



**RELATIONSHIP BETWEEN MANAGERS
EMOTIONS INFLUENCE MOTIVATION AND
EXPERIENCE ON EMPLOYEE PERFORMANCE
PETROCHEMICAL TERMS IN SAUDI ARABIA**

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**Faculty of Finance & Administrative Sciences
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**Supervised by:
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August 2017 /Thulqadah 1438

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CERTIFICATION OF DISSERTATION WORK PAGE

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ABSTRACT

This study examined the Moderating Effect of Managerial Experience in the Relationship between Emotional Intelligence and Employees Performance at Petrochemical Firms in Saudi Arabia. In this descriptive research, the targeted population are all employees and managers of petrochemical companies in the eastern area of Saudi Arabia. Quantitative and qualitative approaches were adopted, and data were collected through questionnaire that was distributed to representative random sample of (381) employees in a petrochemical firms, 350 were returned and analysed; interviews were conducted with 16 managers. The results of the study revealed that the manager's emotional intelligence has a positive impact on employee performance, study also found that there is a significant and a positive influence of self-awareness, self-regulation, motivation, empathy, and social skills on employee performance. Finally, there is a significant difference in the influence of emotional intelligence on employee performance due to the manager's experience. According to the study's results and findings, Saudi petrochemical companies must actively develop the emotional intelligence of their managers, and employ managers with developed emotional skills, in order to increase both their own personal performance as well as that of the teams they lead. In addition, Saudi petrochemical companies must utilize several training programs on emotional intelligence for managers and employees to improve and develop their performance.

TABLE OF CONTENTS

CERTIFICATION OF DISSERTATION WORK PAGE	III
DECLARATION	IV
PERMISSION TO USE	ERROR! BOOKMARK NOT DEFINED.
ABSTRACT	VI
TABLE OF CONTENTS	VIII
LIST OF TABLES	XII
LIST OF FIGURES	XIV
ACKNOWLEDGEMENTS	VI
CHAPTER ONE	1
1.1 INTRODUCTION	1
1.2 STUDY AND INDUSTRY BACKGROUND	2
1.3 RESEARCH PROBLEM.....	4
1.4 RESEARCH QUESTION	8
1.5 RESEARCH OBJECTIVES	10
1.6 RESEARCH JUSTIFICATION	10
1.7 SIGNIFICANCE OF RESEARCH.....	12
1.8 RESEARCH LIMITATIONS.....	14
1.9 RESEARCH GAP	15
CHAPTER TWO	17
2.1 INTRODUCTION	17
2.2 EMOTIONS	17
2.3 TYPES OF EMOTION/EXPRESSION OF EMOTION	20
2.4 MANAGEMENT OF EMOTIONS	21
2.5 INTELLIGENCE	23
2.6 INTELLIGENCE AND EMOTIONS CONVERGE	24
2.7 CAN EMOTIONS BE INTELLIGENT?.....	27
2.8 SURVEY OF EMOTIONAL INTELLIGENCE CONCEPT AND THEORIES	29

2.9 BACKGROUND ON EMOTIONAL INTELLIGENCE HISTORY AND THEORIES.....	31
2.9.1 <i>Historical Background of Emotional Intelligence</i>	33
2.9.2 <i>Historical Perspective of Emotional Intelligence</i>	33
2.10 THE IMPORTANCE OF EMOTIONAL INTELLIGENCE.....	34
2.11 MEASURING EI.....	35
2.12 EMOTIONAL INTELLIGENCE AT THE WORKPLACE.....	37
2.13 TRUST AND EMOTIONAL INTELLIGENCE	39
2.14 MODELS OF EMOTIONAL INTELLIGENCE.....	41
2.14.1 <i>Trait Emotional Intelligence Model</i>	41
2.14.2 <i>Trait Model versus an Ability of Emotional Intelligence Model</i>	42
2.16 COMPONENTS OF EMOTIONAL INTELLIGENCE	42
2.16.1 <i>Self-Awareness</i>	45
2.16.2 <i>Self-Regulation</i>	46
2.16.3 <i>Motivation</i>	48
2.16.4 <i>Social Skills</i>	49
2.16.5 <i>Empathy</i>	52
2.17 EMPLOYEE PERFORMANCE	53
2.18 THEORETICAL FRAMEWORK.....	56
2.18.1 <i>Emotional Intelligence and Employee Performance</i>	57
2.18.2 <i>Self-Awareness and Employee Performance</i>	61
2.18.3 <i>Empathy and Employee Performance</i>	62
2.18.4 <i>Social Skills and Employee Performance</i>	63
2.18.5 <i>Motivation and Employee Performance</i>	64
2.18.6 <i>Self-Regulation and Employee Performance</i>	67
2.19 EXPERIENCE.....	68
2.20 COMMENTS ON PREVIOUS STUDIES	69
CHAPTER THREE	72
3.1 INTRODUCTION.....	72
3.2 RESEARCH PHILOSOPHY.....	72
3.3 RESEARCH DESIGN.....	75
3.4 OPERATIONALIZATION OF VARIABLES.....	77
3.4.1 <i>Emotional Intelligence</i>	77

3.4.1.1 Self-Awareness	82
3.4.1.2 Social Skill	84
3.4.1.3 Self-Regulation	86
3.4.1.4 Motivation	89
3.4.1.5 Empathy	92
3.4.2 <i>Experiences</i>	94
3.4.3 <i>Employee's Performance</i>	95
3.5 DEMOGRAPHIC ITEMS	97
3.6 STUDY POPULATION AND SAMPLE SIZE.....	97
3.7 DATA COLLECTION PROCEDURE.....	97
3.7.1 <i>Primary Sources</i>	98
3.7.2 <i>Secondary Sources</i>	98
3.7.3 <i>Interviews</i>	98
3.7.4 <i>Questionnaire</i>	100
3.7.4.1 Choosing a Questionnaire Response Format	102
3.8 DATA ANALYSIS	103
3.9 RELIABILITY AND VALIDITY	106
3.10 PILOT STUDY.....	109
3.11 ETHICAL ISSUES	111
3.12 NORMAL DISTRIBUTION	112
CHAPTER FOUR.....	117
4.1 RESULTS' DISCUSSION.....	117
4.1.1 <i>Respondent Demographic</i>	117
4.2 DESCRIPTIVE STATISTICS.....	121
4.2.1 <i>Emotional Intelligence</i>	121
4.2.1.1 Social Skills	121
4.2.1.2 Self-Awareness	122
4.2.1.3 Empathic	124
4.2.1.4 Self-Regulated.....	125
4.2.1.5 Motivation.....	127
4.2.2 <i>Employment Performance</i>	128
4.3 TESTING HYPOTHESIS.....	130
4.3.1 <i>Main Hypothesis</i>	130

4.3.2 <i>Sub Hypothesis</i>	132
4.4 INTERVIEWS' RESULTS	142
4.4.1 <i>Respondent Demographic</i>	142
4.4.2 <i>Interviews Results</i>	142
CHAPTER FIVE	146
5.1 SUMMARY OF FINDINGS	146
5.2 DISCUSSION OF RESULT WITH PREVIOUS STUDIES	147
5.3 CONCLUSION	149
5.4 RESEARCH CONTRIBUTION	150
5.5 RECOMMENDATION.....	151
5.6 FURTHER STUDY RECOMMENDATIONS	152
REFERENCES.....	154
APPENDIX 1 – THE QUESTIONNAIRE	177
APPENDIX 2 – THE INTERVIEW.....	185
APPENDIX 3 - PILOT STUDY REPORT	189

LIST of TABLES

TABLE 3. 1: THE DIFFERENCES BETWEEN THE TWO PARADIGMS OF INTERPRETIVISM AND POSITIVISM	74
TABLE 3. 2: POSITIVISM VS. INTERPRETIVISM.....	74
TABLE 3.3 ITEM MEASURES OF SELF-AWARENESS.	83
TABLE 3. 4 ITEM MEASURES OF SOCIAL SKILLS.....	85
TABLE 3. 5 ITEM MEASURES OF SELF-REGULATION	88
TABLE 3.6 ITEM MEASURES OF MOTIVATION	90
TABLE 3. 7 ITEM MEASURES OF EMPATHIC.....	93
TABLE 3.8 ITEM MEASURES OF EMPLOYEE PERFORMANCE	95
TABLE 3. 9 ADVANTAGES AND DISADVANTAGES OF USING QUESTIONNAIRES.....	101
TABLE 4. 1: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS (N= 350).	117
TABLE 4. 2: SOCIAL SKILLS DIMENSION ANALYSIS	121
TABLE 4. 3: SELF-AWARENESS DIMENSION ANALYSIS	123
TABLE 4. 4: EMPATHIC DIMENSION ANALYSIS	124
TABLE 4. 5: SELF-REGULATED DIMENSION ANALYSIS	126
TABLE 4. 6: MOTIVATION DIMENSION ANALYSIS	127
TABLE 4. 7: EMPLOYMENT PERFORMANCE DIMENSION ANALYSIS	129
TABLE 4. 8: CORRELATION AND VARIANCE BETWEEN MANAGER’S EMOTIONAL INTELLIGENCE AND EMPLOYEE'S PERFORMANCE.....	131
TABLE 4. 9: SIGMA AND BETA COEFFICIENTS FOR MANAGER’S EMOTIONAL INTELLIGENCE AND EMPLOYEE'S PERFORMANCE.....	132
TABLE 4. 10: CORRELATION AND VARIANCE BETWEEN SELF-AWARENESS AND EMPLOYEE'S PERFORMANCE	133
TABLE 4. 11: SIGMA AND BETA: COEFFICIENTS FOR SELF-AWARENESS AND EMPLOYEE'S PERFORMANCE	133
TABLE 4. 12: CORRELATION AND VARIANCE BETWEEN EMPATHY AND EMPLOYEE'S PERFORMANCE	134
TABLE 4. 13: SIGMA AND BETA: COEFFICIENTS FOR EMPATHY AND EMPLOYEE'S PERFORMANCE	135
TABLE 4. 14: CORRELATION AND VARIANCE BETWEEN SOCIAL SKILLS AND EMPLOYEE'S PERFORMANCE	135
TABLE 4. 15: SIGMA AND BETA: COEFFICIENTS FOR SOCIAL SKILLS AND EMPLOYEE'S PERFORMANCE	136
TABLE 4. 16: CORRELATION AND VARIANCE BETWEEN MOTIVATION AND EMPLOYEE'S PERFORMANCE	137
TABLE 4. 17: SIGMA AND BETA: COEFFICIENTS FOR MOTIVATION AND EMPLOYEE'S PERFORMANCE	137
TABLE 4. 18: CORRELATION AND VARIANCE BETWEEN SELF-REGULATION AND EMPLOYEE'S PERFORMANCE	138
TABLE 4. 19: SIGMA AND BETA: COEFFICIENTS FOR SELF-REGULATION AND EMPLOYEE'S PERFORMANCE	139
TABLE 4. 20: ANOVA FOR EMOTIONAL INTELLIGENCE AND EMPLOYEE PERFORMANCE	140

TABLE 4. 21: DESCRIPTIVE FOR EMOTIONAL INTELLIGENCE AND EMPLOYEE PERFORMANCE DUE TO THE MANAGER'S EXPERIENCE.....	140
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LIST of FIGURES

FIGURE 2.1 STUDY CONCEPTUAL FRAMEWORK	71
FIGURE 3. 1: SOCIAL SKILLS.....	113
FIGURE 3. 2: SELF AWARENESS.....	113
FIGURE 3. 3: EMPATHIC.....	114
FIGURE 3. 4: SELF-REGULATED	114
FIGURE 3. 5: MOTIVATION	115
FIGURE 3. 6: EMPLOYMENT PERFORMANCE	115
FIGURE 3. 7: EMOTIONAL INTELLIGENCE	116
FIGURE 4. 1: CURRENT POSITION	119
FIGURE 4. 2: AGE	119
FIGURE 4. 3: EDUCATIONAL ATTAINMENT	120
FIGURE 4. 4: YEARS OF EXPERIENCE	120
FIGURE 4. 5: SOCIAL SKILLS DIMENSION ANALYSIS	122
FIGURE 4. 6: SELF-AWARENESS DIMENSION ANALYSIS.....	124
FIGURE 4. 7: EMPATHIC DIMENSION ANALYSIS	125
FIGURE 4. 8: SELF-REGULATED DIMENSION ANALYSIS	127
FIGURE 4. 9: MOTIVATION DIMENSION ANALYSIS	128
FIGURE 4. 10: EMPLOYMENT PERFORMANCE DIMENSION ANALYSIS	130
FIGURE 4. 11: MANAGER'S EMOTIONAL INTELLIGENCE EFFECT ON EMPLOYEE'S PERFORMANCE	131
FIGURE 4. 12: SELF-AWARENESS EFFECT ON EMPLOYEE PERFORMANCE.....	133
FIGURE 4. 13: EMPATHY EFFECT ON EMPLOYEE PERFORMANCE	134
FIGURE 4. 14: SOCIAL SKILLS EFFECT ON EMPLOYEE PERFORMANCE	136
FIGURE 4. 15: MOTIVATION EFFECT ON EMPLOYEE PERFORMANCE.....	137
FIGURE 4. 16: SELF-REGULATION EFFECT ON EMPLOYEE PERFORMANCE	139
FIGURE 4. 17: DESCRIPTIVE FOR EMOTIONAL INTELLIGENCE DUE TO MANAGER'S EXPERIENCE	141
FIGURE 4. 18: DESCRIPTIVE FOR EMPLOYEE PERFORMANCE DUE TO MANAGER'S EXPERIENCE	141

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

In reality, it has been observed by Zeidner, Matthews, & Roberts (2004) that there are some organizations that follow a successful line in work, in contrast to others who are not successful. In addition to this, human capital is considered to be a valuable element that may grant benefits to an organization, although human capital alone will not add value to organizations without good management and motivation. George (2000) stated that the most important factor that affects the organization's performance and its success is emotion. Based on Daus & Ashkanasy (2005), "emotions" could include the emotions of managers, when they deal with employees and during the management processes, as well as, the emotions of employees during daily work in the workplace. Kumar & Iyer (2012) noted that the majority of a persons' life is based on emotions, thus, the control of emotions affects all fields in the persons' life. In addition to that, emotions are various and different, as each emotion could be motivated and result from different characteristics. Crawford (2009) also confirmed that each emotion may be translated and expressed into different behaviours. Since emotions are a part of daily human life, they also play a main role in the workplace, as stated by (Cobb, 2004).

When controlling feelings and expression in the workplace, one must note that the way that everyone in the workplace expresses his/her feelings is very important, as it could affect the performance of employees (O'Boyle, Humphrey, Pollack, Hawver and Story, 2011). Regarding this issue, emotion management is very important. Emotion management is defined by (Berman & West, 2008) as the methods that are used by people as a result of their feelings and expressions, as well as, the methods that are used in order to affect other people's feelings. In addition to that, emotion management includes all persons in the workplace, employees and managers, because it is considered as a part of their job.

There have also been some recent studies that highlight the relationship between the industrial sector environment and the employee's performance status. It has been asserted by Badayai (2012) that there is a relationship between a safe and healthy workplace environment, and the job performance of employees. Karatepe (2013) added

that job performance is related to the productivity of an employee in comparison to his/her peers within various job-related environments, behaviours, and outcomes. Upon which Badayai (2012) declared that the job performance within an industrial environment is optimized once new technological advancements and improvements concerning the physical workplace environment enters the workplace; for instance, sound (noise and music), air (pollution and freshness), temperature (heat and cold), illumination (sunlight, incandescent, fluorescent, windows, and views), and place (density and arrangement of work stations) are provided and supplied. Otherwise, dissatisfaction with the physical workplace environment leads to a decrease of daily productivity, the quality of a job, the employee's motivation, satisfaction, and health, mainly among workers in industrial sectors. Other sectors that are affected include hazardous environments in workplaces such as the fields of construction, manufacturing, chemical factories, and highways, where workers are exposed to a high level of hazards continuously.

The performance of the employees is essential to the development of the organization and results from the efforts organizations make to increase the productivity of employees.

This research is going to address the moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia. The emotional intelligence level of managers influence employee performance, and will in turn contribute to the company's growth and development.

1.2 STUDY AND INDUSTRY BACKGROUND

Throughout this section a background on study main concept which represented in emotional intelligence will be provided, then followed with a brief about study sample industry background. This will be achieved by going through the historical background of this concept and the development of its theories, as well as, the historical perspective of emotional intelligence, as well as its importance.

The topic of emotional intelligence began 2000 years ago when Plato wrote that “all learning has an emotional base”. The below is outline which shows the history of emotional intelligence and how it has developed over time. This is explained in five periods, and highlights the main contributors to this topic.

There are five periods of development in emotions and intelligence. The first phase was from 1900-1969, when intelligence and emotions were viewed as separate

narrow fields in intelligence. As highlighted earlier, the psychometric approach was developed and refined, and on the other hand, emotions studies debated which happened first; physiological reactions or emotions. After that, research moved from Darwin's theory of heritability and evolution of emotional responses, to viewing it as culturally determined. Then social intelligence as a concept was introduced by (Thorndike, 1920).

The second period was from 1970 to 1989. At the beginning of this phase, the studies of the relationship between emotions and thought emerged, followed by Gardner's theory of multiple intelligences, where emotions are described as interpersonal intelligence and intrapersonal intelligence. Empirical work on social intelligence developed four components: social skills, empathy skills, pro-social attitude, and emotionality. At the end of this phase, emotional intelligence started to be used .

The third phase was from 1990-1993, and marks the emergence of emotional intelligence. This began with Slovic and Mayer trying to publish a series of articles about emotional intelligence, further developing emotional intelligence in the neurological sciences.

The fourth phase can be described as broadening popularization of emotional intelligence, and was from 1994-1997. Goleman (1995) published his book "Emotional Intelligence" which became a worldwide best seller. Time magazine used the term "EQ" on its cover and measures emotional intelligence based on theories that had been published (Cherniss, 2000).

The last phase, from 1998 till now, has been characterized by the search for institutionalized emotional intelligence, enhancement of the concept of emotional intelligence, new measures of emotional intelligence introduced, and peer-reviewed articles on the subject appearing (Zeidner et al., 2004).

On other hand, The Petrochemical sectors in Saudi Arabia represents one of the most important national economy levers, and a bright sign on the road to development and prosperity in Saudi Arabia, as it occupies a prominent place and has high reputation in both locally and external. Also, Saudi Arabia is considered as one of the leading countries in the Arab world in the Petrochemical sectors. Where, Petrochemical sector has grown in considerable manner since the first major industrialization effort was the development of SABIC's industries in the late 1970s and early 1980s.

The Petrochemical sector is defined as a chemical products derived from petroleum. Some chemical compounds made from petroleum are also obtained from

other fossil fuels, such as coal or natural gas, or renewable sources such as corn or sugar cane (Matar & Hatch, 2001).

In general, Saudi Arabia is the world's largest holder of crude oil proved reserves and was the largest exporter of total petroleum liquids in 2013. In 2013, Saudi Arabia was the world's second-largest petroleum liquids producer behind the United States and was the world's second-largest crude oil producer behind Russia. Saudi Arabia's economy remains heavily dependent on petroleum. Petroleum exports accounted for 85% of total Saudi export revenues in 2013, according to the Organization of the Petroleum Exporting Countries (OPEC)'s Annual Statistical Bulletin 2014.

With the largest oil projects nearing completion, Saudi Arabia is expanding its natural gas, refining, petrochemicals, and electric power industries. Saudi Arabia's oil and natural gas operations are dominated by Saudi Aramco, the national oil and Gas Company and the world's largest oil company in terms of production. Saudi Arabia's Ministry of Petroleum and Mineral Resources and the Supreme Council for Petroleum and Minerals have oversight of the oil and natural gas sector and Saudi Aramco.

Moreover, Saudi Arabia produced on average 11.6 million bbl. /d of total petroleum liquids in 2013, of which 9.6 million bbl. /d was crude oil production and 2 million bbl. /d was non-crude liquids production. Total petroleum liquids production declined 0.13 million bbl. /d from 2012, the first decline since 2009. Saudi Arabia decreased its crude oil production in 2013 to accommodate non-OPEC production growth, mainly from the United States and, to a lesser extent, Canada. Saudi Arabia maintains the world's largest crude oil production capacity, estimated to reach about 12 million bbl. /d at the end of 2014, and the country is subject to OPEC production quotas. Of this capacity, about 300,000 bbl. /d is Saudi Arabia's share of the production in the Neutral Zone. Non-crude liquids, which are not subject to OPEC quotas or production targets, are produced at full capacity. There are currently no plans to increase oil production capacity. Saudi Arabia's long-term goal is to further develop its lighter crude oil potential and maintain current levels of production by offsetting declines in mature fields with newer fields (U.S. energy information administration, 2014).

1.3 RESEARCH PROBLEM

In recent years, emotional intelligence and employee's performance have been growing interest for numerous authors and researchers. However, there is a lack of empirical studies regarding causes and consequences of emotional intelligence and

employees performance, and a mediating role of managerial experience in Arab countries; especially, in Saudi Arabia. Moreover, the interrelationships between the constructs that highlight the impact of emotional intelligence skills on employees performance via the mediator effect of managerial experience that has been carried out mainly from the Western perspectives which are fully ingrained with the Western value system. Therefore, this study attempts to narrow these research gaps and propose ways of mediating managerial experience for the relationship between emotional intelligence and employee's performance.

In addition, the ineffective behaviors of management skills in Saudi Arabia has influenced badly on employees performance as well. In this regard, there are some barriers such as a poor management skills and organizational problems in Saudi Arabia in which these barriers are appearing because of weak emotional intelligence knowledge & application. Accordingly, the organizations cannot continue to progress without having good management experiences which foster the relationship between emotional intelligence and employees performance as well as the organizations should work to understand the point that they are the most valuable assets of organization. Effective management; in particular, needs an experience manager. The ability to properly manage an organization is equivalent to being an effective leader because managing organizations mainly involve being able to direct the efforts to particular group of individuals. Accordingly, managerial experience can be considered as an effective factor to enhance organizational performance.

Previously, companies and organizations paid little heed to the significant role of EI in the performance of their employees, who need EI in order to be able to conduct themselves properly, express themselves well, and interact with each other. Employee job performance is not only determined by their cognitive intelligence. Organizations benefitted from the research findings about the positive influence of EI on job performance. As a result, they started to implement EI training programs in order to develop employees who are emotionally intelligent, which would, in turn, positively affect the employee's job satisfaction and performance (Alston, 2009).

In contrast, nowadays companies should be interested in emotional intelligence that has increased due to the human capital which considered one of the most important value elements that may provide various benefits to the institutions, besides that, the human capital alone does not add value to institutions without well management and

motivation for the employee. Furthermore, issues associated with employees such as exposed to stress, conflict, depression in work, lead institutions to be less growing and notice a decrease in their efforts and output (Annalisa, 2011).

Emotional intelligence is considered as a crucial factor for institutions performance and growth, which plays an important role in the performance of today's competitive organizations. Moreover, emotional intelligence recently occupies a huge area of interests and became associated with many fields in our life: education, health, communication, and others. Due to nature of the global environment that the firms lives nowadays, Which makes the relationship between emotional intelligence and performance need more research of expertise that concern the managers' and employees' globally. (Akgun, Keskin, Byrne, & Aren, 2007).

Furthermore, Atiyeh & Nahid (2013) put forth their theory of job performance, which branches into two major components: task and contextual performance. Task performance that consists of behaviors that are performing tasks based on rules. This includes planning, coordinating, supervising, distinguishing one task from another, and contributing to the technical core of the company, all of which lead to an efficient employee performance within the organization. The second part is contextual performance, which is also called citizenship performance. This is divided into activities that support the broader organizational, psychological, and social contexts where the technical core operates, and it includes tasks such as volunteering in extra activities, making an effort, assisting and cooperating with others, pursuing organizational rules and procedures, as well as anchoring the organizational aims. Furthermore, Annalisa (2011) added that contextual performance is split into interpersonal facilitation and job dedication. Little is known about what separates the contributions of task and contextual performance in making the overall judgment, but there is a good deal of evidence for the unique contribution of each on overall performance. Therefore, it's significant to determine what may affect job performance positively.

On the other hand, various studies have emphasized that the most successful leaders are those with higher levels of EI. Also, cognitive intelligence does not necessarily make an emotionally intelligent, successful leader. There are three main reasons for the failure of some cognitively but not emotionally intelligent people. These are: the inability to handle change, poor interpersonal relationships, and unable to work well with a team. In contrast, leaders with high levels of EI succeed, as they are able to listen to their staff and to assist them in acquiring a considerable level of self-confidence

and preparing them to solve their own problems (Akgun et al., 2007). The traits of successful leadership-based emotional intelligence consist of characteristics such as objective self-assessment, self-confidence and self-esteem, honesty and integrity, adaptability and flexibility, achievement and motivation, initiative and self-efficacy, initiating change, and intellectual ability (Clarke, Hope-Hailey, & Kelliher, 2007).

Moreover, the workplace is a place in which many basic processes are done frequently including the emotional processes. Where there are individuals who understand the situations and share their feelings more likely than others, this refers to individual differences based on who has the ability to deal and express his/her feelings and affect other feelings in a way that serves the work flow. All of these issues require well-directions from managers to be characterized by high mental, emotional, and physical strength to deal with it and overcome its bad effects (Bipath, 2007).

However, expressing emotions in a positive way may encourage the employees to focus on their work and then will increase their performance effectively. In other words, the emotions of managers are a very vital issue that impacts the success of organizations as it affects the employees' performance, helps managers to deal with other people, as well as with the employees inside the organization, understand their needs, and be able to interact with the workplace, otherwise, it encourages the employees to perform their tasks successfully (Salovey, 2002).

Nowadays, because of the complexities of the working environment in this field, organizations have to employ skilled and competent managers with high capabilities in emotion management and emotional intelligence. Since the organizations have skilled, qualified, creative, and motivated managers, solving problems will be more easy than in organizations who have unqualified managers. Ultimately, managers with good emotional intelligence skills play a big role in the performance of their employees, and this role positively affects not only profit, but also the quality of products/services (Clarke et al., 2007).

Since human capital is the most important element of the company's success, researchers have pointed out the need of successful managers to inspire and motivate others, promote a positive work environment, perceive and understand emotions, and foster an organizational environment which people turn challenging opportunities into successes. This could add more complexities to the work environment in this field, thus, organizations have to employ skilled and competent managers with high capability in emotional intelligence. As much as the organizations, has skilled, qualified, creative,

and motivated managers, solving problems as much it will be more advanced than other organizations.

From the above literature and after the deep review of previous studies on emotional intelligence, it could be observed that various studies have explored and determined the effect of emotional intelligence on many aspect of work life, such as productivity, efficiency, skills, motivations, satisfaction, and performance, either for employees or managers, or for the whole organization in different sectors and countries. While the current study investigates one of the factors that influence performance within an organization, which is the level of emotional competence that the managers have. This research main problem is summarized in investigation therefore, I am very curious to know whether Managerial Experience has a Moderating Effect in the Relationship between Emotional Intelligence and Employees Performance at Petrochemical Firms in Saudi Arabia, I plan to use about 381 employees in a petrochemical firms.

Generally, this research intends to summarize the investigation of Managerial Experience as a moderating factor in the Relationship between Emotional Intelligence and Employees Performance at Petrochemical Firms in Saudi Arabia. In addition to that, Saudi Arabia's petrochemical sectors remain competitive against many producers in the world. Therefore, Saudi Arabia will need to be equipped with technical skills and qualifications in order to achieve the potential benefits. In this way, Saudi Arabia can expand and diversify its petrochemicals output, as was mentioned by (Maghrabi, Jefery, & Bin Sabbaan, 2009). I anticipate that emotional intelligence and managerial experience play an important to enhance the employee performance.

1.4 RESEARCH QUESTION

According to Harvey & Novicevic (2001) generally the organizations which have skilled and qualified personnel, creative and motivated managers, solving problems management will be more advanced than other organizations. On the other hand, managers who have positive emotional skills can positively affect the employees' performances that in its role influence the institutions' profit, reputation, and quality of services' deliverables. In more details, express the managers for negative emotions such as: anger or anxiety in a sharp and tough way may exposed employees to depression and affect their performance (Elizabeth et al., 2009). Thus, organizations have to employ skilled and competent managers with high capability in emotion management and emotional intelligence.

Munasinghe, Reif, & Henriques (2008) suggested that it is noteworthy that there were increased demands on skills and knowledge, as well as on increased job intensity, especially when the employees have low job experience. The development of skills and competencies include a change in position, from a trainee to a professional, or for a smaller number of individuals, a change from trainee into a trainer. Along with a change towards a full-member social position within the working team, all these changes occur significantly in the beginning months of the job experience, rather than in the consecutive working years. As a result, all these reasons are causes to study the moderating effect of managerial experience in the relationship between emotional intelligence and employee's performance at petrochemical firms in Saudi Arabia. The eastern area of Saudi Arabia has drawn the attention of officials for the development plans regarding the petrochemical industry because it is rich in the natural resources that support this type of industry.

Based on what mentioned previously, the idea of this research focused on studying the moderating effect of managerial experience in the relationship between emotional intelligence and employee's performance at petrochemical firms in Saudi Arabia in the eastern area. Thus, this research will be able to answer the following main questions about this study:

What is the influence of managers' emotional intelligence on employees' performance?

This main question will lead the researcher to answer the following sub-questions:

1. What is the level of emotional intelligence in managers in the petrochemical sector in the eastern area of Saudi Arabia?
2. What is the influence of managers' self-awareness on employee performance?
3. What is the influence of managers' self-regulation on employee performance?
4. What is the influence of managers' social skills on employee performance?
5. What is the influence of managers' empathy on employee performance?
6. What is the influence of managers' motivation on employee performance?
7. What is the difference that the experience of managers as a moderating variable makes on the relationship between emotional intelligence and employee performance?

1.5 RESEARCH OBJECTIVES

Generally, emotions play a primary role in the work environment as they can have an effect on the employees whilst implementing their tasks. Thus, this research will mainly aim to explore the Moderating Effect of Managerial Experience in the Relationship between Emotional Intelligence and Employees Performance at Petrochemical Firms in Saudi Arabia.

The main aim of this research will involve the following objectives:

1. To investigate the level of emotional intelligence in managers in the petrochemical sector in the eastern area of Saudi Arabia.
2. To investigate the influence of managers' self-awareness on employee performance?
3. To investigate the influence of managers' self-regulation on employee performance?
4. To investigate the influence of managers' social skills on employee performance?
5. To investigate the influence of managers' empathy on employee performance.
6. To investigate the influence of managers' motivation on employee performance.
7. To investigate the difference that the experience of managers as a moderating variable makes on the relationship between emotional intelligence and employee performance.

1.6 RESEARCH JUSTIFICATION

Generally, since the turn of the new century, the question of Emotional Intelligence has received increased attention in many industries throughout the world. These industries have all been confronted by this problem at some level of their development. Hence, companies should have a deep interest in their manager emotional intelligence rate because it can have an impact on the performance of their business (O'Boyle et al., 2011). On the other hand, emotional managers play a main role in the employees' performance which in its role impacts not only the profit but also the quality of products/services. In more details, expressing the managers for negative emotions such as; anger or anxiety in a sharp and tough way, may be exposed employees to depression and affect the performance (Harvey & Novicevic, 2001). The specific case of how manager Emotional Intelligence influence on Employees' Performance at Petrochemical Firms is worthy of special consideration.

Bipath (2007) explained that emotions have been considered to be the vital topic in management; employers and managers should thus be careful in expressing their emotions and feelings, as they can affect the work flow and performance of employees, especially in the petrochemical companies of Saudi Arabia as it has various nationalities. In other words, many people view emotions as personal experiences, so managers have to control emotions that may be interfered with and resisted by employees. In addition to that, a manager's emotional intelligence could be showed as rules.

When controlling feelings and expression in the workplace, one must note that the way that everyone in the workplace expresses his/her feelings is very important, as it could affect the performance of employees (O'Boyle et al., 2011). Regarding this issue, emotion management is very important topic and worth to be studied. In addition to that, emotion management includes all persons in the workplace, employees and managers, because it is considered as a part of their job. Moreover, Lucas, Spence Laschinger, & Wong (2008) confirmed that employers contribute mainly in modelling emotion management in the work environment. Furthermore, Sy, Tram, & O'hara, (2006) posited that this management plays a main role not only in job satisfaction and employees performance, but also in all work activities. In other words, emotions may have an effect on employees' tasks, their efforts, and their reaction regarding situations and mechanisms of influencing other people. Therefore, Wong & Law (2002) suggested that the employee's feelings and expressions influence not only their performance, but also the performance of others. Consequently, applying emotion management effectively is very useful for both employers and employees. Emotional intelligence is therefore considered to be an effective method for managers and employees to own and use in managing emotions, as managers and employees with a good ability to control and manage their emotions effectively will have more chance to succeed and innovate in their job (Moghadam, Jorfi, & Jorfi, 2010).

Harvey & Novicevic (2001) argued that the organizations which have skilled and qualified personnel, creative and motivated managers, solving problems management will be more advanced than other organizations. On the other hand, managers who have positive emotional skills can positively affect the employees' performances that in its role influence the institutions' profit, reputation, and quality of services deliverables. In more details, express the managers for negative emotions such as: anger or anxiety in a sharp and tough way may expose employees to depression and

affect their performance (Elizabeth et al., 2009). Thus, it appeared that emotional intelligence was and still attractive and important topic and its impacts on organisations in general become more important. On the other hand, investigation of the issues associated with Petrochemical Firms in Saudi Arabia was important as most of the former studies focus on commercial companies and organisations in general, as well as the fact that petrochemical organizations are part of one of the most attractive sectors in the economy for private and foreign capital, especially given that it is hard to beat Saudi Arabia due to its competitively priced supply of feedstock.

1.7 SIGNIFICANCE OF RESEARCH

This research will enjoy uniqueness and importance in the field of studies that explore emotional intelligence and its impact on employee performance in the petrochemical companies in the eastern area of Saudi Arabia. In addition to that, this research will assist specialists and managers in this field in regards to the methods of expressing their emotions and feelings. Besides that, this research will draw the attention of managers to the importance of emotional intelligence, by investigating the trend between the emotional intelligence of managers and the performance of employees, which could reflect positively on the total profit of these companies and on the economic growth of Saudi Arabia.

On the other hand, there is a lack of previous research and studies which aim to determine the effect of managerial emotional intelligence on employee performance in petrochemical firms in Saudi Arabia. There are also few that examine the role of managers' experience as a moderating variable on this relationship. This research will focus on petrochemical organizations as part of one of the most attractive sectors in the economy for private and foreign capital, especially given that it is hard to beat Saudi Arabia due to its competitively priced supply of feedstock, as proved by (Jasimuddin, 2001). In addition to that, the industrialization of the Saudi Arabian economy has been expanded because of the increasing number of petrochemical companies in the eastern area of Saudi Arabia, all of which has been supported by governmental development plans.

Moreover, this research will affect the range of studies in this field that can be conducted, which lead to some limitations and difficulties to the contents. Nevertheless, this will be considered as a challenge from one side. From the other side, it contributes positively by establishing a real value in the academic research in this field, which will

encourage other researchers to build up and develop studies which support this field in order to achieve the desired goals in future.

Over that, this study will provide convincing evidence that there is a strong relationship between a manager's emotional intelligence and the way that they express their feelings, and the employees' performance and loyalty towards the company. Moreover, this work might also prove to be valuable in terms of its theoretical foundation. In addition to that, this study will build a strong background and it will aggregate a large amount of literature regarding managers and their employees in the petrochemical companies in Saudi Arabia. Another notable contribution of this research is that it will support the officials of Saudi Arabia in taking the right decisions and the required modifications regarding the strategies of managing emotions. It will also be an effective step in the field of human resources management, because it will provide managers with an awareness of the importance of this issue.

There is a plethora of literature that examines the issue of the emotional intelligence of managers and its impact on the employee's performance. According to Langhorn (2004) the ability to understand emotions is considered an important factor in building the trust and loyalty that is reflected on the performance of the employee.

Emotional intelligence competence is an important psychological field, and should be paid attention. Given this importance, this study quantifies the opportunity for EI to be implemented in a tangible way, one that will influence business managers' tendencies to recognize the impact of having this competence on the behaviour of employees and their prosperity. This study focuses on the petrochemical companies in Saudi Arabia.

Moreover, the current researcher is going to present various related studies examining the issue of managers' EI and its effect on the performance of the employees in different job fields and in various sectors. Yet, the originality of this research is in studying the influence of managerial EI competence on the performance of their staff in petrochemical firms in the eastern area of KSA. The petrochemical sector is according to Saygin, Patel, Worrell, Tam, & Gielen (2011) by far the largest industrial energy user, due to its energy efficiency. The chemical and petrochemical sector poses some challenges because of its intricacies and the large number of products it manufactures. For that, it is important to discuss the issues pertinent to chemical and petrochemical firms. This research will study the influence of the EI level in managers on their employee performance; this competence is measured in the research by

adopting the Bar-on model of emotional intelligence. This study will also enrich the scientific perspective with a theoretical and practical investigation regarding the impact of EI in managers on employee performance at petrochemical firms in the eastern area of Saudi Arabia; the research will solve the problem through measuring the level of EI competence in petrochemical managers sampled and the influence on their employees' performance. The research findings are predicted to give a straightforward result about the subject in question, and will show a consensus or a contradiction with the previous studies.

According to Carmeli, Gilat, & Waldman (2007), in regards to the strategic role played by employee performance, the status of an organization is often reflected by its achievements and the performance of the team staff. The high performing organization augments the employees' engagement to the organizations where they work. Furthermore, the prestigious status of an organization will develop a sense of self-conception, self-continuity, self-distinctiveness, and self-esteem.

Assessing worker behaviours is so instinctive and essential that it is considered an instrument for decision making and giving feedback to employees. Riccucci & Lurie (2001) pointed out that literature about employee performance is useful indicators of the payment they receive, the progress they witness, and the training they are provided. Furthermore, employees expect to receive feedback on their performance. There is one pitfall that the system of employee performance evaluation confronts, which is the discipline and formal actions taken against poorly performing employees. Thus, this research is going to study one of the factors that influence performance within an organization, which is the level of emotional competence that the managers have.

1.8 RESEARCH LIMITATIONS

According to the criticality of this topic and the sample that will be used through investigating the moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia, the researcher expect to face some difficulties and limitations. These limitations will mainly be represented by the nature of this topic, which can make it sensitive or close to psychological issues. This is because it deals with human being's emotions and how to manage and regulate such emotions. There are also other expected limitations to rise while collecting data from petrochemicals companies in Saudi Arabia. As the sample will contain both managers and employees, it is thus expected by the

researcher that there may be some difficulties in collecting data and getting the approval of those companies to give data through both tools (questionnaire and interview). The interview in particular is expected to represent the most difficult to collect.

Moreover, questionnaires are designed for the purpose of investigating the moderating effect of managerial experience in the relationship between emotional intelligence and employee's performance at petrochemical firms in Saudi Arabia. Thus, it was designed and prepared according to previous where considering Saudi society and culture to some limits may be not fully recognized, where this could have effect on the ability of the questionnaire to cover all issues in Saudi Arabia.

