Emotional intelligence in the human talent management to improve job performance

La inteligencia emocional en la gestión del talento humano para mejorar el rendimiento laboral

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Abstract: This study was carried out with the objective to identify the relationships between the management of human talent, emotional intelligence and the performance of teachers in a higher education institution; as well as the differences between groups, according to their sociodemographic characteristics. This research used a quantitative approach; a three-section questionnaire was used as a research instrument, the first one made it possible to evaluate the management of human talent; in the second one, the Trait Emotional Intelligence Questionnaire (TEIQue-SF) was used to measure the level of emotional intelligence; and in the third one, demographic questions were asked. For the performance of professors, the results of the professor's evaluation were used. The sample consisted on 338 teachers (237 men, 101 women) selected at random. The results show the existence of a low and linear relationship between the management of human talent and emotional intelligence, as well as between the management of human talent and performance at work. Differences between groups were also identified in some aspects of the management of the human talent, emotional intelligence, and professors' performance with respect to demographic factors such as gender, age, level of education and teaching experience.

Keywords ─ Emotional intelligence, human talent management, job performance, TEIQue-SF.

Resumen: Este estudio se llevó a cabo con el objetivo de identificar las relaciones entre el manejo del talento humano, la inteligencia emocional y el desempeño de los profesores en una institución de educación superior; así como las diferencias entre los grupos, según sus características sociodemográficas. Esta investigación utilizó un enfoque cuantitativo; como

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instrumento de investigación se utilizó un cuestionario de tres secciones, la primera permitió evaluar la gestión del talento humano; en la segunda, se utilizó el Cuestionario de Inteligencia Emocional de Rasgos (TEIQue-SF) para medir el nivel de inteligencia emocional; y en la tercera, se formularon preguntas demográficas. Para el desempeño de los profesores, se utilizaron los resultados de la evaluación del profesor. La muestra consistió en 338 profesores (237 hombres, 101 mujeres) seleccionados al azar. Los resultados muestran la existencia de una relación baja y lineal entre la gestión del talento humano y la inteligencia emocional, así como entre la gestión del talento humano y el rendimiento en el trabajo. También se identificaron diferencias entre los grupos en algunos aspectos de la gestión del talento humano, la inteligencia emocional y el desempeño de los profesores con respecto a factores demográficos como el género, la edad, el nivel de educación y la experiencia docente.

Palabras clave — Inteligencia emocional, gestión del talento humano, rendimiento laboral, TEIQue-SF.

Introduction

This investigation was carried out with the objective to analyze the relationship between the management of human talent, emotional intelligence and the performance of the professors of a university. This study contributes to the theoretical knowledge of the construct of emotional intelligence and its influence in the labor field, as well as the management of human talent, which is carried out in organizations in the area that during the twentieth century was called as a department of human resources and is now known as human talent management, which constitutes the set of actions developed in an organization, such as: recruit appropriate staff, provide training, and opportunity for growth and development within the organization[1].

This type of management, conceives the individual as the key element of the organization; therefore, this type of management includes the necessary processes to measure work performance[1], with the purpose to get the most qualified personnel, who can contribute their quota to achieve organizational development[1, 2].

In the area of human talent management, plans and actions that encourage the development of pleasant emotional states in employees should be generated, which is known as *job satisfaction*[3].

In this sense, Fisher[4] notes that *job satisfaction* is an attitude, so it must contain both, cognitive and affective components, since it is known as a pleasant emotional state that results from an evaluation of work experiences. At the organizational level, the attributes of both the culture and the practices developed in the area of human talent management of an organization are considered the cause of job satisfaction among its members, as well as the fact that workers trust in the people for whom they work and are proud of the work they do, so they enjoy working with the people around them[3, 4].

In the field of education, the management of human talent is not very different from the approach given to business management, so the human talent of higher education institutions is the most valuable capital they have, and the management of professors requires that a set of organizational actions to be developed to achieve the objectives of the organization, with a focus on the construction, transfer and acquisition of knowledge[5, 6].

On the other hand, Arrabal-Martín[7] & Naseem[8], points out that, the emotional intelligence constitutes the capacity for acceptance and conscious management of emotions that an individual possesses,

and five elements define emotional intelligence, such as: self-awareness, self-regulation, motivation, empathy and social skills; which takes into account the importance of all decisions and the steps taken during the course of life; the efficient management of emotional intelligence makes individuals to become qualified people to manage their own emotions and those of others, by relating to the rest of people.

