

# Relative Importance of Emotional Intelligence's Dimensions in Contributing to Dimensions of Job Performance

Jamil Ahmad<sup>1,\*</sup> and Maryam Saeed Hashmi<sup>2</sup>

<sup>1</sup>*Institute of Business & Management, University of Engineering & Technology, Lahore, Pakistan*

<sup>2</sup>*Lahore College for Women University, Lahore, Pakistan*

**Abstract:** Career in service industry is emotional labor intensive, which turns performance of the employees into undesired status who are not emotionally intelligent. To put light on this issue the present study scrutinizes the significant contributor from four dimensions of emotional intelligence to three dimensions of job performance individually as well jointly. Data gathered from 292 bankers through instrument adopted from literature, regression results revealed that self emotional appraisal, others emotional appraisal, regulation of emotions and use of emotions significantly contribute task performance, counterproductive work behaviors and organizational citizenship behaviors individually as well as jointly. The use of emotions remained significant when included with other dimensions of emotional intelligence in the hierarchical regressions model after controlling for age and gender, whereas regulation of emotions lost its significance. In organizational citizenship behaviors maximum variation was observed due to emotional intelligence's dimensions as compare to the other dimensions of job performance. Banks' management could use these findings for recruitment, training and promotions of employees. Limitations and future suggestions are presented in later part.

**Keywords:** Emotional intelligence, job performance, banking sector, dimensions of emotional intelligence, dimensions of job performance.

## 1. INTRODUCTION

Emotional intelligence (EI) has gained immense popularity and importance in the industry sector as well as in the researchers' community [1]. In recent decades most researchers suggest it as more vital for any workplace environment and it makes employees more satisfied and enables them to perform their job well comparatively [2-9]. Numerous studies measure job performance (JP) using EI by finding their relationship using some of their dimensions [7, 10-15]. According to the Joseph and Newman, (2010) [16] emotional regulations is the key to perform the work related task and EMA predict task performance, OCB and CWB [13]. Similarly, Greenidge *et al.*, (2014) [11] found that four dimensions of emotional intelligence significantly contributes to CWB and contextual performance but they did not include the most important aspect of job performance i-e task performance. But, there is dire need to find the relationships between each dimension of EI with dimensions of JP. Researchers have found that how every individual differs from other and how it ultimately contributes to different dimensions of performance [17-19]. Which dimension of EI contributes to the dimensions of JP is still under earth and need to be explored, as it is the major purpose of the study undergone. Moreover, the current study is in the search of more affected dimension of JP due to the

dimensions of EI collectively i.e. their relative importance in the workplace. The forthcoming section of the article presents relevant literature and evidence behind the pursuance of current relationship and cogent rationale of the study.

## 2. LITERATURE REVIEW

### 2.1. Emotional Intelligence

Salovey and Mayer, (1990) [20] are from the scholars who started the debate on the concept of EI initially and argued that it is a set of interrelated abilities of individuals to make valid emotions with reason. There is extensive debate on the measurements and conceptualization of the concept available in the literature. One group argued that it is theoretical model and is a combination of some abilities and skills [21] called ability based model and others include motivational and personality aspects along with abilities and skills called mixed model [1]. Many researches criticized that mixed model is not different from the personality traits [e.g. 22, 23] and some criticized that it excluded any desirable cognitive ability characteristics from its definition [e.g. 24-27]. Some of the researchers are of the opinion that mixed model is not worth while [22] and some says that it is overly broadened concept [24]. On the basis of this present study followed Mayer and Salovey, (1997) [21] ability-based definition, which includes it as set of skills interrelated with each others. According to Wong and Law, (2002) [8] it consists of four sub-dimensions:

\*Address correspondence to this author at the Institute of Business & Management, University of Engineering & Technology, Lahore, Pakistan; Tel: +92 457 380082; E-mail: jamil2007star@yahoo.com

### **2.1.1. Self-Emotional Appraisal (SEA)**

This is the ability of individuals to understand their deep emotions and to express these emotions naturally e.g. one should know whether he is feeling fear or anger. People having high level of this ability will be sensible and know their emotions while dealing with others.

### **2.1.2. Others-Emotional Appraisal (OEA)**

This is the ability of individuals to understand and perceive others' emotions around them. This is mind reading ability and helps to understand others' emotions sensibly e.g. if a person is angry and other felt it and stop doing things which make him angry.

### **2.1.3. Emotions' Use (UOE)**

This is the ability of a person to use his/her emotions for high personal performance and to direct these emotions to the constructive work activities e.g. being a team leader one should know when to use anger and when to show courage for achieving goals.

