



The Mediating Effect of Emotional Intelligence in the Relationship between Employee Engagement and Employee Performance

Quantitative Survey among French Employees

Marie Le Gallo

Bachelor's thesis

May 2023

International Business



jamk

BBA International

Le Gallo Marie

The Mediating Effect of Emotional Intelligence in the Relationship between Employee Engagement and Employee Performance - Quantitative Survey among French Employees

Jyväskylä: JAMK University of Applied Sciences, September 2020, 51 pages.

International Business, BBA Double Degree, Bachelor Thesis

Permission for web publication: Yes

Language of publication: English

Abstract

Emotional Intelligence is the ability of individuals to master their emotions and know-how to take advantage of them instead of avoiding or letting them take control. This young concept has strong virtues for individuals and demonstrated that it enhances well-being. Very few research projects have studied the effect of Emotional Intelligence within the workplace and how it affects employee engagement and performance. An online quantitative questionnaire has been distributed to 101 French employees to measure their Emotional Intelligence level, engagement, and performance in their roles. It has been demonstrated that the more engaged the employees are in their jobs and professional lives, the more performant they will be in their missions and duties. Moreover, employees that show significant Emotional Intelligence skills are also more performant in their job tasks. Finally, Emotional Intelligence behaves as a Mediator in the relationship between Employee Engagement and Employee Performance. That is to say that Emotional Intelligence transmits part of effect of Employee Engagement on Employee Performance.

Keywords/tags (subjects)

Emotional Intelligence – Work Engagement – Work Performance – Commitment – Emotions – Well-Being-Mediation

Miscellaneous (Confidential information)

Respondents' responses to the conducted questionnaire are confidential and anonymity is preserved.

Contents

1	Introduction	7
1.1	Background, motivation, and purpose.....	7
1.2	Research objectives, questions, and approach.....	8
1.3	Thesis structure	9
2	Literature review	9
2.1	Emotional Intelligence.....	9
2.1.1	Intelligence.....	9
2.1.2	Emotion.....	10
2.1.3	Emotional Intelligence	10
2.1.4	Components of Emotional Intelligence (according to Daniel Goleman).....	11
2.2	Employee engagement	13
2.3	Employee performance.....	13
2.4	Relationship between Emotional Intelligence and Employee Engagement and Performance	14
2.5	Establishing research gap.....	15
2.6	Theoretical Framework	15
2.6.1	Reliability of the variables	18
3	Research methods and implementation.....	19
3.1	Research design.....	19
3.1.1	Research philosophy.....	20
3.1.2	Research purpose	20
3.1.3	Research approach	21
3.1.4	Research strategy/method/s	22
3.1.5	Methodological choice	23
3.1.6	Time horizon	23
4	Data collection.....	24
4.1	Quantitative data	24
4.1.1	Quantitative questionnaire.....	24
4.2	Questionnaire Variables.....	26
5	Research Results.....	27
5.1	Demographic analysis of the participants.....	27
5.2	Descriptive analysis	28
5.3	Data analysis of the questionnaire.....	29
5.3.1	Correlation and effect of Work Engagement on Work Performance.....	29

5.3.2	Correlation and effect of Emotional Intelligence on Work Performance	31
5.3.3	Mediating effect of Emotional Intelligence in the relationship between Work Engagement and Work Performance	32
5.3.3.1	Conditions of the Mediation Process	32
5.3.3.2	Linear and Multiple Regression Analysis	33
5.4	Ethical considerations	35
Discussion	35
5.5	Limitations, reliability and validity	35
5.6	Answering the research questions.....	36
5.7	Compliance with research ethics guidelines.....	38
6	Conclusions	38
6.1	Key Findings.....	39
6.2	Managerial implications.....	39
6.3	Recommendations for future research.....	40
References	41
Appendices	47
	Appendix 1. Quantitative questionnaire (translated into English)	47

Figures

Figure 1: Components of Emotional Intelligence	12
Figure 2 - Key factors affecting Employee Performance	14
Figure 3: Baron and Kenny's method for mediation (1986)	15
Figure 4 - Model for exploring the mediating effect of Emotional Intelligence in the relationship between Employee Performance and Employee Engagement	16
Figure 5 - Onion Research Design (Saunders & al, 2009, p.108)	Erreur ! Signet non défini.
Figure 6 – Research Philosophy according to the Onion Research Design (Saunders & al, 2009, p.108)	20
Figure 7 - Research Approach according to the Onion Research Design (Saunders & al, 2009, p.108)	21
Figure 8 - Research Strategy according to the Onion Research Design (Saunders & al, 2009, p.108)	22
Figure 9 - Research Methodological Choice according to the Onion Research Design.....	23
Figure 10 - Research Time Horizon according to the Onion Research Design	23
Figure 11 - Linear Regression analysis between Work Engagement and Work Performance ...	30
Figure 12 - Correlations between the Variables	30

Figure 13 - Linear Regression analysis between Emotional Intelligence and Employee Performance	31
Figure 14 - Application of Baron & Kenny's method for mediation	32
Figure 15 - Linear Regression analysis between Work Engagement and Emotional Intelligence	34
Figure 16 - Application of Baron & Kenny's method for mediation with the corresponding coefficients	34
Figure 17 - Multiple Regression analysis between Work Engagement and Work Performance with Emotional Intelligence as the mediator	34

Tables

Table 1 - Sources of the different items for every construct.....	16
Table 2 - Reliability of measurement scales	19
Table 3 - Demographic results of the questionnaire	27
Table 4 - Means and Standard Deviations of the variables	28

1 Introduction

1.1 Background, motivation, and purpose

To survive in today's global market companies must develop competitive advantages. Competition between companies is stronger than ever because of globalization. To compete, companies constantly seek to integrate highly qualified managers and employees to thrive in this global market and stand out from the crowd. Cognitive Intelligence, which makes reference to the capacity of developing one's knowledge using actual and existent information, has been strongly considered in the past decades and proved its relevance and importance in the workplace. Moreover, it is easily evaluated and measured. In a hiring process, managers strongly considered Cognitive Intelligence and keep the candidates showing the highest level of it. They believe that they will be more involved, persistent, and efficient in their job. Nonetheless, Cognitive Intelligence is not enough itself.

Nowadays, new skills and capacities are expected. Employees are expected to be more flexible, adaptable, and open-minded; they are expected to be able to deal with multiple tasks as well as being fast learners. This continuous and increasing global competition and constant need to do more and better participate in increasing the level of stress and anxiety in employees' minds due to the fear of failure and not meeting objectives. Consequently, it negatively impacts employees' personal and professional lives, thus affecting their motivation and commitment to their job tasks and missions.

Therefore, individuals need to have stronger mental capabilities to handle and cope with these issues. In recent years, researchers and professors highlighted the importance of Emotional Intelligence for personal, as well as professional development. The ability to handle emotions, understand, analyze, and use them whether they are positive or negative, for achieving goals is nowadays becoming an added value. Indeed, Dulewicz and Higgs demonstrated in 1998 that Emotional Intelligence contributed to more career advancements than Intelligence Quotient. In the past years, most people have been focused on having a high Intelligence Quotient and strong technical skills, and they have forgotten to develop their Emotional Intelligence. We nowadays struggle to accept our emotions and react accordingly to the situation. Negative emotions have been criticized and rejected by society since our childhood, crying is for weak people, and anger is for crazy people. Our

society definitely implements in our mind the idea that we are supposed to reject and hide negative emotions that are considered weaknesses, instead of using them for personal growth.

Nonetheless, we constantly feel emotions, they are part of our daily lives, and most people often feel overwhelmed and cannot put words, explain, and react appropriately when a new or unexpected emotion arises. We should be able to use the best of them instead of avoiding and denying them. This study aims at understanding the connection of Emotional Intelligence with employee engagement, and performance. While leading its research the researcher expects to demonstrate that Emotional Intelligence is a key driver for employee engagement and performance.

1.2 Research objectives, questions, and approach

The objective of this study is to understand the role of Emotional Intelligence in enhancing Employee Engagement, and Performance, therefore contributing to the growth of the organization. Within this study, we will integrate and explore the notion of Emotional Intelligence. Hence, the objective of this research is to collect and analyze quantitative data, knowledge, and facts from existing studies and theories. Moreover, using a quantitative questionnaire, the researcher will collect data in order to: Understand the process of Emotional Intelligence; Determine key aspects of Emotional Intelligence level; and discover the relationship between Emotional Intelligence and Employee Engagement and Performance.

Hence, for this study, one main research question remains with three sub-questions.

- RQ1 – What is the role of Emotional Intelligence within the relationship between employee engagement and employee performance in France?
 - *RO1– Identifying the correlation and effect of Work Engagement on Work Performance and their correlation by collecting data from a quantitative questionnaire, as well as external primary and secondary sources.*
 - *RO2- Identifying the correlation and effect of Emotional Intelligence on Work Performance by collecting data from a quantitative questionnaire, as well as external primary and secondary sources.*

- *RO3- Identifying the mediating effect of Emotional Intelligence in the Work engagement and Work Performance relationship by analyzing the quantitative data collected from a quantitative questionnaire*

This research was carried out between November 2021 and November 2022 following a deductive method.

1.3 Thesis structure

The thesis is divided into 5 sections. First, the Introduction, including the study's background, motivation, and purpose, and research objectives, questions, and approaches. Then, the second part, called the literature review, consists of gathering knowledge, information, concepts, and theories from existing studies to inform the development of this paper. The third section explains the research design of this particular study following the “Onion” Research Design suggested by Saunders & al. (2009, p.108). The author for instance explains the time-horizon, philosophy, and purpose of the study. Further on, the process of data collection is displayed in the fourth chapter. The fifth section includes the results and their analysis, aiming at responding to the research question.

2 Literature review

2.1 Emotional Intelligence

To understand the concept of Emotional Intelligence, which is broad and challenging, we first need to separately appreciate the notions of “Intelligence” and “Emotion”.

2.1.1 Intelligence

Intelligence is a widely defined term. In this research, we used the Oxford Learner’s Dictionaries definition, where intelligence is “the ability to learn, understand and think logically about things; the ability to do this well.” (Oxford Learner Dictionaries, 2022, p. 1) It is important to add that intelligence also comprises the capacity of using what has been previously learned. Deeper into the concept, there are three dimensions of intelligence, social intelligence, abstract intelligence, and mechanical intelligence (Thorndike, 1920). According to Salovey and Mayer (1990), Emotional

Intelligence would be defined as a type of Social Intelligence characterized by how individuals adapt to social life.

