

THE RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE: A STUDY ON FIVE-STAR HOTEL EMPLOYEES*

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Abstract

Emotional intelligence is regarded to be one of the most significant competencies for achieving the desired success in hotel enterprises where interaction between people is intense. Besides, it is thought that emotional intelligence competencies can contribute to increase employees' job performance. For this purpose, this study is mainly focused on researching the relationship between employees' emotional intelligence levels and their job performance.

In the study, quantitative research methods are used and 415 employees of 29 five star hotels in the Alanya region are involved. The study results suggest that there is statistically significant relationship between employees' emotional intelligence levels and their job performance, and employees have high levels of emotional intelligence and job performance. Additionally, it is seen that employees' emotional intelligence and job performance levels differ significantly based on various demographic characteristics.

Keywords: Tourism, Five-Star Hotels, Emotional Intelligence, Job Performance

DUYGUSAL ZEKÂ VE İŞ PERFORMANSI ARASINDAKİ İLİŞKİLER: BEŞ YILDIZLI OTEL ÇALIŞANLARI ÜZERİNE BİR ARAŞTIRMA

Öz

Duygusal zekâ, kişiler arası etkileşimin yoğun olduğu otel işletmelerinde arzu edilen başarı düzeyine ulaşılabilmesi için önemli yeteneklerden biri olarak kabul edilmektedir. Bunun yanı sıra duygusal zekâ yeteneklerinin, çalışanların iş performansının artmasına da katkı sağlayabileceği düşünülmektedir. Bu

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nedenle bu araştırmada; çalışanların duygusal zekâ düzeyleri ile iş performansları arasındaki ilişkileri incelemek temel amaç olarak belirlenmiştir.

Çalışmada, nicel araştırma yöntemleri kullanılmış ve Alanya bölgesindeki 29 adet beş yıldızlı otel işletmesinden 415 çalışana ulaşılmıştır. Araştırma sonucunda, çalışanların duygusal zekâ düzeyleri ile iş performansları arasında istatistiksel açıdan anlamlı ilişkiler olduğu belirlenmiş, çalışanların duygusal zekâ ve iş performans düzeylerinin yüksek olduğu bulgulanmıştır. Bununla birlikte çalışanların duygusal zekâ ve iş performans düzeylerinin çeşitli demografik karakteristiklere göre anlamlı biçimde farklılaştığı tespit edilmiştir.

Anahtar Kelimeler: Turizm, Beş Yıldızlı Oteller, Duygusal Zekâ, İş Performansı

I. Introduction

The tourism sector has a great importance for the growth and development of the countries. According to the UN World Tourism Organization's (UNWTO) 2016 data, approximately 1.2 billion people have traveled internationally all over the world in 2015, and it is predicted that this figure will reach 1.8 billion by 2030 (UNWTO, Annual Report 2015). On the other hand, it is argued that the tourism sector contributes to the economic growth of many countries and provides employment opportunities for every one of the eleven people (UNWTO, Tourism Highlights Report 2016). In addition to many other factors in the sustainability of these developments, the quality of service that countries offer to visitors also has a critical significance.

In hotel enterprises, the quality of the service to be given to the guests is directly proportional to the quality of the employees. Providing labor-intensive services and constant communication of employees with guests suggest that hotel businesses need talented employees in personal interaction. Emotional intelligence competency, which is important for hotel management, enables employees to have the ability to rightly perceive, understand, direct and influence both their own and the others' emotions. Job performance is also important in terms of offering high quality service to guests; because it represents the individual contributions that increase total value in achieving business goals (Hosie, Sevastos, & Cooper, 2006, p. 92-93.). In this respect, emotional intelligence competencies do not only help employees perceive and direct their emotions but also it may interact indirectly with the increasing level of job performance.

This study is mainly focused on researching the relationship between five-star hotel employees' emotional intelligence levels and their job performance. It is conducted with 415 employees of 29 hotel enterprises located in Alanya region. The study results suggest that there are some significant relationships between emotional intelligence levels of employees and their job performance, and that employees frequently use "understanding and analyzing emotion" dimension of emotional intelligence. Moreover, it is seen that employees generally have high levels of job performance. It is also found out that employees' emotional intelligence levels significantly differ based on their gender, educational status, and department, while their job performance levels significantly differentiate based on their educational status and department.