### **2.1.4. Emotions' Regulation (ROE)**

This is anti-stress ability of individuals which helps them to make speedy recovery from it e.g. a salesman deal with a client and client say something which feel him angry but he control his angry and regulate his emotions to remain cool.

## **2.2. Job Performance**

JP is all activities of the employees at work which directly or indirectly contributes to the achievement of the goals of the organization [18]. Job performance is further divided into two parts one is task performance and the other is contextual performance [28]. Rotundo and Sackett, (2002) [29] further divided JP into three domains namely task performance (TP), organizational citizenship behavior (OCB) and counter-product work behavior (CWB).

### **2.2.1. Task Performance (TP)**

According to Rotundo and Sackett, (2002) [29] TP constitutes all behavior to produce goods or rendered service. So these are the task mentioned in the job description e.g. for a retail banker authorization of overdraft or loans is related to his/ her task performance.

### **2.2.2. Organizational Citizenship Behavior (OCB)**

According to Rotundo and Sackett, (2002) [29] OCB constitutes all the behaviors which contributes to

social-psychological organizational environment and ultimately contributes to the organizational goals which are extra role and volunteer. Examples of these behaviors in banking sector are asking someone about his health, help others in their working, etc.

### **2.2.3. Counter-productive Work Behaviors (CWB)**

Rotundo and Sackett, (2002) [29] defined it as a set of behaviors that affect the organizational environment. A banker if abused or threat others, violate the policies in task performance, etc.

## **2.3. Emotional Intelligence and Job Performance**

Organizations are set in such a way that they need more interactional environment, which are related to the performance of specific duties as per job requirements and people with high level of EI are more effective in this interaction [8]. There are enormous studies conducted to test these two variables' relationship. Many researches considered that EI is a crucial factor for organizational success and predictor of employees' performance [1, 20]. Most researches further divided EI into sub-dimensions and test few or all of these dimensions relationship with JP [e.g., 11-15, 30].

According to Rotundo and Sackett, (2002) [29] there are three main constructs of JP which include TP, OCB and CWB. Most of the researches use EI to predict JP by just considering TP but there is still a need to find its impact on the other constructs of the JP [31]. Klumper *et al.*, (2013) [13] used emotional management ability to predict TP, CWB and OCB in two different studies. Juravich and Babiak, (2015) [12] found that EI affects the performance of the sportsman and ultimately contribute to the team performance. Similarly, Gooty *et al.*, (2014) [10] used few dimensions of ability based model to measure that EI helps law enforcement employees in coping and coping further effects on TP and Mulki *et al.*, (2014) [32] found that salesmen's regulation of emotions is conducive to reduce interpersonal conflict and stress which ultimately contributes to JP. The present study included all the dimensions of the emotional intelligence and job performance by measuring the former's effect on the later one in contrast to the previous studies which include few from them.

Joseph and Newman, (2010) [16] have included that TP can be measured by using different sub dimensions of EI. Service industry needs to measure more EI related performance of the employees as it

needs intense emotional labor and also measure actual performance at job but not students teachers etc. [16]. Emotional labor is the display of bodily and facial expression which is publically observable [33]. Emotional regulation is important for emotional labor because it is the process of surface and deep action which constitute the display rule and to control and fit the emotional expression one needs to regulate emotions [34, 35].

Pakistan as being holder of strategic position in its localities, having mix economy comprises services, agriculture, industrial sectors etc. Pakistan's banking sector asset based growth was 15.4% in year 2014 and which reached to 12.1% trillion and crossed 12.5% in March, 2015 [36] Banking sector being major contributor towards Pakistani employment still faces psychological issues included anxiety, stress, etc. [37], which becomes resultant of lower employees' performance and EI dealing can make it better [38].