1.9 RESEARCH GAP

Recent research has shown that managers with high EI produce positive work attitudes and altruistic behaviours and that their employees enjoy higher job satisfaction and performance, also, managers with high EI can facilitate the performance of their employees by managing employees' emotions that foster more creativity, resilience, and the confidence that enables employees to act (Kurose, 2013). Furthermore, managers with high EI should be more adept at nurturing more positive interactions between employees that could foster more cooperation, coordination, and organizational citizenship behaviours that contribute to performance (Men, 2010). There is some research examining the direct relationship between managers' EI and employee work outcomes, there are no published studies examining the interaction between managers' EI and employees' EI and their work outcomes.

Emotional intelligence may contribute to work performance (as reflected in salary, salary increase, and company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Work performance often depends on the support, advice, and other resources provided by others (Ahangar, 2012). Emotional intelligence may also contribute to work performance by enabling people to regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organizational change. Thus, the current research gap represent with its seeking to study one of the factors that influence performance within an organization, which is the level of emotional competence that the managers have.

While other previous research's examining the direct relationship between managers' EI and employee work outcomes, for instance: It has also recently been

expressed by Carmeli (2003) that managers who are qualified with emotional intelligence can produce a positive work environment and positive attitudes towards their employees, as well as affect other feelings positively. In addition to that, it was mentioned that their employees enjoy a high level of job satisfaction, alongside high levels of performance.

Moreover, the relationship between emotional intelligence and leadership practice was examined in a Fortune 500 company. The results approved the idea that emotional intelligence had significant and positive effects on leadership practices, and explained that emotions play a key role in decision-making (Alston, 2009).

A multinational study took place in the USA with a goal of finding the relationship between an employee's emotional intelligence and a manager's emotional intelligence with job satisfaction and performance. The results appeared to show that employees with high emotional intelligence scores had a high level of job satisfaction. It also found that employees with higher emotional intelligence scores had higher job performance, regardless of their manager's emotional intelligence, whereas employees with lower levels of emotional intelligence can benefit largely from a manager with high emotional intelligence. It showed that managers can make a difference in the lives of their employees, specifically the ones with lower emotional intelligence (Sy et al., 2006).

From the above literature and after the deep review of previous studies on emotional intelligence, it could be observed that various studies have explored and determined the effect of emotional intelligence on many aspects of work life, such as productivity, efficiency, skills, motivations, satisfaction, and performance, either for employees or managers, or for the whole organization in different sectors and countries. While the current study, investigate one of the factors that influence performance within an organization, which is the level of emotional competence that the managers have.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This literature review will highlight what has been written on this topic, and focus on recording previous studies on emotional intelligence in relation to job performance. Emotional intelligence became an important topic and many authors and academics, as well as many articles and books, dealt with this topic and its relationship to many aspects of the work environment. The literature review will start with an expanded explanation of emotional intelligence; including the historical background of emotional intelligence, the definition of emotional intelligence, and the tools used in measuring emotional intelligence and its components. This will be followed by a brief overview of emotional intelligence which is currently used in expressing the development of the theoretical framework of emotional intelligences, which is then followed by a discussion of the concepts surrounding the performance of employees and its dimensions. The relationship between emotional intelligence and employee performance throughout the previous studies will then be explored in detail, first by discussing the relationship of the general concept of emotional intelligence with employee performance, then by taking its dimensions separately and looking at how previous studies discussed them in relation to employee performance, as well as other variables that are related to performance or work such as productivity, satisfaction, and efficiency. Through this exploration the main and the sub hypothesis will be constructed.

2.2 EMOTIONS

A brief review of the intellectual roots of the field of human intelligence and emotions is necessary to understand the development of the conceptualization of emotional intelligence.

The origin of the study of emotions can be attributed to the pining of people who are searching for happiness. According to that, it overlaps within religious, philosophical, ethical and psychological discussion over the ages. The science of emotion has been problematic and has been blocked by the complexities of connecting

tangible realities with the subjective, elusive, and experiential nature of emotions (Al Kahtani, 2013).

Kurose (2013) defined emotions as “complex reactions that engage both our minds and our bodies” and that include “a subjective mental state, such as the feeling of anger, anxiety, or love, an impulse to act, such as fleeing or attacking”. Another definition submitted by (Chaudhry, Maurice, & Haneefuddin, 2015) showed emotions to be organized responses crossing boundaries of many psychological subsystems including physiological, cognitive, motivational, and experiential systems.

Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valence meaning for an individual. Emotions can be distinguished from the closely related concept of mood in that emotions are shorter and generally more intense. Moreover, it appears in response to person’s changing relationships; when a person tries to remember anything in the past, his own emotions will change as well (Kian, Yusoff & Rajah, 2014).

Therefore, it was explained by Bipath (2007) that emotions have been considered to be the vital topic in management; employers and managers should thus be careful in expressing their emotions and feelings, as they can affect the work flow and performance of employees, especially in the petrochemical companies of Saudi Arabia as it has various nationalities.

Men (2010) constructed a model that contains four skills involved in emotional intelligence; this first consists of “reflectively regulating emotions”, which includes being open to both good and bad emotions. It also involves the ability to observe our or other’s emotions and how this is apparent and rational. One other important element of this is the ability to administer our emotions and others by calming down unpleasant emotions and encouraging good ones, without overstating or understating messages that may transfer.

The second skill in their model is “understanding emotions”, which is described as the ability to classify emotions and understand the connection between verbalism and its emotion. This also consists of the ability to translate the meanings that emotions carry and their relationships with external events, like when happiness is joined with success. Understanding emotions also requires the ability to recognize compound and simultaneous feelings like love and hate, and the ability to perceive possible changes in emotions, such as switching from satisfaction to anger.

The third skill in the model is “emotional facilitation of thinking”, which claims that emotions are adequately illuminative and ready to be used in supporting judgment feeling. Emotional states induce problem solving; they do this by ordering emotional thinking and steering one’s awareness of important information, as well as changing the mood of one’s perspective.

The final skill is the “**perception, appraisal and expression of emotion**”, which involves perceiving and wording emotions. This is the ability to express emotions carefully, to express what is connected with those emotions, to identify individual’s emotions and thoughts, and to distinguish feelings in other individuals and works of art through language, appearance, voice and behaviour.

Moreover, emotional expression is further classified into three components; expressive/behavioural, physiological and cognitive. Bodily symptoms are found within the expressive component, which is the behavioural response of emotions like crying. Emotions can be expressed by faces in a way that is understood all over the world, and expressions in general can take many different forms. The physiological component involves actual physical change in the body like tachypnea, and the cognitive component means the thought includes an evaluation of events with a suitable emotional response (Shahhosseini, Silong, Ismaill, & Uli, 2012).

Emotions have increasingly grown in importance in different areas of life, whether that be in one’s social life, work life or others. In the work area, emotions became a necessity to make money. According to (Vratskikh, Al-Lozi, & Maqableh, (2016), emotional labor is emotions management within a workplace. Depending on what your supervisor expects from you, service employee are required to display emotions that are consistent with their jobs; thus labour requires that one displays emotions that are conducive to the satisfaction of the customer. Men (2010) defined three situations that may happen in a workplace regarding the matching of emotional displays and emotional feelings. The first of these is “emotional harmony”. This situation occurs when an employee actually feels emotions that are consistent with the job role. If he/she does not have to hide his/her emotions, emotional harmony includes the least stress, because the emotional displays match the emotional feelings and are required in the job role. The second circumstance is “emotional dissonance”, which occurs when emotional displays are not met with the emotions that are felt. This situation involves stress, as the two are not related and need additional effort from the employee to make this match. And, thirdly “emotional deviance” happens when an

employee displays emotions felt but these emotions are not compatible with the job role. As these are not expected to be displayed, employees in this situation are in a dispute with the employer. Jorfi, Jorfi & Moghadam (2010) offered suggestions to deal with these situations; by trying to learn about techniques for dealing with stress, by attempting to measure the emotional state of the organization, by examining examples of best practices about emotions in workplace, and by being aware of emotions in the workplace that influence management decisions.

2.3 TYPES OF EMOTION/EXPRESSION OF EMOTION

Gryn (2010) proposed five classes of emotions classified as: nasty emotions (anger, envy and jealousy), existential emotions (anxiety, guilt and shame), emotions provoked by unfavourable life conditions (relief, hope, sadness and depression), emotions provoked by favourable life conditions (happiness, pride and love) and empathetic emotions (gratitude and compassion).

Moreover, emotions generally categorised into expressive/behavioural, physiological and cognitive components (Jorfi et al., 2010). The expressive component of emotion is "the behavioural response to or the expression of the cognitively appraised or physiologically felt experience involving the actual expression of emotion in terms of anger, rage and other emotions". The most emotional expressions are supposed to non-verbal occurred through facemask expressions, vocal qualities and body attitudes.

The mental module is recognized as an appraisal process; the way that the emotions are tested as a result of evaluating or reviewing a situation in a particular way. It is expected that several emotions are related to several patterns of assessment. The physiological component is the bodily test of emotions or the way that the body reacts with the emotions like increase in heartbeat or blood pressure. On other hand the cognitive evaluation of emotions is an essential component used to understand the conflict. It proposes that disputants' attrition movements will improve the features of conflict and present visions for the management of the conflict in terms of reassessment.

Emotional overloading has been referred to as emotional flooding and has been described as the condition when one is swamped with emotion to the extent that one cannot function or think effectively (Chaudhry & Usman, 2011). The classic symptoms of flooding have been cited as tense muscles, rapid breathing, negative facial expressions and perspiration. However, flooding is also possible in situations when the

disputants appear calm even though there is distress or emotional flooding. Emotional flooding has implications for conflict resolution as it was discussed in this study. .

The sharing of emotions in groups and its catching on effect has been termed as emotional contagion (Jorfi et al., 2010). It has been referred to as the tendency to automatically mimic and synchronize facial expressions, vocalizations, postures, and movements with those of another person and consequently to converge emotionally (Hatfield et al., 1992, pp. 153-4), or as a process in which a person or group influences the emotions or behaviour of another person or group through the conscious or unconscious induction of emotion states and behavioural attitudes (Schoenewolf, 1990, p. 50).

The notion underlying emotional contagion is how the social context may induce or shape the arousal of emotions through both conscious and unconscious processing. The meaning of the emotional experience and the emotional expression are determined by the cultural context as well (Ahangar, 2012). Different cultures vary in their expression of different emotions both in terms of use as well as acceptability or appropriateness of the expression of forms of emotions. Emotional expression has also been conceptualized as a continuum ranging from completely spontaneous and uncontrolled expression to completely strategic, inauthentic expression of emotion (Jorfi et al., 2010). Also, (Chughtai & Lateef, 2015) studied “feeling rules” that dictate which emotions ought to be displayed and which ought to be hidden are also related to how cultures define what is allowed to be felt in different cultural contexts.

2.4 MANAGEMENT OF EMOTIONS

Usually as soon as emotions being understood, the antithesis of rationality and posed as reducing effectiveness and conflict resolution potential, offering a historical review of emotion management (Chaudhry & Usman, 2011). Mastenbroek (2000) drew attention to the pressures to control the expression of emotions. Gabriel (1998) noted that many authors have adopted a paradigm that emphasizes negative emotions as carriers of organizational pathologies and that they have failed to establish a distinction between positive and negative emotions.

Although emotions are appreciated it is mostly to perform the contributory aims such as emotion work. Emotional employment has been modelled as the management of emotions shows at work (Garkaz, & Mehrvarzi, 2012) including the devotion of management strategy of suitable emotional shows. The recent studies on emotional

employment (Siddiqui & Hassan, 2013; Sidhu, 2012; Alnidawy, 2015; Darvish & Nasrollahi, 2011) draw attention to the controlling aspect characteristic in much of work involving emotions. Therefore, it seems that emotions are satisfactory at work as long as they can be measured or structured. The considerably judgmental opinion of emotions specifically when took into account the opposition of levelheadedness took to efforts to control the experience and expression of emotions.

According to O'Boyle et al. (2011), Emotion can regulate in numerous ways, the researchers presented a model of emotional regulation implicating:

- situation modification/attention deployment focusing on the event;
- cognitive change focusing on appraisal;
- physiological modification focusing on arousal response; and
- Response modification focusing on emotional expression.

Jorfi, Yaccob & Shah (2011) in their study presented an information processing framework for emotional regulation, in this framework; they proposed classifying regulatory stages as state of modification, attention deployment, cognitive change and response modulation. Requesting attention to the institutional mechanisms for dealing with emotions in the workplace, Osisioma, Nzewi & Nnenne (2016) categorized the procedures for regulating the experience and expression of emotion as:

- neutralizing;
- buffering;
- prescribing; and
- Normalizing emotions.

Counteracting is a consideration to stop or avoid the appearance of socially intolerable emotions probably during distraction methods, where buffering is employed to capture or isolate theoretically disruptive emotions from other actions, prescribing is accustomed identify socially standard methods of experiencing and expressing emotions, where normalizing is accustomed dispersed or reframe intolerable emotions, such as the employment the humour in order to avoid the situation quo.

The interesting point is that each of the four procedures summarized are accustomed to control or adjust emotions, however, it is not essentially to produce the outlet for emotions.

Moreover, Yang & Mossholder (2004) are further evinced this view by who hold that limiting negative emotionality can decide whether task conflict output in

breaking relationship conflict, and arguing for the removal of all relationship conflict. The attention in most of the research is on emotional regulation then shows to be conquest and containment of negative emotion, with an overall rejection of any positive function that emotions might possibly do.

2.5 INTELLIGENCE

Intelligence is defined by Barzegar, Afzal, Maleki & Koochakyazdi (2013) as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with their environment. When talking about intelligence, what comes to mind is the IQ test which has been used for several years as an appropriate indicator of an individual's degree of intelligence, regardless of the type of intelligence. There are various types of intelligence. Sidhu (2012) mentioned nine types of intelligence. The first type of intelligence is "naturalist intelligence", which contains the human ability to differentiate between things around us, like clouds, plants, animals, and rocks. Most people utilize natural intelligence in their daily activity, to discriminate between makeup and foods for instance.

The second type is "musical-rhythmic intelligence", which makes us able to differentiate between sounds, rhythm, timbre, and tone. It is obvious that young adults, when singing to them, are aware of different types of sounds.

The third type is "logical-mathematical intelligence", which goes back to the ability to calculate, find relationships between numbers, use numbers and shapes to describe things, work with abstract concepts and carry out mathematical calculations.

The fourth type is "existential intelligence", which reflects an individual's ability to see the whole picture and understand the world. A person with existential intelligence may also recognize the things about religion that are not seen through belief, and think about why we live, and why we die. Those who have a high level of existential intelligence are life coaches, philosophers and theologians.

The fifth type is "interpersonal intelligence", which is the ability to interact effectively with others, to see things empathically and from the point of view of others. This ability may involve having a larger number of friends, as it helps one communicate interestingly with others verbally and nonverbally, and helps one understand others through their body language. It also involves the ability to offer advice to a person who needs it. Persons with high levels of interpersonal intelligence are teachers, actors,

human resource professionals, team leaders and psychologists. This type is perhaps most closely related to the current study.

The sixth type is “bodily-kinesthetic intelligence”, which is the ability to use body and physical movement to communicate with others, and to make choices and decisions. This ability requires one to be aware of their five senses, and involves people like physical therapists, coaches, physical education teachers, and actors.

The seventh type is “linguistic intelligence”, and it includes the ability to use words in expressing complex meanings, and to think about words. People with a high level of word intelligence are good at the critical usage of language, and like learning through seeing and hearing words, making them good at memorizing places, roads, and names. These people can be found everywhere, and include poets, language teachers, journalists, lawyers and professors.

The eighth type is “intra-personal intelligence”, which reflects the ability to be aware of your feelings, thoughts, inner state of being, and recognizing your strength and weaknesses. One must also be able to use this knowledge in making decisions and helping others. This type of intelligence is most commonly found in spiritual leaders, psychologist and philosophers.

The ninth and final type is “spatial intelligence”. This is the ability to visualize an image, to think and see things in three dimensions, to manipulate images, and to re-create an image of the world in your mind. Those proficient in this are painters, cartoonists, graphic designers, and architects (Rahman, Ferdousy & Karan, 2012). In other sources, there are perhaps several types of intelligence.

For any intelligence to be regarded as true intelligent behaviour, it must meet three groups of criteria: conceptual, correlation, and developmental. The first criterion includes intelligence that reflects mental abilities rather than a preferred course of behaviour. The second, correlation criteria, indicates an empirical standard that intelligence should contain a set of related abilities. The third, developmental criteria, argues that intelligence develops with age and experience (Jorfi et al., 2011).

2.6 INTELLIGENCE AND EMOTIONS CONVERGE

The original definition of EI conceptualized it as a set of interrelated abilities (Darvish & Nasrollahi, 2011). Yet other investigators have described EI as an eclectic mix of traits, many dispositional, such as happiness, self-esteem, optimism, and self-management, rather than as ability based (Bar-On, 2004; Boyatzis & Sala, 2004;

Shipley, Jackson & Segrest (2010); Tett, Fox & Wang, 2005). The other method to the model -the employment of the expression to assign eclectic mixes of traits- has directed to significant confusion and misunderstandings though to what an EI is or must be (Chan, Ahmad, Ngadiman & Omar, 2015). Various characteristics, like self-esteem, involved in this approach do not directly effect on emotion or intelligence or their intersection (Jorfi et al., 2011). The researchers agreed with several of the researcher's partners who have observed that the term emotional intelligence is recently used to protect various things, different traits, and several concepts (Praveena, 2015). “These approaches” which is written by Daus & Ashkanasy (2003, pp. 69–70), have done more harm than good regarding establishing emotional intelligence as a legitimate, empirical construct with incremental validity potential.

From the researchers' views, companies' capabilities require knowledge, skills, beliefs, and routines, in addition to emotions (Akgun et al., 2007). The concept emotion explains the significant of communications in addition to, the internal situations related to feelings, such as love, hate, courage, fear, joy, sadness, pleasure and disgust (Sidhu, 2012). Moreover, emotions are also counted as sign of intelligence in addition to the capability to understanding and reasons correct with respects.

Therefore, there is a mutual group to join emotion with intelligence, simply, emotional intelligence is classified as the capability to observe emotion, integrate emotion to facilitate. facilitate thought, appreciate emotions and to regulate emotions to the hypothetical level EI considers the level to which a person attends to, procedures, and performances of the data of an emotional character internal and inter-personally (Kafetsios & Zampetakis, 2008).

Danquah (2014) indicated that the hybrid term ‘EI’, combining emotion and intelligence, could be considered as an oxymoron by some and that the relationship between the two has traditionally been considered as one involving a conflict between two different psychological forces. They explained this opinion with a quote from Marcus Aurelius, a Roman emperor and Stoic in 160 A.D.: Let no emotions of the flesh, be they of pain or of pleasure, affect the supreme and sovereign portion of the soul, See that it never gets involved with them: it must bound itself to its own arena, and hold the feelings confined to their right domain.

Praveena (2015) studied the psychological actions of the past century and determined the emergence of EI into five time stages: separate narrow fields, precursors to EI, emergence of EI, popularization and broadening of EI, and research and

institutionalization of EI. It can be noted that the two concepts, emotions and intelligence, were carried in separate domains, and that the convergence of the two together is recent. Furthermore, testing of the interaction did not begin until the 1970s .

As the research in the regions of emotions and intelligence are growing, a need to unify the studies in the areas of physiological, developmental, cognitive, linguistic, and socially oriented determinations appeared. Unifying the two inherent frameworks developed within the fields of emotions and intelligence. Thus, it can be argued that the emotional intelligence was brought out and developed as a concept in a reaction to this growing which then scattered in the body of research findings (Aldebi & Al-Waely, 2013).

Tests to assess Intelligence Quotient (I.Q) were acquired throughout the initial part of the 20th century as one of the elementary measurements of intelligence. Since the evolution of the first test of intelligence by a French psychologist, many tests have been formulated to measure the prospects of individual deviations in cognitive functioning. Spearman indicated the existence of a primary universal factor, and that was observable in the positive correlations which were assessed across a number of ability elements (Chan et al., 2015).

The creation of the existence of a construct is based on research findings that good performance on any one test of cognitive ability is positively associated with good performance on any other test of ability. The psychometric approach is therefore based on the existence of a mutual factor that is exhibited in all tests of cognitive ability that were not exclusively contrived to assess intelligence. Rather, closely related constructs such as scholastic aptitude, school achievement and particular abilities were acquired mainly for purposes of selection (Shahhosseini, Silong, & Ismaill, 2013).

The psychometric approach is considered to be the most powerful, even controversial of all the hypotheses of intelligence. A number of contemporaneous researchers believe that general intelligence does not express all of the relationships within different abilities, and that it is an unfixed construct whose synthesis deviates with the items in an investigation area. Moreover, extra criticism has been raised against the general psychometric criteria of intelligence, and relates to the lack of consideration for situational elements and factors, such as environment or cultural setting when forecasting achievement. One of the prevalent concerns comes from group deviations reported in general intelligence average scores, especially over dissimilar ethnic groups (Sidhu, 2012).

An elementary hypothesis of critics of the psychometric approach is that assessed cognitive intelligence does not fully excuse and express intelligence in its entirety, and that it is possible for various kinds of intelligence to co-exist inside one person. Theories such as Gardner's theory of multiple intelligences, Sternberg's triarchic theory of intelligence and others, dispute the psychometric approach. Gardner argued that standard exams of intelligence concentrate extensively on jobs that are not relevant to real-life accomplishments (Gunu & Oladepo, 2014).

Also, Osioma et al. (2016) developed a theory of multiple intelligences that comprised of six various and independent intelligences: linguistic intelligence, logical mathematical intelligence, spatial intelligence, bodily-kinaesthetic intelligence and two forms of personal intelligence: interpersonal and intrapersonal intelligence. Gardner considered intelligence as comprising the ability to accommodate and clear problems among a large number of settings, and stressed that human intelligence ought to be specified as a set of abilities rather than as a single construct.

Gardner's conceptions of personal intelligence helped in the creation of recent theories of EI. Gardner reported intrapersonal intelligence as "access to one's own feeling life" which relates to a person's ability to get at his or her own chain of emotions, to distinguish between these feelings, mark them and to translate them into symbolization. In this way, a person could be capable of interpreting and directing his or her own behaviour, thereby effectively governing his or her life. Gardner also identified interpersonal intelligence as one's "ability to notice and make distinctions among other individuals" (Chan et.al, 2015).

This requires the ability to understand the intentions, motivations and hopes of others, then respond accordingly by applying this cognition to work in an effect manner. Gardner's multiple intelligence theory has been confirmed by findings in neurobiology, through the recognition of many particular neural schemes intermediating capabilities such as theory of mind, realization of natural kinds, understanding of self and understanding of others.

2.7 CAN EMOTIONS BE INTELLIGENT?

Emotions shape a very powerful part of our lives as they mediate not just our interactions, but comprise the frame of reference by which individuals perceive their everyday lives and handle interactions, from the particularly stressful to the extremely mundane. Emotions offer the way with which individuals align the various mental and

physical aspects needed to react coherently to the world (Mortazavi, Moghadam, Tehrani, Ghanbari, 2010).

Emotions are mental and physiological states associated with a broad mixture of feelings and thoughts, and there are many definitions of emotions in term of intelligence. There are also many interesting arguments over how emotions should be defined and assorted. Chan et al. (2015) indicated that the key to realizing emotions and similar constructs does not lay in specifying them, but in understanding them and their implications for daily living. It's worth mentioning that unduly constricting and simplifying emotions will result in the same complexities that experiments in the field of intelligence face, such as the belief that "intelligence is what intelligence tests measure". Far bigger value can be received from research into emotions and emotional intelligence, by applying research findings to acquire a greater understanding of them, particularly in terms of skills that can be assigned to daily use.

Emotions are viewed as comprising two components: a physiological component which leads to distinctive physical responses to emotions, and a cognitive component that implies the interpretation of emotions. Classical philosophers such as Plato looked at emotions as disorganized and troubling to mental activity. Rationalistic values linger in today's cultural beliefs and values, affecting social norms, habits and the way in which we communicate and understand emotions (Mortazavi et al., 2010).

At present there is a restricted understanding of the neural base of other emotions such as happiness or contentment, as well as the type of conscious experience of emotions. Although the results of scientific research into emotions will help in the exploration of emotions and similar factors such as self, personality, and social behaviour that have been historically disregarded by cognitive science, there is still a restricted understanding of the relationship among conscious feelings and emotions, as well as how cognitive-emotional interactions are conducted (Yoke & Panatik, 2016).

The ability to handle and control emotions is significant in all jobs but it is most crucial in jobs that imply high levels of interaction with co-workers, customers, or clients. Businesses demanding a service role generally expect employees to convey specific emotions in detailed ways when dealing with customers. Examples of such jobs include flight attendants, hairdressers, fast food workers, call centre operators, debt collectors, and funeral directors. Emotion management in these roles demands showing a mixture of pleasant, neutral, and even externally embarrassing emotions depending on the situation. Ideally, employers require that employees follow the organization's

implicit or expressed emotional display rules. The showing of emotion in return for a wage has been termed emotional labour. Furthermore, the two primary ways in which employees can handle and control their emotional expressions are surface acting and deep acting. Surface acting involves employees expressing the emotions required by the job without really feeling those emotions. For example, an employee may show a smile for a customer and hide his or her real feelings. However, surface acting does not always seem authentic and the variance between what employees express and really feel may lead the employees to feel estranged. In contrast, deep acting involves employees seeking to feel the emotions that they have to express. This method of emotion management needs a lot of effort and many attempts but, in comparison to surface acting, it can result in a better service performance and higher job satisfaction (Gunu & Oladepo, 2014).

2.8 SURVEY OF EMOTIONAL INTELLIGENCE CONCEPT AND THEORIES

The studies of emotional intelligence have its root in the work of Darwin, where he insisted that our emotions and physical reactions are essential for our survival, and much of the recent work on emotional intelligence is based on the basics provided by Gardner, since he referred to emotional intelligence as interpersonal intelligence. Then other writers built on this foundation (Gondal & Husain, 2013). It was declared that emotional intelligence includes various dimensions, such as self-awareness, self-regulation, motivation, empathy, and social skills. In more detail, if managers (and people in general), enjoy high level of self-awareness, it will allow them to show more self-confidence and attract juniors. Additionally, when utilizing self-regulation, managers can understand other employee's needs. In the cases where managers are balanced, self-motivated, optimistic and highly-spirited, they can better support other employees and play a bigger role in motivating them (Almazrouei, Dahalan, & Faiz, 2015).

Emotional intelligence was defined by Mohan & Sudarsan (2014) as the ability of people to monitor, understand, use and change emotions in self and others. In addition to that, emotional intelligence is regarded as a new approach in psychology and management. It includes the accurate understanding of the emotions of oneself and the emotional states of others, along with evaluating individuals by their emotions and feelings.

According to Yoke & Panatik (2016), emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth. Ngirande & Timothy (2014) defined emotional intelligence as a set of non-cognitive abilities, with five areas of skills which, according to him, enables a person to effectively deal with environmental demands. These include intrapersonal skills (this again means to understand ourselves), interpersonal skills (this relates to one's ability to identify, understand and be aware of others' emotion), adaptability (which relates to solving problems, testing the reality, and flexibility), stress management (which relates to how to cope with emotional and psychological disturbances), and one's general mood in adapting to changes and dealing with troubles in social life. Bar-on hypothesized that a person's emotional intelligence can be learned and develops over time. Also, Lazovic (2012) defined emotional intelligence as a human ability to deal positively with him/her and with others, so to achieve the largest amount of happiness for himself and for those around him. Goleman said that humans are composed of mental intelligence and emotional intelligence. It was pointed out by Bipath (2007) that the concepts of emotional intelligence, as well as organizational culture, have occupied a huge area of interest recently. These notions could be significant elements in the achievement of success, especially when regarding the positive potential, as well as prospective aspects, in the overall level of performance for any well-organized body. What has made these related trends complicated and sensitive issues is that the leadership is getting involved in all areas of work. This term is essential for the leader's requirements in order to embody the major organizational modern concepts of emotional managers, cultural behaviours, and others. Emotional intelligence is considered to be crucial, as well as vital, for the core of leadership in an organization's structure of successful performance.

In addition, emotional intelligence is "good old street smarts", which involves realizing when to share sensible information with co-workers, laughing at the boss's jokes, or speaking up in a meeting. In a more scientific view, emotional intelligence can be defined as an array of non-cognitive skills, capabilities, and competencies that shape a person's ability to deal with environmental requirements and pressures (Gunu & Oladepo, 2014).

Skill building in the arena of emotional intelligence has lifelong effects. The urgency of parents and instructors to offer these skills is a reaction to raised levels of

interpersonal discord beginning in the former classes, such as low self-esteem, early drug and alcohol use, and depression in young children. In corporations, its inclusion in training departments assists employees to collaborate better, enhances motivation, raises productivity, and enhances profits ((Mortazavi et al., 2010).

Furthermore, the more emotions are incorporated into daily life, the greater a person's own emotional intelligence. Some requirements to raising emotional intelligence in a person's life include; a desire to change, self-reflection (if a person does not know what is going on inside him/herself, he/she is unlikely to know what is going on inside of others), hearing one's internal script playing increasingly, building up emotional control, exercising empathy and active listening skills, and validating the emotions of others. Emotions affect all things people do. In the work area, emotions can guide a team to comradely and enhance productivity. On the other hand, emotions can also be destructive. Not surprisingly, it is an individual's emotional intelligence that prescribes interpersonal relationships (Sukumaran & Sivelingam, 2012)

One costly issue of the unforgiving requirements on leaders' time is their tendency to turn away from emotional issues, to keep as closely as possible to the region of facts and understanding, and to value only the things that can be governed, analysed, defined, dealt with, controlled, and contained. Emotions appear "leaky". As they can get people riled up and frustrated. A lot of managers want to keep emotions out of a situation and cope with things in a rational way. Yet, research has indicated that emotions, properly controlled, can gain trust, loyalty and commitment. They can also drive many of the greatest productivity values, innovations, and achievements of individuals, teams and organizations (Oyewunmi, Oyewunmi, Ojo & Oludayo, 2015).

What could be concluded from the above definitions is that emotional intelligence is a person's ability to intelligently deal with his emotions and the emotions of others.

2.9 BACKGROUND ON EMOTIONAL INTELLIGENCE HISTORY AND THEORIES

Throughout this section, the emotional intelligence concept will be studied in detail. This will be achieved by going through the historical background of this concept and the development of its theories. The historical perspective of emotional intelligence, as well as its importance, will then be followed by a list of the most appropriate tools of emotional intelligence. This will be explored briefly, and then the components or

dimensions of emotional intelligence will be discussed to arrive at a construction and investigation of the study model.

Various theories have been developed over the years on the topic of emotional intelligence. This section seeks to outline the development and progress of these various theories, as well as some of the measuring instruments that have been developed as a result of these theories.

Another thing shown by previous studies on emotional intelligence development is that the concept of emotional intelligence is not a new one. Aristotle was the first person to mention the importance of emotions in human interaction. As Aristotle put it, those who possess the rare skill to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way are at an advantage in any domain of life (Antoniadou, 2013).

But maybe the first actual theory of emotional intelligence derived from the writings of Thorndike, who thought that there were various kinds of intelligence. He called the type of intelligence that is assessed using IQ tests, abstraction intelligence. The kind of intelligence that is applied in understanding and controlling aims and forms, Thorndike named mechanical intelligence. The third type of intelligence that Thorndike identified was social intelligence. He defined it as “the ability to understand and relate to people”. This third type of intelligence is what is today defined as emotional intelligence (Kurose, 2013).

The study arranged by Kurose (2013) on social intelligence is one of the studies that show deviation in results. Measures that are not covered by IQ tests were viewed by the researcher Jorfi et al. (2010), with his study advising that there were seven kinds of intelligence. Although Jorfi *et al.*, did not relate to emotional intelligence as such, many researchers have applied the reference to intrapersonal and interpersonal intelligence as a foundation in developing later models of emotional intelligence. Gryn (2010) construct cited the concept that people have the ability to acknowledge and realize their emotions, as well as other individuals’ emotions and intentions, which are considered to direct one’s behaviour. This was, formulated the idea of multiple intelligences, which were clearly, unlike IQ (Ahangar, 2012).

The term “emotional intelligence” was however first coined in 1990 by two scientists, Peter Salovey & John Mayer. Mayer & Salovey created broad and comprehensive trials in order to institute emotional intelligence as a genuine intelligence, based on the concept and definition of intelligence. The work that was done

by Mayer & Salovey recommended that intellectual and emotional intelligence were two distinct constructs and that they used different parts of the brain. This staff of researchers managed to formulate a norm-tested EQ (AlMazrouei et al., 2015).

2.9.1 Historical Background of Emotional Intelligence

The roots of emotional intelligence (EI) can be traced back to the concept of “social intelligence,” coined by Thorndike in 1920 that refer to the ability to understand and manage people, and to act wisely in people relations. Its proximal roots lie in Gardner’s work on multiple intelligences and, more specifically, in his concepts of intra personal and interpersonal intelligence (Siddiqui & Hassan, 2013). According to Rahman et al. (2012) “interpersonal intelligence denotes a person’s capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others”. By contrast, “intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself—including one’s own desires, fears, and capacities and to use such information effectively in regulating one’s own life”.

Theoretical accounts were soon followed by attempts to devise measures to assess the new construct. The process of test construction, however, did not consider the fundamental psychometric distinction between measures of typical and maximum performance (Kiyani *et al.*, 2013). Consequently, some measures were based on self-reporting, whereas others attempted to develop items that can be responded to correctly or incorrectly (Shiple *et al.*, 2010).

Chan *et al.*, (2015) noted this was problematic because different measurement approaches would almost certainly produce different results, even if the Wiley-underlying model being operationalized is one and the same. It has since been demonstrated, in each and every empirical study investigating this issue, that the various methodologies used in the measurement of EI do not converge, and that it is imperative to draw a distinction between typical and maximal performance measurement in the field.

2.9.2 Historical Perspective of Emotional Intelligence

Danquah (2014) viewed intelligence as an effect instead of a cause and thought that measurement of general intelligence is not adequate. They believed that non-intellectual factors, such as personality, affect the development of an individual’s intelligence as well.

Furthermore, Gunu & Oladepo (2014) formulated social intelligence and referred to two kinds of personal intelligences, interpersonal and intrapersonal. This qualitative study suggested that one can get over inadequacies in emotional functioning and regulation by demonstrating effectiveness in the face of fear or hope.

In addition, Bar-On produced the term “EQ” (“Emotional Quotient”) and reported his approach to appraise emotional and social competence. Bar-On created the Emotional Quotient Inventory (EQ-i), which is the first trial of emotional intelligence. Mayer & Salovey issued their article, “Emotional Intelligence,” in the journal *Imagination, Cognition and Personality*. Also, Goleman brought emotional intelligence to the mainstream. Goleman critiqued the work of John Mayer and Peter Salovey and formulated his own model of emotional intelligence (Gondal & Husain, 2013).

2.10 THE IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotions have strong effect on everything that people do. Emotions can also contribute in enhancing morale between employees, but on the other hand, emotions can also be destructive. Negative emotions such as fear, anxiety, anger, and hostility that use up much of the individual’s energy and lower morale, this can consequently result in absence and apathy (Mohan & Sudarsan, 2014). According to Palmer & Gignac (2012), an individual’s emotional intelligence can prescribe interpersonal relationships .

Despite this, many managers in the workplace would rather move away from coping with emotional issues. A research by Lazovic (2012) showed that emotions can be managed properly and facilitate effective outcomes. Also, revealed that careful management of emotions can cause trust, loyalty and commitment, as well as increase productivity, innovation and accomplishment in the individual, team and organizational sphere.

The emotional intelligence is crucial for effective leadership. It is thought that even if an individual has the best training in the world and a “high intelligence” level, in the absence of emotional intelligence, the individual will still not act as a good leader. It should be noted that despite the fact that the Intelligence Quotient (IQ) and emotional intelligence are two separate constructs, they do work cooperatively. As such, there are two core suggestions that can be put forward, namely that (Ahuja, 2015):

1. A combination of IQ and emotional intelligence explains more variation in outcome criteria than IQ alone.

2. A certain IQ threshold is necessary before the combination with emotional intelligence leads to differentiated success in outcomes.

There is an emergent view that emotional intelligence can be viewed to be more significant than traditional constructions of IQ. Studies carried out by Goleman showed that emotional intelligence is more crucial at all levels in the workplace than proficient skills and IQ (Ahuja, 2015).

Despite all the above studies, it is worth mentioning that there is little research on performance in an organizational setting, but what has been conducted provides strong evidence of the influence of emotional intelligence on success and performance in the organizational setting. Gryn (2010) offered confirmation on the power of emotional intelligence to distinguish between high and intermediate performers in the workplace.

There has been an increase in the exploration of emotional intelligence and its possible gains for both the individual and the organization. Shahhosseini et al. (2012) mentioned that there has been an emergence in the concern given to emotions. This is due to the growing excitement and change that occurs in the organizational context, and that these changes are often linked with emotions. It is for this reason that it is getting gradually more crucial to explore emotions and emotional intelligence in the workplace.

2.11 MEASURING EI

Separate changes in every single one of the four processes. For example, a number of persons are more precise in firstly observing, where every single one in this story might be feeling, recognizing their feelings from faces and postures. Like every single differences, emotions can be measured, and had capability of the four branch approach of EI can be operationalized officially such as a group of to-be-solved problems, and the response of persons who take the tests, may be proved in contradiction of the measure of accuracy. On other hand, there are a several numbers of capability -based gradations of emotional perception, emotional classification and explaining (Osisioma *et al.*, 2016).

However, one of the most popular test used to measure that areas is the Mayer Salovey-Caruso Emotional Intelligence Test (MSCEIT), this test contain eight tasks, two for each of the four branches of EI model (for instance, Perceiving Emotions is measured through participants' identification of emotions in managing emotions therefore, in aim to achieve specific goals of understanding emotions, emotional

language, and the signals stated through feelings by emotions to facilitate thinking observing emotions precisely in oneself and others Observe. Individually division explains groups of abilities which set up the general emotional intelligence. Every division has its individual evolving trajectory, proceeding from relatively easy skills to more complex ones. For instance, Observing Emotions characteristically begins with the capability to observe simple emotions in faces and voice tones level and can growth to the precise observation of emotional mixtures and to the recognition of emotional micro expressions in the face.

Faces' expressions in one task, and in photographs and artwork, in another, such as another example, one of the Understanding Emotions tasks employs items such as the following to gauge the capacity to reason with emotions: What feeling, when intensified and coupled with a sense of injustice, is most likely to lead a person to experience anger?, (a) Frustration, (b) guilt, (c) melancholy, and (d) fatigue.

Responses on the MSCEIT were scored with respect to their degree of correctness, as determined by their correspondence with the answers provided by a group of emotions experts (i.e., emotion researchers) or a normative sample of the general population. The best answer to the sample question above is “(a) frustration” because, intensified, it leads to anger. This approach to score is somewhat similar to which used for certain subtests of classic intelligence tests such as Comprehension on the Wechsler Adult Intelligence Scale (Jorfi *et al.*, 2010). Criticisms of this scoring procedure also have been raised and are discussed in the next section.

Other approaches to define and measure EI ask test takers their self-reported beliefs about their emotional intelligence. Self-report measures of EI may include items such as, “I’m in touch with my emotions,” or “I am a sensitive person”. However, self-reports of ability and actual ability are only minimally correlated in the realm of intelligence research (e.g., $r = .20$ or 4%). Self-report measures of intelligence are important because people often act on their beliefs about their abilities as opposed to their actual abilities. Yet, in the realm of intelligence, self-report measures that are easily faked and influenced by self-concept, fail to measure one’s natural ability to perform a given task, whether that task involves verbal, spatial, or emotional knowledge (Jorfi *et al.*, 2010, Shahhosseini *et al.* 2012).

