The Influence of Emotional Intelligence on Employee Performance at East Binjai District Head's Office

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Abstract

This study investigates the effect of emotional intelligence on employee performance at the East Binjai District Head's Office. Employing a quantitative associative-causal research design, the study involved 40 civil servants as respondents, selected through purposive sampling. Data were collected using structured questionnaires and analyzed with SPSS version 25.0, applying validity and reliability tests, descriptive statistics, regression analysis, and hypothesis testing. The findings reveal that employees generally possess high emotional intelligence and demonstrate strong performance. Regression analysis shows that emotional intelligence has a significant positive effect on employee performance, with a regression coefficient of 1.187 and a t-value of 9.547, confirming the research hypothesis. The coefficient of determination (R^2 = 0.539; Adjusted R^2 = 0.678) indicates that emotional intelligence explains a substantial proportion of the variance in employee performance. These results highlight the crucial role of emotional intelligence in enhancing work outcomes. The study implies that organizations should prioritize programs that strengthen employees' emotional intelligence to improve both individual and organizational performance. Future research is suggested to include additional variables, such as leadership style and organizational culture, to develop a more comprehensive performance model.

Keywords: Emotional Intelligence, Employee Performance

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Introduction

Employee performance is a central issue in organizational management because it determines the success or failure of an institution in achieving its objectives. In the context of public organizations, particularly government offices, employee performance is closely related to the effectiveness and efficiency of public service delivery. High-quality performance enables government institutions to provide faster, more accurate, and more responsive services to the community. According to Robbins and Judge, performance can be defined as the result of work that is achieved in accordance with established standards, including quality, quantity, and timeliness [1]. In recent years, research has increasingly shown that employee performance is not solely influenced by technical competencies or cognitive intelligence but also by soft skills, especially emotional intelligence [2]. Emotional intelligence, which involves the ability to perceive, understand, regulate, and use emotions effectively, is considered a fundamental aspect that can enhance both individual and organizational performance [3].

The concept of emotional intelligence was first popularized by Salovey and Mayer [4] and further developed by Goleman [5], who argued that emotional intelligence can be even more important than intellectual intelligence in determining workplace success. Emotional intelligence encompasses dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills, all of which contribute to how individuals interact and collaborate in the workplace [6]. Several studies have confirmed the positive relationship between emotional intelligence and job performance. For instance, Carmeli [7] found that employees with higher emotional intelligence tend to demonstrate better problem-solving abilities, greater adaptability, and improved interpersonal relationships, which are essential for high performance. Similarly, O'Boyle et al. [8], in a meta-analysis, concluded that emotional intelligence significantly predicts performance across different types of jobs and industries. These findings highlight the importance of integrating emotional intelligence as a factor in organizational development and performance improvement.

Despite the growing body of research, studies on emotional intelligence and employee performance in Indonesia, particularly in government institutions, remain limited. Previous studies have often focused on private sector organizations, such as banks, manufacturing companies, or educational institutions [9], [10]. Meanwhile, the dynamics of public institutions, especially local government offices, present unique challenges because employees must not only perform administrative tasks but also serve the community with empathy, patience, and professionalism. In this context, emotional intelligence becomes a key factor in building positive interactions between government employees and the public. A study conducted in a local government office in Yogyakarta indicated that employees with higher emotional intelligence displayed greater service orientation and citizen satisfaction [11]. However, there is still a lack of research that specifically investigates the relationship between emotional intelligence and employee performance at the district level, which plays a crucial role in grassroots governance and public service delivery.

Based on these considerations, this study seeks to analyze the influence of emotional intelligence on employee performance at the East Binjai District Head's Office. This institution, as one of the frontline government offices, requires employees to balance administrative efficiency with quality service to the community. The novelty of this research lies in its contextual focus on a district-level office in North Sumatra, which has not been widely explored in previous studies. By examining the relationship between emotional intelligence and performance in this specific setting, this study aims to contribute both theoretically and practically. Theoretically, it adds to the literature on human resource management in the public sector, particularly in Indonesia. Practically, the findings are expected to provide insights for policymakers and leaders in local government institutions on how to improve employee performance through the development of emotional intelligence. Therefore, the research problem is formulated as follows: "Does emotional intelligence significantly influence

employee performance at the East Binjai District Head's Office?" The main objective of this study is to determine the extent to which emotional intelligence affects employee performance in this institution, while also providing recommendations for improving service quality through better management of emotional competencies.

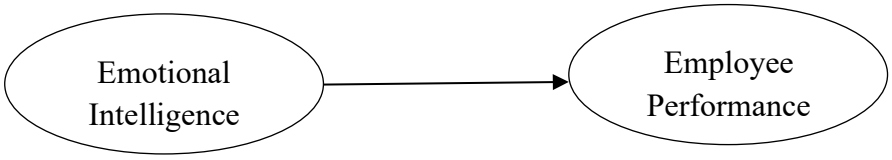
Literature Review

The study of employee performance has been widely discussed in management and organizational behavior literature. Performance is generally understood as the level of achievement of tasks assigned to employees, measured in terms of efficiency, effectiveness, and quality of work. Mathis and Jackson [12] argued that performance is not only influenced by technical skills but also by behavioral and attitudinal factors. Meanwhile, Mangkunegara [13] emphasized that performance is the result of work quality and quantity achieved by an employee in carrying out duties in accordance with the responsibilities given. These perspectives highlight that performance is a multidimensional construct, shaped by internal factors such as ability and motivation, as well as external factors like work environment and organizational culture [14]. In the public sector, performance also encompasses responsiveness to community needs, accountability, and service quality, which makes it more complex than performance in the private sector [15].

Alongside performance, emotional intelligence has emerged as a key variable influencing human resource outcomes. Emotional intelligence, as defined by Mayer and Salovey [16], refers to the ability to perceive, understand, regulate, and manage emotions effectively in oneself and others. Goleman [17] elaborated this concept into five main components: self-awareness, self-regulation, motivation, empathy, and social skills. Each of these dimensions plays a crucial role in workplace effectiveness. For example, self-awareness allows employees to recognize their strengths and weaknesses, while empathy enables them to understand the perspectives of clients and colleagues. Scholars have noted that these competencies are particularly valuable in organizational contexts requiring high levels of interpersonal interaction and teamwork [18].

Empirical studies have provided evidence of the strong relationship between emotional intelligence and employee performance. A study by Lopes et al. [19] demonstrated that individuals with higher emotional intelligence exhibited better cooperative behavior and contributed more effectively to group performance. Similarly, Wong and Law [20] developed an Emotional Intelligence Scale and found that emotional intelligence positively correlated with job satisfaction, organizational commitment, and overall employee performance. In Indonesia, several researchers have confirmed these findings in various organizational contexts. For example, Rahmawati [21] reported that emotional intelligence significantly affected teacher performance, while Siregar and Nasution [22] found a similar effect among bank employees. These findings strengthen the argument that emotional intelligence is a vital predictor of performance across different professions and industries.

However, research focusing on government institutions remains limited. Studies by Prabowo [23] and Handayani [24] found that employees in local government offices with higher emotional intelligence demonstrated better service orientation and higher performance in delivering public services. Nonetheless, these studies were limited to urban government offices in Java, and did not explore district-level institutions in other provinces. This creates a gap in the literature, particularly in understanding how emotional intelligence operates within the unique socio-cultural contexts of local government institutions in Sumatra. Therefore, this study seeks to fill this gap by examining the influence of emotional intelligence on employee performance at the East Binjai District Head's Office, thereby extending the existing literature into a new regional and organizational context This study conceptualized Emotional Intelligence as the independent variable (X) and employee performance as the dependent variable (Y) as shown on the following fiqure.



The hypothesis is:

Ha : Emotional Intelligence positively influences employee performance at East Binjai District Head's Office.

Ho : Emotional Intelligence does not positively influence employee performance at East Binjai District Head's Office.

Research Methodology

This study employs a quantitative associative-causal research design, which aims to analyze the pattern of relationships between variables to determine the influence of two independent (exogenous) variables on a dependent (endogenous) variable. The research was conducted at the East Binjai District Head's Office. The data collection process was carried out from March to August 2025.

