 items were reliable based on their Cronbach's Alpha (JP=.820 and EI=.878) which indicates high reliability for both instruments used, as illustrated in Table 1.

Table 1: Reliability Test of Instruments

	Cronbach's Alpha	N of Items
EI Scale	.878	16
JP Scale	.820	13

Moreover, to evaluate the difference between males and females in terms of JP and EI, the author used Analysis of Variance (ANOVA). The results indicate an insignificant difference between males and females in terms of JP with $P = .245 > 0.05$, and mean = 3.95, and EI with $P = .388 > 0.05$ and mean = 3.84. According to the results of Table 3, the alternative hypothesis (H1b) is rejected, and the null hypothesis (H0b) is accepted, and the results indicate that there is an insignificant difference between Male and females in terms of JP and EI.

Table 2: Descriptive Statistics for EI and JP

	N	Mean	Std. Deviation
Emotional Intelligence	83	3.84	.667
Job Performance	83	3.95	.618
Valid N (listwise)	83		

Table 3: ANOVA of JP and EI between Male and Female

		Sum of Squares	df	Mean Square	F	Sig.
Job Performance	Between Groups	.503	1	.503	1.321	.254
	Within Groups	30.809	81	.380		
	Total	31.312	82			
Emotional Intelligence	Between Groups	.335	1	.335	.752	.388
	Within Groups	36.112	81	.446		
	Total	36.447	82			

Table 4: Pearson Correlation between EI and JP

		Job Performance
Emotional Intelligence	Pearson Correlation	.955**
	Sig. (2-tailed)	.000
	N	83
**. Correlation is significant at the 0.01 level (2-tailed).		

It was found that there is a strong positive correlation between EI and JP and significant with $R = .955$ and $P = .000 < 0.05$, the results of the correlation reject the null hypothesis (H0a) and accept alternative hypothesis H1a, the researcher used linear regression analysis to find the effect of EI and JP and how much variance in JP can EI explain. According to table 5, the results of linear regression show EI significantly and positively affects JP with $P = .000$, $B = .886$, and $R^2 = .913$ which means 91% of the dependent variable's variance can be explained by the predictor EI. Based on the interpretation of linear regression Hypothesis alternative (H1a) is accepted that EI positively affects JP.

Table 5: Results of Linear Regression analysis

Predictor	Dependent Variable	Sig.	R ²	R	B
EI	JP	.000	.913	.955	.886

5. Conclusion

Educational and Human Aid NGOs are known for being trusted organizations yet challenging to manage and lead. In the literature, the concept of EI and JP has been rarely evaluated in the context of NGOs, this study is novel to shed light on evaluating the effect of EI on JP and the difference between gender in terms of EI and JP in NGOs, specifically during the Covid-19 Pandemic. As Goleman (1995) suggested that in the future, one of the most important parameters of personal and professional growth and success will be EI, and people with higher EI can effectively understand their own and others' emotions to achieve better. The results of this study are consistent with the following authors (Supramaniam and Singaravelloo, 2021: Supriadi and Sefendi, 2017: Sambu, 2019, Mohamed and Jais, 2016) and indicate a positive strong correlation exists between EI and JP and EI Positively and significantly affects JP in the case of selected NGOs employees B=.886, P=.000. Moreover, the study shows there is an insignificant difference between the genders of the study in terms of EI and JP during the Covid-19 Pandemic. Thus, the study recommends NGOs involved in the development of quality of education to include EI as one of the important factors in increasing their employee's performance. Through training and development to increase their emotional capacity, to consider EI as one of the dimensions of recruitment and selection, especially during the Industry 4.0 with the increased use of Artificial Intelligence and Robots. The results of this study can be a foundation to conduct more research on the nature and context of NGOs and give equal importance to research on NGOs as Businesses.

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