2.12 EMOTIONAL INTELLIGENCE AT THE WORKPLACE

Emotional intelligence plays a critical role in the workplace. During the 25 years of research about factors that lead to success in the workplace, studies have revealed that emotional intelligence was one of these factors (Vratskikh *et al.*, 2016).

Emotions comprise critical information that assists managers and employees “to be better at what they do” (Jorfi *et al.*, 2010). It is worth mentioning that analyses of studies of roughly 500 organizations worldwide pointed to the importance of controlling and considering emotions. Additionally, Goleman suggested that emotional intelligence is paramount to excellence in any job or role. Goleman pointed that those with the highest EQ measures advance to the peak of the organizations and become leaders. Another significant finding from these studies is about star employees. Star employees own more EQ than other employees. Interestingly, EQ is weighted twice as much as technical and analytic skills for these employees. Different jobs call for different types of EQ. For example, success in sales requires the empathic ability to distinguish the mood of the customer and the interpersonal skill to determine when to pitch a product and when to stay quiet. By comparison, success in painting or professional tennis demands a more individual form of self-discipline and motivation. Thus, EQ involves just about everything one does at work (Khalili, 2011).

Other studies on the workplace are concerned with whether there is a difference between men and women in term of emotional intelligence Naghavi & Redzuan, (2011) said that “men and women seem equally able to raise their emotional intelligence”. In a study by Stein, 4,500 men and 3,200 women were assessed for their EQ. The study found that women achieved higher score than men on empathy and social responsibility, while men scored higher than women on stress tolerance and self-confidence. It concluded by saying that women and men are equally intelligent emotionally, but they are strong in different areas. Another consideration in EQ acquisition was age. Studies showed that, “maturity acts as an advantage; it might be slightly harder to ‘teach young dogs new tricks,’”. Furthermore, Salmanipour & Mami (2013) compared several hundred adults and adolescents in their study, and found that EQ increases with age, with a peak occurring in the forties. Thus, EQ in the workplace can mean many things. This shows that teaching EQ-related skills to students will improve their quality of life, both at present and in the future, when they go to the workplace. On the other hand, schools are also workplaces for teachers. Success in teaching students depends “on the skill and sensitivity of the teacher who gives it up in the classroom, and supports it and

reinforces it". However, these skills have much to do with the EQ of the teachers, which, in turn, is determined by the climate of the school, which is affected by the EQ of the principal. Similar levels of interaction relating to EQ can be discovered in other organizations as well (Jorfi et al., 2010).

Another study by Yusof *et al.*, (2014) mentioned that a team leader's EI positively influences team emotional competence levels; there was a positive correlation between emotionally skilled teams and performance. This point further extends the knowledge base in relation to emotions in teams. These research results argued that despite the team leader's EI level possibly positively affecting team performance, it is the team members who expect development of EI skills for team success. Yusof *et al* claimed that "the most effective teams are emotionally intelligent ones". Having some group members who are emotionally intelligent will not result in "an emotionally intelligent team"; it is important to have team norms that build the team members' abilities to "respond constructively in emotionally uncomfortable situations".

An emotionally intelligent team leader alone will not deliver an emotionally intelligent team. Thus, the findings of Goleman (2002), and later research already discussed, unite in declaring the need for EI skills for all team members, and not only the leader. Goleman formulated a model for group-level EI. His research has furnished an appreciable insight into the ways in which group behavioural norms impress upon the group's performance, and these have been called emotionally competent group norms. As described by Goleman, personal competency is required from the person to be aware of their emotions and then regulate them. Social competence involves an "awareness and regulation of others' emotions", an important skill when working in groups. Within groups, this means attending to another level of awareness and regulation. A group must be aware of its members' emotions, its own group's emotions, "and the emotions of other groups and individuals outside its limits". Moreover, team effectiveness, with group EI, is strengthened by trust, identity and efficacy; leading to raised participation, cooperation and collaboration. It also leads to better decisions, more creative and original resolutions to problems, and overall higher productivity. EI skills are required for this desired outcome to be attained. Therefore the question of whether EI abilities can be formulated and developed will be discussed later on.

Moreover, Di Fabio & Kenny (2016) confirmed that employers contribute mainly in modelling emotion management in the work environment. Furthermore, Elnaga & Imran (2013) posited that this management plays a main role not only in job

satisfaction and employees performance, but also in all work activities. According to, Naseer *et al.* (2011) the employee's feelings and expressions influence not only their performance, but also the performance of others. Consequently, applying emotion management effectively is very useful for both employers and employees. Emotional intelligence is therefore considered to be an effective method for managers and employees to own and use in managing emotions, as managers and employees with a good ability to control and manage their emotions effectively will have more chance to succeed and innovate in their job (Moghadam *et al.*, 2010)

Shahhosseini *et al.* (2012) added that managers should apply effective emotions at the workplace and it should be considered by managers as a fundamental component in their responsibilities. For example, positive emotions such as enthusiasm may encourage employees to offer better customer service. From the other side, negative emotions, for example anxiety, could distract employees to concentrate on their tasks. Consequently, Brackett *et al.* (2011) said emotions in organizations may be beneficial, based on the way they're expressed. Moreover, emotions impact everyone in the organization, as well as lead to team camaraderie and increased productivity. In addition to that, emotions can prove destructive (Suehs, 2015).

2.13 TRUST AND EMOTIONAL INTELLIGENCE

Yildiz & Öncer (2012) declared the Trust in a leader as "the willingness of a subordinate to be vulnerable to the actions of his or her supervisor whose behaviours and actions cannot be controlled, and whose responsibility is to communicate to them the goals and policies determined by top management". Moreover this opinion of trust depends on the nature of the manger and proposes that employees create implications about the leader's character, like reliability and use these to decide their level of trust in their mangers. This proportion of trust in management exposed the helplessness of the employee to the influence of the management in classified relationship, as well as trust by the employee to change their opinions of the nature of the organizational management. Gordon *et al.* (2014) stated that it is significant that manager's behaviours in methods that create the followers' beliefs related to their mangers' responsibility, and establish their interactive and emotional trust towards the leader.

On other hand, Gryn (2010) debated that reliable and reasonable management may increase the employee's faith in their mangers. The degree of an employee's trust based on the procedures of understanding and sharing evidence of trustworthiness,

which depends in turn on the opportunities available for interaction and then evaluation. The study showed that this interaction and evaluation is a continuing process, where the success or failure to achieve expected outcomes and new information about the capabilities of management leads to a re-evaluation of the risks that were taken and the re-assessment of the willingness of the employee to trust the leaders (Gordon et al., 2014). Yildiz & Öncer (2012) support this argument and claim that where an employee makes a judgement that they will trust a supervisor and the supervisor reciprocates, and then there will be a flow through to trust in the leader.

Overall, the job performance of the manufacturing sector in Jeddah is much less than what is expected or recommended. Employees assumed that supervisors make either positive or negative evaluations of them and of the value of their contribution to the organization. Men (2010) claimed that a leader's behaviour leads employees to feel more or less supported by the leader and that perceptions of strong support seem to influence the amount of creative work. High levels of leader support are important for creativity because this influences an employee's sense of ownership and competence in the work, which leads to deeper, more motivated involvement in the work.

The level of expectations that are placed on an employee by their supervisor will also affect how they view the supervisor (Jorfi et al., 2010). If a leader has high expectations of an employee, the employee may in fact be given more feedback, more training and more challenging jobs. Similarly, they argued that a good quality supervisor-employee exchange often results in an increase in discretionary rewards, extra resources, and more career advice or training as a result of the leader attributing the employee's good behaviour to their internal qualities, and poor behaviour to forces external to them.

According to Osa, & Amos (2010), assertion that the level of organizational commitment by staffs will be encouragingly associated with their trust that leaders are truthful. Moreover, Gordon et al. (2014) declared that employees will feel protected involving in behaviour which is as putting them at danger (e.g. distributing sensitive data) benevolence and capability when employee suppose that management will perform with reliability. Yusof et al. (2010) provision this by reasoning that the absence of trust in a manager will create a distraction from engaging in high work performance. On the other hand observed administrative support, practical justice and distributive justice are all important prognosticators of the degree of trust in companies.

Thus, it appears that trust is building block and very important part of emotional intelligence where its force and support this concept to success.

2.14 MODELS OF EMOTIONAL INTELLIGENCE

According to Akhtar et al. (2015), two distinct conceptualization models of EI currently mark the frameworks for empirical and psychometric research. They were described as “EI-as-ability” and “EI-as-personality”.

According to (Kelton, 2015) the EI was a type of mental ability and insisted that his ability model concentrates on the interplay of emotion and intelligence as traditionally defined. The EI as personality conceptualization is conceived as a blended model, which draws a compound constructs of intelligence that admits mental abilities, and other tendencies and attributes. Moreover, the ability model of EI as mostly a unitary concept, sub divisible into four levels of branches. It starts with the first branch, perception and construction of emotion, which requires depicting and conveying emotions in one’s self and in other people. The second branch, absorbing emotion in thought, involves using emotions to amend thought. Branch three, understanding and studying emotion, implies using ideas to process emotions. The last branch, reflective regulation of emotion, is interested in emotional self-management and the management of emotions in other people. According to this model, EI begins with the first branch since only if one has good emotional perception in the first place can one make use of mood changes and understand emotions. And only with such understanding will one have the breadth of knowledge necessary to manage and deal with feelings.

2.14.1 Trait Emotional Intelligence Model

Generally, the “trait emotional intelligence model” is interested in a configuration of emotional self-perceptions located at the lower levels of personality hierarchies (Platsidou, 2013).

A substitute phrase to describe the construct is trait emotional self-efficacy. Simply put, trait EI bears on people’s perceptions of their own emotional abilities. Trait EI theory provides an operationalization that realizes the inherent subjectivity of emotional experience (Wood, 2015).

The trait EI label represents the concept that the diverse notions that have been discussed in the literature under the descriptions “emotional intelligence” or “EQ” (Wood, 2015, Van der Nest, 2010) constantly identified replacements of charismatic traits, such as empathy, emotional expression, adaptability, and self-control these are

psychometrically (unrelated) to mental ability. Trait EI theory provides a way to redefine the latter models in order to connect them, and the measurements based on them, to scientific theories of psychology.

2.14.2 Trait Model versus an Ability of Emotional Intelligence Model

Trait EI is defined as a constellation of self-perceptions located at the lower levels of personality hierarchies (Thor, 2012), whereas ability EI is defined as “ the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mischung et al., 2015).

Correlations within measures of trait EI and ability EI are constantly low, thereby supporting the expressed differentiation between them (Smollan, & Parry, 2011). The former belongs among the realm of personality, whereas the latter (theoretically, if not empirically) belongs to the area of cognitive ability.

Devonish & Greenidge (2010) remarked that the differentiation between trait EI and ability EI is currently standard in the scientific literature, which helps in coordinating the development and the aggregation of knowledge in this area. Research that does not regard the differentiation does, of course, exist, and there have also been cases where the distinction was recognized, but explicitly misconceived. For example, one could study a trait EI questionnaire as a measure of ability EI, therefore, undermining the interpretation of their data. In any case, it is currently generally recognized that trait EI and ability EI are different constructs. Their literatures are growing independently, and it is assumed that the operationalization of one does not have significance for the operationalization of the other.

2.16 COMPONENTS OF EMOTIONAL INTELLIGENCE

Singh (2010) suggested that emotional intelligence has four branches. The first branch is in the perception and expression of emotions. This is supposed to be the most important component of emotional intelligence, because it is crucial to self-understanding. It requires the ability to perceive the emotions of one’s self and of others, as well as in objects and other stimuli. It also involves the ability to phrase emotions specifically, and the ability to differentiate between good and bad emotions, or fake and honest ones. The second branch is the use of emotion to facilitate thinking. This is the ability to use emotions to express feelings, and to ensure that important thoughts take precedence in one’s mind. It also contains the ability to take advantage of mood

fluctuations to see multiple points of view. The third branch is to understand emotional meanings. This includes the ability to understand any emotional information and how a person analyses emotions. It also includes the ability to create a relationship between emotions and words. This understanding may help someone appreciate what kind of thoughts is included in emotions, as well as give them the means to grasp complex emotions. The fourth branch involves managing emotions. This means the ability to be open to positive and negative feelings, the ability to understand emotions without exaggeration or underestimating them, and the ability to observe and reflect emotions. One can also look at how individuals change their emotions, so as to strengthen personal understanding.

In contrast to Bandstra (2013), four clusters of general abilities (self-awareness, social awareness, self-management, and relationship management), According to Singh (2010) the Bar-On's framework is comprised of five distinguished arenas: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood. Both models reflected the basics demonstrated multiple intelligence theory. Both of Bar-On, and Goleman's models are categorized as blended models of emotional intelligence. These mixed-model approaches were personality-based frameworks that took into account an extensive range of skills and traits related to emotions. The blended models "include not just emotional abilities, but also abilities that emotions and management of emotions can alleviate".

Gryn (2010) referred to these mixed models as "non-intelligence" approaches based on traits such as assertiveness, socio-emotional traits, and emotional competencies. Caruso argued that these models were based on personality and dispositional traits, rather than aspects of true intelligence. Moreover, he proposed that the term emotional intelligence "be reserved for intelligence or ability-based models".

Emerging from a developmental mode of intelligence, ability models defined emotional intelligence as a form of intelligence encompassing emotion-related abilities. At the forefront of emotional intelligence ability models, is the work of Mayer & Salovey. Their model was based on the assumption that thought and emotion "worked together in adaptive ways. The model of Mayer & Salovey is intelligence based model, and is related to other standard intelligences (Gryn, 2010).

In contrast to the detailed lists of emotional competencies described by the mixed-models, the Mayer & Salovey ability model described four emotional abilities. Daily emotions going through individuals, leaders or subordinates are inextricably

bound up with other people in social worlds, with one of the most powerful of those being the work context. With the emphasis on accountability and performance, it seems appropriate for the purpose of this study to use a performance-based assessment of emotional intelligence to determine a leader's emotional competence within the context of his or her work environment (Oyewunmi et al., 2015).

Bar-on (2006) in his model outlined five components of emotional intelligence, which are as follow: intrapersonal, interpersonal, adaptability, stress management, and general mood components. The model of trait emotional intelligence when compared to ability emotional intelligence shows that trait emotional intelligence is measured through a self-report questionnaire, while ability emotional intelligence is measured by a test of best performance (Nchorbuno, 2011), Mixed and ability models of EI is another example of different measurements competing to measure emotional abilities and other personality traits (Bandstra, 2013). On the other hand, Bandstra (2013) adapted five dimensions of emotional intelligence:

1. Self-awareness: the ability to recognize and understand your moods and emotions, their strength and weaknesses, and know what you can about your feelings.
2. Self-regulation: the ability to control and direct your internal states, impulses and resources.
3. Motivation: ability to set your own goals, to set steps to achieve said goals, to stand up despite failure and to continue in your task and complete it.
4. Empathy: the ability to understand the feelings of others from their perspective and to help them to get out of negative emotions.
5. Social skills: the ability to conduct a friendship, to maintain a good relationship with others, and to interact with different peoples.

This research will take Goleman's five dimensions as a model of emotional intelligence components, according to its appropriateness to the work area environment, and availability, and because most of the previous studies have adopted the same variables.

The model of the study is divided into two main part: depended and independent variables, independent variables is emotional intelligence that includes; according to (Nchorbuno, 2011; Atiyeh & Nahid, 2013): Emotional intelligence: Self-regulations Self-awareness Motivation Empathy Social Skills, while dependent variables is employee's performance. This is related to the ability of individual's to understand the

deep of their emotions and can express those emotions naturally. Individuals who have great ability in this area will identify and acknowledge their emotions properly before most people. Others' emotional appraisal is assessment and recognition of emotions in others. This is related to the people's ability to see and understand the emotions of those around them. People that have this ability will be more sensitive to the feelings and emotions of others and read their minds. Regulation of emotion is an emotion in self-regulation. And this is about the ability of people to manage their emotions. Then, it also will allow a more rapid recovery from psychological distress. Use of emotion is the use of emotion to facilitate performance. This ability is related to the ability of individuals to use their emotions by directing them towards constructive activities and personal performance.

2.16.1 Self-Awareness

Self-awareness is defined in the literature as one's ability to observe oneself and accurately compare people's behaviour with the standard (Singh, 2010). Atwater & Singh (2010) found that people with self-awareness had higher levels of organizational commitment, job satisfaction, and more effectiveness than others with low levels of self-awareness. People can be categorized into three groups; over estimator, under estimator, and disagreement, according to Rahman et al. (2012) Understanding oneself means knowing how to choose from alternatives. A self-aware person should also be able to anticipate their own behaviour and response to high levels of routine work, and anticipate their own behaviour and feelings in a particular situation. Self-awareness means fewer shocks when unexpected situations occur, and means to know one's own strength and weaknesses. Self-awareness includes three competencies; emotional awareness (which means admission of one's emotions and their effects), accurate self-assessment (requiring that one be conscious of their strength and weaknesses), and self-confidence (which includes knowing self-worth and efficiency) (Rahman et al., 2012).

The definition of self-awareness provided by Gunu & Oladepo (2014) may be viewed as adequate for use in studies regarding EI, although it is unlikely that this would serve studies needing non-emotional forms of intelligence, such as mathematical, verbal, deductive and inductive ways of reasoning. These are crucial abilities in leadership, as the leader of an organization may demand the realization of constructs of different corporate functions, strategic and technological environments, the attainment of competitive advantage and the construction of culture (Singh, 2010).

People with precise self-awareness are aware of their competencies, which primarily include self-confidence, self-assessment and emotion handling. Accordingly, they seek out feedback and learning from their errors, and acknowledge when it is necessary to change and when to work with others who have complementary forces.. Self-awareness causes self-confidence competence. The level of self-confidence was in fact a harder forecaster of performance than the degree of skill. In a sixty year study of more than one thousand high-IQ men and women, covered from early childhood to retirement, those who owned self-confidence throughout their early years were most successful in their vocations (Gondal, & Husain, 2013).

2.16.2 Self-Regulation

Self-regulation refers to the management of an individual's inner state, resources, abilities, and preferences. It includes six competencies, the first of which is emotional self-control. This means the ability to monitor and organize an individual's emotional states and emotional stimulus, and the ability to think before doing things. The second competency is transparency which means operating in a way that others can see the way things are performed and keeping integrity. The third competency is adaptability, which means an ability to deal with new changes in a flexible way. The fourth competency is optimism, which means the ability to expect the best, despite barriers, to proceed. The fifth competency is initiative, which means leading actions and having a readiness to exploit opportunity. The sixth competency is achievement orientation, which involves having the ability to meet standards or exceed them, and to be comfortable with ambiguous conditions. A person with this competency would ask for advice when it is needed, and achieve goals (Gondal, & Husain, 2013). Self-regulation is also the act of taking responsibility for our emotions and how they will affect the decision making process; it helps us to build relationships. To develop ability in self-regulation, individuals must know their values, and be accountable for their actions.

It also assists in self-governing, by handling one's own values, impulses, resources and disciplines. It is a continuous process, which instantly impacts the performance of employees. When confronting hard job stress, a feel of control over one's own beliefs promotes management of anger and depression in the work place (Rahman et al., 2012) which behaves as a strong instrument for better performance. Managers and administrators tackle their personal needs and values in the service of the company's goals, which alters them into becoming a star performer.

Precise self-management produces trustworthiness, which allows others to acknowledge one's values and principles. Trustworthy employees are forthright about their blunders and would confront others about their lapses. A lack of this quality acts to derail one's career, due to a less-than-satisfactory performance in the work place (Gondal, & Husain, 2013).

Being conscientious involves being self-regulated in attending to several duties which produces a superior performance, right from the bottom to the peak. One of the most important competencies of self-management is adaptability. Superior performers prove this competency in the work place and create immense outcomes (Rahman et al., 2012). Self-management produces emotional resilience, which encourages employees to think "outside the box". Businesses with sovereign and flexible roles and regulations create a platform for innovation, which leads to the effective operation of employees (Rahman et al., 2012).

Employees continue managing themselves according to their achievements as well. Outstanding and average performers can be set apart based on their accomplishments (Gondal, & Husain, 2013). Being active and affirmative in the work place causes greater achievement, which finally leads to outstanding performance (Rahman et al., 2012).

The process of realizing the role of self-regulation in a learning context is increasingly crucial as the nature of training develops. Over time, work has become increasingly more complex and knowledge-centric, requiring employees to conform to changing job demands. Moreover, employees are frequently afforded control over which training courses they enter in, and over the content, sequence, and pace of material in the training environment. Informal learning and peer output of training tools (e.g., Youtube, Wikipedia) are also getting more prevalent, increasing the requirement for employees to evaluate what they demand to experience and where they can get precise information. All of these changes are escalating the demands directed on employees and higher-education students to self-regulate their learning. As such, researchers are required to stop and test the current state of research on self-regulated learning, and what this agreement needs to acquire to accommodate how learning happens in the modern work and college environments (Gunu & Oladepo, 2014).

2.16.3 Motivation

Motivation was explored through previous studies and was found to contain the followings factors; the ability to exploit emotional factors in order to realize goals, being able to challenge difficulties, being able to finish tasks, the ability to be stable and motivated after failure, able to put small steps to achieve goals, and owning a sense of optimism (Rahman et al., 2012).

According to Rahman et al. (2012) , motivation is defined as motivating one self and being driven to achieve for the sake of achievement. Motivation in the work context also implies a commitment to the employee's organization and goals. There are two types of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is the when motivation comes from an individual internally without external stimulus, as he/she searches for solutions to problems because he/she enjoys the work. On the other side, extrinsic motivation is a motivation that comes from outside the individual, like when people do a job in order to get external stimulus, like rewards or a promotion (O'Boyle et al., 2011).

According to Kurose (2013) motivation is the complex set of forces starting and keeping a person at work in an organization. Motivation is something that puts the person to action, and supporting him to do a course of action already initiated. Motivation relates to the way an individual is enthused at work to compound his want and willingness to use his energy for the achievement of organizational objectives. It is something that moves a person into activity and lets him continue in the course of action enthusiastically.

According to Hawver & Story (2011) the roots of motivation were, in the early years of the 1900s, thought only to be monetary. Even so, it was found throughout the 20th century that to motivate employees, there are more factors than just money. In their view, employees' satisfaction with their job is a significant indicator for a good job performance, and happy employees with productivity. Motivation is a psychological factor and is improved by the workers' mental attitude and health. Therefore, in order to be motivated, it is necessary for a person to have certain essential needs satisfied. If these needs are missing, a person's self-esteem and self-actualization cannot grow. This could lead to lack of interest to advance and develop, both professionally and personally. There are various theories of human needs, which are the basis of motivation.

Maslow was the first person to use people's needs in motivation theory. Maslow acted with individuals having neurotic ailments and measured their hierarchy of needs in 1943. Maslow's theory on motivation has drawn the attention of management theorists. The hierarchies of needs according to Maslow are as follows; physiological needs, safety needs, love needs, esteem needs and self-actualization needs. These needs are ordered from the lower to the higher needs. Five needs rank in a hierarchical order from lowest to highest: physiological, safety, belonging, esteem, and self-actualization. An individual moves up the hierarchy, when a need is substantially realized (Tan & Waheed, 2011).

The five needs can be divided as follow (Hossain, & Hossain, 2012):

1. **Physiological Needs:** The basic physical needs for sustaining human life. For example food, water, sleep, medicine, education etc.
2. **Safety Needs:** To be free of physical danger and of the fear of losing a job, property, food or shelter and to protect against any emotional harm. To have a safe home, secure income, sufficient salary, benefits and medical insurance.
3. **Social Needs:** Because people are social beings, they need to belong and be accepted by others. They like to have family and friends. People try to satisfy their need for affection, acceptance and friendship through interaction and cooperation with co-workers and leaders.
4. **Esteem Needs:** To be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy, achievements and external esteem factors such as status, recognition and attention.
5. **Self-Actualization Needs:** means that self-fulfilment, namely, or the tendency for people to become actualized.

2.16.4 Social Skills

Social skills are the ability to interact and communicate verbally and nonverbally with others, listening to others and sending messages. They also require the ability to do well with groups, and to make friendships and seek to preserve them. Social skills are part of one's traditions and norms, as they include collaboration and cooperation with others to achieve goals. They also require that one be able to manage conflict by using negotiation in resolving disagreements, building networks, and the ability to interact differently in different situations (Siddiqui & Hassan, 2013).

Social skills are defined by Al Kahtani (2013) as a group of abilities that permit people to hold and maintain good relationships, as it allows a person to cope with a large community. In the emotional context, they can be defined as realizing and controlling our emotions, taking care of others, establishing good relationships, and resolving challenging situations in an ethical way.

On the other hand, social skills can be defined as the set of skills people employ to interact and communicate with one another. They are based on the social norms of our society and they inform us what attitudes and behaviours are debated as normal, acceptable and anticipated in a particular social situation (Patrick, 2008).

Singh (2010) outlined social skill as a complex ability that creates behaviours that will be positively strengthened, and not create behaviours that will be punished by others. According to Siddiqui & Hassan (2013), the definitions of children's social skills used in research are separated into three groups; peer acceptance, social behaviours, and social validity.

The third definition of social validity is the most comprehensive one, because it aggregates the first two definitions of peer acceptance and social behaviours. The social skills in the social validity definition are the child's behaviours in specific positions; these reflect the child's attitude toward acceptance by peers and adults, academic competence, self-conceptualization, and psychological adjustment. Social skills are divided and operationalized by five domains – approaches to learning, self-control, interpersonal skills, externalizing problem behaviour, and internalizing problem behaviour (Yoon Sung, 2009).

In other ways, many definitions depict social skills in terms of an interaction amongst individuals and their environment. Social skills imply that one ought to experience what is socially satisfactory from him/her in society and how he/she should behave in that manner. An empathic individual is socially aware about the emotions and concerns of others. At the work place, interaction with other people is vital, which demands that one be competent in empathy for better performance. A socially skilled individual could imagine him/herself in another's location and circumstances, and then agitate for appropriate actions in light of this. Managers of product growth teams use the ability to register others' needs to raise creation, which finally affords outstanding performance (Al Kahtani, 2013).

The ability to describe customer's needs and concerns and then cope with them is essential in service industries like telecom. Social attainments provide an important

role in building up service competency. The empathic scheme to employ service competence differentiates outstanding performers from intermediate ones. Superior performers, primarily in the service industry, have the ability to acknowledge the customer's point of view and employ suitable assertiveness to lead the customer towards a solution that best fulfils both the customer's and the company's/vendor's demand (Siddiqui & Hassan, 2013).

Socially skilled employees have the ability to understand the whole psyche of an organization and political realities in groups. This ability produces organizational awareness that increase networking and alignment building, which helps the individual to exert influence regardless of their professional role. To become an effective performer, social awareness is necessary at the organizational level in addition to the interpersonal one. Whole economy studies may offer an average against which to compare more detailed work, but they can destroy evidence, as well as disprove or express any relationship. It appears, then, that there are very good causes as to why it is hard to fully discover the link between skill and performance, and that those reasons are hardly a part of both. Skill may surely contribute to performance on the shop floor, but the performance of the organization as a whole is not the same as that of the shop-floor. Furthermore, not all enterprises are productively virtuous, competing on the number and quality of their products and depending on organic growth. Soft skills may be an inherent part of work but are difficult to measure and isolate, while assessments about these, and other types of skill, may be contaminated by prejudice (Yoon Sung, 2009).

Social skills promote positive interactions with others, and obviate or remove negative social interactions with others. There are many benefits of social interaction. For example, taking part in social activities could lead to many feelings, such as belonging, acceptance, and confidence. Social activities can help individuals make friends, feel good about one and do many things that one could not do alone, such as win a team sport or complete a major project. Social skills also let individuals express both positive and negative feelings in interpersonal situations without missing social reinforcement (Al Kahtani, 2013).

Al Kahtani (2013) list six important results of being socially skilled. The first worthy outcome is personal development and identity, as most people's identity is created out of their relationships with others. Social skills also tend to enhance "employability, productivity and career success", which are major skills required in the real world of work. The most significant skills, especially for higher paying jobs, are

getting others to collaborate, leading others, dealing with complex situations, and assisting people in their work-related problems. Quality of life is another positive result of social skills, as everybody demands good, close, intimate relationships in life. Physical health is created also through positive and supportive relationships.

2.16.5 Empathy

Empathy is defined as the ability to understand the emotions of others. Empathy can be shown in terms of pain, mercy, joy and excitement. It refers to treating others according to their feelings, it can be learned to gain tangible benefits for both parties, and it should be used by health care providers (AlMazrouei et al., 2015). Empathy as the ability of individuals to be aware of the emotions, needs and concerns of others, and to develop the people around you by sensing their possible development needs.

According to Keen (2007), empathy means to recognize the feelings and body language of others, the causes of these feelings, and to be able to participate in the emotional experience of the individual without becoming part of it. This means that empathy is regarded as the individual's ability to grasp their emotions on one side and sharing them on the other side.

Empathy is a construct that is critical to leadership. Although the ability to be empathic does not build one into a leader, various theories regarded the ability to have and show empathy as a critical part of leadership. For example, one view of transformational leadership is the ability of the leader to demonstrate individualized consideration to followers and to accurately distinguish emotion in others (Siddiqui & Hassan, 2013).

Another example is the growing research on authentic leadership, which emphasizes the ability of a leader to be aware both of him/her as well as the context. In addition to being applicable to specific leadership theories, empathy is central to the foundation of emotional intelligence (EI), that some have indicated is highly relevant to leadership (Al Kahtani, 2013).

Empathy was one of the significant factors in shaping relationships for several years. The CCL Centre for Creative Leadership researches and works with leaders, and has shown that the nature of leadership is shifting, placing a greater emphasis on building and maintaining relationships. Leaders today need to be more person-focused and be able to work with those not just in the next cubicle, but also with those in other buildings, or other countries. For example, past CCL research (such as the Changing Nature of Leadership or Leadership Gap or Leadership across Difference) showed that

leaders are currently required to lead people, cooperate with others, and be able to cross organizational and cultural limits. Crucially, they are also required to create shared direction, alignment and commitment within social groups with very different histories, perspectives, values, and cultures. It stands to reason that empathy could go a long way toward meeting these people-oriented managerial and leadership necessities (Kurose, 2013).

Theorists, psychotherapists, and psychologists have established the construct of empathy across the past few decades. While there are some differences in the conceptualization of empathy, researchers usually agree that empathy involves an individual's realizing of another person's experience or the sensing of other people's emotions (Rahman et al., 2012).

Other approach considers empathy as a set of four multidimensional constructs. Perspective taking is one dimension of empathy. It is related to the ability of people to cognitively identify with others. Fantasy is related to the trend of people that imagine themselves as fictitious characters in books, movies, and plays. Personal distress is related to the level of which people feel anxiousness, distress, and unease in intense interpersonal settings. Finally, empathic interest (EI) is related to the experience of sympathetic feelings or consideration for the misfortune of others. Of these four dimensions, fantasy does not focus on specifically helping others, and personal distress refers to a large set of situations that do not necessarily involve helping other people. Finally, the ability to describe cognitively and accept the point of view of other people does not inevitably have to do with the plight of others. So, it is possible for one to understand that someone else is feeling misfortune and to identify with that individual because of first-hand experience. Therefore, it is possible to identify with one another without feeling the emotional factor that theories highlight as a key to expressing empathic behaviour (Rahman et al., 2012).

2.17 EMPLOYEE PERFORMANCE

The field of emotional intelligence is described as self-responsiveness with high levels of maturity, awareness, and furthermore, as empathy. The investigations demonstrate that managers with leadership features should interact with their employees, as well as various staff members, in order to jump from an intellectual role to a level with an emotional basis and an emotional dimension. At several levels, the organization should persuade and push constructive as well as productive self-

expression to support the communication and relationships between the individual employees and the management board of organization in general. In other words, and as a summary of the concept of emotional intelligence, emotionally intelligent managers with leadership attitudes are those people who believe in the importance of creating and establishing a solid culture for the structure of their organization, in order to accomplish flourishing levels of performance with a sustainable vision in a comprehensive and integration-focused manner (Degado-Garcia et.al, 2010).

There are wide-ranging trends toward the process of selection criteria of leaders, and this focus is needed to ensure that the organization is on the right track toward success and progression. It is also recommended, based on the previous studies of this area, to make an integrated review and analysis of the measurements and tools of organizational performance. It would also be useful to take into account the racial variation among the different countries and regions (Degado-Garcia, Fuente-Sabate, & Quevedo-Puente, 2010).

Sarmiento, Beale, & Knowles (2007) declared that job performance is the outcome of at least two parts: the abilities and skills (either natural or acquired) that an employee owns, and his motivation to use them in order to perform his job better.

Tinofirei (2011) defined employee performance as the successful accomplishment of a task by one individual or a group of individuals using available resources in an efficient and effective way, with performance measured by pre-determined standards.

Kuzu & Özilhan (2014) argued that companies are working hard to secure any attractive opportunities in the competitive scene that keep both internal and external customer satisfaction as a priority, and increase the profitability of the company as a whole. Many companies have been made recently aware of the significant role played by employees, who are the major assets of an organization. Essentially, employees perform highly collectively and contribute towards the realization of a shared goal. Besides, one of the most important factors of job performance is the relationship between employees and their sharing of knowledge, job satisfaction, working environment, motivation. It is worth mentioning that the investment in human resources (the hired employee) as a business strategy is considered primarily beneficial to the talented ones, as stated by Vosloban (2012), and will result in the company's growth and development. Thus, employees with high performance are encouraged to stay as long as possible for the benefits they bring. The more the employees exceed the

expectations, the higher the company's competitive advantage will increase accumulatively.

Furthermore, Bedarkar & Pandita (2014) indicated that companies who distribute their profits with their employees have higher financial performance. The employees' job performance and well-being is evaluated throughout, evaluating the level of employee engagement, then motivated through reward given for the best employee. There are some positive consequences of employee performance; the company witnesses no extra costs, no delays, innovative ideas, enhanced organizational performance and up-to-date opportunities. Employee performance consists of factors such as quantity of output, quality of output, timeliness of output, cooperativeness and presence at work (Gungor, 2011). As a conclusion from what was previously highlighted by the literature review, employee performance is seen as the related activity that an employee is expected to do, and this performance could be measured according to standards on an annual or monthly basis. The success of an organization depends on many factors, and the main one of those is employee performance, which in turn reflects on the organization's performance as a whole.

Generally, in order to produce innovative behaviour in employees, one must depend on their interaction with others in the workplace (Osman-gani, Hashim, & Ismail, 2012). Additionally, it was mentioned that the job performance of employees is affected by the ability of employees to use their emotions to facilitate the work flow. In other words, employees could use their emotions either in a positive way or a negative way to improve their performance. In addition to that, the relationship between emotional intelligence and employee performance has been studied by many researchers. For instance, Behbahani (2011) found in his study that emotional intelligence is a very vital tool to develop the capabilities of employees and their performance. According to Ying (2012) there is an insignificant relationship between employee performance and performance management systems, and not all activities in performance management systems have an influence on employee performance in a positive way. It has been suggested that managers should apply a thorough system of financial appraisal to assess employee performance fairly, so that employees become more satisfied.

Employee performance is largely managed using formal processes that include supervisor rating, management by objectives, 360° appraisals, and peer evaluation etc.to

ensure that employees have been contributing towards their own and their company's development (Behbahani, 2011).

The performance relationship between feedback from the supervisor, task identity and significance is very crucial and efficient. Supervisory association development positively influences job performance. Emotional competence, which is a "learned capability based on emotional intelligence", is equally important for attaining outstanding performance.

Performance refers to the results or impact of activities of an individual over a given period of time. Managing employee performance is necessary for achieving goals that an organization has for itself. Assessing an employee's competency and measuring his productivity is essential in the overall plan of the organization. Pacing itself production-wise is important and that cannot be done if the employee's potential, and his ability to perform, is not measured. Employee performance is directly related to organizational productivity and its success. Better performance of each employee creates immense outcomes, which mainly include congruence among employees, quality production and commitment at the workplace (Osman-gani et al., 2012).

Many dimensions were used to represent employee performance in previous studies. This study uses productivity, abilities and skills, which translate into an ability to accomplish a certain task or group of tasks.

2.18 THEORETICAL FRAMEWORK

The emotional intelligence concept has been studied extensively throughout various studies and is related to different terms; such as leadership practices, psychological wellbeing, communication, organizational commitment, spiritual intelligence, job satisfaction, stress, and motivation. Moreover, many past researchers have studied the relationship between emotional intelligence and employee performance and there were different thoughts that will be reviewed. First, the emotional intelligence general concept as related to employee performance studies will be discussed, and then every dimension of the emotional intelligence five variables model, and its relation to employee performance, will be reviewed separately to construct the research main and sub hypothesis.

2.18.1 Emotional Intelligence and Employee Performance

Recent research has shown that managers with high EI produce positive work attitudes and altruistic behaviours and that their employees enjoy higher job satisfaction and performance, also, managers with high EI can facilitate the performance of their employees by managing employees' emotions that foster more creativity, resilience, and the confidence that enables employees to act (Fredrickson, 2003; Zhou & George, 2003). Furthermore, managers with high EI should be more adept at nurturing more positive interactions between employees that could foster more cooperation (Barsade, 2002), coordination (Sy, Cote, & Saavedra, 2005), and organizational citizenship behaviours that contribute to performance (Wong & Law, 2002). There is some research examining the direct relationship between managers' EI and employee work outcomes, there are no published studies examining the interaction between managers' EI and employees' EI and their work outcomes.

It has also recently been expressed by Carmeli (2003) that managers who are qualified with emotional intelligence can produce a positive work environment and positive attitudes towards their employees, as well as affect other feelings positively. In addition to that, it was mentioned that their employees enjoy a high level of job satisfaction, alongside high levels of performance.

Interesting research by Kulkarni, Janakiram, & Kumar (2009) was conducted in India to examine the relationship between emotional intelligence and employee performance as an indicator for promotion in the automobile industry in the city of Belgaum. It was specifically conducted to understand the levels of performance of managers and supervisors, and to understand the levels of emotional intelligence in managers and supervisors and its link with their performance level. The data was collected from a secondary and primary source. Questionnaires were distributed to a random sample consisting of 125 managers and supervisors aged from 25-55, with an average experience of 9.5 years working in the automobile retailer in the city of Belgaum. Data was processed using a T-test, descriptive statistics and correlation. The descriptive test was applied to understand the levels of performance of managers and supervisors and the level of emotional intelligence; it showed that the performance of managers and supervisors was low, and it indicated that managers and supervisors were moderate in emotional awareness, self-esteem, innovation, flexibility, adaptability, developing others, opportunity taking, building relationships and collaborative flexibility. The T-test was applied to show the difference between the performance of

supervisors and managers on the job, and it was indicated that there was little difference between the level of performance of managers and supervisors. A correlation analysis was conducted to show the impact of emotional intelligence on the performance of managers and supervisors, and the results show that there was no significant correlation between the scores of emotional intelligence and the scores of performance appraisal. The study suggested that there should be more focus on development programs that improve their level of performance and conduct programs to upgrade their level of emotional intelligence. It suggests that from the beginning, the organization should make an emotional intelligence test and appoint those with high scores of emotional intelligence.

