THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EMPLOYEE ENGAGEMENT WITH THE MODERATING ROLE OF GENDER

Esin Yucel Karamustafa
Ph.D.c, Yeditepe University, Turkey
+90 578 00 00 -1629 ext.

Ozlem Kunday
Assoc.Prof., Yeditepe University, Turkey
+90 578 00 00 – 1626 ext.

Abstract
Emotional Intelligence plays a significant role in a dynamic business environment that managers and employees try to deal with the changes. It is quite obvious after many research those employees who have emotional intelligence skills; apart from their technical and logical skills have an advantage in today's competitive business world. On the other hand, engaged employees who are aware of their respective jobs and goals could contribute much more to their organizations and they feel their selves more energetic, dedicated and passionate to put their companies forward.

The main purpose of this study is to examine the impact of emotional intelligence dimensions, which are self-management, self-awareness, social-awareness and relationship management on employee engagement with the moderating role of gender. In this study, three dimensions of employee engagement are taken into consideration, which is physical, emotional and cognitive engagement. A quantitative survey method was used to collect data from 245 professionals from private sector companies in Istanbul. In order to collect this primary data, convenience sampling approach has been followed. The empirical outcomes of this study showed that there is a significant relationship between emotional intelligence and employee engagement among professionals whereas there is not a potential moderator impact of gender between the relationship of emotional intelligence and employee engagement.

Keywords: employee engagement, emotional intelligence, gender

1. Introduction

In today's coercive world, almost every organization tries to create a competitive edge in order to reach its strategic objectives and succeed. Employee engagement is one of the most studied concepts in recent years. Studies show that in today's competitive world, employee engagement should take a part in a very front row of organization's strategies because it has been showed that mostly engaged employees could ensure this success to their organizations (Woodruffe, 2006). There are also many different studies, which show that employee engagement has a direct and positive relationship between many other organizational performance results such as

productivity, customer satisfaction, customer loyalty and profitability (Rasheed et al.2003). In light of this information, it is very clear that managers need to take into consideration of engaging employees. On the other hand, in order to engage employees, managers should direct employees' emotions towards work. At this point, emotional intelligence comes to the stage because employees who have a higher level of emotional intelligence can understand his/her own and also the other's feelings and can manage these emotions in a positive way in the work environment.

There are also some studies, which show a positive relationship between employees' emotional intelligence and some organizational performance results such as employees' engagement (Ravichandran et al.,2011, Schutte, 2014), job satisfaction (Ngirande and Timothy,2014) and organizational commitment (Alavi et al., 2013).

Based on the literature review, although employee engagement is one of the most researched concept within the business studies, the relationship between employee engagement and emotional intelligence is not widely examined. In order to fill this gap and contribute to the literature, this study is conducted.

2. Literature Review

2.1 Emotional Intelligence

Emotions are one of the main factors, which direct our behaviors and movements. Without noticing whether they are positive or negative, all of our emotions have different impacts on individual's lives. Outcomes of these impacts show the importance of emotional intelligence concept, which has been especially being widely discussed in today's business environment. In today's business world, employees are not only reviewed depending on their cognitive skills but also they are being evaluated on their emotional abilities.

Salovey and Mayer (1990) first analyzed the concept of emotional intelligence and defined as "*the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions to discriminate among them and use this information to guide one's thinking and actions*". The concept of emotional intelligence is improved within the processes. Daniel Goleman is one of the leading researcher who contributed to this concept for many years. Goleman (1996) highlighted that EI (emotional intelligence) plays an important role both on the physical and mental health of individuals. Accordingly, this impact directs the success of individual's careers in the long term.

Goleman afterward developed the model of Mayer and Salovey and presented that EI has four dimensions which are; self-awareness, self-management, social-awareness and relationship management. Based on his model, all EI dimensions can be grouped under two competencies, which are; social and personal. Social competencies contain social awareness and relationship management; personal competencies contain self-awareness and self-management (Goleman, 2012).

