

Human Resource Practices as an Amplifier for Managerial Emotional Intelligence to Boost Employee Performance

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Abstract

Aim: Human Resource (HR) practices improve managerial emotional intelligence (EI) and have a great impact on the efficiency and performance of an organization which is the outcome of employee performance, innovation and employee relation. The objective of the present study is to seek out the association between HR practices i.e. Selection & promotion and Training with EI and also to find out the effects of managerial EI on Employee performance.

Method: A convenient sampling technique is used in the study and three Hypotheses are formulated and tested with different statistical tools. The instrument used to conduct quantitative research is a questionnaire in the study which was filled by HR managers of secondary health care units. The collected data was then analyzed by using relevant descriptive statistics, mean, correlations and simple linear regressions, using IBM SPSS21 and ANOVA (Analysis of variance).

Results: Results demonstrate the positive relationship between Selection & Promotion with managerial employee intelligence, training & development with managerial employee intelligence and managerial employee intelligence with employee performance.

Conclusion: The present study result shows that Human resource practices i.e. Selection & Promotion and training & development have a positive relation with managerial emotional intelligence which directly impacts employees' performance so it is conducive for secondary health care units firstly to invest more money in training sessions.

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Keywords: Selection & Promotion, training and development, managerial employee intelligence, employee performance, emotional intelligence theory.

Çalışan Performansını Artırmaya Yönelik Yönetmel Duygusal Zekâ İçin Bir Güçlendirici Olarak İnsan Kaynakları Uygulamaları

Öz

Amaç: İnsan Kaynakları (İK) uygulamaları yönetmel duygusal zekâyı (EI) geliştirir ve çalışan performansı, yenilikçilik ve çalışan ilişkisinin sonucu olan organizasyonun verimliliği ve performansı üzerinde büyük etkiye sahiptir. Bu çalışmanın amacı, İK uygulamaları, yani Seçim ve terfi ve Duygusal Zekâ (EI) ile Eğitim arasındaki ilişkiyi araştırmak ve ayrıca yönetmel EI'nin Çalışan performansı üzerindeki etkilerini ortaya çıkarmaktır.

Yöntem: Çalışmada uygun örnekleme tekniği kullanılmış ve üç Hipotez formüle edilmiş ve farklı istatistiksel araçlarla test edilmiştir. İkinci basamak sağlık birimlerinin İK yöneticileriyle yapılan çalışmada nicel araştırma yapmak için anket ile veri toplanmıştır. Toplanan veriler daha sonra ilgili tanımlayıcı istatistikler, ortalama, korelasyonlar ve basit doğrusal regresyonlar kullanılarak IBM SPSS21 ve ANOVA (Varyans Analizi) kullanılarak analiz edildi.

Bulgular: Sonuçlar, yönetmel çalışan zekâsı ile seçim ve terfi, yönetmel çalışan zekâsı ile eğitim ve geliştirme ve çalışan performansı ile yönetmel çalışan zekâsı arasındaki pozitif ilişkiyi göstermektedir.

Sonuç: Mevcut çalışma sonucu, İnsan kaynakları uygulamalarının, yani Seçim ve Terfi ve eğitim ve geliştirmenin, çalışanların performansını doğrudan etkileyen yönetmel duygusal zekâ ile pozitif bir ilişkisi olduğunu ve bu nedenle, ikincil sağlık hizmetleri birimlerinin öncelikle eğitim oturumlarına daha fazla para yatırmasına elverişli olduğunu göstermektedir.

Anahtar Kelimeler: Seçim ve terfi, eğitim ve geliştirme, yönetmel çalışan zekâsı, çalışan performansı, duygusal zekâ teorisi.

Introduction

Most exigent issues in the health care unit akin with staff's behavioral and cognitive issues, failure to influence others by their actions in terms of misinterpretation of a word and many psychological scientists consider emotions as the key driver for substantial decisions as explained in different studies¹⁻³. Emotions are the fundamental part of human nature which influence managerial decisions, interpersonal communication, and also job performance and are pertinent to the work of managers; So for the giving

challenges of the managerial job, emotional intelligence is suggested as therapy⁴. Emotional intelligence as per definition is the collection of processes which help to recognize and manage one's own and others' emotions and these feelings are also the source of motivation and achievement⁵. Emotional intelligence is also considered one of the important management issues as it helps to control or minimize the exposure to negative emotions and if the employees are unable to manipulate these it might cause a negative impact on their job performance and satisfaction⁶. Furthermore, Organizational practices and policies help managers to learn EI skills and Human resource management plays important role in shaping managerial behavior to deal with situations that directly relate with emotions⁷. According to a research study, HR practices have an impact on organizational performance and this organizational performance is the result of employee performance, innovation and employment relation⁸. Many studies show a positive relation between Emotional Intelligence and worker Performance but there is very limited literature in the health care sector⁹.

