



Impact of Emotional Intelligence on Employees' Job Performance: A Case Study of FPT Telecom Joint Stock Company

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Abstract. The study investigated the relationships of the five dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills of employees to their job performance in the information technology industry through a case study of FPT Telecom Joint Stock company. The research aims to determine whether or not EI has impacts on employees' job performance in the information technology industry through a case study of FPT Telecom Joint Stock company. The mixed-model is applied for measuring EI's scales. About 300 questionnaires were contributed to respondents, out of which 210 were collected for the analysis. Statistical Package software for Social Science (SPSS) will be applied to analyze the collected data. The findings indicated that the positive influence of employees' EI constitutes the most important determinant of their job performance. This is followed by empathy, motivation, self-regulation, social skills, and self-awareness. The results underline the importance of EI and its effects on work situations. Some recommendations were suggested to improve employees' EI in the organization. People should develop and improve their emotional intelligence through a systematic and consistent approach to achieve high performance and competitive advantage. Furthermore, the organizations add an EI training program in boosting employees' emotional competencies. They should first recognize the importance of emotional intelligence in strengthening human capital, leading to higher overall performance.

Keywords: Emotional Intelligence · employees' job performance · mixed-model of emotional intelligence

1 Introduction

Emotional intelligence (EI) has been identified as one of the important behavioral constructs considered to be a major contributor to performance (Goleman, 1995; Goleman, 1998). According to one of the claims, EI accounts for 85 to 90 percent of outstanding performance in the top management, thereby resulting in 20 percent more earning for companies (Goleman, 1998; Watkin, 2002). EI has also evoked a keen interest among practitioners because of its wide applicability to a host of work place issues including job satisfaction, absenteeism, organizational commitment, organizational citizenship.

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Previous empirical researches paved the way for the author to have a basic understanding of emotional intelligence, job performance, as well as the way to carry out this study. However, there are several arguments about those researches regarding the research methods. Some studies did not provide the perceptions of emotional intelligence and its dimensions, which resulted in the discrepancy of outcomes among these studies. Moreover, in recent years, there are few studies on the relationship between EI and job performance in the IT industry, especially in Vietnam. The previous research only focused on gender but not put an emphasis on how and why emotional intelligence affects employees' job performance. Thus, this research will concentrate on clarifying the aspects that EI influences the performance of employees in the IT industry.

2 Literature Review and Hypotheses Development

2.1 Emotional Intelligence

Emotional intelligence (EI) is one of the new and thriving areas of behavioral research, having developed recently with the assistance of worldwide media awareness. EI refers to the capability to recognize and express emotions, interpret emotions, assimilate feelings in thought, and control both positive and negative emotions in the self and others (Goleman, 1998). Afterward, researchers have purportedly made significant strides toward understanding its characteristics, components, determinants, developmental track, and forms of modification.

The idea that people are different in emotional intelligence has developed thanks to several converging factors, including cultural trends and orientations. For the first time, emotional intelligence has been the target of widespread attention due to the growing importance of individuals attributed to the management and control of emotions in today's society. People believe that emotional intelligence can be improved and trained in different social contexts. Moreover, emotional intelligence is also supposed to play an essential role in modern society by ascertaining real-life results above and beyond the participation of general intellectual capacity and personality factors (e.g., Goleman, 1995; Saarni, 1999).

Moreover, EI is considered to be positively related to academic achievement, career success, emotional health, and control (Elias, et al., 1997). They say that emotional intelligence is sometimes even more important than intellectual knowledge in achieving success in life (Goleman, 1995). EI has driven a notion that while the key to success in daily life is determined somewhat by intellectual capacity, there is a multitude of other contributing factors, including social competencies, emotional adjustment, emotional sensitivity, practical intelligence, and motivation. EI also concentrates attention on personality and aspects of self-control, such as the capability to delay gratification, undergo frustration, and control impulses (ego).

Regarding the theoretical models developed for the study of emotional intelligence, there were three main categories of EI approach: (1) Trait EI, (2) Ability EI, and (3) Mixed EI. The model of emotional intelligence according to the personality approach (Trait EI) was assessed using self-assessment tools (Salovey and Mayer, 1990). Questions based on this approach are developed as a scale with no right or wrong answers, but individuals respond by choosing items that are more or less related to their behavior

(e.g., “Understanding” meeting the needs and wants of others is not a problem for me”). These methods tend to measure typical behavior, so they tend to make good predictions about actual behaviors in different situations. Personality-based emotional intelligence can be a good predictor of effective coping styles in the face of everyday stressors. So these tools are often used in situations characterized by stressors in the workplace. Wong and Law’s Emotional Intelligence Scale (2002)- WLEIS can be used to measure emotional intelligence according to personality approaches (Brannick et al., 2009), due to its stable and intrinsic structure consistent questions (Bru-Luna et al., 2021).

On the other hand, the ability-based emotional intelligence (Ability EI) model indicates people’s ability to understand emotions and how they function. The tools are tests of maximum competence and unlike personality tests; they are not designed to predict typical behavior. Capability emotional intelligence tools are often used in situations to test theoretical understanding of emotions.

Finally, when researchers/practices are interested in the broader components of emotional intelligence and social interaction intelligence, a mixed EI model can be a choice. This model is particularly relevant in the workplace context. This seems to be true for two reasons: first, the tendency of emotional intelligence as a set of trainable competencies (e.g., Goleman, 1995) to equip give employees a positive growth mindset regarding their emotional intelligence. Second, the emphasis on 360-degree forms of assessment in mixed measures provides individuals with information not only about their own perceptions but also about how others perceive them, which is also unique. Particularly useful in training situations. Models to measure emotional intelligence with a mixed approach include Bar-On (1997) and Goleman (2001).

The study decided to use the mixed model for the study with the core idea of EI with other personality traits. And this also uses a variety of skills and competencies which are important in an organization.

2.2 Dimension of emotional intelligence

Emotional intelligence with mixed model comprises five dimensions which are self-regulation, self-awareness, motivation, empathy and social skills (Goleman, 2001).

Self-regulation

Self-regulation or self-management is an element of emotional intelligence that refers to how you manage your thoughts and actions. Baumeister and Vohs (2004) described it as “how a person exerts control over his or her responses to pursue goals and live up to standards.” Barkley (1997) defined self-regulation as “any response, or chain of responses, by the individual that serves to alter the probability of the individual’s subsequent response to an event and, in doing so, functions to alter the probability of a later consequence related to that event.” Self-regulation may not be a deliberative, effortful process: Much of it occurs in a relatively effortless and automatic fashion (Fitzsimmons & Bargh, 2004).

Self-awareness

Self-awareness is the most significant competency in emotional intelligence. Grayson

(2013) defined self-awareness as to how well a person realizes one's feelings, distinguishes them, and knows what is feeling and what caused these feelings. Goleman (1998) described emotional self-awareness as a way of recognizing a person's sentiments and how these can affect his/her life. Yeung (2009) said that becoming self-aware is the leading step in improving emotional intelligence.

Motivation

A motive is "wish to do something," according to New Lexicon Webster's dictionary. Motivate implies that "offer reasonably," "inspiring method." Motivation is a process that associates degree goal which someone wants to attain. Butkus & Green (1999) found that motivation brings the power to satisfy a wish. Goleman (1995) explained that emotional self-motivation means the ability to control the psychological tendencies that facilitate to reach one's goals. Self-motivation also indicates to the skills to set goals and also to keep focused and positive by any hindrances that may happen during setting goals. Self-motivation is assurances that would involve in daily activities, which could also be committed to any particular cause.

It has two types of motivation:

Intrinsic motivation defines that the individual's motivational incentives are internal. The individual has the will to perform a specific task because it will fulfill a wish and support his/her belief system. Therefore, importance is attached to it. Our deep-rooted desires have the most influential motivational power.

Extrinsic motivation indicates that the individual's motivational inducements are external. In other words, our desires to accomplish a task are controlled by an outside source. Although the incentives are coming from outside, the outcome of performing the job will still be rewarding for the individual performing the task. The most well-known and most debated motivation is money.

Empathy

The word "empathy" began to appear in the 1880s to express how a person emotionally values another's feelings. Many researchers describe empathy as the process of recognizing a person's subjective experience by indirectly sharing that experience while maintaining the observation stance. According to Wiseman (1996), empathy is significant in a therapeutic connection. It also refers to recognizing others' emotions, the roots of these feelings, and possibly taking part in this emotional experience of another without becoming part of it (Keen, 2007). Gagan (1983) implies that empathy is how an individual perceives one's feelings on the one hand while sending them on the other.

Social skills

Social skills, also known as interpersonal or soft skills, are the skills used for communication and interaction with other people, both verbal and non-verbal, through body language, gestures, and personal appearance. According to Goleman (1995), social skill is not just a matter of friendliness because people's kindness is with purpose: moving people in the direction you desire. It plays an essential role in people's success because social skill helps to establish, maintain, and strengthen relationships with other people such as classmates, colleagues, clients... regardless of position, experience level, or industry.

2.3 Job Performance

Job performance has a significant influence on the profitability of an organization (Benvan, 2022). Unproductive job performance will create difficulties in the company because of lower productivity, profitability, and overall organizational effectiveness (Cooke, 2000; Okoyo & Ezejiofor, 2013). According to Viswesvaran and Ones (2000), job performance is now the main element of an entire company structure. Some researchers described job performance as actions or activities that are made towards reaching the organization's goals and purposes (Motowidlo, Borman, & Schmit, 1999). Some scientists defined job performance as the overall expected value from employees' behaviors carried out for a set period (Motowidlo, Borman, & Schmidt, 1997).

Performance is essential for organizations, as employee performance is one of the critical factors to achieve business success, and performance is vital for an individual as accomplishing jobs can be a root of satisfaction.

2.4 The Relationship Between Emotional Intelligence and Job Performance

The concern in EI began from a growing recognition that it may affect job performance, motivation, and various aspects of one's life (Bar-On, 2007). According to Bar-On 2007, EI is necessary for the work context, and companies should focus on it in any competition. Many researchers imply that comparing cognizance of employees' EI helps to differentiate top performers and common ones (Bliss 2000). Cherniss and Goleman (2003) points out that outstanding performers have higher EI than others after analyzing data from different organizations. Also, he showed that the overall organizational performance could increase if the company are conscious of EI and promote it within their staff. Emotional intelligence is a predictor of leadership potential and job performance (Sala, 2006).

In the Twenty-first Century, empirical studies of the relationship between emotional intelligence and work outcomes rest increasingly on methodological grounds. What test should be applied became an important issue for researchers, who developed and tried out their own tests to collect data for validation. Other studies found that, the levels of emotional intelligence show a relationship between individual and organizational performance. George (2000) stated that emotional intelligence is a key factor both in private life, where it enables individuals to be socially effective, and at work, where emotionally intelligent managers have effective social interactions with both colleagues and customers.

2.5 Hypotheses Development

One of the influential factors which would lead to a higher level of job performance is emotional intelligence (Watkin, 2002). Slaski and Cartwright (2002) indicated that there is a significant positive correlation between administration performance and EI. Besides, workers with high emotional intelligence would have the capability to control their emotions and managing others' emotions to create more positive interactions, which could result in more organizational citizenship behavior performance (Wong & Law, 2002). Several studies implied that EI is a predictor of job performance in organizational contexts (Vermeulen, 2004; Wong & Law, 2002). Also, the neurological sciences literature shows that emotional intelligence and performance has a positive relation.

Self-regulation contributes to psychological well-being and high job performance (Porath & Bateman, 2006). Self-management refers to how well a person remains calm during a difficulty or conflict situation (Wolmarans & Martins, 2001). In two books "Emotional Intelligence" and "Working with Emotional Intelligence", David Goleman conducted a marshmallow experiment (started in the 1960's) to prove that controlling impulses is very important in human life. In this experiment, a group of children were offered a marshmallow to eat, or two marshmallows if they could wait until the experimenter came back. The result showed that some children ate a marshmallow immediately while others resisted and waited to get two marshmallows. Based on what was researched, Goleman believes that the ability to control impulses (Self-regulation) brings greater success in life. There are many negative effects associated with impulsive and emotional reactions at the workplace.

H1: There is a positive relationship between self-regulation and job performance.

Self-awareness helps people to build up and strengthen a supportive relationship with another in an organization (Averill, 1980). It also allows a person to prioritize what is more important to focus on rather than other concerns. Goleman (1998) indicated that self-awareness is a crucial ability in financial planners' performance at a financial services company. Their mission is not only to deal with hard questions about clients' money but also life insurance problem, so the interaction between a planner and a customer is delicate. Thus, the planners' self-awareness helps them handle customers' emotional reaction better. At another level, self-awareness is also considered as the ability to recognize one's own strengths and weaknesses. When a person is aware of their abilities and limitations, they can enhance what they are good at, improve their shortcoming and learn from the mistakes. Kelly (1998) implied that the competence found in virtually every high-performance employee in a research of hundreds of workers-computer scientists.

H2: There is a positive relationship between self-awareness and job performance.

Motivation is also necessary because individuals need incentives, inducement, or encouragement to get better performance. Chaudhary & Sharma (2012) indicated that motivation is an essential factor that makes a person take action. A motivated employee will be likely to be more productive than non-motivated ones. Motivation is one of the factors which encourages one person to fulfill what they want, such as survival needs, safety, esteem, etc... This need will lead the individual to perform better in their career in the simple they can implement in their job performance. Performance can be on

their customers, salary, or others. Chaudhary and Sharma (2012) argued that motivated employees tend to be more productive than non-motivated employees. If an employee is satisfied and happy, then he/she will do his/her work in an incredibly fantastic manner. The result will be useful, and to add motivated employees will motivate other employees in the office. Chaudhary and Sharma (2012) state that the study shows that employee motivation directly affects gainfulness and development. A highly motivated employee tries to carry out every aspect of his or her duties and responsibilities.

H3: There is a positive relationship between motivation and job performance.

A 2019 State of Workplace Empathy Study by Businessolver, empathy, which means “walking in others’ shoes,” has a positive impact on job performance: motivating staff and increasing productivity. According to Goleman, a person having the ability to control his/her impulse to empathize with others’ emotions can make better decisions when someone’s feelings puzzle this person. The Center for Creative Leadership’s research (with about 7000 managers from over 30 countries) showed that there is a positive significant relationship between empathy and job performance. Managers who shows more empathy received high job performance than others.

H4: There is a positive relationship between empathy and job performance.

Social skill plays an essential role in managing and maintaining the relationship between thoroughness and job performance (Witt and Ferris, 2003). They also noticed that social skill is a way to moderate the relationship between intellectual ability and job performance. Recently, Hogan and Shelton (1998) identified that social skill has been considered as an essential factor that leads to high job performance. Moreover, Witt and Ferris (2003) indicated that social skill makes the correlation between conscientiousness and job performance moderate. Higher social skill will lead to the stronger relationship for employees and higher performance and salary.

H5: There is a positive relationship between social skills and job performance.

3 Methodology

3.1 Proposed Research Framework

Based on the literature review of emotional intelligence and job performance and hypothesis development, the research adopted a conceptual framework as indicated in Fig. 1.

The Fig. 1 shows five independent variables including: self-regulation, self-awareness, motivation, empathy, and social skills. The author assumes these variables to be correlated with and have a direct impact on job performance as shown in in Fig. 1.

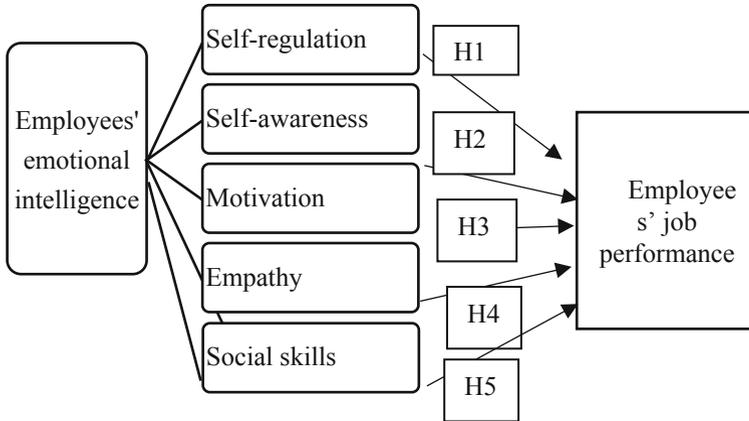


Fig. 1. Proposed research model. **Source:** Authors

3.2 Measurement Construction

The authors decided to conduct a questionnaire with two sections. The first part includes several questions about respondents' demographic information, and the second relates to independent and dependent variables. The quantitative method used for data collection is a questionnaire. The authors created a pool of 65 items for EI and job performance scales. The EI's scales include 60 items based on Goleman (2001). The first twelve items for measuring the employees' self-awareness are based on the definition of this dimension. The next twelve questions are to evaluate the level of self-regulation of respondents. In the following twelve items, the author wants to measure their level of motivation. twelve items are regarding the respondents' empathy, while the other twelve questions related to the measurement of their social skills.

In the last construct, the 5-item scale measuring job performance used the studies by Ang et al. (2003) and Kim et al. (2009). Babin and Boles (1996) investigated individual employee perceptions of job performance, where job performance refers to job related behavioral outcomes, employee personal productivity comparisons, job performance directs toward organizational expectations and requirements, and work behavior in accordance with organizational requirements like work quality, efficiency, and awareness.

This study designed a draft questionnaire, which was examined and revised by researchers and managers, and a pilot study was conducted before data collection. A Likert-scale of 1 to 5 was used in the questionnaire with the anchors "Strong disagree" (1) and "Strong agree" (5).

3.3 Sampling

Saunders et al. (2009) indicated that there are two methods of creating a sample size: probability sampling and non-probability sampling. The main difference between these is that probability sampling is carried out with the assumption of which each object in population will be received equal selection compared with others. In contrast, non-probability sampling relies on the assumption that the characteristics are evenly distributed within the population. In this research, the author used a non-probability sampling technique to select respondents. Because the survey analysis will apply the linear regression method, the formula to calculate the sample size is $N = 50 + 8 * M$ (M: the number of independent variables). There are five independent ones in this study: Self-regulation, Self-awareness, Motivation, Empathy, and Social Skills. Therefore, the minimum sample size is 90. After conducting the survey, the size of this research was about 300 forms. However, the sample size which the author chose carefully is 210.

3.4 Data Collection

To evaluate the effects of emotional intelligence on job performance, the author decided to collect primary data by creating a questionnaire for participants. The means used for distributing the questionnaire are social media, email, or offline. The author conducted the survey a total of 210 participants in FPT telecommunication company. With this number, the author can start to choose methods for data analysis. Besides, the research used in-depth interviews to collect information about their nature of job, and discuss with employees to understand clearly the issues and reasons why each dimension of EI impacting on their job performance.

3.5 Data Analysis

The study applied descriptive statistics to analyze the respondents' information. This method is useful for two purposes including giving basic information about variables in a dataset and highlighting relationships between variables. Besides, research used quantitative research methods to test the reliability of the measurements through Cronbach Alpha, Exploratory Factor Analysis (EFA) was performed on the calibration sample to remove the cross-loading and low-loading items for a more robust structure of the measurement. Subsequently, the whole sample was used to test the hypothesized relationships through Regressions analysis using latent factor scores.

4 Findings and Discussion

4.1 Demographic Respondents

In this research, the author collected data from a questionnaire with 210 respondents working in FPT Telecom Joint Stock Company. The first six questions in the survey relate to the demographic information of these people, including age, gender, nationality, educational level, position at the company, working experience.

Table 1. Demographic information respondents

Demographic information	Characteristics	Percent
Age	Below 25 years old	22.38%
	25–30 years old	40.48%
	31–40 years old	17.62%
	41–50 years old	12.86%
	Above 50 years old	6.67%
Gender	Male	37.62%
	Female	62.38%
Education	High school graduation	17.14%
	Bachelor	71.91%
	Master	10.95%
Position at work	Employee	86.19%
	Manager	13.81%
Work experience	Less than 1 year	16.19%
	1–2 years	26.19%
	3–5 years	26.19%
	6–9 years	19.05%
	More than 10 years	12.38%

Source: Data processing result by authors

As seen in the Table 1, people at the age of 25 to 30 years old accounted for a significant proportion (40.48%). The second place belongs to these under 25 years old (22.38%). People from 31 to 40 years old, 41 to 50 years old, and over 50 years old respectively occupied the percentage of 17.62%, 12.86%, and 6.67%. All things mentioned above, the author implied that the majority of employees working at FPT Telecom Joint Stock company are young.

According to the descriptive statistical analysis on gender, it is clear that 62.38% of respondents are male, and 37.62% of these are female. Because the company's business area is telecommunication, the majority of employees are male.

In this educational level section, the author divided into three groups: High school graduation, Bachelor and Master, with the proportion of 17.14%, 71.91%, and 10.95%, respectively. The figure shows that participants having a bachelor degree and above accounted for about 89%, which guarantees the quality of the survey.

The figure in Table 1 shows that the position of respondents at the company is categorized into two main kinds: employee and manager. The data analysis indicates that these who are employees occupied 86.19% and who are managers accounted for 13.81%.

Finally, the author divided participants' working experience into five groups: less than 1 year, 1–2 years, 3–5 years, 6–9 years and more than 10 years with the portion

of 16.19%, 26.19%, 26.19%, 19.05%, and 12.38% respectively. As mentioned above, most of the employees are young, so their working experience at the company is limited (about 1–5 years).

In conclusion, there are some common characteristics of 210 respondents in the survey: (1) Higher portion of participants are young people under 30 years old; (2) The number of male respondents are nearly twice as high as that of female ones; (3) They have good education background since more than 83% having a bachelor or above; (4) Most of them are employees; (5) These respondents have low working experience at the company.

4.2 Hypothesis Testing

Validity and reliability of variables

The study took the total sample to test the reliability and validity of the 65-item measurement model. First, the Cronbach's Alpha of different latent variables consisting of various items was calculated. The Alpha coefficients of all latent variables are significantly above the minimum of 0.8, which shows good reliability for the measuring (Table 2). Therefore, all observed variables can be used in the next step of EFA analysis.

The Table 2 shows that Cronbach's alpha values of self-regulation, self-awareness, motivation, empathy, social skills, and job performance are 0.862, 0.893, 0.926, 0.917, 0.941, 0.849 respectively. It means that all variables have good or excellent reliability in their survey (Cronbach's alpha values > 0.8).

In this section, the study carried out Exploratory Factor Analysis test to examine how independent variables converged in. First, the author used Kaiser-Meyer-Olkin (KMO) to determine if enough items are anticipated by each factor. After running this test three times, the author removed SA7 (Factor Loading < 0.5). At the second time, SO11 was omitted because this variable loaded in two factor. After conducting this test at the third time, the results of EFA analysis with independent variables, indicated that these variables satisfied the requirement of validity for measurement scales, particularly: 0.5 <

Table 2. Exploratory factor and Cronbach Alpha analysis

KMO and Bartlett's Test				
KMO Measure of Sampling Adequacy. 0.902				
Sig. 0.000				
Total Variance Explained				
Extraction of sums of squared loading Cumulative %: 60.641				
Cronbach Alpha:				
Motivation	Social skills	Empathy	Self-regulation	Self-awareness
0.926	0.941	0.917	0.862	0.893
Job performance: 0.849				

Source: Data processing result by authors

Table 3. Multiple regression analysis

Model	Standardized Coefficients	t	Sig.	Collinearity Statistics	
	Beta			Tolerance	VIF
(Constant)		.014	.988		
Self-awareness (SA)	.144	3.424	.001	.935	1.069
Self-regulation (SR)	.291	6.683	.000	.869	1.151
Motivation (MO)	.340	7.613	.000	.824	1.213
Empathy (EM)	.358	7.776	.000	.778	1.286
Social Skills (SO)	.155	3.243	.001	.720	1.389

Source: Data processing result by authors

KMO coefficient = 0.902 < 1; Extraction Sums of Squared Loadings = 60.641 > 50% which indicates the presence of sufficient inter-correlations in the data matrix and appropriateness of factor analysis. The five constructs of employees' EI were grouped into 5 factors namely Self-regulation (SR), Self-awareness (SA), Motivation (MO), Empathy (EM), Social skills (SO). After that, all data are suitable for the EFA analysis.

Regression analysis

A regression analysis was employed to test the relationships posited in the model. Based on the conceptual model, the employees' EI dimensions, which are treated as independent variables in the model, are assumed to influence employees' job performance. Results from the multiple linear regression analysis are stated in Table 3.

All the five independent variables of EI are found to have a significant and positive influence on employees' job performance at a significant level. The R-square of 0.656 indicates that 65.6 percent of the variance in employees' job performance was explained by the variations in four independent variables. The multiple linear regression equation is represented as below:

$$\text{Job Performance} = 0.144 * \text{Self-awareness} + 0.291 * \text{Self-regulation} \\ + 0.340 * \text{Motivation} + 0.358 * \text{Empathy} + 0.155 * \text{Social skills}$$

4.3 Discussion of Major Findings

The first hypothesis (H1) implied that there would be a positive relationship between self-regulation and job performance (with the coefficient = 0.291). According to Goleman (1998), people with high self-awareness knows how their emotions influences them, others and their job performance. A self-aware person who recognizes the unfortunate results of tight deadlines will make plans to complete their work duties well in advance. Moreover, individuals with a high degree of self-awareness can work with a fastidious customer because they understand what his/her mood is and why it happened. These highly self-aware people will be able to understand their values, goals, strengths, and

weaknesses. This is why they know how to achieve what they want, enhance their abilities, and improve their shortcoming. In contrast, a person with a lower level of self-awareness seems less credible because they are often unwilling to listen to others, recognize their feelings, and possibly hurt others without realizing it. They also do not know where they are headed and why, which makes them less focused.

The second hypothesis (H2) implied that there would be a positive relationship between self-awareness and job performance (with the coefficient = 0.144). Goleman said that a person with a high degree of self-regulation can improve their performance compared to other colleagues. Self-regulation means controlling biological impulses. There is no way to omit them but we can do much to manipulate them. Imagine a highly self-regulated leader, instead of being angry, scolding his team, will hold a meeting with them, and find out a solution altogether when a project team cannot accomplish their goals. It will make other people trust him and become motivated. Nowadays, business is rife with vagueness and change, so employees have to master their feelings to cope with the changes. They will be willing to accept the unexpected results and continue to make efforts to achieve what they want.

The third hypothesis (H3) showed that there would be a positive relationship between motivation and job performance (with the coefficient = 0.340). Goleman (1998) implied that people with a high level of motivation will work more effectively than others. A highly motivated person is the one who always displays tireless energy and explores what is going on and a solution to their problem. Personal preferences are one of the essential factors which stick to human life. When it relates to work, employees have other personal preferences that motivate them at the workplace. An employee with a high degree of motivation will try his/her best to accomplish their homework as soon as possible. Also, they will always be optimistic even when they cannot achieve their goals.

The fourth hypothesis (H4) showed that there would be a positive relationship between empathy and job performance (with the coefficient = 0.358). According to Goleman (1998), empathy (experience and empathize with others' thoughts and emotions) affects employees' job performance. Empathy can neutralize negativity. When a worker is angry and dissatisfied with his/her colleagues, the ability to be in their shoes and see what situation they are in is a robust tool. It helps to soothe his/her negative emotions. Both he/she and the colleagues will calm down to discuss and seek for a solution to the problem. People with a high degree of empathy will know how to use their knowledge to benefit their organizations in subtle but crucial ways.

The fifth hypothesis (H5) postulated that there would be a positive relationship between social skills and job performance (with the coefficient = 0.155). Goleman (1998) indicated that social skill (culminating other dimensions of emotional intelligence) helps employees to be productive at their job. People with high social skills will be able to manage relationships because they can understand and control their feelings and sympathize with others' emotions. Strong social skill can promote interpersonal communications, which can, in turn, lead to effective job performance. Witt and Ferris (2003) showed a strong relationship between social skills and job performance among employees. In an organization, communicating and working with other people is inevitable, so employees have social skills to interact with coworkers to create a productive working environment.

4.4 Managerial Implication

From result of research, the paper suggests some managerial implication to improve the staff's EI in the organization. The initiative is that the company should create an emotional intelligence training plan which is designed to help employees and the organization learn how to improve their emotion recognition, emotion management, and social skills.

Employees can learn and strengthen their emotional intelligence but only when they recognize the importance of emotional intelligence at the workplace. The organizations/companies should conduct a workshop or seminar to provide knowledge of EI for all staff. It is clear that all employees are emotionally intelligent; however, many of them cannot manage and control their emotions when working. Thus, the organizations ought to guide and train employees how to manipulate their emotions once a week to be more productive. However, the organization should conduct an emotional intelligence evaluation for all employees before applying this training, which will help to understand the level of EI of each worker. From then, they can develop an appropriate program for each worker. The most important thing about this training system is that employees should cooperate with the organizations/companies and comply with what they require to maintain the best results.

5 Limitation and Future Research

5.1 Limitation

According to the literature review, the main limitation was that there was too little information about other research related to the linkage between EI and IT employees' job performance in Vietnam. Besides, the data of the research is from primary sources (survey, questionnaire). Therefore, the coverage is limited for the collection of primary data where the interview is to be conducted. Some respondents do not give timely responses. Sometimes, they give fake, socially acceptable, and sweet answers and try to cover up the realities. An incomplete questionnaire will have a negative impact on research. With the limited time in this research, the range of the respondents was not extensive, only in FPT Telecom Joint Stock Company. The employees of this organization could not represent other IT ones. So, the applications of the study are narrow. Last but not least, the research only utilized questionnaires with closed-ended questions (Likert scale) for collecting the data from respondents, and the range of the answers was rated from 1 (Strongly disagree) to 5 (Strongly agree). Therefore, some aspects cannot be specified in this survey.

5.2 Direction for Future Research

The author suggests that further researchers should widen the range of sample populations more representative of the population (including more IT companies). The employees at different positions in the company (such as executives) should be included in the research. Besides, the results of this study should serve as a useful source of information in further research. In Vietnam, few studies related to emotional intelligence in economic sector, so future researchers should broaden the sector (such as medical, education) to have a clear understanding of the effects of emotional intelligence.

6 Conclusion

In conclusion, the research highlights the effects of emotional intelligence on employees' job performance through a case study of FPT Joint Stock Company. Based on what the author analyzed, it appears that the five dimensions of emotional intelligence have a significant impact on workers' job performance. It is considered as a valuable skill that helps to communication, management, problem-solving, and relationships in the workplace. According to a Career Builder survey, almost 75% of participants suggested that they valued their staff's emotional quotient more than in intelligence quotient. People should develop and improve their emotional intelligence through a systematic and consistent approach to achieve high performance and competitive advantage (Goleman, 1998). Therefore, the study recommends that the companies organizations add an EI training program in boosting employees' emotional competencies. They should first recognize the importance of emotional intelligence in strengthening human capital, leading to higher overall performance.

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