Likewise, a study was conducted in the defence contracting sector in the USA to examine the influence of increased emotional intelligence capabilities on project success. The sample consisted of 42 volunteers, both male and female, and was conducted at two times (pre and post training survey). Regression analysis, qualitative analysis and a case study were conducted to measure the impact of the training on emotional intelligence capabilities, and the effect of the increase in competencies on project success and employee satisfaction. Results indicated that improving emotional intelligence capabilities caused an increased project management process, and that the training had a positive impact on average job performance comprehensive scores (Turner & Walker, 2008).

Moreover, the relationship between emotional intelligence and leadership practice was examined in a Fortune 500 company. A sample of 225 human resource professionals was used. The Schutte self-report emotional intelligence test (SSEIT) was used to determine the level of emotional intelligence, and the leadership practice inventory (LPI) was used to assess leadership practices. The survey was used to collect information which was distributed to human resource managers working in the Fortune 500 Company. The results approved the idea that emotional intelligence had significant and positive effects on leadership practices, and explained that emotions play a key role in decision-making (Alston, 2009).

In Iran, the relationship between emotional intelligence and the performance of employees and managers was investigated in a study consisting of a sample of 160 employees and managers. All had various educational backgrounds and had different experience, and worked at the department of physical education in Shahr-e-Ray. Two questionnaires were used: the first one by Cyberia-Shrink included 33 questions to

assess the elements of emotional intelligence, and the second was the Steinmetz-Todd Capabilities Questionnaire with 9 questions. The results showed that there was a significant relationship between the elements of emotional intelligence and the capabilities of managers and employees. Moreover, the research recommended putting more attention on emotional intelligence as an important factor in developing the capabilities of the employees (Behbahani, 2011).

In a similar study conducted in Tunisia to explore the relationship between CEO emotional intelligence and the board of director's efficiency, it assumed that the main cause of organizational problems was CEO emotional intelligence level. The study used a questionnaire distributed to 180 Tunisian CEO's belonging to 60 firms. The study used the Schutte Self-Report Inventory (SSREI) to assess the level of emotional intelligence. The results showed that the existence of a high level of emotional intelligence was not always positively correlated with the executive's suggestibility with respect to behavioural bias, and it revealed that the relationship between emotional intelligence and the boards of directors was complementary (Azouzi & Jarboui, 2013).

Furthermore, the relationship between team leader emotional intelligence competencies, and the team level of emotional intelligence with team performance was examined in the military sector. 422 volunteer participants representing 31 teams were chosen. The study used the emotionally competent group norms (ECGN) tool to measure the emotional intelligence level of teams, whereas the emotional competence inventory (ECI-2) was used to measure the emotional intelligence of team leaders. In each group (team leader and team), both aircrew teams and maintenance teams participated. The (ECI-2) consists of 72 questions that assess 18 emotional intelligence competencies, and the (ECGN) contains of 57 questions, representing 9 team norms and every member of the team rated their team's behaviour according to the 9 team norms. The results showed that a team's leader emotional intelligence affects the team level of emotional intelligence competencies, which in turn affects the team performance. Also, it is clear that leader's behaviours are important in the development of team norms (Koman & Wolff, 2008).

Another study was conducted in Sweden to show the relationship between a manager's emotional displays and an employee's willingness to act entrepreneurially. The study used an experimental design and 2912 assessments on a sample of 91 employees. Each employee provided 32 observations, and these employees were working within 31 small entrepreneurially oriented companies. Conjoint experiment

analysis with a hierarchical linear model (HLM) was used to analyse the collected data. The results showed that the emotional displays of managers have a significant effect on the decision policies of employees and their willingness to act entrepreneurially. They found that when managers display negative emotions like frustration and worry, it diminishes the willingness of the employee to act entrepreneurially, while displays of positive emotions like satisfaction and confidence in entrepreneurial projects enhance the employee's willingness to act entrepreneurially (Brundin, Patzelt, & Shepherd, 2008).

A multinational study took place in the USA with a goal of finding the relationship between an employee's emotional intelligence and a manager's emotional intelligence with job satisfaction and performance. The participants in the study were 187 food service workers and their 62 managers at nine different locations of the same restaurant franchise. The participants were from different nationalities with different experiences and different educational levels. A survey was distributed among respondents, and the results appeared to show that employees with high emotional intelligence scores had a high level of job satisfaction. It also found that employees with higher emotional intelligence scores had higher job performance, regardless of their manager's emotional intelligence, whereas employees with lower levels of emotional intelligence can benefit largely from a manager with high emotional intelligence. It showed that managers can make a difference in the lives of their employees, specifically the ones with lower emotional intelligence (Sy et al., 2006).

Another study by Kennedy & Anderson (2002) examined the impact of leadership style and emotions on subordinate performance. The sample was made up of 121 sales representatives of a global pharmaceutical firm located in Australia; 58 males and 63 females. A survey was distributed to them that examined the relationship between emotions like optimism, and frustration with performance. The researchers used exploratory factor analysis with an oblique rotation, used to the set of indicators of the construct scales. The findings were positive, and showed that leaders, who give personal attention to their subordinates, increase the level of enthusiasm of his subordinates and emphasize use of their intelligence. Leaders who create confidence in employees are able to directly increase optimism and indirectly increase performance. It proved that the role of the leader is very important, and organizations should seek transformational qualities in those leaders to enhance employee performance.

Therefore, emotional intelligence is considered to be an effective quality for managers and employees to own and use in managing emotions. Managers and employees who have a good ability to control and manage their emotions effectively will have more chances to successes and innovate in their job (Moghadam et al., 2010).

From the above literature and after the deep review of previous studies on emotional intelligence, it could be observed that various studies have explored and investigated the effect of emotional intelligence on many aspect of work life, such as productivity, efficiency, skills, motivations, satisfaction, and performance, either for employees or managers, or for the whole organization in different sectors and countries. Thus, and according to the above literature review, the main hypothesis of this study is constructed as:

Main Hypothesis 1 (H1): There is a positive influence of a manager's emotional intelligence on an employee's performance.

2.18.2 Self-Awareness and Employee Performance

In a study undertaken in Spain to examine the impact of social and emotional competencies on the effectiveness of Spanish executives, the results confirmed that social and emotional competencies are a valuable predictor of performance. More importantly, it showed that there was a direct relationship between self-confidence and performance, and that an over-confident employee might harm the performance (Ramo, Saris, & Boyatzis, 2009).

According to James, Hess, & Bacigalupo (2011), decision makers who have a good level of self-awareness can compare their strengths with others in the institution. They then have the advantage of using other's abilities in making decisions which, moreover, can affect others more, and accomplish tasks better than others.

In addition, Ryan (2011) investigated the relationship between self-awareness and leadership, and tested a newly proposed correlational method for measuring self-awareness. The leader-follower relationship was represented by seventy two managers who were each paired with one of seventy two respective subordinate employees. Each manager rated their own cognitive, social and emotional intelligence at two points in time (two weeks apart), and their respective employee subordinate rated the manager on twelve "leader behaviours". As predicted, the manager's average self-ratings were associated with the employee-rated "leader behaviour". Although inconsistent with the literature and against prediction, correlational scores taken between the managers two self-rating times were not associated with "leader behaviour". In addition, results were

inconsistent with the prediction that different scores between the managers two rating times would be associated with “leader behaviour”.

Sub Hypothesis 1 (H1a): There is a significant and a positive influence of self-awareness on employee performance.

2.18.3 Empathy and Employee Performance

Empathy is considered to be a key component of emotional intelligence and it is an important element for effective managers. According to Gentry et al. (2010), empathy has a good effect on the workplace and environment. Gentry also argued about the extent to which empathic emotions reflect in performance. In collaboration with centre of creative leadership (CCL), this study identified a sample of 6731 leaders from 38 countries. Every leader had 3 employees rate them on 4 items related to displaying empathic emotions in work. These items were: does he have a willingness to help employees with personal problems, and displays interest in the needs and dreams of others? Is he sensitive to signs of overstraining in others? And finally does he give compassion toward employees when others abandon them? Empathic emotions were measured by CCL's benchmark 360 instrument, and each leader had a boss rate their performance. The results showed a positive relation between empathy and performance, where managers with high empathic emotion's score had got a higher score of performance from their boss.

Kellett et al. (2006) investigated the relationships between empathy, as well as several additional emotional abilities and leadership emergence. They found that empathy showed a strong positive association with relational leadership and task leadership.

Moreover, Skinner & Spurgeon (2005) conducted a study with 96 middle and senior level health managers working for the Western Australian Health Department. They examined the relationship between health managers' self-assessed empathy, their leadership behaviours as rated by their subordinates and subordinates' personal ratings on a number of work satisfaction and related outcome measures. Empathy showed a significant positive relationship with transformational leadership, a negative relationship to laissez-faire leadership and was not significantly related to transactional leadership.

Another study by William et al. (2007) was conducted on 6,731 managers from 38 countries, after searching CCL's database and identifying the sample. These leaders had at least three subordinates rate them on the display of empathic emotion, as

measured by CCL's benchmarks. The main goal was to understand if empathy has an influence on employees' job performance. The key finding of this study was that empathy is positively related to job performance, and that this is more important to job performance in some cultures than others. However, empathy is clearly important to the full sample and across all the countries in the study. They found that the positive relationship between empathic emotion and performance is greater for managers living in high power-distance countries, making empathy even more critical to performance for managers operating in those cultures.

In addition to the above, Madeline, Lee, & Gail (2013) aimed to determine whether a relationship exists between emotional intelligence and job performance among nursing professionals. Utilizing the Emotional Skills Assessment Process (ESAP), an emotional intelligence profile was gathered from 54 nurses, who were employed at two hospitals in rural East Texas. The ESAP is designed to describe the ability, capacity, or skill an individual has to identify, assess, and manage the emotions of one and others. The findings indicated that the higher the empathy score, the higher the job performance attitude score. Empathy had positive and indirect effects on job performance knowledge, job performance initiative, job performance quality, and overall job performance. The higher the empathy score, the higher the job performance knowledge, job performance initiative, job performance quality, and overall job performance scores. Deference scores on the ESAP had an indirect relationship with job performance knowledge, and ESAP stress management scores had an indirect relationship with job performance safety.

Sub Hypothesis 2 (H1b): There is a significant and positive influence of empathy on employee performance.

2.18.4 Social Skills and Employee Performance

Social skills were always considered to be a good predictor of an individual's abilities in performing work, according to (Araujo & Taylor, 2012). The influence of emotional and social competencies on the performance of Peruvian refinery staff was confirmed via a study in Peru, which found that there was a significant relationship between the performance of those sampled and their self-evaluated emotional and social competencies.

In Malaysia, a study was conducted to examine what kind of competencies influence extension workers' job performance and the relationship of these to good agricultural practices. The study used questionnaires distributed to 210 extension

workers from the department of agriculture in four states of Malaysia, to show worker competencies related to job performance. A nine-predictor multiple linear regression (MLR) was used to explain the differences between extension workers. The study showed that four competencies positively influenced extension worker's performances, which are cultural competency, social competency, program evaluation competency, and acronym. Furthermore, the SALM social competency contains 27 items that measures an employee's ability to effectively interact with other farmers and supervisors, and how they react to different situations. In other words, it measures their performance (Tiraieyari, Idris, & Hamzah, 2010).

Social skills are important because they allow us to interact with each other with predictability, so that we can more readily understand each other and be understood. Without an agreed-upon social way of interacting, it is very hard to prevent misunderstandings. It is important for us to be able to interact with clarity (Patrick, 2008).

Irena & Dimitrinka (2010) also provided a detailed review of the difficulties involved, and highlighted the problems involved in capturing, measuring, and linking skill and performance. Their article starts by reviewing the difficulties involved in defining and finding proxies for both skill and performance, before exploring three different aspects of skill in detail, selected not for their typicality but for the difficulties they present for academic research. It concluded that skill may indeed contribute to performance on the shop floor, but the performance of the organization as a whole is not the same as that of the shop-floor. Soft skills are difficult to assess and judgments may be contaminated by prejudice. It concludes with suggestions for better research designs that could capture this relationship. First are the conclusions for academic analyses. A large amount of excellent work already exists, but more sensitive and more socialized enquiry would materially add to our understanding of this area. Most fundamentally, these need to distinguish between areas in which skills can make a difference to performance, and those in which they cannot.

Sub Hypothesis 3 (H1c): There is a positive and significant influence of social skills on employee performance.

2.18.5 Motivation and Employee Performance

It was found that both a general lack of motivation and the salary were the most important factors that decrease morale and high performance. This has been confirmed in many studies such as the (Broni, 2012) study, which was conducted to show the

relationship between motivation and job performance at the University of Mines and Technology in Tarkwa, Ghana. 200 respondents were randomly selected, including 40 senior members, 60 senior staff, and 100 junior staff. By distributing questionnaires to respondents with a 4 point Likert scale, the result showed that weak motivation and salary decreases performance.

Moreover, in Nigeria, the relationship between motivation and worker performance was investigated in Maiduguri Flour Mills Limited. The study distributed questionnaires to 60 employees, and the results showed that employee performance depends on the motivation policies in the company. Results also showed that management should consider worker needs and that employees hope to see the best motivational incentives (Gana & Bababe, 2011).

A study by Annalisa (2011) examined whether this result can be ascribed to a higher intrinsic motivation, which grants greater effort for a given remuneration and job quality, or to a higher extrinsic motivation. A simple model of organizational commitment is suggested to help identify the channels through which innovative practices affect motivation. The model was tested on a nationally representative sample of Italian employees. Results showed that practices providing substantial empowerment are powerful intrinsic motivator. When wages and working conditions are controlled, it is clear that these practices strengthen employee attachment to the firm and identification with its values. In contrast, innovative practices bear only marginally on extrinsic motivations. Monetary rewards are negative reinforcements when contingent on performance, and the relative wage can affect employee attachment to the firm, but not their sense of belonging.

Madeline et al. (2013) also suggested an analytical framework to distinguish between the sources of work motivation induced by innovative workplace practices, to derive the theoretical conditions for the optimal amount of organizational commitment growing in light of these practices. A corresponding empirical model was theorized using a nationally representative sample of 3605 Italian employees working in the private sector. The data used to estimate the model was taken from the survey OAC (“Organization, Apprendimento Competence” which translates as “Organization, Learning and Competencies”). It was designed by ISFOL (Institute for the Development of Workers’ Training, a public think tank based in Rome) on the basis of Skills in Britain, and sent in 2004 to a nationally representative sample of 4000 Italian employees working in the private sector. The survey was carried out in collaboration with the

Italian Statistical Institute and its statistical structure was based on the Italian Labour Force Survey. Results show that the theoretical conditions are easily satisfied for some, but not all, innovative practices and that these practices are essentially intrinsic motivators. The relative wage was found to have a narrower scope than the best innovative practices as it helps retaining workers, but doesn't contribute to their sense of belonging. Furthermore, the evidence shows that pecuniary rewards, if contingent on performance, can even reduce attachment to the firm by backfiring on employees' intrinsic motivation.

Moreover, a study of Nchorbuno (2011) was conducted to assess the role of motivation on employee performance in the public sector, by carrying out a case study on the Wacampus of the University for Development Studies. The case-study approach was adopted for the study with both qualitative and quantitative techniques, including the employment of stratified sampling and accidental sampling. Key informant interviews and questionnaires were the methods of data collection for the study, and SPSS software was used to analyse data collected from the field. The study found that motivation packages for the staff of UDS Wa campus were inadequate. This was evident in the non-availability of residential accommodation and transport for staff. Though senior members enjoyed professional allowances, book and research allowances, off-campus allowances and entertainment allowances, they complain they were insufficient. Free medical care was the only motivation for senior and junior staff. Monetary rewards and a conducive-working environment were the preferred form of motivation for workers. The effects of poor motivation on work performance on the campus were absenteeism, low output and high labour turnover. The study therefore, recommends that management should liaise with GETFUND to build residential accommodation for staff and offer end-of-year awards to motivate staff.

Akbar, Maira, & Jahanzaib (2012) investigated the role of motivation on employees' performance. Efforts were also made to determine principles which could explain human behaviour. This study found that a significant relationship exists in the opinion of males and females, and graduate employees and undergraduate employees with respect to the following variables: motivation, encouragement of employee self-competition, awards employees prizes and honours less frequently and with caution, motivates through interest in job as career, manager's friendly attitude, manager's strict attitude, working habits, and individual style of working.

Hypothesis 4 (H1d): There is a positive and significant influence of motivation on employee performance.

2.18.6 Self-Regulation and Employee Performance

Generally, people have a tendency to discipline themselves through setting goals related to their performance and this tendency is higher when they do not perform the standards they set for themselves. This trend is related to self-efficiency and regulation, which affects independent goal revision (Nicklin & Williams, 2011). Nicklin and Williams proved this through their study, which revolved around the self-regulation of goals and performance. It was conducted to examine the influence of self-set goals and normative feedback on discrepancy creation and revision of goals, with self-regulation serving as a moderating variable. The participants included 279 undergraduate students from a university in the USA. The participants were multinational and their average age was 18.7, and each participant played the game. The study used several measures to measure task performance, self-set performance goals, goal change, positive discrepancy creation, task persistence, goal performance discrepancies, self- efficacy, and manipulation checks. The results showed that self-efficiency and regulation both affect goal revision respectively.

Furthermore, Atiyeh & Nahid (2013) explored the relationship between Iranian EFL teachers' self-regulation and job performance. To empirically explore the postulated correlation between teachers' self-regulation and job performance, 80 EFL teachers from various language institutes in Mashhad were asked to complete the "Teachers Self-Regulation Scale" and the "Job Performance Scale". The results of the finding confirmed the hypothesized relationship between teachers' self-regulation and job performance. Moreover, the result of "Step-Wise Regression Analysis" revealed that mastery of goal orientation among the sub-components of self-regulation was the best predictor of job performance. Finally, the results were discussed in detail and implications were recommended.

Additionally, Katleen (2008) examined how employees use feedback seeking as a self-regulation strategy to manage their creative performance. This was achieved by using a sample of 456 supervisor-employee dyads from 4 organizations. As hypothesized, employees' cognitive style and perceived organizational support for creativity affected two patterns of their feedback seeking, i.e. their tendency to inquire for feedback from various sources, and their propensity to monitor their environment for indirect feedback cues. Feedback inquiry from various sources further related to

supervisor ratings of employee creative performance. These results highlight the importance of studying employees' self-regulatory behaviours in the creative process and support the proposition that feedback seeking is not only a strategy that facilitates individual adaptation, but also an individual resource that can help individuals to achieve creative outcomes.

Sub Hypothesis 5 (H1e): There is a positive and significant influence of self-regulation on employee performance.

2.19 EXPERIENCE

The employee experience is defined as what an employee received during their interactions with job elements like firms, customers, co-workers, and the environment. It is a set of rational performances, and each of these is measured against employee expectations (Madjar, Oldham, & Pratt, 2002). Work experience contains an individual's self-evaluation, attitudes, perceptions, feelings, and psychological experiences which describe an individual's job satisfaction, life satisfaction, happiness, and the meaning they place on work anchors (Coetzee & Bergh, 2009). According to Takeuchi, Wang, & Marinova (2005), managers with longer international experience were being sought more than others with lower international experience. It is expected that they will be able to provide more of a rational performance than others. Moreover, work experience is valuable, and it is required that it be planned, recognized and expanded.

On the other hand, McDonald (2011) added that work experience is generally considered to be a sign for human capital, and it may reflect the accumulation of social capital. Based on that, research on the human capital tradition has shed light on job experience as an indicator that one has gained more productivity enhancing skills, particularly job experience in certain occupations associated with higher salaries. A greater understanding of experience as a performance indicator may help in the improvement of Extension and other government-sponsored programs targeted towards entrepreneurs. According to Chu & Lee (2012), the flow of experience affects job performance in a positive way; in their study the personality traits of conscientiousness and emotional stability moderated the relationship between the flow of experience and job performance.

In agreement with Goleman's affirmation of the relationship between emotional intelligence and experience, there is research that suggests that there is a positive correlation between emotional intelligence, age and work experience. Maintained that

in order for emotional intelligence to be conceived as standard intelligence, it should enhance with age and experience. The authors equated adolescents' and adults' performance on the Multifactor Emotional Intelligence Scale. Results demonstrated that the adult group functioned at an importantly higher level of emotional intelligence than the adolescent group (McDonald, 2011).

In a study conducted by Day & Carroll (2004), experience was positively correlated with three of the four emotional intelligence factors, as measured by the Mayer Salovey-Caruso Emotional Intelligence Test. Also, Van et al. (2005) tested the relationship between emotional intelligence and age using the 33-item emotional intelligence scale. There was a significant positive correlation between emotional intelligence and age.

Despite these findings, there is a limited amount of research that has examined the moderating role of experience on the relationship between emotional intelligence and employee performance. Intuitively, one might assume that emotional intelligence will increase as work experience increases. However, empirical research is needed to test this hypothesis.

Main Hypothesis 2 (H2): there is a difference in the influence of emotional intelligence on employee performance due to the manager's experience.

Although emotional intelligence is increasingly considered to be a popular tool in all organizations (and among the number of studies that were and still are investigating this concept), there is still a desire for increased studies on the construct. This study will contribute to the literature by providing more information about emotional intelligence which may affect work area performance. It will do this by building on the small existing pool of knowledge in order to extend the research on emotional intelligence. The expected outcome of this study will be an increased understanding of how emotional intelligence influences on work-area performance with the moderating role of experience. According to the literature explored and based on previous studies, the following conceptual model of the study is proposed as shown in figure 2.1 below.

2.20 COMMENTS ON PREVIOUS STUDIES

Most of the previous studies mainly aimed to examine the impacts of emotional intelligence with its sub dimensions (self-awareness, self-regulation, motivation, and empathy) on employee performance. However, as noted from previous studies, there have been a number of valuable studies that viewed the relationship between emotional

intelligence and employee performance, and mostly the relationships in the findings were found to be positive. Moreover, there was also disagreement on which of the measurement tools are best valid to explore in definite terms that relationship. They also have not agreed whether self-report or others report can best measure a person's emotional intelligence. It also aims at shedding the lights on the emotional intelligence concept and its application in the work place and increasing awareness on employee performance, hence the possible effects on more observance on the part of firm's managers and employee. The main distinction of this research from other researches is that it is conducted in a petrochemical industrial sector, which was not investigated before in previous studies. Also, this research will try to figure out if there are certain differences that might characterize the employee performance of the region in Saudi from those on which previous studies have taken place. In addition to a previous study that concentrated mainly on work experience as a dependent or independent variables, this study use work experience as a moderator variable which affects the relationship between emotional intelligence and employee performance, and makes distinctions on this relationship. This is considered as a valuable addition for this study, because a work experience is an important variable to determine whether the relationship between those variables is strong or weak. Furthermore, the previous study discussed the emotional intelligence concepts in general using various divisions of variables. Thus, this study has walk on their steps but listed the components of emotional intelligence and explained each component in detail, to know which component has more impact on employee performance. Whereas, this relationship needs to be tested in petrochemical industrial firms of Saudi Arabia, which can add value to the current literature, as it further shows these relationships in this neglected sector in Saudi Arabia. Figure 2.1 below show the study's conceptual framework model.

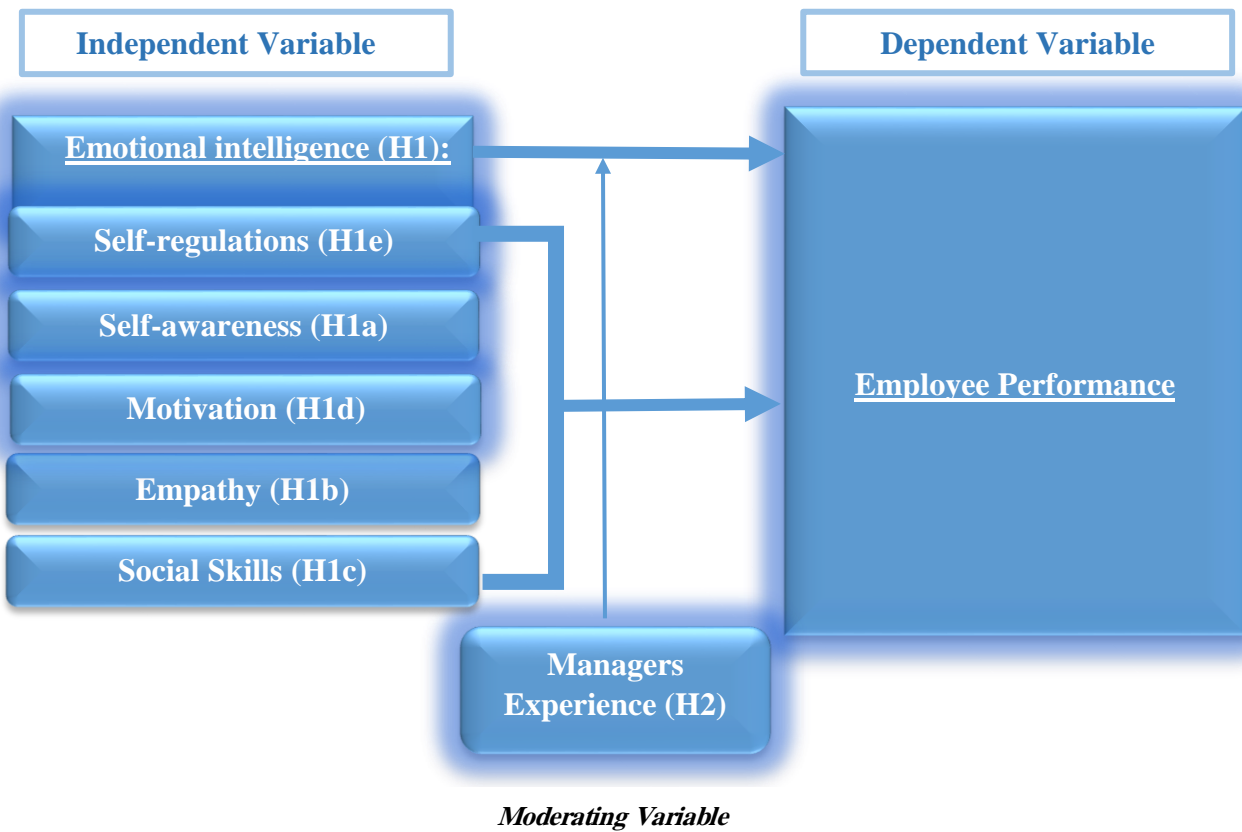


Figure 2.1: Study Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will outline and justify the approaches and methods chosen for the study, which will be used to achieve the research aims and objectives. There are different approaches to collecting data for various types of research.

Moreover, this chapter will highlight the practical part of this study. Also, it will explain in detail how to measure the variables that are included in the study model. The headlines of this chapter will begin with the research design, which will give the reader an idea of the study approach and general strategy. Then, the operationalization of variables will be described, in order to highlight how every variable will be measured and scaled in the questionnaire. Following this, the details of the population of the study will be explored, as well as the way in which the sample will be taken from this population. The data collection procedures and sources will then be reviewed, and finally the validity and reliability measures will be approved, followed by a description of the proposed way to analyse and interpret the collected data.

3.2 RESEARCH PHILOSOPHY

A research philosophy can be thought of as the methods and tactics which a researcher brings to bear on his work; it is an ethos for collecting, analysing, and using data on a specific topic. There are two schools of thought which have different research philosophies associated with them – epistemology (what is known to be true), and doxology (what is believed to be true). The most important aim of these approaches is to transform things that are believed into things that are known. Thus, emerging from these schools of thought are two basic research philosophies that found in the Western scientific tradition: the positivist approach, and the interpretivist (or antipositivist) approach (Schadewitz & Jachna, 2007).

This study is mixed of both positivism and interpretivism. Along with all the reasons and justifications will mention it is relevant that this research follow the quantitative data collection method, by following deductive methods.

Positivists believe that reality is stable and can be observed and described from an objective viewpoint without these acts interfering with the phenomena being studied. In other words, followers of this approach hold that phenomena should be isolated, and

observations should be flexible and repeatable. Research on this approach predominantly includes the treatment and manipulation of reality, with divergence in only a single independent variable, so as to identify regularities in, and to configure relations between, some of the elements which make up the surrounding social world (Bashir, Tanveer, & Azeem, 2008). This approach considers that predictions may be formed based on previously observed and explained facts (realities), and their overlapping relations (Englander, 2012), positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as scientific, and therefore invalid. This opinion is indirectly agreed with and reinforced by Alavi & Carlson who conclude that, in a review of 902 IS research articles, all empirical studies they reviewed were positivist in approach (Bashir et al., 2008). Furthermore, Alavi & Carlson found that positivism had a special successful association with the physical and natural sciences. On the other hand, there has been much discussion concerning whether or not this positivist approach is entirely appropriate for the social sciences. In fact, positivist thought encounters some obstacles and difficulties, which can be ascribed to the inadequacy or inappropriateness of the positivist model for the domain, such as the noticeable and clear inconsistency and differences in results. Also, positivism has certain claims on truth and reality that might have been previously believed to be immeasurable under the positivist paradigm; and hence went unsearched (Schadewitz & Jachna, 2007).

In terms of their philosophy, interpretivists assert that reality can only be fully realized and understood via personal intervention and personal interpretation of it. Moreover, the study of phenomena in their natural environment is fundamental to the interpretivist paradigm, along with the recognition that scientists cannot avoid affecting the phenomena they study. Scientists do acknowledge that there may be various explanations and interpretations of reality, but maintain that these explanations are (in of themselves) a part of the scientific knowledge that they are pursuing and seeking to achieve (Englander, 2012).

Positivism is based on the adoption of social and mental study into the scientific method. As positivism deals with the social and the mental, it seems logical that organizations that deal with the social and the mental might use or be investigated by positivist approaches. In addition, the task of the positivist philosopher is to analyse what scientists say. This does not mean that one must 'think meditative ends to general conclusions', by analysing the main sentence and hypothesis analysis logically. It does

not show the words with no meaning, but instead makes an analysis of the relationship between cause and effect. Correlation in the experiment does not need a relationship mentality (Bryman & Cramer, 1999).

Table 3. 1:

The differences between the two paradigms of Interpretivism and Positivism

Positivism Paradigm	Interpretivism Paradigm
Tends to produce quantitative data	Tends to produce qualitative data
Uses large samples	Uses small samples
Concerned with hypothesis testing	Concerned with generating theories
Data is highly specific and precise	Data is rich and subjective

Source: (Collis & Hussey, 2009)

The key features of the two paradigms are shown in the table above. Positivism leads to an understanding that social reality is dependent on the research philosophy at work in the mind of the researcher. In interpretivism, each researcher creates separate social realities by bringing a specially adapted research philosophy to bear on each piece of work, and this is something that interpretivism can account for, unlike other approaches. Qualitative data is used so that a clearer contextual understanding is provided of the objectives set for any given piece of research. The interpretive paradigm is applied when there is no intention of gaining any statistical data, and so there is no reason to quantitatively collate and analyse any data. Above all, the interpretive paradigm focuses on a qualitative approach so that more in-depth detail can be obtained in regards to a given phenomenon (Collis & Hussey, 2009).

Table 3. 2:

Positivism Vs. Interpretivism

Positivism	Interpretivism
Reality is objective and singular, separate from the researcher.	Reality is subjective and multiple, as seen by the participants.
Researcher is independent from what is being researched.	Researcher interacts with what is being researched.
Research is value-free and unbiased.	Researcher acknowledges that research is value-laden and biases are present.

Researcher writes in a formal style and uses the passive voice, accepted quantitative terms and set definitions.	Researcher writes in an informal style and uses the personal voice, accepted qualitative terms and limited definitions.
Process is a deductive study of cause and effect with a static design (categories are isolated beforehand).	Process is an inductive study of simultaneous, mutually shaping factors with an emerging design (categories are identified during the process).
Research is context-free; generalisations lead to predictions, explanations and understanding.	Research is context-bound
Results are accurate and reliable through validity and reliability.	Patterns and theories are developed for understanding.
	Findings are accurate, reliable and verifiable.

Source: (Collis & Hussey, 2009)

3.3 RESEARCH DESIGN

The current study is considered to be a correlational study, because it represents the impact of the main and sub factors of emotional intelligence on employee performance. In addition to this fact, a correlational study reflects the cross-sectional research, since it shows the employees' and manager's behaviour in a specific period of time.

On the other hand, there are two primary approaches that will be used in this research. The first approach is the qualitative approach, and it is used to provide insights into the problem to help in developing ideas or hypotheses for potential quantitative research. It is also used to derive and become familiar with the underlying reasons, opinions, and motivations. Qualitative data aggregates various methods using unstructured or semi-structured techniques. In addition, there are some popular methods used in qualitative approaches, such as including focus groups (group discussions), individual interviews, and participation/observations. This approach is used when the sample size is small, and where individuals are selected to fulfil a given quota. Moreover, the qualitative approach gives more details and greater amounts of information, as it gives the respondents more free space to explore their thoughts (Richard, 2009).

Fossey, Harvey, McDermott, & Davidson (2002) pointed out that qualitative research is concerned with questions that develop an understanding of the meaning and experiential dimensions of human lives and social worlds. Berg & Lune (2004) added that these types of research are employed to answer the "why" and "how"

questions of a human's own behaviours, opinions, and experiences. It is useful to describe the health and disease, social, cultural, and political factors that are appropriate for understanding the personal and subjective experiences of individuals' and groups. These can be divided into three areas: language as a means to explore the process of communication with particular social groups, description and interpretation of the subjective meaning about the situations and actions, and thirdly, constructing a theory by finding out the patterns and connections in qualitative data. Furthermore, these aim to describe the interactions among participants in health care settings. Qualitative research methods are effective in eliciting contextual data that improve the validity of survey instruments and elaborate a more in-depth understanding of issues of concern. These are issues and topics that may be difficult to address if quantitative-oriented approaches are pursued (Fossey et al, 2002).

There are criteria to evaluate the quality of qualitative research, including criteria regarding good practice in the implementation of the research (methodological rigor) in combination with criteria related to the trustworthiness of the interpretations conducted (interpretive rigor).

Berg & Lune (2004) stated that qualitative research is a field of study discussed within diverse disciplines; for instance, in anthropology, sociology, education, nursing, marketing and psychology. It is employed to address questions about the way people organize, link to, and interact with the world around them. Qualitative research involves an interpretive and naturalistic approach to the world; this means that it examines things in their natural environment.

Marshall and Rossman (2010); Berg & Lune (2004) classified the most common qualitative methods. Each method is particularly appropriate to collect certain type of information. The first of these is the in-depth interview, which is useful in collecting data about personal histories and perspectives. Another useful tool is participant observation, which is appropriate when collecting data about naturally occurring behaviours in their normal setting. One final method is the use of focus groups, which are optimal in eliciting data regarding the cultural-shared norms of a group, or to generate broad insights into issues of concern about the cultural groups represented.

Marshall and Rossman (2010) argued that the strength of this research method is the ability to present composite textual descriptions of the way people experience a certain research issue. Additionally, it gives insights about human contradictory behaviours, beliefs, opinions, emotions, and relationships with others. It is noteworthy

that qualitative research methods are effective to explain phenomena as social norms, socio-economic status, gender roles, ethnicity, and religion.

The second approach that will be utilized in this study is the quantitative approach, which is usually used to determine problems by generating numeric data that can be converted into statistical numbers. It is used to determine behaviours, situations, and points of view. Quantitative data collection methods are much more popular and structured than qualitative data collection methods. Moreover, quantitative data collection approaches include various types of surveys such as: online questionnaires, paper questionnaires, mobile surveys, face to face interviews, telephone interviews, longitudinal studies, online polls, website interceptors, online polls, and finally systematic observation (Richard, 2009). In this study, a quantitative approach will also be employed to measure the variables within the study, through conducting a survey. The survey is one of the popular tools for the quantitative approach, as it is considered the most appropriate approach for this type of information. It is also well regarded for its ability to cover a large number of subjects regarding the variables.

Thus, the mix between quantitative and qualitative approaches will be utilized in this study to generate more in-depth and accurate information about the research topic. The interviews will be conducted with the managers and the questionnaire will be distributed to the employees of the petrochemicals companies in Saudi Arabia.

3.4 OPERATIONALIZATION OF VARIABLES

The operationalization of the variables will contain a brief discussion and review of the terms for the main variable and sub variables, and how they have been measured in previous studies.

3.4.1 Emotional Intelligence

According to Natalie, Mary, & Sharon, (2000) a focus on ability measures depends on which emotional intelligence concept is utilized. It has been suggested that there is a big difference in the measurement style of different constructs of emotional intelligence. This divides the research of emotional intelligence into two largely different paths: the ability emotional intelligence path and the trait emotional intelligence path. Our study applied a trait emotional intelligence construct, which focuses on emotion-related and self-perceived abilities, whereas previous studies have

focused on the ability measures of emotional intelligence that utilize maximum-performance tests.

Furthermore, the study of Natalie et al. (2000) used self-reported GPA as the measure of academic success. However, it also questioned the validity of self-report GPA, as research revealed that self-report GPA is highly correlated with actual GPA. It is worth mentioning that the current study did not use longitudinal data in its analyses of academic performance.

The questionnaire was improved by Petrides & Furnham (2003) for measuring “the role of trait emotional intelligence in a gender-specific model of organizational variables”. The employee’s performance questionnaire depended on measuring the impact of several HR practices on employee performance. Nevertheless, the questionnaire was adopted and adapted due to the significant differences in cultural traits between developed countries and developing country like Pakistan. The questionnaire was examined thoroughly by researchers for reliability and validity.

Despite this, studies may expand in examining more details in the differences between ability constructs and trait constructs. Praveen (2009) indicated that the emotional intelligence scale was developed after studying various factors in the emotional intelligence model of Daniel. Praveen also mentioned that the study of the questionnaire was presented by the researcher through administering it to a sample of twenty five managers and supervisors to check its construct validity. The concept of validity was also tested using Cronbach’s alpha test. Over that, the employee’s performance assessment was collected for one year, from November 2007- November 2008. The performance appraisal is in the format of 360 degree assessment. The scope of the score is on a scale from 1 to 5, where in 1 show low and 5 shows high. Moreover, employees are rated on this scale on their level of performance. The employee’s performance was graded according to this scale, and delivered to the executives and directors of the organization.

This study tackles five dimensions as a measure of terms for emotional intelligence components. A scale was constructed in order to measure the dimensions of the manager's emotional intelligence. The measurements will include the following dimensions that are derived from the previous literature according to (Behbahani, 2011; Goleman, 1998; Cherniss, 2000) and were summarized as self-awareness, self-regulation, motivation, empathy and social skills. These measurements will be used as

they are readily available, widely used, and are suitable for the work environment in the petrochemical companies in Saudi Arabia. They could be recognized easily by attending the workplace for a week, or by questionnaires and interviews. The employees' performance will be considered as a dependent variable and the emotional intelligence as an independent variable.

Throughout this section the most famous and utilized tool for measuring emotional intelligence throughout the studies and over the world will be explored in detail.

1. Bar-on Emotional Quotient Inventory (EQ-I)

There are many measurements used to measure emotional intelligence; Bar-on was a pioneer by introducing his own model, which was known as emotional social intelligence. The Emotional Quotient Inventory (EQ-I) model, is a self-reporting measure of emotionally and socially intelligent behaviour, and provides a valuation of emotion and social intelligence. The measure involves how people organize their emotions and suggests how people can upgrade their emotional intelligence. EQ-I was the first such measure of social and emotion intelligence. The inventory designed by (Quang, Khuong, & Le, 2015) includes 133 short sentences with a 5 point scale response, located between “very seldom or not true of me” to “very often true of me or true of me”. The (EQ-I) is divided into five dimensions: the first one is intrapersonal (and includes self-regard, emotional self-awareness, self-actualization, assertiveness, and independence), the second one is interpersonal (and includes empathy, interpersonal relationships, and social responsibility), the third one is stress management (and includes stress tolerance and motive control), the fourth is adaptability (and includes reality testing, problem solving, and flexibility), and the fifth is general mood (and includes happiness and optimism). EQ-I scores indicated how effective a respondent is in emotional and social functioning. The EQ-I have been translated into more than 30 languages and was used widely over the world (Ahuja, 2015).