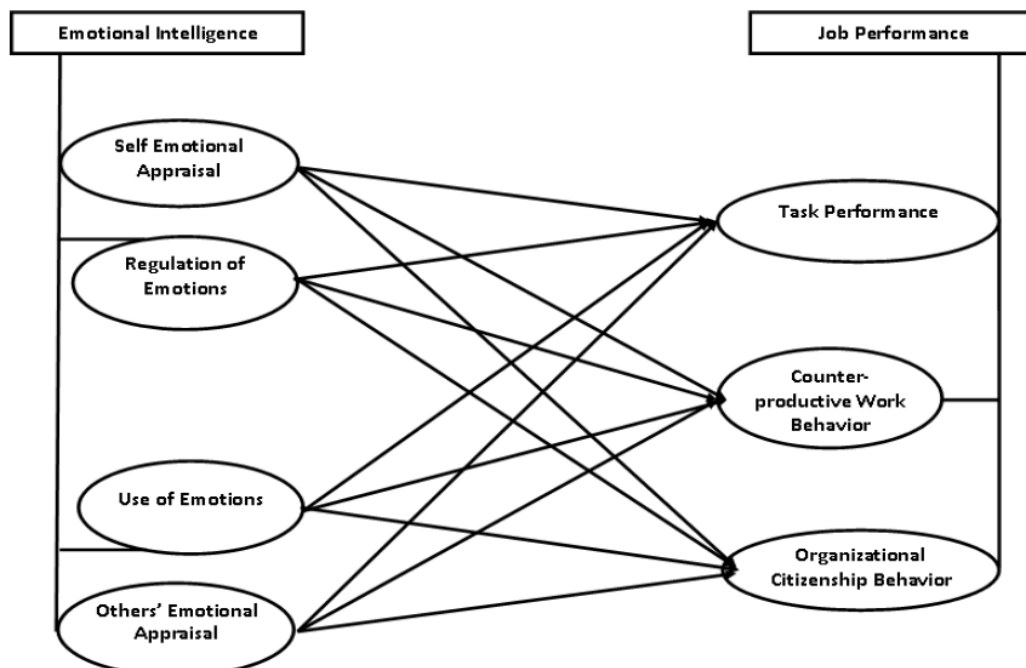
In Pakistan, scholars have explored the issues pertaining to EI such as testing EI relationship with organizational performance, job outcomes, and performance of universities' staff [38, 39]. According to Rahim S. H., (2010) [38] EI left positive impact on stress of banking sector employees in Pakistan. Chughtai and Lateef, (2015) [14] used four dimensions of EI to measure JP in Pakistan. But despite all this it is dire need to find out the relative importance of the dimensions of EI which contributes to the dimensions

of JP. If found then it will be very helpful for the employers to recruit right person fit for the job and also diagnose the causes of low performance of their employees if any. It ultimately helps them to develop a strategy better fit to the goals of the organizations.

### Hypotheses

It was hypothesized by making literature as base that:

- **H 1:** SEA, OEA, UOE and ROE have individual impact on OCB.
- **H 2:** SEA, OEA, UOE and ROE have individual impact on CWB.
- **H 3:** SEA, OEA, UOE and ROE have individual impact on TP.
- **H 4:** All four dimensions of emotional intelligence collectively affect OCB while controlling for age and gender.
- **H 5:** All four dimensions of emotional intelligence collectively affect CWB while controlling for age and gender.
- **H 6:** All four dimensions of emotional intelligence collectively affect TP while controlling for age and gender.



**Figure 1:** Theoretical Framework.

### 3. METHOD

#### 3.1. Sample and Procedure

A data collection method through survey was used, which was adopted from the previous researches. Data was collected from the employees of a public sector bank (NBP) and private banks (UBL, HBL, ABL, Alfah Bank and MCB) from Okara, Sahiwal, Pakpattan, and Bahawalnagar districts. Total four hundred questionnaires were distributed in the employees of public and private sector banks. The achieved turnover was 73%, which resulted in 292 useable questionnaire received (163 were private bank's employees and 129 were public banks' employees). Diverse profile holders were participated in survey, which were holding different levels of job, education, and experience. Men constituted 78% of total sample, most of the employees fell under 26-35 years age slab and 45.20% were holders of master degree. Ultimately it can be said that respondents' profiles were representing truly the profiles of non-respondent employees of the organizations. The surveys were directly handed-over to the participants, after making them clear the purpose of research and the usefulness of responses they give. It was assured to them that their responses will remain

Table 1:

| Demographic Variable  | Frequency | Percentage |
|-----------------------|-----------|------------|
| <b>Gender</b>         |           |            |
| Male                  | 228       | 78.1       |
| Female                | 64        | 21.9       |
| <b>Age</b>            |           |            |
| Under 26              | 22        | 7.5        |
| 26-35                 | 129       | 44.2       |
| 36-45                 | 77        | 26.4       |
| 46-55                 | 47        | 16.1       |
| 56 and Above          | 17        | 5.8        |
| <b>Qualification</b>  |           |            |
| Associate's Degree    | 17        | 5.8        |
| Bachelor's Degree     | 109       | 37.4       |
| Master's Degree       | 132       | 45.2       |
| Professional Degree   | 33        | 11.3       |
| Doctorate's Degree    | 1         | .3         |
| <b>Sector</b>         |           |            |
| Private               | 163       | 55.8       |
| Public                | 129       | 44.2       |
| <b>Position</b>       |           |            |
| Clerical Non clerical | 28        | 9.6        |
| Officer               | 226       | 77.4       |
| Executive             | 38        | 13.0       |

confidential at every cost and these will be used for study purpose only. Data will remain out of organizations' reach as it does not bear any name and place in the questionnaire.