2. Conceptual Framework

Many articles have been written about emotional intelligence over the past fifteen years. In this direction, different definitions and models are presented for the better understanding of emotional intelligence and the determination of the strong influence in business life by the experts in the field (Wall, 2007, p. 14-15). While Mayer and Salovey (1990), who first introduced the concept of emotional intelligence, define emotional intelligence as the person's ability to monitor their emotions, to make a distinction between them, to use this knowledge as a guide in their thinking and actions (Mayer & Salovey, 1997, p. 10), Bar-On (2005) describes it as the skills that enable one to cope successfully with environmental challenges and pressures (Bar-on, 2000, p. 1108). In general terms, emotional intelligence is a set of social skills and personalities that allow an individual to be successful in life and work (Sterret, 2000, p. 2).

The emergence of the concept of emotional intelligence is based on the concept of "social intelligence" which is one of the elements of Thorndike's (1920) intelligence model. Social intelligence is defined as the ability to act, manage and understand wisely in human relationships (Mangal & Mangal, 2015, p. 24). In addition, it is suggested that this concept was developed with the contributions of Wechsler's definition of non-intellectual section of intelligence quotient (IQ) in 1943 and Gardner's (1983) classification of intelligences under two categories involving interpersonal and personal by building on multiple intelligence theory (Wall, 2007, p. 14). The publication of the articles on emotional intelligence by Mayer and Salovey in 1990 and Bar-On's (1997) development of the term emotional intelligence, and the discussion of approaches to assess social and emotional competence (Jorfi, Jorfi, & Siorus, 2010, p.65) provided the majority of the theoretical basis of the concept of emotional intelligence. In 1995, the psychologist Goleman's book "*Emotional Intelligence-Why It Can Matter More Than IQ*" made this term even more popular (Mangal & Mangal, 2015, p. 25). Emotional intelligence models are theoretically analyzed under two titles as "mixed model" and "ability model". While the mixed model focuses on personal characteristics, the ability model is focused on mental abilities related to emotions (Schellwies, 2015, p. 24).

Although there are different emotional intelligence models developed by many researchers in the literature, the talent-based emotional intelligence model that Salovey and Mayer (1997, p. 10) classified under four dimensions is preferred because of the scope of the research in this study. "*Appraisal and expression of emotions*", which is the first dimension of the model, consists of the ability to perceive the emotions of the person himself and others as well as the objects and other stimuli. "*Using emotions to ease thinking*", which is the second dimension of the model, is the ability to feel, organize, or use emotions that are necessary to communicate in other cognitive processes (Brackett & Katulak, 2007, p. 3). "*Understanding emotions*", which is the third dimension of the model, is the ability to analyze and evaluate emotions as well as to understand the consequences of emotions.

Consequently, “regulating emotions” dimension expresses the ability to regulate the emotions of one’s own and others and to manage emotions to achieve the intended goals (Schellwies, 2015, p. 24). Despite the fact that research on emotional intelligence is predominantly related to the education and physiologic domains, there are claims that it constitutes the basis of positive impact in business life (Victor & Higgs, 2000, p. 346). This is supported by the fact that this concept is particularly linked (Pandita, 2012, p. 72) to the achievement of the level of support required to achieve the objectives of the business and to achieve successful implementations. For this reason, recent research on emotions in businesses focuses on the structure of emotional intelligence (Downey, Roberts, & Stough, 2011, p. 31). Furthermore, emotional intelligence has enough influence to explain the performance of employees in the workplace, because one’s awareness of their own emotions, their use of emotions and their ability to regulate negative emotions allow for better performance in the workplace (Kafetsios & Zampetakis, 2008, p.713). Therefore, the concept of job performance attracts attention from scientific researchers in the last fifteen to twenty years (Sonnentag & Frese, 2002, p.5). Job performance is defined as individual-controlled behaviors or observable actions that contribute to an entity’s goals (Rotundo & Sackett, 2002, p. 66). In other words, job performance is equivalent to successful business results (Rothwell & Kazanas, 2003, p. 402). The success or failure of business may vary depending on the performance of employees. For this reason, job performance is one of the most important elements of many studies (Mwathi, 2010, p.36). There are some assertions that employees should have higher levels of job performance to fulfill their job responsibilities in a satisfactory manner, because fulfilling the assigned tasks successfully requires high skills and responsibility (Kahya, 2007, p. 517). Based on the studies (McCloy, Campbell, & Cudeck, 1994; Viswesvaran & Ones, 2000) in the literature, it is seen that different approaches are used to suggest that job performance has a multidimensional structure. Therefore, the type of performance that best reflects the structure of this concept is thought to be task performance and contextual performance (Van Scotter & Motowidlo, 1996, p. 525). Task performance is mainly based on the organization’s ability to directly relate to its technical core or to improve its technical processes and to service it by regulating its requirements (Pedooem, 2007, p. 41). That employees use their knowledge to produce or to serve the technical processes of the employer makes this sort of performance more attractive (Van Scotter, 2000, p. 81). Task performance includes two types of behavior: “technical-managerial task performance” and “leadership task performance”. Technical-managerial task performance refers to the direct conversion of raw materials of the enterprise to goods and services. Leadership task performance, on the other hand, enables maintaining the renewal of the supply of raw materials, distribution of end products, planning, coordination, supervision and functioning of the staff effectively and efficiently (Motowidlo & Van Scotter, 1994, p. 476). Contextual performance involves such actions aimed at increasing the psychological atmosphere in the technical core of the business place, such as volunteering, helping with task activities that are not part of the job (Pedooem, 2007, p. 41). This type of performance also contributes psychologically to the organizational, social, and psychological structures of the enterprises and the fulfillment of mission activities (Borman & Motowidlo, 1997, p. 100).