2. Trait Meta-Mood Scale (TMMS)

The Trait Meta-Mood Scale (TMMS) was provided by (Hakkak, azarpoori, Mousavi, & Ghodsi, 2015). It describes the differences between people in a “meta-mood experience”, and how conscious a person is about his feelings. The TMMS is comprised of three sections: attention (how much one's pays attention to their inner emotions), clarity of emotion (the ability to differentiate among emotions), and repair

(the ability to organize moods and to overcome a negative emotional experiment). The Trait Meta-Mood Scale suggested that the degree to which people can monitor, organize and control their moods, influences emotional intelligence and personality style.

3. Emotional Competence Inventory (ECI)

The Emotional Competence Inventory is another emotional intelligence assessment tool which was introduced by (Hakkak et al., 2015). It has two forms: a self-report with “360 degree feedback” to assess one’s emotional and social competence. It measures 18 competencies divided into four sections: self-awareness (which contains emotional self-awareness, accurate self-assessment, and self-confidence), self-management (which contains self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative), social awareness (which contains empathy, organizational awareness, and service orientation), and social skills (which contains developing others, leadership, influence, communication, change catalyst, conflict management, building bonds and teamwork and collaboration). It takes about 30-45 minutes on average to finish it.

4. The Schutte Self-Report Emotional Intelligence Test (SSEIT)

The Schutte Self-Report Emotional Intelligence Test (SSETT) is a self-report measure of emotional intelligence. It includes 33 items, with 5-points scale from 1 (strongly agree) to 5 (strongly disagree), and was designed by Schutte , The Schutte Self-Report Emotional Intelligence Test measures the four sections of emotional intelligence defined by (Ahuja, 2015); attention to emotions, expression of emotions, using emotion in solving problems, and regulation of emotion in oneself and others.

5. Emotional Intelligence IPIP Scales

This measurement was developed by Ahuja (2015) to measure emotional intelligence. It is based on 68 items classified in seven dimensions that are: positive expressivity, negative expressivity, attending to emotions, emotion-based decision making, responsive joy, and empathic concern. This measure was used in different terms but it has not been used in scientific literature.

6. Emotional Intelligence Self-Regulation Scale (EISRS)

This tool was designed by Hakkak et al. (2015) and intended to combine the model of emotional intelligence which was introduced by (Mayer & Salovey, 1990) with Bandura’s social-cognitive theory. It contains four dimensions; motivation, goal setting, strategy usage, and self-evaluation of strategy effectiveness and adjustment.

These are explained in 52 items with a 7 point Likert scales, ranging from strongly agree to strongly disagree.

7. Schutte Emotional Intelligence Scale (SEIS)

The SEIS is a measurement that includes 33 items with a 5 point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). It has some psychometric problems, especially in its applications, and assesses four dimensions: optimism or mood regulation, appraisal of emotions, social skills and emotions utilization. It's widely used because it was freely available for self-reports and allows free usage for research purposes (Hakkak et al., 2015).

8. Trait Emotional Intelligence Questionnaire (TEIQ)

Trait Emotional Intelligence Questionnaire is an instrument developed to measure trait emotional intelligence. It contains 153 items with a 7 point Likert scale, and tests 13 aspects under four factors: well-being (which contains happiness, optimism and self-esteem), self-control (which contains emotion regulation, impulsiveness, and stress management), emotionality (which contains empathy, emotion expression, emotion perception, relationship skills), and sociability (which contains assertiveness, social competence, emotion management). It's considered to be more comprehensive and covers all aspects of emotional intelligence (Freudenthaler, Neubauer, & Haller 2008a).

The trait EI questionnaire ought to be favoured over other EI related questionnaires for three main reasons: first, it provides a direct route to the underlying theory of trait emotional intelligence, second, it offers overall coverage of the trait EI sampling field, and third, it has bigger predictive validity. Each study that has compared the trait EI questionnaires to other EI questionnaires has reasoned that it has unique predictive validity and superior psychometric attributes more generally (Martins et al., 2010).

The questionnaire of EI traits is based on combining the construct-oriented and inductive approaches to a scale construction (Hough & Paullin, 1994) and has been translated into over 15 languages. It was projected to be factor-analysed at the surface level in order to avoid the troubles affiliated on item factor analysis (Martins et al., 2010).

It is higher - order construction is explicitly supposed as oblique, in line with conceptions of multifarious constructs. Consequently, factor overlap as well as cross -

loadings are to be anticipated, and surely they offer the explanation for combining factor scores into global trait EI. According to the hierarchical structure of the trait EI Questionnaire, the facets are narrower than the factors, which, in turn, are narrower than global trait EI (Martins et al., 2010).

9. Dulewicz and Higgs Emotional Intelligence Questionnaire (DHEIQ)

Dulewicz & Higgs Emotional Intelligence Questionnaire (DHEIQ) is an instrument developed by (Martins et al., 2010). It contains 69 items classified into seven aspects; decisiveness, conscientiousness and integrity, resilience, influence, motivation, self-awareness, and interpersonal sensitivity.

10. Workgroup Emotional Intelligence Profile (WEIP)

The Workgroup Emotional Intelligence Profile (WEIP) is a tool designed to measure emotional intelligence for an individual in a workgroup by using a 7 point Likert scale. It represents two main dimensions; recognizing one's own emotions which include 18 items, with the other dimension ability being recognition of other's emotions which includes 12 items (Martins et al., 2010).

Based on the three previous researcher NPraveen (2009), the current questionnaire construct has been developed. It largely depends on the trait emotional model, using a 5 point scale of frequency: never, rarely, sometimes, consistently, and don't know. A list of the operationalization of the study sub-variables will be shown below.

3.4.1.1 Self-Awareness

According to Ryan (2011), to measure managers' self-ratings, a questionnaire for cognitive ability, social intelligence and emotional intelligence were combined into an overall survey of self-awareness for the manager's participants. In order to control mood as a variable that may affect self-awareness, a questionnaire measuring mood, with the exclusion of the mood scale, was added to that survey. All measures in the self-awareness survey used a 7 point Likert scale (1 = describes me very poorly to 7 = describes me extremely well). Furthermore, the self-awareness survey was built in three forms, each of which introduced the four questionnaires in a different order to decrease expected variance from order-effects. The survey order for Form A was divided into: Cognitive Abilities, Social Intelligence, Emotional Intelligence and Mood. The survey order for Form B was divided into Cognitive Abilities, Emotional Intelligence, Social

Intelligence and Mood. The survey order for Form C was divided into Social Intelligence, Emotional Intelligence, Cognitive Abilities and Mood.

Also, self-awareness is, according to Turner & Walker (2008), measured by three competencies; emotional awareness which means an admission of your emotions and their effects, accurate self-assessment which means to be conscious of your strength and weaknesses, and self-confidence which includes knowing one’s self-worth and efficiency.

The current questionnaire has asked some questions regarding self-awareness, based on previous studies such as what the above study measures. Along with this, it fully depends on the trait emotional intelligence model. The below table no. 3.3 shows the item measures of self-awareness.

Table 3.3:

Item Measures of Self-Awareness.

No.	Item
1	My managers have a positive outlook, and accepts the viewpoints of others
2	My manager co-operates effectively with other employees in an optimistic way.
3	In many situations, I do not know what my manager’s emotions are.
4	In most cases, my manager has a negative outlook.
5	My manager often describes him/herself as a good negotiator.
6	My manager seems to have power over other people's feelings, e.g. s/he makes his/her staff feel happy, anxious, frightened etc.

The above six statements are used to represent the measure of self-awareness. Statement one was regarding the manger’s viewpoint, as perceived from the employees' viewpoints. In addition, this item also measures and gives indications about whether mangers encourage employee participation in the decisions that are made. The second item was introduced to measure whether the managers co-operate effectively with other employees in an optimistic way, which means that if the mangers have personal skills in order to effectively evaluate the business, then coach and direct their employees (Fossey et al, 2002). Moreover, the third item examines if the employees know what the usual emotions of their managers are. This item also asks employees if their manager has clear feelings and emotions when dealing with them, or whether they are

temperamental, or deal with employees the same regardless of the situation that they are in. The fourth item was intended to measure whether the employees notice that their managers have a gloomy perspective on most issues. This perspective might mean that managers enter into any authority relationship with barely repressed cynicism and ingrained negativity toward the system or any employee's work. This item also supports the measurement in order to know if the managers are just sharing negative feedback, since it is a clear sign of the manager's concerns regarding the growth and trajectory of an employee's career in a negative way. The fifth item was intended to discuss if the employees can assess their managers in terms of their negotiation skills. This is defined as a dialogue with two or more people or parties intended to reach an understanding, resolve points of difference, to gain advantage for an individual or collective, or to craft outcomes to satisfy various interests (Turner & Walker, 2008). The sixth item was intended to measure self-awareness and whether the manager has the required abilities and control over their employees' feelings.

3.4.1.2 Social Skill

Social skills were viewed broadly in the previous studies and in different ways, and were represented by using different statements. Yammarino suggested that the 360° used assessment scale in the study was the CCL bench market tools. These tools evaluate skills and behaviours that are relevant for managerial effectiveness. Questions and paragraphs are grouped into four sections; the current study focuses only on the questions in section one of this questionnaire. The 115 division items aggregate to 16 scales and are divided as follows: 1- Resourcefulness, 2- Doing whatever it takes, 3- Being a quick study, 4- Decisiveness, 5- Leading employees, 6- Confronting problem employees, 7- Building and mending relationships, 8- Compassion and sensitivity, 9- Straightforwardness and composure, 10- Balance between personal life and work, 11- Self-Awareness, 12- Putting people at ease, 13- Differences matter, 14- Participative management, 15- Career management, and 16- Change management (Tiraieyari, Idris, & Hamzah, 2010).

Yammarino & Atwater added that the method of evaluating social skills using 360° data progressed through the following steps: 1) determination of the dimensionality of the 360° data set, 2) formulation of data for IRT analyses, 3) application of the SGR to create item and ability parameters, 4) appraisal of the adequacy of the graded response model to the current data set, 5) analysis of differential

item functioning, and 6) explanation of content commonalities across differentially functioning items (Irena & Dimitrinka (2010).

According to the present study, there have been some questions derived from Yammarino depending on the 360° assessment which evaluates skills and behaviours that are relevant for managerial effectiveness.

Table 3. 4:

Item Measures of Social Skills

No.	Item
1	My manager can deal effectively with people.
2	My manager is able to stand up easily for his/her rights.
3	My manager usually feels that he/she is able to influence the way other people feel.
4	I believe that employees who are close to my manager are not dealt with consistently
5	My manager shows his/her affection to those who are close to her/him.
6	My manager is normally able to “get into someone’s mind” and experience his or her emotions.
7	My manager tends to get involved in things, that he/she later wishes he/she could get out of.
8	My manager tends to “back down” even if he/she knows that he/she is right.
9	My manager is generally able to adapt to new environments.

From the above table (3.4), one can see the nine items that were used to represent the measures of social skills. The first item asks employees if their manager can deal effectively with them, which means that their managers are open-minded and usually openly communicative, and where trust is the critical factor in building good and successful working relationships. In addition, this item asks employees if their managers build a supportive environment and gives feedback which motivates them, as it helps each employee to achieve their potential. The second item asks about managers on the other end of the spectrum. Instead of micromanaging their subordinates' projects, they fail to give any directions at all. In an extreme case, their subordinates may feel that their manager is ignoring them. As a result, they feel that they have lost their rights, as well as the managers who have lost their rights as well. Therefore, this item asks employees if their manager is able to stand up easily for his/her rights. The third item asks the employees if their manager usually feels that he/she is able to influence the

way other people feel. Chen (2012) interviewed over 600 managers and found a surprising result. According to Chen, 95% of managers misunderstood what motivates employees, and also misunderstood if they are able to influence the way other people feel, as they thought that what motivates employees was simply money, getting raises and bonuses. The fourth item discusses a specific factor. Those who have close relationships with the manager often complain that managers do not deal with them right, because the people who are close to the manager sometimes suffer. Either way, the closest people tolerate the abuses handed out. They may rationalize that this is just the way the manager is, or, if they are sufficiently manipulated, they may even deal out punishments on behalf of the boss. The fifth item discusses whether the manager often finds it difficult to show his/her affection to those who are close to him. This item leads to the same approximate meaning as statement four, but in another way to check the reliability of the questionnaire. In addition, the sixth question discusses whether managers are normally able to “get into an employee’s mind” and experience their emotions. Employees across generations should become more engaged, and will hopefully notice the commitment their employers have made in improving their employee experience (Yammarino & Atwater, 1997). Therefore, it should be known whether managers are able to get into an employee’s mind in order to experience their emotions. Moreover, the seventh item asks employees if their managers tend to get involved in things, as well as if their managers were characterized by engaging with different kind of works, making good business practices and contributing to the solutions to problems with workers. Moreover, the eighth item asks employees if their managers tend to back down even if they know they are right. This could be especially useful, as employees who do a poor job rarely rate themselves as poor, and this turns what could have been a constructive feedback session into a potential argument. Finally, the ninth item asks employees if their managers are able to adapt to new environments and cope quickly to any new circumstances, or whether they have a hard time adapting to the new working environment.

3.4.1.3 Self-Regulation

Self-regulation measurement terms have also been viewed in a different manner within previous studies, for instance in DeWall, Baumeister, Mead, & Vohs (2011). They designed the experiments in forms 1A and 1B that used different dependent measures of self-regulatory performance. In Experiment 1A, the measure was a performance of a dichotic listening task. The study mentioned that dichotic listening is

a standard measure of attentiveness control, because it requires the participant to ignore any information heard in one ear, and to focus instead on monitoring and categorizing information presented to the other ear. Furthermore, the power holders are often faced with the responsibility of completing many different missions at the same time. However, the capacity to attend to the meaning of congruent information and to dismiss irrelevant information to goals is therefore likely a form of self-regulation that is crucial to the actual work of many leaders. Moreover, in Experiment 1B of the same study, an anagram task was employed as a dependent measure. Precise responses to solvable anagrams have been used in a variety of previous examinations as a measure of self-regulatory performance, if one understands self-regulation as overriding, governing, and coordinating responses. On the other hand, self-regulation is also required to manage one's time, especially when one may be having difficulties with a particular problem. One must therefore determine whether to continue striving on the assumption that one has already ruled out some probabilities, or to give up and move on to a new and possibly easier one. If there is power in enhanced self-regulation, then the respondent in the high-power condition (manager in Experiment 1A, high-power recall condition in Experiment 1B) should do better than low-power and control respondents (Schermerhorn & Hunt, 2005).

As Tsai (2002) mentioned, one of the challenges in the self-regulated learning fields is developing reliable and valid measures that examine only the target construct. Various measures have been validated and employed in a breadth of studies for the majority of self-regulation constructs. However, some of the measures do not examine the full range of learning activities that theoretically fall in the construct area, and a few of the scales include items that examine multiple self-regulation constructs. The understanding of a domain is bounded by the quality of the measures employed, so the results section began with a discussion of the construct validity of popular self-regulated learning measures, including shortage and contamination related to some frequently used measures.

Theoretically, metacognition is an umbrella construct that subsumes multiple self-regulatory procedures. The metacognition scales of Tsai (2002); Schmidt & Ford (2003) assess a combination of planning and monitoring. Based on the above studies, some items of Tsai (2002); Schermerhorn & Hunt (2005); DeWall et al. (2011) have been used to make strong a construct for self-regulation on the questionnaire.

Table 3. 5*Item Measures of Self-Regulation*

No.	Item
1	My manager is able to regulate his/her emotions, e.g. s/he is able to control their temper.
2	My manager tends to change his/her mind easily.
3	My manager accepts any possible changes in the working environment regardless of the circumstances.
4	On the whole, my manager is able to deal with stress.
5	My manager is usually able to find ways to control his/her emotions when he/she wants to
6	My manager often pauses and thinks about his/her feelings.
7	Others admire my manager for being relaxed.

There are seven statements/items that were used to represent the measures of self-regulation. The first item asks employees if their manager is able to regulate her/his emotions, e.g. s/he is able to control their temper. This also tests whether the manager is able to deal with contentious employees, rapid changes in the workplace and unexpected disappointments and triumphs, whilst keeping a level head and strong sense of self. They do not let the circumstances surrounding them define who they are or what they stand for. In addition, it tests whether their employees and peers depend on them for consistency, good judgment, and the ability to do the right thing at the right time. The second item asks employees if their manager tends to change his/her mind easily. The change in mind and attitude is sometimes interpreted as an admission that the original belief was inaccurate or inadequate. In addition, the employees tend to avoid having their opinions challenged; since previous research indicated that employees tend to simply avoid information that might be discrepant in nature (McLeod, Kosicki, & McLeod, 2002).

In addition, there are multiple items that were used to represent the measures of self-regulation; the third item also asks employees if their managers usually accept any possible changes in the working environment, regardless of the circumstances. This also asks whether their manager accepts unchangeable circumstances, and redirects efforts towards more effective goals (Kuhn, Kooreman, Soetevent, & Kapteyn, 2008). The fourth item asks employees if their managers on the whole are able to deal with stress

and accept accumulated tasks. In addition, the ability to deal with stress means the difference between success and failure. For employees everywhere, the troubled economy may feel like an emotional roller coaster. "Layoffs" and "budget cuts" have become bywords in the workplace, and the result is increased fear, uncertainty, and higher levels of stress. Since job and workplace stress increase in times of economic crisis, it is important to learn new and better ways of coping with pressure. The fourth element shows the importance of the manager's ability to deal with stress, and can mean the difference between success and failure. Moreover, the fifth item discusses the ability of the manager to find ways to control her/his emotions when s/he wants that. This item contributes to a manager's ability to manage and monitor her/his own emotions, to correctly gauge the emotional state of others, and to influence opinions. The sixth item shows whether the manager typically stopped working logically and used his emotions in making a decision, or in particular or specific advice offered to an employee. Finally, the seventh item asks employees if they admire their manager for being relaxed. The focus is on the staff's answers about whether they admire their managers when they are in a relaxed state, and whether this significantly affects their productivity (Schermerhorn & Hunt, 2005).

3.4.1.4 Motivation

Various measures and terms have been used for motivation in previous studies. Akbar et al. (2012) set up a correlational study which showed that a correlation exists between employee motivation and employee performance. Akbar used "unconscious mental process" to explain behaviour and motivation, especially in cases of perversion, hallucination, dreams, obsession and anxieties. Attempts have also been made to explain human behaviour in terms of rules following a purposeful model. End-state explanations such as need reduction, tension-reduction or homeostatic postulates are offered for behaviour. Motives like drives, needs, instincts are also used to explain human behaviour. None of this has inspired an all-inclusive theory of explaining human behaviour, which is neither easy to present at this stage, nor perhaps will it be possible in the future.

Van & Voorhees (2011) inventory-tested student attitudes toward mathematics may not be practical for evaluating general motivations in the classroom. The Motivated Strategies for Learning Questionnaire (MSLQ) contained an 81-item inventory that measured two different sorts of scales: motivation and learning. Motivational scales included the following elements: intrinsic goal orientation, extrinsic purpose

orientation, and task value, control beliefs about learning, self-efficacy, and test anxiety. Learning scales include the following elements: rehearsal, elaboration, organization, critical thinking, peer learning, help seeking, effort management, and time and study environment. They found that intrinsic purpose orientation, along with other variables, was positively related to achievement. Moreover, they found that this inventory is effective in comparing to motivational and learning factors within and outside of the inventory.

The Harrison terms are the same measures used in the table below. With all the factors involved in both areas, the measures that will be used in this study are explored below.

Table 3.6

Item Measures of Motivation

No.	Item
1	On the whole, my manager is a highly motivated person.
2	My manager feels that he/she has a number of good qualities
3	My manager is able to keep him/herself motivated.
4	On the whole, my manager is pleased with his/her life.
5	My manager believes that he/she is full of personal strengths.
6	My manager feels that he/she has received enough rewards for the work that they have done so far
7	The present working environment for my manager is good for him/her
8	My manager is satisfied with the available motivational packages in his/her unit/department.
9	My manager is satisfied with his/her salary, and it is suited to his/her potential and experience

The items which measure motivation (which is the fourth dimension of emotional intelligence) consist of nine statements as follows. The first item asks employees if their manager is a highly motivated person. This also asks whether the manager offers a way to unleash everyone's creativity, productivity, innovation, motivation and commitment. In addition, the second item asks employees if their manager has a number of good qualities, as this item asks employees if their manager is capable of pulling out the best qualities from people and whether they work on

improving the aspects of an employee that need to be improved. In addition, it asks if their managers have the good sense to measure an employee's capacity and where they can continue to grow (Akbar et al., 2012).

The third item asks employees if their manager is able to keep her/his self-motivated. This item asks if their manager is compelled to achieve without higher-level supervision. Furthermore, self-motivated managers are usually influenced by their backgrounds, values, educations, and personalities. They usually possess certain traits in common, and the way they go about completing their work is different than those who are less self-directed. The fourth item also asks employees if their manager is pleased with her/his life. This dimension discusses whether the nature of the manager's life is happy or not, to know the effect of this nature and style on the employees' work (DeWall et al., 2011). Moreover, the fifth item asks about the manager's personal strengths. The sixth item asks employees if their manager feels that s/he received enough rewards for the work s/he has done so far. This item also discusses if the managers have received sufficient rewards or not, as this reward can critically reflect the manager's emotions toward the employees. In addition, the seventh item asks employees if the present working environment is good for their managers, especially given that a positive working environment is regarded as critical to the managers' well-being and future success. In addition, a positive working environment makes employees and managers feel good about coming to work, and this provides the motivation to sustain them throughout the day. If managers seek a new job, then managers would say that assessing the current working environment is a crucial step that cannot be skipped. After all, this is the place where one might be working in the future and they would not want to be dragging themselves to work day. From this point of view, this confirms the importance of this item, which focuses on the satisfaction of managers regarding the working environment available to them.

Moreover, the eighth item is about the available motivational packages for managers. Owusu (2012) discussed that it is certain that motivational packages, irrespective of the type or kind, has a positive influence on the managers in one way or the other. Effective motivation influences loyalty, job satisfaction, and many associated working novelties. The study revealed that motivation type influence both employees and managers. It ranges from (20%), for employees and managers loyalty to (14.7%) being punctuality at work. Inner satisfaction is the second most influenced work characteristics represented by (17.9%) of respondents. Staying in the position, delight

to customers and respect among colleagues each attracted (15.8%) of respondent. The theory of Abraham Maslow agrees with the inner satisfaction of managers and employees. From this point of view, this item is important, and focuses on the satisfaction of managers regarding the available motivational packages. Finally, the ninth item asks employees if their managers are satisfied with the salary and whether it is suited to the managers' potentials and experience. Consequently, this significantly affects either positively or negatively on the efficiency of the manager.

3.4.1.5 Empathy

Nan used several dimensions in designing the empathic questionnaire. The dimensions are depression, anger, friendliness, and emotionality. The researcher assessed using the Organizational Citizenship Behaviour towards Individuals (OCBI) scale, which uses six items. The questionnaire is comprised of 40 items. This content analysis takes advantage of these measures, because this study is based on data from an existing archival database. Instead, it first reviewed all of the items from the multisource instrument and identified 12 items that were related to the concept of empathy. It then attempted to address content validity issues by instructing the subject matter experts to rate how well each of the items mapped onto (Lee, & Gail, 2013).

According to Goleman, twelve subject matter experts with advanced degrees in business and I-O psychology, rated the items on a 7- point scale (1=very inconsistent, 7 = very consistent). This process showed a strong conceptual overlap between these four items and empathic emotions as defined in the empathy literature. Cronbach's alpha for the four items is .81 for the present study. In addition, a principal axis exploratory factor analysis using the "eigenvalue greater than 1" criteria, resulted in one factor explaining two-thirds of the variance with all four items adopted in this study loading at a minimum of .70. An example item states: "Is sensitive to signs of overwork in others." This study took into consideration measuring the empathic by 12 items, and therefore depends on this study to measure empathy (Kellett et al., 2006).

To further demonstrate the validation evidence of the empathy measures, a survey was conducted of 198 students from two large universities in the Midwest and western USA that compared the survey items of (Lee, & Gail, 2013). Participants were fairly evenly split in terms of gender (female=46.7%), had an average age of 23.7, and most of them (73.4%) were working and had an average of 3.26 years of work experience. Since the survey items were phrased as the rating of the empathy of others

and the Davis items were self-ratings, it created self and other ratings of both scales, and asked each participant to respond to both sets of ratings. The results showed a high correlation between the two measures regardless of the person surveyed (Davies et al., 1998). This study took into consideration measuring empathy through several items included in the questionnaire. It therefore depends on this study to measure the empathic. According to the present study, there have been some considerable questions from (Nan, 2000) studies that were used to build the current study measurements of empathy.

Table 3.7

Item Measures of Empathic

No.	Item
1	My manager generally helps others who have been absent.
2	My manager takes a personal interest in the well-being of other employees.
3	My manager generally helps others who have heavy workloads.
4	My manager usually goes out of his way to help new employees.
5	My manager generally takes time to listen to co-workers' problems and worries.
6	My manager passes along work-related information to workers.

There are six items that were used to represent the measures of empathy. The first item asks employees if their manager generally helps others who have been absent. Some employees who may need help and support to stay at work include people who become ill or injured, and whose job performance could be affected if their condition gets worse. This might include poor health or experiencing stress, and those whose condition might be made worse unless the system of working is changed. Many people's condition already affects their job performance and may begin to affect their attendance, so this item asks employees if their manager takes these into account when helping employees suffering from absence (Nan, 2000).

The second item asks employees if their manager takes a personal interest in the well-being of other employees, since an employee's relationship with their direct manager is the single most important factor influencing engagement. The responsibility falls to management to improve motivational levels. The third item asks employees if their manager helps them when they have heavy workloads. This item asks whether the

manager typically adds to, rather than reduces, employee workloads. It also indicates whether the team feels overwhelmed by an increase in workload due to staffing departures. A good first step would be to look at your employees' individual responsibilities and your team's collective obligations to assess whether there are some legacy activities or tasks that can be stopped. Moreover, this item also asks employees if their manager goes out of the way to help new employees (Minness, 2007). In addition, the fifth and sixth items ask employees if their manager takes the time to listen to co-workers' issues and worries and pass along work-related information to co-workers. If a manager does not spare enough time to know, listen, solve, and assist the employees and foster growth, employees will feel unappreciated. For this reason, this item comes to answer whether the manager takes time to listen to co-workers' issues and worries and passes along work-related information to co-workers.

3.4.2 Experiences

Employee experience is defined as what an employee has received during his interactions with job elements like firms, customers, co-workers, and environment. Experience has been assessed within previous studies in different manners (Madjar et al., 2002). McDaniels (1988) examines job experience correlates of job performance. This article quantitatively summarizes data on the relationship between job experience and job performance from a total sample of 16,058. The relationship between job experience and job performance was found to be moderated by two variables: length of experience and job complexity. The experience as moderating variable was measured through giving five choices given to the respondent to choose one of them according to the length of his/her experience.

Jeffrey, Arther, & Kevin (1987) perceived four work experiences measures, which are autocracy, pressure, non-support, and inequity within one's work environment. They depend mainly on a factor analysis of the organizational climate questionnaire on the entire sample. Each item introduced a description of a work environment and responses were made on a 7- point scale with the following anchors: very rarely, once in a while, something, fairly often, frequently, very often, and continuously. The oblique analysis yielded seven factors; four of them were relevant to the goals of the study. Based on the study of Jeffrey et al. (1987) there have been options in the main factors that were mentioned in this study (autocracy, pressure, non-support, and inequity within one's work environment) which have been divided into four main points.

The experience measurement terms in the current study will be represented by one question that asks about the years or length of experience, which has then been divided into four ranges: 5 years or less, 6- 10 years, 11- 15 years, 16 years and more. It was chosen because it is more appropriate especially as experience is used as a moderating, and not essential, variable.

3.4.3 Employee's Performance

Employee performance measurement can be defined as the assessment of an individual's work depending primarily on objective quantitative metrics. It is considered critical to understand how employees are developing professionally and how they are participating in the business. While subjective assessment of performance has its place (for instance, observations of work ethic or collaboration with others), empirical measurement offers significant indicators of performance and productivity. It may also be offered to every position in the organization, thereby making the playing field more level. While improving an employee performance measurement system may seem daunting, making it happen is not actually that difficult. Actually, the five-step process has been tested and works very well (Minnes, 2007). Minnes evaluated employee performance by using 6 scale terms that measure every aspect of the performance. It is also close to the scales used by other studies. The current study will adopt the terms of Minnes (2007) which takes into consideration the four items for measuring employee performance. The scale was divided as: Not at all, small, moderately large and very large.

Table 3.8

Item Measures of Employee Performance

No.	Item
1	Stability
2	Being people-oriented
3	Being innovative
4	Being highly organized
5	Sharing information freely
6	Low conflict

There are six items which were used to measure an employee's performance. The first item involves stability, where stability is defined as the extent to which the

true value of a measure remains constant over time (Kuzu & Özilhan, 2014). An individual's performance may change because of a change in motivation, the acquisition of job knowledge, or changes in the predictors. Although there are suggestions that measures of performance will be unequal over time because of a lack of performance stability, there is also evidence that some aspects of job performance are stable over time. This is not to say that performance will not change over time, rather it was argue that because of the nature of how individual characteristics affect performance, some variance in individual performance remains consistent. In other words, because of the stability of certain performance-causing attributes, one can predict that there will always be some positive relationship between true performance scores over any given time period (Degado-Garcia et.al, 2010). The second item is about being people-oriented, which means that a manager or employee gets along with other people. Another factor of being people-oriented is when a manager of an organization is more focused on the individuals of the team, meaning that the task may get overlooked. In addition, the third item is about being innovative. There is empirical evidence suggesting that the conceptual use of innovation performance information has a significant effect on management quality, project selection, and financial innovation success. This means that the act of measuring, and the resulting information, may serve as a vehicle to “develop and enlarge the managerial knowledge base”. If employees are given access to measurement results and respective learning loops are established, then this act of opening up the black box of corporate innovation and development can further boost overall organizational learning. This perspective confirms the importance of this item. The other items (4, 5, and 6) are about sharing information freely with low conflict, and being highly organized. Moye & Langfred (2010) investigated the role of task and relationship conflict as mediators of the relationship between sharing information freely and group performance. They also suggested that, in addition to the commonly studied effect of conflict on information sharing, the reverse causal direction is theoretically likely and relevant in today's business climate. Specifically, they hypothesized that information sharing will reduce both task and relationship conflict, with beneficial effects on team performance in established groups. Moreover, they also explored boundary conditions to these conflict-reducing effects of information sharing, suggesting that the lower a group's task interdependence, the more information sharing reduces task conflict. Additionally, the lower a group's average general mental ability, the more information sharing reduces relationship conflict. From this point of view, this

confirms the importance of these three items separately. Arguably, the performance measure of the current research is objective and taken from references measure the same thing.

3.5 DEMOGRAPHIC ITEMS

In the beginning of any questionnaire, the demographic items must be included. The demographic variables can be defined as personal statistics that include data such as income level, sex, educational level, location, ethnicity, race, and family size. For instance, the marketing department of a business might use demographic variables as a significant input when composing target customer profiles. The demographic profile of the current study will contain: gender, age, years of experience, and qualifications.

3.6 STUDY POPULATION AND SAMPLE SIZE

To achieve the objective of the study that aims to investigate the impact of manager's emotional intelligence on employee's performance, a suitable sample must be taken. The population of the study consists of all the employees and managers of petrochemical companies in the eastern area of Saudi Arabia, which are around 8 companies, which totals 45,000 employees. The questionnaire will be distributed among the employees and managers of these companies, as well as the interviews that will be conducted with selected managers. The study will contact a representative random sample of 381 employees and managers to fill the questionnaire, from these sample a proportionate sample of 16 managers will be interviewed; in other words, 2 managers from each company.

The choice of just 8 petrochemical companies has been made for the reason that the overall number of petrochemical companies in the eastern area of KSA encompasses 8 companies. The sample number chosen was based on the table of sample size decision for a given population size in (Sekaran, 2006, p. 294).

3.7 DATA COLLECTION PROCEDURE

Data will be collected through two sources. The secondary source is represented by the journals, books, magazine, and published articles that support the study topic. Furthermore, the primary source will be the sample of the study, which will be represented by petrochemical companies' managers and employees. Managers will be targeted through interviews that will allow the researcher to get more in-depth and supportive information, whereas employees will be contacted through the questionnaire that will be designed according to study dimensions. It will be necessary to schedule

appointments with managers in order to conduct interviews, through cooperating with human resources in these companies.

3.7.1 Primary Sources

The primary sources of data for this research are a questionnaire and an interview, which have both been designed with the specific objectives of the study in mind. A detailed description will be provided shortly for both tools, to explain and justify their contents, and to provide more descriptive detail about the sources.

3.7.2 Secondary Sources

In terms of secondary sources, the researcher relies on scientific books, previous studies, and research published in scientific periodicals and journals which deal with concepts addressed by the research. The information obtained from secondary sources was used to design and construct the theoretical aspects of the work, to set up a detailed background, and to specify certain measurements used in primary data collection.

3.7.3 Interviews

The second type of primary data used in this study will emerge from interviews of a particular sample of managers. For this study, interviews represent a useful research strategy because they are able to cover indirect issues associated with the topic (which are often not clearly visualised and understood). The research questions will be made up of few questions. They will be fulfilling enough for the participants to answer. Open-ended questions will be used, and will range between open and unstructured, in order to give respondents the chance to give the issues their full consideration, and in order to give them more free space in expressing their responses.

The interviews in this study will be semi-structured for a similar reason that the questionnaires are. All interviews will be carried out in Saudi Arabia. Each interview lasts for about twenty minutes and contains ten questions.

There is little point in spending time and money improving the response rates if the quality of interviewing and analysis of the interviews is substandard. An overview of the major texts which deal specifically with the mechanics of interviewing reveals the complexity involved in conducting a good interview (Hart, 1989; Gorden, 1956).

A qualitative researcher relies primarily on his intuitive capacities for inference, empathy, perceptiveness and creativity (Hart, 1989). This perpetuates the lack of rigour which Miles (1979) the R & D sub-committee on Quantitative Research, to mention but a few, have highlighted.

It is worth mentioning in passing that the quantitative analyses may appear to be better protected from the whims of subjectivity by "reams of computer printout conveying the impression of independence and objectivity" (Hart, 1989), but are not intrinsically free from the vagaries of personal interpretation and judgement. However, qualitative researchers are trying to imbue their techniques with scientific respectability, an endeavour that is often hindered by the lack of guidelines for protection against over-interpretation and delusion. Methods of analysis are not well formulated, are infrequently reported and the researcher is left to shape and select material without any rules - or even precedence - to follow (Van Maanen, 1979). Notable exceptions exist; occasionally researchers detail their method of analysis so that others may benefit (Eden, Jones, Sims, & Sue, 1979)

There are two techniques for obtaining information about the personal experiences of a phenomenon from one person to another. The first is the traditional face-to-face interview, and the other is using a written or recorded account of the experience (Englander, 2012). According to Phellas, Bloch, & Seale (2011), there is no predetermined way to get a perfect or good interview. In the opinion of Phellas et al. (2011), there is only one main criterion for defining a good interview and that is, phenomenological speaking, that one should aim for as complete a description of the experience under scrutiny as possible. To that end, the face-to-face interview is usually richer because it is longer in terms of accurate differences and depth, while shorter written descriptions are useful for workshop material or undergraduate research projects. But, at the same time, one might extend the amount of subjects when seeking shorter descriptions, which contributes to and compensates for the accurate differences usually extracted from face-to-face interviews (where the motivation to maximize the number of subjects is not due to statistical criteria).

A week before the main interview, it is possible to have an initial pre-meeting with respondents. There are good reasons underpinning the idea of a pre-meeting. Pre-interview meetings provide opportunities to create trust and rapport with respondents, and allow for the discussion of ethical matters, and the completion of ethics forms. In these meetings, some of the research questions can even be reviewed, which gives respondents the time to ponder the issues for a few days before having to respond. Through these initial meetings, it is possible that a researcher will gain richer descriptions during the interview phase without having to ask too many questions (Bamberger, 2013). Furthermore, the researcher must take into account an important

issue which was raised by (Phellas et al., 2011). Some self-interpretations do tend to increase with certain richness in the data. The goal of the data analysis is to describe psychological meaning, and this also includes describing the psychological meaning of the participant's self-interpretations.

According to Bryman & Cramer (1999), interviews have several advantages. Interviewing is a flexible method that permits a researcher to investigate information in greater depth, and data and meaning can then be gained from other methods. Another advantage which Bryman & Cramer (1999) noted is that personal skills may be utilised to facilitate co-operation and thereby elicit more information. Additionally, interviews usually result in higher response rates than questionnaires, and, finally, interviews allow researchers to gather data from populations who may normally be unable or unlikely to respond e.g. respondents whose reading, writing, and expressive capacities are marginal.

The most widely known data collection tool in qualitative research is the interview, and interviews are an acceptable means of acquiring an individual's opinions, explanations, and descriptions of situations (Worrall, 2000).

The key feature of the structured interview is in the pre-planning of all the questions asked, it's also allow for exact replication of the interview with others.

To an extent, it is possible to generalise what you find out about the population from which your interview sample came. Structured interviews are conducted in various modes: face-to-face, by telephone, videophone and the Internet.

The advantage of structured interviews is that the standardisation of all questions can give quantifiable data in addition to replication possibilities. The data is also considered to be more reliable because of internal consistency which allows a degree of generalisation of the results to the population from which the sample was taken. However, restrictive questioning leads to restrictive answers and it can be insensitive to participants' need to express them.

3.7.4 Questionnaire

For this research, a self-administrated questionnaire was designed in accordance with the goals and variables of the study. It was designed in a way that takes into account the sufficient existing studies and articles, and followed by a thorough review of their contents in terms the moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia.

Questionnaires can be defined as simple tools for gathering and recording information about a specific issue of interest. They essentially consist of lists of questions, accompanied by clear instructions, and space for the provision of answers or administrative details. Typically, questionnaires must have a definite purpose or aim that is related to the objectives of the research, and it is necessary to be clear from the outset as to how a questionnaire's results will be utilised. Additionally, participants must be aware of the objectives of the research wherever possible, and should be told how and when they will receive feedback on the results (Adams & Cox, 2008).

Structured questionnaires are always connected with quantitative research. In other words, questionnaires are associated with research that is focused on numbers (how many? how often? how satisfied?). Understood thusly, questionnaires can be used in a variety of survey situations (Bryman & Cramer, 1999).

According to Phellas et al. (2011) questionnaires are generally used:

- To gather real information with the aim of using this factual information to classify people and their conditions and circumstances.
- To collect direct and clear information relating to people's behaviour.
- To look at the main attitudes and opinions of a group of people relating to a particular issue or case.
- To determine the satisfaction levels of customers with a product or service.
- To collect basic information which can then be exploited over time to test changes.