#### 3.2. Measurement

Self-report measurement scale was used, which ranged from likert scale 1-strongly disagree and 5-strongly agree for whole instrument. All scales used in the study were adopted from previous literature.

##### 3.2.1. Emotional Intelligence

16-items self-report EI scale was used having four dimensions containing 4 items each i.e. SEA, OEA, UOE and ROE, which was developed by Wong and Law, (2002) [8]. Which are in line with Mayor and Salovey, (1997) [21] EI definition and supported by the previous studies regarding its internal consistency, validity, and structure of factors [2, 8]. Example items for SEA, OEA, UOE, and ROE are "I have good understanding of my own emotions", "I am a good observer of others' emotions", "I always tell myself I am a competent person", and "I am quite capable of controlling my own emotions" respectively.

##### 3.2.2. Job Performance

JP was measured using three dimensions namely TP, OCB, and CWB. We used 7-items TP scale developed by Williams and Anderson, (1991) [40] and 8-items scale for each CWB and OCB were used developed by Dalal, Lam, Weiss, Welch and Hulin, (2009) [41]. Example items for TP, CWB, and OCB are "adequately completes assigned tasks", "said or did something that was unpleasant", and "displayed loyalty to the organization" respectively.

#### 3.3. Data Analysis

Regression model is used to test the effect of independent variable on the dependent variable and found that significant relationship exists between the proposed variables. For testing four independent variables i-e SEA, OEA, UOE and ROE on the three dimensions of JP separately, we used hierarchical regression and found that the overall four dimensions contribute significantly to the each dimension of JP.

### 4. RESULTS

#### 4.1. Descriptive Statistics, Reliabilities and Correlations

Table 2 shows means, standard deviation, correlation coefficients and cronbach alpha of all

**Table 2: Means, Standard Deviations, Correlations and Reliabilities**

|     | Mean | S.D | SEA     | OEA     | UOE     | ROE     | OCB     | CWB     | TP    |
|-----|------|-----|---------|---------|---------|---------|---------|---------|-------|
| SEA | 4.11 | .51 | (.77)   |         |         |         |         |         |       |
| OEA | 3.99 | .56 | .491**  | (.80)   |         |         |         |         |       |
| UOE | 4.19 | .61 | .404**  | .388**  | (.80)   |         |         |         |       |
| ROE | 3.80 | .63 | .291**  | .299**  | .145*   | (.82)   |         |         |       |
| OCB | 4.02 | .49 | .454**  | .558**  | .536**  | .264**  | (.81)   |         |       |
| CWB | 2.41 | .84 | -.229** | -.220** | -.287** | -.193** | -.381** | (.92)   |       |
| TP  | 3.96 | .54 | .319**  | .304**  | .471**  | .184**  | .547**  | -.582** | (.76) |

Note: N=292,  $\alpha$  (reliability coefficients) are given in parentheses with .77 overall reliability.  
\* $p < .05$ . \*\* $p < .01$ .

variables. Overall reliability of the model was measured .77 and all dimensions of both variables had reliabilities over .70. All dimensions of EI are significantly related with the dimensions of JP. All four dimensions of EI had significantly positive effect on two dimensions of job performance i.e. OCB and TP and had significantly negative effect on CWB. The results presented in Table 2 concur our H1, H2 and H3.

#### 4.3. Hierarchical Regression Analysis

Table 3 is presented here with hierarchical regressions where SEA, OEA, UOE, and ROE are used as independent variable with all three dimensions of JP separately while controlling for age and gender. Here hierarchical regression was run for predicting OCB from SEA, OEA, UOE, and ROE. These variables found statistically significant predictors of it with  $F=40.297$ ,  $p < .000$ ,  $R^2=.459$ . All variables remained significant except ROE. Hierarchical regression was run for predicting CWB from SEA, OEA, UOE, and ROE. These variables found statistically significant predictors of it with  $F=7.519$ ,  $p < .000$ ,  $R^2=.137$ . All variables became non-significant except UOE as shown in the second part of Table 3. Similarly, hierarchical regression was run for predicting TP from SEA, OEA, UOE, and ROE. These variables found statistically significant predictors of it  $F=17.209$ ,  $p < .000$ ,  $R^2=.266$ . All variables become non-significant except UOE in full model. Hence, results presented in Table 3 concur with our H4, H5, and H6.

## 5. DISCUSSION

Long term relationship building with existing and prospective customers require solution for the problem i.e. to meet their needs [42] and service industry requires to measure EI related performance of the employees [16]. Each situation required variety of

emotional responses and people having high EI level responded it well [43, 44] and this is the area of major controversy i.e. the relationship between EI and JP [45, 46].