Naseem[8] studied the relationship between emotional intelligence and the sex of individuals, and identified that there are differences in the level of emotional intelligence between individuals due to their sex, differences that are conditioned by the age of individuals in an inversely proportional relationship, where at the younger age of the individual, their level of emotional intelligence is lower.

Along the same lines, the study of Naseem[8] allowed us to identify that individual who has high levels of emotional intelligence exhibit higher levels of satisfaction with life and positive emotions, such as: happiness, positive self-esteem and optimism.

El-Masri & Suliman[9] found the existence of a positive linear relationship between the management of human talent and the teaching performance, that is, by increasing the efficiency in the management of human talent, the level of employee performance increases.

On the other hand, author's pioneers in the study of the emotional intelligence[10, 11, 12] defined it, as a set of interrelated skills that allow an individual to identify both, their own feelings and those of others; and that knowledge can be used to guide the action and the own thought. Emotional intelligence (EI) is based on the use of emotions to solve problems and adapt to the environment that surrounds an individual[13, 14].

That is to say, emotional intelligence represents the non-cognitive abilities that influence how to face pressures, relate to others and adapt to the environment; these interrelations are represented in the different models of emotional intelligence, which are classified as: skill models that facilitate the understanding of emotions through the use of the mental capacities of individuals and mixed models that combine the use of mental skills with personality traits, cognitive skills, motivational aspects and socio-emotional competencies of the individuals; there are other models that combine the previous two[14].

Various investigations[15, 16, 17] which link emotional intelligence and work, have shown that the relationship between emotional intelligence and work performance is negative, given that some of the characteristics of emotional intelligence, like the perception and regulation of emotions, can modify the behavior in the work of an employee; therefore, emotional intelligence is considered to be a key factor that influences the job performance, these results coincide with the ones obtained in the present study.

In the present investigation, the mixed model of emotional intelligence-feature of Petrides, Mikolajczak, Mavroveli, Sánchez-Ruiz, Furnham, and Pérez-González[18] was used, because it facilitates the evaluation of emotional intelligence as a personality trait of an individual and offers useful information to organizations to design training programs and education, necessary for the development of human talent in organizations[14].

The model of emotional intelligence-trait is made of five factors and each of these has such facets as: 1) well-being (happiness, optimism and self-esteem), 2) self-control (emotional regulation, impulsiveness and stress management), 3) emotionality (emotional expression, emotional perception, relationships and empathy), 4) sociability (social conscience, assertiveness, emotion management) 5) and two independent facets: adaptability and self-motivation[14].

Sastre Castillo & Danvila del Valle[19] point out that emotional intelligence influences the personal and professional achievements of individuals, so the presence of a higher level of emotional intelligence

leads to a higher level of personal satisfaction in life; further, demographic factors such as age, experience, sex, could explain the existence of emotional intelligence and those people increase their level of emotional intelligence until certain age, and then it begins to decrease.

On the other hand, they point out that the level of emotional intelligence increases with professional experience and emphasize that men and women have qualitative differences in the type of emotional intelligence they possess.

In the case of higher education institutions, the dynamism of the international context motivates them to review and modify university management to adapt to a new reality.

The evaluation of professor's performance is based on the combination of three methods: the self-assessment that the academic staff periodically makes about their own work and their academic performance; peer review by colleagues and/or heads; and finally, the student assessment, which is the evaluation that students make on the performance of professors, who taught them a subject in an academic period.

Hernández Herrera & Ramos[20] studied the performance of higher education' professors and identified that there are statistically significant differences between professor's performance and sociodemographic variables: age, sex, type of degree, maximum level of studies, and years of experience.

The results of this research showed that, professors with a PhD degree exhibit a favorable relationship between the variables perception of emotions and their understanding and a positive relationship between the understanding and regulation of emotions; likewise, these authors identified the existence of a positive relationship between course planning and the class' planning and evaluation[13, 20].

Once the bibliographic review of the study variables was developed, the research methodology for the present study was considered, as well.