In terms of best practice, questionnaires should not be used to determine discuss, and explore complex issues in great depth, or to explore 'difficult' or potentially controversial issues. It should also not be used as an 'easy' option requires little time or effort, which is a common misconception regarding questionnaires.

Table 3. 9

Advantages and disadvantages of using questionnaires

Advantages	Disadvantages
<ul style="list-style-type: none"> • Can contact a large number of people at a relatively low cost (postal and telephone). 	<ul style="list-style-type: none"> • Response rates can be low (postal) and refusal rates high (telephone, F2F).

-
- Easy to reach people who are spread across a wide geographical area or who live in remote locations (postal and phone).
 - Respondents are able to complete postal questionnaires in their own time and telephone call-back can be arranged for a more convenient time.
 - Telephone questionnaires can make it easier to consult some disabled people.
 - F2F questionnaires can make it easier to identify the appropriate person to complete the questionnaire.
 - F2F questionnaires can be longer than postal and phone questionnaires, collect more information and allow the use of visual aids.
 - There is little control over who completes a postal questionnaire, which can lead to bias.
 - Postal questionnaires are inappropriate for people with reading difficulties or visual impairments and those who do not read English.
 - Postal and phone questionnaires must be kept relatively short.
 - F2F and phone questionnaires require the use of trained interviewers.
 - F2F questionnaires are time consuming for respondents, more costly and more labour intensive than other methods.
-

Source: (Phellas et al., 2011)

3.7.4.1 Choosing a Questionnaire Response Format

According to Phellas et al. (2011), there are basically three types of response format to choose from: closed-ended or forced-choice, open-ended, or a combination of the two. Generally speaking, closed ended or forced-choice response types are much easier to tabulate in that the respondent is required to select from a predetermined set of answers. The obvious disadvantage to this format is that the designer of the questionnaire may not have considered all possible choices and may, therefore, unwittingly bias the results. Examples of closed-ended or forced-choice types of question include Yes/No (“Will financial management training be of benefit to you in your present position? "Yes/No) or True/False (“Interdepartmental communication in this organization is satisfactory” True / False), in using two-way forced-choice types of questions, particular care must be taken so that only two options are possible for the question posed.

In order for the current research to be conducted correctly, a questionnaire has been incorporated according to the set goals and variables (depending on reviewing

previous research on this field), which is designed in such a manner that ultimately notes and utilises the findings from existing literature that is deemed sufficient for the research purpose. Subsequently, this is adhered to through an in-depth review of the contents that relate to the terms of the effects of manager emotional intelligence in employee performance. This questionnaire was distributed through face-to-face interaction with different employees of Saudi Arabian petrochemical firms, as it was possible for the researcher to be enabled with the opportunity to undertake this personally, which had been anticipated as functioning quicker and more efficiently than conducting online surveys, although it must be noted that this would be challenging in more geographically diverse studies.

A covering letter was provided together with the questionnaire for each participant that detailed certain issues in order to attract a high response rate, which were: the overall purpose of the study, the response method, the research's aim, as well as information privacy. Multiple-choice questions were incorporated into the body of the questionnaire for more vital quantitative details, while the variability of the set questions aims to initially meet the objectives of the research, and for data collection that is deemed necessary in the overall support of the research's result findings, discussion, and recommendations.

The questionnaire consists of the following:

- **First Section:** personal data that include 5 items, which aim to define the sample of the research and provide data in regard to their socio-demographic characteristics, as well their usage in assessing the differences in the response of the sample according to their demographic variables.
- **Second Section:** related to manager emotional intelligence, and divided into: social skills, empathic, self-awareness, self-regulated, motivation. The last section related to employee performance. Furthermore, the questionnaire presented display to number of arbitrators before it applied, and its validity test through Cronbach's alpha test.

3.8 DATA ANALYSIS

The analysis of the data from the completed questionnaires utilised a number of statistical techniques using the SPSS program. The data gathered from the interviews analysed and summarised by content analysis. Then discussed and compared the result of interview and questionnaire with respect to the findings of other studies, and with consideration of the issues which have already been mentioned therein. There were

more than one analysis factor and rationale in such a systematic approach. Below is a detailed description of the analysis of both the questionnaire data and the interview data (Graneheim & Lundman, 2004).

The data collected by the current study will be interpreted and analysed through various steps and stages. First, the interviews were interpreted and analysed using content analysis of its texts, first all interviews responses were summarized, then the summary of agreement on each question was listed, add to pointing to the confliction, then a quotation from various interviews were taken as an example of the result and for supporting it.

For this study, the results of the questionnaires collected via hard copies. This required the researcher to examine all answers individually, as some answers not legible, and some answers may not have been presented clearly for other reasons. The copies manually examined first, and then the data entered onto a computer to be organized and arranged. The data analysed first in Arabic, and then translated into English. Following the collection and storing of the data, there are some statistical tests and methods which applied to it, outlined below according to (Graneheim & Lundman, 2004).

Regarding the returned questionnaire will be filtered and rearranged, and then the chosen questionnaires will be subject to a coding process for the response. The codes will then be filled on to the SPSS program, before the needed analysis is conducted, according to the study hypothesis and objectives, which facilitate getting meaningful results. The following statistical tests are acceptable to be used: frequency, descriptive (mean and standard deviation), and regression analysis (multiple regression, and simple regression). To test the correlation between the study control variables and dependent variable, the ANOVA test will examine the moderating role of experience. Additionally, factor analysis will be employed to investigate whether a number of variables of interest are linearly related to smaller numbers of the unobservable factors. Finally, the result will be listed and discussed with more details and in comparison with previous studies' results, before suitable recommendations are highlighted.

- Frequency: This represents the number of repeating event occurring per unit of time. It is also referred to as temporal frequency, which is focused on the contrast between spatial frequency and angular frequency. It is usually used to demonstrate the demographic characteristics of the respondents.

- Descriptive: This includes the mean and standard deviation values that will be used to give indications about the respondents' agreement on questionnaire.
- Cronbach Alpha: to assess the reliability and internal consistency of the data gathering tools and can be defined as a coefficient of internal consistency. It is usually used as an estimate of the reliability of a research test for a sample of study. Perhaps the best way to conceptualize Cronbach's Alpha is to think of it as the average of all possible split half reliabilities for a set of items. Split half reliability is simply the reliability between two parts of a test or instrument where those two parts are each half of the total instrument. In general, the reliabilities of these two halves should then be stepped up (Spearman Brown Prophecy Formula) to estimate the reliability for the full length test rather than the reliability between two half-length tests.
- Pearson Correlation Matrix: to assess the relationship between independent variables, and to avoid multicollinearity or overlapping in the independence variables.
- Multiple and simple regression: to test the hypothesis of the study about the effect of EI and its dimensions on employees performance (multiple and simple regression) and presenting their results.
- One way Anova: to measure the difference that the experience of managers as a moderating variable makes on the relationship between emotional intelligence and employee performance.

Interviews documented by an audio recording unit, and the editing of this audio into meaningful information was a crucial stage of this study. The researcher acquired more information when analysing the transcripts than during the interview process. This is because that, during the interview, the researcher focused his attention on formulating questions depending on interviewees' responses, to assure that all lines of enquiry are adequately and properly pursued. For robustness, transcripts analysed more than once, and thematic evaluation utilized for the semi-structured interviews. The records summarized and interpreted in accordance with the research questions.

The first definition of content analysis was introduced by (Berelson, 1952, p. 18) study that described it as 'the objective, systematic and quantitative description of the manifest content of communication' (Berelson, 1952, p. 18) but, over time, it has expanded to also include interpretations of latent content. There are several authors that

have addressed content analysis (for example, Berelson, 1952; Krippendorff, 1999; Graneheim & Lundman, 2004; Woods & Catanzaro, 1988).

Content analysis was first developed in the social sciences as a way of studying cultures at a distance. It can be used to determine the beliefs, values, ideologies, role perceptions, behaviour norms and other elements of a culture through systematic analysis of its words and pictures. The basic technique of content analysis entails literally counting the number of times pre selected words, themes, symbols or pictures appear in a given medium. More refined applications categorise and quantify relationships among the selected units. Earlier uses of content analysis were usually limited to words, while more recent applications include computer-assisted colour breakdown of pictures and other advanced graphic analysis. Content analysis can be performed on printed material (newspapers, magazines, books) or on virtually any medium with verbal and/or visual content (radio and television programs, recorded meetings, movies, and songs) (Wheeler, 1988).

Although content analysis was used in an objective and systematic manner starting in the 1920s and 1930s, it was performed largely by hand until the 1960s, when computers began to play an important role. The introduction of optical scanners solved a key problem in content analysis by greatly reducing the cost of reading large volumes of material. Computers further improved the process of content analysis by counting and cross-tabulating data quickly, economically, and often, according to more sophisticated schemes than had previously been feasible (Wheeler, 1988). One of the most important advantages of computer-aided content analysis over hand-coded or interpretive content analysis is that the rules for coding text are made explicit. The public nature of the coding rules yields tools for inquiry that, when applied to a variety of texts, generate formally comparable results. The use of computers forces the researcher to state explicit categories and rules for identification of the characteristics under study. It disciplines researchers by making them focus on objective content as a function of inference and measurement, with relatively little bias (Wheeler, 1988).

3.9 RELIABILITY AND VALIDITY

Sekaran (2004) defined reliability as the extent to which results are consistent over time and, in other words it means that if the results of a study can be reproduced under a similar methodology, then the research instrument is considered as reliable.

There are three aspects of reliability, which are worthy of mention, these include equivalence, stability, and internal consistency (homogeneity). Moreover, it is considered significant to understand the distinction between them, as it could guide one to the proper judgment of reliability given the research protocol. The first type, equivalence, relates to the degree of agreement between two or more tools that are administered at almost the same point in time. Equivalence is measured via the parallel forms process, in which one administers alternative forms with the same measure to either the same group, or to different groups of respondents. This administration of several forms occurs at the same time or following some time delay (Michael, 1993).

The second type of reliability is stability, which is set to happen when the same or similar scores are found with a repeated testing with the same group of respondents. Although collected at different times, the scores are consistent from one time to the next. Stability is evaluated through a test and retest procedure that involves administering the same measurement instrument to the same individuals under the same conditions, after some period of time (Michael, 1993).

The third and last type of reliability is internal consistency (or homogeneity). Internal consistency concerns the degree to which items on the test or instrument are measuring the same thing. If, for instance, you are developing a test to measure organizational commitment, you should identify the reliability of each item. Moreover, if the individual items are highly interconnected with each other, you can be highly confident in the reliability of the entire scale (Michael, 1993).

Thus, reliability refers to the consistency or stability of a measure, therefore, Cronbach's alpha test will be used to measure internal consistency of the current study tool. The accredited value should exceed .60 to be considered acceptable in terms of reliability, according to (Sekaran, 2004). The current study reliability showed a value of (.93) for the entire questionnaire. Regarding the other variables reliability was respectively, Self-awareness, self-regulation, motivation, social skills, empathy, employee performance (.70 .77 .79 .85 .85 and .77) and this rate for the entire questionnaire reflect excellent consistency of the used tool.

Moreover, the research studies that have been available and printed in academic journal do not mean that it is good research or that the results are appropriate to your space of scientific practice. Once reading a paper or article, it is essential to reflect the validity and reliability of the study presence explained. Validity is defined as the appropriateness, meaningfulness, and usefulness of specific conclusions made from test

scores. It can also be defined as whether an instrument measures what it is designed to measure (Gall, Gall, & Borg, 2003).

Moreover, validity means that a tool measures what it sets out to measure. There are several measures of validity that provide evidence of the quality of a study. Internal and external validity relate to the overall study design. Internal validity concerns to the degree to which the design of a research study is a good test of the hypothesis or is suitable for the research question (Carter & Porter, 2000). External validity, meanwhile, relates to whether or not research findings can be generalized beyond the immediate study sample and setting. Measures that are used to assess the validity of data collection tools, first of them are Content validity (Whether a tool appears to others to be measuring what it says it does. Face validity is a simple form of content validity – the researcher asks a few people to check the tool covers all areas. A more difficult way to assess content validity is to ask recognized experts in the area to give their opinion on the validity of the tool), second is Criterion validity (Concurrent or predictive validity are both measures of criterion validity. Concurrent validity used current and well-accepted measure against which the new measure is associated – such as, if you were improving a new ache appraisal tool you would compare the ratings obtained from the new tools with those obtained via a previously validated tool. Predictive validity measures the extent to which a tool can predict a future event of interest). Criterion validity is usually measured using a correlation coefficient – when the correlation is high, the tool can be considered valid, third measure is Construct validity (This tests the link between a measure and the underlying theory. If a test has construct validity, that would expect to see a reasonable correlation with tests measuring related areas. Evidence of construct validity can be provided by comparing the results obtained with the results obtained using other tests, other (related) characteristics of the individual or factors in the individual's environment which would be expected to affect test performance. Construct validity is usually measured using a correlation coefficient – when the correlation is high, the tool can be considered valid), these are adapted from (Knapp, 1998; Carter & Porter, 2000; Peat, 2002). In the current study face validity was adopted by distributing the final copy of the questionnaire to a group of instructors and experts in the field, and seeks for their assessment on the validity of it.

3.10 PILOT STUDY

A pilot study is a summary and limited copy of the planned study, the main object of a pilot study is to improve and revise the functions and procedures of the planned research. Arguably as (Gardner, Côté, Gill, Grant, & Watkinson, 2003) viewed to gain perfect understand about the pilot study it can considered as a shakedown cruise of a new ship. In a shakedown cruise, the ship is put to sea for a short cruise to find out if all the systems work. No sailor would consider a long trip on a new ship without first checking whether the ship is seaworthy. Similarly, many researches benefit from a pilot study to determine their seaworthiness. Therefore, the main object of a pilot study is not to gather research data, but to test and check out research procedures, so any amendments and modifications can be made prior the actual data are gathered. Furthermore, another goal of a pilot study is to identify if the planned statistical analyses work, then any problems or errors that view via the pilot study must fixed by changing the data collection procedure or the statistical analyses (Zikmund 2003).

From other hand, pilot study is not effective in estimating the effect size regarding to both efficacy of an intervention and strength of association in an observational study, since the reason for that pilot study is very small to gain a dependable and reliable appreciation or estimate of the effect, which means as (Zikmund, 2003) study that the confidence interval around the observed effect size will be very large, and all values lying within the confidence interval may be potential values of the actual effect size. The effect size identified in a pilot study usually used to calculate, based on the confidence interval, the number of respondents needed in a large trial in order for the effect to be statistically significant, this is not justified. The wrong assumption here is that the effect size found represents the true effect. Pilot studies can be used to give a signal and indication of the difference in measurement, that is, the standard deviation which can be used for the power calculation for the main study (Ticehurst & Veal, 2000).

Thus, based on what is mentioned above, the pilot study is conducted to detect weaknesses in design and instrumentation and provide proxy data for sections of a probability sample.

A pilot study is collective data for a small-scale exploratory research project that uses sampling but does not apply rigorous standards, and the purposes of the pilot study (Ticehurst & Veal, 2000) are to:

- Test questionnaire wording (see appendix 3).

- Test question sequencing (see appendix 3).
- Test questionnaire layout (see appendix 3).
- Gain familiarity with participants.
- Estimate response rate (expected response rate of answering the questionnaire 85%).
- Estimate questionnaire completion time (Does not exceed 30 minutes) .

The pilot study was conducted with five petrochemical companies in Saudi Arabia of 30 questionnaires were distributed by email to five petrochemical companies in Saudi Arabia, for the purpose of testing the reliability and validity of the questionnaire. The chosen dimensions of the questionnaire were based on previous studies (see appendix 3). The aim of piloting was for testing the validity of the questionnaire. Only 30 questionnaires were returned. The results were taken into my consideration as to the ambiguity of some questions. Some of the statements (in the Arabic version) were rewritten in a sense that it does not affect the main meaning emerging out of it.

Based on the pre-test groups' comments, changes were made to the moderating effect of managerial experience in the relationship between emotional intelligence and employee's performance at petrochemical firms in Saudi Arabia, especially to the cover page of the questionnaire and the demographic section (see appendix 3). Add to that, there was also an important modification that should take place on the scale words used, which should be ranked as follows: Never, Rarely, Do not know, Sometimes, Consistently. The current ranking could affect the results and require more effort from the researcher to code it in the right way. Therefore, this was avoided by the researcher in the questionnaire that was distributed among the actual population of my study (see appendix 3).

In summary, the pilot study focused the attention onto key factors that contributed to shape the final version of the questions at emotional intelligence which also have contributed to gain the necessary data to answer my research questions through correlation matrix test was run to avoid multi-collinearity. It is apparent that every dimension is independent from one another.

3.11 ETHICAL ISSUES

In this research the researcher created a consent form, which means that each person knowingly, voluntarily, and rationally gave his consent. The consent form can allow participants to make informed decisions and to participate in the research voluntarily, but only if they have information about the risks and potential benefits of the research.

The questionnaire will be collected upon completion, and will not be viewed by anyone other than the researcher. This eliminates the chance of responses being altered, or being misused by another party.

Ethical issues can be defined as conducting and dealing with morals or the principles of morality.

Ethics are concerned with right and wrong in one's dealings, implying or conveying moral blessing in accordance with principles of conduct that are believed to be correct, especially those of a given profession or group. There are various reasons why it is crucial to adhere to ethical norms in research. Many ethical rules in research, for instance rules for writing, copyright and patenting contracts, data distribution policies, and privacy rules in equal review, are designed to keep intellectual property interests while supporting collaboration. The ordinary researcher wants to receive credit for their contributions and do not want to have their ideas sloped or released hastily. Third, many of the ethical patterns help to ensure that research can be made accountable to the public (Resnik & David, 2011).

Ethical issues associated with research are defined as issues concerning morals or the principles of morality. Ethics is concerned with right and wrong, implying or conveying moral blessing, in accordance with principles of conduct that are believed to be correct, especially those morals or standards of a given profession or group (Denzin & Lincoln, 2009). Ethical issues will be taken into serious account in order to complete the research to ensure that it conforms with the moral criteria of academic researchers and also to ethical considerations in the Saudi Arabia.

Ethics pertains to aim to do well and avoid harm. In addition, damage can be stopped or reduced over the application of suitable ethical attitudes (Abbott, 1983). The researcher also considers the protection of human participants in any research study to be fundamental. Violations of human rights in the name of scientific research are viewed as something that should be confined to history. Importantly, the nature of

ethical problems in qualitative research studies is subtle and different compared to problems in quantitative research (Abbott, 1983).

All research projects have ethical issues concerning recruitment, volunteering, participants, and the right to withdraw, all of which are main ethical considerations that have been kept in mind during this research process (Anderson, 2009).

The researcher is required to behave appropriately in relation to the rights of anyone who partakes in the research and thus becomes the subject of the work, or are consequently affected by it, in order to make the research valid (Saunders et al., 2009). Therefore, this ethical practice is vital for social researchers. Furthermore, moral principles, norms or standards of behaviour guide moral choices about our behaviour and our relationships with others (Saunders et al., 2009, p.184). Moreover, when one considers what constitutes an ethical approach to research, there is two separate principles labels that emphasize such an approach. Firstly, the protection of the interests of all participants is paramount, and secondly that there should be no deterioration in the form of the individuals, from whom data are gathered, between the commencement and the ending of the study (Anderson, 2009).

Flexibility will be one of the qualities of the researcher in discussing any related concerns. For instance, contributors will be granted the possibility to withdraw from the research if required, worries and concerns will be sorted out in a qualified way, and matters of accessibility and time will be planned in accordance with responders.

The researcher will guarantee that the details and information from the methodology would not cause any possible discrimination or bias. Data collection and storage will be done in strict accordance with the 'Data Protection Act'. With regards to anonymity and confidentiality, data will be carefully and securely stored for the duration of the research, and this will increase the authenticity of the data that is collected. It shall be noted that data will be collected as primary data, meaning it comes directly from a source. Furthermore, the questionnaire will have been designed appropriately, based on the scientific research conducted in the field, and will be distributed according to acceptable means.

3.12 NORMAL DISTRIBUTION

Figures below show the normal distribution of the study variables starting form emotional intelligence and its dimensions, going to employee's performance, whereas,

sigma value showed a value under > 0.05 , which implies that data are under normal distribution.

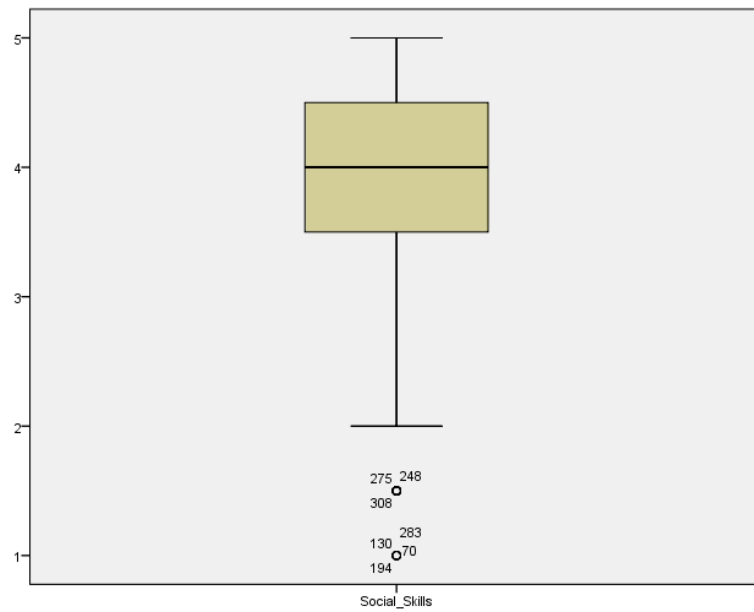


Figure 3. 1: Social Skills

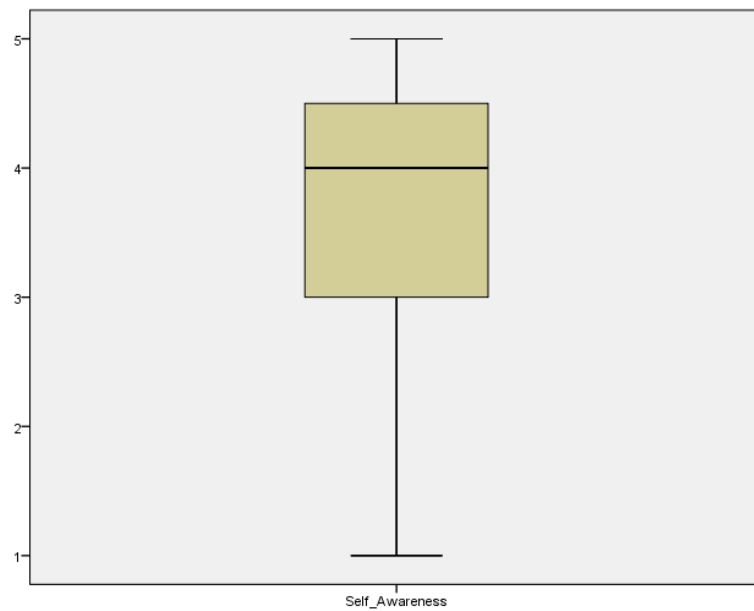


Figure 3. 2: Self-Awareness

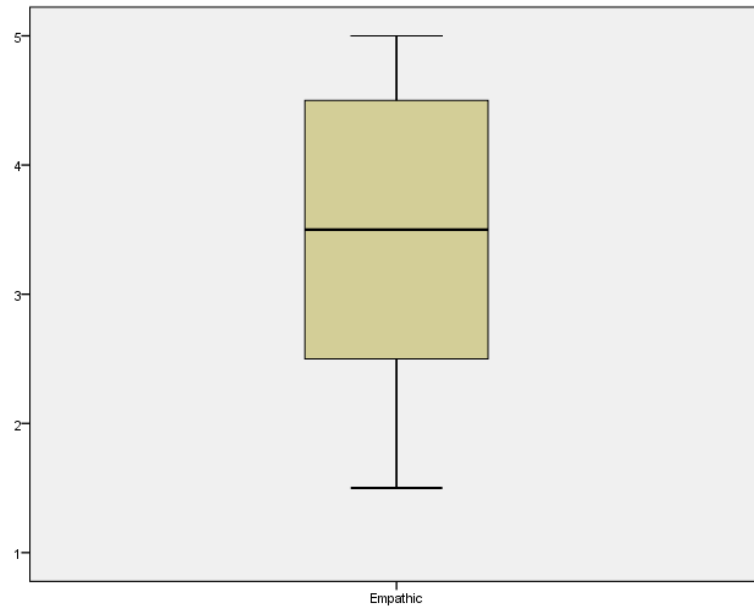


Figure 3. 3: Empathy

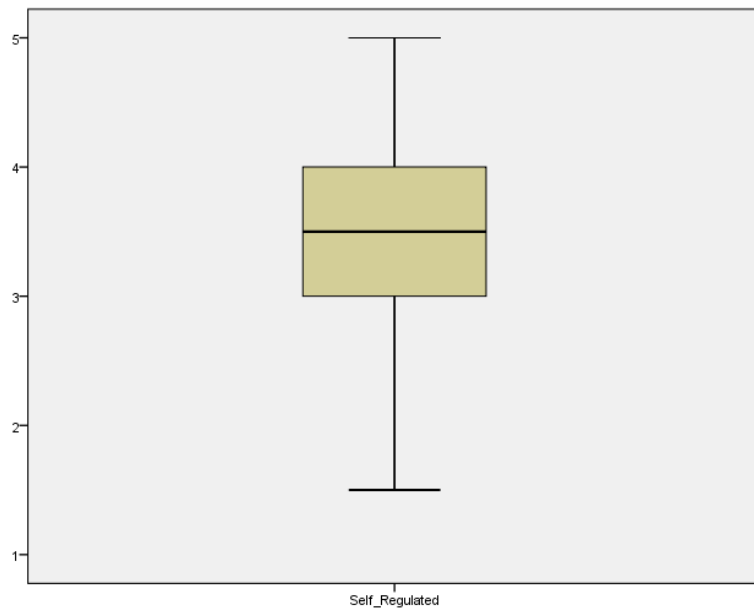


Figure 3. 4: Self-Regulation

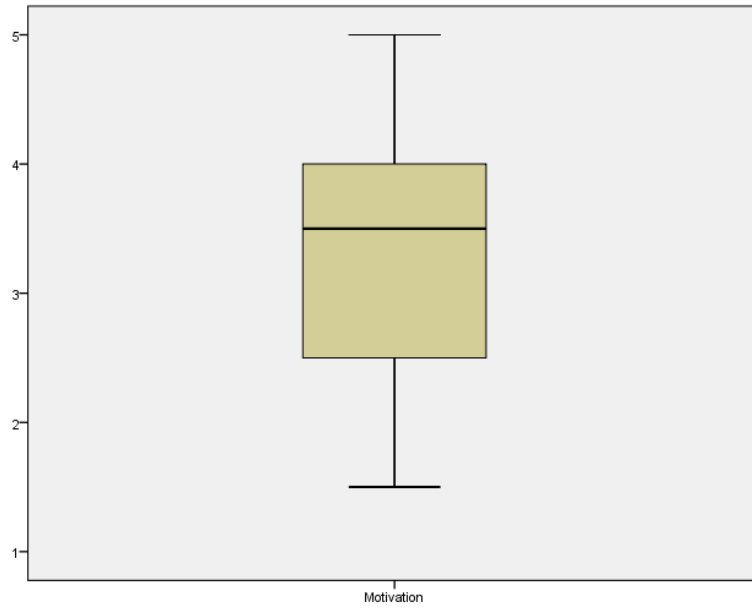


Figure 3. 5: Motivation

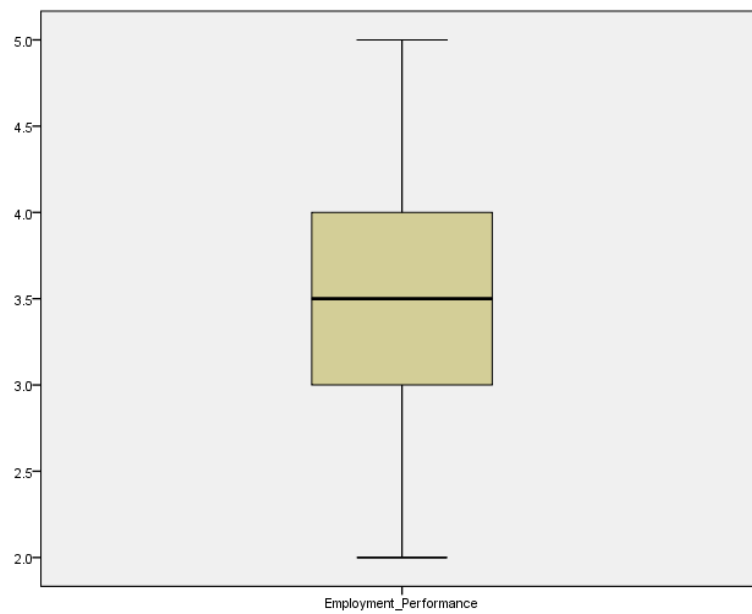


Figure 3. 6: Employment Performance

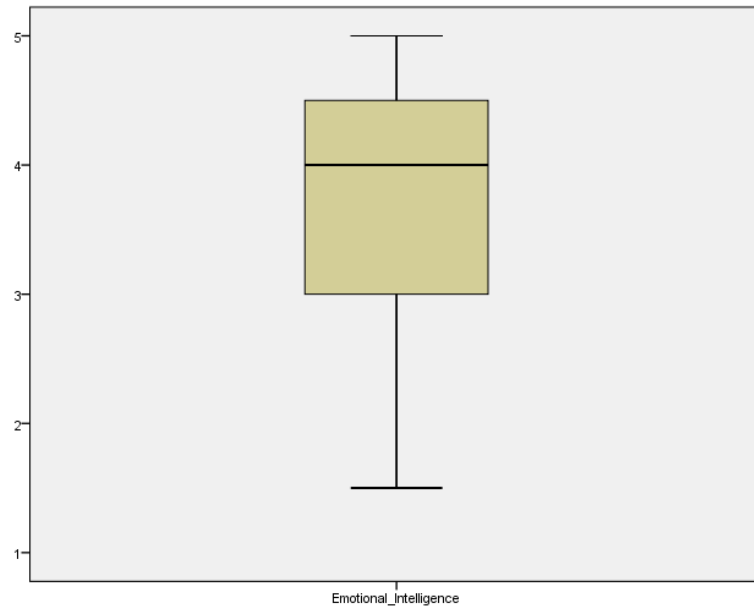


Figure 3. 7: Emotional Intelligence

CHAPTER FOUR

ANALYSIS AND RESULT DISCUSSION

4.1 RESULTS' DISCUSSION

This section will present an analysis of the data collected through questionnaires and interviews. Data will be analysed using the SPSS system, before an explanation and discussion of the results is presented. The following tests were utilized.

- 1- Frequency analysis, which presents the demographics and characteristics of the participants.
- 2- Descriptive analysis, which presents the mean and standard deviation for all the variables and their statements.
- 3- Testing the hypothesis of the study by regression (multiple and simple regression) and presenting their results.
- 4- One way ANOVA to measure the difference that the experience of managers as a moderating variable makes on the relationship between emotional intelligence and employee performance.

4.1.1 Respondent Demographic

The study sample included 350 participants; 208 of them are employees, 68 are manager executive/company officer, 46 are first line supervisor and 28 of them are from other positions. Table (4.1) shows the socio-demographic characteristics of the participants. All the participants are male. In addition, most of the participants are aged 26 to 35 (about 121 or 34.6% of them), and 16 years of experience (more approximately 156 or 44.6% of them). Moreover, the distribution of the educational attainment for them are as follows; 143 (40.9%) have a middle school certificate, 190 (54.3%) have a bachelor's degree, 12 (3.4%) have a master's degree and 5 (1.4%) have a PhD.

Table 4. 1:

Socio-demographic characteristics of the participants (N= 350).

Variable	N (%)
Gender	
Male	350 (100%)
Current Position	
Employee	208 (59.4%)

Manager Executive/Company officer	68 (19.4%)
First line supervisor	46 (13.1)
Others	28 (8.0)
Age	
18-25	49 (14.0)
26-35	121 (34.6)
36-45	81 (23.1)
46-55	86 (24.6)
65 and above	13 (3.7)
Educational attainment	
Middle School Cert.	143 (40.9)
Bachelors	190 (54.3)
Masters	12 (3.4)
PhD	5 (1.4)
Years of experience	
5 years or less	67 (19.1)
6- 10 years	85 (24.3)
11- 15 years	42 (12.0)
16 years and more	156 (44.6)

The four figures below summarize the background information about the respondents, including their current position, age, educational attainment/level, and years of experience at petrochemical firms.

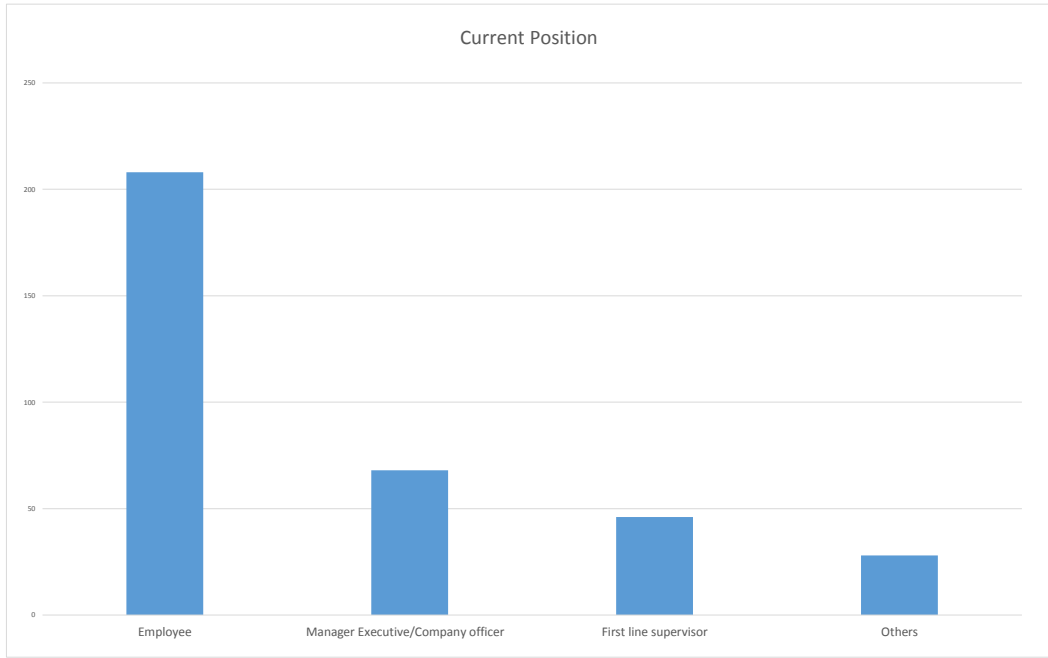


Figure 4. 1: Current Position

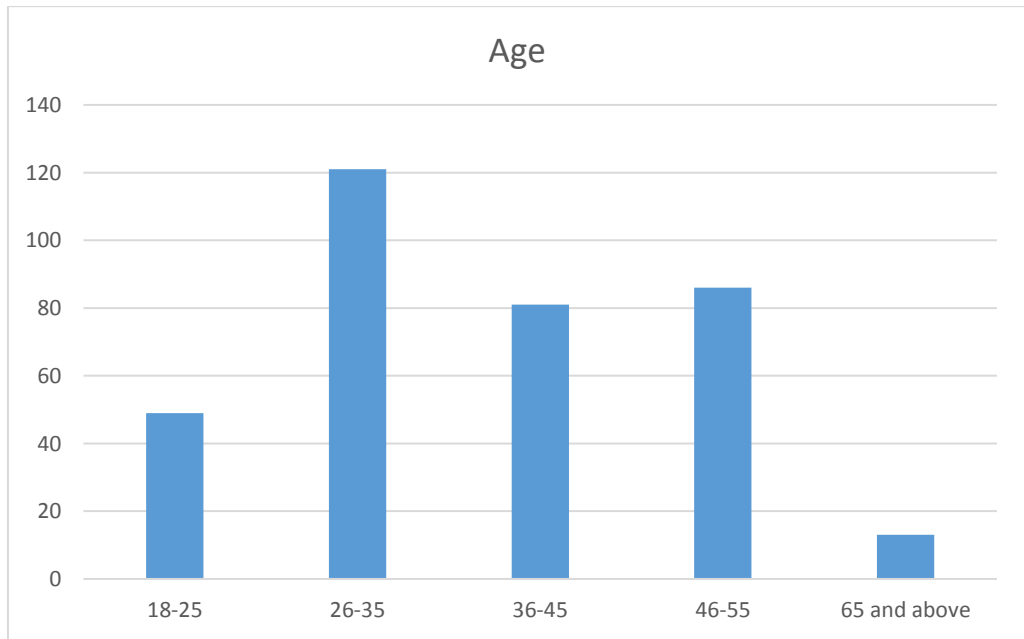


Figure 4. 2: Age

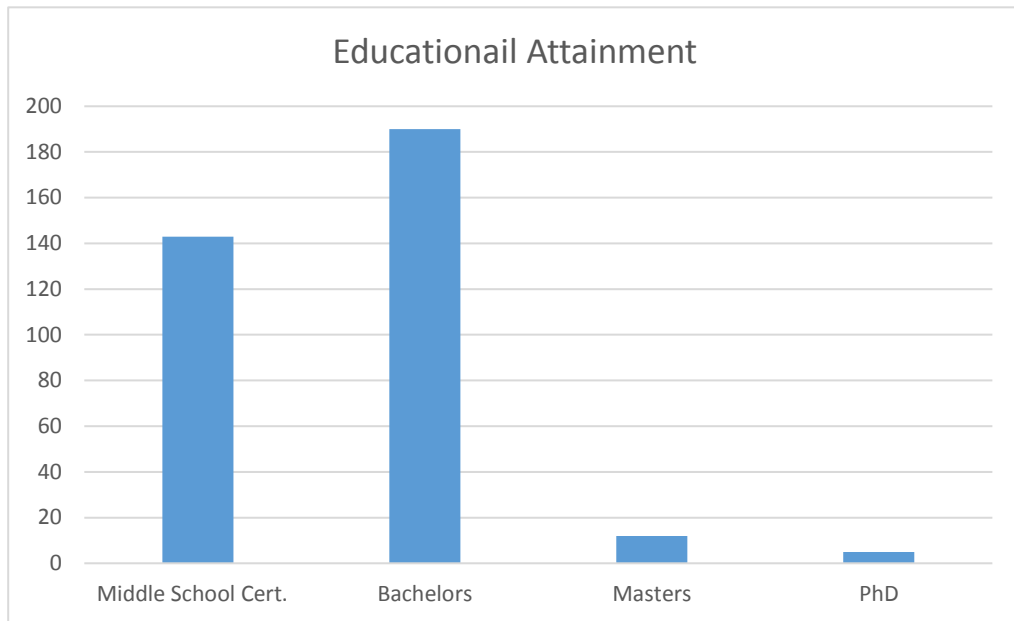


Figure 4. 3: Educational Attainment

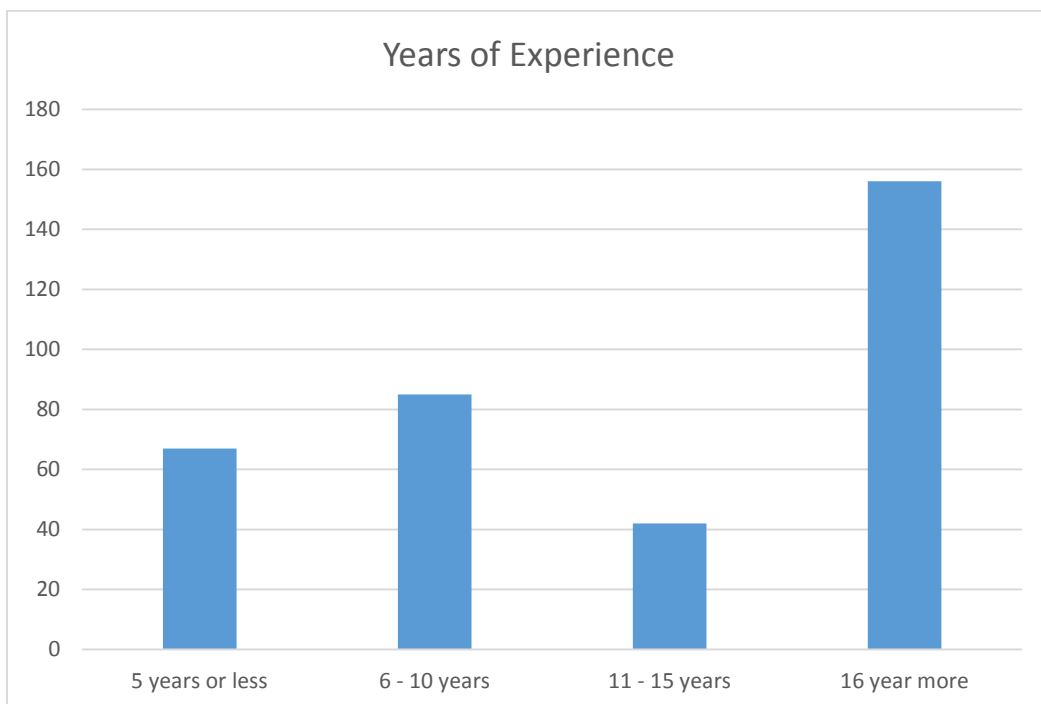


Figure 4. 4: years of experience

4.2 DESCRIPTIVE STATISTICS

This section will present a descriptive analysis that shows the sample's views and agreement with the statements on the level of emotional intelligence of managers in the petrochemical sector in the eastern area of Saudi Arabia. The following section will present each dimension of emotional intelligence, with its accompanying statements' mean and standard deviation, which will be used later on to explain the sample agreement and satisfaction regarding the dimensions and their statements.