According to Sugiyono, a population is defined as the generalization area consisting of objects or subjects that possess specific qualities and characteristics established by the researcher to be studied and from which conclusions are drawn. In this study, the population comprises the entire workforce of the Agency, totaling 40 employees, with the following distribution:

Table 1. Population Size

No.	Status	Number of Employees
1.	ASN	40
	Total	**40**

Source: East Binjai District Head's Office

The sampling technique employed in this study was purposive sampling. According to Sugiyono, purposive sampling is a technique for determining samples based on specific considerations. The rationale for using purposive sampling is that it is appropriate for quantitative research, particularly studies that do not aim for broad generalization. Based on this approach, the research sample consisted solely of civil servants (ASN), with a total of 40 employees [25].

The data utilized in this research were obtained from questionnaires distributed to respondents across all divisions of the Agency. The analytical method applied was quantitative data analysis using SPSS version 25.0.

The data collected using structured questionnaires distributed to all employees across divisions within the office. The data will be analysed using quantitative statistical methods with SPSS version 25.0. Several steps will be performed.

Validity testing ensures that questionnaire items accurately measure the intended variables. An item is valid if the correlation coefficient (*r-count*) exceeds the critical value (*rtable*). Reliability testing will use Cronbach's alpha, where a value greater than the critical value indicates reliability.

The regression model applied in this study was formulated as follows:

Y=a+bX Where:
Y = Employee Performance
X = Emotional Intelligence
a = Constant
b = Regression Coefficient

The t-test was conducted to determine the significance of the influence of the independent variable on the dependent variable. Furthermore, the coefficient of determination (R^2) was used to measure the extent of the effect of the independent variable on the dependent variable. In other words, the coefficient of determination was applied to evaluate how strongly the independent variable, namely Emotional Intelligence (X), influences the dependent variable, Employee Performance (Y). The value of R^2 ranges between 0 and 1 ($0 < R^2 < 1$), indicating that when $R^2 = 0$, there is no influence between X and Y, while the closer R^2 approaches 1, the stronger the relationship between X and Y. The determination test was conducted using SPSS version 25.0.

Results

4.1 Research Findings

4.1.1 Descriptive Analysis

Descriptive analysis in this test was employed to identify the minimum and maximum scores, mean scores, and standard deviations of each variable. The results are presented as follows:

The table title is at the top, while the image title is written below. If tables and figures can be included in a single column, then the writing example is as follows:

Table 1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	40	3.35	5.00	4.70	0.38
Employee Performance	40	3.53	5.00	4.85	0.55

Source: SPSS output, version 25.0

The results of the descriptive statistical analysis for the two variables, Emotional Intelligence and Employee Performance, are shown in Table 1. The analysis was conducted on 40 respondents from the East Binjai District Head's Office.

The Emotional Intelligence variable obtained a minimum value of 3.35 and a maximum value of 5.00, with a mean of 4.70 and a standard deviation of 0.38. This indicates that the employees generally have a high level of emotional intelligence, with relatively small variations among respondents. The closeness of the mean value to the maximum score suggests that most employees scored at the higher end of the scale, reflecting strong self-awareness, empathy, and interpersonal skills.

The Employee Performance variable recorded a minimum value of 3.53 and a maximum value of 5.00, with a mean of 4.85 and a standard deviation of 0.55. This shows that the overall performance of employees is also high, though the slightly larger standard deviation compared to emotional intelligence indicates that there is more variation in employee performance levels. While most employees scored close to the maximum value, a few respondents reported relatively lower performance scores.

Overall, the descriptive analysis demonstrates that employees at the East Binjai District Head's Office possess high emotional intelligence and exhibit strong performance. These findings provide an initial indication that emotional intelligence may play an important role in enhancing employee performance, which will be examined further in the subsequent inferential statistical analysis.

4.2 Validity and Reliability Tests

The validity test was conducted using the Corrected Item-Total Correlation. Results showed that all items of both variables had correlation coefficients above the threshold value (0.2387) with significance levels below 0.05. Thus, all items were considered valid [25].

Reliability was tested using Cronbach's Alpha. The values for both variables were above 0.60, indicating strong internal consistency:

1. Emotional Intelligence : $\alpha = 0.401$ (5 items) 2.
Employee Performance : $\alpha = 0.408$ (7 items)

This confirms that the research instrument was reliable [25].

4.3 Regression Analysis

4.3.1 Simple Linear Regression

A regression analysis was conducted to evaluate the effect of Emotional Intelligence on employee performance.