The present study is justified because it contributes with an empirical knowledge on the subject to try to delimit the development of the emotional intelligence with greater clarity and offer information that allows the organizations to design training programs in emotional skills. Additionally it helps to identify the existence of relationships or differences, statistically speaking, between the administration of human talent, emotional intelligence and the job performance of higher education professors, which constitutes a key issue for the processes of selection, promotion and personnel development.

For the aforesaid, the present study helped to find that the fact of increasing efficiency in the selection, training, and development of personnel, increases the level of emotional intelligence and people well-being; and that the management of human talent constitutes a set of practices necessary to achieve people development, a situation that can be beneficial to achieve the objectives of the organization through the development of emotional intelligence skills; so this study will help researchers discover the critical areas that exist in the relationship between human talent management, emotional intelligence and work performance, relationships that many researchers could not explore; therefore, it is perceived that there is a lack of research linking these three variables in an environment of higher education institutions since the few studies that address these aspects are aimed mainly at teachers of basic or intermediate level.

MATERIALS AND METHODS

The research used a quantitative approach with cross-sectional, correlational, non-experimental design, which allowed to identify the existing relationships among the variables studied by using correlation coefficients; therefore, empirical research techniques used allowed describing the study variables and identifying the possible existence of relationships between them, in which the study participants were randomly selected; the sample consisted of 338 professors (237 men and 101 women), who were segmented by area of work and sex; the selection criteria applied at the time of the study was that professors should have experience in teaching for at least a year and a half. The study was conducted in Ecuador, at the Universidad de las Fuerzas Armadas-ESPE; the survey was applied during the semester September 2015 - February 2016 and ended in May 2017.

Operationalization of the variables: Various techniques were used to obtain information on the independent variables: human talent management and emotional intelligence, as well as the dependent variable: job performance of professors in higher education institutions; likewise, the analysis of relationships and differences between variables under study with the demographic covariates: age, sex, level of formal education and years of experience in teaching.

In the first place, a documentary research was carried out, as well as scientific articles and books related to the subject of study and documentation and records that were considered pertinent were reviewed.

To measure the variables human talent management, emotional intelligence and professor performance, a Likert survey was applied, it consisted on three sections; the first part contains 30 questions aimed at assessing the level of emotional intelligence of professors; for this, the self-assessment questionnaire-*TEIQue-SF* was used in its short version[18], this helped to evaluate the emotional intelligence feature in the form of an inventory of self-report that allows to assess four main factors: well-being, self-control, emotionality and sociability; these factors are predictors of behaviors and achievements in the workplace.

The *TEIQue-SF* questionnaire covers a comprehensive and comprehensive domain of the emotional-trait intelligence construct, which was used to assess the level of emotional intelligence in the respondents, this questionnaire consisted of 30 questions, answered on the basis of a Likert scale of 7 response options, ranging from one (completely disagree) to seven (completely agree), which allow evaluating each of the components of emotional intelligence.

The questionnaire measures fifteen facets of emotional intelligence organized under four main factors: well-being, self-control, emotionality and sociability, as well as two independent facets: adaptability and motivation; the sum of these facets provides a global score of emotional intelligence-trait[21], an example of an element is: *I find it easy to express my emotions with words*.

The second section of the survey contains 23 questions aimed to making a diagnosis of the management of human talent from the point of view according to professors[1], which were answered based on a Likert scale of 7 response options, ranging from one (not fulfilled) to seven (it is fulfilled in its entirety), which allowed to evaluate each of the components of human talent management: personnel selection, training and development, staff maintenance and performance measurement. And the third section contains 19 questions from descriptive type with general data, such as age, sex, titles reached, among other descriptive data; the use of this instrument allowed to fulfill the objective of the investigation.

Finally, to measure the performance of the professors, the results obtained in the last evaluation of the teaching performance were used, and carried out directly by the higher education institution

that participated in the study; through a set of techniques, such as: the self-assessment that is a questionnaire that is applied to each professor to self-assess their own performance, the hetero-evaluation that refers to the evaluation that students make of the professors who have taught them during a semester, and the peer review carried out by the head of the department and addressed to the professors of the area. The results of these three assessment instruments are added together and a total score of the professor performance is obtained.

The survey was applied to the professors of the university after conducting a pilot test in two phases, in the first phase, three experts in research reviewed the survey; whith experience in the validation and construction of research instruments, to suggest changes or improvements in the measurement instruments with respect to the clarity of the reagents for the Ecuadorian context, commitment to the researched construct and the relevance for what was intended to be measured.

Corrections were made to the survey and the second phase was initiated and the survey was applied to ten professors selected for convenience. Once it was confirmed that the instrument was working correctly, it was applied to the selected sample in a random manner.

A limitation to this study was the fact that neither it was possible to cover all the components that make up the construct of emotional intelligence nor all the factors of the management of human talent; nor the measurement of performance was made only with the teaching staff of one higher education institution in Ecuador.

Sample size: The general list of professors of the university constituted the sampling frame for the selection of the sample; the information was filtered according to the selection criteria and professors who did not meet this requirement were discarded; later, a probabilistic and representative sample was selected and segmented according to sex and work area of the professors surveyed. To calculate the size of the sample was used the formula that allows estimating a proportion with a finite population[22].

$$n = \frac{Z^2 pqN}{e^2(N-1)+Z^2 pq} \qquad (1)$$

The population of professors of the university was estimated at 620 educators, after suppressing those who did not meet the selection criteria. A percentage of 3.6% was determined for the sampling error and a 95% confidence level in the normal distribution.

In the case of the proportion of the population whose value was not available, a constant value of 0.5 was used; therefore, when applying the formula and replacing the data, the result was that the sample size should consist of 338 items.

For the random selection of professors, the random number function without repetitions of Excel software was used; this allowed to define which professors would be randomly surveyed, within the range required for each department, without replacement, by sex and proportionally, to apply the survey.

Thus, the research instrument was applied to 338 professors of the university, for which a stratified random sampling was performed, using a proportional random sample, to obtain information about the subpopulations and thus be able to guarantee the independence of the errors and avoid the presence of biases in the estimate.

The data obtained were processed after application of the survey to the selected sample and it was determined that, in this study, there are two types of statistical problems: comparison and association[23]. In the comparison problem, the difference in the distribution of the variables was compared according to the groups formed by sex, age, and years of experience in teaching and the level of formal education of professors.

Statistical tests: Before applying the statistical tests, the normality of the distribution of the variables under study was verified and, according to the result obtained, it was decided what kind of statistical tests would be applied. The *Kolmogorov-Smirnov* test was applied; it consists on a test to determine the goodness of fit of two distributions[23] used to identify that variables in the study do not present a normal distribution, since in all cases a value of $p = .000 < \alpha\ .05$ is presented, so the selection of tests was adjusted to the parametric condition of the variables.

After applying the *Kolmogorov–Smirnov* test, it was identified that the sample did not have a normal distribution, therefore, the nonparametric *U-Mann Whitney* test or the *Chi square* was used, depending on whether the level of measurement of the dependent variable was ordinal or nominal, respectively.

Likewise, the Analysis of Variance-ANOVA, also identified as Test F, and it was applied to test hypotheses based on the means of three or more independent groups, where the level of measurement of the dependent variable is scalar.

As noted above, the sample of more than two groups did not present a normal distribution, therefore, the non-parametric Kruskal-Wallis test or the Chi-square test was used, to compare independent samples with a level of measurement of the dependent variable, ordinal or nominal type, respectively.

Regarding problems of association, for the relationships between scalar variables, the Pearson test (r_p) was used and for relations between ordinal variables the Spearman test (r_s) was used.

The use of these techniques allowed to fulfill the objective of the research to identify relationships between the variables, as well as to analyze whether emotional intelligence explains or not, the differentiated performance of professors.

RESULTS

Descriptive Statistics: The study involved 338 university professors (236 men, 102 women) and the results obtained showed that most professors (74.3%), are in an age range from 42 to 49 years and that the lowest part (25.7%) is in a range that goes from 27 to 41 years. It was also identified that the area with the highest percentage of professors (28.11%) is the *Department of Economic, Administrative and Trade Sciences*.

Hypotheses Testing: The hypotheses were tested using version 23 of the SPSS software. To test the hypothesis, since the variables do not present a normal distribution ($p = .000 < .05$), nonparametric tests were used, such as: Spearman's Rho, U-de-Mann Whitney or the Chi square test, depending on the level of measurement of the dependent variable.