This study used a five point scale for rating the frequency of statements on the observed emotional intelligence in managers. This scale is divided into levels according to questionnaire weights, according to (Sekaran, 2013):

- 1 to 2.33 - Weak agreement
- 2.34 to 3.66 - Good agreement
- 3.67 to 5 - Strong agreement

4.2.1 Emotional Intelligence

In this section, the level of emotional intelligence in managers in the petrochemical sector in the eastern area of Saudi Arabia will be explored. This dimension has been divided into sub-dimensions.

4.2.1.1 Social Skills

This first dimension represents social skills, which refer to the participants' level of agreement with the following statements about their manager's social skills. Table (4.2) shows the participants' agreement regarding social skills statements.

Table 4. 2:

Social Skills Dimension Analysis

Statement	Mean	SD
1- Your manager can deal effectively with people	4.00	1.20
2- My manager is able to stand up easily for his/her rights.	3.69	1.15
3- Your manager usually feels that he/she able to influence the way other people feel.	3.57	1.18
4- Your manager think that those who are close to him/her often complain that he/she do not treat them right.	2.57	1.17
5- My manager shows affection to those who are close to him/her.	3.67	1.16
6- Your manger is normally able to “get into someone’s mind” and experience their emotions.	3.44	1.13

7- Your manager tends to get involved in things, that later wish he/she could get out of.	3.93	1.24
8- Your manager tends to “back down” even if knows that he/she right.	3.13	1.26
9- My manager generally able to adapt to new environments.	3.76	1.08
Total Mean and Standard Deviation	3.88	1.02

In the above table (4.2), it appears that the general mean of all statement related to social skills is (3.88), which reflects a strong agreement. Moreover, the standard deviation value is (1.02), which is normal and reflects convergence on the response of the sample. The highest mean is (4.00) for statement number 1 “Your manager can deal effectively with people” which reflects strong agreement, and the lowest mean was (2.57) for statement number 4 “Your manager think that those who are close to him/her often complain that he/she do not treat them right”, which reflects good agreement. In general, the sample attitude toward the questions was positive; thus the participants were agreeing that managers in the petrochemical sector in the eastern area of Saudi Arabia have strong social skills, and participants have a positive attitude towards that. Below, a radar chart represented sample agreement regarding the entire statements of social skills dimension.

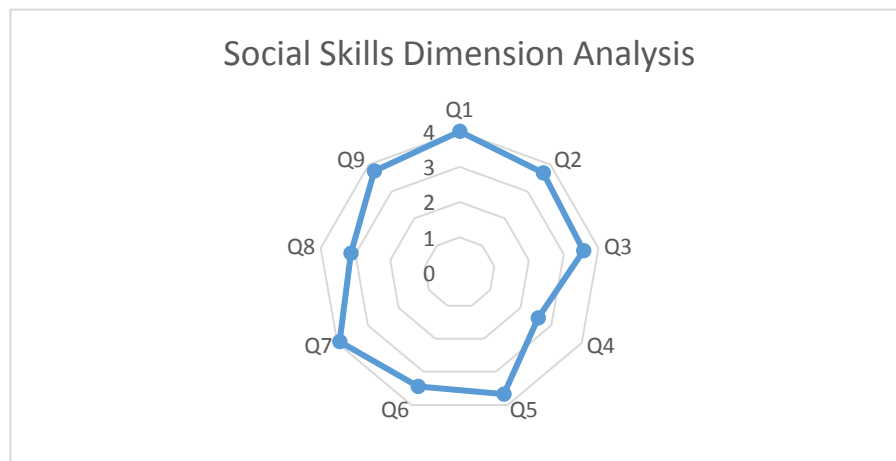


Figure 4. 5: Social Skills Dimension Analysis

4.2.1.2 Self-Awareness

This second dimension represents self-awareness, which refers to the participants’ level of agreement with the following statements about their manager’s

self-awareness. Table (4.3) shows the participants' agreement regarding self-awareness statements.

Table 4. 3:

Self-Awareness Dimension Analysis

Statement	Mean	SD
1- Managers have a positive view, and accept the points of view of others	3.71	1.26
2- My manager co-operates effectively with other employees in an optimistic way	3.78	1.11
3- In many situations, I do not know what my manager's emotions are.	2.59	1.8
4- In most cases, my manager has a negative attitude.	3.18	1.41
5- Usually, my manager considers him/herself to be a good negotiator.	3.90	1.12
6- My manager seems to have power over other people's feelings, e.g. s/he makes their staff feel happy, anxious, frightened etc.	3.62	1.22
Total Mean and Standard Deviation	3.67	1.04

In the above table (4.3), it appears that the general mean of all statement related to self-awareness is (3.67), which reflects a strong agreement. Moreover, the standard deviation value is (1.04), which is normal and reflects convergence on the response of the sample. The highest mean is (3.90) for statement number 5 “Usually, my manager considers him/herself to be a good negotiator” which reflects strong agreement, and the lowest mean was (2.59) for statement number 3 “In many situations, I do not know what my manager's emotions are”, which reflects good agreement. In general, the sample attitude toward the questions was positive; thus the participants were agreeing that there is a strong level of self-awareness in managers of the petrochemical sector in the eastern area of Saudi Arabia, and participants have a positive attitude towards that. Below, a radar chart represented sample agreement regarding the entire statements of self-awareness dimension.

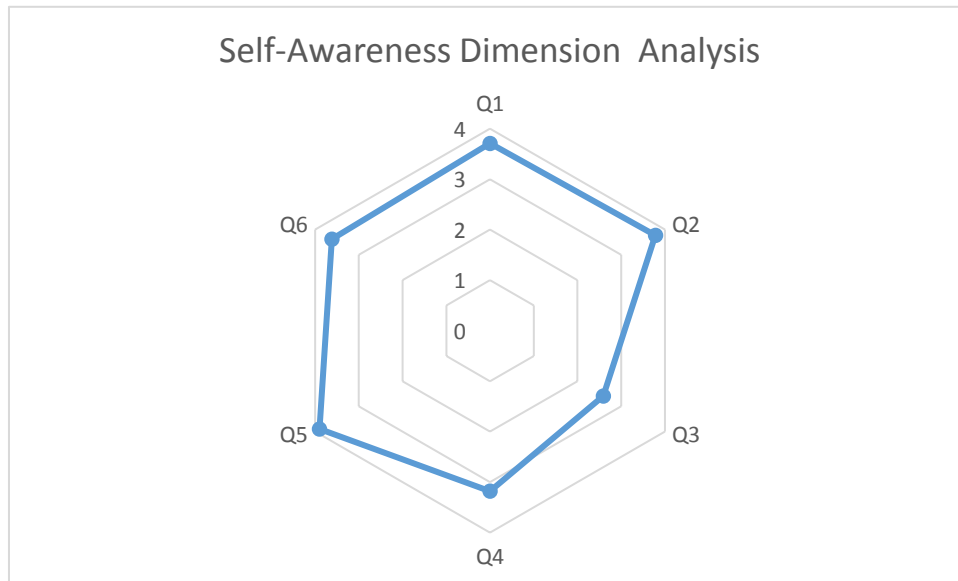


Figure 4. 6: Self-Awareness Dimension Analysis.

4.2.1.3 Empathic

This third dimension represents empathy, which refers to participants' level of agreement with the following statements about their manager's empathy skills. Table (4.4) represents the participants' agreement regarding empathic statements.

Table 4. 4:

Empathic Dimension Analysis

Statement	Mean	SD
1- My manager generally helps others who have been absent.	3.29	1.10
2- My manager takes a personal interest in the well-being of other employees.	3.17	1.23
3- My manager generally helps others who have heavy workloads.	3.47	1.39
4- My manager usually goes out of his way to help new employees.	3.10	1.38
5- My manager generally takes time to listen to co-workers' problems and worries.	3.66	1.38
6- My manager passes along work related information to workers.	3.78	1.11
Total Mean and Standard Deviation	3.53	0.93

In the above table (4.4), it appears that the general mean of all statements related to empathy is (3.53), which reflects a strong agreement. Moreover, the standard deviation value is (1.04), which is normal and reflects convergence on the response of

the sample. The highest mean is (3.78) for statements number 6 “My manager passes along work related information to workers” which reflects strong agreement, and the lowest mean was (3.10) for statement number 4 “My manager usually goes out of his way to help new employees”, which reflects good agreement. In general, the sample attitude toward the questions was positive; thus the participants were agreeing that there is a strong level of empathy in managers in the petrochemical sector in the eastern area of Saudi Arabia, and participants have a positive attitude towards that. Below, a radar chart represented sample agreement regarding the entire statements of empathic dimension.

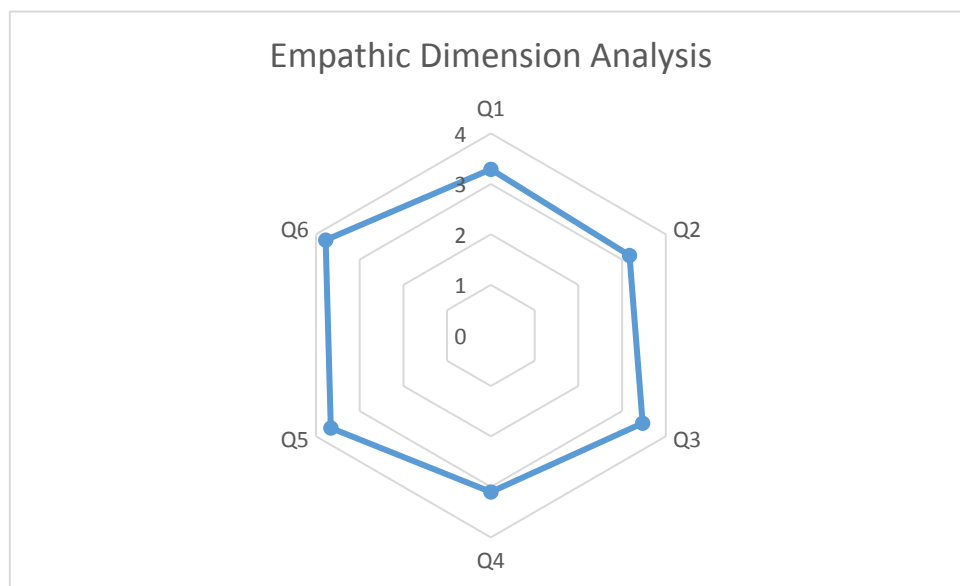


Figure 4. 7: Empathic Dimension Analysis

4.2.1.4 Self-Regulated

This fourth dimension represents the degree to which one is self-regulated, which refers to the participants’ level of agreement with the following statements about their manager’s self-regulated behaviour. Table (4.5) shows the participants' agreement regarding self-regulated behaviour statements.

Table 4. 5:*Self-Regulated Dimension Analysis*

Statement	Mean	SD
1- My manager is able to regulate his/her emotions, e.g. s/he is able to control their temper.	3.53	1.27
2- My manager tends to change his/her mind easily.	3.07	1.18
3- My manager accepts any possible changes in the working environment regardless of the circumstances.	3.33	1.26
4- On the whole, my manager is able to deal with stress.	3.78	1.06
5- My manager usually able to find ways to control his/her emotions when he/she wants to	3.50	1.08
6- My manager often pauses and thinks about his/her feelings.	3.19	1.09
7- Others admire my manager for being relaxed.	3.36	1.00
Total Mean and Standard Deviation	3.44	1.02

In the above table (4.5) it appears that the general mean of all statements related to self-regulated behaviour is (3.44), which reflects a good agreement. Moreover, the standard deviation value is (1.02), which is normal and reflects convergence on the response of the sample. The highest mean is (3.78) for statement number 4 “On the whole, my manager is able to deal with stress” which reflects strong agreement and the lowest mean was (3.07) for statement's number 2 “My manager tends to change his/her mind easily”, which reflects good agreement. In general, the sample attitude toward the questions was positive; thus the participants were agreeing that managers are self-regulated in the petrochemical sector in the eastern area of Saudi Arabia, and participants have a positive attitude towards that. Below, a radar chart represented sample agreement regarding the entire statements of self-regulated dimension.

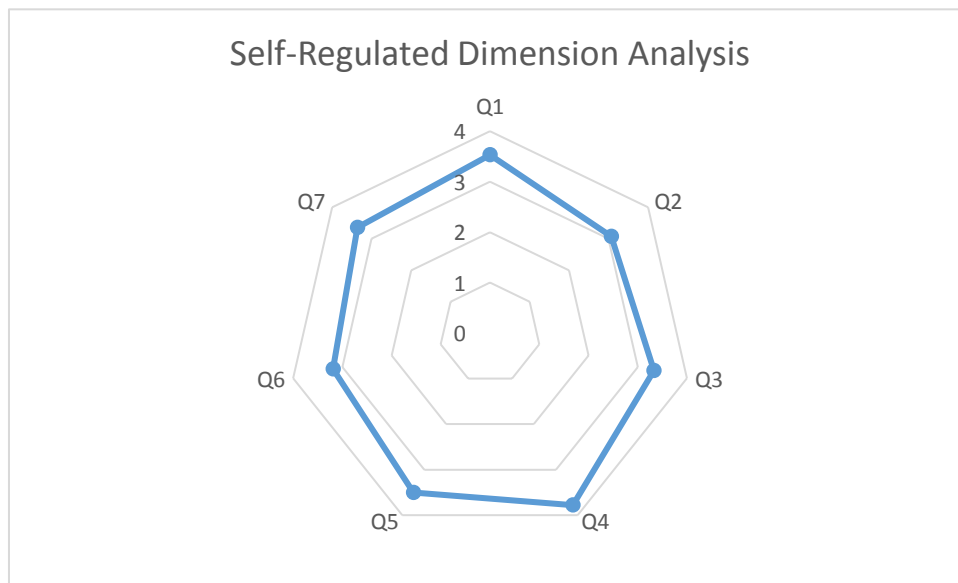


Figure 4. 8: Self-Regulated Dimension Analysis

4.2.1.5 Motivation

This fifth dimension represents motivation, which refers to participants' level of agreement with the following statements about their manager's motivation. Table (4.6) shows the participants' agreement regarding motivation statements.

Table 4. 6:

Motivation Dimension Analysis

Statement	Mean	SD
1. On the whole, my manager is a highly motivated person.	3.63	1.32
2. My manager feels that he/she has a number of good qualities	4.00	1.11
3. My manager is able to keep him/her self-motivated.	3.69	1.09
4. On the whole, my manager pleased with his/her life.	3.54	1.05
5. My manager believes that he/she full of personal strengths.	3.63	1.13
6. My manager feels that he/she received enough rewards for the work that they have done so far	3.14	1.06
7. The current working environment for is good for my manager	3.58	1.16
8. My manager satisfied with the available motivational packages in his/her unit/department.	3.29	1.06
9. My manager is satisfied of her/his salary that suited with her/his potentials and experiment	3.16	1.00
Total Mean and Standard Deviation	3.39	0.96

In the above table (4.6), it appears that the general mean of all statement related to motivation is (3.39), which reflects a good agreement. Moreover, the standard deviation value is (0.96), which is normal and reflects convergence on the response of the sample. The highest mean is (4.00) for statements number 2 “My manager feels that he/she has a number of good qualities” which reflects strong agreement, and the lowest mean was (3.14) for statement 6 “My manager feels that he/she received enough rewards for the work that they have done so far”, which reflects good agreement. In general, the sample attitude toward the questions was positive; thus the participants were agreeing that there is a good level of motivation in managers in the petrochemical sector in the eastern area of Saudi Arabia, and participants have a positive attitude towards that. Below, a radar chart represented sample agreement regarding the entire statements of motivation dimension.

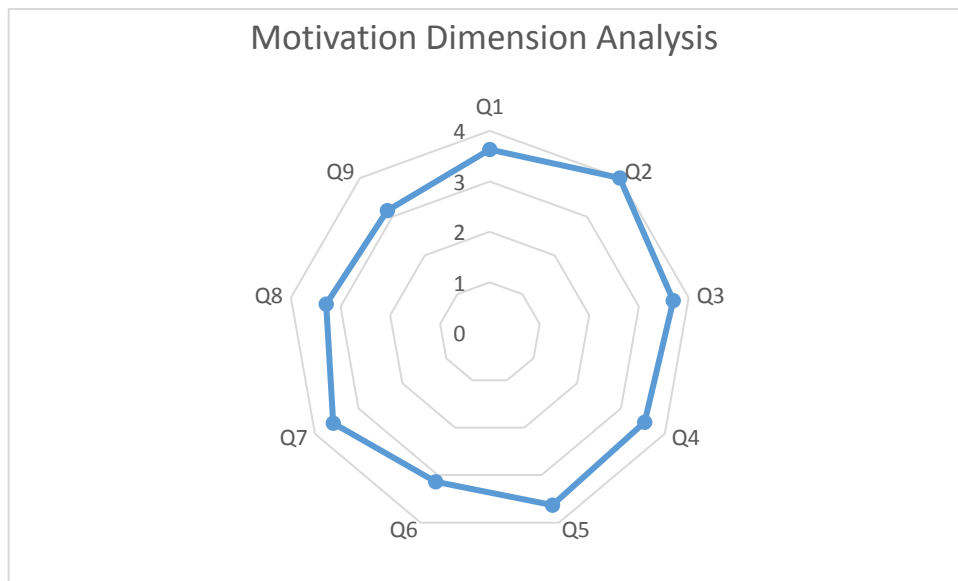


Figure 4. 9: Motivation Dimension Analysis

4.2.2 Employment Performance

In this section, the level of employment performance in the participants of the petrochemical sector in the eastern area of Saudi Arabia will be explored. This dimension represents the employment performance, which refers to the participants’ level of agreement with the following statements about his employment performance. Table (4.7) shows the participants' agreement with employment performance statements.

Table 4. 7:*Employment Performance Dimension Analysis*

Statement	Mean	SD
1. Stable	3.65	0.90
2. Being people oriented	3.52	1.04
3. Being innovative	3.39	0.95
4. Being highly organized	3.48	0.97
5. Sharing information freely	3.78	1.05
6. Low conflict	3.21	1.22
Total Mean and Standard Deviation	3.43	0.79

In the above table (4.7) it appears that the general mean of all statement related to employment performance is (3.43), which reflects a good agreement. Moreover, the standard deviation values are (0.79), which is normal and reflect convergence on the response of the sample. The highest mean is (3.78) for statement number 5 “Sharing information freely” which reflects strong agreement and the lowest mean was (3.21) for statement number 6 “Low conflict”, which reflects good agreement. In general, the sample attitude toward the questions was positive; thus the participants were agreeing that employment performance is good in the petrochemical sector in the eastern area of Saudi Arabia, and participants have a positive attitude towards that. Below, a radar chart represented sample agreement regarding the entire statements of employment performance dimension.

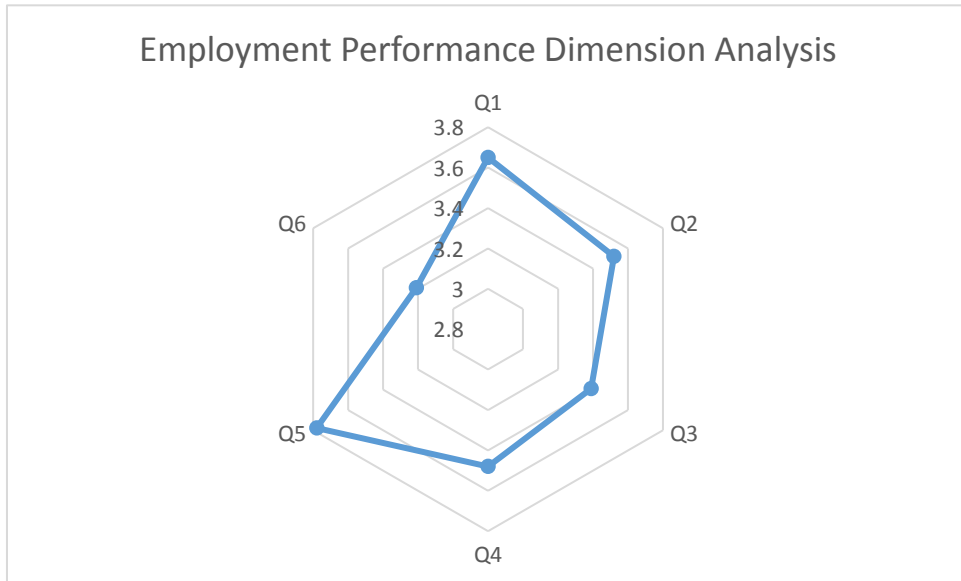


Figure 4. 10: Employment Performance Dimension Analysis

4.3 Testing Hypothesis

4.3.1 Main Hypothesis

First Hypothesis (H1): There is a positive influence of a manager’s emotional intelligence on an employee's performance.

Regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modelling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables.

To test this hypothesis, a multiple regression test was used to measure the effect of the independent variable (manager’s emotional intelligence) on the dependent variable (employee's performance).

Multiple regression equation is:

$$y_i = \beta_0 + \beta_1 x_i + \beta_2 x_i^2 + \varepsilon_i, i = 1, \dots, n.$$

Table (4.8) shows the obtained results of the independent variables (manager’s emotional intelligence) that were used in the model. The R-value (0.368^a) refers to the correlation between the independent variables (manager’s emotional intelligence) and the dependent variable (employee's performance). The R square indicates a 13.5% change or variance in the employee's performance can be expressed by the manager’s

emotional intelligence, and the other remaining percentage (86.5%) is expressed by other factors.

Table 4. 8:

Correlation and Variance between manager's emotional intelligence and employee's performance

Model	R	R Square	Adjusted R Square
1	0.368 ^a	0.135	0.123

a. Predictors: (Constant), manager's emotional intelligence

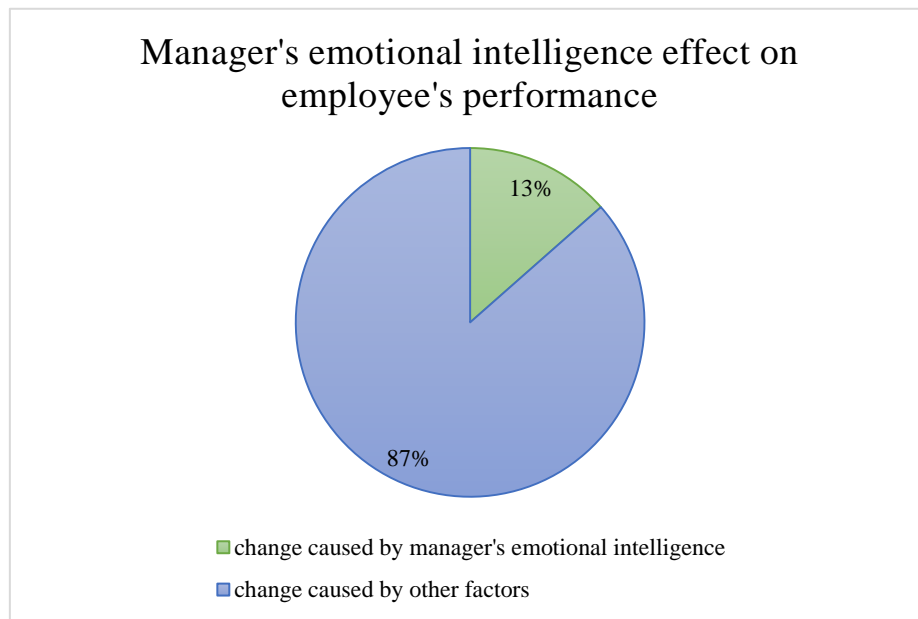


Figure 4. 11: Manager's emotional intelligence effect on employee's performance

According to table (4.9) below, the first hypothesis is accepted, which means that there is a statistically significant correlation between the effects of manager's emotional intelligence has an impact on the employee's performance in petrochemical companies in Saudi Arabia. The sigma value is (0.000) which is below (0.05) the significant level, and according to the Beta value (0.368), this effect is a positive impact. This means that any improvement in a manager's emotional intelligence aspects will improve employee performance.

If a look taken at results of first main hypothesis, its could be very logical results due to Saudi culture, and nature of petrochemical companies where all employees are males . Based on this, the employee can be much close to their managers and hence they can sense emotional intelligence by their managers more than if the employees are

female. Then, male employees' performance is affected positively by their managers' emotional intelligence also this justify and supports the correlation and R square results where such issue make correlation and effect of emotional intelligence in such environment more accurate than other factors.

Table 4. 9:

Sigma and Beta Coefficients for manager's emotional intelligence and employee's performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.215	0.186		11.937	0.000
	Social Skills	0.110	0.057	0.142	1.929	0.055
	Self-awareness	-0.074	0.55	-0.097	-1.333	0.183
	Empathic	0.062	0.61	0.073	1.009	0.314
	Self-regulations	0.039	0.56	0.051	0.709	0.479
	Motivation	0.208	0.50	0.252	4.131	0.000
employee's performance						0.000

^a Dependent Variable: employee's performance

4.3.2 Sub Hypothesis

First Hypothesis (H1a): There is a significant and a positive influence of self-awareness on employee performance

To test this hypothesis, a simple regression test was used. Table (4.10) shows the obtained results of the independent variables (self-awareness) that were used in the model. The R-value (0.186^a) refers to the correlation between the independent variables (self-awareness) and the dependent variable (employee performance). The R square indicates that 3.4% change or variance in the employee's performance can be expressed by self-awareness, and the other remaining percentage (96.6%) is expressed by other factors, those factors may be factors related to the culture of Saudi where it has its own characteristics, and norm which primarily based on Islam, where Islam support emotional intelligence concept in its contents, where other factors may be more important than self-factors.

Table 4. 10:

Correlation and Variance between self-awareness and employee's performance

^a. Predictors: (Constant), self-awareness

Model	R	R Square	Adjusted R Square
1	0.186 ^a	0.034	0.032

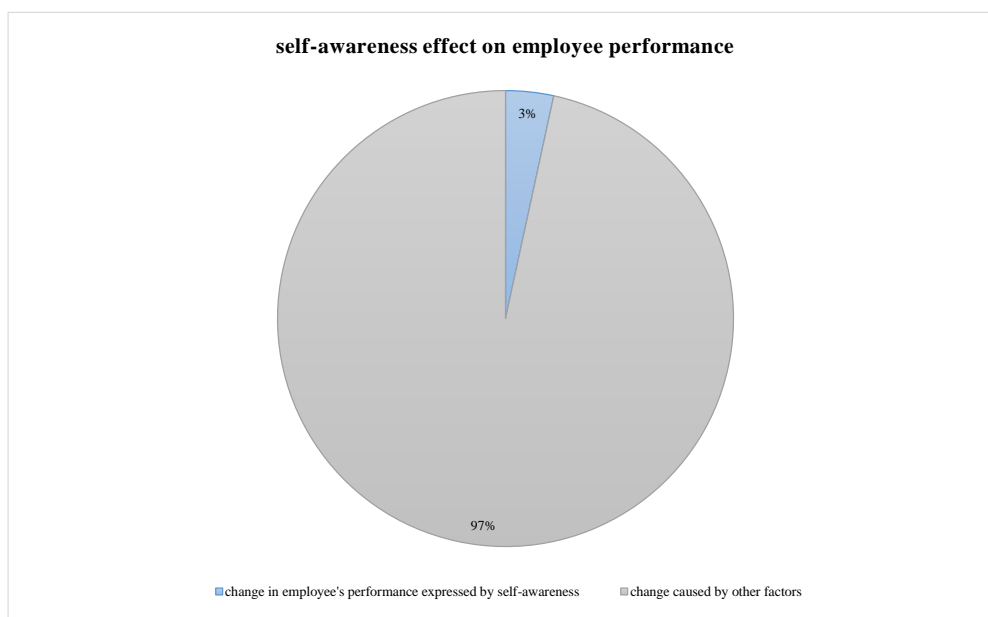


Figure 4. 12: self-awareness effect on employee performance

According to table (4.11) below, this hypothesis is accepted, which means that self-awareness has an impact on employee performance at petrochemical companies in Saudi Arabia. The sigma value is (0.000) which is below (0.05) significant level, and according to the Beta value, this effect has a positive impact. This means that any improvement in self-awareness will improve employee performance.

Table 4. 11:

Sigma And Beta: Coefficients for self-awareness and employee's performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.918	0.152	0.186	19.214	0.000
employee's performance	0.140	0.040		3.525	0.000

^a. Dependent Variable: employee's performance

Second Hypothesis (H1b): There is a significant and positive influence of empathy on employee performance.

To test this hypothesis, a simple regression test was used. Table (4.12) shows the obtained results of the independent variables (empathy) that were used in the model. The R value (0.236^a) refers to the correlation between the independent variables (empathy) and the dependent variable (employee performance). The R square indicates that 5.6% change or variance in the employee's performance can be expressed by empathy, and the other remaining percentage (94.4%) is expressed by other factors. What observed from results of r square that both self-awareness and empathy has significant effect but regarding R-square results its higher in the case of empathy this because empathy for employee is more important than self-awareness as it related to the managers interaction with them and how he always supports and feels with them thus it's more important for them to have managers feel with them than having level of self-awareness and trust. This express its higher percent of responsibility in any change on their performance.

Table 4. 12:

Correlation and Variance between empathy and employee's performance

Model	R	R Square	Adjusted R Square
1	0.236 ^a	0.056	0.053

a. Predictors: (Constant), empathy

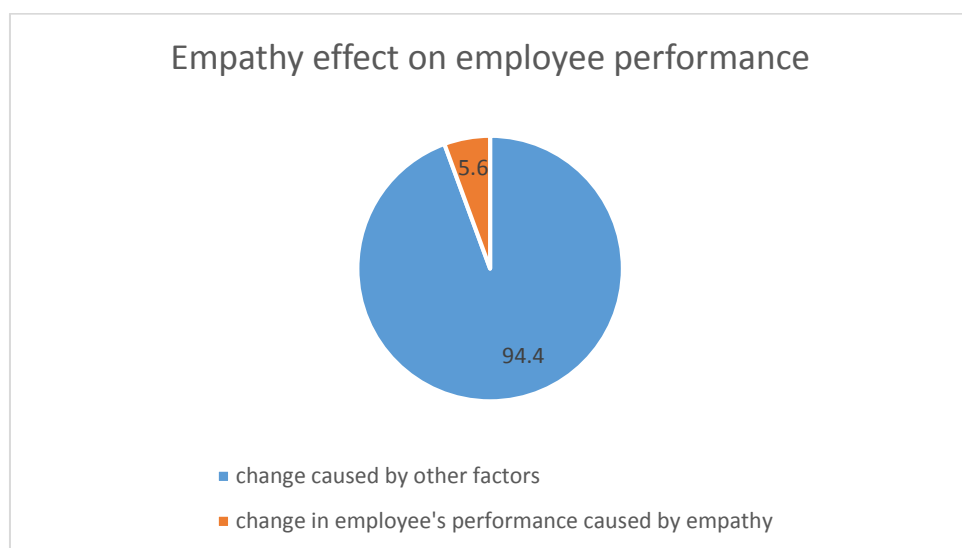


Figure 4. 13: Empathy effect on employee performance

According to table (4.13) below, this hypothesis is accepted, which means that empathy has an impact on employee performance at petrochemical companies in Saudi Arabia. The sigma value is (0.000) which is below (0.05) the significant level, and according to the Beta value, this effect has a positive impact. This means that any improvement in empathy will improve employee performance.

Table 4. 13:

Sigma And Beta: Coefficients for empathy and employee's performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.723	0.162	0.236	16.812	0.000
employee's performance	0.201	0.044		4.529	0.000

a. Dependent Variable: employee's performance

Third Hypothesis (H1c): There is a positive and significant influence of social skills on employee performance.

To test this hypothesis, a simple regression test was used. Table (4.14) shows the obtained results of the independent variables (social skills) that were used in the model. The R value (0.275^a) refers to the correlation between the independent variables (social skills) and the dependent variable (employee performance). The R square indicates that 7.6% change or variance in the employee's performance can be expressed by social skills, and the other remaining percentage (92.4%) is expressed by other factors. May social skills for managers seen by employee as less correlated to their performance as the nature of petrochemical companies and its environment where no much time is founded for such activities.

Table 4. 14:

Correlation and Variance between social skills and employee's performance

Model	R	R Square	Adjusted R Square
1	0.275 ^a	0.076	0.073

a. Predictors: (Constant), social skills

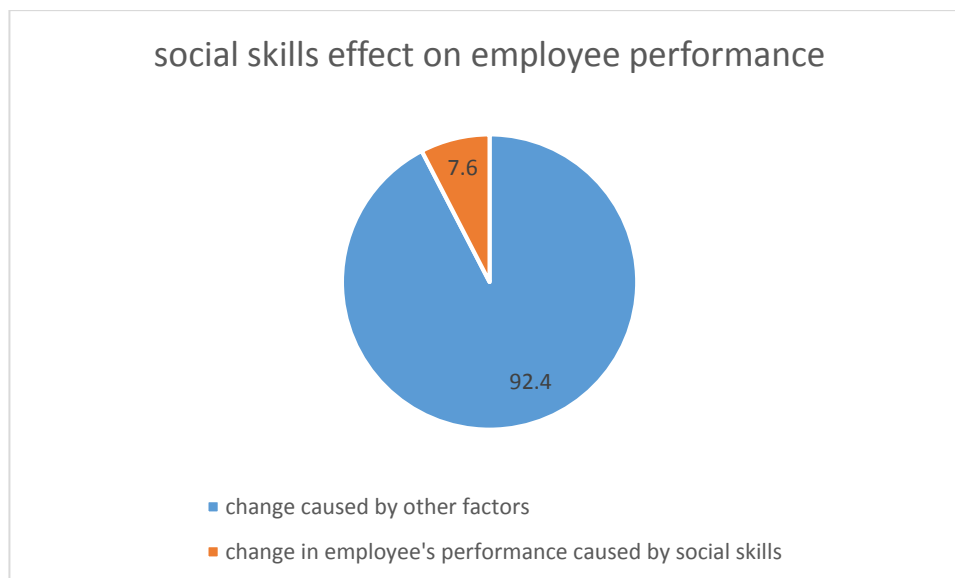


Figure 4. 14: Social skills effect on employee performance

According to table (4.15) below, this hypothesis is accepted, which means that social skills have an impact on employee performance at petrochemical companies in Saudi Arabia, as the sigma value is (0.000) which is below (0.05) the significant level, and according to the Beta value, this effect has a positive impact. This means that any improvement in social skills will improve employee performance.

Table 4. 15: Sigma And Beta: Coefficients for social skills and employee's performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.605	0.160	0.275	16.255	0.000
employee's performance	0.213	0.040		5.342	0.000

^a. Dependent Variable: employee's performance

Fourth Hypothesis (H1d): There is a positive and significant influence of motivation on employee performance.

To test this hypothesis, a simple regression test was used. Table (4.16) shows the obtained results of the independent variables (motivation) that were used in the model. The R value (0.334^a) refers to the correlation between the independent variables (motivation) and the dependent variable (employee performance). The R square indicates that 11.1% change or variance in the employee's performance can be expressed by motivation, and the other remaining percentage (88.9%) is expressed by other factors. It's not surprised that motivation is responsible about this percent of change in

performance as it plays magical role where employee in such nature of work and environment need for much motivation form managers.

Table 4. 16:

Correlation and Variance between motivation and employee's performance

Model	R	R Square	Adjusted R Square
1	0.334 ^a	0.111	0.109

^a. Predictors: (Constant), motivation

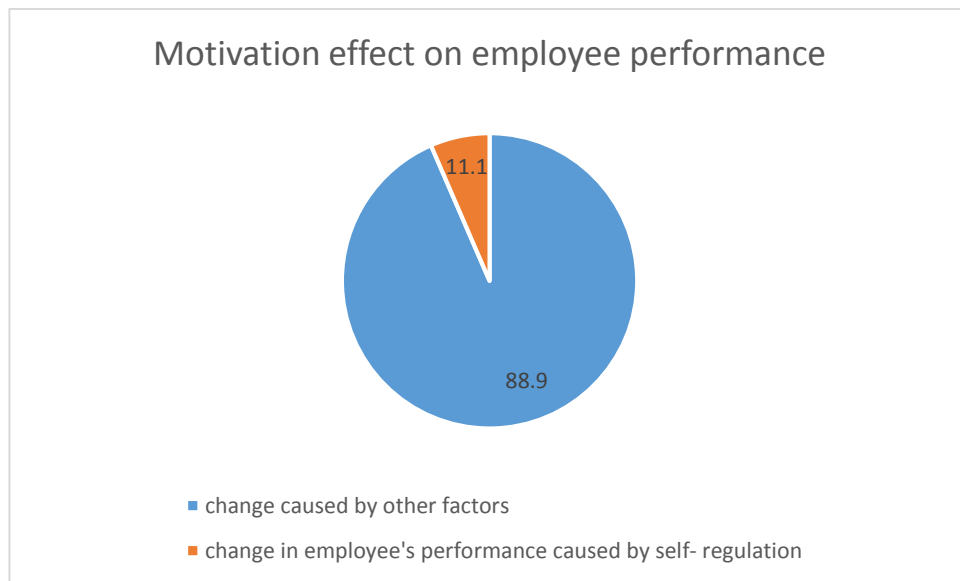


Figure 4. 15: Motivation effect on employee performance

According to table (4.17) below, this hypothesis is accepted, which means that motivation has an impact on employee performance at petrochemical companies in Saudi Arabia. The sigma value is (0.000) which is below (0.05) the significant level, and according to the Beta value, this effect has a positive impact. This means that any improvement in motivation will improve employee performance.