Research show that EI enables employees to be persistence for challenging tasks, be able to think more creative, be more successful in terms of decision-making (Salovey &Mayer, 1990). Employees who have a higher level of EI are more successful in terms of managing others and besides performing right job attitudes among their colleagues (George, 2000).

2.2. Employee Engagement

Employee engagement is one of the main driver in a workplace which is defined as how employees feel engaged towards their organizational roles in terms of physical, cognitive and emotional manners. The physical engagement of an employee refers to how energetic he/she performs his/her duties. The cognitive engagement refers to how an employee's beliefs against his/her leader and working conditions. The emotional engagement refers to how an employee feels against his/her leader, organizations and working conditions (Kahn, 1990).

Employee engagement is defined how the employees held a positive attitude towards their organizations and also its values (Robinson, Perryman & Hayday, 2004). Engaged employees have a clear idea of the business context that they are also part of and they are at the same time willing to improve the performance of their organization in line with their colleagues. Meere (2005) classified the degree of engagement into three levels as of; "engaged employees", "not-engaged employees" and "disengaged employees". In terms of engaged employees, they generally feel their selves more energetic and passionate while handling their jobs and they are more innovative to put their organizations forward. Not-engaged employees could be clarified as unhappy employees but they generally disregard towards the context of the work. Disengaged employees are also unhappy and express their negative feelings in their working environment.

Baker and Demerouti (2007) proposed that to be able to handle the job demands, employees need to equipped with required job resources. This is the only possible way of having engaged employees at working environment. Here, job resources imply again physical, cognitive and emotional resources that an employee needs to have such as supervisor support, organizational justice, job security, growth opportunities and autonomy. On the other hand, job demands imply all physical, cognitive and emotional demands, which might be role stress, time pressure and extra work loadings which are asked from employees (Li et al., 2014). Most of the researchers agreed with positive impacts of engaged employees at a workplace (Saks, 2006).

Mostly engaged employees prefer to stay within their organization for a longer time than the others, they feel their selves more committed at their company and beside all these, they work harder, be more innovative and contribute to the organizational performance in a positive way (Lockwood, 2007). Research also shows that engaged employees perform %20 better than the others (Corporate Leadership Council, 2004). On the contrary, disengaged employees perform worse than the engaged ones (Meere, 2005).

2.3 The Relationship between Emotional Intelligence and Employee Engagement

In today's competitive business world, the careers of the professionals become more complex, thus employees are in a position where they face with actively engaging in different roles. In

order to fulfill these job expectations within the multiple roles, the need for emotional intelligence becomes prominent. When the professionals are aware of both their own and others emotions and when they succeed in managing those emotions in a correct way, then it is possible for them to work more competently and effectively which would cause employee engagement in their workplace at the end of the day.

A study is conducted to 119 information technology professionals in order to seek for the relationship between emotional intelligence and employee engagement and the result shows that there is a weak but a positive correlation between these two constructs (Ravichandran et al.,2011). Emotional intelligence levels of the professionals help them to be an effective and engaged employee (Deshwal, 2015).

Engaged employees generally perform better and they are more motivated than others. They also have an emotional connection with their organizations. In order to retain such valued employees, organizations should pay enough attention to employee engagement. The study of Heindel (2009) shows that the main driver of employee engagement is job satisfaction. According to Gupta (2008), only intellectually and emotionally engaged employees are deeply committed to their companies, they generally feel passionate about their goals and more sensitive to the values of the organizations.

The relationship between the dimensions of emotional intelligence and employee engagement is not widely researched, thus the result of this study may contribute to the literature. The below hypotheses are formulated based on the above statements:

H$_1$: There is a significant relationship between emotional intelligence and employee engagement.

H$_2$: Gender will moderate the relationship between emotional intelligence and employee engagement.

3. Methodology

In this part, information about the sample, research model, measurement and data analysis techniques and the results are presented.