2.1.2 Emotion

Everyone may understand the notion of Emotion as we are all dealing with them daily. Emotions allow us to thrive in our lives and adapt to changing environments, people, and society. They are “intense “stirred up” feelings, usually directed toward a specific person or event, and involving wide-spread visceral and skeletal changes” (N., Sam M.S., Para. 1). Some of the most common emotions would be Fear, Anger, Sadness, and Joy, feelings that we all experienced. However, their intensity significantly varies between one another and in different situations. Indeed, one might feel much more overwhelmed by an emotion at a specific place, time, or situation. Moreover, emotions are important for improving interpersonal relations and the way people relate to each other.

2.1.3 Emotional Intelligence

It was Salovey and Mayer who first introduced the term of into the society in 1990. They defined it as “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life” (Salovey & Mayer, 1990, p. 1).

From another point of view, Emotional Intelligence can be defined as a skill and a capacity. Indeed, developing a higher Emotional Intelligence level enhances someone's aptitude for understanding the usefulness of emotions. For example, it is helpful when demonstrating the way, we are, and the way we behave. Emotions affect us and influence various aspects of our daily lives such as our behaviors, way of thinking, actions, opinions, motivations, and decision-making. Emotional Intelligence allows human beings to identify their emotions, understand their meaning, assimilate them and be able to manage and use them instead of letting them take control.

During the past 30 years, much more information has become available about Emotional Intelligence. This notion has turned into a significant center of interest for researchers and professors. It has also been proved that people with a high level of Emotional Intelligence are more productive, effective, and efficient, and demonstrate positive job attitudes. For example, employees showing

high Emotional Intelligence abilities are more willing to enhance the right behaviors among their peers (Georges, 2000). They somewhat are more contented and healthier in their private lives as well as in their professional life. Indeed, with the capacity of regulating and recognizing emotions and feelings, employees develop higher levels of job satisfaction (Sy et al., 2006). A study led by Nikolaou and Tsaousis, in 2002, revealed a negative correlation between EI and job-related stress. This study indicated that respondents with higher emotional abilities were less overwhelmed and stressed at work. Indeed, EI improves interrelationships, efficacy, and the handling of stress, and enhances confidence and adaptability skills. Besides, it allows individuals to make better and fastest decisions as they take advantage of their emotions for it. What is interesting and promising is that we are not born with a definite level of Emotional Intelligence, it increases with age by working on it and developing it. It requires an individualized approach, using motivation, feedback, and extended practice where the aim is to replace old behaviors with new ones (Goleman, 1998).

2.1.4 Components of Emotional Intelligence (according to Daniel Goleman)

According to Daniel Goleman, Emotional Intelligence is constituted of five components. Three of them are Self-Management skills, Self-Awareness, Self-Regulation, and Motivation; and two are considered the ability to handle relationships, Empathy and Social Skills.

Self-Awareness: This component shows someone's "deep understanding of one's emotions, strengths, weaknesses, needs, and drives" (Goleman, 1998, p. 84). Individuals showing strong self-awareness know how their emotions and feelings might affect their peers, themselves, and their work (Goleman, 1998). They are aware of their own difficulties and weaknesses and do not assimilate them as failures. Moreover, they are open-minded, honest, willing to improve themselves, and show higher levels of self-confidence.

Self-Regulation: This attribute of Emotional Intelligence allows one to free himself from being a prisoner of his emotions and feelings (Goleman, 1998). It gives the capacity to manage impulses, and effectively use emotions and feelings toward the achievement of specific activities. People showing self-regulation meticulously think and reflect before behaving. They tend neither to panic nor stress such as their peers that do not master their feelings. Having an elevated level of Self-Regulation allows one's to adapt easily to an ambiguous and changing environment.

Motivation: As a component of EI, motivation refers to people that devote a passion to their job that is not influenced by financial aspects and status. These motivated employees are considered optimistic, energetic, and tenacious toward the achievement of set goals and objectives. Consequently, the more motivated people are the more committed to their roles they will be.

Empathy: Close to Self-Awareness, empathy is the capacity to understand, consider and not judge the emotions and feelings of surrounding people. Empathy allows people to behave and treat others with respect to their moods and emotional states. People with empathic skills are considered strong listeners and effective team members since they are more sensitive to other states of mind.

Social Skills: It refers to the ability to build and create true and honest relationships. Individuals with social skills tend to have a “knack for finding common ground with people of all kinds” (Goleman, 1998, p. 90). This element of Emotional Intelligence refers to being able to understand others’ emotions and feelings and your own.

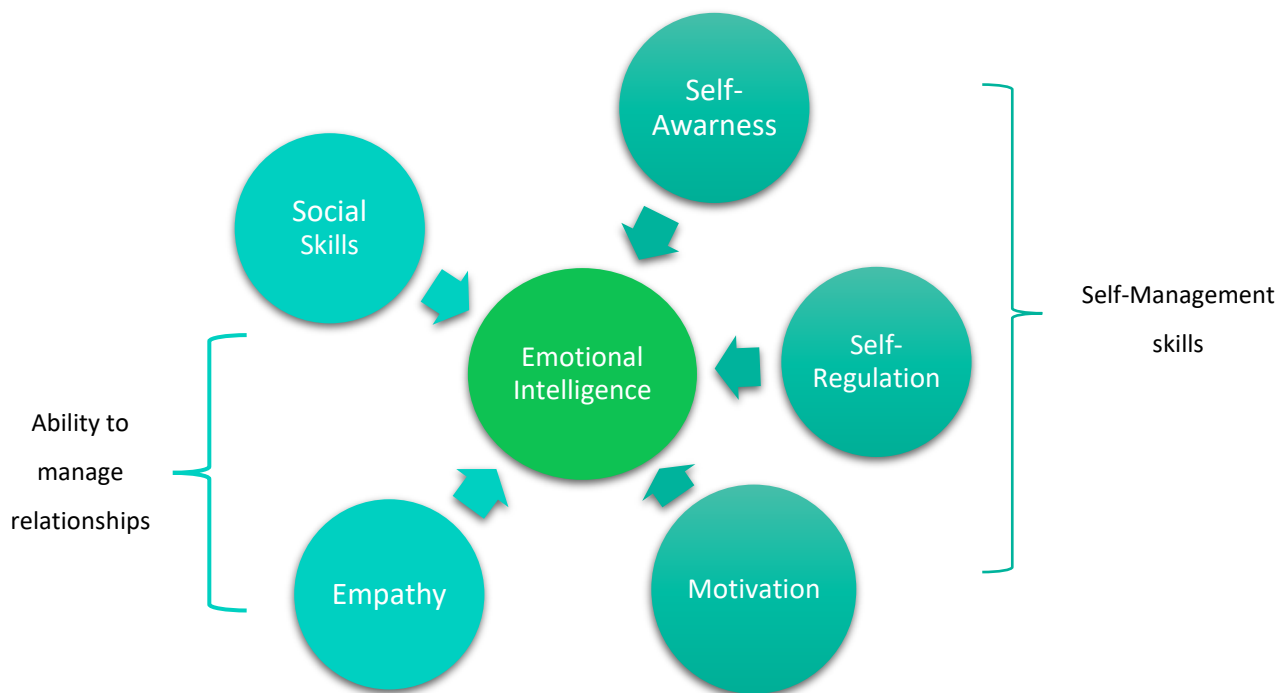


Figure 1 : Components of Emotional Intelligence

2.2 Employee engagement

Engagement is a core asset managers expect from their employees. Indeed, work engagement provides companies with a competitive advantage (Bakker et al., 2008). According to Kahn, employee engagement is “the harnessing of organization members selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (Kahn, 1990, p. 35). Such employees are more committed to their job and show superior performances than their peers. They are in the meantime physically and psychologically involved in their tasks and work. Engaged employees offer several virtues to the organization their work in, they are proactive, they increase customer orientation (Chalofsky, 2010) and productivity (Saks, 2006); as well, they contribute to decreasing turnover (Harter et al., 2002; Maslach et al., 2001; Saks, 2006; Shuck et al., 2011) and show fewer rates of alienation and absenteeism (Sarangi & Vats, 2015; Wagner & Harter, 2006). Furthermore, committed employees enable their company to build a positive corporate image and reach strong financial returns (Durán et al., 2010). We could say that engaged employees devote a passion to their work, they do not relate it as a disagreeable duty but rather as something pleasant and beneficial.

2.3 Employee performance

Employee Performance refers to the characteristics of an individual's success in his work (Shahmehri, et al., 2014). Fairly, Employee Performance implies the extent to which an employee achieves objectives and realizes tasks and missions up to the requirements of the organization. These employees are valued since their performance is greater than the identified performance standards (Zhao et al., 2010). Employee Performance generally assesses the efficacy, efficiency, skills, and abilities of employees. Performed employees know how to use their potential, knowledge, and resources; as well, they are more willing to take initiatives toward the achievement of goals. As Employee Engagement, Pfeffer revealed in 1994 that Employee Performance also enables an organization to gain competitive advantages and thrive in today's global market. Thus far, several studies have highlighted factors that are associated with employee performance and might affect it. Overall, there seems to be some evidence to indicate that motivation, employee empowerment, teamwork, training, conflict, communication competencies, leadership, emotional intelligence, and values are some of them (Ahmad & Manzoor, 2017; Bipath, 2007; Luthans, et al., 1985; Rieck, 2008; Robertson, et al., 1999; Sy et al., 2006; Vroom, 1964; Tubre & Collins, 2000; Wong & Phooi-Ching, 2000).