Table 4. 17:

Sigma And Beta: Coefficients for motivation and employee's performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.499	0.147	0.334	17.019	0.000
employee's performance	0.275	0.042		6.607	0.000

^a *Dependent Variable: employee's performance*

Fifth Hypothesis (H1e): There is a positive and significant influence of self-regulation on employee performance.

To test this hypothesis, a simple regression test was used. Table (4.18) shows the obtained results of the independent variables (self-regulation) that were used in the model. The R value (0.255^a) refers to the correlation between the independent variables (self-regulation) and the dependent variable (employee performance). The R square indicates that 6.5% change or variance in employee performance can be expressed by self-regulation, and the other remaining percentage (93.5%) is expressed by other factors.

Table 4.18:

multiple regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.562	.118		13.292	.000
	Social_Skills	-.336	.041	-.433	-8.187	.000
	Self-awareness	-.063	.033	-.083	-1.916	.056
	Emotional Intelligence	.866	.038	1.029	22.797	.000
	Motivation	.000	.033	.000	.011	.991
	Self-Regulated	.081	.033	.105	2.483	.013

a. Dependent Variable: Employment Performance

Based on the table 4.18, it can be seen clearly that social skills, self-awareness, emotional intelligence and self-regulated effect on employee performance while motivation showed that does not affect employee performance that could be because of the type of motivation, in other words, company shall choose a proper type of motivation and proper way to motivate staff.

Table 4. 19:

Correlation and Variance between self-regulation and employee's performance

Model	R	R Square	Adjusted R Square
1	0.255 ^a	0.065	0.062

^a *Predictors: (Constant), self-regulation*

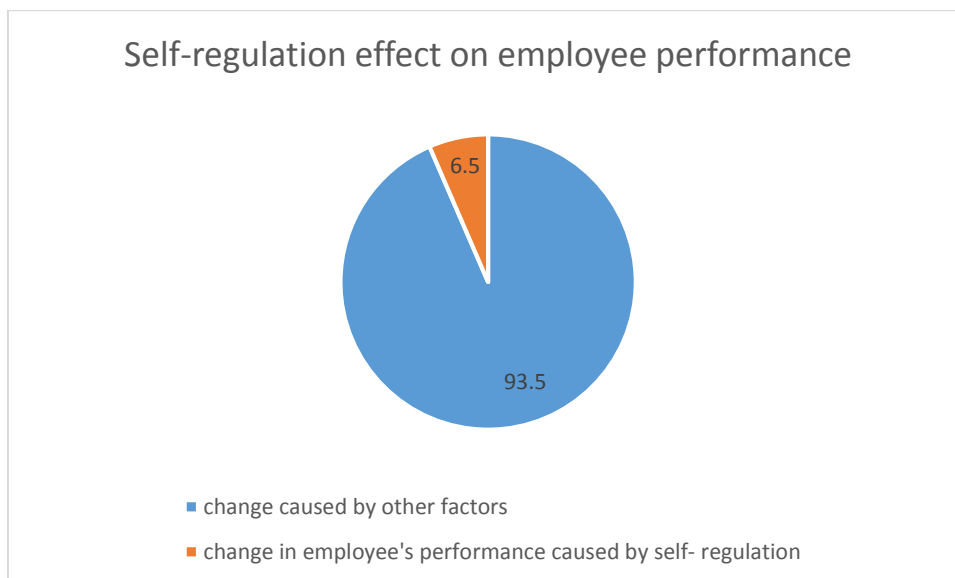


Figure 4. 16: Self-regulation effect on employee performance

According to the table (4.19) below, this hypothesis is accepted, which means that self-regulation has an impact on employee performance at petrochemical companies in Saudi Arabia. The sigma value is (0.000) which is below (0.05) the significant level, and according to the Beta value, this effect is positive impact. This means that any improvement in self-regulation will improve employee performance.

Table 4. 20:

Sigma And Beta: Coefficients for self-regulation and employee's performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.753	0.144	0.255	19.082	0.000
employee's performance	0.197	0.040		4.913	0.000

^a. *Dependent Variable: employee's performance*

Second Hypothesis (H2): *There is a difference in the influence of emotional intelligence on employee performance due to the manager's experience.*

To answer this hypothesis, a ONEWAY ANOVA was used. Table (4.20) shows that there is a significant difference in the influence of emotional intelligence on employee performance due to the manager's experience, as the sigma value is (0.000) which is below (0.05).

Table 4. 21:*ANOVA for emotional intelligence and employee performance*

Emotional intelligence	Sum of Squares	DF	Sig.
Between group	11.792	3	0.003
Within group	293.940	346	
Total	305.732	349	
Employee performance	Sum of Squares	DF	Sig.
Between group	20.820	3	0.000
Within group	195.852	346	
Total	216.672	349	

According to table (4.21), 11-15 years of experience has the highest mean value (3.87) in emotional intelligence. 11-15 years of experience also has the highest mean value for employee performance. Thus, this indicates that emotional intelligence in managers with 11-15 years of experience has a greater perception of the effect of emotional intelligence on employee performance.

Table 4. 22:*Descriptive for emotional intelligence and employee performance due to the manager's experience*

	Manager's experience	N	Mean	Std. Deviation
Emotional intelligence	5 years or less	67	3.26	0.62
	6- 10 years	85	3.61	1.19
	11- 15 years	42	3.87	0.58
	16 years and more	156	3.68	0.93
	Total	350	3.61	0.94
	<hr/>			
Employee performance	5 years or less	67	2.94	0.46
	6- 10 years	85	3.51	1.09
	11- 15 years	42	3.67	0.50
	16 years and more	156	3.54	0.69
	Total	350	3.43	0.79

Based on the Saudi culture and nature of petrochemical companies, and the sample individuals are male employees, and then the managers are close to their male employees. Therefore, the positive intelligence can be appeared from managers towards their male employees due to their experience. Hence, male employees benefit from their managers' experience and then affect their overall performance positively, and this supports R square result.

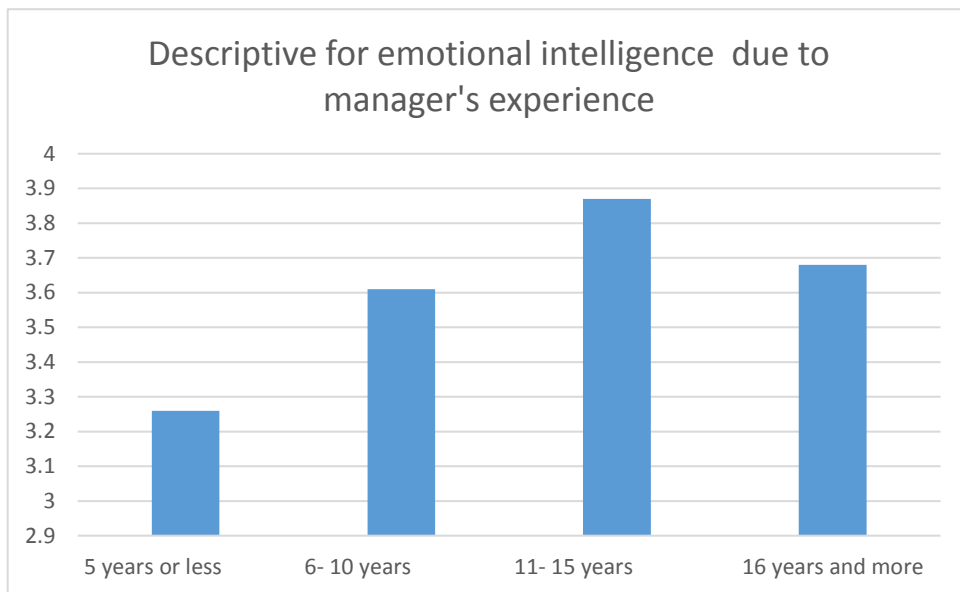


Figure 4. 17: Descriptive for emotional intelligence due to manager's experience



Figure 4. 18: Descriptive for employee performance due to manager's experience

4.4 INTERVIEWS' RESULTS

This section will present an analysis of the data collected through interviews, where the process on analysing interview was mentioned in chapter three by details.

4.4.1 Respondent Demographic

The interview sample was made up of 15 participants; 12 of them were managers, executives and company officers, 3 were first line supervisors, one was an employee and one was from another position. All the participants were male. In addition, most of the participants were aged 26 to 45 and about 13 of them have over 16 years of experience. 4 of them have middle school certificates, 10 have bachelor's degrees, one has a master's degree and one has a PhD.

4.4.2 Interviews Results

Interviews results will be discussed based on interviews questions, by stating each question analysis, then supporting it with quotations from respondents.

1. Please tell me about a time when you have to deal with your emotions at work (happy, anger, encouragement)?
 - How long did these emotions go on for?
 - What was your subordinates' response?

Most respondents mentioned that their emotional response is in line with their feelings at the time based on the specific situation, and these emotions usually come and go very quickly. Also other respondents stated that they have to deal with their emotional response during encouragement and linked to the moment of the event. While some respondents viewed that they have to deal with their emotional response during anger or happiness on specific situation where such feeling finished very quickly and their subordinates in general satisfied with such emotional response. Interview 14 stated that his emotions *"mostly don't take long, and they are linked to the moment of the event"*. Interview 9 indicated that *"being happy or angry is dependent on the situation I face, but most of the time the environment that surrounds us impacts on our emotional state. My subordinates are generally okay with my emotional response"*.

2. How do you usually behave to control the negative emotions of others?

Managers usually behave according to various strategies and take various actions to control the negative emotions of others. Examples include listening and showing genuine interest in what the employee has to say, remaining calm, understanding what caused these negative emotions and expressing support and reassurance to this employee. Furthermore, some respondents controlling negative

emotions by process them and respond to them in healthy, helpful ways. And think of this process as “regulating” their negative emotions, In addition to helping them feel more stable, and help them to control such emotions and improve their physical health, then find a solution to any problem cause these negative emotions. For example, interview 5 indicated that *“sitting with the employee and trying to understand his problem usually solves the problem. But if his behaviour is very wrong and not cooperative, then the SABIC policy is implemented”*. Interview 14 stated *“I just used to listen to them to understand their concerns”*.

3. How do you usually deal with new employees at work in terms of understanding their emotions?

- What sort of emotions do you think new employees have when they start work here?

The managers indicated that they help new employees to be committed, engaged, and collaborative with old employees. They also provide them with the necessary tools and resources to carry out their jobs, in order to become successful members of the job community. Interview 4 stated *“I should respect that he is new and needs more practice”*. The managers also mentioned that new employees have several kinds of emotions when they start work in a new company, such as encouragement, following, afraid and energizing. On the other hand, managers ensure that they must support and encourage new employees to have positive emotions toward work such as high achievement and excitement which have “desirable effect independent of a person's relationships with others, including greater task activity, persistence and enhanced cognitive function .

4. What are the steps that you usually follow to adapt to a new working environment?

The managers said that they adapt quickly to new working environments through engaging and connecting effectively with all employees in the company. Also managers said that they should concentrate on the positive aspects of new environment, they should teach all employees (old and new employees) how to think of the changes in their life as part of a great adventure. Explore local landmarks, sample the restaurants in the neighbourhood and learn more about activities that are specific to their new community. Interview 5 stated that *“I try to be a part of the team and expand my knowledge and experience”*.

5. If there is pressure at work, how would you behave with the employees during this time?

The managers stated that there are many steps to managing job stress, which include taking responsibility to improve one's employees' physical and emotional well-being, improving the communication skills of employees, reducing job pressure and giving their support to employees. They also look to help employees to find ways to cope with stress at work. Moreover managers said that good time management can lead to effective workload organization, so to reduce any pressure in the work environment they must check priorities on a daily basis; setting realistic goals; planning work to foresee particularly busy periods; taking steps to reduce conflicting priorities in good time. Interview 9 said that *"I give him a chance to prove his own way of executing the task"*. Interview 5 added *"First, give tasks to employees as per the priorities. Second, encourage the employees that pressure will make them strong in the future"*.

6. How would you motivate employees to get their job done perfectly?

The managers believe that there are many ways to foster employee motivation. Examples included saying appreciative things, improving the work environment, assigning them to the right jobs and trusting them. Also other managers said that there are different motivation secrets that can encourage employee to do their job perfectly just like: Environmental motivator, Socialization which makes people more committed, Transparency is the key to communication.

Interview 6 stated that he helped his employees *"by coaching them and motivating them so they can do better than my expectation"*.

7. How do you behave once a conflict or a problem occurs between the employees?

When this situation happens, managers need to be patient and take immediate action in order to handle conflict. Tactics include understanding the situation, finding out the problem, avoid using coercion and intimidation, and focusing on the problem not the individual. Also other managers confirmed that the main steps to resolve conflicts at work include; realize that conflicts are inevitable at work, handle conflict sooner than later, and get mediation, and focusing on the problem not the individual. Interview described the benefits of *"containment, finding out the reasons and resolve the conflict between them, and finally focus on the business needs"*. Interview 6 indicated that one should *"try to listen to everybody and gather them to resolve the conflict as a team"*.

8. How do you evaluate the performance of employees in your institution?

The managers mentioned that there are several methods to evaluate the performance of employees. Measures include productivity, commitment and finishing task successfully, avoiding conflict, but in general they the employee performance good. Further, other managers stated that Performance evaluations are intended to: measure the extent to which their performance meets the requirements of their particular position. Strengthen the relationship with their supervisor. Open up the channels of communication. Appraise their past performance. Clarify job expectations and standards and establish future goals. Provide a specific occasion for employees to raise questions about their position and/or the guidance they have been receiving from their supervisor. Provide their supervisor with an opportunity to assess how effective he/she has been in communicating with you. Interview 14 stated that *“there are many criteria for measuring employee performance, such as quantity, quality, commitment, ethics, and others”*. Also, Interview 5 stated *“generally employee performance can be described to have moderate level as productivity, conflicts and task finishing is good”*.

Both interviews and questionnaires findings confirms main results of the current research, both of it suggested that there was a good level of emotional intelligence among managers in petrochemical companies. However, all the dimensions of emotional intelligence had an impact on employee performance. Expressing emotions in a positive way may encourage the employees to focus on their work and this will improve their performance. In addition, the emotional intelligence of managers may need to be considered as a vital issue that affects the success of organisations. It affects the employees' performance, helps managers to deal with other people and employees inside the organisation, and helps managers understand their needs. In other words, emotional intelligence encourages them to perform their tasks successfully.

On other hand both interviews and questionnaires results indicate ways in which the relationship between managers and employees could be enhanced and developed, thereby achieving the aims of the petrochemical companies and achieving better results in relation to petrochemical companies' development. Since the petrochemical companies could achieve this by paying more attention to the issue of emotions and how the correct use of them from managers could have a positive effect on their performance. This could enhance the level of incentives, reward, and positive words.

CHAPTER FIVE

DISCUSSION

5.1 SUMMARY OF FINDINGS

The key findings of the current research can be summarized as bellow:

- 1- Managers in the petrochemical sector in the eastern area of Saudi Arabia have strong social skills.
- 2- There is a strong level of self-awareness in managers of the petrochemical sector in the eastern area of Saudi Arabia.
- 3- There is a strong level of empathy in managers in the petrochemical sector in the eastern area of Saudi Arabia.
- 4- Managers are self-regulated in the petrochemical sector in the eastern area of Saudi Arabia.
- 5- There is a good level of motivation in managers in the petrochemical sector in the eastern area of Saudi Arabia.
- 6- Employment performance is good in the petrochemical sector in the eastern area of Saudi Arabia.
- 7- There is a positive Relationship between managers emotions influence motivation (social skills, self-awareness, empathic, self-regulated, and motivation) and experience on employee performance at petrochemical firms in Saudi Arabia.
- 8- Expressing emotions in a positive way may encourage the employees to focus on their work and this will improve their performance. In addition, the emotional intelligence of managers may need to be considered as a vital issue that affects the success of organisations. It affects the employees' performance, helps managers to deal with other people and employees inside the organisation, and helps managers understand their needs.
- 9- Based on the Saudi culture and nature of petrochemical companies, and the sample individuals are male employees, and then the managers are close to their male employees. Therefore, the positive intelligence can be appeared from managers towards their male employees due to their experience. Hence, male

employees benefit from their managers' experience and then affect their overall performance positively.

5.2 DISCUSSION OF RESULT WITH PREVIOUS STUDIES

The discussion of results will arise from the research results, research questions and will be compared against the background of previous research covered in the literature review. Therein, it will find answers to all the study questions and will confirm the consequences of these findings.

First: what is the influence of managers' emotional intelligence on employees' performance?

After reviewing the hypothesis testing results, the main finding has been confirmed; the manager's emotional intelligence has a positive impact on employee performance. This means that a manager's emotional intelligence has a positive effect on an employee's performance.

The analysis showed a correlation and positive effect of the manager's emotional intelligence on employee performance in petrochemical companies in Saudi Arabia, and this effect has been confirmed by many of the previous studies. Kulkarni et al. (2009) stated that there is a positive relationship between emotional intelligence and the performance level of managers and supervisors. Similarly, Turner & Walker (2008) indicated that improving emotional intelligence capabilities caused an improvement in the project management process, and that the emotional intelligence capabilities training had a positive impact on average job performance comprehensive scores. Emotional intelligence had significant and positive effects on leadership practices, and emotions were found to play a key role in decision-making (Alston, 2009). Azouzi & Jarboui (2013) affirmed the existence of a complementarity relationship between emotional intelligence and the efficiency of the board of directors. Besides that, Stubbs & Wolff (2008) showed that a team leader's emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and that emotionally competent group norms are related to team performance. Moreover, Moghadam et al. (2010) indicate that emotional intelligence has a positive impact on the performance level of managers and employees in educational administrations of Iran.

This study also found that there is a significant and a positive influence of self-awareness, self-regulation, motivation, empathy, and social skills on employee performance. This agrees with the findings of Behbahani (2011), who showed that there

was a significant relationship between emotional intelligence and its components (self-awareness, self-regulation, motivation, empathy, and social skills) with the employees' capabilities. Additionally, Guillén-Ramo, Saris, & Boyatzis (2009) confirmed that social and emotional competencies are a valuable predictor of performance. On the other hand, Hess & Bacigalupo (2011) stated that decision makers who have a good level of self-awareness can compare their strengths with others in the institution. They then have the advantage of using the abilities of others in making decisions which, moreover, can affect employee performance positively, and accomplish tasks more efficiently than others. Furthermore, Kellett et al. (2006) examined the relationships between empathy, as well as several additional emotional abilities and leadership emergence. It was found that empathy showed a strong positive association with relational leadership and task leadership. Otherwise, Cox-Kelley, Justice, Waller, & Johnson (2013) indicated that the higher the empathy score, the higher the job performance attitude score. Empathy had a positive and indirect effect on job performance knowledge, job performance initiative, job performance quality, and overall job performance. Finally, Gol & Royaei (2013) confirmed that there is a relationship between the teachers' self-regulation and job performance. It was also found that self-regulation was the best predictor of job performance.

Second: What is the differences managerial experience as a moderating variable do on the relationship between managers' emotional intelligence and employee performance?

After reviewing the results, the study has arrived to a comprehensive answer to the above study question, regarding the moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia.

Shipley et al. (2010) found that emotional intelligence was positively associated with work experience. In addition, Chu & Lee (2012) found that the flow of experience affects job performance in a positive way; in their study the personality traits of conscientiousness and emotional stability moderated the relationship between the flow of experience and job performance. Moreover, Day & Carroll (2004) stated that experience was positively correlated with three of the four emotional intelligence factors (perception, integration and management), as measured by the Mayer Salovey-Caruso Emotional Intelligence Test. It was also found that individuals who had

completed more years of university tended to be better able to perceive, manage, and integrate emotions.

5.3 CONCLUSION

Emotional intelligence competence is an important psychological field, and is deserving of attention. Emotions have a strong effect on everything that people do. Emotions can also contribute to enhancing morale between employees, but on the other hand, emotions can also be destructive. Given this importance, this study measures the chance for emotional intelligence to be implemented in a tangible way, one that will affect the likelihood of business managers recognizing the benefits of having this competency, and the potential impact it could have on the behaviour of employees and the company's prosperity. This study focuses on petrochemical companies in Saudi Arabia. The petrochemical industry is one of the most attractive sectors in the economy for private and foreign capital. Moreover, there is a lack of research and studies that aim to assess the effect of managerial emotional intelligence on employee performance in companies in Saudi Arabia, especially in petrochemical companies in Saudi Arabia. There are also few that investigate the role of a managers' experience as a moderating variable on this relationship. Thus, it is worth shedding light on this issue as it plays an important role in building the trust and loyalty that is reflected on the performance of the employee, and in order to achieve the required goals of this sector in Saudi Arabia.

In this case study research, a mixed approach of both quantitative and qualitative methods was used. These methods were represented by distributing a questionnaire and conducting interviews, respectively. The study also relied on secondary data collection through evaluation forms from the petrochemical companies, so as to develop a full picture of how managerial emotional intelligence affects employee performance at petrochemical companies in Saudi Arabia. Thus, the research framework is based on a theoretical framework and includes two main dimensions: emotional intelligence (self-regulation, self-awareness, motivation, empathy and social skills), and employee performance.

Furthermore, the results of this study describe the relationship between emotional intelligence and employee performance as observed through the five dimensions. Through the analysis of the relationship between emotional intelligence and employee performance, it was shown that the manager's emotional intelligence has a positive influence on an employee's performance. It was also found that self-

regulation, self-awareness, motivation, empathy and social skills has a significant and a positive influence on employee performance. In addition, it was shown that the manager's level of experience created differences in the level of influence that emotional intelligence had on employee performance.

The results of the current study suggested that there was a good level of emotional intelligence among managers in petrochemical companies. However, all the dimensions of emotional intelligence had an impact on employee performance. Expressing emotions in a positive way may encourage the employees to focus on their work and this will improve their performance. In addition, the emotional intelligence of managers may need to be considered as a vital issue that affects the success of organisations. It affects the employees' performance, helps managers to deal with other people and employees inside the organisation, and helps managers understand their needs. In other words, emotional intelligence encourages them to perform their tasks successfully.

Therefore, this study could support the managers and stakeholders at petrochemical companies by making them aware of the importance of emotional intelligence. The findings indicate ways in which the relationship between managers and employees could be enhanced and developed, thereby achieving the aims of the petrochemical companies and achieving better results in relation to petrochemical companies' development. The petrochemical companies could achieve this by paying more attention to the issue of emotions and how the correct use of them from managers could have a positive effect on their performance. This could enhance the level of incentives, reward, and positive words.

5.4 RESEARCH CONTRIBUTION

This study plays a significant role, contributing to knowledge by presenting original results from emotional intelligence and its impact on employee performance in the petrochemical companies in the eastern area of Saudi Arabia.

As mentioned before, this research will enjoy uniqueness and importance in the field of studies that explore emotional intelligence and its impact on employee performance in the petrochemical companies in the eastern area of Saudi Arabia. Also the result of this research contribute in assisting specialists and managers in this field in regards to the methods of expressing their emotions and feelings. Besides that, its results this research may draw the attention of managers to the importance of emotional intelligence, by

investigating the trend between the emotional intelligence of managers and the performance of employees, which could reflect positively on the total profit of these companies and on the economic growth of Saudi Arabia.

Moreover, the results of this research affect the range of studies in this field that can be conducted, which lead to some limitations and difficulties to the contents. Nevertheless, this will be considered as a challenge from one side. From the other side, it contributes positively by establishing a real value in the academic research in this field, which will encourage other researchers to build up and develop studies which support this field in order to achieve the desired goals in future.

Arguably, the results provide convincing evidence that there is a strong relationship between a manager's emotional intelligence and the way that they express their feelings, and the employees' performance and loyalty towards the company. In addition its results may create a strong background and it will aggregate a large amount of literature regarding managers and their employees in the petrochemical companies in Saudi Arabia. Another notable contribution of the findings of this research is that it will support the officials of Saudi Arabia in taking the right decisions and the required modifications regarding the strategies of managing emotions. It will also be an effective step in the field of human resources management, because it will provide managers with an awareness of the importance of this issue.

5.5 RECOMMENDATION

According to the study's results and findings, the following recommendations can be made:

1. Saudi petrochemical companies must actively develop the emotional intelligence of their managers, and employ managers with developed emotional skills, through holding workshops and seminars to raise awareness of the importance of owning high level of emotional intelligence, in order to increase both their own personal performance as well as that of the teams they lead.
2. Saudi petrochemical companies must always be aware of the emotional intelligence strategies that they follow, to keep effective employees and to create and sustain high performing teams, besides enable organisational leaders to further an emotionally competent environment throughout petrochemical companies in Saudi Arabia.
3. Saudi petrochemical companies must utilize several training programs on emotional intelligence for managers and employees, by experts in order to

emphasize the great importance that emotional intelligence performed in the companies, and its significant role in improving and developing employee's performance.

4. The companies in general must select the right person for the right job, especially managers who should be chosen according to their characterization of sufficient level of emotional intelligence, as this would enhance the performance of the employee in the job. At the same time, these selected managers and supervisors have to take higher-level roles and responsibility in the companies in the future. For this, they have to develop their skills in the area of social skills, self-regulation, self-awareness, motivation, and empathy.
5. The managers and supervisors must be able to meet the expected level of performance that the job requires and able to manage their emotions. It enhances employee productivity, frees the management from work-related problems so that it can deal with more productive tasks, and enhances the sustainability of the company's performance.
6. Saudi petrochemical companies should activate a system for incentives and rewards to motivate their employees and managers. It should focus on managers who have low emotional intelligence in order to enhance their skills, with interventions being done to realize the maximum benefits.
7. According to the results, the managers should be sensitized with the importance of emotional intelligence when dealing with employees and its impact on employee performance, and hence, on the company as a whole.
8. The managers need to be able to regulate the emotions of others. The Saudi petrochemical companies could achieve this by introducing an emotional learning program to train managers, as well as employees, on emotional intelligence skills. Gaining emotional intelligence skills will make the managers more able to communicate with employees in better way.

5.6 FURTHER STUDY RECOMMENDATIONS

In light of the study's results and findings, the researcher concludes that it is essential to conduct more research that aims towards filling some of the gaps in this area. In particular, it is important to focus on relationship between a manager's emotional intelligence and the way that they express their feelings, and the employees' performance and loyalty towards the company.

Moreover, further research is necessary to achieve more diversified samples, thus reaching better generalizability. Every participant in this study was male and Saudi Arabian society culture and norms prevent the mixing of different genders. Thus, further research is needed to target both genders equally, and see whether gender makes a difference in relation to the impact of emotional intelligence on organisational performance. This could be achieved in similar study, which included a male researcher and a female researcher in order to get an equal number of male and female participants.

Further studies are needed to shed light and focus on the impact of emotional intelligence dimensions particularly on employee performance, to potentially uncover more thorough results. Besides that, for future relevant researches we recommend the following topics to be studied:

- Impact of manager's emotional intelligence on female employees' performance in Banking Companies at KSA.
- Methodology of increasing male & female employees' performance by leveraging scale of manager's emotional intelligence.
- Different aspects in male & female emotional intelligence & optimizing weakness points.

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APPENDIX 1 – THE QUESTIONNAIRE

Dear Participant,

I am a PhD student at Al-Madinah International University (MEDIU).

This questionnaire aims to the moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia. The information that you are about to provide will help us to better understand this relationship. Please note that we would like you to answer the questions of this questionnaire according to the actual situation in your organization and NOT to what you hope to have. I assure you that the information collected will be accessed ONLY by the researcher and will be used ONLY for research purposes. Furthermore, both of your names and your organization's will be anonymous.

If you have any desire to check the results of this study, it will be our pleasure to provide you with a copy of the executive summary at the end of the research.

I thank you so much for you kind cooperation and patience.

PhD Researcher

Engr. Munir M. Al-Otaibi

Mobile # 050-4480002

Section on: Demographic Variables

Please point your answer with a tick (✓) in the right space provided:

1- Gender:

Male

female

2- Age:

18-25

26-35

36-45

46-55

56 and above

3- Educational attainment

Middle School Cert.

Bachelors

Masters

PhD

4- Current Position:

Employee

Manager Executive/Company officer

First line supervisor

others (please specify)

5- Years of experience:

5 years or less

6- 10 years

11- 15 years

16 years and more

Section Two: Please indicate your level of agreement with the following statements about your manager emotional intelligence: by ticking in the right space on the scale:

No.	Items	Never	Rarely	Don't know	Sometimes	Consistently
Social Skills						
1	My manager can deal effectively with people					
2	My manager is able to stand up easily for his/her rights.					
3	My manager usually feels that he/she is able to influence the way other people feel.					
4	I believe that employees who are close to my manager are not dealt with consistently					
5	My manager shows affection to those who are close to him/her.					
6	My manger is normally able to “get into someone’s mind” and experience their emotions.					

7	My manager tends to get involved in things, and later wishes that he/she had not done so.					
8	My manager tends to “back down” even if he/she knows that he/she is right.					
9	My manager is generally able to adapt to new environments.					
Self-Awareness						
10	Managers have a positive view, and accept the points of view of others					
11	My manager co-operates effectively with other employees in an optimistic way					
12	In many situations, I do not know what my manager’s emotions are.					
13	In most cases, my manager has a negative attitude.					
14	Usually, my manager considers him/herself to be a good negotiator.					
15	My manager seems to have power over other people's feelings, e.g. s/he makes their staff feel happy, anxious, frightened etc.					
Empathy						
16	My manager generally helps others who have been absent.					

17	My manager takes a personal interest in the well-being of other employees.					
18	My manager generally helps others who have heavy workloads.					
19	My manager usually goes out of their way to help new employees.					
20	My manager generally takes time to listen to coworkers' problems and worries.					
21	My manager passes along work-related information to workers.					
Self-Regulation						
22	My manager is able to regulate his/her emotions, e.g. s/he is able to control their temper.					
23	My manager tends to change his/her mind easily.					
24	My manager accepts any possible changes in the working environment regardless of the circumstances.					
25	On the whole, my manager is able to deal with stress.					
26	My manager is usually able to find ways to control his/her emotions when he/she wants to					
27	My manager often pauses and thinks about his/her feelings.					

28	Others admire my manager for being relaxed.					
Motivation						
29	On the whole, my manager is a highly motivated person.					
30	My manager feels that he/she has a number of good qualities					
31	My manager is able to keep him/her self-motivated.					
32	On the whole, my manager is pleased with his/her life.					
33	My manager believes that he/she is full of personal strengths.					
34	My manager feels that he/she has received sufficient rewards for the work that they have done so far					
35	The current working environment is good for my manager					
36	My manager is satisfied with the available motivational packages in his/her unit/department.					
37	My manager is satisfied with his/her salary, and it is suited to his/her potential and experience					
Employment Performance:		Not at all	Small	Moderately	Large	Very Large

To what extent you consider you and your performance						
1	Stable					
2	Being people oriented					
3	Being innovative					
4	Being highly organized					
5	Sharing information freely					
6	Low conflict					

References of Questionnaire

- 1- Minnesh, B, 2007. The dynamic of leader emotional intelligence and organizational culture on organizational performance. University of South Africa.
- 2- Nan, D, 2000. The Role of Empathic Concern in the relations of personality and organizational citizenship behavior. Let bridge, Alberta, Canada.
- 3- Natalie, L., Mary, J., Sharon, L, 2000 . The effects of emotional intelligence, age, work experience, and academic performance. Research in Higher Education Journal.
- 4- Traci, S, 2002. Meta-Analysis of Self-Regulated Learning in Work-Related Training and Educational Attainment: What We Know and Where We Need to Go. University of Colorado Denver.

APPENDIX 2 – THE INTERVIEW

The moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia

Dear Participant,

I am a PhD student at Al-Madinah International University (MEDIU).

This interview aims to examine the moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia. The information that you are about to provide will help us to better understand this relationship. Please note that we would like you to answer the questions according to the actual situation in your organization and NOT to what you hope to have. I assure you that the information collected will be accessed ONLY by the researcher and will be used ONLY for research purposes. Furthermore, both of your names and your organization's will be anonymous.

If you have any tendency to check the results of this study, it will be our pleasure to provide you with a copy of the executive summary at the end of the research.

I thank you so much for you kind cooperation and patience.

PhD Researcher

Engr. Munir M. Al-Otaibi

Mobile # 050-4480002

Section on: Demographic Variables

Please point your answer with a tick (✓) in the right space provided:

1- Gender:

Male

female

2- Age:

18-25

26-35

36-45

46-55

56+

3- Educational attainment

Middle School Cert.

Bachelors

Masters

PhD

4- Current Position:

Employee

Manager Executive/Company officer

First line supervisor

others (please specify)

5- Years of experience:

5 years or less

6- 10 years

11- 15 years

16 years and more

Interview Questions:

1. Please tell me about a time when you have to deal with your emotions at work (happy, anger, encouragement)?

- How long did these emotions go on for?
- What was your subordinates' response?

.....

.....

.....

.....

2. How do you usually behave to control others' negative emotions?

.....

.....

3. How do you usually deal with new employees on work in terms of understanding their emotions?

- What sort of emotions do you think new employees have when they start work here!

.....

.....

4. What are the steps that you usually follow to adapt a new working environment?

.....

.....

5. If there is a pressure at work, how would you behave with the employees during this time?

.....
.....

6. How would you motivate employees to get their job done perfectly?

.....
.....

7. How do you behave once a conflict or a problem occurred between the employees?

.....
.....

8. How do you evaluate the performance of employees in your institution?

.....
.....

Thank You

APPENDIX 3 - PILOT STUDY REPORT

PILOT STUDY (30 Questionnaires) – RESULTS

The moderating effect of managerial experience in the relationship between emotional intelligence and employees performance at petrochemical firms in Saudi Arabia.

The researcher distributed (30) questionnaires by email to five petrochemical companies in Saudi Arabia, for the purpose of testing the reliability and validity of the questionnaire. The chosen dimensions of the questionnaire were based on previous studies, and the table and the figure below show the main results.

Table (1): The Dimensions' Mean, Standard Deviation, and the Weighted Average

Dimension	Mean	SD	Weighted Average
Emotional intelligence	0.28420	3.1865	63%
Performance	0.78784	3.1667	63%
Social skills	0.51370	3.1926	64%
Self-awareness	0.40436	3.8167	76%
Empathic	0.53728	2.4056	48%
Self-regulated	0.29060	3.2857	65.5%
Motivation	0.36338	3.2037	64%

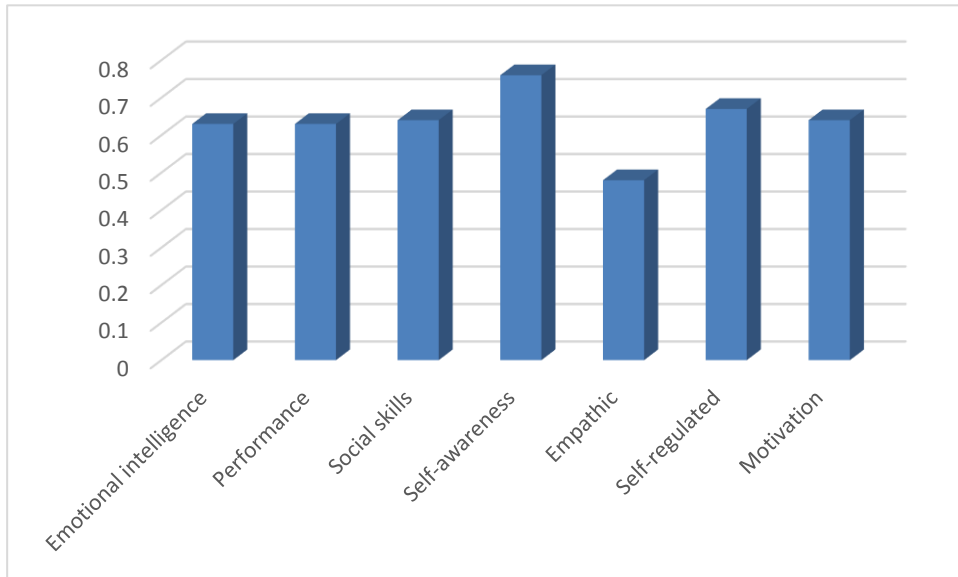


Figure (1): Dimensions Weighted Average

According to table 1 above, which shows the mean, standard deviation, and weighted average of the chosen sample toward the questions, various tests were used through this pilot testing. What was appeared is that many statements in the questionnaire have been phrased in a *negative way*, and the responses were low. This means that more extra effort and observation were required by the researcher. In other words, it would be better if those statements were phrased as other statements in positive way, where it could be clearer for the respondents and easier for the researcher to deal with them in the analysis stages, and therefore avoid what has happened in this pilot analysis. It is worth mentioning that, the researcher should pay more attention to the phrasing of some statements. Therefore, regarding the questionnaire items, if one looks at question 2 in the demographic variables, which represents age category, the researcher should modify the fourth choice to be **56 and above** rather than **+56**. There is also an important modification which should take place on the **scale words used**, which should be ranked as follows: **Never, Rarely, Don't know, Sometimes, Consistently**. The current ranking could affect the results and require more effort from the researcher to code it in the right way. The respondents could also answer in an automatic way without looking at the scale words, and choose what they really did not mean. As well, statements 2, 4, 5, 10, 11, 12, 13, 15, 22, 23, 24, and 31 should be rephrased in a positive way, or the researcher should be careful to reverse their values before starting the analysis stages. The researcher should also be careful going forward to express the statements in a good manner for the respondents, as their responses on

some of the statements reflect misunderstandings of parts like statement 14. Thus, it is apparent that to make the process of distributing and analysing the results more accurate and easy, the above modifications should take place on the questionnaire, or more care is needed from the researcher in dealing with the results. Regarding the dimensions of the independent variable (emotional intelligence), a correlation matrix test was run to avoid multi-collinearity. It is apparent that every dimension is independent from one another, as it has correlation values with each other's, as mentioned in the table 2 below.

Table 2: Correlations Matrix for Independent Variable Dimensions

		Social skills	Self-awareness	Empathic	Self-regulated	Motivation
Social skills	Pearson Correlation	1	0.492**	0.524**	0.425*	0.387*
	Sig. (2-tailed)		0.006	0.003	0.019	0.035
	N	30	30	30	30	30
Self-awareness	Pearson Correlation	0.492**	1	0.746**	-0.461*	0.671**
	Sig. (2-tailed)	0.006		0.000	0.010	0.000
	N	30	30	30	30	30
Empathic	Pearson Correlation	0.524**	0.746**	1	0.095	0.040
	Sig. (2-tailed)	0.003	0.000		0.619	0.835
	N	30	30	30	30	30
Self-regulated	Pearson Correlation	0.425*	-0.461*	0.095	1	-0.612**
	Sig. (2-tailed)	0.019	0.010	0.619		0.000
	N	30	30	30	30	30
Motivation	Pearson Correlation	0.387*	0.671**	0.040	-0.612**	1
	Sig. (2-tailed)	0.035	0.000	0.835	0.000	
	N	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).