Contextual performance is evaluated in two stages involving “interpersonal facilitation” and “job dedication”. While interpersonal facilitation is related to collaborative and helpful actions that are useful for colleagues, job dedication is composed of actions such as internal discipline, taking initiative, monitoring and motivating rules to support organizational goal (Van Scotter & Motowidlo, 1996, p. 525). Although task performance and contextual performance use different techniques, their mutual goal is to reach the goals set by the business (Hosie et al., 2006, p. 93.).

Emotional intelligence has a great influence on the success of service businesses. Particularly when the employees in the enterprises such as tourism and hotel services are researched in terms of their experiences with the guests, it is seen that emotional intelligence has an important impact. The reason of this is that most of the guests have some business related evaluations while using the service provided (Kaufman, Lashley, & Schreier, 2009, p. 151-152). The quality of the services provided by the employees who are in face-to-face contact with the guests and their emotional interaction can have significant effects on guests’ evaluations. As the employees are located in the center of the hospitality industry, being aware of their emotions and using them effectively can help to create positive impressions on the guests. In addition, employees’ ability to perceive, organize, and use their emotions to facilitate thoughts, improves their job performance (Othman, Daud, & Kassim, 2011, p. 801-802). Moreover, emotional intelligence is claimed to be effective in many areas of business behavior such as employee development, teamwork, service quality, and customer loyalty (Zeidner, Matthews, & Roberts, 2004, p. 386). Especially empirical studies on business excellence indicate that emotional intelligence components have an important role on job performance (Goleman, 2011, p. 320).

In literature, the findings of studies (Thi Lam & Kirby, 2002; Mwathi, 2010; Jorfi et al., 2010) focusing on the relationship between emotional intelligence and job performance underline that the relationship between two variables is generally positive. The results of the research conducted in different disciplines suggest that emotional intelligence positively affects employees’ performance in banking sector (Rahim & Malik, 2010), insurance sector (Lopes, Grewal, Kadis, Gall, & Salovey, 2006), services sector (Othman et al., 2011), and nurses’ teamwork performance (Quoidbach & Hansenne, 2009).

The results of the studies conducted in the hotel enterprises also support these findings. In Çapkulaç’s (2013) study in five-star hotels and first class holiday villages in Antalya, it is stated that positive developments in managerial emotional intelligence is positively reflected upon their job performance. Besides, it is found that some demographic characteristics of the managers differ significantly from their emotional intelligence levels (p. 57-58). In Hanzae and Mirvaisi’s (2013) study in the Iranian hotel sector, it is claimed that emotional intelligence levels of employees who communicate with guests significantly affect their performance. It is also understood that emotional intelligence encourages volunteer and positive behavior by helping employees understand, use, and control emotions (p.1399). In Karimi’s (2014) study about the hotel businesses in Kenya, emotional intelligence is found to significantly affect the performance of employees. Additionally, it is claimed that emotional intelligence helps

employees become aware of their strengths and weaknesses, and enables them to be calmer during any crisis (p.13). In Yadisaputra's (2015) study on hotel business in Macau, it is found out that the emotional intelligence levels of the employees of the front office department affect the service performances positively (p. 54-55). In addition to these findings, other results involve that emotional intelligence has an important role in recruitment process, and it is necessary to organize trainings to increase the self-evaluation and self-awareness of employees on this topic. Although there are several studies in the literature that indicate the importance of emotional intelligence in terms of job performance, the findings of some other studies do not support this argument. In studies conducted by Yüksel (2006) and Gürbüz & Yüksel (2008), it is found that emotional intelligence is not a determinant in the level of job performance of employees. Moreover, as a result of the analysis conducted in both studies, emotional intelligence levels of female employees are found to be higher than male employees.