This study conducted contributed to the literature of EI and JP over all as well as their dimensions by a number of ways. First, results revealed that ROE is a less effective predictor of all dimensions of JP which is not in line with the previous studies [32]. One possible reason of it could be that it is an ability to recover from stress and when an employee uses it, it may cause less effective performance. Second, many researchers used EI as a whole to predict JP or some of the dimensions are used separately [10, 12-14, 32], so this is one of the few studies to do so. Third, present study found that UOE remained significant while entered in the hierarchical regression model to predict OCB, CWB and TP. This is a worthwhile finding of the study because when any employee uses his emotions actually, he is using his emotions for good performance and gives direction to them for it. Most of the researches conducted research by using one or few dimensions of EI to measure few dimensions of JP [10, 12-14, 32]. Fourth, this is from the first few studies, if any, to use all four dimensions of EI along with all three dimensions of JP. This study contributed to the literature by identifying UOE as the strong predictor of JP among other dimensions of EI.

This study on the other hand contributes to the literature of JP in a number of ways. Ample research has been conducted to measure JP in complete or in different sub dimensions [12-14, 16, 32]. Firstly, this study used all three dimensions of JP which concurs with suggestion of O'Boyle *et al.*, (2011) [31]. Secondly, study's results evident that EI's dimensions collectively contributed to OCB more as compare to other two

**Table 3: Hierarchical Regression**

| Combined Effect of SEA, OEA,UOE, and ROE on Organizational Citizenship Behavior |                              |            |                           |        |      |                |                     |        |      |
|---------------------------------------------------------------------------------|------------------------------|------------|---------------------------|--------|------|----------------|---------------------|--------|------|
| Model                                                                           | Un standardized Coefficients |            | Standardized Coefficients | T      | Sig. | Model Summary  |                     | ANOVA  |      |
|                                                                                 | B                            | Std. Error | Beta                      |        |      | R <sup>2</sup> | Adj. R <sup>2</sup> | F      | Sig. |
| 1. (Constant)                                                                   | 3.536                        | .125       |                           | 28.194 | .000 | .058           | .052                | 8.936  | .000 |
| Age                                                                             | .054                         | .028       | .113                      | 1.936  | .054 |                |                     |        |      |
| Gender                                                                          | .278                         | .068       | .236                      | 4.062  | .000 |                |                     |        |      |
| 2. (Constant)                                                                   | .881                         | .218       |                           | 4.044  | .000 | .459           | .448                | 40.297 | .000 |
| Age                                                                             | .017                         | .022       | .036                      | .774   | .440 |                |                     |        |      |
| Gender                                                                          | .115                         | .054       | .098                      | 2.141  | .033 |                |                     |        |      |
| SEA                                                                             | .120                         | .051       | .126                      | 2.381  | .018 |                |                     |        |      |
| OEA                                                                             | .292                         | .046       | .333                      | 6.314  | .000 |                |                     |        |      |
| UOE                                                                             | .263                         | .040       | .329                      | 6.638  | .000 |                |                     |        |      |
| ROE                                                                             | .050                         | .037       | .065                      | 1.365  | .173 |                |                     |        |      |
| Combined Effect of SEA, OEA,UOE, and ROE on Counterproductive Work Behaviors    |                              |            |                           |        |      |                |                     |        |      |
| 1. (Constant)                                                                   | 3.161                        | .217       |                           | 14.548 | .000 | .043           | .037                | 6.556  | .002 |
| Age                                                                             | -.149                        | .048       | -.181                     | -3.085 | .002 |                |                     |        |      |
| Gender                                                                          | -.292                        | .119       | -.144                     | -2.458 | .015 |                |                     |        |      |
| 2. (Constant)                                                                   | 5.405                        | .473       |                           | 11.420 | .000 | .137           | .118                | 7.519  | .000 |
| Age                                                                             | -.118                        | .048       | -.144                     | -2.480 | .014 |                |                     |        |      |
| Gender                                                                          | -.151                        | .116       | -.075                     | -1.295 | .196 |                |                     |        |      |
| SEA                                                                             | -.138                        | .110       | -.084                     | -1.259 | .209 |                |                     |        |      |
| OEA                                                                             | -.070                        | .100       | -.046                     | -.694  | .488 |                |                     |        |      |
| UOE                                                                             | -.289                        | .086       | -.210                     | -3.362 | .001 |                |                     |        |      |
| ROE                                                                             | -.115                        | .079       | -.087                     | -1.447 | .149 |                |                     |        |      |
| Combined Effect of SEA, OEA,UOE, and ROE on Task Performance                    |                              |            |                           |        |      |                |                     |        |      |
| 1. (Constant)                                                                   | 3.483                        | .140       |                           | 24.897 | .000 | .042           | .036                | 6.402  | .002 |
| Age                                                                             | .075                         | .031       | .143                      | 2.432  | .016 |                |                     |        |      |
| Gender                                                                          | .233                         | .076       | .179                      | 3.046  | .003 |                |                     |        |      |
| 2. (Constant)                                                                   | 1.399                        | .281       |                           | 4.981  | .000 | .266           | .250                | 17.209 | .000 |
| Age                                                                             | .056                         | .028       | .106                      | 1.978  | .049 |                |                     |        |      |
| Gender                                                                          | .098                         | .069       | .075                      | 1.413  | .159 |                |                     |        |      |
| SEA                                                                             | .113                         | .065       | .107                      | 1.732  | .084 |                |                     |        |      |
| OEA                                                                             | .066                         | .060       | .068                      | 1.104  | .270 |                |                     |        |      |
| UOE                                                                             | .338                         | .051       | .381                      | 6.614  | .000 |                |                     |        |      |
| ROE                                                                             | .042                         | .047       | .049                      | .882   | .378 |                |                     |        |      |