3.1. Data Collection / Sample

The target population of this study is white-collar professionals from different private sectors in Istanbul and totally 245 surveys were collected. The data collection period started in September 2017 and ended in March 2018. A total of 300 questionnaires were collected, however 55 surveys were incomplete and discarded from research. Thus, the response rate of study is 82%.

3.2. Research Design

A quantitative research method was used for this study. This is an explanatory and analytical study. There are basically two key constructs analyzed in the research: emotional intelligence and employee engagement. The independent variable is emotional intelligence which has four dimensions, namely; self-management, relationship-management, self-awareness, social-awareness. The dependent variable is employee engagement, which has three dimensions, namely; cognitive, emotional and physical engagement. The moderator variable is gender.

3.3. Research Model

Research model describes the relationship between emotional intelligence and employee engagement with a moderating role of gender.

As shown below at research model, emotional intelligence is the independent variable, employee engagement is the dependent variable, and gender is the moderating variable.
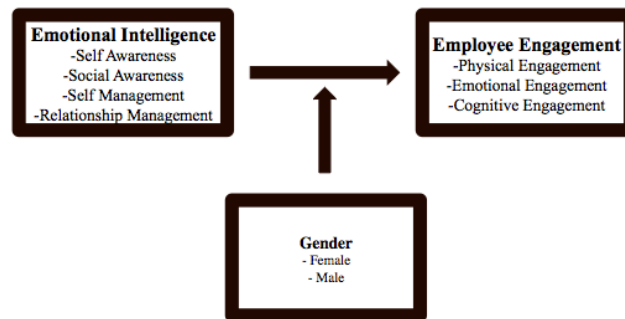

Figure 1: *Model of the Study*

3.4. Measurement

A questionnaire is used for the study, which consists of three parts: Emotional Intelligence, Job Engagement and demographic questions. In order to measure the items, we used five-point Likert type scale that is ranging from 1 strongly disagree to 5 strongly agree.

The Emotional Intelligence measures the emotionally and socially intelligent attitudes which arrange emotional-social intelligence estimation. Bar-On (1997) was the pioneer who conducted a first measurement. Also, the scale is the most widely used to measure emotional Intelligence. The Original scale consists of 133 items and measured by 5-Point response scale (Bar-On, 2004). In this research, we used the shortened version of original scale, which is adapted in Turkish and conducted by Yıldırım (2012). In this Turkish version, in terms of validity and reliability, a very high level of internal consistency of the scale was found. The shortened version of the scale

renders scores on 4 main factors: Relationship Management, Self-Management, Self-Awareness, and Social Awareness. It contains 17 items.

Employee Engagement defines as the individual's physical, cognitive and emotional energy investments into their jobs (Kahn, 1990). In this analysis, we used Rich, Lepine & Crawford Employee Engagement Questionnaire, 2010. This scale consists three dimensions, which are cognitive, emotional and physical engagement. It contains 18 items. Third, demographic items include age, gender, and job tenure.

3.5. Data Analysis

SPSS 20.0 was used to perform the required test of descriptive statistics, factor and reliability analysis, and hierarchical linear regression analysis. Hierarchical regression models are suitable for data that respondents are arranged at more than one level (Fidell, Barbara G; Tabachnick, Linda S., 2007). Gender variable is used for moderator in the analysis.

4. Results

The first analysis shows the demographic characteristics of the respondents. Table 1 presents the results.

4.1. Respondent's Profile

Table : 1

Descriptive Statistics of the demographic variables (n=245)

Variables	N	Percentage
Gender	245	
Male	138	56.3
Female	107	43.7
Age	245	
Minimum	20	
Maximum	62	
Mean	**31,53**	
Tenure	245	

Minimum	1
Maximum	43
Mean	**8,91**

As shown in Table 1, 56.3% of the respondents were male employees and the average age was 31 years olds. The maximum job tenure is 43 years while the minimum is 1 year and the average is 9 years work experience.