To perform the tests of the statistical hypotheses, null hypotheses were used that declare the non-existence of relationships between the variables and alternative hypotheses that constitute the affirmation of the null hypotheses.

The test determines if the null hypothesis should be rejected or accepted, so the *p*-value was used to make the decision, which was defined according to the selected 95% confidence level; therefore, if the *p*-value is less than or equal to the level of significance, the null hypothesis can be rejected.

Once the analysis of the results obtained was carried out, the null hypothesis was rejected in the following cases:

This is a case of association, in which Spearman's Rho test was used and, the obtained result (r_s = .133, p = .05 ≤ .05) allows to reject the null hypothesis; from what, can be said that there is a linear relationship that is statistically significant, low and positive, between the *management of human talent* and *emotional intelligence*.

The same effect was found between efficiency in the *management of human talent* and some components of emotional intelligence, such as *well-being* (r_s = .140, p = .045 < .05) and *social awareness* (r_s = .169, p = .016 < .05); and between the factors of human talent management: *personnel selection* (r_s = .154, p = .028 < .05), *training* and *development* (r_s = .256, p = .000 < .05) with the emotional intelligence factor *welfare*; and between the factor of the human talent management: *training and development* (r_s = .206, p = .003 < .05) with the *emotional intelligence* in a global way, as well as, with emotional intelligence factors: *well-being* (r_s = .256, p = .000 < .05) and *happiness* (r_s = .180, p = .010 < .05).

The same occurs between the factor of human talent management: *maintenance of personnel* and emotional intelligence factors: *social awareness* (r_s = .211, p = .002 < .05) and *empathy* (r_s = .169, p = .016 < .05), and the factor of human talent management: *performance measurement* and emotional intelligence factors: *social awareness* (r_s = .141 p = .044 < .05), and *stress management* (r_s = .139, p = .048 < .05). The details are reflected in Table 1.

Table 1. Correlations between human talent management and Emotional Intelligence

Variables	HTM		PS		T&D		PM		PMe	
	r_s	p	r_s	p	r_s	p	r_s	p	r_s	p
Global Emotional Intelligence	.133	**.045**	.110	.117	.206**	**.003**	.101	.150	.064	.366
Emotionality	.022	.753	.085	.227	.029	.685	.061	.388	-.034	.628
Self-control	.073	.298	.119	.089	.093	.185	.013	.855	.056	.429
Sociability	.032	.651	.053	.455	.117	.095	.037	.604	-.036	.607
Wellness	.140*	**.045**	.154*	**.028**	.256**	**.000**	.109	.122	.101	.150
Adaptability	.003	.964	-.048	.494	-.006	.931	-.061	.383	.033	.636
Motivation	.045	.520	.062	.380	.121	.085	-.015	.835	-.008	.904
Assertiveness	.069	.328	.103	.145	.067	.345	.038	.590	.066	.348
Self esteem	.027	.700	.057	.415	.065	.359	.064	.362	.034	.632
Social conscience	.169*	**.016**	.122	.081	.110	.118	.211**	**.002**	.141*	**.044**
Empathy	.084	.235	.140*	**.046**	.101	.150	.169*	**.016**	.007	.924
Expression of emotions	.037	.598	.002	.980	.036	.611	.115	.101	.022	.758
Happiness	.116	.098	.110	.116	.180*	**.010**	.036	.606	.063	.370
Emotion management	-.101	.150	-.093	.185	.038	.593	-.079	.264	-.109	.122
Stress management	.106	.131	.098	.164	.051	.465	.056	.424	.139*	**.048**
Impulsiveness	.003	.969	.048	.492	.045	.523	-.097	.168	.028	.696
Optimism	.078	.269	.120	.088	.037	.599	.112	.110	.066	.345
Perception of emotions	-.041	.557	.010	.885	-.060	.394	-.070	.321	-.060	.394
Relations	-.024	.738	-.019	.791	.012	.870	-.122	.082	-.030	.671
Regulation of emotions	.062	.379	.059	.399	.131	.061	.060	.394	.002	.978

*Note. Rho of Spearman = r_s. Sig. Asymptotic (bilateral) = p **. Human Talent Management = HTM, Personnel Selection = PS, Training and Development = T&D, Personnel Maintenance = PM, Performance Measurement = PMe. The correlation is significant at the 0.01 level (bilateral). *. The correlation is significant at the 0.05 level (bilateral).*

On the other hand, in the case of the relationship between the management of human talent and the job performance of the professors surveyed, Spearman's nonparametric test was applied.

The results (r_s = .152, p = .030 <.05) reflect that there is a positive linear association and low between the *job performance* of professors and the *management of human talent*; therefore, the null hypothesis is rejected.

Additionally, it was found that there is the same linear relationship between the *training and development* process and the *teaching performance* (rs = .251, p = .000 <.05). Also, it was identified that there is a positive linear relationship between the performance measurement process and the professors' performance (r_s = .188, p = .007 <.05).

To identify the existence of emotional intelligence components that explain the differential performance of professors, Spearman's nonparametric test was applied, and, the result *(r_s = .016, p = .825 > .05)* leads to accept the null hypothesis.

To test the hypothesis, that there are no statistically significant differences in the management of the professors' human talent with respect to the sex of the professors, two groups (men and women) were formed, for which the nonparametric test U of Mann Whitney was applied., whose value (*U - Mann-Whitney* = 4853.0, *z* = -.855, *p* = .393 > .05) supports the null hypothesis of equality of averages, however, the group of male professors exhibits a higher average range (105.92) than the group of female professors (99.08).

The details are shown in Table 2.

Table 2. Correlations between professor's performance and Emotional Intelligence

Variables	N = 204	Sig. (bilateral)
	Spearman´s Rho	
Emotional Intelligence-Global	**.016**	**.825**
Emotionality	-.062	.375
Self-control	.022	.759
Sociability	.003	.964
Wellness	.119	.089
Adaptability	-.077	.276
Assertiveness	-.013	.857
Self esteem	-.028	.693
Social conscience	.046	.517
Empathy	-.023	.745
Expression of emotions	.035	.616
Happiness	.128	.068
Emotions management	-.059	.406
Stress management	-.075	.285
Impulsiveness	.094	.182
Optimism	-.005	.944
Perception of emotions	-.143[*]	.042
Relations	.077	.276
Regulation of emotions	.025	.725

*Note. *. The correlation is significant at the 0.05 level (bilateral).*

Nevertheless, when performing the hypothesis test between the performance of professors with each emotional intelligence factor, it was identified that the emotional intelligence component: *emotional perception* (r_s = -.143, p = .042 <.05), presents an inversely proportional relationship with the professor's performance.

To test the hypothesis that there are not statistically significant differences between the professors' emotional intelligence with respect to sex, the U-Mann-Whitney non-parametric test was used, whose results (*U-Mann-Whitney* 5105.0, z = -.306, p = .760> .05) lead to accept the null hypothesis of equality of averages, where, the highest average range (103.45) corresponds to women and the lowest average (101.55) to men. It was also identified that there are statistically significant differences between two of the components of emotional intelligence: relationships and regulation of emotions with respect to sex, for the relationship factor (*U-Mann-Whitney* 4259.0, z = -2,391, p = .017 <.05), the range of the highest average (111.75) corresponds to men and women have the lowest average (93.25). In the case of emotions regulation (*U-Mann-Whitney* 4426.0, z = -1.966, p = .049 <.05), the highest average range (110.10) is for men and the lowest average (94.90) belongs to women.

Similarly, to identify the existence of statistically significant differences between professors' performance with respect to sex, the U-Mann-Whitney nonparametric test was applied and the results (U-Mann-Whitney 4875.5, z = -775, p = .439> .05), lead to accept the null hypothesis of equality of averages, the highest average range (105.70) belongs to the group of female professors and the lowest average (99.30) corresponds to men.

To test the hypothesis corresponding to a problem of comparison between the variable human talent management with respect to the age of the professors surveyed, the non-parametric *Kruskal-Wallis* test was applied, whose result [X^2 (*gl* = 2, N = 204) = .740, p = .691>.05] leads to accept the null hypothesis that there is no significant difference in the management of human talent with respect to the age of professors. For this, three groups were formed, the first with an age range of 25 to 43 years, the second with ages of 44 to 51 years and the third with ages of 52 years or more; the highest average range (106.55) corresponds to the group of professors between 25 and 43 years old, followed by a lower average (101.10) by the group of professors who are 52 years old or older and the lowest average (98.16) belongs to the group of professors aged between 44 and 51 years.

In the case of emotional intelligence and the age of the professors, the nonparametric test of Kruskal-Wallis was also used, whose results [X^2 (*gl* = 2, N = 204) = 3.586, p = .166> .05] show that there is no statistically significant difference between these variables, therefore the null hypothesis was accepted; however, it was identified that there are differences in two factors of emotional intelligence: the sociability and the handling of emotions with respect to the variable age; in the first case [X^2 (*gl* = 2, N = 204) = 6.858, p = .032 <.05], the highest average range (115.32) corresponds to 52 years old professors or older and the lowest average (98.18) corresponds to professors aged between 25 and 43 years.

In the second case, it was identified that there is a statistically significant difference between the factor of emotional intelligence: management of emotions with respect to age [X^2 (*gl* = 2, N = 204) = 10.408, p = .005 <.05] ; in this case, the group that reflects having the highest average range (119.51) is that of professors aged 52 and older, followed by the group of professors with ages ranging from 25 to 43 years of age (94.04); and, in the second case [X^2 (*gl* = 2, N = 204) = 10.408, p = .005 <. 05]; it was identified that the group with the highest average rank (119.51) is that of the professors aged 52 and older, followed by the group with ages between 25 and 43 years (94.04) and the lowest average range (91.42) corresponds to the group of professors whose ages range between 44 and 51 years.

Likewise, the existence of statistically significant differences between professors' job performance and the level of formal education was sought; in this case the Kruskal-Wallis statistical test was used,

and the results [X^2 ($gl = 4$, $N = 175$) $= 9.920$, $p = .042 < .05$], allowed to reject the null hypothesis; it was observed that professors with doctoral degrees exhibit the highest average rank (102.35), followed by a lower average (93.18) of professors with a master's degree in business administration, with a lower average (85.02) than the previous there is the group that holds a master's degree in social sciences, the group of professors with a bachelor's degree follows it with a lower average (79.14); and, finally, the lowest average (36.25) corresponds to the group of professors who hold a specialist degree.

Similarly, the existence of statistically significant differences between job performance and years of teaching experience was sought, the results [X^2 ($gl = 2$, $N = 204$) $= 6.223$, $p = .045 < .05$] of the test Kruskal-Wallis, allowed to reject the null hypothesis; where the group with the highest average (120.21) is that of professors with 13 to 17 years of experience, followed by a lower average than the previous one (98.06) corresponds to the group that has between 1.5 and 12 years of experience and the group with the lowest average range (95.00) is that of professors who have between 18 and 45 years of experience.

Finally, in order to solve this association problem, the existence of relationships between job performance and the level of formal education of professors was sought. Spearman correlation coefficient was applied, and results ($r_s = .154$, $p =. 028 < .05$) lead to reject the null hypothesis, meaning that there is a significant, low and directly proportional association, between the professors' job performance and the level of formal education, that is, as the level of formal education increases, too increases the performance of professors.

DISCUSSION

The results of this study reflect that there is a positive, low and linear relationship between the *management of human talent* and *emotional intelligence*; that is, by increasing the efficiency in the management of *human talent*, the level of *emotional intelligence* of professors grows.

Likewise, it was identified that, there is a statistically significant relationship between the *management of human talent* and the emotional intelligence factor: *well-being*. In this sense, Andrei, Smith, Surcinellia, Baldaro and Saklofske[21] point out that the components of the *well-being* factor are three: happiness, optimism and self-esteem, which constitute the main factors to be taken into account by those in charge of the management area of human talent so that they can develop plans and actions that foster pleasant emotional states in the staff[3].

Also, there is a positive relationship between the factors of human talent management: *training and development* with the *emotional intelligence* in a global way. Similarly, there is a relationship between the factors of human talent management: *selection of personnel* and *training and development* with the factor of the emotional intelligence: *well-being*[24].

Salas-Vallina, Alegre, & Fernandez[4] points out that, the aspect that most motivates workers, is the possibility of developing a career within an organization, for which, it is necessary to promote the training and development of the personnel; in the same way, generating and maintaining satisfactory working relationships produces well-being in the individual. In this order of ideas, it was found that there are no statistically significant differences in the perception that respondents have about the *human talent management*, with respect to *sex*, *age*, level of *formal education* or the years of *teaching experience* that surveyed professors have.

Although, the present study did not identify the existence of *emotional intelligence* components that explain the differential *performance* of professors; however, several authors[15, 16, 17] found that the

component of emotional intelligence: *the perception of emotions*, shows a negative relationship with *performance*, that is, as the degree of perception of the emotions of the professors, increases, their level of performance shows a decrease.

In addition, there is a positive relationship between the factor of *human talent management*: *training* and *development* with *emotional intelligence* in a global way; and between two of the factors of the human talent management: *selection of personnel* and *training and development* with the factor of emotional intelligence: *well-being*, that is to say, that being more efficient the processes of selection and training and development of the personnel, increases the degree of welfare of professors.

In this order of ideas, the results of the research by Salas-Vallina, Alegre and Fernández[4] and other authors[15,16,17] emphasize that the training of personnel is an important factor for their retention in the organization, as well as in the achievement of their wellness; factors that, at the same time, contribute to their professional development.

The results obtained in the present investigation do not support the affirmation of the existence of statistically significant differences between the level of *emotional intelligence* of professors in a global way and *age*; but, there is a statistically significant difference in two factors of emotional intelligence: *sociability* and *management of emotions* with respect to the *age* of the professors.

These results coincide with the study carried out by Delhom, Gutiérrez, Mayordomo and Meléndez[25], in which they found that emotional intelligence increases with age, thanks to the fact that this is the result of a learning process that allows achieving personal goals, improving the relationships with those who surround an individual and generate pleasant emotions. In this sense, these authors point out that older adult have a high degree of emotional intelligence that allows them to understand conflict situations and manage emotions.

There are no statistically significant differences between the levels of *emotional intelligence* of professors of higher education institutions with respect to *sex*, this finding coincides with the results of Naseem[6] who points out, that there are no significant statistically differences between the *emotional intelligence* and the *sex*.

Nevertheless, there are differences attributable to the *sex* of professors in two factors of emotional intelligence: *relationships* and *management of emotions*; it was identified that, men exhibit the greatest capacity to relate to those around them as well as to regulate their emotions; the differences between the degree of *emotional intelligence* and the *sex* are conditioned by the *age* of the individuals in a negative relationship, in which, there is a higher level of *emotional intelligence* in younger people[5].

In this sense, it was identified that there are no statistically significant differences between *emotional intelligence* and groups of professors according to their level of *formal education* or their *years of experience* in teaching.

In addition, it was identified that, there is a positive relationship between three factors of emotional intelligence: well-being, empathy and management of emotions, respect to years of experience in teaching.

There are no components of emotional intelligence that explain the differential performance of professors; on the contrary, a negative relationship was found between the emotional intelligence component: perception of emotions and professors performance, that is, when the level of perception of emotions in professors increases, their job performance is reduced.

Also, there are no statistically significant differences in the performance of professors with respect to gender or their age.

But, there are statistically significant differences between the professors' job performance respect to the level of formal education, being that the group of professors that exhibits the highest level of performance, are the professors with the doctorate degree.

Also, there are statistically significant differences between the performance and the years of experience of the professors. On the other hand, when analyzing the existence of a relationship between the job performance of professors and years of experience in teaching, it was found that there is no relationship between these variables.

Therefore, it is recommended that organizations carry out personnel management actions that generate a sense of well-being in the teaching staff; that the training of the teaching staff be promoted in aspects of emotional intelligence, especially in aspects such as: well-being, sociability and emotionality, since they are the components of emotional intelligence reported as those most related to the management of human talent and the professors` performance. Likewise, it is required that personnel be trained on the perception of emotions, since this factor has a negative relationship with job performance.

Conclusions

By increasing efficiency in staff selection, training and development, the level of emotional intelligence and well-being of workers increases; in addition, the management of human talent constitutes a set of practices necessary to manage those aspects that concern people, which guarantee the efficient use of human talent aimed at achieving organizational objectives; therefore, the need for higher education institutions to perform personnel management actions that develop the skills of emotional intelligence in the professors is identified.

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