Table 2. Regression Results

Model	B	Std. Error	Beta	t
(Constant)	9.317	2.238	–	4.194
Emotional Intelligence	1.188	0.159	0.779	9.743

Dependent Variable: Employee Performance

The regression equation can be expressed as:

The regression analysis results show that the constant value is 9.317 with a significance indicated by a t-value of 4.194, suggesting that employee performance is already at a positive baseline level even without the influence of Emotional Intelligence. The regression coefficient (B) for Emotional Intelligence is 1.188 with a standard error of 0.159, and a standardized Beta value of 0.779. The t-value of 9.743 demonstrates that Emotional Intelligence has a strong and statistically significant effect on employee performance. These findings indicate that every oneunit increase in Emotional Intelligence contributes to an increase of 1.188 units in employee performance, confirming that Emotional Intelligence plays a crucial role in enhancing employee outcomes.

4.3.2 Coefficient of Determination (R^2)

The coefficient of determination (R^2) was calculated to measure the proportion of variance in employee performance explained by Emotional Intelligence.

Table 3. Coefficient of Determination

Model	R	R^2	Adjusted R^2
1	0.755	0.539	0.678

Source: SPSS output, version 25.0

The model summary shows a correlation coefficient (R) of 0.755, indicating a strong positive relationship between Emotional Intelligence and employee performance. The coefficient of determination (R^2) is 0.539, meaning that Emotional Intelligence explains 53.9% of the variance in employee performance. Furthermore, the Adjusted R^2 value of 0.678 suggests that after adjusting for the number of predictors, the model still explains approximately 67.8% of the

variance, confirming that Emotional Intelligence makes a substantial contribution to predicting employee performance.

4.3.3 Hypothesis Testing (t-Test)

The hypothesis testing was carried out using the t-test.

H_0 : Emotional Intelligence does not positively influence employee performance. **H_a :** Emotional Intelligence positively influenced employee performance.

Table 4. t- Test Result

Model	B	Std. Error	Beta	t
(Constant)	9.312	2.233	–	4.289
Emotional Intelligence	1.187	0.111	0.751	**9.547**

Dependent Variable: Employee Performance

The regression results indicate that the constant value is 9.312 with a t-value of 4.289, showing that employee performance already has a positive baseline even without the influence of Emotional Intelligence. The regression coefficient (B) for Emotional Intelligence is 1.187 with a standard error of 0.111, while the standardized coefficient (Beta) is 0.751. The t-value of 9.547 confirms that Emotional Intelligence has a significant and strong positive effect on employee performance. This implies that for every one-unit increase in Emotional Intelligence, employee performance is expected to increase by 1.187 units, highlighting the pivotal role of Emotional Intelligence in improving employee outcomes.

Conclusion

The findings of this study demonstrate that emotional intelligence has a significant and positive influence on employee performance at the East Binjai District Head's Office. The descriptive analysis showed that employees generally possess high levels of emotional intelligence and display strong performance, indicating a favourable organizational condition. The results of the regression analysis confirm that emotional intelligence contributes meaningfully to employee outcomes, with the regression coefficient showing that each one-unit increase in emotional intelligence results in an increase of 1.187 units in employee performance. Furthermore, the coefficient of determination (R^2) indicates that emotional intelligence explains 53.9% of the variance in employee performance, while the adjusted R^2 value of 0.678 underscores the robustness of the model. The t-test further validates that emotional intelligence has a statistically significant effect, supporting the research hypothesis.

Based on these findings, it can be concluded that emotional intelligence is a key determinant of employee performance, emphasizing the importance of self-awareness, selfregulation, empathy, and interpersonal skills in achieving organizational effectiveness. The implication of this study is that organizations, particularly government agencies, should focus on developing programs and interventions aimed at enhancing employees' emotional intelligence, such as training in emotional regulation, communication skills, and teamwork. Strengthening emotional intelligence not only improves individual performance but also fosters a more harmonious and productive work environment.

In terms of future development, these findings open opportunities for further research that explores additional variables, such as organizational culture, leadership style, and job satisfaction, to build a more comprehensive model of employee performance. Moreover,

longitudinal studies may be conducted to examine the long-term impact of emotional intelligence on career development and organizational outcomes.

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