

# Is The Job Performance of Tourism Academicians Related to their Emotional Intelligence?

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## Abstract

The aim of the research is to determine whether the job performances of tourism academics in Türkiye are related to emotional intelligence. Further, this research is an endeavor to investigate whether emotional intelligence and job performance differ according to demographic variables. “Job Performance Scale” adapted by Yang and Hwang (2014) was used to measure the job performance of academicians. In addition to that “Rotterdam Emotional Intelligence Scale” developed by Pekaar, Bakker, Linden, and Born (2017) and adapted to Turkish by Tanrıöğen and Türker (2019) was used to measure their emotional intelligence. The research sample consists of academicians working in Tourism Faculties, Vocational Schools and Tourism Colleges in Türkiye. As a result of the analyzes made in line with reaching the goal, it is determined that the job performances of tourism academicians have a positive and moderately significant relationship with their emotional intelligence. Both job performance and emotional intelligence did not differ by gender. A difference was found between job performance with both academic title and working time factors. It is also found that emotional intelligence differs partially according to the marital status of the academicians. Other results are presented in the findings section.

**Keywords:** Emotional Intelligence, Job Performance, Tourism Academicians, Turkey.

**JEL Classification Codes:** L23, L26, L29.

## Introduction

Organizations and institutions have changed as a result of increasing pressures to improve efficiency, although the service area differs. Today, one of the common goals of all institutions and organizations, regardless of which sector they are

operating in, is to maximize the job performance of employees (Aqqad, Obeidat, Tarhini and Masa'deh, 2019).

There are various factors that affect the job performance of individuals. One of the most important factors is emotional intelligence. The concept of emotional intelligence is a topic that has been very popular especially over the last 15 years and various studies have been done on it (Al Ali, Garner and Magadley, 2012). Emotional intelligence has started to be a significant concept in organizational structures, as it is known that it enables individuals and institutions to survive in today's intensely competitive business world. Regardless of their status, people need to learn how to put their emotions into act effectively.

The field of education is one of the sectors where emotional intelligence is used mostly, because individuals are more successful in their business lives when directed to use their emotional intelligence from the first years of their education process. Therefore, being aware of and effectively utilizing the emotional intelligence of educators, who play an important role in human life, is impactful both in the success of the new generations they raise and in enhancing their own individual performances. When the literature is reviewed, it has been seen that the subject of emotional intelligence is associated with topics such as job satisfaction, life satisfaction, leadership, workplace bullying, and emotional exhaustion. On the other hand, none of these topics are focused on academics. Professional groups such as healthcare personnel, construction sector workers, private sector workers, students, and engineers were preferred. Therefore, it has been observed that there is a gap in this field in the literature. It is thought that examining the emotional intelligence of academics who have great efforts in raising future generations and associating them with their job performance will fill the gap in this field.

### **Job Performance**

Performance, among the desired outcomes sought by organizations and institutions, is likely perceived as the most important because of its ability to impact the continuity of an organization (Aqqad et al., 2019). The concept of performance is expressed as the quality resulting from activities carried out to achieve predetermined goals. The concept of job performance has particularly become a focal point in organizational contexts. This is because job performance is considered crucial for the continued existence and success of organizations. This is why, many studies have been conducted on job performance over the years and

various definitions have been put forward (Aqqad et al., 2019). A few of these definitions of job performance are stated as follows:

- Job performance includes all behaviors or actions that contribute to the realization of any task or organizational goals (Yoke and Panatik, 2015).
- Job performance is an organizational variable that managers and human resources professionals aim to maximize (Ashraf and Khan, 2013).
- Job performance expresses how individuals can effectively perform actions compatible with organizational goals (Aqqad et al., 2019).

The common point found in almost all job performance definitions is the realization of the job performance of the people within the framework regarding determined objectives and obtaining high-level results. Briefly, job performance can be explained as behaviors compatible with organizational goals and under the control of individuals.

Job performance is generally divided into two parts as organizational performance and individual performance. Organizational performance is considered as the criterion for fulfilling the strategic goals determined by a business or institution. Organizational performance is directly related to the concept of effectiveness. For this reason, the results obtained by institutions and staff in their jobs are characterized as high performance if they are above the goals set and low performance if they are below these goals (Kınıs, 2020). Individual performance is one of the key concepts in increasing the competitiveness of institutions, for the higher the performance of employees in a business or institution, the more positive results will occur from the business's point of view. At this point, individual performance is very crucial. In this research, individual job performance will be discussed. Motowildo, Borman and Schmit (1997) divided individual job performance into two dimensions (akt. Şimşek Evren, 2020): "task performance and contextual performance".

*Task Performance:* It includes behaviors that cover the product or service production process of institutions or businesses (Gülşen, 2020). Task performance is the core component of performance evaluation because it is related to work effectiveness, which directly evaluates task results and affects the technical core of the organization. In addition, the dimensions of task performance, which are considered a multidimensional structure, include job-specific task adequacy, decommissioning task adequacy, written and oral communication adequacy, and audit and management.

*Contextual Performance:* It covers activities that are not a part of the work done are used in the execution of tasks in institutions or businesses (Toker, 2021). Contextual performance does not contribute to the core technical processes of the organization, but preserves the broader institutional, social, and psychological environment in which the technical core must operate (Motowildo et al., 1997; akt. Şimşek Evren, 2020). There are two aspects of contextual performance. The first is the facilitation of interpersonal relationships involving collaborative and auxiliary actions. The second is the commitment to work, which includes motivated behaviors such as working hard, taking initiative and following rules in order to support organizational goals. Contextual performance carries many benefits for businesses. These benefits include productivity for both employees and managers, efficient use and allocation of resources, and a high level of corporate decisiveness.

### **Emotional Intelligence**

Humans need not only vital organs but also emotions to survive. There are various definitions of emotions that constitute one of the basic building blocks of a meaningful, quality and successful life. The concept of emotion in general terms is defined as reactions that include psychological, physical and cognitive systems and can adapt by changing according to situations and events.

Although the concept of emotional intelligence is a new field within behavioral research, it has managed to attract the attention of academics, the business world and the public (Gül, 2020). Different definitions of intelligence have been emerged over the years, just like the concept of emotion. According to Binet (1995) intelligence is people's perception of events going on in their environment and the process of thinking about events by distinguishing the events they perceive from each other. Intelligence also has different dimensions. One of these intelligence dimensions mentioned is emotional intelligence. Emotional intelligence is first defined as the ability to observe one's own and others' emotions, to distinguish between them, and to use the information obtained as a result of these to guide their thoughts and behaviors (Mayer, Salovey and Caruso, 2008). Bar-On defined emotional intelligence as certain abilities, competencies and skills that are effective in a person's ability to cope with pressures and demands from the environment (Mehrpoor and Soleimani, 2018). This concept is also explained as a person's recognition of his own emotions better than others, motivating himself, and his success in managing his emotions and relations with others (Mohamad and Jais, 2016).

Due to the differences in the definitions of emotional intelligence, various models have been developed to provide a better understanding of the concept. For example; Mayer-Salovey-Caruso's Emotional Intelligence Test developed by Mayer and Salovey is based on a set of emotion-based problem-solving factors. The model presented by Goleman focused on emotional intelligence as an important competency that drives leadership performance. Bar-On, on the other hand, assumed that people with higher-than-average emotional intelligence were generally more successful in meeting requests from their environment and coping with pressures. He also stated that low level of emotional intelligence in individuals will cause failure and emotional problems (Ugoani, Amu and Kalu, 2015).

As a result, it is seen that each researcher and author define emotional intelligence in different ways. Recognizing emotions, using emotions effectively to help support cognitive processes, understanding emotions, and managing emotions to promote emotional and intellectual development are some of these definitions. In other words, according to these researchers, emotional intelligence consists of four different elements (Samad, 2014):

- Identifying emotions
- Using emotions
- Understanding emotions
- Managing emotions.

Emotional intelligence is an important issue in the tourism industry as in many business areas. Because researches have shown that some positive emotional behaviors such as smiling or being friendly, especially in the service sector, increase the purchase or repeat purchase behavior of customers, word of mouth communication and the perception of service quality in tourism facilities. Customer dissatisfaction in tourism enterprises is a situation that can have negative consequences. Because while a customer who leaves satisfied with any tourism business expresses his satisfaction to 4-5 people, a customer who leaves dissatisfied expresses his dissatisfaction to 9-10 people (Koç, 2019). For this reason, there is a need for a comprehensive education on emotional intelligence for both current employees in the tourism sector and students who will be tourism sector employees in the future. For this, educators should be aware of the importance of emotional intelligence and their own emotional intelligence. Since the development of emotional intelligence in a person takes place in direct proportion to their physiological development, hence, emotional intelligence is a very important concept in terms of education. Activating emotional intelligence

during training not only facilitates learning but also increases its permanence. Disabling emotional intelligence can cause people to fail in their education life. For this reason, effective use of emotional intelligence at every stage, starting from preschool education, to university education, will increase the academic success levels of individuals. It is possible to say that individuals who are successful in their education life will also perform more effectively in their business life.

### **The Relationship between Emotional Intelligence and Job Performance**

When we look at the management approaches adopted for many years, it is found that logic and emotions are kept separate from each other, due to this fact that expressing emotions externally in business life has been considered unprofessional behavior (Kara, 2015). However, the rules of working life have changed over time. It is not only the expertise of both staff and senior managers that is important, but also how the staff manages themselves and their colleagues. Today, with the increasing importance given to people in institutions, there have been differences in management approaches and it has been realized that emotions are important elements of business life (Yüksel, 2006).

The growth of competition in institutions depends on job performance. For this reason, it is necessary to pay more attention to the elements that affect the job performance of people. At this point, it has been understood that emotional intelligence plays an important role in job performance. Emotional intelligence is, at least, as effective as IQ in determining job performance. Many studies have found that there is a positive relationship between emotional intelligence and job performance. In other words, emotional intelligence increases job performance and contributes perhaps more than cognitive intelligence (Deniz and Arslan Kalay, 2020).

If people can effectively manage their emotions in business life, they are more successful at their jobs. Sy, Tram, and O'Hara investigated the relationship between emotional intelligence and job performance of 187 food service workers in 2006 and concluded that emotional intelligence positively affects job performance (Al Ali et al., 2012). Again in 2006, the relationship between emotional intelligence and job performance was investigated on 175 people working at US state universities and as a result, a positive relationship was found between emotional intelligence dimensions and job performance dimensions (Guliyev, 2019).

When most of the studies on emotional intelligence and job performance are examined, it is seen that there is a relationship between these two concepts, and the

job performance of individuals with high emotional intelligence is also high at the same rate.

## **Methodology**

Emotional intelligence, which is defined as the ability to manage both our own emotions and the emotions of other individuals with whom we interact in interpersonal relations, has been preferred as a research subject by many researchers from the past to the present, based on the research of Goleman (1995). The subject of emotional intelligence on medical personnel, construction sector workers, private sector representatives, engineers and students have been associated with organizational stress, life satisfaction (Law, Wang, Hung and Li, 2008), job satisfaction (Naz, Li and Khan, 2019), leadership (Batool, 2013), workplace bullying (Ashraf and Khan, 2013), emotional exhaustion (Moon and Hur, 2011). At this point, neither in domestic nor foreign literature, any research associating the job performance of tourism academics with emotional intelligence has been encountered. Therefore, the fact that such a study has not been conducted before underscores its significance and originality.

The effect of technical knowledge that people have on business performance is undoubtedly undeniable. However, technical knowledge, skills and abilities alone are not enough to achieve success in performance. In addition, it is necessary to be able to control one's own emotions by evaluating and at the same time be able to control the emotions of others by understanding and evaluating them. This is related to the emotional intelligence people have. No matter which branch of the service sector of tourism you consider—whether it's education-academia, travel, accommodation, food and beverage, or recreation—understanding human behavior is crucial.

Based on Verma, Das & Abraham (2012), it has been stated that an increase or decrease in job performance can be explained by emotional intelligence to the extent of 85%. Building upon this, the purpose of the study is to investigate whether the job performance of tourism academics in Turkey is associated with emotional intelligence, and if so, in what direction and to what extent, thereby contributing to the literature. In addition, another aim of the research is to investigate whether the emotional intelligence and job performances of tourism academicians differ according to demographic characteristics.

In order to achieve the aim of the research, the data were collected online with the survey method. The questionnaire form used consists of three parts. In the first

part, there are questions about the demographic characteristics of tourism academicians. In the second part, "Job Performance Scale" adapted by Yang and Hwang (2014) was used to measure the job performance of academicians. The scale consists of two dimensions: "task performance" and "contextual performance". The scale consists of 13 questions in total, 6 in the task performance dimension and 7 in the contextual performance dimension. The third part, the Emotional Intelligence Scale, which is the Turkish version of the "Rotterdam Emotional Intelligence Scale" developed by Pekaar, Bakker, Linden and Born (2017) and adapted into Turkish by Tanrıöğen and Türker (2019), was used to measure the emotional intelligence of academicians. The scale consists of four dimensions. These dimensions are "evaluating your own emotions", "evaluating the emotions of others", "controlling your own emotions" and "controlling the emotions of others". The scale includes 28 questions in total, with 7 questions in each of the dimensions.

The universe of the research consists of academic staff working in tourism programs of universities in Türkiye. The e-mails of tourism academicians were reached and communication was established by scanning the YÖK Academic database and examining the websites of the universities one by one. A total of 623 tourism academicians were sent an online questionnaire, using the convenience sampling method which does not include any special circumstances and tries to reach everyone in a certain place in a certain period without considering any criteria and they were asked to contribute to the research. There were a total of 389 survey returns to be analyzed.

After examining the questionnaire forms created to determine whether there is a relationship between the job performance and emotional intelligence of tourism academicians, the data were transferred to the SPSS 20.0 for Windows program. The normality test was carried out to determine the analysis methods to be applied to the data and the analysis methods to be applied were determined. In this direction, the reliability test of the scales; Frequency analysis were used to determine demographic characteristics and correlation analysis, T-test and ANOVA test were used to test hypotheses.

### **Hypotheses of the Research:**

The concept of emotional intelligence is attracting more attention day by day. However, it is understood that emotional intelligence is not emphasized much, especially in the education sector. In their study to determine the relationship

between teachers' emotional intelligence and job performance, Yoke and Panatik (2015) concluded that there is a significant relationship between these two variables. At this point, H<sub>1</sub> hypothesis was established to determine the relationship between tourism academicians' emotional intelligence and job performance.

**H<sub>1</sub>:** The job performance of tourism academicians is positively and significantly related to emotional intelligence.

Çetinkaya (2020), in a study conducted to determine the effects of the emotional intelligence of employees in the automotive sector on their job performance, reached the conclusion that the job performance of employees does not change according to gender. While the results are like this in the automotive industry, the H<sub>2</sub> hypothesis was established to determine whether job performance among tourism academics varies according to gender.

**H<sub>2</sub>:** The job performance of tourism academicians differs according to gender.

Toy (2022), in her study to determine the relationship between academics' performance perception and job stress, concluded that academics' performance perception varies according to their titles. At the same time, Toy found in this study that the job performance of academicians does not change according to the working time. In this regard, H<sub>3</sub> and H<sub>4</sub> hypotheses were established in order to determine whether such a situation also exists among tourism academics.

**H<sub>3</sub>:** The job performance of tourism academicians differs according to the academic title.

**H<sub>4</sub>:** The job performance of tourism academicians differs according to the working time.

Çiçen (2021), in his study to examine the relationship between teachers' emotional intelligence and psychological capital levels, concluded that teachers' emotional intelligence does not differ according to gender. At the same time, this study concluded that teachers' emotional intelligence differs according to their marital status. It has been determined that married teachers have higher emotional intelligence than single teachers. At this point, H<sub>5</sub> and H<sub>6</sub> hypotheses were established to determine whether the emotional intelligence of tourism academicians varies according to gender and marital status.

**H<sub>5</sub>:** Emotional intelligence of tourism academicians differs according to gender.

**H<sub>6</sub>:** The emotional intelligence of tourism academicians differs according to marital status.

### Findings

Frequency analysis was conducted to determine the demographic characteristics of the participants in the research and the findings are given in Table 1.

In the table given regarding the demographic characteristics of the participants, it is seen that male academicians are the majority (51.7%). According to the age range, 38.3% of the participants are in the 31-37 age range, 22.1% are in the 38-44 age range. It is possible to say that the participants are in the young adult group. It was determined that the majority of the participants (69.2%) were married individuals. When the academic titles of the participants are examined, it is seen that 33.7% are research assistants, 27.2% are doctor lecturers and 20.8% are lecturers. The other participants are professors and associate professors. 36.2% of the participants stated that they have been working as academicians for 10 years or more, 28.5% for 7-9 years, and 15.7% for 4-6 years. It is possible to say that the participants have been working as academicians for many years.

**Table 1.** Demographic Characteristics of Tourism Academicians Participating in the Research

	Frequency (f)	Percent (%)
<b>Gender</b>		
Female	188	48,3
Male	201	51,7
<b>Age</b>		
24-30	63	16,2
31-37	149	38,3
38-44	86	22,1
45-51	53	13,6
52-58	37	9,5
59 and above	1	,3
<b>Marital Status</b>		
Married	269	69,2
Single	120	30,8

<b>Academic Title</b>		
Professor Doctor	26	6,7
Associate Professor	45	11,6
Assistant Professor	106	27,2
Instructor	81	20,8
Research Assistant	131	33,7
<b>Working Time as an Academician</b>		
Less than 1 year	17	4,4
1-3 years	59	15,2
4-6 years	61	15,7
7-9 years	111	28,5
10 years and above	141	36,2
<b>Total</b>	<b>389</b>	<b>389</b>

### Findings Regarding the Normality Distribution of the Data

In order to determine which analysis methods would be used to test the hypotheses created in order to achieve the purpose of the research, it was tested to find out whether it was suitable for normal distribution and the skewness and kurtosis values of the data were also examined.

According to Schober and Boer (2018), skewness and kurtosis values show a normal distribution when they are between +2 and -2. The fact that the skewness and kurtosis values of the data of the Job Performance and Emotional Intelligence Scales are between +2 and -2 indicate that it is suitable for normal distribution.

**Table 2.** Findings Regarding the Normality Distribution of the Data

<b>Factor Name</b>	<b>N</b>	<b>Standard deviation</b>	<b>Mean</b>	<b>Skewness</b>	<b>Kurtosis</b>
<b>JOB PERFORMANCE SCALE</b>					
Task Performance	389	3,9482	,024	-,330	-,417
Contextual Performance	389	4,1862	,025	-,303	-,424
<b>EMOTIONAL INTELLIGENCE SCALE</b>					

Evaluating your own feelings	,02957	4,14	-,882	1,406
Evaluating the feelings of others	3,4418	,041	-,816	,780
Controlling your own emotions	3,4418	,041	-,327	-,310
Controlling the emotions of others	3,4418	,041	-,327	-,310

### Reliability Analysis of Scales

A very important step in any research is to make sure that the tool used to measure research variables actually measures the intended concepts and does it correctly (Sekaran and Bougie, 2016). Therefore, in order to measure the reliability of the scales (Emotional Intelligence Scale and Job Performance Scale) used in the research, the Cronbach Alpha coefficient was examined and the findings are given in Table 3.

The higher the reliability coefficients of the scales used in the research are, between 0.00 and 1.00, the more reliable the scale is (Hair, Black, Babin and Anderson, 2010). In this context, according to the data shown in Table 3, it is possible to say that both scales used in the research are quite reliable.

**Table 3.** Reliability Analysis of Emotional Intelligence and Job Performance Scale

Scale	Cronbach Alpha Coefficient
Job Performance	,786
Emotional Intelligence	,936

### Testing Hypotheses

Correlation analysis was conducted to test Hypothesis 1 established within the scope of the research and the findings are given in Table 4.

**H<sub>1</sub>:** The job performance of tourism academicians is positively and significantly related to emotional intelligence

In the correlation coefficient, which takes a value between -1 and +1, there is a negative and significant relationship between the values as the values approach -1, that is, as one of the values increases, the others decrease. As the values approach +1, there is a positive and significant relationship between the values, that is, as one of the values increases, the others increase (Gogtay and Thatte, 2017).

When the values given in Table 4 are examined, no negative values are found and it is seen that the values shown in the table are at the 0.01\*\* significance level. Therefore, it has been determined that there is a positive, significant and moderate relationship between the job performance and emotional intelligence of tourism academicians. In this context;

H<sub>1</sub> that “The job performance of tourism academicians is positively and significantly related to emotional intelligence.” was accepted.

**Table 4.** Correlation Analysis of Job Performance and Emotional Intelligence

Dimensions	Task Performance	Contextual Performance
Evaluating your own feelings	,395**	,348**
Evaluating the feelings of others	,347**	,412**
Controlling your own emotions	,411**	,350**
Controlling the emotions of others	,380**	,501**
Sig 2 – two tailed = 0,000 ** p<0,01		

The Independent Samples T-test was conducted to test Hypothesis 2 established in line with the aim of the research and the findings are given in Table 5.

H<sub>2</sub>: The job performance of tourism academicians differs according to gender.

When the T-test findings given in Table 5 are examined, it is concluded that the p value (sig 2-tailed) of each dimension is greater than 0.05. Therefore, the job performances of tourism academicians do not differ according to gender characteristics. It can be said that both male and female academicians are competent in demonstrating job performance. In this context;

H<sub>2</sub> that “The job performance of tourism academicians differs according to gender.” was rejected.

**Table 5.** Level of Significance between Job Performance and Gender (T-test)

Dimension	Gender	N (389)	Mean	Standard deviation	p Value (Sig. 2-tailed)
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Task Performance	Female	188	3,89	,47308	,050
	Male	201	3,99	,49914	
Contextual Performance	Female	188	4,17	,50313	,629
	Male	201	4,19	,51821	

ANOVA test (analysis of variance) was performed to test the established Hypothesis 3 and the findings are shown in Table 6.

**H<sub>3</sub>:** The job performance of tourism academicians differs according to the academic title.

When Table 6 which gives the results of the ANOVA test to measure the level of significance between the job performance and academic titles of tourism academicians is examined, it is concluded that the academic title is effective on the job performance. P values showing the level of significance of the academic title on the dimensions are determined as (.000) for task performance and (.001) for contextual performance. At this point, the Post Hoc TUKEY test is performed to determine the titles which differed.

When the Post Hoc test results are given are examined, the job performance according to the academic title; differs between professor and associate professor (Sig.= .013) and lecturer (Sig.= .002) in terms of task performance. Considering the mean values, it can be said that professors are more successful in task performance than academicians who are associate professors and lecturers. It is seen that there is a differentiation between associate professor and research assistant (Sig.= .004) in the dimension of task performance. In this case, when the mean values are examined, it can be said that academicians who are associate professors have relatively higher task performance than those who are research assistants. On the task performance dimension, it is determined that there is a differentiation between Asst. Prof. Dr. and the research assistant (Sig.= .012). According to the mean values, it can be said that academicians who are Asst. Prof. Dr. are better in task performance than those who are research assistants. It is observed that there is a difference in the dimension of task performance between the lecturer and the research assistant (Sig.= .000). According to the mean values, it can be said that lecturers are more successful in task performance compared to research assistants. In the contextual performance dimension, it has been determined that there is a differentiation between the professor and the lecturer (Sig.= .047); Asst. Prof. Dr. and Lecturer (Sig.= .016); between the lecturer and the research assistant (Sig.= .005). In this case, according to the mean values; it can be

said that academicians who are professors show more contextual performance than lecturers; those who are Asst. Prof. Dr. show more contextual performance than lecturers and those who are lecturers show more contextual performance than research assistants. In this context;

H<sub>3</sub> that “The job performance of tourism academicians differs according to the academic title” was accepted.

**Table 6.** Level of Significance between Job Performance and Academic Title (ANOVA Test)

Dimensio n	Acade mic Title	Mea n	Standa rd Deviati on	Degree of Freedo m	Mean Squa re	F	P Val ue Sig.	TUKEY
Task Performa nce	Profess or	3,71	,39936	4	1,967	8,91 3	,000	There are differen ces between ; 1-2 1-4 2-5 3-5 4-5
	Assoc. Profess or	4,08	,45864					
	Asst. Prof. Dr.	3,99	,45191					
	Instruct or	4,12	,52375					
	Researc h Assista nt	3,94	,46489					
Contextual Performa nce	Profess or	4,04	,27977	4	1,137	4,52 2	,001	There are differen ces between ; 1-4 3-4 4-5
	Assoc. Profess or	4,29	,53919					
	Asst. Prof. Dr.	4,12	,49311					
	Instruct or	4,36	,61739					
	Researc	4,11	,44536					

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ANOVA test (analysis of variance) was performed to test the established Hypothesis 4 and the findings are shown in Table 7.

**H<sub>4</sub>:** The job performance of tourism academicians differs according to the working time.

When Table 7, which gives the results of the ANOVA test to measure the level of significance between job performance and working time is examined, it is concluded that working time has an effect on job performance. P values are determined as (.004) for task performance and (.001) for contextual performance. At this point, the Post Hoc TUKEY test is performed to determine the periods which differed.

When Post Hoc test results given are examined, it has been determined that there is a difference between the tourism academicians who have worked for 1-3 years, those who have worked for 7-9 years (Sig.= .020) and those who have worked for 10 years or more (Sig.= .042) in terms of task performance. Considering the mean values, it can be said that academicians who have been working for 1-3 years have higher task performance. On the other hand, in the contextual performance dimension, it is observed that there is a difference between 1-3 years (Sig.= .002) and 7-9 years (Sig.= .008) with academicians whose working period was less than 1 year. In this context;

H<sub>4</sub> that “The job performance of tourism academicians differs according to the working time.” was accepted.

**Table 7.** Level of Significance between Job Performance and Working Time (ANOVA Test)

Dimensio n	Worki ng Time	Mea n	Standar d Deviasi on	Degree of Freedo m	Mean Squa re	F	P Val ue Sig.	TUKEY
	Less than 1	4,12	,35614	4	,894	3,85 8	,004	There are

Task Performance	year							differences between ; 2-4 2-5
	1-3 year	3,77	,46263					
	4-6 year	3,84	,54031					
	7-9 year	4,01	,42519					
	10 years and above	3,98	,51527					
Contextual Performance	Less than 1 year	4,55	,38757	4	1,136	4,516	,001	There are differences between ; 1-2 1-4
	1-3 year	4,04	,52860					
	4-6 year	4,24	,38096					
	7-9 year	4,11	,53863					
	10 years and above	4,23	,51640					

The Independent Samples T-test was performed to test the established Hypothesis 5 and the findings are shown in Table 8.

**H<sub>5</sub>:** Emotional intelligence of tourism academicians differ according to gender

According to Table 8, it is seen that the emotional intelligence of tourism academicians does not differ according to gender in terms of evaluating your own emotions (Sig. 2 = .945) and controlling the emotions of others (Sig. 2 = .389). However, it is determined that the dimensions of evaluating the feelings of others (Sig. 2 = .002) and controlling your own emotions (Sig. 2 = .001) differed

according to gender. When the mean values are examined, it can be said that female academicians are more effective in evaluating the emotions of others than men. On the other hand, male academicians are more effective in controlling their own emotions than females. In this context;

H<sub>5</sub> that “Emotional intelligence of tourism academicians differ according to gender.” was accepted.

**Table 8.** Level of Significance between Emotional Intelligence and Gender (T-test)

Dimension	Gender	N (389)	Mean	Standard deviation	p Value (Sig. 2-tailed)
Evaluating your own feelings	Female	188	4,14	,63123	,945
	Male	201	4,14	,53610	
Evaluating the feelings of others	Female	188	4,07	,66195	,002
	Male	201	3,85	,70530	
Controlling your own emotions	Female	188	3,29	,92744	,001
	Male	201	3,57	,69148	
Controlling the emotions of others	Female	188	3,80	,75798	,389
	Male	201	3,74	,63926	

The Independent Samples T-test was performed to test the established Hypothesis 6 and the findings are shown in Table 9.

**H<sub>6</sub>:** The emotional intelligence of tourism academicians differs according to marital status.

In the t-test analysis, the effect of two-response variables on the dependent variable is examined and interpretations are made based on the p value (sig 2-tailed) being less than 0.05. When the T-test findings given in Table 15 are examined, it is concluded that the p value (sig 2-tailed) is greater than 0.05 in the dimensions of evaluating the feelings of others, controlling your own emotions and controlling the emotions of others. In the dimension of self-evaluation, the p value is found to be .005. Looking at the mean values at this point, it can be said that married people evaluate their own emotions more than those who are single. In this context;

H<sub>6</sub> that “The emotional intelligence of tourism academicians differs according to marital status.” was partially accepted.

**Table 9.** Level of Significance Between Emotional Intelligence and Marital Status (T-test)

Dimension	Marital Status	N (389)	Mean	Standard Deviation	p Value (Sig. 2-tailed)
Evaluating your own feelings	Married	269	4,20	,49559	,005
	Single	120	4,02	,73063	
Evaluating the feelings of others	Married	269	3,92	,63847	,142
	Single	120	4,03	,79679	
Controlling your own emotions	Married	269	3,45	,78525	,530
	Single	120	3,40	,90937	
Controlling the emotions of others	Married	269	3,73	,64066	,119
	Single	120	3,85	,81140	

## Conclusion

Job performance, the activity in which people successfully perform their assigned or voluntary task, contributes to higher productivity and better organizational climate. At this point, tourism academicians reflect their emotional intelligence in their productivity and human relations to their work performances.

According to Cote and Miners (2006), people with high emotional intelligence can perform effectively in the institutions they work in.

In this research, the relationship between the job performances of tourism academicians and their emotional intelligence was investigated and it was examined whether it differed according to demographic variables. The majority of those who voluntarily participated in the research were male and married. According to their titles, research assistants and assistant professor doctors participated the most. The proportion of participants with the titles of associate professor and professor was not high.

It was concluded that there was a positive, significant and moderate relationship between the job performance and emotional intelligence of tourism academicians. Mumcu and Yiğit (2022), in their research on call center employees, concluded

that there is a positive and significant relationship between emotional intelligence and job performance.

Tourism academics use not only their acquired knowledge and skills, but also their emotional intelligence in business and transactions, educational activities, and human relations. Considering that people are not made of stones, walls or robots, it is not surprising that they take advantage their emotional intelligence in their job performance.

The rates of using emotional intelligence on the job performance of tourism academicians, who were examined according to their gender characteristics, did not differ. Male and female academicians directly incorporate their emotional intelligence into their job performance. On the other hand, it was determined that the higher the academic title, the more effective the emotional intelligence of tourism academicians on their job performance. According to a research assistant, assistant professor doctor and according to an associate professor, a professor uses emotional intelligence more in job performance.

According to the differentiation test between job performance and working time; it was observed that those who have worked for one or three years are more active in their job performance than those who have worked for more than three years. At this point, it is thought that they embrace the work more enthusiastically due to the excitement of starting a new job. Referring to marital status, it was concluded that among the tourism academicians, whose rate of using their emotional intelligence was examined, married people are more likely to evaluate their own emotions and reflect on their work.

Considering the difference between the emotional intelligence of tourism academicians and their gender; It is determined that the dimensions of evaluating the emotions of others and controlling their own emotions differ according to gender. It is understood that female academicians are more effective in controlling and evaluating the emotions of others than men. In addition, male academics are more successful in controlling their own emotions than females. Gürbüz and Yüksel (2008) in their research on the emotional intelligence of people working in sectors such as banking, ready-made clothing, tourism and textile manufacturing; they concluded that female employees are more able to control their impulses and are more resistant to stress than men.

Individuals who do not understand their own feelings will not be able to understand the feelings of others and will not be emotionally intelligent. For this

reason, it is useful to provide training courses at the point of creating people who focus attention on the person and understand themselves at the point of understanding others in reaching the goal. Afterwards, tourism academics may need to increase their opportunities to interact with each other in a personal context outside of the work environment as a way to achieve their business goals.

According to George (2000), it is necessary to accurately evaluate and express one's emotions in order to develop useful interpersonal relationships, communicate with others about their needs, and thus achieve their goals through high levels of job performance.

Development policies and strategies can be designed for tourism academics to further develop their emotional intelligence and raise awareness of use in order to create an emotionally intelligent organizational climate. According to Bankovskaya (2012), developing emotional intelligence is a never-ending journey as people can improve at any stage of life by following a consistent and systematic approach.

As a result; it can be said that employees who can evaluate their own emotions have a higher job performance level than employees who cannot evaluate and understand emotions. Also, recognizing and appreciating the emotions of others helps them understand how and what others are feeling and provide the best response to them through displaying appropriate attitudes and behaviors. People have a better chance of being accepted by others and gaining their trust and cooperation. Therefore, their job performance will also enhance.

When the relevant literature is examined, it is seen that emotional intelligence or job performance issues have been examined on employees of different sectors, such as education, automotive, police force, construction, banking, textile, health and tourism (Al Ali et al., 2011; Guliyev, 2019; Gürbüz and Yüksel, 2008; Kara, 2015; Yoke and Panatik, 2015; Çetinkaya, 2020). Most of these studies have concluded that emotional intelligence and job performance affect each other positively. When these previous studies are examined, although academics' performance perceptions or emotional intelligence are examined with different variables, in particular, no studies have been found linking the job performance and emotional intelligence of tourism academics. Therefore, it is thought that our research will contribute to the literature.

In university education, which is seen as an important step in educating future generations, it is of great importance that the academics providing this education

are aware of their emotional intelligence levels. Considering that emotional intelligence increases job performance, it is thought that academics will exhibit better quality performance in their jobs and be more useful to young individuals as their emotional intelligence increases.

Through the research to come, this study can be applied to personnel working in different sectors. For comparison purposes, the emotional intelligence levels and job performances of academics in different fields can be compared. Apart from these, structural equation modeling, which is a more detailed data analysis, can be used by adding different variables to the study.

### **Limitations and Future Research Directions**

It was desired to develop a model proposal that explains the relationship between job performance and emotional intelligence, but a model proposal could not be made because the model fit indices were greater than the desired level. In future studies, a model proposal can be developed according to the sample group in different fields. More complex data analysis techniques such as hierarchical regression or structural equation modeling (SEM) can be used to test the mediation effect by investigating whether any factors are mediating the relationship between emotional intelligence and job performance, thus this research can be further strengthened.

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