In the literature review, it is seen that there are very few studies (Hanzaee & Mirvaisi, 2013; Karimi 2014; Yadisaputra 2015) which focus on the relationship between employees' emotional intelligence levels and job performances directly in the tourism sector. Due to this lack of information in the literature, the main objective of this research is to examine the relationship between emotional intelligence levels and business performances of five star hotel employees. On the other hand, researching the relationship between employees' some demographic characteristics and personal features and both their emotional intelligence levels and job performance are among the sub-objectives of the study. In this direction, the hypotheses presented in Table 1 are tested.

Table 1. Hypothesis of the Research

There are significant relationships between employees;	(H1) appraisal and expression of emotions and job performance levels.
	(H2) utilisation of emotions and job performance levels.
	(H3) understanding and analyzing of emotions and job performance levels.
	(H4) regulation of emotions and job performance levels.
	(H5) demographic characteristics - personal features and emotional intelligence levels.
	(H6) demographic characteristics - personal features and job performance levels.

3. Methodology

The main objective of this research is to investigate the relationships between emotional intelligence levels and job performance levels of five star hotel employees. In addition, researching employees' various demographic characteristics and personal features and their emotional intelligence levels and job performance levels are among the sub-objectives of this study. The reason for focusing on these two issues in the research is the lack of previous research in the literature.

The study population is consisted of five-star hotel employees working in Alanya county of Antalya city. The study mainly focuses on employees in front office, housekeeping, kitchen and service (restaurants and bars) departments, which are basically regarded as having more opportunities

of communicating with guests and being basic hotel departments. Such distinction is assumed necessary because the employees of these departments are of primary importance, especially in terms of guest communication and emotional intelligence abilities. In identifying the study population, the number of five-star hotels operating in the province of Alanya was obtained from "Antalya Provincial Directorate of Culture and Tourism". The latest statistics from this institution indicate that a total of 53 five-star hotels serve in Alanya. Moreover, no official statistical data was available regarding the number of employees working in the relevant departments of all these hotels. To overcome this limitation, six of the 53 five-star hotels were selected using the random numbers method, and it was found that an average of 300 employees worked in each hotel by taking into account the number of total employees working in these 6 hotels. It is estimated that the average number of employees is multiplied by the number of hotels in the study population and that 15,900 employees are employed in total. According to Can (2013), a homogeneous population consisting of 25.000 participants can only be represented by at least 244 participants with 95% confidence level and 5% sampling error (p. 30). In light of this information, field application was organized in summer months of 2015, and a complete inventory method was aimed and no sampling method was used in the study, and finally a total of 800 questionnaires were distributed to 37 hotels that granted permission to conduct research. However, 8 hotels did not respond and 580 questionnaires were collected back from the remaining 29 hotels. Since 165 of the questionnaires were not applicable, the study sample was composed of 415 employees. Thus, it is considered that the study sample is sufficient for representing the study population in quantity and quality. The data from 415 questionnaires were analyzed using the SPSS 16.0 (Statistical Package for the Social Sciences).

The "descriptive research method" of quantitative research methods was used in this study in accordance with the main and sub-objectives of the study. According to Ural and Kılıç (2011), descriptive researches are generally those which are conducted with practical purposes to identify current issues (p.19).

In the study, questionnaire technique was used as data collection technique, and employees were given one "demographic characteristics and personal features" form, one "emotional intelligence scale", and one "job performance scale" during the implementation process. Demographic characteristics and personal features form was prepared by the researchers and various closed-ended demographic and personal questions were involved in this form.

In this study, emotional intelligence scale quoted from Özmen (2014) in their doctorate dissertation was used. Originally, this scale was developed by Schutte et al. (1998), which is also known as SREIT (*Self Report Emotional Intelligence*), and its validity and reliability tests were conducted and it was translated into Turkish by Şahin (2006) (as cited in Özmen, 2014, p. 103). Emotional intelligence scale is consisted of 33 items with Five-Point Likert system (1:strongly disagree, 3:moderately agree, 5:strongly agree) and 4 dimensions which measures 4 types of emotional intelligence.

Job performance scale, on the other hand, was taken from Ertan's (2008) doctorate dissertation. Originally, job performance scale is consisted of 30 items, however it was edited by Ertan (2008) reducing the item number to 24, and all necessary validity and reliability studies were conducted (Ertan, 2008, p. 99-100). Job performance scale is consisted of 24 items with Five-Point Likert system (1:strongly disagree, 3:moderately agree, 5:strongly agree) and 2 dimensions which measures 2 types of job performance.

4. Findings

The sample distribution in terms of demographic characteristics and personal features is seen in Table 2.

Table 2. Demographic Characteristics and Personal Features of the Sample

Gender	Female	167	40,2
	Male	248	59,8
Marital status	Married	262	63,1
	Single	153	36,9
Age	18-25	123	29,6
	26-30	113	27,2
	31-35	90	21,7
	36-44	50	12
	≥ 45	39	9,4
Education level	Primary school	123	29,6
	High school	174	41,9
	College	52	12,5
	Bachelor's	63	15,2
	Postgraduate	3	0,7
Total experience in the hotel	< 1 year	132	31,8
	1-3 years	185	44,6
	4-6 years	81	19,5
	7-9 years	12	2,9
	≥ 10 years	5	1,2
Department	Front office	82	19,8
	Housekeeping	91	21,9
	Kitchen	96	23,1
	Service	146	35,2

When the demographic characteristics of 415 employees reached in the survey are examined; it is seen that 60% is male, 63% is married, 79% is aged between 18 and 35, and 72% has educational statuses in high school or below. Based on the employees' job experiences, it is seen that almost all of the employees (by 96%) are employed in their current jobs for around 6 years or less. When the

participants in the study are analyzed on the basis of their departments, it can be suggested that a proportioned population based on departments are involved in the study, and each of the four departments represents at least 20% of the sample and at most 35% of the sample.

The validity and reliability of the scales used were compared before continuing with the tests of the research hypothesis. Based on these analyses, Cronbach's Alpha coefficients of reliability of scales were analyzed. As a result, while emotional intelligence scale's coefficient of reliability is a: 0,800 ($\alpha > 0,70$), job performance scale's coefficient of reliability is a: 0,915 ($\alpha > 0,70$).

After the reliability analysis, both scales were subjected to Kaiser-Meyer-Olkin test for sampling adequacy and Bartlett's test of sphecirity (KMO) in terms of exploratory factor analysis with Varimax rotation, and both scales (emotional intelligence scale KMO: 0,829; $p: 0,000$; $p < 0,05$; job performance scale KMO: 0,876; $p: 0,000$; $p < 0,05$) were determined to be appropriate for factor analysis.

Then, emotional intelligence scale was subjected to exploratory factor analysis with Varimax rotation, and it was found that factor loadings of some items in these scales were low, while some others merged in such a way that they would form meaningless dimensions. Therefore, the problematic items were removed from the scale and the factor analysis was renewed. In last stage, items in the emotional intelligence scale were gathered under the title of 4 dimensions in an appropriate theoretical model, and thus the value of %52,5 ($p > 0,50$) total variance explained was determined. Similarly, job performance scale was also subjected to exploratory factor analysis with Varimax rotation, and the items with low factor loadings and communalities were removed from the scale, and the factor analysis was repeated. As a result, items in job performance scale were categorized under two dimensions and the value of %54,7 ($p > 0,50$) total variance explained was identified.

After factor analysis, dimensions from both scales and mean values of these dimensions are presented in Table 3.

Table 3. Dimensions and Means of the Scales

Dimensions of Emotional Intelligence Scale	Mean
Understanding and analyzing of emotion (UAe.)	4,03
Appraisal and expression of emotion (AEe.)	3,92
Utilisation of emotion (Ue.)	3,83
Regulation of emotion (Re.)	3,82
Overall EI	3,89
Dimensions of Job Performance Scale	
Contextual performance (C. perf.)	4,32
Task performance (T. perf.)	4,04
Overall JP	4,26

Dimensions obtained after exploratory factor analysis with Varimax rotation were named based on the meanings of items. The semantic content of each dimension presented in Table 3 is briefly described below. Dimensions derived from emotional intelligence scale are as follows:

- *Understanding and analyzing emotions dimension*: It represents the capability of understanding and analyzing emotions effectively, giving positive emotional responses to positive reactions, and helping people in their negative moods.
- *Appraisal and expression of emotion dimension*: It represents the ability to effectively express and perceive emotions, and to use non-verbal messages.
- *Utilization of emotion dimension*: It represents the ability of using emotions effectively, generating new ideas in positive mood, developing empathy, and sharing emotions.
- *Regulation of emotion dimension*: It represents the ability to effectively manage emotions.

Dimensions derived from job performance scale are as follows:

- *Contextual performance dimension*: It represents doing activities voluntarily that are not part of the job, being helpful, and performance outputs such as being responsible, understanding, disciplined, and tolerant.
- *Task performance dimension*: It represent performance outcomes such as technical qualifications, capabilities, and skills.

As seen in Table 3, it can be argued that employees' overall emotional intelligence levels are mainly high (\bar{X} : 3,89) and the employees involved in the study generally have high levels of emotional intelligence. Besides, the dimension of understanding and analyzing emotions has the highest average (\bar{X} : 4,03), while the dimension of regulation of emotion has the lowest average (\bar{X} : 3,82). This result shows that employees are quite talented in understanding and reasoning their own emotions, but however they are not so capable of managing/regulating their emotions. On the other hand, employees have a fairly high average of overall job performance (\bar{X} : 4,26), and it is seen that contextual performance average (\bar{X} : 4,32) is higher than task performance average (\bar{X} : 4,04). Specifically, this high level in the contextual performance dimension indicates that hotel employees spend time and effort voluntarily and devotedly to activities outside their main duties.

Before testing the hypothesis of the research, data from both scales were subjected to normal distribution analysis by Kolmogorov-Smirnov method in order to determine which types of hypothesis tests should be used. As a result of Kolmogorov-Smirnov test, it was concluded that both scales did not show normal distribution, and therefore non-parametric methods were used in testing the hypothesis of the research.

Spearman correlation method was preferred in the process of testing the first four hypotheses that address the relationship between emotional intelligence dimensions and job performance presented in Table 1. Thus, it was aimed to analyze and identify the direction, level, and significance of the interaction between each of emotional intelligence's dimensions and job performance. The findings from the analysis are presented in Table 4.

Table 4. The Relationships between Dimensions of Emotional Intelligence and Job Performance

Dimensions of Emotional Intelligence	r	Overall Job Performance
AEe.	r:	0,355
	Sig.:	0,000
Ue.	r:	0,095
	Sig.:	0,053
UAe.	r:	0,175
	Sig.:	0,000
Re.	r:	0,215
	Sig.:	0,000

As seen in Table 4, the results of Spearman correlation analysis indicate that there is lower-level, positively and significant relationship between all emotional intelligence dimensions except for the dimension of the utilization of emotion and overall job performance. This finding directly supports H1, H3, and H4 hypothesis of the study, and it rejects H2 hypothesis. In other words, this finding suggests that improvements in appraisal, expressing, understanding, analyzing, and regulation capabilities of hotel employees have positive effects on their job performance levels, and positive developments in job performance correlatively contribute to these emotional intelligence capabilities in a positive way.

With the purpose of analyzing the relationship between demographic characteristics - personal features, emotional intelligence levels and job performance levels, which are involved in H5 and H6 hypothesis in Table 1, non-parametric methods of Mann Whitney-U and Kruskal Wallis-H tests were used. Only statistically significant results are presented in Table 5 and Table 6 collectively.

Table 5. The Relationships between Demographic Characteristics - Personal Features and Emotional Intelligence

EI & Gender Mann Whitney - U Test	Gender	N	Mean Rank	Value	Sig.
AEe.	Female	167	221,51	18451	0,048
	Male	248	198,9		
Ue.	Female	167	229,9	17051,5	0,002
	Male	248	193,26		
EI & Education Level Kruskal Wallis-H Test	Education Level	N	Mean Rank	Chi-Square Value	Sig.
AEe.	Primary School	123	250,16	27,46	0,000
	High School	174	193,91		
	College	52	175,19		
	Bachelors'	63	197,29		
	Postgraduate	3	90,5		

Ue.	Primary School	123	234,19	15,071	0,005	
	High School	174	206,24			
	College	52	179,31			
	Bachelors'	63	192,67			
	Postgraduate	3	56			
UAe.	Primary School	123	230,85	18,028	0,001	
	High School	174	199,58			
	College	52	187,57			
	Bachelors'	63	212,31			
	Postgraduate	3	23,33			
EI & Department Kruskal Wallis-H Test		Department	N	Mean Rank	Chi-Square Value	Sig.
AEe.	Front office	82	203,36	20,332	0,000	
	Housekeeping	91	251,77			
	Kitchen	96	207,98			
	Service	146	183,34			
Ue.	Front office	82	224,41	14,606	0,002	
	Housekeeping	91	231,16			
	Kitchen	96	216,85			
	Service	146	178,52			

Table 5 indicates that employees' emotional intelligence levels differ based on their gender, educational status, and department in a statistically significant way. When the findings from the analyzes are examined in more detail, it is seen that female employees, primary school graduates and those working at housekeeping departments have higher emotional intelligence in appraisal and expression of emotion (AEe.) and utilization of emotion (Ue.) dimensions, while primary school graduates have higher levels of emotional intelligence in understanding and analyzing of emotion (UAe.) dimension.

Table 6. The Relationships between Demographic Characteristics - Personal Features and Job Performance

Job Performance & Education Level Kruskal Wallis-H Test	Education Level	N	Mean Rank	Chi-Square Value	Sig.
Contextual Performance	Primary School	123	219,01	10,743	0,030
	High School	174	218,57		
	College	52	175,1		
	Bachelors'	63	190,01		
	Postgraduate	3	91,5		
Job Performance & Department Kruskal Wallis - H Test	Department	N	Mean Rank	Chi-Square Value	Sig.
Contextual Performance	Front office	82	237,93	14,034	0,003
	Housekeeping	91	223,5		
	Kitchen	96	175,94		
	Service	146	202,61		

Based on the figures in Table 6, it is understood that there is only statistically significant difference in contextual performance dimension, and primary school graduates and front office employees have higher levels of contextual performance in this dimension. The findings presented in Table 5 and Table 6 indicate that the research supports H5 and H6 hypotheses.

5. Conclusions

In this study, 415 employees from 29 five-star hotels in Alanya are involved. When the sample is examined in terms of demographic characteristics and personal characteristics, it is seen that most of the employees are; male (60%), married (63%), aged between 18 and 35 (79%), high school graduate of below (72%), and have job experience for 6 years or less (96%). It is believed that these qualities of the employees overlap the conditions of the tourism sector with labor-intensive, dynamic and high turn-over ratio.

When participants' emotional intelligence levels are examined, it is concluded that they generally have high levels of overall emotional intelligence (\bar{X} : 3,89), and additionally while the dimension of understanding and analyzing of emotion has the highest average (\bar{X} : 4,03), the dimension of regulation of emotion has the lowest average (\bar{X} : 3,82). This conclusion suggests that employees are more capable of understanding and analyzing their own emotions, but not as successful as that in regulating their emotions. The point of understanding and analyzing emotions is that talented individuals are those who have accurate empirical knowledge and know exactly what to say about others. On the other hand, when it is taken into consideration that the emotional interaction with the guest has a significant effect on guest satisfaction, it is evaluated that the employees have qualities that can be productive in this respect.

When the overall job performance averages of the participants are examined, it is seen that they have high level of average (\bar{X} : 4,26), and their contextual performance average (\bar{X} : 4,32) is higher than their task performance average (\bar{X} : 4,04). Contextual performance implies voluntary involvement in jobs outside of the occupational description, as well as involving cognitive and behavioral characteristics, depending on demand. However, the fact that the contextual performance average in the study is higher than the task performance average leads to the result that those who have high levels of job performances are not actually the ones who have more technical knowledge but those who are helpful, responsible, empathic, easy-going, and can communicate well with their colleagues. When the importance of the division of labor and specialization and hence teamwork in the hospitality sector is considered, actually it can be argued that employees with higher contextual performance levels are more productive employees.

As a result of correlation analyzes, which question the relationship between employees' emotional intelligence levels and overall job performance levels, it is concluded that there is a positively, lower-level and statistically significant relationship between appraisal and expression of emotion, understanding and analyzing of emotion, and regulation of emotion dimensions of emotional intelligence and overall job performance levels. Findings obtained from the research overlap with

the results of some studies in the literature. In Thi Lam and Kirby's study (2002), it is stated that there is a positive and significant relationship between employees' regulation of emotions and job performance levels (p. 142). Also in the some studies conducted about hotel employees (Hanzaee and Mirvaisi 2013; Karimi 2014; Yadisaputra 2015), it is seen that there is positively and statistically significant relationship between emotional intelligence and job performance. In this respect, one can possibly argue that emotional intelligence affects job performance positively (Lopes et al., 2006, p. 132), as employees are guided by their ability to regulate their emotions, perform well under pressure and adapt to changes in the business.

When the relationships between emotional intelligence levels of employees and various demographic characteristics and personal features are examined, it is seen that employees' emotional intelligence levels differ in a statistically significant way based on their gender, educational status, and department. A detailed analysis of this difference reveals the fact those female employees, primary school graduates and those working at housekeeping departments have higher emotional intelligence in appraisal and expression of emotion (AEe.) and utilization of emotion (Ue.) dimensions, while primary school graduates have higher levels of emotional intelligence in understanding and analyzing of emotion (UAe.) dimension. These findings suggest that the female, primary school graduates, and housekeeping department employees are able to better understand and analyze the feelings of others, and express and utilize their own feelings better compared to the other employees. Another interesting aspect of this finding is that female, primary school graduates, and housekeeping department employees get together in one category. It is estimated that this situation is mainly caused by female gender, and the gender gap is reflected in education and departmental analyzes. The reason is that the hotel housekeeping departments in the hotel business in Turkey is usually the one where the most female employees are employed, and the level of education in this department is not too high. In a study by Kim and Agrusa (2006), similar findings are suggested and argued that female employees have higher levels of emotional intelligence (p. 6). In addition, female employees are more successful compared to male employees in terms of "others' emotion appraisal" and "use of emotion" dimensions. It is thought-provoking that elementary school graduates have the highest emotional intelligence level in the relationship between emotional intelligence and education level. The reason is that several studies in the literature (Bar-On et al., 2000; Gürbüz & Yüksel, 2008; Kumar & Muniandy, 2012) usually argue that the level of emotional intelligence levels generally increase as the education levels increase. This situation is considered to be influenced by the gender variable as mentioned above. However, it is discussed that the fact that primary school graduates can communicate less formal and more sincere than individuals with higher education levels may lead to the conclusion that they can engage in more successful and sincere emotional interactions.

In the study, it is concluded that there is no statistically significant relationship between employees' emotional intelligence levels and their marital status, age, and the experience in the sector. In Min's (2010) study on tour guides, it is suggested that employees' age and marital status do not differ based on their emotional intelligence levels (p. 3735). This finding basically supports the findings of this paper. However in the same study, it is underlined that there are

strong correlations between experience in the sector and emotional intelligence and therefore tour guides' emotional intelligence levels increase. On the other hand, in another study by Rahim and Malik (2010), it is suggested that there is a significant relationship between the age group of employees and emotional intelligence, and besides experience in the sector is not determinative on emotional intelligence levels (p. 193-194).

When the relationships between job performance levels of employees and various demographic characteristics and personal features are analyzed, it is seen that employees' job performance levels differ in a statistically significant way based on their educational status and department. The detailed investigation of this finding suggests that this difference is only observed with contextual performance dimension, and primary school graduates and front office employees have the highest performance level in this dimension. Based on the figures in Table 6, where the findings are presented, it is clearly seen that contextual performance decreases as education level increases. This finding, which is inversely correlated with education level, suggest the argument that individuals with low education levels are more modest, more willing to volunteer for non-duty jobs, and more caring, responsible and tolerant. If higher-educated individuals are thought to remain distant in involving out-of-job jobs and are considered to be far from professionalism, this finding becomes more understandable. Differently from this study, various studies in the literature (Mwathi, 2010; Shaffril & Uli, 2010; Yilmaz, 2015) point out that there is no statistically significant relationship between job performance and level of education.

The finding that front office employees show more contextual performance than other departments overlaps with the findings of the research on hotel employees by Ertan (2008). The front office is one of the departments that manage the operations of the hotel enterprises with a minimum number of employees. Especially in hotels where the intensity of operation is not balanced, it is necessary to carry out many operations with a small number of employees. In this case, the front office staff is obliged to deal with the tasks other than their areas of expertise and job descriptions. It is thought that this situation arising in front office employees is caused by the current working conditions.

In the study, it is found out that there is not any statistically significant relationship between employees' job performance levels and their gender, marital status, age, and experience in the sector. Similar finding is also suggested in another study conducted by Mwathi (2010), but however the other study by Shaffril and Uli (2010) argues that employees' age group is effective on their job performance levels. Differently from the findings of this study, Al Qaied (2015) concludes in his study about hotels in Amman that the variables of gender, marital status, and experience in the sector have significant impacts on job performance.

Summarizing the findings obtained in the research in general, it can be argued that five-star hotel employees' involved in the study have relatively higher levels of emotional intelligence levels and job performance levels. Additionally, there is positive, lower-level and significant relationship between emotional intelligence and job performance.

The purpose of this study is to identify the relationship between employees' emotional intelligence levels and job performance, and the implementation part is limited to the employees of the five-star hotel enterprises in Alanya. It is also assumed that the study participants correctly understand the items in the scales and the answers given are true.

Some suggestions are given in the light of the findings obtained in the research and the information in the literature. First of all, it is thought that training and seminars on emotional intelligence can be arranged by the hotel companies and this will be useful for developing the emotional capabilities of employees. In this way, employees can be directed towards teamwork and their motivation can be increased. However, it is considered necessary to use emotional intelligence tests during the recruitment of personnel for hotel departments because of the reasons that the services provided in the hotel enterprises are based on more human factors. In the light of the positive effects emotional intelligence created in the working life, it is suggested that this issue shall be included in the course curriculum in high schools and universities giving tourism education. Given the labor-intensive nature of hotel operations, the increase of the job performance levels of the employees can be achieved through the improvements to be made in working conditions. In future studies, it is predicted that different findings may be conducted with the inclusion of managers in the research. In addition to this, studies can be done to evaluate the job performance of the employees by the guests. Knowing the quality of service of the employees in the eyes of the guests and taking advantage of their experience can be beneficial for the hotel enterprises. Consequently, it is also estimated that different results can be achieved by analyzing the subject in other fields of the service sector.

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