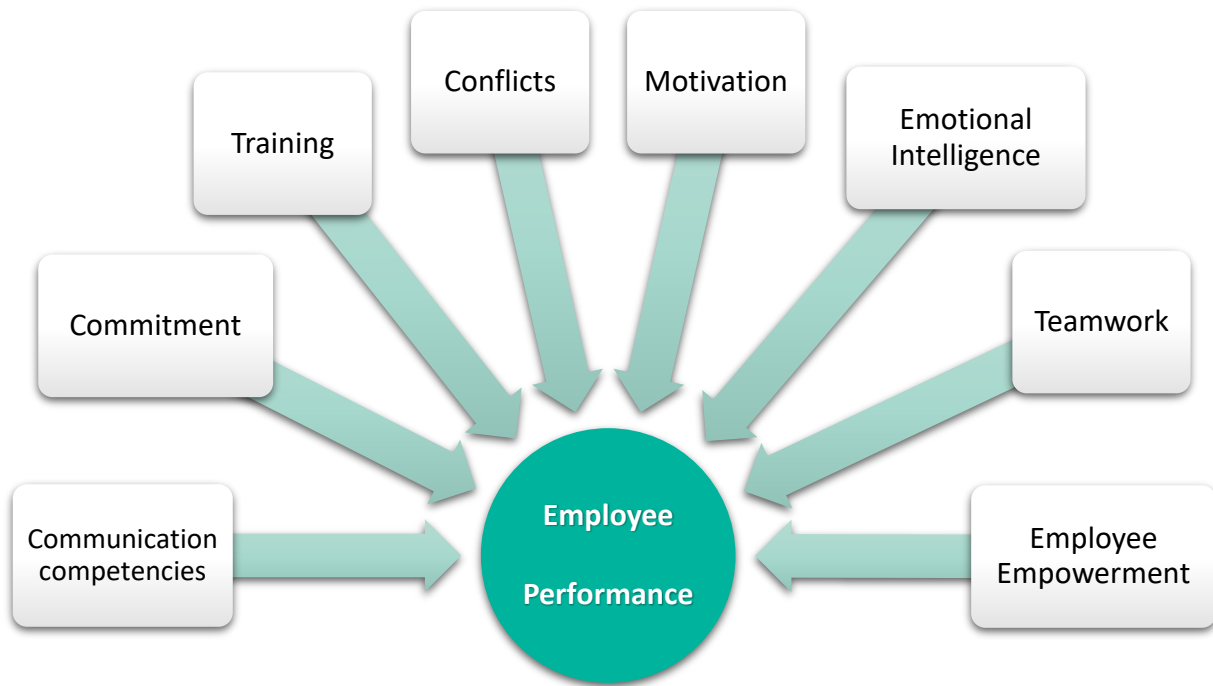


Figure 2 - Key factors affecting Employee Performance

2.4 Relationship between Emotional Intelligence and Employee Engagement and Performance

Previous studies have explored the relationships between Emotional Intelligence and Employee Engagement and Performance. David McClelland proved in 1996 a positive connection between Emotional Intelligence and strong performance. In other words, a person considered a great performer is more likely to embrace EI skills. Furthermore, according to Daniel Goleman people having Emotional Intelligence are more self-aware and understand that their feelings can affect their job performance since values and goals are better understood. (Goleman, 1998). They develop mindsets and abilities allowing them to execute their responsibilities and tasks efficiently and efficacy. Weisinger suggested in 1998 that Emotional Intelligence was positively correlated with success at work. In 2002, Nikolaou and Tsaousis discovered that when employees presented high levels of EI, they were more dedicated to their professional life. These show higher organizational commitment and consider working as energizing. This is supported by Shacklock and Wharton who found that Emotional Intelligence enhances job satisfaction, global well-being, and commitment and engagement (Brunetto et al., 2012). Finally, motivation is a keystone for organizational commitment

(Goleman, 1998). Motivation being one component of Emotional Intelligence we assume that employees showing Emotional Intelligence skills and would be more committed and engaged in their work.

2.5 Establishing research gap

This research is exploring a contextual gap identified in the body of previous research. Indeed, the author based her study on the thesis titled "*The Work Engagement and Job Performance Relationship: Exploring the Mediating Effect of Trait Emotional Intelligence*" published by Lisa Jackson in 2014. Lisa Jackson's explored and collected responses from college students from California in the United State of America. This research instead is conducted eight years later among the French population. Therefore, this study exploits the contextual gap across time (eight years later) and different demographic target population (France instead of the US).

2.6 Theoretical Framework

In order to highlight a possible relationship between Emotional Intelligence and Employee Performance and Engagement, the author supported her study using Baron and Kenny's method for mediation (1986). This approach is used to test the mediation hypothesis, meaning that it allows explaining the relationship between several variables.

According to Barron and Kenny's method for mediation, there are three assumptions in the Mediation theory. An Independent Variable predicts a Mediator Variable as well as a Dependent Variable. Finally, the Mediator Variable carries the influence of the Independent Variable on the Dependent Variable.

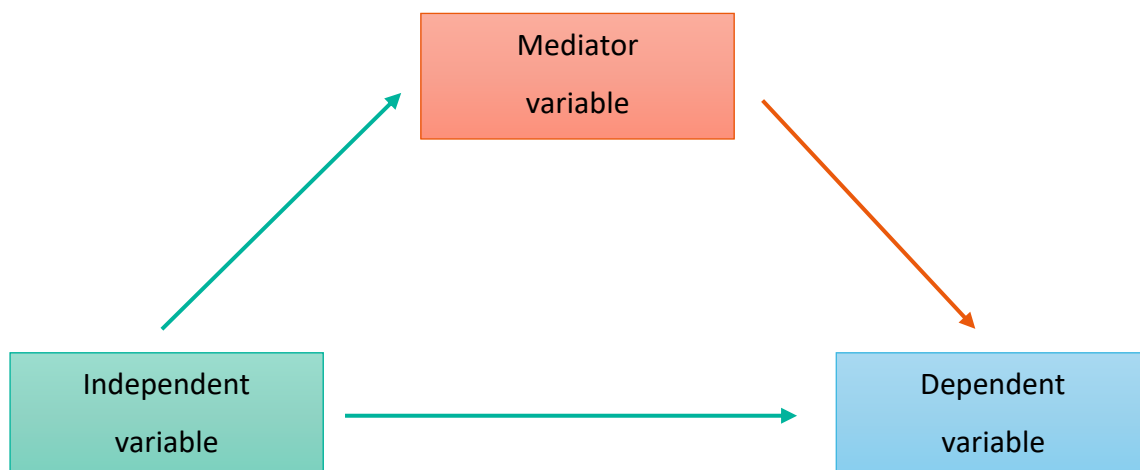


Figure 3: Baron and Kenny's method for mediation (1986)

Hence, to explore the mediating effect of emotional intelligence in the relationship between Employee Performance and Employee Engagement, the researcher defined these as three variables.

- Emotional Intelligence as the mediator variable
- Employee Engagement as the independent variable
- Employee performance as the dependent variable

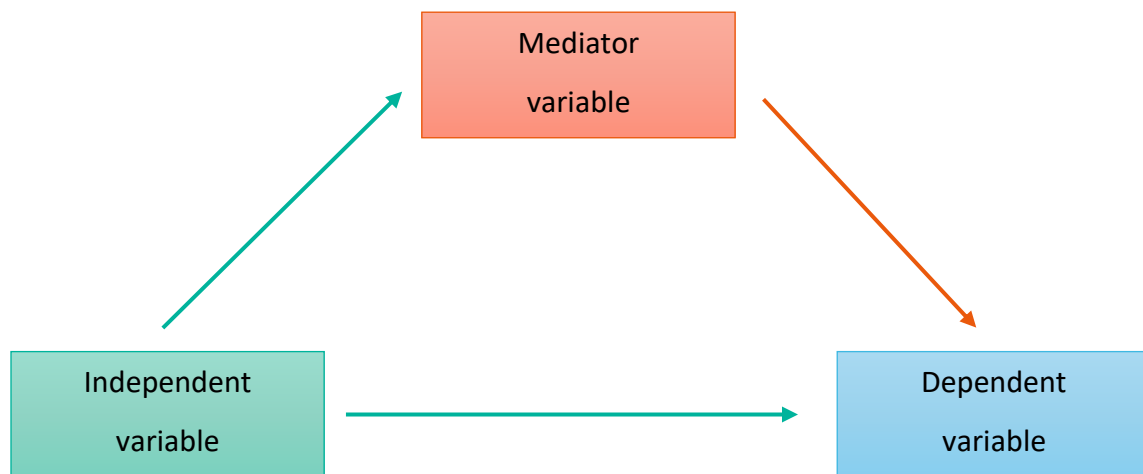


Figure 4 - Model for exploring the mediating effect of Emotional Intelligence in the relationship between Employee Performance and Employee Engagement

To use Baron and Kenny's method for mediation the author will calculate the means, standard deviations, and correlations among the variables, to test her hypothesis. To do so, the researcher constructed an online quantitative questionnaire based on existing publications. The below table relates the construct, items of the survey and the publication sources for each concept. The resulting questionnaire based on the research framework presented below can be found in Appendix 1.

Table 1 - Sources of the different items for every construct

<u>Construct/ Concept</u>	<u>Item/ Question</u>	<u>Scale</u>	<u>Source</u>
-------------------------------	-----------------------	--------------	---------------

Work Engagement	<i>At my job I feel bursting with energy</i>	7 Likert Scale from “strongly disagree” to “strongly agree”	UWES; Schaufeli, Bakker, & Salanova, 2006
	<i>I am enthusiastic about my job</i>		
	<i>My job inspires me</i>		
	<i>I feel happy when I am working intensely</i>		
	<i>I am proud of the work that I do</i>		
	<i>I am motivated to go working</i>		Le Gallo, 2022
Emotional Intelligence	<i>Expressing my emotions with words is not a problem for me</i>	7 Likert Scale from “strongly disagree” to “strongly agree”	Petrides & Furnham, 2003
	<i>I often find it difficult to see things from another person’s point of view</i>		
	<i>On the whole, I am a highly motivated person</i>		
	<i>Many times, I can’t figure out what emotion I’m feeling</i>		
	<i>I feel that I have a number of good qualities</i>		
	<i>I often find it difficult to stand up for my rights</i>		
	<i>I’m usually able to influence the way other people feel</i>		
	<i>On the whole, I have a gloomy perspective on most things</i>		
	<i>Those close to me often complain that I don’t treat them right</i>		
	<i>I find it difficult to adjust my life to the circumstances</i>		
	<i>On the whole, I am able to deal with stress</i>		
	<i>I often find ways to control my emotions when I want to</i>		Le Gallo, 2022
	<i>I’m normally able to “get into someone’s shoes” and experience their emotions</i>		Petrides & Furnham, 2003
	<i>I tend to “back down” even if I know I’m right</i>		
	<i>I find it difficult to bond well even with those close to me</i>		

Work Performance	<i>I volunteer to help my colleagues that have been absent</i>	7 Likert Scale from “strongly disagree” to “strongly agree”	Le Gallo, 2022
	<i>I achieve the objectives of my job</i>		Goodman & Svyantek, 1999
	<i>I demonstrate expertise in all-job related</i>		
	<i>I can manage more responsibility than typically assigned</i>		
	<i>I appear suitable for a higher-level role</i>		
	<i>I am competent in all areas of the job, handle tasks with proficiency</i>		Le Gallo, 2022
	<i>I volunteer to do things not formally required by the job</i>		
	<i>I assist my colleagues with their duties</i>		Goodman & Svyantek, 1999
	<i>I fulfill all the requirements of my job</i>		
	<i>I meet the criteria for performance</i>		
	<i>I perform well in the overall job by carrying out tasks as expected</i>		

2.6.1 Reliability of the variables

In order to develop her questionnaire, the researcher excluded some original questions from the sourced publications, as well she included some own created questions. Hence, she conducted a statistical analysis to ensure the reliability of the constructs. Indeed, she examined whether the set of questions were adequate to represent the three variables being Work Engagement, Emotional Intelligence and Work Performance.

To ensure construct reliability Cronbach’s alpha was calculated. The results of the analysis are displayed below.

Table 2 - Reliability of measurement scales

Construct	Number of Items	Cronbach's Alpha
Work Engagement	6	0.861
Emotional Intelligence	15	0.756
Work Performance	11	0.872

For each construct, value of Cronbach's alpha is greater than the typical benchmark 0.7 showing adequate reliability of measurement scales.

3 Research methods and implementation

3.1 Research design

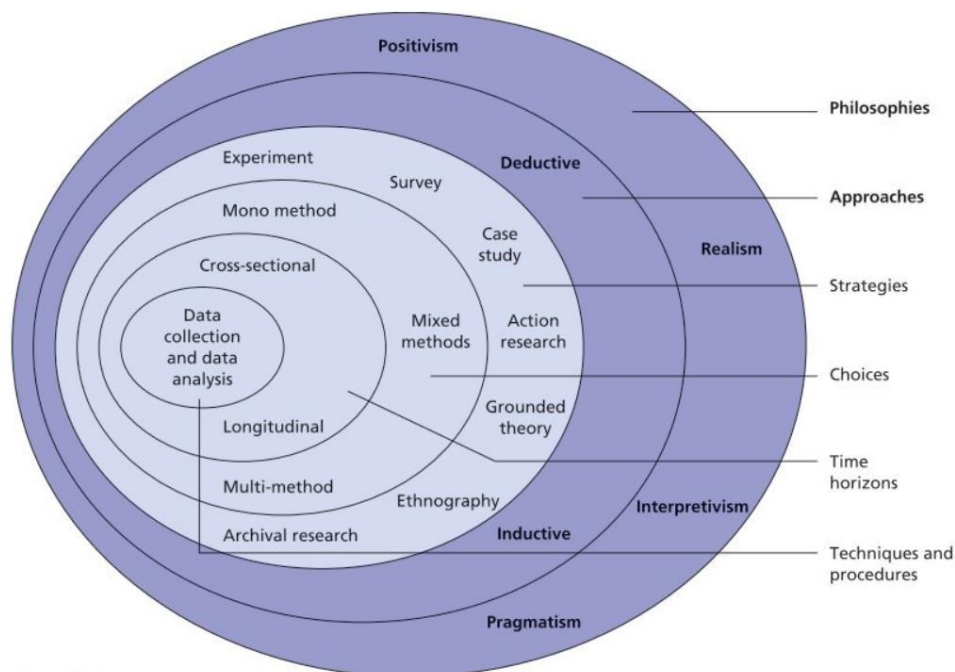


Figure 5 - Onion Research Design (Saunders & al, 2009, p.108)

The Research Design is the entire strategy the author uses to carry out their research. In this paper, the author follows the “onion” research design suggested by Saunders & al. (2009, p.108). This research design demonstrates all the stages and the process the author goes through during his exploration. It presents the techniques and procedures, the time horizon, the strategies adopted, the methodological choices, the approaches, and the philosophy relating to the research.

3.1.1 Research philosophy

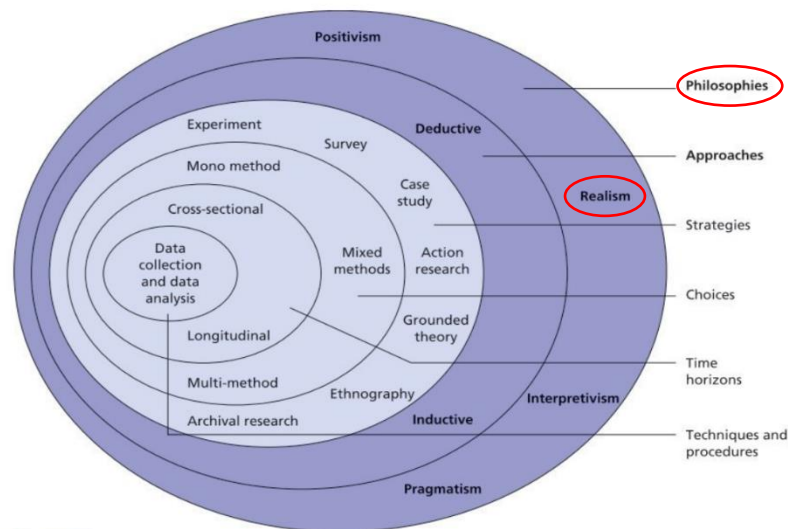


Figure 6 – Research Philosophy according to the Onion Research Design (Saunders & al, 2009, p.108)

In his research, the researcher adopts the Realism Philosophy, indeed, she collects data through a quantitative questionnaire preliminary established, and then analyses, and presents those data. This philosophy assumes that “there is a reality quite independent of the human mind” (Saunders & al, 2009, p.114), meaning that objects and things exist independently from our own perceptions, beliefs, and assumptions.

3.1.2 Research purpose

The researcher aims at determining the mediating effect of Emotional Intelligence in the relationship between the engagement and performance of employees in France. Therefore, the purpose of this research is Explanatory. To relate these variables the research is gathering quantitative data through an online questionnaire among French employees.

3.1.3 Research approach

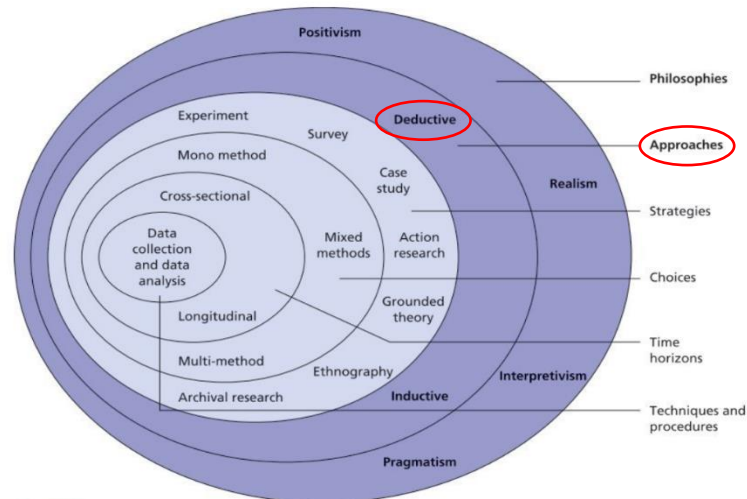


Figure 7 - Research Approach according to the Onion Research Design (Saunders & al, 2009, p.108)

In this study, the researcher adopts a Deductive approach as she aims at explaining relationships between causal variables and the mediating effect of a variable in the relationship between two others. Based on Primary and Secondary sources, she deduces that Emotional Intelligence enhances Employee Engagement and thus performance within the workplace. To test this hypothesis, she conducts a quantitative questionnaire to validate the theory and make the relevant modifications.

3.1.4 Research strategy/method/s

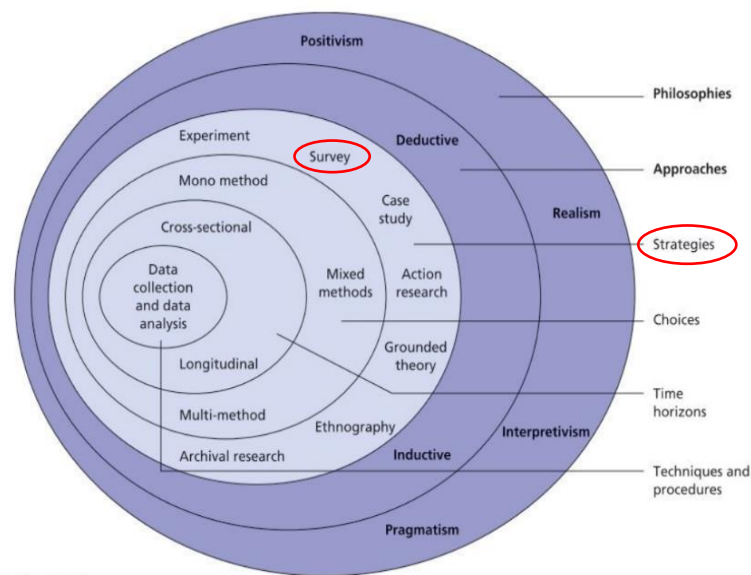


Figure 8 - Research Strategy according to the Onion
Research Design (Saunders & al, 2009, p.108)

To conduct the research the author opts to develop and use a survey. In short, the primary data would be collected using a quantitative questionnaire. The secondary data will be identified, extracted, and analyzed from multiple sources including academic and non-academic publications as part of literature review (Chapter 2) as well as in section.

In particular, the following research methods, data types, and sources will be identified, extracted, collected, and analyzed for this specific research question to achieve the related objective:

- RQ1 – What is the role of Emotional Intelligence within the relationship between employee engagement and employee performance in France?
 - RO1– Identifying the correlation and effect of Work Engagement on Work Performance and their correlation by collecting data from a quantitative questionnaire, as well as external primary and secondary sources.
 - RO2- Identifying the correlation and effect of Emotional Intelligence on Work Performance by collecting data from a quantitative questionnaire, as well as external primary and secondary sources.
 - RO3- Identifying the mediating effect of Emotional Intelligence in the Word engagement and Work Performance relationship by analyzing the quantitative data collected from a quantitative questionnaire

3.1.5 Methodological choice

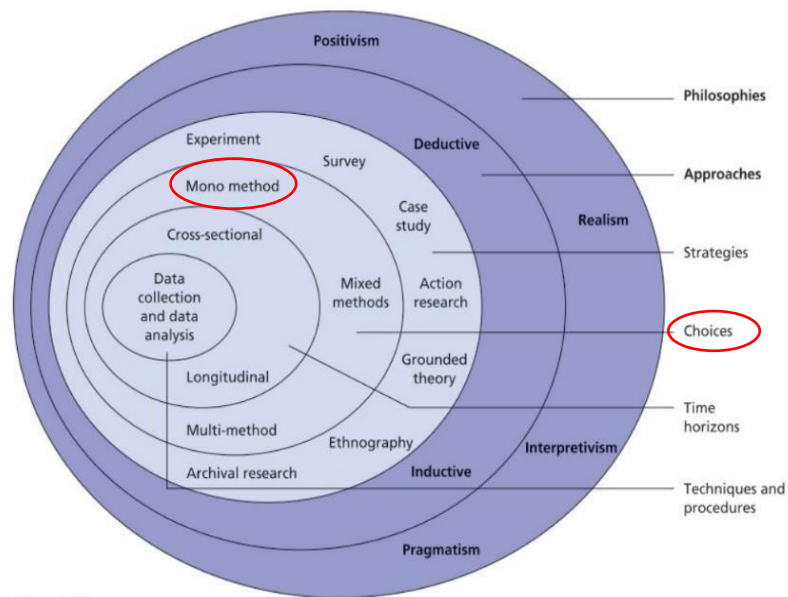


Figure 9 - Research Methodological Choice according to the Onion
Research Design

The researcher chooses to use a single technique of data collection, a quantitative questionnaire; indeed, this paper adopts the mono-method. She will follow the relevant quantitative data analysis procedure.

3.1.6 Time horizon

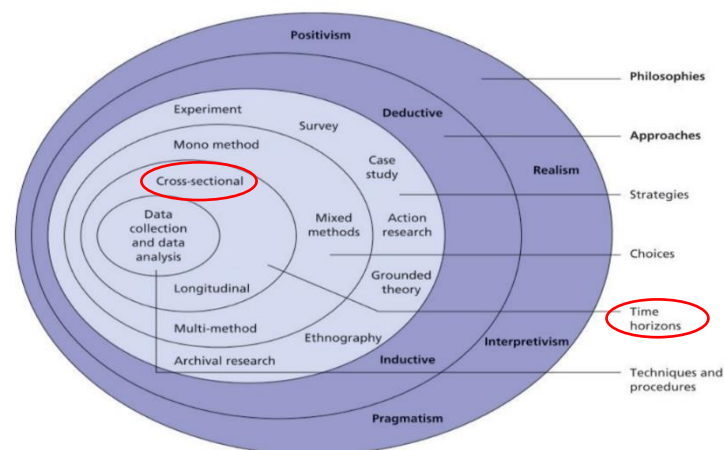


Figure 10 - Research Time Horizon according to the Onion
Research Design

Since data are collected during one wave using a quantitative questionnaire at a particular time, we consider the time horizon of this research to be Cross-Sectional.

4 Data collection

In this investigation, the author uses primary data. Indeed, the researcher conducted a questionnaire allowing the collection of data needed for the purpose of the research. Drawing a specific questionnaire enables the author to gather accurate and precise information since they are directly collected from the target population at a given recent time. Furthermore, primary data provides more control over the data collection and analysis of a specific phenomenon.

4.1 Quantitative data

To conduct her study the researcher aimed at collecting quantitative data since the research objective is to measure a phenomenon. Indeed, the research objective of this study is to identify a positive relationship between Emotional Intelligence skills and Employee Engagement and Performance in France. Quantitative data refers to numerical data. Surveys, questionnaires, and interviews are three examples of methods allowing their collection. The author decided to design a questionnaire for gathering the necessary information. She used secondary sources to develop a relevant questionnaire. The questionnaire is based on three surveys;

- The Utrecht Work Engagement Scale by Bakker, Schaufeli, and Salanova in 2006.
- The Trait Emotional Intelligence Questionnaire – Short Form by Petrides and Furnham in 2003
- The Contextual and Task performance questionnaire by Goodman and Svyantek in 1999

4.1.1 Quantitative questionnaire

The participants of the designed quantitative questionnaire called “Level of Emotional Intelligence within the Workplace” were first introduced to the context, subject, and objectives of the study. The respondents’ participation was naturally anonymous and everyone’s right to privacy was ensured. The questionnaire introduction was as follows:

Dear participant,

My name is Marie Le Gallo, I am a French student at Excelia Group La Rochelle, and I am preparing a double degree at Jamk University of Applied Sciences in Jyväskylä.

To complete my bachelor's degree, I am writing a thesis that consists in understanding the correlation between Emotional Intelligence and Employee commitment and performance.

I am soliciting your help today in order to collect the needed data to analyze this phenomenon.

The questionnaire will require approximately 10 minutes to complete.

Your responses will remain confidential. No information concerning the respondents' identities will be displayed. Honest responses are then expected.

Thank you for your participation.

Sincerely.

The respondents were first submitted to respond to Demographic Questions regarding their sex, age, education level, professional situation, and job title.

Then, the questionnaire contained 3 sections relating to the three variables to analyze:

- Work Engagement,
- Emotional Intelligence,
- Work Performance.

To measure these variables, respondents were asked to communicate the degree to which they agree to specific affirmations (e.g., *At my job, I feel bursting with energy*). They had 7 answers choice.

- Strongly disagree
- Disagree
- Slightly disagree
- Neutral
- Slightly agree
- Agree
- Strongly agree

The questionnaire indeed used a 7-point Likert Scale Ranging from 1 (*Strongly disagree*) to 7 (*Strongly agree*).

4.2 Questionnaire Variables

The questionnaire was then divided into 3 sections to measure and analyze respondents' responses regarding Work Engagement, Emotional Intelligence and Work Performance.

Work engagement: The Work Engagement section aims at evaluating people's vigor, dedication, and absorption into their work. It allows to find out to what extent people are committed to their job. Hence, this section contains 6 sentences that are displayed in Appendix 1, such as “At my job, I feel bursting with energy” (Schaufeli et al., 2006) and “My job inspires me” (Schaufeli et al., 2006). These are extracted from the Utrecht Work Engagement Scale by Bakker, Schaufeli, and Salanova published in 2006.

Emotional Intelligence: The second section aims at calculating respondents' traits of Emotional Intelligence. It measures to what extent people understand, effectively control and know-how to use their emotions. 15 affirmations were presented to respondents, such as “Expressing my emotions with words is not a problem for me” (Petrides and Furnham, 2003), extracted from the Trait Emotional Intelligence Questionnaire – Short Form by Petrides and Furnham published in 2003.

Work performance: Finally, the last section included 8 sentences such as “I achieve the objectives of my job” (Goodman and Svyantek, 1999), to measure participant work performance. In other words, it evaluates to what extent respondents achieve their tasks up to the requirements of the organization and even beyond them. The affirmations of these sections were based on The Contextual and Task performance questionnaire by Goodman and Svyantek published in 1999.

For further investigations and result analysis, Work Engagement is considered the Independent Variable, Work Performance the Dependent Variable, and Emotional Intelligence the Mediator.

5 Research Results

5.1 Demographic analysis of the participants

A total of 101 people participated and responded to the questionnaire. Among them, 68 (67.3%) were women and 33 (32.7%) were men. Most of the respondents were either from the Gen Z generation (37.6%) or Gen X (35.6%). Regarding the highest education level, 32.3% owned a master's degree, and 26.3% obtained a bachelor's degree. With respect to the profession situation, 64 were employees, 7 were business managers, 7 were in a "Profession Libérale¹" and 23 were unemployed, including students.

Table 3 - Demographic results of the questionnaire

Variables	N	%
Gender		
Female	68	67.3
Male	33	32.7
Age		
9–24 - Gen Z	38	37.6
25–40 - Millennials	17	16.8
41–56 - Gen X	36	35.6
57–66 - Boomers II	9	8.9
67–75 - Boomers I	0	0
76–93 - Post War	0	0
94–99 - WW II	1	1
Highest Education Level		
Brevet national	1	1
Baccalauréat	8	8.9

¹ In France, a "Profession Libérale" refers to any professional activity carried out by a person alone and independently, without control of a hierarchy.

Bachelor	26	26.3
Master	32	32.3
Doctorate	3	3
BTS	8	8.9
DUT	2	2
Licence	15	14.9
Other	6	6.6
Professional situation		
Unemployed	23	22.8
Housewife /man	0	0
Employed	64	63.4
Business Manager	7	6.9
“Profession Libérale”	7	6.9

5.2 Descriptive analysis

In the described Theoretical Framework, the researcher introduced Barron and Kenny’s Mediation level. To respond to the research question and reach the objective of identifying the relationship between Emotional Intelligence and Employee Engagement and Performance, the investigator used the quantitative data collected from the questionnaire. Emotional Intelligence, Employee performance, and Work engagement were three variables measured among the respondents. Every respondent gathered a score for each variable depending on their ranking (1 point = Strongly disagree; 7 points = Strongly agree) of the different affirmations.

As shown in table 2, the means and standard deviations of the three variables have been calculated. In the first section, we measured the Work Engagement of French employees based on 6 sentences. On average, participants reported a relatively high level of engagement in their job, (Mean=5.40). The second part of the questionnaire evaluated respondents’ level of Emotional Intelligence based on 17 affirmations. The average was quite high (Mean= 5.23). Finally, participants demonstrated as well important level of Work Performance (Mean=5.39).

Table 4 - Means and Standard Deviations of the variables

Variables	Mean	Standard Deviation
Work Engagement	5.40	1.43
Emotional Intelligence	5.23	1.48
Work Performance	5.39	1.32

5.3 Data analysis of the questionnaire

The researcher gathered the data and used Excel and SPSS software to find the correlation among the variables and conduct Barron and Kenny's method for mediation. To do so, each participants' scores for the three variables have been calculated. Then the researcher used SPSS software to conduct further analysis such as Correlation and Linear Regression Analysis. The results were then used to assess the following hypotheses.

- H1: Work engagement is positively correlated and has a statistically positive effect on Work performance.
- H2: Emotional intelligence is positively correlated and has a statistically positive effect on Work performance.
- H3: Emotional Intelligence has a fully mediating effect on the relationship between Work Engagement and Work Performance.

5.3.1 Correlation and effect of Work Engagement on Work Performance

The first research objective aimed at identifying the effect of Work Engagement on Work Performance and their Correlation. To do so, the researcher accomplished a Correlation Analysis on SPSS software in order to test the first Hypothesis. The results are displayed in Figure 12.

- H1: Work engagement is positively correlated and has a statistically positive effect on Work performance.

The results demonstrate that Work Engagement is positively correlated with Work Performance (Pearson Correlation = 0.450). Meaning that when Work Engagement increases, Employee Performance increases as well. Furthermore, the investigator realized and supplementary Regression Analysis which evaluates to what extent the Dependent Variable increases or decreases. Therefore, a Linear Regression Analysis was conducted where Work Performance was defined as the Dependent Variable and Work Engagement as the Independent variable. As shown in Figure 11

when the Employee Engagement score increases by 1 Employee Performance then increases by 0.775. Moreover, as Sig. = <0.001, which is inferior to 0.05, the relationship between the Dependent and Independent variables is relevant and significant. These findings imply that the more engaged the employees are in their work the more successful they will be in their roles and missions. Throughout these analyses the author validates H1.