The present study contributes to the literature by providing knowledge of how existing HR practices shape up managerial emotional intelligence. So far studies have emphasized on impact of EI training program but on the contrary, this research posits that other organizational practices like selection and promotion affect managerial emotional skills and also provides knowledge on the Managerial emotional intelligence assessment. This research is aimed to identify the relationship between HR practices (Selection & promotion and Training & Development) and the emotional skills of managers and the relation between managerial emotional skills to Employee performance in the public health sector in Pakistan.

Problem Statement

Many pieces of research gauge EI competencies among managers in the non-governmental sector¹⁰. Despite ample evidence from the business sector, few have been published in Public services and especially within the context of the health sector. As there is limited literature on emotional intelligence in the health sector and if available the sample size is small and so researchers also recommended for further research in this area of the service sector¹¹. Moreover, studies also reveal that emotional context is the major part of the organization but to the best of our knowledge no previous theoretical framework addresses the relation of HR practices to influence in managerial EI in the

health care sector¹². Although, previous researches have been focused Emotional intelligence of leaders within the context of job performance, job satisfaction and motivation of employees and also on the importance of managerial EI and each individual factors which is related to it, but the influence of HR practices on managerial EI and its impact on employee performance in health care units has not been previously considered so the present study aims to fill this gap¹³⁻¹⁵.

This study is conducted to explore the significant relationship between HR practices, perceived emotional skills of managers and Employee performance in the health care sector. It is based on a survey of HR managers in hospitals in Pakistan, Karachi.

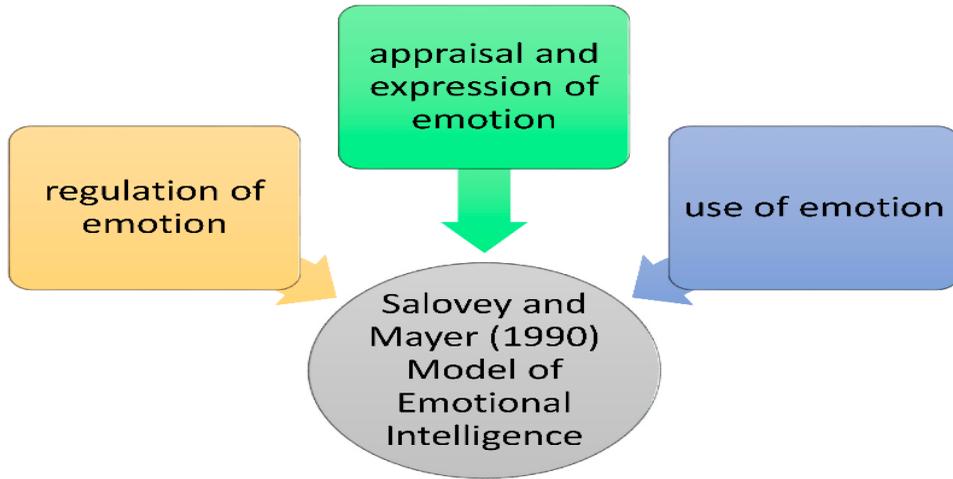
Emotional Intelligence Theory

The theory of emotional intelligence depicts that EI depends on a leader's social awareness, self-awareness, social skills and self-management. It is directly associated with each other. He also pointed out that the effectiveness of personal and organizational value-based on EI. He emphasized that EI should be the benchmark for promotion and succession planning, especially for a leadership position. He also considered EI as vital in terms of training and development and selection⁹.

A research study found a broad range of EI skills (developing others, influence, self-confidence) and a narrow range of cognitive skills (Analytical thinking approach), distinguishing high achiever to the average performer while reviewing the data from executive positions of different professions of more than 30 different organizations¹⁶.