dimensions; it is due to positive mental state of employees. Thirdly, it provided directions for the employer to recruit new employees by matching the profile of the applicants with the job nature.

Few studies measure JP by using EI in different fields like sport, sales, law enforcement, students, teachers etc. [e.g., 10, 12, 13, 16, 32] and they suggested to test it in other fields as well. Banking is a service industry and requires intense employees' emotional labor, so it is needed to measure their EI [16] and there are few studies conducted in the banking sector.

## 6. MANAGERIAL IMPLICATIONS

This research also carries some valuable managerial implications for organizations. First, while hiring new employees, management ought to know which type of skills is needed to perform that job whether it is task base or contextual. They could use our model to assess which dimension of EI is more important for applicant and then focus on it. Second, if management wants to build a team for some specific task then they ought to select team members by using our model. Managers ought to use our model for the

promotion of the employees by matching their abilities with nature of job.

Study concluded that UOE is the strong predictor of all dimensions of JP comparatively, organization could use training for the employees to use their emotions in right directions. Similarly, this study unearths that ROE is less strong while using with other dimensions of EI, organizations could use training to control stress in such a way that their performance will not be affected. It can help the management to improve performance of the employees if there exists any problem. For example, it is very helpful for managers to measure the emotional intelligence level of their employees and provide assistance where they lack.

Along with organizations, job seekers may use our model to select better jobs match their nature. For example, one could assess his abilities and find which dimensions of the job are affected most by such kind of abilities.

## 7. LIMITATIONS AND FUTURE DIRECTIONS

Like others, this study also has few limitations as well as future directions. Firstly, we included bank employees only from four districts from Punjab, Pakistan and selected employees from branches which may become limit to generalize results. Future researchers may include other areas' branches from Pakistan along with controlling offices. Second, 5-point likert scale was used to measure all variables included in the study, which may become reason of mono-method bias [47] and decrease in validity, so in future researcher may focus separate measurement scales. Third, cross-sectional data was used but data collected in different times can change relationships between variables. In future researchers can keep this in consideration while conducting research on our model. Fourth, we used dimensions of EI and JP but in future researches can include demographic variables to make this relationship more clear by using peer rating instead of self-report. We followed Wong and Law, (2002) [8], in future researchers can use other defined dimensions of emotional intelligence. In the end the study suggests that future research can use other variables as moderators and mediators to extend our model.