4.2. Factor and Reliability Analysis

Table 2 shows the result of factor and reliability analysis of Emotional Intelligence. Instrument's KMO and Bartlett's test results were found to be admissible, that means the data used in the analysis was collected homogeneously and there were significant correlations between items. Moreover, for the reliability analysis, the instrument's Cronbach's Alpha was acceptable. Thus, Emotional Intelligence's components had an internal consistency.

Table 2: Factor and reliability analysis result of Emotional Intelligence

Factor 1: Self-Awareness	**%Var.: 17.245**	**Cronbach's Alpha: .855**	
	Factor		**Loadings**
Q1 I am usually aware of my certain emotions.			,827
Q2 I am aware of my feelings.			,826
Q4 I can well understand my feelings.			,804
Q3 I am always aware of what makes me happy or unhappy.			,707
Factor 2: Relationship	**%Var.: 16.60**	**Cronbach's Alpha: .796**	**Factor**
Management			**Loadings**
Q16 I can control my emotions.			,876
Q14 I am mostly capable to take my emotions under control.			,813
Q15 I can calm down easily when I am nervous.			,696
Q13 I am capable to manage contrariness and handle difficulties in a rational way.			,566
Q17 I think about others' opinions and take them into consideration.			,523

Factor 3: Self Management	%Var.: 14.02	Cronbach's Alpha: .778	Factor Loadings
Q11 I am a self-motivator.			,769
Q10 I always say to myself that I am a skilled/talented person.			,748
Q12 I always would like to encourage myself to do the best.			,703
Q9 I always define my own objectives and do my best to achieve them.			,638

Factor 4: Social Awareness	%Var.: 13.55	Cronbach's Alpha: .707	Factor Loadings
Q6 I am good at observing others' emotions.			,828
Q5 I always understand my friends' emotions from their behaviors.			,735
Q7 I am sensitive to others' emotions and feelings.			,662
Q8 I am good at understanding others' emotions about me.			,556
	% Explained Variation		61.420
	KMO	.840	
	Bartlett Sig.	.000	

Table 3 states that factor and reliability analysis of Employee Engagement. Based on the results, KMO and Bartlett's test results were admissible. Moreover, for the reliability analysis, the instrument's Cronbach's Alpha was acceptable. We found 3 main components; cognitive, emotional and physical engagement. Employee Engagement's components had an internal consistency.

Table 3: Factor and reliability analysis result of Employee Engagement

Factor 1: Emotional Engagement	%Var.: 25.54	Cronbach's Alpha: .930	Factor Loadings
Q11 I feel positive about my job.			,867

Q10 I am proud of my job. ,845

Q12 I am excited about my job. ,829
Q7 I am enthusiastic about my job. ,751
Q9 I am interested in my job. ,705
Q8 I feel energetic about my job. ,677

Factor 2: Physical	**%Var.: 24.52**	**Cronbach's Alpha: .900**	**Factor**
Engagement			**Loadings**

Q6 I exert a lot of energy on my job. ,772

Q1 I work with intensity on my job. ,769

Q2 I exert my full effort to my job. ,760

Q5 I fully make on effort on my job to complete by tasks. ,760

Q4 I try my hardest to perform well on my job. ,757

Q3 I devote a lot of energy to my job. ,582

Factor 3: Cognitive	**%Var.: 20.95**	**Cronbach's Alpha: .891**	**Factor**
Engagement			**Loadings**

Q17 At work, I am absorbed in my job. ,774

Q16 At work, I focus a great deal of attention on my job. ,761

Q15 At work, I concentrate on my job. ,725

Q18 At work, I devote a lot of attention to my job. ,709

Q14 At work, I pay a lot of attention to my job. ,611

Q13 At work, my mind is focused on my job. ,533

	% Explained Variation	71.02
	KMO	.934
	Bartlett Sig.	.000

4.3. Hypothesis Testing

Before we conducted a regression analysis, we looked at some assumptions. Our first assumption was multicollinearity. Multicollinearity is an undesirable condition that defines as two or more predicted variables in the research model are highly correlated. In order to examine Multicollinearity situation in our dependent variables, we conducted a correlation analysis by using Pearson Correlation Co-efficiency.

Table 4: Correlation Analysis between Emotional Intelligence Components

		Self Awareness	Relationship Management	Self Management	Social Awareness
Pearson Correlation	**Self Awareness**	1,000	,391	,468	,347
	Relationship Management	,391	1,000	,478	,342
	Self Management	,468	,478	1,000	,340
	Social Awareness	,347	,342	,340	1,000

As shown in Table 4, the correlation co-efficiencies between Emotional Intelligence's components are less than .70. There is not any collinearity problem. Homoscedasticity assumption was measured for the data, which used in the analysis, was homoscedastic or heteroscedastic.

We calculated the Residual of our model and conducted correlation analysis with our dependent variable by using Spearman's Rho Co-efficiency. All correlation analysis sig. values are insignificant so our data has a homoscedastic structure. After all assumption analysis, we continued with hypothesis testing.

H_1: There is a significant relationship between emotional intelligence and employee engagement.

Table 5 exhibits the relation between Physical Engagement and Emotional Intelligence. According to the regression analysis results, the model is valid and there is a significant and positive relation between Self-Management, Social Awareness and Physical Engagement. The explanatory power of the model is 27%. However, Self-Awareness and Relationship Management are insignificant relations between dependent variable. In H_2, we eliminated insignificant components.

Table 5: Regression Analysis between Physical Engagement and Emotional Intelligence Components

Dependent Variable: Physical Engagement	Standardized Coefficients Beta	t	Sig.
(Constant)		4,496	,000
Self Awareness	,127	1,936	,054
Relationship Management	,035	,531	,596
Self Management	,340	4,996	,000*
Social Awareness	,146	2,373	,018*
	Adj. R^2 : 0,247	F: 21,063	Sig: 0,000

* 0.05 significance level

Table 6 exhibits the relation between Emotional Engagement and Emotional Intelligence. According to the regression analysis results, the model is valid and there is a significant and positive relation between Relationship Management, Social Awareness and Emotional Engagement. The explanatory power of the model is nearly 30%.

Table 6: Regression Analysis between Emotional Engagement and Emotional Intelligence Components

Dependent Variable: Emotional Engagement	Standardized Coefficients Beta	t	Sig.
(Constant)		1,139	,256
Self Awareness	,050	,787	,432
Relationship Management	,429	6,524	,000*
Self Management	-,019	-,321	,749
Social Awareness	,178	2,796	,006*
	Adj. R^2 : 0,298	F: 26,909	Sig: 0,000

* 0.05 significance level

Table 7 exhibits the relation between Emotional Engagement and Emotional Intelligence. According to the regression analysis results, the model is valid and there is a significant and positive relation between Self Awareness and Emotional Engagement. The explanatory power of the model is nearly 23%.

Table 7: Regression Analysis between Cognitive Engagement and Emotional Intelligence Components

Dependent Variable: Cognitive Engagement	Standardized Coefficients Beta	t	Sig.
(Constant)		3,008	,003
Self Awareness	,364	5,277	,000*
Relationship Management	,128	1,928	,055
Self Management	,061	,912	,363
Social Awareness	,042	,670	,503
	Adj. R^2 : 0,229	F: 19,085	Sig: 0,000

* 0.05 significance level

H₂: Gender will moderate the relationship between emotional intelligence and employee engagement.

Firstly, in order to conduct a moderation analysis, we need to recode Gender as a dummy code categorical variables. To analyze the moderating effect of gender on the relationship between Emotional Intelligence and Employee Engagement, we conducted hierarchical regression analysis. Model 1 represents without the interaction while Model 2 shows the interaction results.

Table 8:Hierarchical Regression Analysis'_ANOVA Table

ANOVAª						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	991,365	4	247,841	20,975	,000
	Residual	2835,835	240	11,816		
	Total	3827,200	244			
2	Regression	1043,651	7	149,093	12,694	,000
	Residual	2783,549	237	11,745		
	Total	3827,200	244			
Dependent Variable: Physical Engagement						

Table 8 describes the overall significance of Model 1 and 2. Model 1 and Model 2 (F (7, 237) = 12,692) are significant at 95% confidence level.

Table 9: Hierarchical Regression Analysis'_Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	,509[a]	,259	,247	3,43744	,259	20,975	4	240	,000
2	,522[b]	,273	,251	3,42709	,014	1,484	3	237	**,220**

In our model (Model 2), we examined the moderation effect of gender on the relation between emotional intelligence and physical engagement. Model 2 with the interaction between gender and emotional intelligence assumed for significantly more variance than just emotional intelligence. However, R2 change = .014, p = .220, indicating that there is not a potentially significant moderation between gender and emotional intelligence on physical engagement.

Table 10: Hierarchical Regression Analysis'_ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2120,422	3	706,807	37,189	,000[b]
	Residual	4580,378	241	19,006		
	Total	6700,800	244			
2	Regression	2146,434	5	429,287	22,528	,000[c]
	Residual	4554,366	239	19,056		
	Total	6700,800	244			
Dependent Variable: Emotional Engagement						

As in the Table 10, Model 1 (F (3, 241) = 37,189) and Model 2 (F (5, 239) = 22,528) are significant at 95% confidence level.

Table 11: Hierarchical Regression Analysis'_Model Summary

Model	R	R	Adjusted	Std. Error	Change Statistics
					Model Summary

		Square	R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,563[a]	,316	,308	4,35955	,316	37,189	3	241	,000
2	,566[b]	,320	,306	4,36531	,004	,683	2	239	,506

Model 2 with the interaction between gender and emotional intelligence, assumed for significantly more variance than just emotional intelligence. However, R2 change = .004, p = .506, indicating that there is not a potentially significant moderation between gender and emotional intelligence on emotional engagement.

Table 12: Hierarchical Regression Analysis'_ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
			ANOVA			
1	Regression	1178,347	3	392,782	25,300	,000[b]
	Residual	3741,530	241	15,525		
	Total	4919,878	244			
2	Regression	1221,511	5	244,302	15,788	,000[c]
	Residual	3698,367	239	15,474		
	Total	4919,878	244			
Dependent Variable: Cognitive Engagement						

As in the Table 12, Model 1 (F (3, 241) = 25,300) and Model 2 (F (5, 239) = 15,788) are significant at 95% confidence level.

Table 13: Hierarchical Regression Analysis'_Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	,489[a]	,240	,230	3,94018	,240	25,300	3	241	,000

2	,498ᵇ	,248	,233	3,93374	,009	1,395	2	239	,250

In Model 2 with the interaction between gender and emotional intelligence, assumed for significantly more variance than just emotional intelligence. However, R2 change = .009, p = .250, indicating that there is not a potentially significant moderation between gender and emotional intelligence on cognitive engagement.

5. Discussion

In recent years, employee engagement is one of the most-researched subject in both SHRM and organizational behavior fields. Emotional intelligence is also another most-studied concept in organizational phycology field. Yet; the relationship between these two concepts has not been studied widely in the literature. The purpose of this study is to examine the relationship between emotional intelligence and employee engagement with the moderator impact of gender on this relationship is also studied.

As the relationship between emotional intelligence and employee engagement is supported in previous studies (e.g.: Sarangi et al. 2015), in this current study the relationship is partially supported. Some dimensions of emotional intelligence are excluded from the model due to the insignificant values of sig. in linear regression analysis.

Based on the factor and reliability analysis, four dimensions of emotional intelligence were found; namely: self-awareness, relationship-management, self-management and social-awareness; besides, three dimensions of employee engagement were found; namely: physical, emotional and cognitive engagement.

Self-management and social-awareness dimensions of emotional intelligence have a significant relationship between physical engagement of employees. Self-management reduces the perceived pressure at work environment.

Less pressure would causes less stress and the employees with less stress would not leave their jobs very easily. Therefore, the employees who have less stress would reflect their mental and physical energies to their job performances (Quang et al. 2015). On the other hand, relationship-management and social-awareness dimensions of emotional intelligence have also a significant relationship with emotional engagement of professionals.

Yet, only self-awareness dimension of emotional intelligence has a significant relationship with cognitive engagement and all other dimensions have no impact on cognitive engagement. All these results show that; emotional intelligence has an impact on employee engagement with the above-mentioned dimensions. Professionals who are aware of their social environment and also easily communicate with others by convincing them in challenging and complex situations could be more engaged emotionally. On the other hand, employees who are aware of their own emotions and affects and also the ones who can manage those emotions in a positive manner would be more engaged cognitively in their business environment.

As per the study of Seipp (1991), emotionally aware people do not only manage their own and others emotions but they can also reduce anxiety in their business environment. They also perform better in terms of productivity than the others in their workplace. There is a positive correlation between employee engagement and success in terms of organizational performance. Companies are more aware of engaged employees to gain a competitive edge in their market (Rasheed et al. 2013).

As a moderator role of gender in this study, the results show that there is not an admissible impact of gender on this relationship. The reason behind this could be arisen from the perception of the respondents. In this current study, because of their demographic and educational characteristics; the respondents could not feel any difference in terms of their sexuality in their workplace. The study is conducted among white-collar professionals who are working at higher positions and who have a higher level of education; however if the same study would be conducted to specifically to the blue-collars, the results might differ depends on their perceptions.

Another reason could be related to the organizational culture. If there is a discriminative cultural environment in terms of gender issues within an organization, the employees would focus on gender differences more than the organizations which do not consider this difference.

As a result of this study, it has been supported by statistical analysis that emotional intelligence has a partial impact on employee engagement and gender has not a potential impact on this relationship as a moderator.

6. Managerial Implications and Recommendations

This study contributes to the literature to explain the impact of emotional intelligence on employee engagement. Understanding the importance of emotional intelligence in business environment provides an advantage for the organizations. In order to ensure this advantage, organizations should include the evaluation of emotional intelligence ability into their recruitment processes.

The professionals who are aware of their own and others feelings have an impact on the effectiveness of the processes within an organization such as creating a team spirit, collaborative work, participative teams, awareness of goals, objectives, and values. The importance of emotions on employee engagement is very clear; professionals who can control their feelings and also who feel themselves happy within their workplace play an important role in terms of productivity.

As a matter of fact, engaged employees stay longer than the others in the organizations. This would allow organizations to keep the intellectual capital inside in long-term and by this way, the corporate culture would be stronger. Employees in such organizations would care and absorb the culture and this would provide a permanent, rooted and healthy work environment.

As a result, a healthy work environment would facilitate a high level of employee engagement. In order to provide this environment, a training to increase the level of emotional intelligence of the employees should be organized. Especially for the employees who would be evaluated for

the leadership positions, the level of emotional intelligence should be taken into consideration very seriously. In order to repair the professionals who have a negative mood in an organization, engagement programs should be organized. Thus, if the managers achieve to change the negative emotions into positive in their teams, this would also trigger vigor and dedication within an organization. Future research may explore other mediating or moderating variables to analyze the impact on this relationship. They may also extend this study to a larger sample.

7. Limitations

The current study is carried out among professional in different sectors in İstanbul. It may be also useful if the study could be conducted in a specific sector. The study is also carried out among professional at every management level without any restriction. It may be also useful if the study could be conducted in only middle or upper-level managers.

References

Alavi, S. Z., Mojtahedzadeh, H., Amin, F., & Savoji, A. P. 2013. Relationship Between Emotional Intelligence and Organizational Commitment in Iran's Ramin Thermal Power Plant. Procedia-Social and Behavioral Sciences, 84, 815-819.

Bar-On, R. 2004. The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description, and summary of psychometric properties. In G. Geher, Measuring emotional intelligence: Common ground and controversy (pp. 111-142). Hauppauge, NY: Nova Science Publisher.

Bar-On, R. 1997(a). The Emotional Quotient Inventory (EQ-i): Technical manual. Toronto, Canada: Multi-Health Systems, Inc.

Bar-On, R. 1997(b). The Emotional Quotient Inverntory (EQ-i): A test of emotional intelligence. Toronto, Canada: Multi-Health Systems, Inc.

Council, C. L. 2004. Driving performance and retention through employee engagement. Washington, DC: Corporate Executive Board.

Deshwal, S. 2015. Impact of Emotional Intelligence on Employee Engagement. International Journal of Multidisciplinary Research and Development, 2(3), 255-256.

Fidell, Barbara G; Tabachnick, Linda S. 2007. Using multivariate statistics (5 ed.). Boston: Pearson.

George, J. M. 2000. Emotions and Leadership: The role of emotional intelligence. Human Relations, 53(8).

Goleman, D. 1996. Emotional Intelligence. Why It Can Matter More than IQ. Learning, 24(6), 49-50.

Goleman, D. 2012. İş başında duygusal zekâ, çev. Handan Balkara, Varlık Yayınları, İstanbul.

Gupta, K. 2008. A Study of Employee Engagement with regard to Banking, The Journal of Management Research, Vol. 17, No.8, pp 7-26.

Heindel, K. 2009. The relationship between the emotional intelligence of leaders and critical employee engagement factors. Alliant International University, San Francisco Bay.

Kahn, W. 1990. Psychological conditions of personal engagement and disengagement at work. Academy of Management Journal , 33, 692-724.

Meere, M. 2005. The high cost of disengaged employees (Employee Engagement Industry Briefing). Hawthorne, Victoria: Swinburne University of Technology.

Ngirande, H., & Timothy, H. T. 2014. The relationship between leader emotional intelligence and employee job satisfaction. Mediterranean Journal of Social Sciences, 5(6), 35.

Quang, H.N., Khuong, M.N., Le, N.H. 2015. The Effects of Leaders' Emotional Intelligence on Employee Engagement in Vietnamese Construction Companies-A Case of Hoa Binh Corporation. Journal of Economics, Business and Management, 3(8), 746-752.

Rasheed, A., Khan, S., & Ramzan, M. 2013. Antecedents and consequences of employee engagement: The case of Pakistan. Journal of Business Studies Quarterly, 4(4), 183.

Ravichandran, K., Arasu, R., & Kumar, S. A. 2011. The impact of emotional intelligence on employee work engagement behavior: An empirical study. International Journal of Business and Management, 6(11), 157.

Robinson, D., Perryman, S., & Hayday, S. 2004. The drivers of employee engagement. Report-Institute for Employment Studies.

Salovey, P., & Mayer, J. D. 1990. Emotional intelligence. Imagination, cognition and personality, 9(3), 185-211.

Schutte, N. S., & Loi, N. M. 2014. Connections between emotional intelligence and workplace flourishing. Personality and Individual Differences, 66, 134-139.

Seipp, B. 1991. Anxiety and academic performance: A meta-analysis of findings. Anxiety Res., 4:27-41.

Woodruffe, C. 2006. The crucial importance of employee engagement. Human Resource Management International Digest, 14(1), 3-5.

Woodruffe, C. 2006. The crucial importance of employee engagement. Human Resource Management International Digest, 14(1), 3-5.