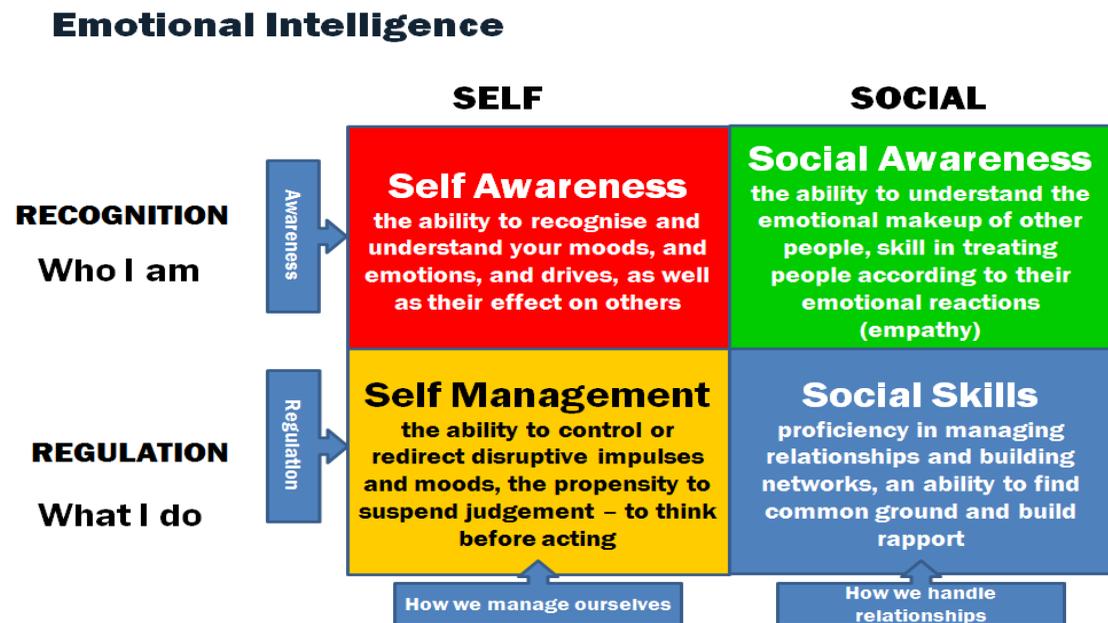
Researchers define Emotional intelligence differently but most of them agree that it is a concept that involves a wide range of behaviors and skills. Salovey and Mayer defined it as "relevant to the accurate appraisal and expression of emotion in self and others, and the feeling to motivate, plan and achieve in one's life"¹⁷.

Figure 1 Salovey and Mayer's EI model¹⁷



According to Goleman (2002), EI is the combination of elements; self-awareness and management, social awareness and skills⁹.

Figure 2 Mixed Model of Emotional Intelligence by Daniel Goleman⁹



Self-awareness means knowledge and understanding of one's emotions. It's also a source of feedback and to know their weaknesses and strengths and ultimately it is linked with one's own confidence¹⁸.

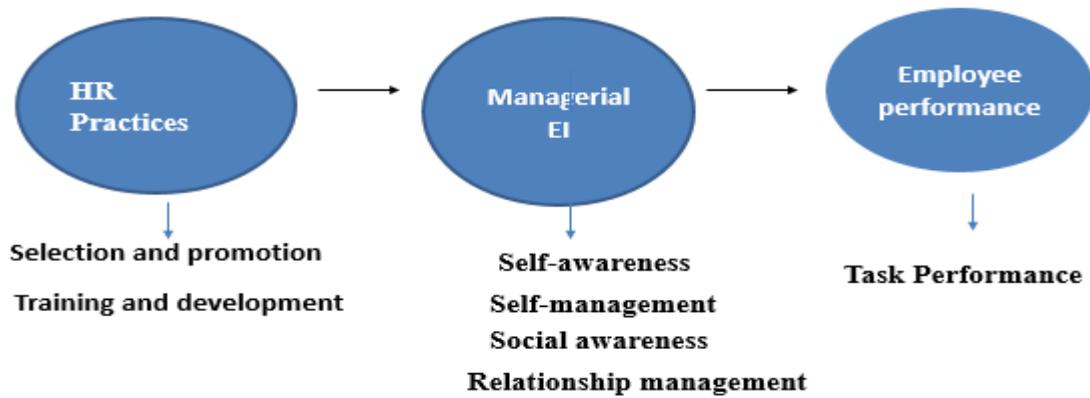
Self-management is the combination of emotional self-control, pellucidity, initiative, adaptability, accomplishment, transparency and optimism. It is the tendency to evaluate disruptive emotions and be adaptable and instead of rigid be flexible in one's own response¹⁹.

Social awareness is stated as one's skill to identify others' needs and emotions and also to address their needs. It is not just on the interpersonal level but at the organizational level as top performers share their skills among managers and executive level. Social awareness enables leaders to be more effective in responding because they watch the situation objectively free from biasness⁹.

Relationship management is another artifact of emotional intelligence and it is the skill to manage successful interactions by understanding your own and others' emotions. According to research scholar, it is the bond of admiration and support and this ability also promotes teamwork activities by managing conflicts⁷.

These social skills are basically the association between leadership and EI. It is the ability of a leader to resolve team's conflicts and to motivate and inspire them to follow him⁹. Considering its vital feature for productivity, approximately fortune 1000 companies trained their 40 % of employees for leadership skill by special training sessions between 1990 to 1999²⁰. Research study highlighted that the Soft skills demand of workers has rapidly increased due to employers' interest to look for less educated and entry-level workers²¹.

Theoretical Framework



HR Practices and Managerial Emotional intelligence

Selection and promotion & Managerial EI.

Selection of a competent person for the job is often a difficult task²². Selection processes can identify people's skills by investigating candidates' self-knowledge and emotional understanding and can evaluate through queries^{23,24}. The organization thought that selection is the criteria for the improvement of managerial EI as it helps to attain detailed information about people skills by assessing their self-knowledge and EI and also by inquiring about their EI approach under demanding circumstances⁷. Furthermore, the research study also emphasized on the interview of present and former supervisors and coworkers with respect to these aspects of candidates as the selection process aid in assessing candidate knowledge and emotional intelligence in terms of identifying self and others emotions²⁵. Hence the hypothesis is formulated as:

H1: Selection and promotion (self-knowledge & people skill) processes increases Managerial EI.

Training and Development & Managerial EI

Training & development is considered as a crux to raise organizations productivity. Previous studies also revealed that training and development have a positive relationship with employee performance and also with motivation in the health sector²⁶. Training is

the way to develop managerial and leadership competencies. According to research scholars, a wide range of training programs are being offered that aim Emotional intelligence²⁷. While other available training sessions. i.e. change management, teamwork also links with Emotional intelligence skills⁷. Research scholars explored in their study that managers got high score on typical emotional intelligence and an increase in work morale and a decrease in distress after training as compared to the control group²⁸. In addition, other studies also found similar results with raised EI when compared with nonrandom and random assigned groups^{29,30}. Thus following hypothesis is formulated:

H2: Training relates to people skills increases Managerial EI.

Managerial EI & Employee Performance

Research study reveals that Human Resource practices impact on organizational performance and the important implications of organizational performance are market performance and productivity performance³¹. Many studies highlight the impact of Emotional intelligence on Performance of employee and emphasize on developing the interpersonal skills of employees for better job performance³². Researchers also agreed on the assertion that emotional intelligence is an important factor for an organization as it develops the interpersonal skills in team member too. Moreover, an individual with high EI behaves more empathically which enables him to be more motivated to deal with working conditions and to sponge up job stress³³. Hence the following hypothesis formulated:

H3: Managerial EI affects EP

Material & Methods

Population and Sample

According to the Health department government of Sindh, the number of health facilities are 90 Secondary units (DHQ-14 Hospitals, THQ-49 Hospitals, Major/Other/Specialized-27 Hospitals). The target population of this study is HR managers in secondary health care units of Karachi, Pakistani hospitals. This population is selected for two reasons; firstly, HR managers have influential positions and they are well informed about managerial activities⁷. Secondly, Further research is recommended in the health sector

by the researcher in the context of EI¹¹. Primary data is used in the research. A Convenient Sampling technique is used for this study.

Instrument

For the present study quantitative data is collected through an adopted Questionnaire from secondary units of Karachi, Pakistan. The questionnaire consists of close-ended questions with the use of 5 points Likert scale. All questionnaires were distributed and collected by hand to 15 hospitals.

The questionnaire has 4 sections.

Section A. is based on HR Practices.

1. Selection and promotion Promote EI.
2. Training and Development to Promote Emotional Intelligence.

Section B is based on Perceptions related to Emotional Intelligence

Section C is based on Employee performance in terms of Task Performance

Results

Reliability is measured by Cronbach's Alpha in the present study. Summarized results are presented in Table 1.

Table 1: Reliability Analysis

S.NO	Variables	Cronbach's Alpha	Items
1	Selection and promotion	.642	8
2	Training and development	.648	12
3	Managerial EI	.892	20
4	Employee Performance	.875	21

Table 1, above shows the reliability of HR practices ($\alpha=0.642$) followed by Training and development ($\alpha=0.648$), Managerial EI ($\alpha=0.892$), Employee Performance ($\alpha=0.875$). As stated in Uma sekaran, 4th Edition, the higher consistency reliability depends on how Cronbach's alpha is close to 1. Here all the values of Cronbach's alpha are higher than

0.821 therefore, it can be safely assumed that the variables used in the present study have a good level of internal consistency.

The results of Table-2, shows the correlation between Selection &Promotion with Emotional Intelligence the correlation was as high as (R=0.515), the correlation between Training & Development with Employee Performance the correlation was as high as (R=0.515), and Correlation of with Emotional Intelligence is as low as (R=0.531).

Table 2: Correlations

	SP	TD	EI	EP
SP	1	.515	.515***	.531***
			0	000
	250	250	250	250
TD	.515**	1	.515***	.794***
	000		000	000
	250	250	250	250
EI	.515**	.515**	1	.794**
	000	000		000
	250	250	250	250
EP	.531**	.531**	.794**	1
	000	000	000	
	250	250	250	250

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

Hypotheses testing:

a) Hypothesis 1:

Selection & Promotion correlation with Managerial Employee intelligence.

The values of t=4.202 and sig=.000 shows that null hypothesis is rejected, therefore it reveals a positive relationship exists.

b) Hypothesis 2

Training & Development correlation with Managerial Employee intelligence.

The values of $t=4.102$ and $sig=.000$ shows that null hypothesis is rejected, therefore it reveals a positive relationship exists.

c) Hypothesis 3:

Managerial Employee intelligence correlation with Employee Performance

The values of $t=4.39$ and $sig=.000$ shows that null hypothesis is rejected, therefore it reveals a positive relationship exists.

Discussion

Organizations in the contemporary society spend much on training programs to train their workers to provide better quality services to their customers not only just focus on profit-making Training benefits the employee by developing employee skills and knowledge and it also improves managerial skills to become more acquainted to their own and others feelings and also helps them to better understand their own weaknesses and strength which leads to improve relationship and communication skills. Other HR practices like selection also help to improve Managerial EI by getting detailed knowledge of candidate's skills and emotional literacy in trying circumstances.

The present study examined the relation of HR practices i.e selection & promotion and training with managerial emotional intelligence and Employee Performance. A deductive approach is used for a quantitative study. Questionnaires were filled by HR managers of secondary health care units of Karachi, Pakistan. Results demonstrate the positive relationship between Selection & Promotion, Training & Development with Managerial Employee intelligence and also a positive relationship between Managerial Employee intelligence with Employee Performance. All three hypotheses are accepted. The present research suggests that HR professionals can improve EI skills in health units by accentuating Emotional intelligence abilities in their practices with selection & Promotion and training. HR practitioners can highly aid in this process for developing EI skills. According to a research study, HR managers are responsible to maintain employee's engagement by providing a good working environment⁶.

Conclusion

The present study result shows that Human resource practices i.e. Selection & Promotion and training & development have a positive relation with managerial emotional

intelligence which directly impacts employees' performance so it is conducive for secondary health care units firstly to invest more money in training sessions and organize effective training programs for managers to improve managerial performance, skills, and knowledge to understand, as stated in the study that individuals with emotional intelligence have the characteristic of Empathy in their actions so they respond more properly due to accuracy in his verbal and nonverbal competencies for social functioning³³. Secondly, there is a need to focus on other HR practices i.e selection process in health care units, cause selection process aid in assessing candidate's knowledge and emotional intelligence in terms of identifying self and others' emotions.

This research is limited to HR managers of health care units in Karachi, Pakistan. In future research HR managers of tertiary health care units could be used as a sample and also comparative study between two health care systems of different countries including the senior managerial level of the health sector could be conducted to explore their performance and emotional intelligence in their respective areas of the health sector.

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