## REFERENCES

- [1] Goleman D. Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books 1995.
- [2] Law KS, Wong C-S, Song LJ. The construct and criterion validity of emotional intelligence and its potential utility for management studies. *J Appl Psychol* 2004; 89(3): 483-96. <http://dx.doi.org/10.1037/0021-9010.89.3.483>
- [3] Carmeli A. The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psych* 2003; 18(8): 788-813. <http://dx.doi.org/10.1108/02683940310511881>
- [4] Carmeli A, Josman ZE. The relationship among emotional intelligence, task performance, and organizational citizenship behaviors. *Hum Perform* 2006; 19(4): 403-19. [http://dx.doi.org/10.1207/s15327043hup1904\\_5](http://dx.doi.org/10.1207/s15327043hup1904_5)
- [5] George JM. Emotions and leadership: The role of emotional intelligence. *Human Relations* 2000; 53(8): 1027-55. <http://dx.doi.org/10.1177/0018726700538001>
- [6] L. Melita Prati, Ceasar Douglas, Gerald R. Ferris, Anthony P. Ammeter, M. Ronald Buckley. Emotional intelligence, leadership effectiveness, and team outcomes. *The Int J of Org Analysis* 2003; 11(1): 21-40. <http://dx.doi.org/10.1108/eb028961>
- [7] Lopes PN, Grewal D, Kadis J, Gall M, Salovey P. Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema* 2006; 18(1): 132-8.
- [8] Wong C-S, Law KS. The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadersh Q* 2002; 13(3): 243-74. [http://dxdoi.org/10.1016/S1048-9843\(02\)00099-1](http://dxdoi.org/10.1016/S1048-9843(02)00099-1)
- [9] Van Rooy DL, Viswesvaran C. Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *J Vocat Behav* 2004; 65(1): 71-95. [http://dx.doi.org/10.1016/S0001-8791\(03\)00076-9](http://dx.doi.org/10.1016/S0001-8791(03)00076-9)
- [10] Gooty J, Gavin MB, Ashkanasy NM, Thomas JS. The wisdom of letting go and performance: The moderating role of emotional intelligence and discrete emotions. *J Occup Organ Psychol* 2014; 87(2): 392-413. <http://dx.doi.org/10.1111/joop.12053>
- [11] Greenidge D, Devonish D, Alleyne P. The relationship between ability-based emotional intelligence and contextual performance and counterproductive work behaviors: A test of the mediating effects of job satisfaction. *Hum Perform* 2014; 27(3): 225-42. <http://dx.doi.org/10.1080/08959285.2014.913591>
- [12] Juravich M, Babiak K. Examining positive affect and job performance in sport organizations: A conceptual model using an emotional intelligence lens. *J Appl Sport Psychol* 2015; 0(0): 1-15. <http://dx.doi.org/10.1080/10413200.2015.1048382>
- [13] Klumper DH, DeGroot T, Choi S. Emotion management ability predicting task performance, citizenship, and deviance. *J Manage* 2013; 39(4): 878-905. <http://dx.doi.org/10.1177/0149206311407326>
- [14] Chughtai MW, Lateef K. Role of emotional intelligence on employees' performance in customer services: A case study of telecom sector of Pakistan. *IJARCSMS* 2015; 3(2): 101-8.
- [15] Mishra PS, Mohapatra AD. Relevance of emotional intelligence for effective job performance: An empirical study. *Vikalpa* 2010; 35(1): 53-61.
- [16] Joseph DL, Newman DA. Emotional intelligence: an integrative meta-analysis and cascading model. *J Appl Psychol* 2010; 95(1): 54-78. <http://dx.doi.org/10.1037/a0017286>
- [17] Johnson EC. A multi-level investigation of overall job performance ratings [Internet]. ProQuest. 2009. Available from: <http://gradworks.umi.com/33/57/3357728.html>
- [18] Viswesvaran C, Ones DS. Perspectives on models of job performance. *Int J Select Assess* 2000; 8(4): 216-26. <http://dx.doi.org/10.1111/1468-2389.00151>
- [19] Mount M, Ilies R, Johnson E. Relationship of personality traits and counterproductive work behaviors: The mediating effects of job satisfaction. *Pers Psychol* 2006; 59(3): 591-622. <http://dx.doi.org/10.1111/j.1744-6570.2006.00048.x>