		Correlations		
		WorkEngagem ent	EmotionalIntell igence	EmployeePerfo rmance
WorkEngagement	Pearson Correlation	1	,545**	,450**
	Sig. (2-tailed)		<,001	<,001
	N	101	101	101
EmotionalIntelligence	Pearson Correlation	,545**	1	,496**
	Sig. (2-tailed)	<,001		<,001
	N	101	101	101
EmployeePerformance	Pearson Correlation	,450**	,496**	1
	Sig. (2-tailed)	<,001	<,001	
	N	101	101	101

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

Figure 12 - Correlations between the Variables

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	45,031	5,103		8,824	<,001
	WorkEngagement	,775	,154	,450	5,016	<,001

a. Dependent Variable: EmployeePerformance

Figure 11 - Linear Regression analysis between Work Engagement and Work Performance

5.3.2 Correlation and effect of Emotional Intelligence on Work Performance

The second research objective consists of identifying the correlation and effect of Emotional Intelligence on Work Performance. As previously, the researcher tested Hypothesis 2 with two categories of analysis conducted on SPSS Software.

- H2: Emotional intelligence is positively correlated and has a statistically positive effect on Work performance.

As shown in Figure 11, these two variables are positively correlated. Hence, we find Pearson Correlation to be equal to 0.496. In other words, this positive Correlation explains that when one of the variables increases the other tends to increase as well and when one decreases the other similarly. In order to measure to what extent Work Performance alters depending on the variations of Emotional Intelligence, the researcher did a new Linear Regression Analysis shown in Figure 13. Work Performance was nominated as the Dependent Variable while Emotional Intelligence as the Independent Variable. When EI score level increases by 1, Employee Performance increases by 0.477. Once again, we found Sig. to be inferior to 0.001, the relationship between the two variables is then relevant and significant. These results indicate that employees who can manage relationships, who present self-management skills, and who know how to manage, understand, and use their emotions are more likely to perform their tasks and succeed in their roles.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	27,689	7,537		<,001
	EmotionalIntelligence	,477	,084	,496	<,001

a. Dependent Variable: EmployeePerformance

Figure 13 - Linear Regression analysis between Emotional Intelligence and Employee Performance

5.3.3 Mediating effect of Emotional Intelligence in the relationship between Work Engagement and Work Performance

With the previously conducted analysis, we noticed that the effect of Emotional Intelligence on Work Performance is lower than the effect of Work Engagement. Hence, it leads the researcher to examine the third research objective consisting of identifying the Mediating effect of Emotional Intelligence in the relationship between Work Engagement and Work Performance. The last hypothesis to be tested is as follows formulated:

- H3: Emotional Intelligence has a fully mediating effect on the relationship between Work Engagement and Work Performance.

In order to analyze this effect, the researcher used the Baron and Kenny Method for mediation and calculated the different coefficients (A, B, C, C') using the Linear Regression analysis. Where:

- A = direct effect of Work Engagement on Emotional Intelligence
- B = direct effect of Emotional Intelligence on Work Performance
- C = direct effect of Work Engagement on Work Performance
- C' = indirect effect of Work Engagement on Work Performance
- $C = C' + AB$

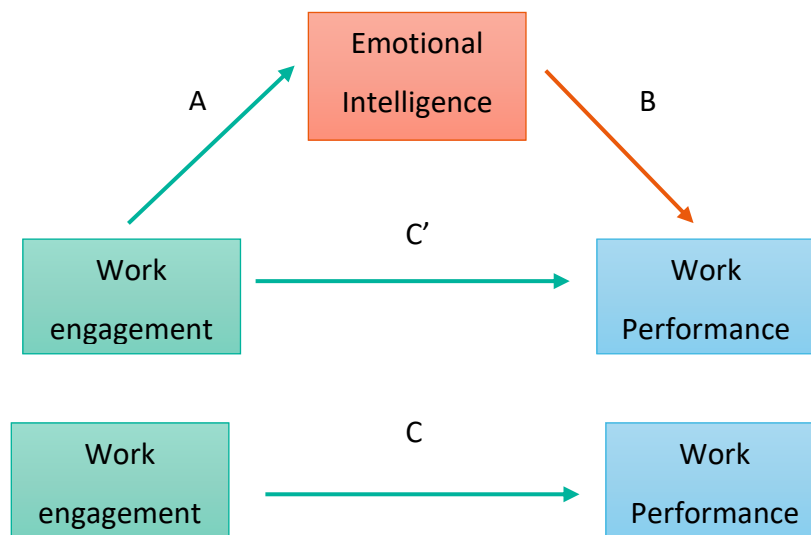


Figure 14 - Application of Baron & Kenny's method for mediation

5.3.3.1 Conditions of the Mediation Process

In order to prove a Mediation process the following conditions must be met:

- Work Engagement significantly predicts Work Performance (path C)
- Work Engagement significantly predicts Emotional Intelligence (path A)
- Emotional Intelligence significantly predicts Work Performance after controlling for Work Engagement (path B)

In a Fully Mediation process, a last condition must be met. Indeed, the direct effect of Work Engagement on Work Performance after controlling for Emotional Intelligence should not be different from zero. In other words, C' must be equal to 0. However, if all three first conditions are met but the last one is not, then we consider it being a Partially Mediation instead of a Fully Mediation.

5.3.3.2 Linear and Multiple Regression Analysis

To test the different conditions the researcher used the previous Linear Regression Analysis and led an additional Multiple Regression Analysis to find C' and validate C and B. Both analyses allow the author to calculate A, B, C, and C' numbers called the Standardized Coefficient Beta. The results show that Work Engagement directly predicts Work performance, using the Linear Regression Analysis in figure 12, we got C equal to 0.450. Further on, in Figure 15, we obtain A being equivalent to 0.545, that is to say, Work Engagement predicts Emotional Intelligence. Further on, while conducting a new Multiple Regression analysis the researcher found $C'=0.256$ and $B=0.356$ highlighted in Figure 16. In other words, Emotional Intelligence predicts Work Performance after controlling for Work Engagement. These results indicate that the three conditions for Partially Mediation are met. Moreover, the Standardized Coefficient is widely reduced when Emotional Intelligence behaves as a Mediator in the relationship between Work Engagement and Work Performance, $C=0.450$ and $C'=0.256$. Therefore, the findings of this Multiple Regression Analysis reveal that dedicated employees succeeding in their role and achieving their objectives is partially through Emotional Intelligence behaviors such as the ability to manage, understand, and correspondingly use emotions. However, as the direct effect of Work Engagement on Work Performance after controlling for Emotional Intelligence is not statistically different from zero ($C'=0.256$), we admit that there is not a Fully Mediation by Emotional Intelligence in the relationship between Work Engagement and Work Performance. Therefore, the third and last hypothesis is not validated.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57,324	4,975		11,523	<,001
	WorkEngagement	,975	,151	,545	6,475	<,001

a. Dependent Variable: EmotionalIntelligence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45,031	5,103		8,824	<,001
	WorkEngagement	,775	,154	,450	5,016	<,001
2	(Constant)	25,378	7,397		3,431	<,001
	WorkEngagement	,440	,175	,256	2,523	,013
	EmotionalIntelligence	,343	,098	,356	3,510	<,001

a. Dependent Variable: EmployeePerformance

nd

Figure 17 - Multiple Regression analysis between Work Engagement and Work Performance with Emotional Intelligence as the mediator

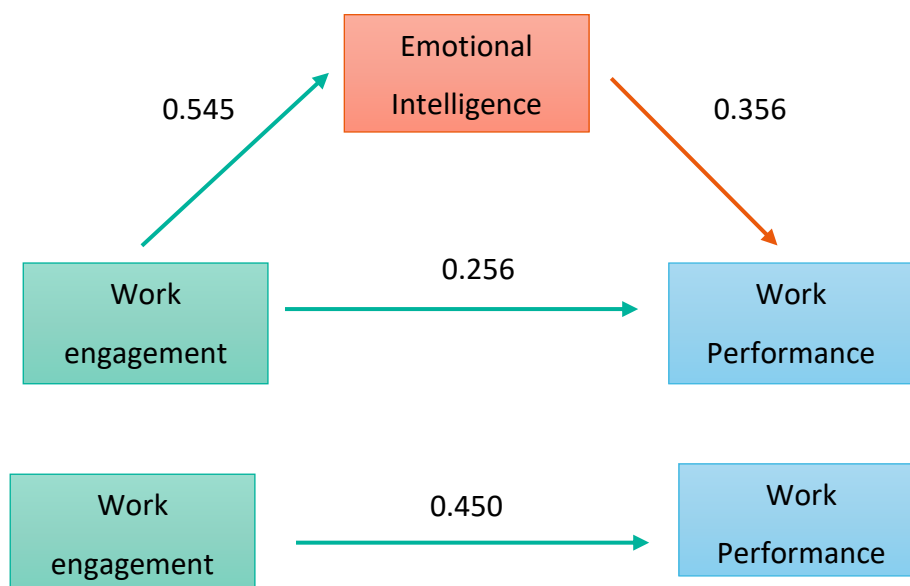


Figure 16 - Application of Baron & Kenny's method for mediation with the corresponding coefficients

5.4 Ethical considerations

Extra care was taken regarding confidentiality, privacy, and overall anonymity of the respondents. The data collected and analyzed in this study are only presented in aggregated form with no individual records of the respondents included in this publication.

All the sources used in this thesis are quoted and detailed references are provided to assure that credit is given to the authors of the original publications.

In particular, the theoretical framework and underlying research instrument in form of a quantitative questionnaire has been adopted from the original publications of Bakker, Schaufeli, and Salanova; Petrides and Furnham; and Goodman and Svyantek (Bakker et al, 2006) (Petrides & Furnham, 2003) (Goodman & Svyantek, 2006)

Discussion

5.5 Limitations, reliability, and validity

Stating that a research is reliable and valid, means that its results are based on analysis of data that are collected and analyzed using valid and reliable instrument which in this case is the questionnaire, hence describe and explain accurately real life-phenomenon. This research is based on quantitative data collection supported by a deep examination of secondary sources in the form of literature review. The author succeeded in gathering a statistically significant sample of respondents. Indeed, 101 individuals filled in the questionnaire. This sample allowed the researcher to draw valid conclusions to test the hypothesis and answer the research question. Furthermore, to ensure the reliability of the variable according to the set of questions, the author conducted a Cronbach's analysis. The results ensured construct reliability.

Nonetheless, some limitations appear in the development of this investigation. Firstly, the study is based only on quantitative data. Collecting additional qualitative data could have helped the author to explore and explain deeper the findings of the study. It would have assisted her in clarifying and describing the reasons behind the correlation between the three variables which are Work Engage-

ment, Emotional Intelligence, and Work Performance. Furthermore, the questionnaire was only distributed to French people. Hence, the study is accepted as valid but is limited to employees with French nationality. It might then be considered invalid in other countries. Finally, the last limitation is the fact that this study is cross-sectional, meaning it only collects data to test a phenomenon at a specific time, which prevents the author from drawing a definite conclusion. An additional longitudinal study could have supported the findings.

5.6 Answering the research questions

In this study, the research questions and objectives were as follows.

RQ1 – What is the role of Emotional Intelligence within the relationship between employee engagement and employee performance in France?

- *RO1– Identifying the correlation and effect of Work Engagement on Work Performance by collecting data from a quantitative questionnaire, as well as external primary and secondary sources.*
- *RO2- Identifying the correlation and effect of Emotional Intelligence on Work Performance by collecting data from a quantitative questionnaire, as well as external primary and secondary sources.*
- *RO3- Identifying the mediating effect of Emotional Intelligence in the Work engagement and Work Performance relationship by analyzing the quantitative data collected from a quantitative questionnaire*

To respond to the research question, and reach the research objectives, the researcher first read and analyzed existing publications and sources, she went through existing theories, studies, and Theoretical Framework to deepen her knowledge about the key concept of the study Emotional Intelligence, Employee Engagement, and Employee Performance. This gathering of data and knowledge allowed the author to build a strong idea of the answer to the Research Question. Nonetheless, she decided to design and conduct an online quantitative questionnaire to support these findings. This questionnaire was distributed among French employees from diverse professional fields. Through a series of questions, the author gathered data about the respondent's work engagement and performance attitudes and their emotional intelligence level. The analysis of the results confirmed the previous finding.

Therefore, the researcher succeeded in reaching RO1. The positive correlation and effect of Work Engagement on Work Performance have been proved in the described Theoretical Framework and supported by the researcher's analysis. Indeed, the more committed the employees are to their duties the more they succeed in their position.

Moreover, the research achieved RO2. The findings show that Emotional intelligence is as well positively correlated to Work Performance. The more the employees develop an Emotional Intelligence mindset and corresponding behaviors, the more they are dedicated to their job and the more they execute their responsibilities. They are more willing to master their emotions and develop social skills which allow them to perform their responsibilities.

Furthermore, RO3 was the objective the most challenging to reach. It demanded reliable analysis. The analysis of the quantitative data allows the author to determine the role of Emotional Intelligence in the relationship between Employee Engagement and Performance. Using the existing theory of Baron and Kenny, which aim at emphasizing the mediating effect of a variable, the researcher discovered that Emotional Intelligence performs as a Mediator in the relationship between Employee Commitment and Employee Performance. Indeed, through EI skills, meaning workers accept their emotions and use them either negative or positive, engaged employees are more willing to show positive job attitudes and better perform in their daily tasks and duties.

Regarding the main Research Question, the author can assert that, among French employees, the role of Emotional Intelligence within the relationship between Employee Engagement and Employee Performance is to be a (partially) Mediator.

5.7 Dialogue between key results and knowledge base

The researcher discovered the positive correlation between Emotional Intelligence and both Work performance and Work Engagement. She found out that developing Emotional Skills among employees would enhance their job engagement and consequently their job performance and success. These findings support the knowledge base developed prior to the quantitative gathering and analysis. On one hand, the exploration questionnaire' results show the positive effect of Emotional Intelligence on Work Performance. Indeed, this positive connection has been proved by David McClelland in 1996, who discovered that the most performant individuals are more willing to

embrace Emotional Intelligence skills. Daniel Goleman also explained that people who understand their emotions better understand values and goals and enhance their job performance (Goleman, 1998). On the other hand, Nikolaou and Tsaousis expressed the positive correlation between and job engagement. They discovered that high Emotional Intelligence level employees are more committed to their work and organization, considering work as energizing (Nikolaou and Tsaousis, 2002). Hence, knowledge base supports the key results of the study.

5.8 Compliance with research ethics guidelines

Due care was taken to comply with the Jamk's thesis ethical guidelines. The issue of the originality of the work and privacy and anonymity of the survey respondents have been addressed in section 5.4 of this publication.

6 Conclusions

The literature review permits us to understand that both Employee Engagement and Performance allow an organization to gain a competitive advantage. Companies must then focus on hiring and maintaining employees who show such values to prosper in the nowadays competitive global market. It was then relevant to explore what factors might enhance and affect these values in the workplace. This study then aimed at finding the effect of Emotional Intelligence on the relationship between Employee Engagement and Performance in France. The purpose was to find out that EI skills positively and significantly enhance Work Performance. Through deep secondary sources assessment and accurate and reliable quantitative data collection and evaluation, the researcher found that Emotional Intelligence behaves as a partial Mediator in the relationship between Employee Engagement and Employee Performance.

To conclude, this study emphasized the importance of developing not only Cognitive Intelligence but also focus on developing employee Emotional Intelligence. Employees should understand that their emotions can be explored and used in all circumstances, especially in their professional lives. By accepting it, the level of anxiety and stress might decrease while self-management skills and well-being would be enhanced. Developing Emotional Intelligence within the workplace allows one to relate to another by improving one's social skills. Consequently, developing the ability to manage and expand interprofessional relationships would allow employees to connect to one another, share

their experiences, ask for help, and better perform their tasks. In the coming years, we can expect employees, leaders, and managers to develop and improve their Emotional Intelligence capabilities. We can as well wonder if, in future hiring processes, Emotional Intelligence will be evaluated as Cognitive Intelligence is nowadays.

6.1 Key Findings

This study allows the researcher to understand the following Key Findings

- The more engaged the employees are in their jobs and professional lives, the more performant they will be in their missions and duties.
- Employees that show significant Emotional Intelligence levels, meaning employees that master their emotions and know-how to take advantage of them instead of avoiding or letting them take control, are also more performant in their job tasks.
- Emotional Intelligence behaves as a Mediator in the relationship between Employee Engagement and Performance. That is, Employee Engagement has a stronger positive effect on Employee Performance through Emotional Intelligence Skills.

6.2 Managerial implications

This publication's results outline some aspects that might be relevant for HR Managers. Indeed, the importance of developing Emotional Intelligence skills has been proven to enhance Employee Engagement and Performance. Therefore, it is relevant for HR Managers to understand and raise awareness among their employees' mindset about this concept. Indeed, HR Managers are constantly looking to hire employees who are more efficient than ever, employees that achieve their objectives but as well go beyond them, proactive and fast learners' employees, and employee that are committed to their role and consider their job. These reflect the extent to which employees are engaged and performant, and HR Managers expect the most of them. Thus, it might be a key managerial implication and bring a competitive advantage to implement and offer workshops, training, and seminars to employees to develop Emotional Intelligence within the workplace. Raising awareness might be a first step that could be supported by these practices. Therefore, we can assume that this publication can be interesting for HR Managers seeking to improve their Employee Engagement and Performance.

6.3 Recommendations for future research

Before, putting an end to this research, the author wanted to give some recommendations for further research. First of all, in order to draw more relevant and precise conclusions, some advice would be to increase the number of participants by contacting more French employees. Indeed, 101 responses if sufficient for the study but more responses might have given more accurate results. Secondly, the researcher focused its investigation only on French employees' behaviors. A recommendation that could be made is to analyze the same mediating effect of Emotional Intelligence on Work Engagement and Work Performance but among populations from different nationalities. Indeed, this might be useful in analyzing the differences and similarities between the countries. Hence, we can suppose that each country would get results that differ from one another. The researcher finds it interesting to compare and analyze them for further research. Finally, the author counsels to conduct additional qualitative questionnaires or interviews. Hence, collecting and analyzing quantitative data measures an effect but does not explain a phenomenon in more detail without deeper contextual data. For further research, a qualitative investigation is recommended to understand the behind of the mediating effect of Emotional Intelligence on Work Engagement and Work Performance.

Finally, a recommendation to support this research could be to identify how the Emotional Intelligence level can be improved and developed. Indeed, it is relevant to show the importance of having EI skills and the reasons behind them, but it is essential to identify the processes that can be implemented to enhance them. Therefore, some training and workshops could be introduced within companies to truly take action to improve Emotional Intelligence among employees within the workplace.

References

- Ahmad, I., & Manzoor, S. R. (2017). Effect of teamwork, employee empowerment and training on employee performance. *International Journal of Academic Research in Business and Social Sciences*, 7(11), 380-394.
- Al Kahtani, A. (2013). Employee emotional intelligence and employee performance in the higher education institutions in Saudi Arabia: A Proposed theoretical framework. *International Journal of Business and Social Science*, 4(9).
- Altındağ, E., & Köseadağı, Y. (2015). The relationship between emotional intelligence of managers, innovative corporate culture and employee performance. *Procedia-Social and Behavioral Sciences*, 210, 270-282.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in Social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.
- Bakker, A. B., & Bal, P. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189-206.
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & stress*, 22(3), 187-200.
- Becker, T. E., & Kernan, M. C. (2003). Matching commitment to supervisors and organizations to in-role and extra-role performance. *Human performance*, 16(4), 327-348.
- Bipath, M. (2007). The dynamic effects of leader emotional intelligence and organisational culture on organisational performance (Doctoral dissertation, University of South Africa).

- Brunetto, Y., Teo, S. T., Shacklock, K., & Farr-Wharton, R. (2012). Emotional intelligence, job satisfaction, well-being and engagement: explaining organisational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428-441.
- Chalofsky, N. E. (2010). *Meaningful workplaces: Reframing how and where we work*. John Wiley & Sons.
- Chughtai, A., & Buckley, F. (2011). Work engagement: Antecedents, the mediating role of learning goal orientation and job performance. *The Career Development International*, 16(7), 684-705.
- Cooper, A., & Petrides, K. V. (2010). A psychometric analysis of the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) using item response theory. *Journal of Personality Assessment*, 92(5), 449-457.
- Dalal, R. S., Baysinger, M., Brummel, B. J., & LeBreton, J. M. (2012). The relative importance of employee engagement, other job attitudes, and trait affect as predictors of job performance. *Journal of Applied Social Psychology*, 42(Suppl 1), E295-E325.
- Davis, L. (2019). *The Need for Emotional Intelligence in the Workplace*.
- De Clercq, D., Bouckennooghe, D., Raja, U., & Matsyborska, G. (2013). Unpacking the goal congruence–organizational deviance relationship: The roles of work engagement and emotional intelligence. *Journal of Business Ethics*.
- Demerouti, E., & Cropanzano, R. (2010). From thought to action: Employee work engagement and job performance. In A. B. Bakker (Ed.), *Work engagement: A handbook of essential theory and research* (pp. 147-163). New York, NY US: Psychology Press.
- Durán, M. A., Extremera, N., & Rey, L. (2010). Analyzing the contribution of emotional intelligence and core self-evaluations as personal resources to employee engagement. In *Handbook of Employee Engagement*. Edward Elgar Publishing.

Frederickson, N., Petrides, K. V., & Simmonds, E. (2012). Trait emotional intelligence as a predictor of socioemotional outcomes in early adolescence. *Personality and Individual Differences*, 52(3), 323-328.

Frignani, A., & Bernard, J. (2022). Innovative scan app as a means to overcome counterfeit in the sneaker market.

Furnham, A., & Petrides, K. V. (2003). Trait emotional intelligence and happiness. *Social Behavior and Personality: an international journal*, 31(8), 815-823.

Goleman, D (1998), What makes a leader?. Best of HBR.

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis. *Journal of applied psychology*, 87(2), 268.

Jackson, L. (2014). The work engagement and job performance relationship: Exploring the mediating effect of trait emotional intelligence. San José State University.

Jamk University of Applied Sciences.

Koydemir, S., Şimşek, Ö., Schütz, A., & Tipandjan, A. (2013). Differences in how trait emotional intelligence predicts life satisfaction: The role of affect balance versus social support in India and Germany. *Journal of Happiness Studies*, 14(1), 51-66.

Kristopher J. Preacher & Geoffrey J. Leonardelli. (2010-2022). *Calculation for the Sobel test: An interactive calculation tool for mediation tests*.

Leiter, M. P., & Bakker, A. B. (2010). Work engagement: Introduction. In A. B. Bakker (Ed.), *Work engagement: A handbook of essential theory and research* (pp. 1-9). New York, NY US: Psychology Press.

Li, M., Pérez-Díaz, P. A., Mao, Y., & Petrides, K. V. (2018). A multilevel model of teachers' job performance: Understanding the effects of trait emotional intelligence, job satisfaction, and organizational trust. *Frontiers in Psychology*, 9, 2420.

Luthans, F., McCaul, H. S., & Dodd, N. G. (1985). Organizational commitment: A comparison of American, Japanese, and Korean employees. *Academy of Management journal*, 28(1), 213-219.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.

Milhem, M., Muda, H., & Ahmed, K. (2019). The Impact of Transformational Leadership Style on Employee Engagement: Using Structural Equation Modeling (Sem). *International Journal of Modern Trends in Social Sciences*, 162-173.

Naseer, S., Mussarat, R., & Malik, F. (2022). Personality Traits and Academic Achievements of Undergraduate Students: The Mediating Role of Emotional Intelligence. *Pakistan Journal of Psychological Research*, 37(1).

Nikolaou, I., & Tsaousis, I. (2002). Emotional intelligence in the workplace: Exploring its effects on occupational stress and organizational commitment. *The International Journal of Organizational Analysis*.

N., Sam M.S., "EMOTION (General)," in *PsychologyDictionary.org*, November 28, 2018, <https://psychologydictionary.org/emotion-general/> (accessed March 27, 2022).

Ozolins, A. (2018). Emotional intelligence, job insecurity and organizational commitment in organizations in Sweden.

Oxford Learner's Dictionaries. <https://www.oxfordlearnersdictionaries.com/>.

- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments & Computers*, 36(4), 717-731. doi:10.3758/BF03206553
- Ravichandran, K., Arasu, R., & Kumar, S. A. (2011). The impact of emotional intelligence on employee work engagement behavior: An empirical study. *International Journal of Business and Management*, 6(11), 157.
- Rieck, T. (2008). Emotional intelligence and team task performance: Does EI make a difference? (Doctoral dissertation, University of Guelph).
- Robertson, I., Gibbons, P., Baron, H., MacIver, R., & Nyfield, G. (1999). Understanding management performance. *British journal of management*, 10(1), 5-12.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of managerial psychology*, 21(7), 600-619.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition, and personality*, 9(3), 185-211.
- Sarangi, S., & Vats, A. (2015). Role of emotional intelligence on employee engagement: A study among Indian professionals. *International Journal of Business and Management*, 10(6), 224.
- Sarinnapakorn, F., & Sucaromana, U. (2013). Emotional intelligence among business consultants: A comparative study. *Asian Social Science*, 9(3), 1-6.
- Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research methods for business students* (5th ed.). Prentice Hall.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The Measurement of Work Engagement with a Short Questionnaire: A Cross-National Study. *Educational and Psychological Measurement*, 66(4), 701-716.

Shahhosseini, M., Silong, A. D., Ismaill, I. A., & Uli, J. N. (2012). The role of emotional intelligence on job performance. *International Journal of Business and Social Science*, 3(21).

Shahmehar, F. S., Safari, N., Jamshidi, M. J., & Yaghoobi, N. M. (2014). The impact of performance management on mission statement and operational goal setting. *International Journal of Business and Management*, 9(11), 189.

Shuck, B., Reio Jr, T. G., & Rocco, T. S. (2011). Employee engagement: An examination of antecedent and outcome variables. *Human resource development international*, 14(4), 427-445.

Sy, T., Tram, S., & O'hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of vocational behavior*, 68(3), 461-473.

Sweetman, D., & Luthans, F. (2010). From thought to action: Employee work engagement and job performance. In A. B. Bakker (Ed.), *Work engagement: A handbook of essential theory and research* (pp. 54-78). New York, NY US: Psychology Press.

Thorndike, E. L. (1920). Intelligence and Its Uses. *Harper's Magazine*, 140, 227-235.

Tubre, T. C., & Collins, J. M. (2000). Jackson and Schuler (1985) revisited: A meta-analysis of the relationships between role ambiguity, role conflict, and job performance. *Journal of management*, 26(1), 155-169.

Vroom, V. H. (1964). *Work and motivation*.

Wagner, R., & Harter, J. K. (2006). 12: The elements of great managing (Vol. 978, No. 1-59992). Simon and Schuster.

Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3), 601-617.

Wong, I. F., & Phooi-Ching, L. (2000). Chinese cultural values and performance at job interviews: A Singapore perspective. *Business communication quarterly*, 63(1), 9-22.

Zhao, Xinshu & Lynch, John & Chen, Qimei. (2010). Reconsidering Baron and Kenny: Myths and Truths About Mediation Analysis. *Journal of Consumer Research*. 37. 197-206. 10.1086/651257.

Appendices

Appendix 1. Quantitative questionnaire (translated into English)

Level of emotional Intelligence within the Workplace

Dear participant,

My name is Marie Le Gallo, I am a French student at Excelia Group La Rochelle, and I am preparing a double degree at Jamk University of Applied Sciences in Jyväskylä.

To complete my bachelor's degree, I am writing a thesis that consists in understanding the correlation between Emotional Intelligence and Employee commitment and performance.

The questionnaire will require approximately 10 minutes to complete.

Your responses will remain confidential. No information concerning the respondents' identities will be displayed. Honest responses are then expected.

Thank you for your participation.

Sincerely.

Demographic questions

Q1- What is your gender?

Female

Male

Non-binary

Prefer not to say

Q2- What is your age?

9-24 Gen
Z

25-40 Mil-
lennials

41-56 Gen X

57 – 66
Boomers II

67 – 75
Boomers
I

76 – 93
Post
War

94 – 99 WWII

Q3-What is your nationality?

Answer:

Q4- What is the highest level of education you have completed?

No Education	Primary Education	Secondary Education	Bachelor Level	Master Level	Ph.D. Degree	Professor	<u>Other:</u>
<i>Job-related questions</i>							
<u>Q5- Please select what best describes your current employment situation</u>							
Unemployed		Housekeeper		Employed		Self-employed	
<u>Q6- What is your current job title?</u>							
<u>Answer:</u>							

Work Engagement

Q7- To which degree do you agree with these sentences?							
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Neutral</i>	<i>Slightly agree</i>	<i>agree</i>	<i>Strongly agree</i>
<i>At my job I feel bursting with energy</i>							
<i>I am enthusiastic about my job</i>							
<i>My job inspires me</i>							
<i>I feel happy when I am working intensely</i>							
<i>I am proud of the work that I do</i>							
<i>I am motivated to go working</i>							

Trait of emotional Intelligence

Q8- To which degree do you agree with these sentences?

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Neutral</i>	<i>Slightly agree</i>	<i>agree</i>	<i>Strongly agree</i>
<i>Expressing my emotions with words is not a problem for me</i>							
<i>I often find it difficult to see things from another person's point of view</i>							
<i>On the whole, I am a highly motivated person</i>							
<i>Many times, I can't figure out what emotion I'm feeling</i>							
<i>I feel that I have a number of good qualities</i>							
<i>I often find it difficult to stand up for my rights</i>							
<i>I'm usually able to influence the way other people feel</i>							
<i>On the whole, I have a gloomy perspective on most things</i>							
<i>Those close to me often complain that I don't treat them right</i>							
<i>I find it difficult to adjust my life to the circumstances</i>							
<i>On the whole, I am able to deal with stress</i>							
<i>I often find ways to control my emotions when I want to</i>							
<i>I'm normally able to "get into someone's shoes" and experience their emotions</i>							
<i>I tend to "back down" even if I know I'm right</i>							

<i>I find it difficult to bond well even with those close to me</i>							
---	--	--	--	--	--	--	--

Work performance

Q9- To which degree do you agree with these sentences?

	<i>Strongl y disagre e</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Neutr al</i>	<i>Slightl y agree</i>	<i>agre e</i>	<i>Strongl y agree</i>
<i>I achieve the objectives of my job</i>							
<i>I volunteer to help my colleagues that have been absent</i>							
<i>I demonstrate expertise in all-job related</i>							
<i>I can manage more responsibility than typically assigned</i>							
<i>I appear suitable for a higher level role</i>							
<i>I am competent in all areas of the job, handle tasks with proficiency</i>							
<i>I volunteer to do things not formally required by the job</i>							
<i>I assist my colleagues with their duties</i>							
<i>I fulfill all the requirements of my job</i>							

<i>I meet the criteria for performance</i>							
<i>I perform well in the overall job by carrying out tasks as expected</i>							