

**T.C.  
BAHÇEŞEHİR ÜNİVERSİTESİ**

**“THE IMPACT OF LEADERS’ EMOTIONAL  
INTELLIGENCE ON PERCEIVED INDIVIDUAL  
PERFORMANCE: MODERATED BY PERCEIVED  
ORGANIZATIONAL COMPETITIVE ADVANTAGE”  
(COMPARATIVE STUDY BETWEEN IRAQ AND  
TURKEY)**

**Master Thesis**

**ZAİD MOHAMMED KHUDHAIR HAMDAN**

**İSTANBUL, 2021**



**T.C.  
BAHÇEŞEHİR UNIVERSITY**

**GRADUATE SCHOOL  
BUSINESS ADMINISTRATION MASTER'S PROGRAM**

**“THE IMPACT OF LEADERS’ EMOTIONAL  
INTELLIGENCE ON PERCEIVED INDIVIDUAL  
PERFORMANCE: MODERATED BY PERCEIVED  
ORGANIZATIONAL COMPETITIVE  
ADVANTAGE”  
(COMPARATIVE STUDY BETWEEN IRAQ AND  
TURKEY)**

**Master Thesis**

**ZAİD MOHAMMED KHUDHAIR HAMDAN**

**Thesis Advisor: ASST. PROF. DR. HÜRCAN TARHAN**

**İSTANBUL, 2021**



**T.C.  
BAHCESEHIR UNIVERSITY  
GRADUATE SCHOOL**

...../...../.....

**MASTER THESIS APPROVAL FORM**

<b>Program Name:</b>	Business Administration
<b>Student's Name and Surname:</b>	Zaid Mohammed Khudhair Hamdan
<b>Name Of The Thesis:</b>	The Impact of Leaders' Emotional Intelligence on Perceived Individual Performance: Moderated By Perceived Organizational Competitive Advantage" (Comparatve Study Between Iraq And Turkey)
<b>Thesis Defense Date:</b>	

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

**Prof. Dr. Fatma ÖZKUL**  
**Institute Director**

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	<b>Title/Name</b>	<b>Signature</b>
<b>Thesis Advisor's</b>	Prof. Dr. Hürcan Tarhan	
<b>Member's</b>		
<b>Member's</b>		

## ACKNOWLEDGEMENTS

To my parents, who have given so much to make me where I am now; To the International Academy for Leadership and Development (IALD), the institution that embraced me and gave me so many favors; To my humble and compassionate supervisor, from whom I learned a lot during the research period; To my family, whose have been supportive to me from the moment I left my country to study for a master's degree; To my friend, Mamoon, I will not forget your standing with me in times of distress and your virtues that have not ceased; To everyone who I forget to mention them and had a hand in what it achieved... Thank you all.

Zaid Hamdan

Istanbul, December, 2021

## ABSTRACT

“THE IMPACT OF LEADERS’ EMOTIONAL INTELLIGENCE ON PERCEIVED  
INDIVIDUAL PERFORMANCE: MODERATED BY PERCEIVED  
ORGANIZATIONAL COMPETITIVE ADVANTAGE”  
(COMPARATIVE STUDY BETWEEN IRAQ AND TURKEY)

Zaid Mohammed Khudhair Hamdan

Business Administration Master’s Program

Thesis Advisor: Prof. Dr. Hürcan Tarhan

December 2021, 73 Pages

The present thesis aims to determine whether there is a direct impact of emotional intelligence of leaders on the perceived job performance of employees and whether the perceived competitive advantage of organizations plays a moderating role in this effect between institutions in public and private sectors in several areas, including education, communications, and NGOs (Study Comparison between Iraq and Turkey). The study used quantitative structural analysis templates suitable for the subject of the study, as the SPSS and AMOS programs were used to analyze the data, as the sample included 335 respondents from both countries (Iraq & Turkey). This indicates that managers' emotional intelligence is limited to a large extent, which reduces its impact on employees' job performance. The second hypothesis states that the rate characterizes the organization's competitive advantage. The relationship between job performance and emotional intelligence is that when the emotional intelligence of leaders and the competitive advantage of organizations rise simultaneously, there will be a rise in employees' job performance. The study recommended developing the emotional intelligence aspect of managers and employees through holding training workshops and paying attention to competitive advantage, which plays an essential role in positively influencing job performance. Based on the analysis results, it was seen that the established hypotheses were accepted, and It was observed that emotional intelligence has a positive effect on the perceived job performance.

**Keywords:** Emotional Intelligence, Competitive Advantage, Job Performance, Iraq, Turkey

## ÖZET

### LİDERLERİN DUYGUSAL ZEKALARININ, ÇALIŞAN PERFORMANSI ALGISI ÜZERİNDEKİ ETKİSİ: ALGILANAN ÖRGÜTSEL REKABET AVANTAJININ BU İLİŞKİ ÜZERİNDEKİ DÜZENLEYİCİ ROLÜ (IRAK VE TÜRKİYE ARASINDAKİ KARŞILAŞTIRMALI ÇALIŞMA)

Zaid Mohammed Khudhair Hamdan

İşletme Yüksek Lisans Programı

Tez Danışmanı: Prof. Dr. Hürcan Tarhan

Aralık 2021, 73 Sayfa

Bu tez, yöneticiler arasındaki duygusal zeka düzeyini ve bunun çalışanlar arasında algılanan iş performansını iyileştirmedeki ve eğitim, iletişim ve sivil toplum kuruluşları dahil olmak üzere çeşitli alanlarda kamu ve özel sektördeki kuruluşlar arasında algılanan Örgütsel Rekabet Avantajının bu ilişki üzerindeki düzenleyici Rolünü Irak ve Türkiye arasında karşılaştırmalı olarak ortaya koymayı amaçlamaktadır. Örnekleme her iki ülkeden (Irak, Türkiye) 335 katılımcı yer aldığından ve verilerin analizinde IBM SPSS ve IBM AMOS kullanıldığından, çalışmanın konusuna uygun olan nicel analitik Yapısal Eşitlikçi modeli kullanılmıştır. Bu çalışmanın sonuçları, yöneticilerin duygusal zekasının büyük ölçüde sınırlı olduğunu ve bunun çalışanların iş performansı üzerindeki etkisini azalttığını, örgütün rekabet avantajının etkisiyle çalışanların iş performanslarının arttığı H2 ye göre gözlemlenmektedir. Liderlerin duygusal zekasıyla birlikte örgütsel rekabet avantajın aynı anda arttığında çalışanların iş performanslarında artış olduğu bu araştırmayla ortaya konulmuştur.

Bu araştırma eğitim çalıştaylarının düzenlenerek yöneticilerin ve çalışanların duygusal zeka boyutunun geliştirilmesinin gerekliliğini önermektedir.. Analiz sonuçlarına göre kurulan hipotezlerin kabul edildiği görülmüş ve duygusal zekanın algılanan iş performansı üzerinde olumlu etkisi olduğu görülmüştür.

**AnahtarKelimeler:** Duygusal Zeka, Rekabet Avantajı, İş Performansı, Irak, Türkiye

## CONTENTS

<b>TABLES</b> .....	<b>ix</b>
<b>FIGURES</b> .....	<b>x</b>
<b>ABBREVIATIONS</b> .....	<b>xi</b>
<b>1. INTRODUCTION</b> .....	<b>10</b>
<b>1.1 BACKGROUND</b> .....	<b>10</b>
<b>1.2 STATEMENT OF THE PROBLEM</b> .....	<b>11</b>
<b>1.3 SIGNIFICANCE OF THE STUDY</b> .....	<b>13</b>
<b>1.4 OBJECTIVES OF THE STUDY</b> .....	<b>14</b>
<b>2. LITERATURE REVIEW</b> .....	<b>15</b>
<b>2.1 EMOTIONAL INTELLIGENCE (EI)</b> .....	<b>15</b>
<b>2.1.1 Sub Factors of Emotional Intelligence</b> .....	<b>16</b>
<b>2.1.1.1 Self understanding</b> .....	<b>17</b>
<b>2.1.1.2 Self management</b> .....	<b>17</b>
<b>2.1.1.3 Relationship management</b> .....	<b>17</b>
<b>2.1.1.4 Feelings management</b> .....	<b>17</b>
<b>2.1.2 Leaders' Emotional Intelligence</b> .....	<b>18</b>
<b>2.2 JOB PERFORMANCE</b> .....	<b>18</b>
<b>2.2.1 Employees' Self Perception of Jb Performance</b> .....	<b>19</b>
<b>2.3 COMPETITIVE ADVANTAGE</b> .....	<b>20</b>
<b>2.3.1 Employees' Self-perception of competitive Advantage</b> .....	<b>22</b>
<b>2.3.2 Emotional Intelligence and Competitive Advantage</b> .....	<b>23</b>
<b>2.4 COMPARISON BETWEEN IRAQ AND TURKEY</b> .....	<b>24</b>
<b>2.5 HYPOYHESIS DEVELOPMENT</b> .....	<b>25</b>
<b>2.5.1 The effect of leaders' emotional intelligence on employees' perceived job performance</b> .....	<b>26</b>
<b>2.5.2 The effect of sub-factors of emotional intelligence on perceived job performance</b> .....	<b>29</b>
<b>2.5.3 The relationship between emotional intelligence, perceived job performance, and perceived competitive advantage</b> .....	<b>30</b>
<b>2.5.4 Comparison of Iraq and Turkey</b> .....	<b>31</b>
<b>3. RESEARCH METHODOLOGY</b> .....	<b>33</b>
<b>3.1 INTRODUCTION</b> .....	<b>33</b>



## TABLES

Table 4.1: Countries.....	41
Table 4.2: Gender Q1.....	41
Table 4.3: Age Q2.....	41
Table 4.4: Total experience in the same company Q3.....	42
Table 4.5: Total Work experience by years Q4.....	42
Table 4.6: Education/Qualification Q5.....	43
Table 4.7: Marital Status Q6.....	43
Table 4.8: Organization Type Q7.....	43
Table 4.9: KMO and Bartlett's Test.....	44
Table 4.10: Exploratory factor analysis EFA.....	45
Table 4.11: Exploratory factor analysis EFA Cont.....	46
Table 4.12: Reliability Assessment (Cronbach alpha test).....	47
Table 4.13: CFA model fit results and interpretation.....	49
Table 4.14: Reliability and validity.....	52
Table 4.15: SEM model fit results and interpretation.....	56
Table 4.16: Direct effect hypotheses testing results.....	57
Table 4.17: Direct effect hypotheses testing results H1.....	58
Table 4.18: Direct effect hypotheses testing results H2.....	59
Table 4.19: T-test H3 results.....	60
Table 4.20: Result of hypothesis testing.....	61

## FIGURES

Figure 3.1: Research Model.....	35
Figure 3.2: Sample size & Margin of Error (Reyes & Ghosh, 2013) .....	37
Figure 4.1. CFA Model Iraq.....	39
Figure 4.2: CFA Model Turkey.....	40
Figure 4.3: Normality Assessment.....	50
Figure 4.4: Outliers and influencers Assessment.....	51
Figure 4.5. Hypothesis structural model – Iraq.....	53
Figure 4.6. Hypothesis structural model – Turkey.....	54
Figure 4.7. SEM hypothesis testing steps Source.....	55

## ABBREVIATIONS

EI	:	Emotional Intelligence
WW1	:	First World War
PKW	:	Kurdistan Workers' Party
H	:	Hypothesis



## **1. INTRODUCTION**

Be the change you want t in the world (Mhatma Gandhi). Leaders have an essential role in facilitating strategic change within organizations. Moreover, organizations possessing emotionally intelligent leaders will be more likely to obtain a competitive advantage.

Public and private organizations face the problem of weak competitive advantage of organizations and emotional intelligence among managers in dealing with employees and workers in institutions, which directly affects job performance.

However, the previous studies did not consider variables; this can be a starting point for problem-solving. (Emotional intelligence, competitive advantage, age, and job performance). This study focuses on determining whether there is a direct impact of emotional intelligence of leaders on employee job performance and whether the competitive advantage of organizations plays a moderating role in this effect from private and public sector organizations in Iraq and Turkey.

The project form is divided into five chapters. Firstly, an introduction chapter to the research exploring choosing the topic reasons and the significance of project work. The second chapter contains previous studies that include the theoretical framework for the three concepts (emotional intelligence, competitive advantage, and job performance). The third chapter talks about the research methods used in collecting data. The research method explains qualitative and quantitative, using the questionnaire and the target. The 200 of those working in the organizations the research talked about; the fourth chapter includes an analysis and a description of the third chapter and shows the results. Chapter five consisted of the discussion and conclusions.

### **1.1 BACKGROUND**

An organization's most important resource is human resources, as is the case for financial resources and technology. These resources cannot be used optimally or effectively without finding the right human resources with perfect qualifications and knowledge to utilize the organizations' objectives(to achieve the organization's vision and objective with market share and convey its competitive advantage with other institutions, to achieve the organization's vision and objective with market share and conveys it to the

competitive advantage with other institutions). Therefore, human resources are still the most critical success factor for organizations today. As a result, attracting and developing human resources talent is a fundamental challenge facing organizations in terms of competition. Furthermore, human resources must be able to improve the high-level job performance to add a competitive advantage to the firms.(Gondal & Husain, 2013)

Emotional intelligence (EI) is one of the main variables emerging as one of the fundamental characteristics of an administrative leader who aspires to achieve his organization's vision and strategic objectives. In addition, the emotional intelligence qualification dealing with feelings and emotions can provide a huge value to the subordinate crew, motivate teams, and increase loyalty and commitment in the organization. Furthermore, it increases the happiness and productivity in the work, and its performance with better than its peers, as the capabilities of emotional intelligence allow him to improve the level of decision-making in his organization, as for the level of the relationship with subordinates, studies indicate that the leader can bring happiness and the joy, trust and cooperation among his subordinates, and from here a picture was formed for the researcher about the organizations' need for effective leadership, due to the multiplicity of their objectives and the supremacy of their aims of all kinds, economic, social and political, and the variety of conditions they face continuously, which requires the speed of intervention, renewal, and diversity in the methods used to reach the desired objectives that everyone strives to achieve, which are aimed at enhancing the spirit of work among the employees and increasing the level of performance, and this is what promoted the researcher to study emotional intelligence in order to know the extent of its impact on achieving competitive advantage and job performance (Carmeli 2003).

## **1.2 STATEMENT OF THE PROBLEM**

The topic of the role and effectiveness of emotional intelligence has gained wide attention. This has been reinforced through field research reflecting the central importance of human resources in organizational success. According to the resource-based viewpoint, an organization obtains good performance for its employees and competitiveness from scarce, imitable, and irreplaceable resources. And in this regard, there is agreement among researchers that the effectiveness of human resources is resources and

capabilities that meet these standards. Thus, they are the primary source of competitive advantage and outstanding job performance, so organizations should manage these resources; despite that agreement and the literature indicating the existence of a strong relationship to the effectiveness of emotional intelligence, there I interaction research lack between competitive advantage, emotional intelligence, and job performance.

Moreover, the role and effectiveness of emotional intelligence are one of those outputs that there is still much to know about the processes through which some organizational practices interact with human resource management practices to achieve performance results that lead to competitive advantage and good performance for employees ( Jdaitawi, et al., 2011). Therefore, the world has become in need of applied studies to verify the effectiveness of emotional intelligence because organizations play a fundamental role in the social life and economy of the country. So it was necessary to focus on the challenges facing organizations and strive to overcome them by employing all available capabilities, as well as the absence of studies that it is concerned with the impact study of emotional intelligence on achieving the competitive advantage of the upper and middle management personnel and the extent of its impact on the performance of employees, and this is what prompted the researcher to choose the topic of the effectiveness of emotional intelligence to know the extent of its impact in achieving competitive advantage and job performance. Thus, the current study, that discusses variables values in modern administrative idioms in managerial thought, where only a few previous studies were touched on that:

- a. Attempts to link the effectiveness of emotional intelligence with a competitive advantage and job performance.
- b. Highlighting the role of Competitive advantage contributes to the relation between leaders' emotional intelligence and individuals' job performance of the studied sample. (Pradhan, et al., 2017)
- c. The applied study stems from values from importance organizations studied because they are one of the crucial sectors in the world and conducting, as is the case in the study and the results it entails. It hopes to reach proposals that enhance the role of these organizations.

- d. measuring the variables and diagnose in organizations that are substantial steps towards developing their performance according to international standards and indicators.(Shih & Susanto, 2010)
- e. Relationship Type: Identification of competitive advantage of organizations in the relationship between emotional intelligence of leaders and job performance of individuals in the researched organizations.

### **1.3 SIGNIFICANCE OF THE STUDY**

The following points explain the importance of the study:

- i. In the current study, that discussed variables values in modern administrative idioms in managerial thought; where only a few previous studies were touched on that attempted to link the effectiveness of emotional intelligence with a competitive advantage and job performance.
- ii. Highlighting the role of Competitive advantage contribute to the relation between leaders' emotional intelligence and individuals' job performance of the studied sample. (Pradhan, et al., 2017)
- iii. The applied study stems from values from importance organizations' studied because they are one of the crucial sectors in the world and conducting, as is the case in the study and its results. It hopes to reach proposals that enhance the role of these organizations.
- iv. This study mismeasures variables and diagnoses in organizations which are substantial steps towards developing their performance in accordance with international standards and indicators.(Shih & Susanto, 2010)
- v. Relationship Type: Identification of the competitive advantage of organizations in the relationship between the emotional intelligence of leaders and job performance of individuals in the researched organizations.

### **1.4 OBJECTIVES OF THE STUDY**

The aims of this study are as the following:

- a. Modern management concepts define the concept of emotional intelligence and explain its dimensions.
- b. Determining the availability of the characteristics and features of emotional intelligence among administrative leaderships in various sectors.
- c. Identify the extent of the availability of emotional intelligence capabilities of leaders in various organizations and its impact on achieving perceived competitive advantage.
- d. Analyzing the emotional intelligence effectiveness impacts the workers' job performance in the organization.
- e. Exploring the existing levels of emotional intelligence to managers of the study form.
- f. Providing a complement scientific process through completing the subsequent studies in this field.

## 2. LITERATURE REVIEW

Many previous studies have been conducted to discuss and clearly understand emotional intelligence. Based on those studies, the present research attempts to answer the following questions:

- i. How well do employees perceive emotional intelligence among their leaders in the organizations in which they work?
- ii. Is there a difference in the effect of emotional intelligence sub factors on perceived Job Performance?
- iii. Does emotional intelligence affect perceived job performance in organizations?
- iv. Does competitive advantage contribute to the relation between leaders' emotional intelligence and individuals' job performance?
- v. IS there a difference between perceived Organizational competitive advantages and perceived job performance between Iraqi and Turkish employees?

### 2.1 EMOTIONAL INTELLIGENCE (EI)

Nowadays, emotional intelligence has become one of the essential subjects to think about because it may help individuals be more effective in various contexts. Likewise, much research has indicated that awareness of emotional reactions is one of the stimuli that can significantly affect emotion control, affecting well-being and success.

In the twentieth century, although traditional definitions of intelligence emphasized cognitive aspects such as memory and its ability to solve problems, many researchers in the field of study intelligence began to realize the importance of aspects Non-cognitive; Nearly two decades ago, emotional intelligence entered the field of psychological investigation Then it increasingly gained a place in the scientific community (2014, al et Fiori).

The term "emotional intelligence" appeared in ancient times before the 1960s in the form of actual thoughts, such as Aristotle's saying, "For anyone to be angry, this is easy, but to get angry at the right person, at the right time, and in the right manner, it is not easy." Before psychologists began measuring intelligence 1943, Wechsler wrote that "non-

cognitive abilities" or "emotional capabilities" should be considered part of general intelligence based on their ability to facilitate intelligent behavior.

The emotional intelligence definition has evolved in the past years. For example, (Spearman 1932) explained it as "That person's ability to use some skills that let him realize his emotions and other's emotions also understand these emotions, evaluating them and dealing with them.

Moreover, (Goleman1995) has another definition when he said Ingenuity which includes the self-understanding for his emotions and using them the emotions in decision making to choose the correct resolution and the ability to communicate with others convincingly and control their emotions. The process of perceiving emotions supports mental and emotional development (Mayer&Salovry, 1997).

Knowing the emotions and learning how to use them to improve the performance, achieve Organizational goals, and understander's emotions lead to a successful relationship with them (Dulewicz and Higgs, 1999).

The ability to feel the emotions and understand them and share them as well, also considering the emotions a source for the human resources and effecting (Cooper and Sawaf, 1998). The emotions need and the Motives lead to human behavior because the interests decide what he should do (Simmons, 1997). Emotion drives various behaviors and behaviors of individuals at work, as many companies have realized that emotional expression proves facts more than a ton of documents (Kets de Vries 2006).

### **2.1.1 Sub Factors of Emotional Intelligence**

People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. Moreover, the development of EI can create better relationships, improved team working and less stress. So, self-understanding, self-management, relationship management, and management feelings are the four sub-factors of Emotional Intelligence

### **2.1.1.1 Self-understanding**

Self-understanding or Self-awareness is the most crucial competency associated with workplace emotional intelligence. Yeung (2009) stated that the first step of becoming emotionally intelligent is to become as self-aware as possible. It is also explained by Goleman (2002) as the ability to read and understand your emotions and their impact on others. The more we know about our feelings, the easier it is to manage and dictate how we manage others.

### **2.1.1.2 Self-management**

Self-management, also known as self-regulation, is the ability to flexibly control one's actions, thoughts, and feelings to achieve desired outcomes. The ability to remain calm in a provocative or conflict situation while minimizing defensiveness and ultimately renovating rationality is the concept of self-management (Wolmarans & Martins, 2001). According to Schunk & Zimmerman (2003), self-regulation encourages people to be more assertive in thoughts, emotions, and performances.

### **2.1.1.3 Relationship management**

Relationship management, often known as people skills, refers to a person's ability to manage relationships with others and establish processes. Social skills include respect for others, mutual regard, commitment, openness, tolerance, empathy, negotiation, and communication (Schuetz, 2011). It entails the ability to meet each other's needs, maintains long-term relationships, and share information about one's feelings, thoughts, and ideas. Social skills, among other attributes, help influence change, persuade others, and build and lead teams (Goleman 1995).

Thus, it is the ability to take one's own emotions, the emotions of others, and the context to manage social interactions successfully that can help managers in work that cannot be completed alone and get support from a team or completing a project.

#### **2.1.1.4 Feelings management**

It is the ability to realize, readily accept, and successfully control feelings in oneself (and sometimes others) that know emotion management.

Daniel Goleman (1995) defined feelings management as “the ability to identify, assess and control one’s own emotions, the emotions of others and that of groups.”

#### **2.1.2 Leader’s Emotional Intelligence**

Empathy, social skills, self-awareness, self-regulation, and motivation are components of leadership's emotional intelligence. Our online leadership and management courses focus on these teachable soft skills.

In a crisis, the emotionally intelligent leader is more likely to manage many relationships successfully. For example, leaders who can connect deeper using EQ find it simpler to inspire others and manage conflict. Leaders with a high EQ are self-aware.

Leaders with high Emotional Intelligence know what makes their employees and coworkers tick. They can incentivize and motivate them to develop their reasons for working to their full potential. Consider optimism as a positive reaction to stress.

Leaders must have a solid understanding of how their emotions and actions affect those around them to be effective. The more successful a leader is at relating to and working with others, the better. Spend time developing self-awareness, self-control, motivation, empathy, and social skills.

Individual success is aided by leaders' emotional intelligence in this context. Employees can more easily find suitable solutions at work and provide access to social support in communication and interpersonal interactions, reducing the risk of failure (Zhun.G, Yuqi.C&Yayu.W, 2019).

As a result, improving job performance is critical to the growth of businesses.

### **2.2 JOB PERFORMANCE**

Job performance means achieving a goal or set of goals within a job, role, or organization (Campbell, 1990). However, it is not the actual outcome of the actions performed within

a job, “it is a key factor for the organizations’ successes, as it is linked with their overall organizational performance, and accomplishing results” (Ghaleb & Ordun, 2021).

Motowidlo (2003) defines job performance as the total expected value to the organization of discrete behavioral episodes carried out by an individual over a given time. These researchers highlight two critical issues in this definition. Firstly, performance is the sum of multiple, discrete behaviors that occur over time. Second, the expected value to the organization is the property of conduct to which performance refers.

### **2.2.1 Employees’ Self Perception on Their Job Performance**

The indirect benefits of social capital and the direct benefits of successfully incorporating emotions in (or excluding them from) decision-making processes are likely to be a complex function of EI’s (positive) relationship with job performance. EI should assist employees in establishing a high level of social capital, which will allow them greater access to valuable information and other resources that will help them perform better at work (Sparrowe et al., 2001). EI may also help employees achieve better at work by creating or up-regulating the emotions that help them complete a task and down-regulating the emotions that hinder them. A person with a high level of EI understands the connections between emotion and cognition and can alter the former to aid the latter. In short, this will assist the individual in making the best decisions possible and help others do the same, which is likely to be reflected in their level of job performance (see Côté and Miners, 2006).

Several individual studies and, more recently, meta-analyses show that emotional intelligence can help people perform better at work. Kluemper et al. (2013) discovered that managing emotions could improve task performance and individual-directed organizational citizenship behavior and reduce the potential for workplace deviance. Even when a proxy for cognitive intelligence and a measure of the Big Five personality traits were included in the analyses, the pattern of results remained. O’Boyle Jr. et al. (2011) used dominance analyses to estimate the relative contributions of emotional intelligence, cognitive intelligence, and the Big Five personality traits to job performance in the most recent meta-analysis. Even in the presence of these most reliable predictors, they find that emotional intelligence is of great relative importance.

Other studies have found that considering the roles of other individual differences in understanding the relationship between EI and job performance can be beneficial. Côté and Miners (2006) discovered that as cognitive intelligence declines, the relationship between EI and job performance becomes increasingly positive.

Furthermore, EI influences the leadership capability required to implement effective strategic change, resulting in a competitive advantage.

Emotional intelligence assists organizational leaders in developing a vision for their organizations, motivates subordinates to commit to the idea, and energizes them to pursue that vision passionately. Furthermore, EI contributes to the effectiveness and competitiveness of organizations (John N, 2016).

Employees' perceptions of their work situation have the most significant impact on their productivity in terms of perceptions. Individuals who have a negative attitude toward their jobs are more likely to be absent, have higher turnover, and have lower job satisfaction.

### **2.3 COMPETITIVE ADVANTAGE**

A competitive advantage is a favorable position that an organization that seeks to outperform its competitors in terms of profitability. For example, if a company advertises a product at a lower price than a competitor's similar product, it is likely to have a competitive advantage.

The competitive advantage concept emerged in the early eighties when (Porter) introduced competitive strategies among business enterprises. The institution's competitive position is the most critical factor in determining business enterprises (Porter, 1998). Definitions of competitive advantage varied among researchers because of how they are viewed through the efficiency and effectiveness of the organization's performance of its business compared to competitors.

Competitive advantage has been defined as “something that the firm does better than these competitors that give it an edge in serving customers' needs and maintaining mutually satisfying relationships with important stakeholders” (Ferrell 2012, p. 16).

According to Porter (1985), competitive advantage is a competitive advantage gained by providing consumers with more value, either through lower prices or by providing more

significant benefits and services that justify a higher price. Porter defined competitive advantage in cost, differentiation, and focus, with competitors attempting to differentiate themselves from those perceived as "stuck in the middle" and lacking competitive advantage. He went on to say that one way to gain a competitive advantage is to be able to produce an event at a lower cost than your competitors. Moreover, It is described as "the skill, technology, or unique resource that enables the organization to provide more value and benefits to beneficiaries than competitors, and confirms its distinction and difference from competitors from the perspective of beneficiaries who accept the difference and recognition that provides them with more benefits and values that outperform what others provide (Koch and Windsperger, 2017). It has been described as "a field in which an institution has a competitive advantage over its competitors in terms of investing external opportunities or limiting the impact of threats, as well as tracking the competitive advantage of the institution's ability to support its material and human resources. It could be related to quality, technology, or the ability to cut costs, marketing efficiency, innovation or development, an abundance of financial resources, the excellence of managerial thought, or possession of qualified human resources (MEI, 2007). It is known as: "The unique, long-term position that the institution develops through the performance of its activities distinctly and effectively, and the exploitation of its internal strengths towards providing superior value benefits to its customers that its competitors cannot offer. (Alsar, 2014). It is "the institution's exploitation of its internal strengths in performing its activities so that a value is generated that the competitors cannot achieve in their performance of their actions (Soloducho-Pelc 2014).

In the same line, According to Barney and Hesterly (2015), the competitive advantage is an institution's ability to formulate and implement strategies that put it in a better position than other institutions engaged in the same activity. This is accomplished through better utilization of technical, material, and organizational capabilities and resources and the capabilities, competencies, knowledge, and other assets that the institution possesses.

Emotional intelligence leads indirectly to competitive advantage by influencing the leadership capability necessary for implementing effective strategic change. In the current volatile business environment, it is argued that organizations possessing emotionally intelligent leaders will be more likely to obtain competitive advantage. Suggestions for

organizations are discussed and directions for future research are also presented (Voola, Carlson and West, 2004).

### **2.3.1 Employees' self-perception of competitive advantage**

The scope of competition has escalated and expanded, including both the public and the private. The development that the world has witnessed only recognizes the pioneer through achieving a competitive advantage for the institution, so institutions of all kinds have gone in search of gaining a competitive advantage in the human resource as it is an intellectual capital of the institution capable of thinking and creativity. And in the quality of its services and its fulfillment of its customers' needs, the search for best practices that the institution can apply.

In addition, competitive advantage is one of the strengths that maintain the continuity of the organization's development and the stability of its activity. The competitive advantage is essential for institutions for many reasons, including allowing the organization to excel and preference competitors, thus achieving better results. It is also characterized by continuity and renewal, which helps the institution follow development and progress—and based on the institution's capabilities and resources, it gives a dynamic movement of the institution's internal processes. One of its importance is that it positively affects customers' perception, motivates them to continue and develops dealing with the institution, makes the institution superior in performance or in the value of what it provides to clients. (Alsar, 2014). The researcher believes that the university's competitive advantage allows it to have many alternatives that achieve expansion and spread for workers and students that meet their desires and ensure their stronger affiliation.

Thus, A company's competitive advantage sets it apart from its competitors. Higher prices, more customers, and brand loyalty are all benefits. One of the most important goals of any company is to achieve such an advantage will be difficult for businesses to survive without it.

### **2.3.2 Emotional Intelligence and Competitive Advantage**

Mental intelligence measures the rate of the ability of workers in supervisory positions to reach logical solutions to the administrative problems facing them, while emotional intelligence measures the mask of others in it, so there is no contradiction between mental and emotional intelligence, but rather that the two complement each other, and it is wrong to separate them. The manager must weigh them. Show him using his mental and emotional skills to achieve his goals successfully.

In this special issue of the Journal of Strategic Transition, emotional intelligence (EI) as a competitive advantage tool in times of transition is discussed. 2004 (Connell and Travaglione). According to the papers in this special issue, emotional intelligence could be one of the factors driving significant change initiatives and, as a result, a competitive advantage. Improving business leaders' emotional abilities is likely to give them a competitive advantage, as these skills can influence employees' more positive attitudes toward change. 2004 (Connell and Travaglione). Emotionally intelligent leaders contribute more effectively to changing management initiatives due to their motivation and practical understanding of others.

Instant critique, malicious enforcement, vandalism, insincere agreement, silence, deflection, and defiance will manifest different resistance types. However, any opposition to change can be favorable. It can act as a 'check and balance' process to ensure that leaders and administrators prepare for change thoroughly before adopting changes. Organizational transformation is here to stay, and the industry world is changing more than ever. It is generally accepted that transition is the nature of market success, and if a competitive advantage is to be gained, it is necessary and unavoidable. What has succeeded in the past is very difficult to grow in the future for this reason (Connell and Travaglione, 2004). The papers in this special issue indicate that emotional intelligence may be one variable that impacts practical reform efforts and, thus, competitive advantage.

Competitive Advantage contributes to higher prices, more customers, and brand loyalty. It generates more excellent value for a firm and its shareholders with specific strengths or conditions.

According to Majeed (2011), gaining a sustainable competitive advantage means achieving higher financial benefits. As a result, companies that address public issues are more likely to gain a significant competitive advantage, improving the company's financial performance.

Business leaders' emotional intelligence is likely to have a strategic advantage, as such abilities can influence more positive attitudes toward change among employees.

There are few attempts to provide a single structure that is theoretically focused on how it can contribute to creating competitive advantage in the EI literature, which is overgrowing.

For successful strategic change and, thus, competitive advantage, a conceptual model that depicts EI as a leadership capacity dimension is required.

## **2.4 COMPARISON BETWEEN IRAQ AND TURKEY**

Since Iraq gained independence from Ottoman suzerainty after WWI, when British forces invaded and occupied the country, relations between Iraq and Turkey have been cordial but cautious. In November 1932, the United Kingdom was mandated to Iraq, which was granted full membership in the League of Nations as a fully sovereign country. On the other hand, the Turkish government approached its Kurdish problem uniquely. It looked for military and intelligence options to end the Kurdistan Workers' Party (PKK) insurgency and apprehend its leader, Abdullah Ocalan. 2017 (Abdulwahab Al-Qassab).

The Turkmen are the third largest ethnic group in Iraq after the Arabs and the Kurds, and some sources estimate their number between two and 2.5 million.

The Turkmen are distributed in the northern and central regions of Iraq, spreading the governorates of Nineveh, Erbil, Kirkuk, Diyala, Salah al-Din, and in some neighborhoods of the capital, Baghdad. Of course, the Republic of Turkey comes at the top of the Turkish countries and peoples with cultural relations with the Turkmen of Iraq. Turkey's importance comes first in the framework of this bridge project because of the geopolitical ties.

At the level of education, the number of Iraqi students studying in Turkish universities is more than 7,000. The Iraqi Ministry of Higher Education recognizes 80 Turkish universities, while the Turkish Ministry of Education recognizes more than 100 Iraqi universities, colleges, and institutes. In addition, The Turkish scholarship is a scholarship offered by the Turkish government to Iraqi students, as Turkish scholarships are among the most famous scholarship programs around the world. It includes almost all disciplines and academic levels in the bachelor's, master's, and doctoral levels. Moreover, there are ten schools affiliated to the Waqf al-Maar if throughout Iraq, with two thousand student receiving education, 1200 of whom are in Baghdad and 800 in Erbil. These schools off equality education within international standards.

Economically, Iraq and Turkey have a great trade exchange rate. In 2013 the Turkish exports reached their highest point, which was about 13B USD at the top of products that Turkey exports to Iraq is the metals. It was around 887.39M USD. In 2020 the trade exchange rate between Iraq and turkey had reached 20B USD.<sup>1</sup>

In short, the Kurdish presence as a link between Iraq and Turkey, trading, economy, scholarship, and cooperation between the two leaders are among the reasons that make these countries almost similar.

This section aims to provide information on the concepts of Emotional Intelligence, Job Performance, and Competitive Advantage and their effects on individuals and organizations by comparing Turkey and Iraq. The development of hypotheses and research variables are discussed in the following section. Hypothesis and related theories and research, on the other hand, are thoroughly explained.

## **2.5 HYPOTHESIS DEVELOPMENT**

Watkin (2000) suggested that EI is one of the most important factors which would result to a higher level of job performance. Similarly, Slaski and Cartwright (2002), suggested that management performance and EI have a significant positive relationship.

---

<sup>1</sup> <https://tradingeconomics.com/turkey/exports/iraq>

Furthermore, employees with high EI would be more adept in adjusting their own emotions and managing others' emotions in order to create more positive interactions, which could lead to more organizational citizenship behaviors performance (Higgs 2004; Wong & Law 2002; Mossholder, Bedian, & Armenakis 1981). In addition, Competitiveness of the company is the out-performing of competitors in qualifying and making it in appropriate conditions for the ultimate company's ability to make a surplus (Copenhagen Business School 2016).

In this section, the research mentioned above variables are examined in greater depth to answer the following research questions:

- i. How well do employees perceive emotional intelligence among their leaders in the organizations in which they work?
- ii. Is there a difference in the effect of emotional intelligence sub factors on perceived Job Performance?
- iii. Does emotional intelligence affect perceived job performance in organizations?
- iv. Does competitive advantage contribute to the relation between leaders' emotional intelligence and individuals' job performance?
- v. Are there similarities between Iraq and Turkey in terms of Emotional Intelligence?

### **2.5.1 The Effect of Leaders' Emotional Intelligence on Employees' Perceived Job Performance**

U Gunu and R O Oladepo (2014) attempted to investigate the impact of emotional intelligence on organizational commitment and employee performance in the manufacturing industry in their study titled 'Impact of Emotional Intelligence on Employees' Performance and Organizational Commitment: A Case Study of Dangote Flour Mills Workers.' The study was conducted using a descriptive design. A total of 206 questionnaires were randomly distributed to respondents, with 120 returned and used for analysis. The collected data were analyzed using regression analysis.

According to the study, employees' emotional intelligence and performance were found to have a significant relationship. EI and organizational commitment had a coefficient of

determination of 56.90 percent. Emotional intelligence was responsible for 27.90% of the variation in employee performance.

In the same line, in 2015, Adebukola conducted a study under the title 'Leaders' emotional intelligence and employee performance: a case in Nigeria's public health care sectors investigated the impact of leaders' emotional intelligence on employee performance in Nigeria's public health care sector while also providing context. He used the survey method and randomly selected leaders and employees from the industry.

The data analysis revealed that the leaders consider themselves emotionally intelligent in various ways.

Employees also say their bosses are emotionally intelligent and have as an impact as a result; because of the critical need to preserve human life and mental health, leaders in this sector bear the burden of ensuring a reasonable level of performance. Emotional intelligence competencies will play a key role in achieving this goal. Data analysis using the t-test and the hierarchical regression analytical tool revealed a significant link between leaders' emotional intelligence and employee performance.

Qadar, Maimoona, Gohar & Asma conducted an exploratory study to explore the impact of leaders' EI on the perceived competitive performance and leaders' and employees' perception. Peshawar University and Islamia College University Peshawar conducted a field survey and collected data from questionnaires. The researcher distributed 95 questionnaires to various departments at Peshawar University and Islamia College University Peshawar and received responses from 90 people, 54 of whom were from Peshawar University and 36 from Islamia College University Peshawar.

To establish a relationship between the dependent and independent variables, the study used three different types, including descriptive analyses followed by statistical analysis using regression and correlation through SPSS. Finally, a comparison of the outcomes of both universities was conducted.

According to the findings of a comparative analysis of two public sector universities, Peshawar University and Islamia College University Peshawar, emotional intelligence has a significant impact on employee performance, productivity, and satisfaction. Employees at Peshawar University appear to be happier than those at Islamia College University. In comparison to Islamia College University, sec employees secondees of

Peshawar University appear to be more satisfied, receiving more respect from their department. Third, Peshawar' employees are more productive as a result of EI.

In comparison to Islamia University, they are more satisfied by having more promotion opportunities, which will improve their productivity. Most Peshawar University respondents are satisfied happier working environment, demonstrating their commitment and dedication to their jobs. Finally, the EI has impacted Peshawar University employees that they have never engaged in any inflict, demonstrating employee unity and encouraging them to do more. best efforts on Best of their company.

EI should assist employees in establishing a high level of social capital, which will allow them greater access to valuable information and other resources that will help them perform better at work (Sparrowe et al., 2001).

Therefore, (Ghani, Yunus, and Bahry, 2016) this study has good determinant factors for the organization to be concerned about leadership personality, which is extroversion, openness to experience, conscientiousness, and agreeableness to increase the level of employee job performance since character found to be associated with followers' performance.

The application of managers' emotional intelligence will increase employees' performance through an organized self-managed development scheme. (Samadi and Emamgholizadeh, 2016), EI is one of the most critical factors which would result in a higher level of job performance. (Watkin 2000).

The findings of this research (Lopes et al.(2006) extend to previous studies that revealed associations between self-report measures of emotional intelligence and criteria such as job performance. Evidence that emotional intelligence is linked to job performance, influence, and attitudes at work. Also, EI. Jordan et al. (2010) agrees that these and other, contextual factors exist and may impact the relationship between job performance and affect attitudes at work.

There is a significant positive correlation between the EI of leaders and the five organizational culture dimensions in this study. The results suggest that leaders with high EI will contribute to employees' positive perceptions of the corporate culture. According to (Goffee and Jones, 1995).

H1: Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance, such that employees' job performance increases when Leaders' emotional intelligence increases.

### **2.5.2 The Effect of Sub-Factors of Emotional Intelligence on Perceived Job Performance**

Goleman (1998), in collaboration with his colleagues, suggested 25 emotional intelligence competencies grouped clusters initially when originally creating the Emotional Competency Inventory (ECI) (Boyatzis *et al.*, 2000). The third revision of Goleman's model, ECI, and model comprises 18 competencies arranged in four clusters (Goleman *et al.* (2002).

ECI is designed to measure emotional competence specifically in the work context (Emmerling & Goleman, 2003). It comprises 72 items grouped into the following four clusters (Boyatzis & Sala, 2004):

- i. self-awareness
- ii. self-management
- iii. social awareness
- iv. relationship management

A correction was built to adjust the scores down wards because the self-rating scale on ECI tends to be inflated (Van Rooy & Viswesvaran, 2007). Individuals tend to rate themselves higher when compared to how other place them.

According to the findings, conscientiousness has the most significant impact on a person's performance in personality (Johnson 2003; Sutherland *et al.*, 2007).

Awareness of the different factors that impact work helps one consider different ways of managing and measuring performance.

Boyatzis (1999) demonstrated that at least three of the four EI components must be present to reach or exceed the tipping point.

H1a: Self-understanding of Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance, such that employees' job performance increase when Self-understanding of Leaders' emotional intelligence increase.

H1b: Self-management of Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance. Employees' job performance increases when Self-management of Leaders' emotional intelligence increases.

H1c: Relationship management of Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance, such the Employees' performance increases when Relationship management of Leaders' emotional intelligence increases.

H1d: "Feelings management of Leaders' emotional intelligence have significant and positive effect on employees' perceived job performance, such that employees' job performance increase when Feelings management of Leaders' emotional intelligence increase.

### **2.5.3 The relationship between emotional intelligence, perceived job performance and perceived competitive advantage**

Competitive advantage can be seen as the superior position that gives a value to the marketplace and that leads to a better financial performance (Day and Wensley, 1988). Emotional Intelligence has a positive impact on an individual's life at home, at school and at work. The impact of EI at the workplace was brought into light by Daniel Goleman in 1998 and since then most of the research efforts on EI have focused on the organizational context. In this context, many studies were conducted mostly in foreign countries, such as India (Sharma 2007) which found that EI has a significant impact on the individual characteristics like performance and leadership.

In the IDF study, EQ-i scores were compared to externally rated performance. The predictive validity coefficient in the study with combat soldiers was .55, while it was .51 in the second study (Bar-On et al., 2005). Nel's (2001) study of call center agents at a major South African insurance company confirmed these findings, reporting a statistically significant positive relationship between total EI and job performance in the call center. The ECI (self-version) was given to 135 participants out of 153 who received

the questionnaire in the study (88.2 percent response rate). A total of 35 leaders rated the participants. According to this study, EI is also a predictor of job performance and leadership potential (Sala 2006; Nel 2001).

Many businesses have realized that they need academic skills and emotional intelligence (EI) to compete in today's competitive business world (O'Boyle et al., 2011). EI has been in the works for a long time; Salovey and Mayer first proposed "EI" in 1990. Because of Goleman's book *Emotional intelligence: Why it Can Matter More Than IQ* in 1995, the concept of EI received a lot of attention all over the world. Since then, the relationship between EI and job performance has become an important research topic in industrial and organizational psychology. Researchers have linked job performance to EI, claiming that it was the ability to manage one's own emotions and the ability to understand others within the organization that was important (Mayer et al., 2003). EI can effectively regulate an individual's emotion and then promote the formation of self-efficacy, according to Bandura's theory of self-efficacy. In practice, managers begin to pay attention to the relationship between EI and work performance in recruitment and training to help employees adapt to new work environments faster and better job performance. When a manager improves their employees' EI, they can effectively reduce job burnout, improve job performance, and solve the problem of inefficient enterprise operations.

According to Majeed (2011), gaining a sustainable competitive advantage is critical to gaining higher financial benefits. As a result, companies that address public issues are more likely to gain a significant competitive advantage, improving the company's financial performance.

In order to gain long-lasting competitive advantage company has to be organizationally resilient, efficient and sustainable. One of the fundamental elements of Resilient Organization and business prosperity is "People Culture" – information flow within the company, quality of employees' communication, core values (Kerr 2016).

H2: Perceived Organizational competitive advantage moderates the relation between Leaders' emotional intelligence and employees' perceived job performance; such that employees' job performance increase when Leaders' emotional intelligence increase and there is high Organizational competitive advantage at the same time.

#### 2.5.4 Comparison of Iraq and Turkey

The nature of the factors shaping relations between Iraq and Turkey during and after the Ottoman Empire's division will be analyzed from a historical perspective, and the relations between these two countries during the Cold War, as well as in the post-Gulf War era until 2003, will be explored by referring to their impact on IKR.

RebazRazzaq (2016) studied the effects of economic factors on Iraq-Turkey relations and their spillover effects on the Kurdistan Regional Government (KRG)–the government of IKR–and the impact of oil, water, and commercial effects.

The Turkmen are the third largest ethnic group in Iraq after the Arabs and the Kurds, and some sources estimate their number between two and 2.5 million. They are distributed in the northern and central regions of Iraq. They are spread in the governorates of Nineveh, Erbil, Kirkuk, Diyala, Salah al-Din, and in some neighborhoods of the capital, Baghdad. Of course, the Republic of Turkey comes at the top of the Turkish countries and peoples that have cultural relations with the Turkmen of Iraq. Turkey's importance comes first in the framework of this bridge project because of the geopoliticalities.

The number of Iraqi students studying in Turkish universities is more than 7,000.

The Iraqi Ministry of Higher Education recognizes 80 Turkish universities, while the Turkish Ministry of Education recognizes more than 100 Iraqi universities, colleges and institutes.

Iraq and Turkey have a great trade exchange rate. In 2013 the Turkish exports reached the in highest point, about 13B USD. The metals are at the top of the products that Turkey exports to Iraq. It was around 887.39M USD. In 2020 the trade exchange rate between Iraq and Turkey has reached 20B USD.<sup>2</sup>

Many Turkish consultants in Iraq such as Mosul, Erbil, and Basra opened lately. These consultants are making the diplomatic relations smoother between Iraq and Turkey).<sup>3</sup>

---

<sup>2</sup> <https://tradingeconomics.com/turkey/exports/iraq>

<sup>3</sup> (T.C Dis İşleri 2021)

Trade, historical, political, Economic and strategic interests facilitate cooperation between Turkey and Iraq, and they are the main reasons behind the similarities between the two countries.

There is a significant difference between the perceptions of Turkish and Iraqi employees as the following:

H3a: “There is a significant difference between the perceptions of Turkish and Iraqi employees on their job performance”

H3b: “There is a significant difference between the perceptions of Turkish and Iraqi employees on their perception of organizational competitive advantage”

In this Literature Review chapter, concepts of Emotional Intelligence, perceived job performance and perceived competitive advantage including the comparison between Iraq and Turkey. After the literature review and descriptions of associations among research variables, the thesis's hypotheses are presented separately. Research design, population, sampling procedures, data collection instrument, and statistical techniques are covered in the next chapter. <sup>4</sup>

---

<sup>4</sup> (Research Design and Methodology).

### **3. RESEARCH METHODOLOGY**

This chapter provides explanations of the method and procedures for conducting this research. It includes the research design, population, sampling procedures, data collecting instrument, and statistical techniques.

#### **3.1 RESEARCH DESIGN**

This research target aim determine if there is a direct impact of leaders' emotional inelegance on employees' job performance and if organizations' competitive advantage plays a moderating role in that impact.

A quantitative research approach has been designed and implemented, as this research is formed "according to the meanings taken from numbers, results collected in a numerical standardized form and analysis directed by diagrams and statistics" (Saunders, et al., 2009), from Iraq and Turkey to compare the results between these two countries.

An online survey was used to collect the primary data, as surveys help collect data from a large sample of individuals who are questioned about their opinions and views. The online survey is used to save time and cost of collecting the needed data, they help reach a wide audience wherever their geographical location is (Ilieva, et al., 2002).

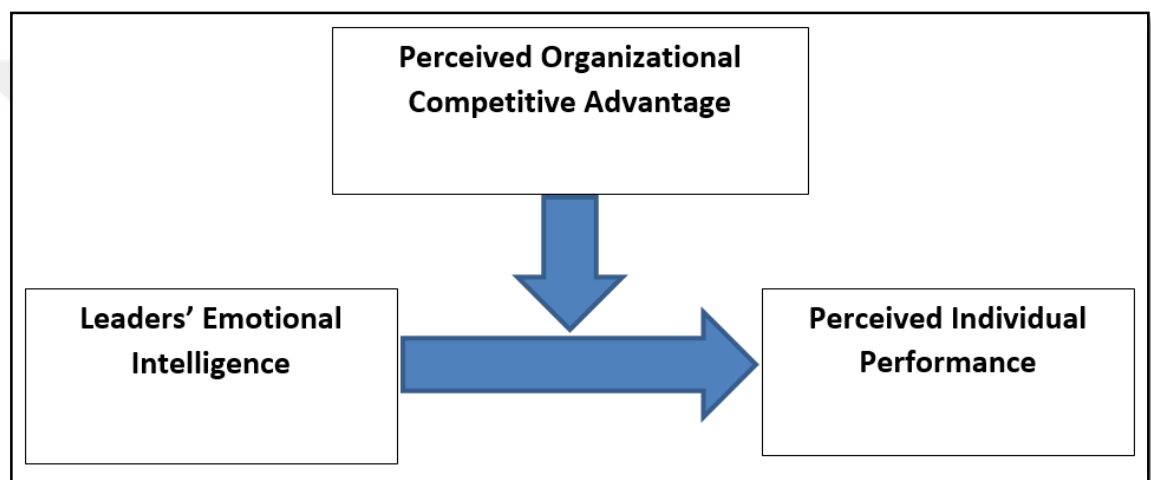
The survey participants were requested to respond to the two main parts of the survey, the first part was the demographics data part, which helps to understand more about the respondent and his/her relationship with the survey topic. The second part was about the variables-related questions that will help test the research hypotheses, an explanation about the research topic, goals, and research population. A targeted sample with some guidelines was provided before the survey questions.

As we mention in literature review part, the present research attempts to answer the following questions:

- a. How well do employees perceive emotional intelligence among their leaders in the organizations in which they work?

- b. Is there a difference in the effect of emotional intelligence sub factors on perceived Job Performance?
- c. Does emotional intelligence affect perceived job performance in organizations?
- d. Does competitive advantage contribute to the relation between leaders' emotional intelligence and individuals' job performance?
- e. Is there a difference between perceived Organizational competitive advantages and perceived job performance between Iraqi and Turkish employees?

**Figure 3.1: Research model**



The research started by finding the main idea and reviewing the previous relevant studies and articles to improve and develop the idea, till reaching the point of formatting the main research variables and forming the research questions and hypotheses and related research conceptual framework. That research was designed, and the needed data was collected, to get appropriate answers for the research questions and perform the test of the research hypotheses, the collected data were measured and analyzed by the SEM which led to the research results and their interpretation, finally, the conclusion was formed and written.

### **3.2 POPULATION**

This study discusses the impact of leaders' emotional inelegance on employees' job performance and if organizations' competitive advantage plays a moderating role in that impact.

The targeted population was people who are working in Iraqi and Turkish organizations.

### 3.3 SAMPLING METHOD

A convenience sampling method was used to select the target respondents in this research. According to (Etikan & Bala, 2017) such a method is done “based on the researcher judgment without using any probability technique. It targets respondents with certain criteria, such respondents are considered a convenient source of data”.

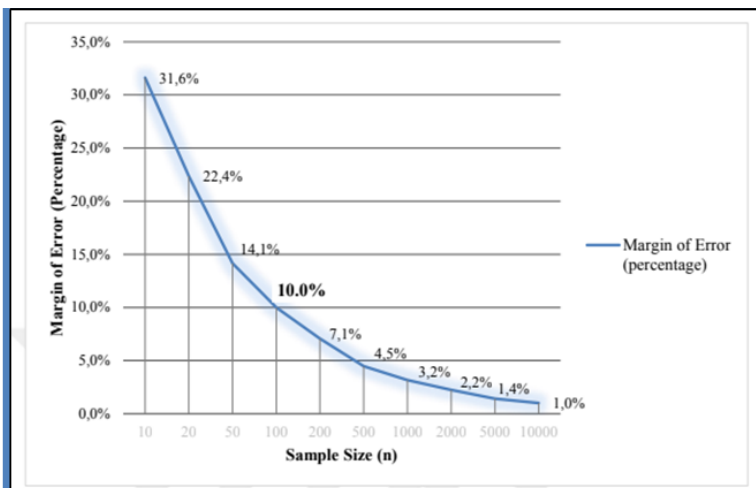
150 sample was targeted as according to (Varoquaux, 2018) “from 100 to 200 observation will lead to 8 errors”.

The margin of error formula is: <sup>5</sup>

, and the following graph explained in (Reyes & Ghosh, 2013) shows the relation between the sample size and the margin of error and will lead to concluding that the more sample size the less err.

After collecting the data and initial data screening 228 responses were accepted for the research.

**Figure 3.2: Sample size & Margin of Error**



Source: Reyes & Ghosh, 2013

$${}^5 Z * \sqrt{\frac{\hat{p}(1-\hat{p})}{n}} \tag{3.1}$$

(Surendran 2019)

### 3.4 DATA COLLECTING INSTRUMENT

This research is considered quantitative research, so the data collection was done by a survey adapted from two articles.

*Leaders' emotional inelegance* was adopted from (Abulhassan 2016), *employees' job performance* was adopted from (Anales de Psicología / Annals of Psychology, 2021), and *organizations' competitive advantage* is adopted from (Sameer 2018).

A 5 point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) such close-ended questions type was selected as it needs the minimum writing activity easy and less time consuming for the respondent.<sup>6</sup>

The survey starts with an introduction about the researcher, the research main idea and goals, and an explanation about the targeted respondents, the survey questions started with the demographic part to get an idea about the target respondent. How much he/she is related to the research; the second part of the survey includes the main variables measuring questions.

The questions were in English and translated to Arabic and Turkish, following the process recommended by (Brislin 1970) which is to be back-translated the translated questions to English, and checked again by a third-party researcher.

### 3.5 STATISTICAL TECHNIQUES

The statistical techniques used for this research are Simple Percentage Analysis, Factor Analysis, and Structural Equation Modeling (SEM).

- a. Simple Percentage Analysis: This analysis is used on the analysis of the demographic part of the research survey for a better understanding of the targeted respondents, it depends on the frequency distribution of the data collected and doesn't have a role in the hypothesis testing.

---

<sup>6</sup> (5-Point Likert Scale: The Key To Easily Understanding Your Audience, 2021).

- b. Factor Analysis: This analysis is considered as the first step of the SEM analysis as it explores the factor loading and confirms them, it also helps in calculating the reliability of the data collected and the validity of the measures (Byrne,2012).  
CFA analysis measures the relationship between the observed variables themselves (reliability) and their relationship with their observed variable (validity).
  
- c. Structural Equational Modeling (SEM): This analysis helps to test “various theoretical models, that hypothesize how sets of variables define constructs and how these constructs are related to each other in a quantitative manner” (Schumacker & Lomax, 2010).

Analysis software used for this research is IBM SPSS version 23 and IBM SPSS AMOS version 22.

## 4. ANALYSIS AND DISCUSSIONS

This chapter includes the analysis done for contains collected, it, and it ludes the Simple percentage analysis, factor analysis, and SEM hypothesis testing with an explanation about the results.

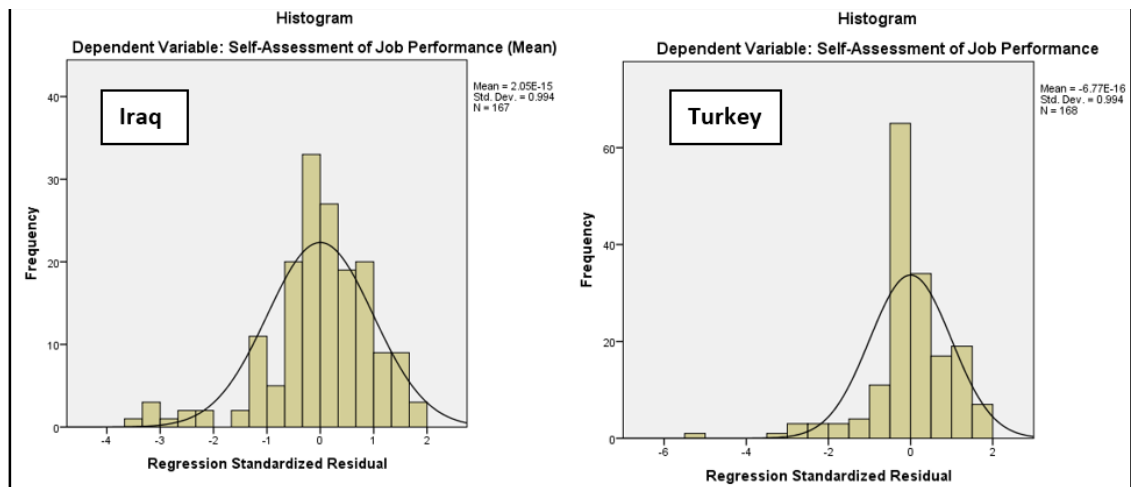
### 4.1 MULTIVARIATE ASSUMPTIONS

Before testing the factor loading and the regression relation between independent and dependent variables some conditions must be taken into consideration these conditions are called the Multivariate Assumptions and they are the Normality test and the multi-collinearity.

#### 4.1.1 Normality Assessment

Normality assessment is the main condition for many statistical tests in this study according to the below shape that leads us to conclude that the data is normally distributed:

**Figure4.1: Normality Assessment**



Source: (How to Interpret Excess Kurtosis and Skewness | SmartPLS, 2021)

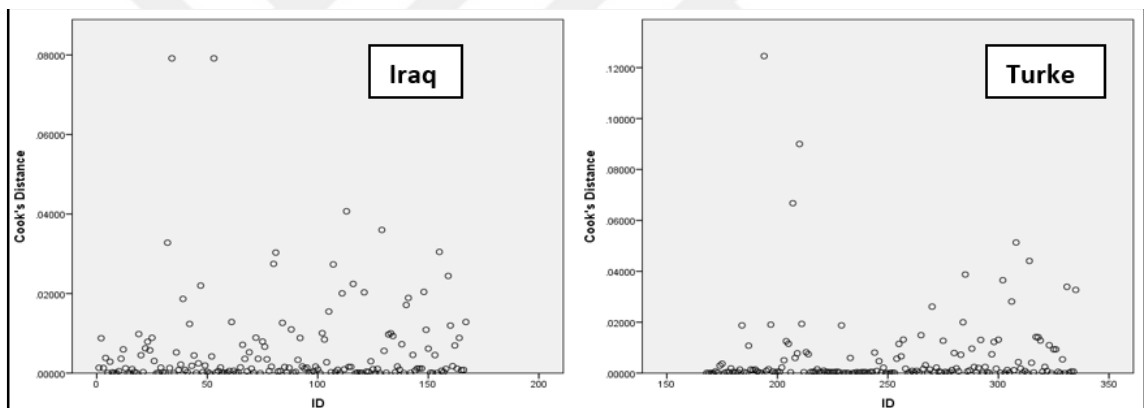
From the data distribution figure above, it is concluded usually data collected is normally distributed.

#### 4.1.2 Outliers and Influencers

Outliers and influencers are different from the other scores or different responses from the other respondents; the standard deviation calculation is used to find if there are responses that are far away from the mean of each response when the result is more than three an Outlier is influencing the results (Kline 2011).

According to the test done for this research, the only higher amount is 0.45, which leads to conclude that there are no Outliers and influencers in the responses of this study

**Figure4.2: Outliers and influencers assessment**



#### 4.2 SIMPLE PERCENTAGE ANALYSIS

To understand the targeted respondents and their answers, a Simple percentage research it was done s. Such analysis gives an accumulated summary of the respondent's answers according to the frequency distribution of the data collected, the following formula calculates it:  $\text{Percentage} = (\text{Number of Respondents} * 100) / \text{Total Number of Respondents}$ .

Demographic questions include questions about the characteristics of the research survey respondents:

**Table 4.1: Countries**

	<b>Frequency</b>	<b>Percent</b>
Iraq	167	49.9%
Turkey	168	50.1%
<b>Total</b>	<b>335</b>	<b>100.0%</b>

The data collected from Iraq and Turkey are equal half of the data collected are from Iraq and the other half is from Turkey.

**Table 4.2: Gender Q1**

	<b>Iraq</b>		<b>Turkey</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Male	81	48.5%	100	59.5%
Female	86	51.5%	68	40.5%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

In Iraq, the gender distribution is equal, as half of the respondents are males and the other is females. In Turkey the distribution is not equal as 60% are males and 40% are females.

**Table 4.3: Age Q2**

	<b>Iraq</b>		<b>Turkey</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
30 or below years old	90	53.9%	62	36.9%
31-40 years old	63	37.7%	51	30.4%
41-49 years old	12	7.2%	37	22.0%
50 or above years old	2	1.2%	18	10.7%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

In Iraq half of the respondents are 30 years old or below; they represent 54% of the total respondents. In Turkey more than half of the respondents are a year or more less, 36% of the total response are 30 years old or below and 30% are between 31 and 40 years old.

**Table 4.4: Total experience in the same company Q3**

	Iraq		Turkey	
	Frequency	Percent	Frequency	Percent
1-4 years	112	67.1%	106	63.1%
5-9 years	17	10.2%	52	31.0%
10-19 year	17	10.2%	10	6.0%
20 years or more	21	12.6%	0	0%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

The majority of the respondents in both countries have 4 years or less experience working in the same c; they represent 67% of the total respondents in Iraq and 63% of the total respondents in Turkey.

**Table 4.5: Total Work experience by yearsQ4**

	Iraq		Turkey	
	Frequency	Percent	Frequency	Percent
1-4 years	105	62.9%	55	32.7%
5-9 years	20	12.0%	60	35.7%
10-19 year	20	12.0%	53	31.5%
20 years or more	22	13.2%	0	0%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

The majority of the respondents in Iraq have 4 years or less of total working experience; they represent 63% of the total respondents in Iraq. In Turkey, the distribution is almost equal as 33% of the total respondent completes 4 years or less of total experience, 33% from 5 to 9 years of total experience, and 32% have between whole and 19 years of total working experience.

**Table 4.6: Education/Qualification Q5**

	Iraq		Turkey	
	Frequency	Percent	Frequency	Percent
Primary/Secondary school	6	3.6%	2	1.2%
College/Vocational School	15	9.0%	4	2.4%
Bachelor's degree	110	65.9%	90	53.6%
Master/ PhD	36	21.6%	72	42.9%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

In Iraq, more than half of the respondents have a bachelor. They represent 66% of the total respondents on the other hand, almost half of the respondents in Turkey have a bachelor degree, they represent 53.6% of the respondents, almost the second half of the respondents in Turkey has a master or Ph.D. degree they represent 43% of the total respondents.

**Table 4.7: Marital Status Q6**

	Iraq		Turkey	
	Frequency	Percent	Frequency	Percent
Single	78	46.7%	77	45.8%
Married	89	53.3%	91	54.2%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

Almost half of the respondents in both countries are married, they represent 54% of the total respondents in both countries.

**Table 4.8: Organization Type Q7**

	Iraq		Turkey	
	Frequency	Percent	Frequency	Percent
Public org	54	32.3%	0	0%
Private org	61	36.5%	145	86.3%
NGOs	52	31.1%	23	13.7%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>168</b>	<b>100.0%</b>

In Iraq the distribution is almost the same as 32% of the respondents work in a public organization, 37% work in private organizations, and 31% work in NGOs. In Turkey

almost all of the respondents work in private organizations; they represent 86% of the total respondents.

### 4.3 Exploratory factor analysis EFA:

“EFA help to determine to what extent the observed variables are connected to their underlying factors and to identify the minimal number of factors that account for the covariation among the observed variables” (Byrne, 2010). No questions with multiple loading between variables were found.

The results of KMO and Bartlett's Test of each factor (variable) which shows accepted and good results are shown in the below table:

**Table 4.9: KMO and Bartlett's Test**

		leaders' emotional inelegance	organizations' competitive advantage	employees' job performance
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.948	.905	.871
Bartlett's Test of Sphericity	Approx. Chi-Square	3551.958	1889.699	1300.720
	df	171	45	45
	Sig.	.000	.000	.000

The variable is shown in the next table:

	<b>Factor loading</b>
Emotional Intelligence Q1: My Leader/Manager understands his feelings in all situations.	.605
Emotional Intelligence Q2: My Leader/Manager expresses his feelings to others in a friendly way, even if they don't agree with him.	.674
Emotional Intelligence Q3: My Leader/Manager shares his feelings with others.	.529
Emotional Intelligence Q4: My Leader/Manager's feelings are balanced, even if his mood changes.	.635
Emotional Intelligence Q5: My Leader/Manager forgives others even if they overreach his feelings.	.546
Emotional Intelligence Q6: My My Leader/Manager discusses other people's issues fairly.	.732
Emotional Intelligence Q7: My Leader/Manager allows employees to express their opinions.	.688
Emotional Intelligence Q8: My Leader/Manager always know/understands the feelings of his employees from their behaviors.	.653
Emotional Intelligence Q9: My Leader/Manager avoids hurting the feelings of others who work with him.	.756
Emotional Intelligence Q10: My Leader/Manager cares about fairness while judging other employees' mistakes.	.781
Emotional Intelligence Q11: My Leader/Manager collaborates with the employees to overcome their problems.	.757
Emotional Intelligence Q12: My Leader/Manager provides protection to the workers from exploitation.	.691
Emotional Intelligence Q13: My Leader/Manager listens carefully to follow the condition of the employees.	.766
Emotional Intelligence Q14: My Leader/Manager does his best to ease other people's feelings and anger in difficult situations.	.755
Emotional Intelligence Q15: My Leader/Manager expects positive or negative responses from other people in all circumstances.	.571
Emotional Intelligence Q16: My Leader/Manager controls his anger when dealing with employees.	.644
Emotional Intelligence Q17: My Leader/Manager challengings politely in the most difficult circumstances.	.697
Emotional Intelligence Q18: My Leader/Manager backs off or apologizes for his mistake.	.690
Emotional Intelligence Q19: My Leader/Manager treats all the employees in the same way equally.	.711
Competitive advantage Q20: My organization sets up a particular budget to attract creative	.708

human resources.	
Competitive advantage Q21: My organization Provides a system of incentives based on productive efficiency.	.694
Competitive advantage Q22: My Organization attracts employees with its incentive and promotion system.	.693
Competitive advantage Q23: My organization meets the needs of employees that lead to creativity and innovation.	.774
Competitive advantage Q24: My organization provides a specialized department to nurture talented and creative people.	.733
Competitive advantage Q25: My organization provides technical services to employees to facilitate work and speed of completion.	.693

**4.1 Table 4.11:** Exploratory factor analysis

**4.2 Reliability Assessment (Cronbach alpha test)**

Competitive advantage Q26: My organization takes into account providing services to disabled people.	.584
Competitive advantage Q27: My organization trains its workers in light of comprehensive quality requirements.	.711
Competitive advantage Q28: My organization allocates financial resources for developing performance appraisal systems.	.751
Competitive advantage Q29: My organization provides a performance evaluation system by standards and a transparent incentive system—the basis for career development.	.815
Self-Assessment of challenging Performance Q30: I perform hard tasks properly.	.615
Self-Assessment of Job Performance Q31: I try to update my technical knowledge to do my job.	.605
Self-Assessment of Job Performance Q32: I do my job according to what the organization expects from me.	.615
Self-Assessment of Job Performance Q33: I plan the execution of my job by defining actions, deadlines, and priorities.	.451
Self-Assessment of Job Performance Q34: I plan actions according to my tasks and organizational routines.	.728
Self-Assessment of Job Performance Q35: I take the initiatives to improve my results at work.	.681
Self-Assessment of Job Performance Q36: I seek new solutions for problems that may come up in my job.	.617
Self-Assessment of Job Performance Q37: I work hard in doing the tasks that are designated for me.	.695
Self-Assessment of Job Performance Q38: I execute my tasks foreseeing their results.	.698
Self-Assessment of Job Performance Q39: I seize opportunities that can improve my results at work.	.692

Reliability is the method that is done to evaluate the quality of the measurement tools; it is defined as “to what level the test scores are free from measurement error that occur when testing something” (Muijs, 2004). If there is an unreliable measurement, the relation between variables will not be significant. One way of testing reliability is the Cronbach alpha test which is “an internal consistency measure, shows how closely related a set of items are as a group” (Ghaleb& Kaplan, 2020; Muijs, 2004). When the test results are more than 0.70, the measurement is reliable, and 0.60 is accepted (Muijs, 2004).

The reliability test results of each variable of this study are shown below:

**Table 4.12: Reliability Assessment (Cronbach alpha test)**

Variable name	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Iraq			
leaders' emotional inelegance (Accumulated)	0.935	0.935	19
leaders' emotional inelegance Self-understanding)	0.726	0.727	5
leaders' emotional inelegance self-management)	0.858	0.859	5
leaders' emotional inelegance (Relationship Management)	0.824	0.823	5
leaders' emotional inelegance (Managing feelings)	0.727	0.769	4
organizations' competitive advantage	0.893	0.893	10
employees' job performance	0.850	0.852	10

**Table 4.12: Reliability Assessment (Cronbach alpha test), cont...**

	Turkey		
leaders' emotional inelegance (Accumulated)	0.946	0.946	19
leaders' emotional inelegance Self-understanding)	0.782	0.781	5
leaders' emotional inelegance self-management)	0.847	0.846	5
leaders' emotional inelegance (Relationship Management)	0.869	0.869	5
leaders' emotional inelegance (Managing feelings)	0.803	0.804	4
organizations' competitive advantage	0.925	0.925	10
employees' job performance	0.892	0.893	10

According to the results above, it can be concluded that the study measurement is reliable for testing the hypothesis.

### 4.3 Confirmatory factor analysis CFA:

Confirmatory Factor Analysis “tests the significance of a hypothesized factor model, whether the sample data confirm that model or not, for a prior specified theoretical model CFA specifies a certain number of factors, which group of them are correlated and which observed variables measure each factor” (Schumacker & Lomax, 2010).

CFA experimental confirms the relationship between the observed factors and their latent factor,; it also checks and evaluates the regression paths that connect the variables.

The first step of CFA is to get a model fit,; using PSS AMOS, a CAF model was created. Initial analysis was done including all questions of the research survey to reach the appropriate model fi; analysis includes crating covariance between questions and removing other questions to get a fit model as shown below.

These measures determine CFA model fit:

- d. CMIN/DF (Chi-Square Mean / Degree of Freedom): which has to be between 3 and 1 (Hooper, et al., 2008).
- e. CFI (Comparative Fit Index): which has to be greater than or equal to 0.95 (Hooper, et al., 2008)
- f. RMSEA (Root Mean Square Error of Approximation): which has to be less than or equal to 0.06 (Hooper, et al., 2008) citing from (Hu & Bentler, 1999).
- g. PCLOSE (Root Mean Square Error of Approximation associated p-value): which has to be greater than or equal to 0.05 (value  $\geq 0.05$ ) (Hu & Bentler, 1999)

The final results of the CFA model fit analysis for this research are explained below:

**Table 4.13:** CFA model fit results and interpretation

Measure	Standard fit	Result	Interpretation
CMIN/DF	(3 $\geq$ value $\geq$ 1)	1.669	Good Fit
CFI	(value $\geq$ 0.95)	.864	Accepted Fit
RMSEA	(0.06 $\geq$ value)	.045	Good Fit
PCLOSE	(value $\geq$ 0.05)	.985	Good Fit

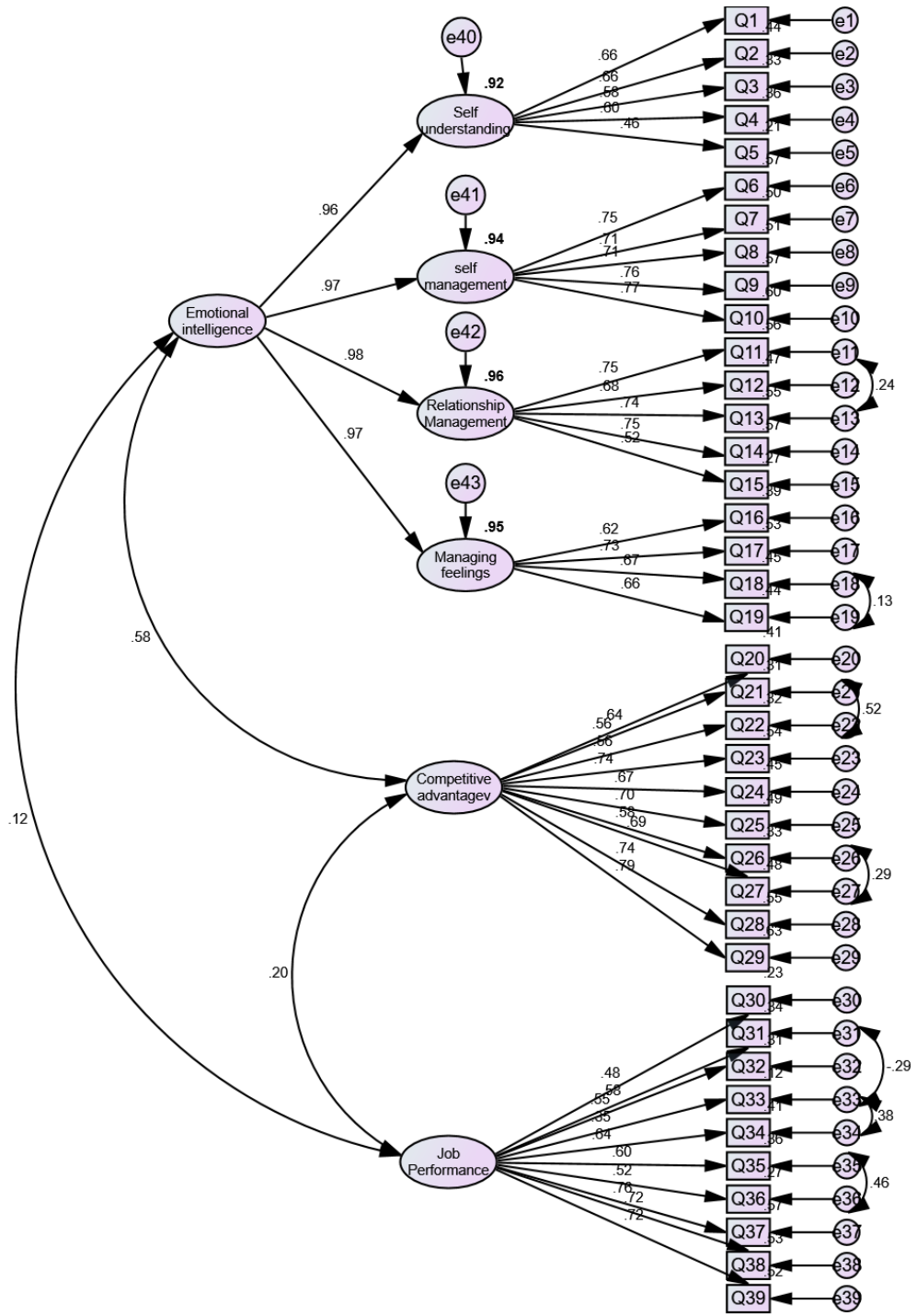
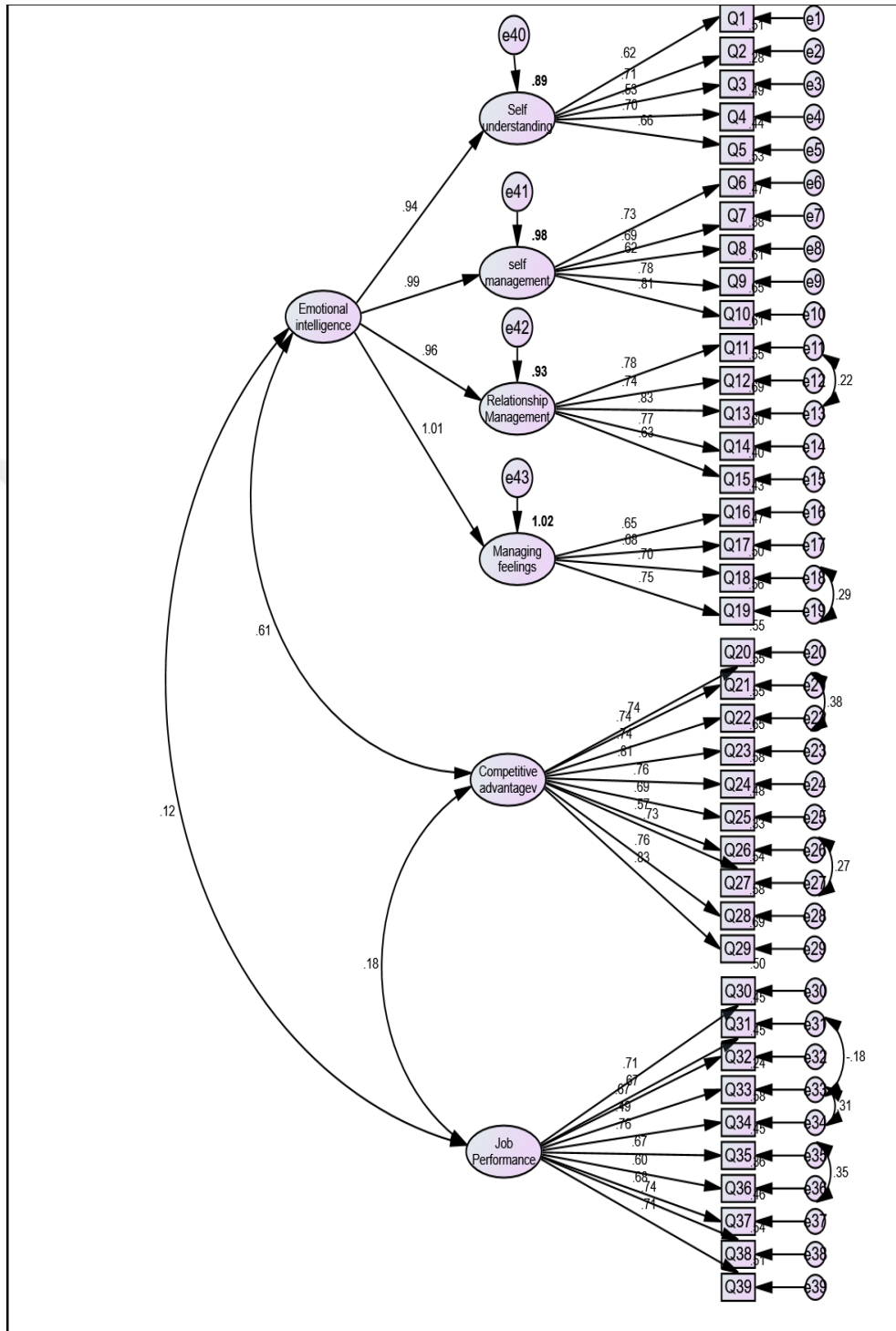


Figure 4.3: CFA Model Iraq

Figure 4.4: CFA Model Turkey



#### 4.4 RELIABILITY AND VALIDITY ASSESSMENT

Reliability: “is the level that the test scores are free from measurement error or the elements of errors that occur when testing something” (Muijs, 2004), it tests the consistency of analysis results over groups of people or over the same person at different times (Smith & Albaum, 2010). It has to be above 0.70 for the measurement to be reliable.

Validity: “lead to answer the question, are we measuring what we are willing to measure? So, it works on confirming if the variables are being measured accurately or not, especially the variables that can’t be measured directly (latent variables)” (Muijs, 2004). Validity can be divided into Convergent Validity which indicates “to what level two measures of the same variable are correlated”, and Discriminant Validity which indicates “to what level two conceptually similar concepts are separated”(Hair Jr, et al., 2014).

To get an accepted validity, you have to get an Average Variance Extracted higher than or equal to 0.5 and a Maximum Shared Variance that is less than the Average Variance Extracted (Ghaleb & Kaplan, 2019) citing from(Gefen & Straub , 2005).

The reliability and validity assessment results shown in table 4.11 show that there is accepted reliability and validity for the research variables.

**Table 4.14: Reliability and validity**

	CR	AVE	MSV	MaxR(H)	(JP)	(EI)	(CA)
employees’ job performance (JP)	0.847	0.516	0.148	0.868	<b>0.605</b>		
leaders’ emotional inelegance (EI)	0.935	0.537	0.432	0.940	0.117	<b>0.661</b>	
organizations’ competitive advantage (CA)	0.890	0.551	0.432	0.899	0.196	0.576	<b>0.672</b>
	CR	AVE	MSV	MaxR(H)	(JP)	(EI)	(CA)
employees’ job performance (JP)	0.892	0.555	0.132	0.898	<b>0.674</b>		
leaders’ emotional inelegance (EI)	0.946	0.582	0.468	0.950	0.128	<b>0.695</b>	
organizations’ competitive advantage (CA)	0.924	0.551	0.368	0.929	0.180	0.607	<b>0.742</b>

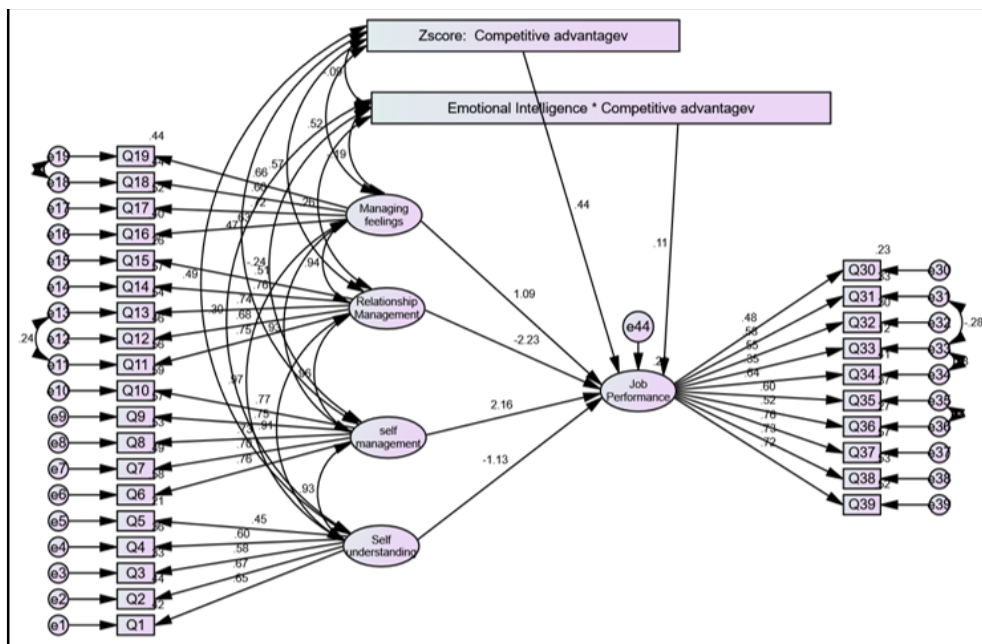
#### 4.5 SEM Hypotheses Testing

Structural Equation Modeling analyzes and evaluates the relations between hypothesized latent variables. It is “a multivariate statistical analysis technique used to analyze structural relationships that are considered a combination of factor analysis and multiple regression analysis, and it is used to analyze the structural relationship between measured variables and latent constructs” (Byrne, 2016). “It is a powerful technique that can combine complex path models with latent variables and help to specify confirmatory factor analysis, regression models, and complex path models” (Hox & Bechger, 1999).

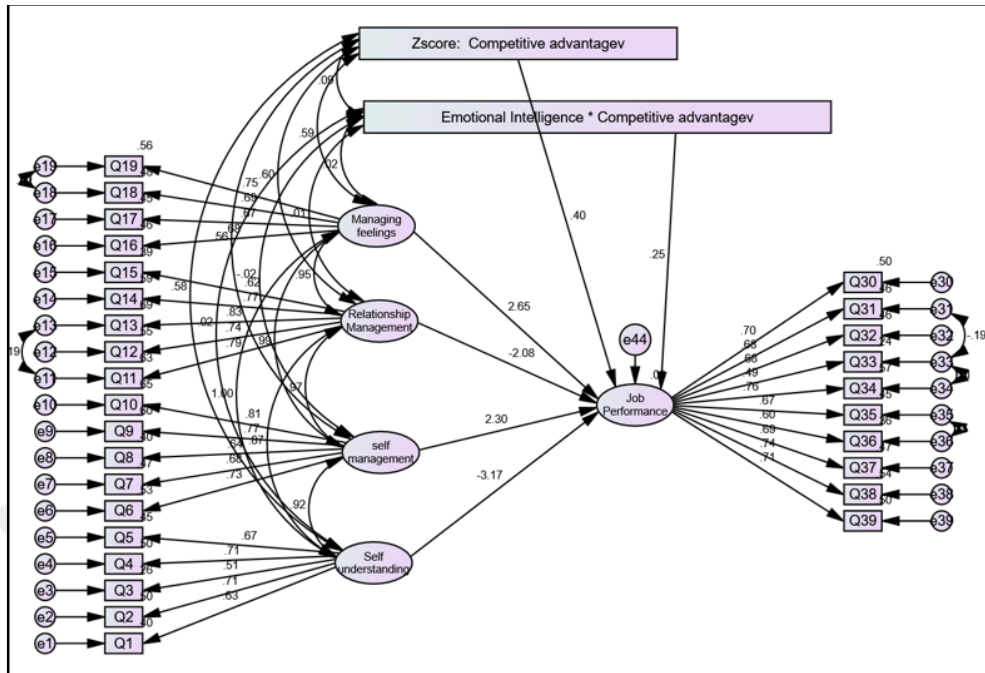
Using SPSS AMOS, the hypothesis structural model was created, this model shows the relation between the research latent variables where several regression equations take place. The model shows the direct effect between independent and dependent variables and the indirect relation between independent and dependent variables with mediator variables.

The hypothesis structural model shows the independent, moderator, and dependent variables with their factors loading below.

**Figure 4.5: Hypothesis structural model – Iraq**



**Figure 4.6: Hypothesis structural model – Turkey**

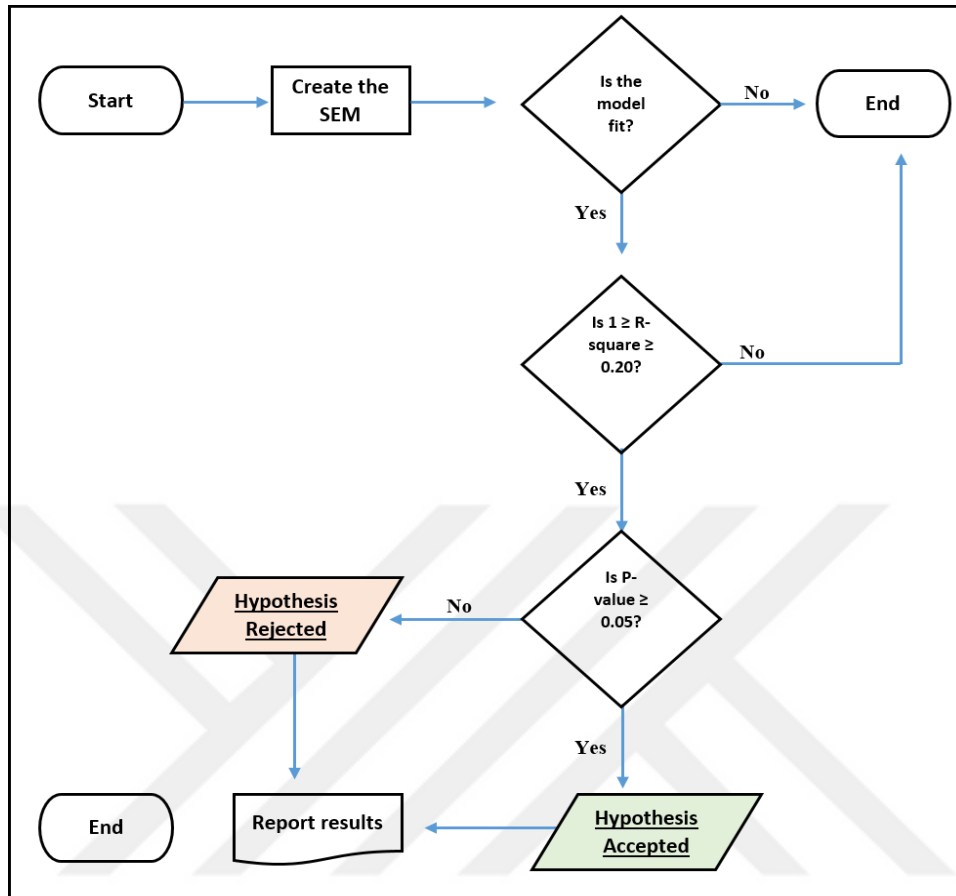


There are three steps to be done before testing the hypothesis, and it is not acceptable to go forward to the next step before getting accepted results in the first step, these steps are:

- a. Model fit
- b. R-squared
- c. P-value

It is important to get an accepted model fit for the structural hypothesis model, then to get an accepted R-squared value; after that the P-value can be evaluated to test the hypothesis, as shown below:

**Figure 4.7: SEM hypothesis testing steps**



Source: Ghaleb, 2019

As same as CFA analysis, the hypothesis structural model must be fitted, same rules of CMIN/DF, CFI, RMSEA, and PCLOSE in the CFA analysis will be implemented in SEM Hypotheses Testing as shown below:

**Table 4.15: SEM model fit results and interpretation**

Measure	Standard fit	Result	Interpretation
CMIN/DF	(3 ≥ value ≥ 1)	<b>1.570</b>	Good Fit
CFI	(value ≥ 0.95)	<b>.906</b>	Accepted Fit
RMSEA	(0.06 ≥ value)	<b>.041</b>	Good Fit
PCLOSE	(value ≥ 0.05)	<b>.999</b>	Good Fit

This will conclude that fitted SEM is available and the first testing criteria are fulfilled, and the R-square results can be evaluated.

The second step is to see the R-squared, which represents the percentage of variance reflected by the variable predictors of the questions. It is usually between 0% and 100%, and the higher the value, the better the sample data matches the model (Byrne, 2010).

R-squared for employee performance in Iraq is 0.29 and for employee performance in Turkey is 0.030.

After getting the accepted model fit and R-square, P-value can be determined. It is the indicator of accepting or rejecting the null hypothesis  $H_0$  (Carvalho & Chima, 2014), it has a cutoff point of accepting or rejecting the null hypothesis as long as it is less than 0.05 the null hypothesis  $H_0$  will be rejected (Hair Jr, et al., 2014).

## **4.6 HYPOTHESIS RESULTS**

This research aims to determine if there is a direct impact of leaders' emotional inelegance on employees' job performance and if organizations' competitive advantage plays a moderating role in that impact. The results of their testing are shown below:

### **4.6.1 Direct Impact Hypothesis Results**

H1a "Self-understanding of Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance, such that employees' job performance increase when Self-understanding of Leaders' emotional intelligence increases.

H1b Self management of Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance. Employees' job performance increases when Self-management of Leaders' emotional intelligence increases.

H1c Relationship management of Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance. Employees' job performance increases when Relationship management of Leaders' emotional intelligence increases.

H1d "Feelings management of Leaders' emotional intelligence have a significant and positive effect on employees' perceived job performance, such that employees' job

performance increase when Feelings management of Leaders' emotional intelligence increase.

The first hypothesis which is: Leaders' emotional intelligence has a significant and positive effect on employees' perceived job performance, such that employees' job performance increase when Leaders' emotional intelligence increase, was tested, and the results are shown in the table below:

**Table 4.16: Direct effect hypotheses testing results H1:**

		<b>Iraq</b>			
		<b>Estimate</b>	<b>S.E.</b>	<b>C.R.</b>	<b>P</b>
H1	emotional intelligence --->employee performance	0.053	0.054	0.969	0.349
		<b>Turkey</b>			
H1	emotional intelligence --->employee performance	0.042	0.094	0.443	0.699

According to the P-value results shown in the table above, it is concluded that:

In Iraq:

- a. There is no direct effect of leaders' emotional intelligence on employees' job performance.

In Turkey:

- b. There is no direct effect of leaders' emotional intelligence on employees' job performance.

The sub-hypothesis extracted from H1 which represents the effect of the four sub-dimensions of emotional intelligence (Self-understanding, self-management, relationship management, feelings management), were tested and the results of each dimension are shown in the table below:

**Table 4.17: Direct effect hypotheses testing results H1 sub hypothesis**

		<b>Iraq</b>			
		<b>Estimate</b>	<b>S.E.</b>	<b>C.R.</b>	<b>P</b>
H1a	emotional intelligence (Managing feelings) --->employee performance	0.502	3.886	0.129	0.897
H1b	emotional intelligence (Relationship Management) --->employee performance	-0.958	2.845	-0.337	0.736
H1c	emotional intelligence (self management) - -->employee performance	0.85	2.003	0.424	0.671
H1d	emotional intelligence (Self understanding) --->employee performance	-0.572	3.79	-0.151	0.88
		<b>Turkey</b>			
H1a	emotional intelligence (Managing feelings) --->employee performance	1.899	3.512	0.541	0.589
H1b	emotional intelligence (Relationship Management) --->employee performance	-1.419	2.848	-0.498	0.618
H1c	emotional intelligence (self management) - -->employee performance	1.677	4.651	0.361	0.718
H1d	emotional intelligence (Self understanding) --->employee performance	-2.582	2.395	-1.078	0.281

According to the P-value results shown in the table above, it is concluded that:

In Iraq:

- i. In Iraq, the four diminutions of emotional intelligence (Managing feelings, Relationship Management, self-management, and Self-understanding) as none of them affects employees' job performance.

In Turkey:

- i. In Turkey, the four diminutions of emotional intelligence (Managing feelings, Relationship Management, self-management, and Self-understanding) as none them affects employees' job performance.

#### 4.6.2 Moderating impact Hypothesis Results H2:

The Second hypothesis which is “Perceived Organizational competitive advantage moderates the relation between Leaders’ emotional intelligence and employees’ perceived job performance; such that employees’ job performance increase when Leaders’ emotional intelligence increase and there is a high Organizational competitive advantage at the same time”, was tested and the results of are shown in the table below:

**Table 4.18: Moderating effect hypotheses testing results H2:**

		<b>Iraq</b>			
		<b>Estimate</b>	<b>S.E.</b>	<b>C.R.</b>	<b>P</b>
H2	(Emotional intelligence * competitive advantage) --->employee performance	0.099	0.032	3.075	0.002
		<b>Turkey</b>			
H2	(Emotional intelligence * competitive advantage) --->employee performance	0.118	0.045	2.616	0.009

In Iraq:

- i. Organizations’ competitive advantage plays a moderating role in leaders’ emotional inelegance and employees’ job performance.

In Turkey:

- i. Organizations’ competitive advantage plays a moderating role in leaders’ emotional inelegance and employees’ job performance.

#### 4.6.3 Comparison Hypothesis Results H3

H3a “There is a significant difference between the perceptions of Turkish and Iraqi employees on their job performance”

H3b “There is a significant difference between the perceptions of Turkish and Iraqi employees on their perception of organizational competitive advantage”

The third hypothesis which compares the Iraqi and Turkish employees' perception of competitive advantage and job performance is tested using a T-test and the results are as the following:

**Table 4.19: T-test H3 results**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff-	Std. Error Diff	95% Confidence Interval of the Difference	
								Lower	Upper	
Competitive advantage	Equal variances assumed	2.948	.087	-3.636	333	.000	-.359	.099	-.553	-.165
	Equal variances not assumed			-3.636	332.150	.000	-.359	.099	-.553	-.165
Self-Assessment of Job Performance	Equal variances assumed	.214	.644	.201	333	.841	.012	.061	-.109	.133
	Equal variances not assumed			.201	332.760	.841	.012	.061	-.109	.133

According to the results, shown in the table above it is concluded that there is a difference in the employees' perception of the organization competitive advantage between Iraq and turkey. However, there are similarities in their perception of job performance.

**Table 4.20: Result of hypothesis testing**

H1a	“Self-understanding of Leaders’ emotional intelligence has a significant and positive effect on employees’ perceived job performance, such that employees’ job performance increase when Self-understanding of Leaders’ emotional intelligence increase.	not supported
H1b	Self-management of Leaders’ emotional intelligence has a significant and positive effect on employees’ perceived job performance. Employees’ job performance increases when self-management of Leaders’ emotional intelligence increases.	not supported
H1c	Relationship management of Leaders’ emotional intelligence has a significant and positive effect on employees’ perceived job performance, such that employees’ job performance increase when Relationship management of Leaders’ emotional intelligence increase.	not supported
H1d	“Feelings management of Leaders’ emotional intelligence have a significant and positive effect on employees’ perceived job performance, such that employees’ job performance increase when Feelings management of Leaders’ emotional intelligence increase.	not supported
H2	Perceived Organizational competitive advantage moderates the relation between Leaders’ emotional intelligence and employees’ perceived job performance; employees’ job performance increases when Leaders’ emotional intelligence increases and there is a high Organizational competitive advantage at the same time.	supported
H3a	“There is a significant difference between the perceptions of Turkish and Iraqi employees on their job performance”.	not supported
H3b	“There is a significant difference between the perceptions of Turkish and Iraqi employees on their perception of organizational competitive advantage”.	supported

## **5. CONCLUSION AND RECOMMENDATIONS**

Emotional intelligence is a successful tool used by individuals and various organizations. It is an important feature in improving the job performance of employees, which achieves a competitive advantage in organizations. It can be used as a soft tool to enhance the competencies of individuals and teams in the organizational context and help them gain competitive advantage. If individuals and teams are improved, that translates into overall organizational benefit.

EI is said to facilitate organizational learning (Singh, 2007) and help in change management which is an important factor for competitive advantage.

As the capabilities of emotional intelligence allow the manager to improve the level of decision-making in his organization, as for the level of the relationship with subordinates, so the leader can bring happiness, joy, trust, and cooperation among his subordinates, and from here a picture of the researcher was formed about the organizations need for effective leadership. It is clear that EI is influenced by moderators such as competitive advantage. Thus, there is a significant relationship between EI, job performance and competitive advantage.

### **5.1 RESEARCH SUMMARY**

The research problem is summarized in the lack of sources and studies in Iraq and Turkey that deal with the three variables (emotional intelligence, competitive advantage, job performance) and were reviewed extensively in the second chapter (literature review), which may answer a set of questions that can be summarized as follows: Extent of awareness of Employees have their leaders in the field in which they work, and does emotional intelligence have an impact on the level of job performance of employees in the organization, and does emotional intelligence contribute to achieving competitive advantage in the studied organizations?

The primary data was gathered through an online survey. IBM SPSS version 23 and IBM SPSS AMOS version 22 are the names of the data analysis software used in this study. The survey participants were asked to respond to two main parts: the demographics data

section and the variables-related questions section. The demographic data were analyzed first, followed by an exploratory analysis of both nominal, ordinal, and Likert scales. Furthermore, a reliability analysis was applied to the questions, indicating that the measures measure the attributes.

## **5.2 DISCUSSION**

Emotional intelligence is the ability of a person to control, modify, and use their emotions promptly that helps him make decisions that concern or relate to others without adverse effects on decision-making. Thus, a manager who is distinguished by emotional intelligence has a high ability to motivate his employees and raise the level of their job performance, thus achieving a competitive advantage for the organization.

Emotionally intelligent leaders can contribute to the competitive advantage of their organizations by replacing the old 'predict-control' strategies by facing new situations with intuition and motivation that enable the organizations to be more productive, fulfilling and meaningful. Then, the competitive advantage consists of "yearning for wholeness", being whole in relation to others.

According to Porter (1990), competitive advantage can be achieved through acts of innovations in both ways – new technologies and new ways of doing things. Porter notices that innovations can be expressed in diverse activities from enhanced product design to new ways of operating processes or training conduction. Also, he highlights that it with no doubt involves investments in skills and knowledge of the workforce.

The results of this study, according to the samples that were studied in Iraq and Turkey, indicate that the emotional intelligence of managers is limited to a large extent, which reduced its impact on the job performance of employees and thus became the first hypothesis that states that "the emotional intelligence of leaders affects the job performance of employees so that when it increases The emotional intelligence of leaders is associated with an increase in the job performance of employees, The second hypothesis states that "the competitive advantage of the organization is characterized by the rate of the relationship between emotional job performance and emotional information with an increase in the job performance of employees when the emotional intelligence of

leaders and the competitive organization increases at the same time As for the third hypothesis, which states that there is a big difference between the perceptions of Turkish and Iraqi employees about the competitive advantage of organizations and the similarity of their view of their job performance, the reason for this is due to several things, including the difference in the work environment and the system in force between the two countries and the cultural difference and lifestyle.

The definition of emotional intelligence was discussed in the study (Kholodova, 2020) According to the understanding of the interviewee, emotional intelligence is the competence of the individual related to the fact that “each person is responsible for their own emotions and their management” and can be developed.

The study (Gong, Chen, and Wang, 2019) agrees with our study in part, as it confirms that the higher the level of emotional intelligence among employees, the better their job performance. Still, the researcher finds through his study that there are side effects of emotional intelligence that negatively affect employees, as the higher the level of emotional intelligence. Burnout of their job. This means that employees' emotional intelligence levels negatively predict job burnout.

The research highlights the importance of emotional intelligence. The four sub-factors (self-understanding, self-management, relationship management, and emotion-management) of emotional intelligence appear to significantly impact perceived job performance.

The study shows that EI can be used as a soft tool to enhance the competencies of individuals and teams in the organizational context and help them gain competitive advantage in which they work in relation with others seeking high satisfaction and high productivity.

Based on the results of this study, it can be concluded that there is a significant relationship between emotional intelligence and perceived job performance and perceived competitive advantage. EI contributes to job performance, and it is used as a successful tool by various organizations to tackle the various challenges presented to today's workforce. The research hypotheses were not supported by the data collected for the study, and the results of this study proved to be acceptable.

### 5.3 RECOMMENDATIONS

The study showed the extent of the importance of emotional intelligence among leaders in influencing workers in organizations. The results also showed that few managers have emotional intelligence and deal with it with workers, so the researcher recommends the need to focus on this aspect in organizations in various sectors because it is effective. Very in raising the job performance of the employees and achieving the competitive advantage in the organizations.

A lot of mental energy and psychic thinking are needed and hence involves the emotional competencies of individuals. Thus, organizations should focus on the EI skills of employees that can foster a favorable environment for organizational learning, which is a key factor for competitive advantage.

In order to gain long-lasting competitive advantage, a company has to be organizationally resilient, efficient and sustainable. One of the fundamental elements of Resilient Organization and business prosperity is “People Culture” – information flow within the company, quality of employees’ communication, core values (Kerr, 2016).

Further studies should include different kinds of organizations and different employees’ levels (leaders, senior managers and executives)

In addition, the researcher recommends the human resources departments in organizations to focus on the emotional intelligence aspect of applicants and workers and develop it through holding training workshops that develop this aspect for them.

The success of a leader is determined not only by meeting objectives but also by the development of his or her team and their interactions with others. According to a previous study, the leader-subordinate exchange is linked to job performance (Gerstner & Day, 1997). Because the sample size for this study is limited, more research is needed to increase its generalizability. Because this study was conducted in Turkey, more research is needed to study other regions and help generalize this study. According to the researcher, studies on the effectiveness of emotional intelligence in the classroom regarding teacher-student interactions, whether in schools or universities.

Future research could broaden the scope of the study, repeat it in different cultural areas, and use it as a comparative study to compare and contrast the East and the West.

#### **5.4 LIMITATIONS**

This study discusses the three variables of emotional intelligence, job performance and competitive advantage. The study compared Iraq and Turkey for private and public sector organizations. The fields of study varied between education, communications, and non-profit organizations. The sample size was 335 participants in the electronic questionnaire. The study is limited to this number because of the researcher's non-probability sample technique.

The study sample is from various organizations in certain areas of Iraq and Turkey, limiting the generalization of the results of this study.

## REFERENCES

### *Book*

- Abulhassan, Qassem, M., 2016. The Role of Emotional Intelligence in Improving the Job Performance of Managers in the Jordanian Financial Sector. MBA. Yarmouk University.
- Goleman, D., Boyatzis, R. and McKee, A., 2013. Primal leadership. Boston, Mass.: Harvard Business School Press.
- Hair Jr, J. F., Black, W. C., Babin, B. J. & Anderson, R. E., 2014. Multivariate Data Analysis. 7th ed. England: Pearson Education Limited.
- Kline, R. B., 2011. Principles and Practice of Structural Equation Modeling. 3ed ed. New York: THE GUILFORD PRESS.
- Muijs, D., 2004. Doing Quantitative Research in Education with SPSS. 1st ed. London: Sage Publications.
- Saunders, M., Lewis, P. & Thornhill, A., 2009. Research methods for business students. 5th ed. Harlow: Pearson Education Limited.
- Schumacker, R. E. & Lomax, R. G., 2010. A Beginner's Guide to Structural Equation Modeling. 3rd ed. New York: Taylor and Francis Group, LLC.
- Smith, S. M. & Albaum, G. S., 2010. An Introduction to Marketing Research. 2nd ed. London: SAGE Publications, Inc.
- Wolmarans & Martins, (2001). Wolmarans, I.S. & Martins, N. (2001). The 360° Emotional Competency Profiler. Unpublished manual. Johannesburg: Organisational Diagnostics and Learning Link International.
- Yeung (2009). Emotional Intelligence, the New Rules Benin City, Beulah Land Publications.

### *Periodicals*

- Abdulwahab Al-Qassab. (2017). Turkish-Iraqi Relations: Old Trends and Future Possibilities. Arab Center Washington DC. [Accessed 19 February 2019].
- Adebukola,E. (2015) .Leaders’ emotional intelligence and employees’ performance:Acase in Nigeria’s public healthcaresector.International Journal of Human Resource StudiesISSN 2162-3058 , Vol. 5, No. 3
- Albrecht , S. L. et al., 2015. Employee engagement, human resource management practices and competitive advantage: An integrated approach. Bingley: Emerald Group Publishing Limited.
- Andrade, Érika & Queiroga, Fabiana & Valentini, Felipe. (2020). Short Version of Self-Assessment Scale of Job Performance. *Anales de Psicología*. 36. 542-552. 10.6018/analesps.36.3.402661.
- Aqqad, N., Obeidat, . B., Tarhini, A. & Masa'deh, R., 2019. The relationship among emotional intelligence, conflict management styles, and job performance in Jordanian banks. *International Journal of Human Resources Development and Management*. Available at: <https://www.questionpro.com/blog/margin-of-error/>
- Brislin, R. W., 1970. Back-Translation for Cross-Cultural Research. *Journal of Cross-Cultural Psychology*, 1(3), pp. 185-216.
- Byrne, B. M., 2010. *Structural Equation Modeling with AMOS Basic Concepts, Applications, and Programming*. 2nd ed. New York: Taylor and Francis Group, LLC.
- Byrne, B. M., 2012. *Structural Equation Modeling with Mplus Basic Concepts, Applications, and Programming*. 2nd ed. New York: Taylor & Francis Group, LLC.
- Byrne, B. M., 2016. *Structural Equation Modeling with Amos: Basic Concepts, Applications, and Programming*. 3ed ed. New York: Routledge.
- Carmeli, A., 2003. The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, pp. 788-813.
- Carvalho, J. d. & Chima, F. O., 2014. Applications of Structural Equation Modeling in Social Sciences Research. *American International Journal of Contemporary Research*, 4(1), pp. 6-11.

- Chrusciel, D., 2006. Considerations of emotional intelligence (EI) in dealing with change decision management. pp. 644-657.
- Etikan, I. & Bala, K., 2017. Sampling and Sampling Methods. *Biometrics & Biostatistics International Journal*, 5(6), pp. 1-3.
- Gefen, D. & Straub, D., 2005. A Practical Guide To Factorial Validity Using PLS-Graph: Tutorial And Annotated Example. *Communications of the Association for Information Systems*, 16(5), pp. 91-109.
- Ghaleb, M. & Kaplan, B., 2019. Brand Characteristics' Effects on Yemeni Companies' Willingness to Pay (WTP) a Price Premium for Audit Services. *International E-Journal of Advances in Social Sciences*, 5(14), pp. 878-889.
- Ghaleb, M. & Ordun, G., 2021. The Mediating Role of Motivation Between Brand Citizenship Behavior and Employee Performance: A Study of Supervisors' Perception. *Journal of Business Research-Turk*, 13(2), pp. 1227-1241.
- Goffee, R. and Jones, G., 1995. Developing managers for Europe: A re-examination of cross-cultural differences. *European Management Journal*, 13(3), pp.245-250.
- Gondal, U. . H. & Husain, T., 2013. A Comparative Study of Intelligence Quotient and Emotional Intelligence: Effect on Employees' Performance. *Asian Journal of Business Management* , pp. 153-162.
- Gong, Z., Chen, Y. and Wang, Y., 2019. The Influence of Emotional Intelligence on Job Burnout and Job Performance: Mediating Effect of Psychological Capital. *Frontiers in Psychology*, 10.
- Hooper, D., Coughlan, J. & Mullen, M. R., 2008. Structural Equation Modelling: Guidelines for Determining Model Fit. *Electronic Journal of Business Research Methods*, 6(1), pp. 53-60.
- Hox, J. J. & Bechger, T. M., 1999. An Introduction to Structural Equation Modeling. *Family Science Review*, Volume 11, pp. 354-373.
- Hu, L.-t. & Bentler, P. M., 1999. Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 5(1), pp. 1-55.
- Ilieva, J., Baron, S. & Healey, N. M., 2002. Online surveys in marketing research: pros and cons. *International Journal of Market Research*, 44(3), pp. 361-376.

- Jdaitawi, M. T. et al., 2011. The Effectiveness of Emotional Intelligence Training Program on Social and Academic Adjustment among First Year University Students. *International Journal of Business and Social Science*, pp. 252 - 254.
- Kholodova, E., 2020. The Impact of Emotional Intelligence on the Competitiveness of a Company. Bachelor. JAMK university of applied sciences.
- Lopes, P., Drinkine, J., Saucier, C. and Glories, Y., 2006. Determination of l-ascorbic acid in wines by direct injection liquid chromatography using a polymeric column. *Analytica Chimica Acta*, 555(2), pp.242-245.
- Mayer, J. D., Salovey, P., Caruso, D. R., and Sitarenios, G. (2003). Measuring emotional intelligence with the msceit v2.0. *Emotion* 3, 97–105. doi: 10.1037/1528-3542.3.1.97
- Ngirande, H. & Timothy, H. T., 2014. The Relationship between Leader Emotional Intelligence and Employee Job Satisfaction. *Mediterranean Journal of Social Sciences*.
- O'Boyle, E. H. Jr., Humphrey, R. H., Pollack, J. M., Hawver, T. H., and Story, P. A. (2011). The relation between emotional intelligence and job performance: a meta-analysis. *J. Organ. Behav.* 32, 788–818. doi: 10.1002/job.714
- O'Brien, R. M., 2007. A Caution Regarding Rules of Thumb for Variance Inflation Factors. *Quality & Quantity*, Volume 41, p. 673–690.
- Pradhan, R. K., Jena, L. K. & Singh, S. K., 2017. Examining the role of emotional intelligence between organizational learning and adaptive performance in Indian manufacturing industries. *Journal of Workplace Learning*, pp. 235-247.
- Prati, M. et al., 2003. Emotional intelligence, Leadership Effectiveness and team outcomes. *The International Journal of organizational analysis*, pp. 21 - 40.
- R, K. & Deepa, R., 2011. Emotional Intelligence: A Soft Tool for Competitive Advantage in the Organizational Context. *IUP Journal of Soft Skills*, pp. 51-62.
- Reyes, E. M. & Ghosh, S. K., 2013. Bayesian Average Error-Based Approach to Sample Size Calculations for Hypothesis Testing. *Journal of Biopharmaceutical Statistics*, 23(3), pp. 569-588.
- Rockstuhl , T. et al., 2011. Beyond General Intelligence (IQ) and Emotional Intelligence (EQ): The Role of Cultural Intelligence (CQ) on Cross-Border Leadership Effectiveness in a Globalized World. Singapore: s.n.

- Samadi, R. and Emamgholizadeh, S., 2016. The relationship between emotional intelligence, organizational commitment, and job satisfaction on Job Performance of employees (Case Study: Oil Pipeline and Telecommunication Company of Iran). *Asian Journal of Research in Business Economics and Management*, 6(2), p.100.
- Shaemi, A., Allameh, S. M. & Bajgerani, M. A., 2011. Impact of talent management strategies on employees' emotional. *INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS*, pp. 229 - 241.
- Shih, H. & Susanto, E., 2010. Conflict management styles, emotional intelligence, and job performance in public organizations. *International Journal of Conflict Management*, pp. 147-168.
- Singh, K., 2012. Developing Human Capital by Linking Emotional Intelligence with Personal Competencies in Indian Business Organizations. *International Journal of Business Science and Applied Management*.
- Varoquaux, G., 2018. Cross-validation failure: Small sample sizes lead to large error bars. *NeuroImage*, Volume 180, p. 68–77.
- Voola, R., Carlson, J. and West, A., 2004. Emotional intelligence and competitive advantage: examining the relationship from a resource-based view. *Strategic Change*, 13(2), pp.83-93.
- Watkin, C., 2000. Developing Emotional Intelligence. *International Journal of Selection and Assessment*, 8(2), pp.89-92.

## Other Sources

OMBEA®. 2021. 5-Point Likert Scale: The Key To Easily Understanding Your Audience. [online] Available at: <<https://www.ombea.com/resources/articles/5-point-likert-scale-the-key-to-easily-understanding-your-audience>> [Accessed 18 December 2021].

Surendran, A., 2019. What is Margin of error – Definition, Calculation with Examples. [Online]

Zhun.G, Yuqi.C&Yayu.W, (2019). The Influence of Emotional Intelligence on Job Burnout and Job Performance: Mediating Effect of Psychological Capital. Organizational research article. <http://doi.org/10.3389/fpsyg.2019.02707>

## APPENDIX