- [20] Salovey P, Mayer JD. "Emotional intelligence." *Imagin Cogn Pers* 1990; 9(3): 185-211.  
<http://dx.doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- [21] Mayer JD, Salovey P. Emotional development and emotional intelligence: Educational implications Archives [Internet]. Yale Center for Emotional Intelligence. 1997. Available from: <http://ei.yale.edu/journal/emotional-development-and-emotional-intelligence-educational-implications/>
- [22] Conte JM. A review and critique of emotional intelligence measures. *J Organiz Behav* 2005; 26(4): 433-40.  
<http://dx.doi.org/10.1002/job.319>
- [23] Murphy KR. Four conclusions about emotional intelligence. Lawrence Erlbaum Associates Publishers 2006.
- [24] Eifenbein HA. Emotion in organizations: A review in stages. *Acad Manag Ann* 2007; 1(1): 315-86.  
<http://dx.doi.org/10.1080/078559812>
- [25] Locke EA. Why emotional intelligence is an invalid concept. *J Organiz Behav* 2005; 26: 425-31.  
<http://dx.doi.org/10.1002/job.318>
- [26] Zeidner M, Matthews G, Roberts RD. Emotional intelligence in the workplace: A critical review. *Appl Psychol* 2004; 53(3): 371-99.  
<http://dx.doi.org/10.1111/j.1464-0597.2004.00176.x>
- [27] Meade AW, Johnson EC. A multi-level investigation of overall job performance ratings. Paper presented at the 25th Annual Meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA 2010.
- [28] Daus CS, Ashkanasy NM. Will the real emotional intelligence please stand up? On deconstructing the emotional intelligence "debate." *Ind Organ Psychologist* 2003; 41(2): 69-72.
- [29] Rotundo M, Sackett PR. The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *J App Psychol* 2002; 87(1): 66-80.  
<http://dx.doi.org/10.1037/0021-9010.87.1.66>
- [30] Joseph DL, Jin J, Newman DA, O'Boyle EH. Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *J App Psychol* 2015; 100(2): 298-342.  
<http://dx.doi.org/10.1037/a0037681>
- [31] O'Boyle EH, Humphrey RH, Pollack JM, Hawver TH, Story PA. The relation between emotional intelligence and job performance: A meta-analysis. *J Organiz Behav* 2011; 32(5): 788-818.  
<http://dx.doi.org/10.1002/job.714>
- [32] Mulki JP, Jaramillo F, Goad EA, Pesquera MR. Regulation of emotions, interpersonal conflict, and job performance for salespeople. *J Bus Res* 2015; 68(3): 623-30.  
<http://dx.doi.org/10.1016/j.jbusres.2014.08.009>
- [33] Hochschild AR. *The managed heart: Commercialization of human feeling*. Third Edition, Updated with a New Preface edition. Berkeley: University of California Press 2012.
- [34] Grandey AA. Emotion regulation in the workplace: a new way to conceptualize emotional labor. *J Occup Health Psychol* 2000; 5(1): 95-110.  
<http://dx.doi.org/10.1037/1076-8998.5.1.95>
- [35] Ekman P, Friesen WV, O'Sullivan M, Chan A, Diacoyanni-Tarlatzis I, Heider K, et al. Universals and cultural differences in the judgments of facial expressions of emotion. *J Pers Soc Psychol* 1987; 53(4): 712-7.  
<http://dx.doi.org/10.1037/00223514.53.4.712>
- [36] Economic Survey of Pakistan, Ministry of Finance, Government of Pakistan 2014-15.
- [37] Khattak JK, Khan MA, Haq AU, Arif M, Minhas AA. Occupational stress and burnout in Pakistan's banking sector. *Afr J Bus Manage* 2011; 5(3): 810-17.
- [38] Rahim SH. Emotional intelligence and stress: An analytical study of Pakistan banks. *International Journal of Trade, Economics and Finance* 2010; 1(2): 194-99.
- [39] Mustafa L, Amjad S. Emotional intelligence determining work attitudes and outcomes of university teachers: Evidence from Pakistan. *IJCR* 2011; 2(10): 240-8.
- [40] Williams LJ, Anderson SE. Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *J Manag* 1991; 17(3): 601-17.  
<http://dx.doi.org/10.1177/014920639101700305>
- [41] Dalal RS, Lam H, Weiss HM, Welch ER, Hulin CL. A within-person approach to work behavior and performance: Concurrent and lagged citizenship-counterproductivity associations, and dynamic relationships with affect and overall job performance. *Acad Manag J* 2009; 52(5): 1051-66.  
<http://dx.doi.org/10.5465/AMJ.2009.44636148>
- [42] Verbeke W, Dietz B, Verwaal E. Drivers of sales performance: A contemporary meta-analysis. Have salespeople become knowledge brokers? *J of the Acad Mark Sci* 2010; 39(3): 407-28.
- [43] Mulla ZR. Do Emotionally Intelligent People do Well in all Jobs? Exploring the Moderating Role of Inter-Personal Interaction. *Vision: J Bus Perspect* 2010; 14(4): 247-54.  
<http://dx.doi.org/10.1177/097226291001400401>
- [44] Agrawal K. Emotional intelligence and organizational politics-an overview. *International Journal of Business Management & Research* 2013; 3(3): 101-10.
- [45] Cherniss C. Emotional intelligence: toward clarification of a concept. *Ind Organ Psychol* 2010; 3(2): 110-26.  
<http://dx.doi.org/10.1111/j.1754-9434.2010.01231.x>
- [46] Murphy KR. A Critique of Emotional Intelligence: What are the problems and how can they be fixed? *Pers Psychol* 2007; 60(1): 235-8.
- [47] Chen HG, Liu JY, Sheu TS, Yang MH. The impact of financial services quality and fairness on customer satisfaction. *Managing Service Quality* 2012; 22(4): 399-421.  
<http://dx.doi.org/10.1108/09604521211253496>

Received on 29-09-2015

Accepted on 03-11-2015

Published on 18-11-2015

<http://dx.doi.org/10.6000/1927-5129.2015.11.80>

© 2015 Ahmad and Hashmi; Licensee Lifescience Global.

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0/>) which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited.