

# ASSESSING THE RELATIONSHIPS BETWEEN THE COMPONENTS OF EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE: AN EMPIRICAL STUDY

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## Abstract

This paper aims to investigate the relationships between the components of emotional intelligence (such as self-awareness, self-regulation, motivation, empathy, and social skills) and job performance perceived by the respondents. Emotional intelligence was measured by the Emotional Quotient Index while job performance was assessed by Tsui et al.'s Job Performance Scale. Data for this study were collected from 201 working MBA students studying at four private universities in Chittagong, a port city of Bangladesh, who were asked to rate their supervisors' emotional intelligence and job performance with the help of printed survey instruments. In data collection, this study used convenience sampling technique. Data collected were analyzed using descriptive statistics, bivariate correlation, and regression analysis. Results indicated a positive correlation between the components of emotional intelligence and job performance. An important implication of the study is that supervisors should acquire and use their emotional intelligence competencies to improve their own as well as others' job performance. The most important limitation was in using convenience samples which might limit the generalizability of the results. Future research directions are also discussed.

**Key words:** Emotional intelligence, job performance, Emotional Quotient Index, supervisors.

## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างองค์ประกอบของความฉลาดทางอารมณ์ (เช่น การรู้จักตนเอง การกำกับตนเอง แรงจูงใจ ความรู้สึกร่วม และทักษะสังคม) และการปฏิบัติงานตามการรับรู้ของผู้ตอบแบบสอบถาม ความฉลาดทางอารมณ์มีการวัดโดยดัชนีความ

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ฉลาดทางอารมณ์ ในขณะที่การปฏิบัติงานมีการประเมินด้วยระดับการปฏิบัติงานของ Tsui et al. ข้อมูลการศึกษาครั้งนี้รวบรวมจากนักศึกษาระดับปริญญาโท สาขาวิชาบริหารธุรกิจ จำนวน 201 คน ซึ่งกำลังศึกษาที่มหาวิทยาลัยเอกชน 4 แห่งในเมืองจัตตะกอง เมืองท่าของสาธารณรัฐประชาชนบังกลาเทศ โดยนักศึกษาได้ประเมินคะแนนความฉลาดทางอารมณ์และการปฏิบัติงานของผู้บังคับบัญชาของตนเองตามแบบสำรวจ ในการเก็บข้อมูลการศึกษาครั้งนี้ใช้การสุ่มตัวอย่างตามความสะดวก และมีการวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา การวิเคราะห์สหสัมพันธ์ และการวิเคราะห์การถดถอย ผลที่ได้รับชี้ให้เห็นถึงความสัมพันธ์เชิงบวกระหว่างองค์ประกอบของความฉลาดทางอารมณ์และการปฏิบัติงาน ความหมายที่สำคัญของการศึกษาคือผู้บังคับบัญชามีและใช้สมรรถนะความฉลาดทางอารมณ์ของตนเองเพื่อปรับปรุงตนเอง รวมไปถึงการปฏิบัติงานของผู้อื่น ข้อจำกัดที่สำคัญคือการใช้การสุ่มตัวอย่างตามความสะดวก ซึ่งอาจจะจำกัดความสามารถของผลการวิจัยในการเป็นตัวแทนประชากร งานวิจัยนี้ได้ชี้ให้เห็นถึงทิศทางการวิจัยในอนาคตด้วยเช่นกัน

## INTRODUCTION

Emotional intelligence (EI) has recently emerged as a key construct in modern-day psychological research, appearing as one of the most widely discussed aspects of intelligence in the current literature. Goleman (1995), one of the pioneers of this field, has argued that “EI is twice as important as IQ” (p.34). EI is a vital element for an individual’s effectiveness as well as for improving his or her performance. It includes self-awareness, self-management, motivation, empathy, and social skills which are the sine-qua-non of leadership and performance (Goleman, 1998a). The ingredients of excellent performance are technical skills, IQ and EI, but EI is more significant than the others for jobs at all levels. Goleman (1998b; Goleman, Boyatzis, & McKee, 2002) has reported that EI is positively related to one’s leadership quality, performance, and effectiveness. Goleman (1998a) has also suggested that the most

effective leaders and job performers are alike in one crucial way; they all have a high degree of what has come to be known as emotional intelligence. Other evidence has suggested that EI is essential for effective leadership and performance (Cooper & Sawaf, 1998; Salovey & Sluyter, 1997; Druskat & Wolff, 2001). In another study, Huy (1999) has suggested that EI facilitates individual adaptation and change. Moreover, Dulewicz and Higgs (2004) found that EI contributes a little more towards individual performance.

A review of the literature shows that various facets and components of EI are considered to be important for job performance. Some researchers (George & Brief, 1996) have theorized that job performance is influenced by employees’ ability to use emotions to facilitate performance. Employees could use both positive and negative emotions to their advantage to improve job performance (Sy, Tram, & O’Hara, 2006). It has also been argued that emo-

tionally intelligent individuals perform their jobs better than individuals with low EI (Goleman, 1998a; 1998b; Watkin, 2000). In addition, EI is claimed to predict success and performance because it influences one's ability to succeed in coping with environmental demands and pressures (Bar-On, 1997). In one of the few empirical studies to examine EI and job performance, Carmeli (2003) found that emotionally intelligent senior managers performed their jobs better than other managers with low EI in a sample of 98 managers in a local authority in Israel. Higgs (2004) examined 289 participants from three call centres in the UK to study the relationship between the EI components and job performance. The findings of the study reported a strong positive relationship between several elements of EI and individual performance. Similarly, Rozell, Pettijohn, and Parker (2006) conducted a study to examine the ability of EI competencies to predict sales performance in a sample of 103 sales people employed by a nationwide company in the USA. The findings of this research indicated that sales performance was significantly related to EI components. Accordingly, Goleman (1998b), a pioneer in the field of EI, conducted studies at the Bell Laboratories in which he found an association between components of EI and individual performance. In these studies, he claimed that more emotionally intelligent engineers were top performers more so than their peers.

In spite of these associations, there has been relatively little empirical research examining the relationships between the components of EI and job performance in Bangladesh. Although, Bangladeshi re-

searchers and academics are interested in EI, empirical research on this topic is largely absent here. This research gap has induced the researchers to undertake the present study.

## **LITERATURE REVIEW**

### **1. Emotional Intelligence**

EI has become of widespread interest to psychological and organizational behavior (OB) research in recent years (e.g. Clarke, 2006; Dulewicz & Higgs, 2005; Gardner & Stough, 2002; George, 2000; Higgs & Aitken, 2003; Leban & Zulauf, 2004; Miller, 1999; Palmer, Walls, Burgess, & Stough, 2001; Rahim et al., 2006; Rahman, Ferdausy, & Uddin, 2012; Rosete & Ciarrochi, 2005; Singh, 2007). Goleman (1995) made the concept popular among researchers, practitioners, psychologists, and general readers with the publication of his best selling book "Emotional Intelligence". The notion of EI has also appeared in a number of other popular books (Cooper & Sawaf, 1998; Salerno, 1996; Segal, 1997), magazine and newspaper articles (Bennets, 1996; Henig, 1996). However, it was Salovey and Mayer (1990) who first coined the term "emotional intelligence" drawing on research such as Gardner's (1983) concepts of intrapersonal and interpersonal intelligences, Wechsler's (1940) proposition of non-intellective abilities and Thorndike's (1920) concept of social intelligence.

#### **1.1 Definition of EI**

Scholars have a continuing interest in

the field of EI. As a result, there are almost as many different definitions of EI as there are persons who have attempted to define the concept. Salovey and Mayer (1990) were the first to define the term EI as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (p. 189). This definition consists of three types of ability: i) expression and evaluation of emotion, ii) regulation of emotion, and iii) using emotions in the decision making process. A similar definition was given by Bar-On (1997) as “an array of emotional, personal, and social abilities and skills that influence an individual’s ability to cope effectively with environmental demands and pressures” (p.14). Again, Goleman (1998b) defined EI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p.317). It indicates that EI is related to a number of non-cognitive skills, abilities, or competencies that can influence an individual’s capacity.

For Cooper and Sawaf (1998), EI is “the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence” (p. xiii). According to Weisinger (1998), EI is “the intelligent use of emotions. In this way you intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results” (p.xvi). A brief definition of EI is suggested by Davies et al. (1998) as “the ability to perceive emotional

information in visual and auditory stimuli” (p.1001). Thus, EI is the ability to perceive and understand emotions, to regulate and organise emotions and, to generate and manage emotions so as to enhance thinking and promote intellectual growth.

## 1.2 Components of EI

Despite criticisms, it has been suggested that EI of an individual can be measured by using different EI instruments available in the literature, such as, TMMS (Salovey et al., 1995), EQ-i (Bar-On, 1997), ECI (Boyatzis, Goleman, & Rhee, 1999), EIQ (Dulewicz & Higgs, 2000), SUEIT (Palmer & Stough, 2001), MSCEIT (Mayer, Salovey, & Caruso, 2002), EQI (Rahim et al., 2002), WEIP (Jordan, Ashkanasy, Hartel, & Hooper, 2002), TEIQue (Petrides & Furnham, 2003), EIS (Wong, Law, & Wong, 2004), and AES (Schutte, Malouff, & Bhullar, 2009). Among the various measures of EI, the current study intends to use the “Emotional Quotient Index” (EQI) developed by Rahim et al., (2002) to measure the five components of EI. The five components are i) self-awareness, ii) self-regulation, iii) motivation, iv) empathy, and v) social skills. These components are the re-characterization of original elements of EI suggested by Goleman (1995). It is a 40-item instrument designed to measure subordinates’ perceptions of their respective supervisors’ EI. Descriptions of these five components are as follows:

**1.2.1 Self-awareness:** According to Goleman (1995, 1998a, 1998b), Goleman, Boyatzis, and McKee (2002) self-awareness is the foundation for the rest of the components. It is the ability to recognize

which emotions, moods, and impulses one is experiencing and why. It is associated with emotional awareness, accurate self-assessment, and self-confidence. Goleman (1995, 1998a, 1998b) argues that it is not only related to an individual's psychological insight and self understanding but also plays a key role in determining how an individual exhibits behaviors and interacts with others. Indeed, individuals who are highly confident, self-efficacious, and aware of their emotions promote attributions of high performance (Gardner & Avolio, 1996). It is found from the prior research that the person with a high level of self-awareness can master his or her destiny effectively (Bandura, 1986, Frankl, 1992).

**1.2.2 Self-regulation:** It is the ability to handle feelings as they are being experienced and encompasses managing techniques such as knowing when to comfort oneself and when not to let every emotion overcome one's being (Goleman, 1995, 1998a, 1998b). It is associated with self-control, trustworthiness, conscientiousness, adaptability, and innovation. Goleman et al., (2002) contends that individuals with emotional self-control find ways to manage their disturbing emotions and impulses and even to channel them in useful ways. Self-emotional control and self-monitoring have been proposed to be related to high performance (Gardner & Avolio, 1996; Shamir, 1991).

**1.2.3 Motivation:** It is the ability of an individual's motives or needs, sense of hope and optimism, and self-efficacy (Goleman, 1995, 1998a, 1998b). According to Rahim et al., (2002) a self-motivated person remains focused on goals and ob-

jectives despite setbacks, operates from hope of success rather than fear of failure, and accepts change to attain goals. Need for power, need for achievement, and need for affiliation provide a strong impetus for self-motivated individuals (McClelland, 1987). Charismatic individuals exhibit high levels of self-motivation based on strong convictions and beliefs as well as faith and hope in a better future (Shamir, House, & Arthur, 1993).

**1.2.4 Empathy:** It is the ability to understand others and take active interest in them, recognise, and respond to changes in their emotional states. It involves being able to detect emotions and feelings transmitted through verbal and nonverbal messages in others. According to Goleman (1995), empathy, like self-management, builds on self-awareness. In other words, it provides emotional support to people when needed, and understands the links between emotions and behaviors of other people (Rahim et al., 2006). Burns (1978) states that the striving for self-esteem and evolution of a sense of human empathy work in harmony to bring out a potential for high performance. Empathy is associated with understanding and developing others, service orientation, leveraging diversity, and political awareness (Goleman, Boyatzis, & McKee, 2004).

**1.2.5 Social Skills:** It is the ability to manage emotions in others to solve interpersonal conflicts for which there may be no logical solutions. It includes socio-economic skills necessary to analyse and understand human relationships, negotiate disputes, resolve conflicts, influence popular opinion, and exhibit considerate and cooperative behaviors (Goleman, 1995,



1998a, 1998b). Bass (1990) and Yukl (2007) opine that social skills are important for exhibiting effective leadership and performance. In addition, some researchers suggest that the individual's performance depends on emotional traits of the person concerned (Bass, 1990; Shamir et al., 1993; Yukl, 2007).

## **2. Job Performance**

There is no universally accepted definition of performance. Different authors take different path to define it. Hellriegel, Jackson, and Slocum (1999) define performance as the level of an individual's work achievement after having exerted effort. Whetten, Cameron, and Woods (2000) believe that performance is ultimately an individual phenomenon with environmental variables influencing performance primarily through their effect on the individual determinants of performance – ability and motivation. Laitinen (2002) suggests that performance “can be defined as the ability of an object to produce results in a dimension determined a priori, in relation to a target” (p.66). However, according to Short, Ketchen, and Palmer (2002), “to date, researchers have not reached consensus about many of the factors that may influence performance”. An effective performance measurement system ought to cover all aspects of performance that are relevant to the existence of an organization and the means by which it achieves success and growth (O'Regan, Ghobadian, & Sims, 2005).

A review of the literature has revealed that different types of performance have been discussed in the literature of EI, for example, team performance (Feyerherm & Rice, 2002;

Rapisarda, 2002; Koman & Wolff, 2008), job performance (Wong & Law, 2002; Carmeli, 2003; Cote, Christopher, & Miners, 2006; Sy et al., 2006; Dries & Pepermans, 2007), and management performance (Slaski & Cartwright, 2002). As it is found from the literature that EI mostly influences job performance, therefore, this study aims to focus on job performance of the employees' of the organization.

Job performance is a commonly used performance measure in the workplace. It most commonly refers to whether a person performs his or her job well. According to Campbell (1990) and his colleagues (Campbell, McCloy, Oppler, & Sager, 1993), job performance is an individual level variable. In other words, it is something a single person does. A number of studies (e.g., Tsui, Pearce, Porter, & Tripoli, 1997; Heilman, Block, & Lucas, 1992; Pearce & Porter, 1986; Welbourne, Johnson, & Erez, 1998, Williams & Anderson, 1991) have suggested several factors to measure job performance. According to the preceding authors, it can be measured by quantity, quality, and accuracy of work; employee's efficiency and standard of work; employees' striving for higher quality work, achievement of work goals, and so on. Tsui et al.'s (1997) job performance scale includes most of the factors, so it was chosen for use in the present study.

## **DEVELOPMENT OF RESEARCH HYPOTHESES**

### **1. Self-awareness and Job Performance**

Emotionally self-aware individuals ad-

just to their inner signal and recognize how their feelings affect them and their job performance (Goleman et al., 2004). They display a sense of humor about themselves and sophistication in learning where they need to improve, and welcome constructive criticism and feedback (Goleman, 1995). They can be candid and authentic, able to speak openly about their quantity, quality, and accuracy of work. They can strive for efficiency and standards of work (Goleman et al., 2002). It is found that emotionally self-aware senior managers performed the job better (Carmeli, 2003). Individuals who lack this component, on the other hand, might lose their temper which can negatively affect their task performance. Hence, the first hypothesis has been developed as follows:

*Hypothesis 1: There is a positive relationship between self-awareness and job performance perceived by the working MBA students.*

## **2. Self-regulation and Job Performance**

Self-controlled people are adaptable, transparent, trustworthy, innovative, and conscientious. They can deal with multiple demands without losing their focus or energy, and are comfortable with the uncertainties of organizational goals (Goleman et al, 2002). They can be flexible in adapting to new challenges to perform their jobs well. They find ways to manage their disturbing emotions and impulses to maintain higher quality of work and to ensure professional standards (Dulewicz & Higgs, 2000). In a study, Goleman (1998b) claimed that more self-managed engineers

were the top performers rather than their peers. Thus, the second hypothesis has been suggested as follows:

*Hypothesis 2: There is a positive relationship between self-regulation and job performance perceived by the working MBA students.*

## **3. Motivation and Job Performance**

Motivated employees remain focused on goals despite setbacks, operate from hope of success rather than fear of failure, delay gratification, and accept change to achieve task objectives (Goleman et al., 2004). They have high personal standards that drive them to constantly seek performance improvements. They set measurable and challenging work goals to articulate better possibilities for the future (Goleman et al., 2002). It is found that self-motivated managers are more committed to improve their management or sales performance (Slaski & Cartwright, 2002). Therefore, the authors have developed the third hypothesis as follows:

*Hypothesis 3: There is a positive relationship between motivation and job performance perceived by the working MBA students.*

## **4. Empathy and Job Performance**

Empathetic individuals understand the feelings transmitted through verbal and non-verbal messages, provide emotional support to people when needed, and understand the links between others' emotions and behaviors (Rahim et al., 2006). They

monitor customer or client satisfaction carefully to ensure that they (customers or clients) are getting what they need. Empathy enables a manager to get along with people of diverse backgrounds or from other cultures to get jobs done successfully (Goleman et al., 2002). In addition, empathetic managers are able to attune a wide range of emotional signals, letting them sense the felt emotions in a person or group to maintain the quantity, quality, and accuracy of particular assignment (Goleman et al., 2004). Thus, the authors have suggested the fourth hypothesis as follows:

*Hypothesis 4: There is a positive relationship between empathy and job performance perceived by the working MBA students.*

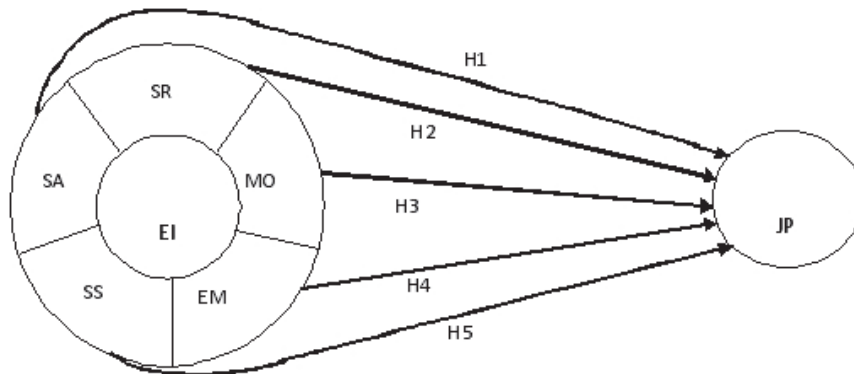
## 5. Social Skills and Job Performance

Socially skilled individuals encourage desirable responses in others, deal with problems without demeaning those who work with him or her, not allow own or others' negative feelings to inhibit collabo-

ration, and negotiate and manage affective conflict with tact and diplomacy to ensure better performance (Rahim & Marvel, 2009). They can create quality and move people with a compelling vision or shared mission. They can also find practical ways to overcome barriers to change to carry out the tasks (Goleman et al., 2002). It has been revealed that social skills of medical promotion staff can predict sales performance (Rozell et al., 2006). In addition, individuals with high social skills draw others into active, enthusiastic commitment to the collective effort to uphold higher quality work and achievement of work targets (Feyerherm & Rice, 2002). Hence, the authors have proposed the following hypothesis as follows:

*Hypothesis 5: There is a positive relationship between social skills and job performance perceived by the working MBA students.*

A hypothetical model was developed to exhibit the relationships between the components of EI and job performance as follows:



**Figure 1: Hypothetical Model**

**Note:** EI= emotional intelligence; SA = self-awareness; SR = self-regulation; MO = motivation; EM = empathy; SS = social skills; JP = job performance



## RESEARCH METHODS

### 1. Participants

Data for this study were collected from 201 working MBA students who were asked to rate their supervisors' EI and job performance. They were working at different organizations while studying the evening MBA programs at four private universities in Chittagong, a port city of Bangladesh, while conducting the study. The respondents were classified into three categories namely: higher-level, mid-level, and lower-level. All respondents were given autonomy to rate their respective supervisors to whom she or he was responsible for reporting. The organizations were classified into several categories, such as manufacturing, merchandising, financial services, education, healthcare, service industry, and others. Respondents' were assured that any information provided by them would be kept confidential and used only for academic purposes.

Respondents ranged in age from 24 to 44 years, with a mean of 30.24 (SD= 4.93) years; and 131 (65.2%) were male while 70 (34.8%) were female. They were known to supervisors with a mean of 2.93 (SD = 2.87) years while the average tenure was 4.38 (SD = 3.69) years. There were 14.9%, 72.6%, and 12.5% represented by the top, middle, and lower-level participants respectively. The respondents were well educated, as 71 (35.3%) had completed bachelor degrees while 130 (64.75%) had post-graduate studies. In terms of organizational units, 31 (14.9%) belonged to manufacturing, 28 (13.9%) to merchandising, 31 (15.4%) to education, 25 (12.4%) to

health, 32 (15.9%) to finance, 26 (12.9%) to services, and 28 (13.9%) to other industries.

### 2. Survey Instruments

The study adopts the following measures to collect data from the participants.

#### 2.1 Emotional Quotient Index

EI was measured using the EQI developed by Rahim et al., (2002, 2006) to measure subordinates' perceptions of their respective supervisors' EI. The EQI uses 40-items to produce a scale to measure the five components of EI. The five EI components of the EQI are: i) self-awareness, ii) self-regulation, iii) motivation, iv) empathy, and v) social skills. The items are measured on a 7-point Likert scale ranging from 7 (Strongly Agree) to 1 (Strongly Disagree). A higher score indicates a greater EI of a supervisor.

The EQI is an observer-report instrument of EI normed on 1,395 respondents from seven countries (US, Bangladesh, Hong Kong, Greece, Portugal, China, and South Africa). Rahim et al. (2002) reported that reliabilities for the components or subscales of the EQI ranged from .58 to .95 across these seven countries. However, the reliability of the EQI for the current study was .95.

Sample items for the EQI instrument were 'My supervisor is well aware of his or her moods' (self-awareness), 'My supervisor remains calm in potentially volatile situations' (self-regulation), 'My supervisor stays focused on goals despite setbacks' (motivation), 'My supervisor provides emotional support to people during

stressful conditions' (empathy), and 'My supervisor handles emotional conflicts with tact and diplomacy' (social skills). The five components consisted of 8 items each. The mean score for EQI was obtained by totalling the five EQI component scores, consisting of eight items each, and dividing them by the number of components (five), in order to obtain the EQI mean score.

There is some justification for using the EQI instrument as follows: i) it is easy and quick to administer as respondents are more willing to complete a short questionnaire; ii) most of the measurements of EI are self-rated but it does not always generate valid results for a specific individual's EI (Matthews, Zeidner, & Roberts, 2004); iii) Dunning and Krugner (1999) and Shipper and Dillard (2001) reported that unsuccessful supervisors overestimate their skills compared to successful supervisors which may provide misleading information; and iv) the EQI is completed by subordinates and that might lead more valid results (Rahim et al., 2002, 2006).

### **3. Job Performance**

Six items adapted from Tsui et al., (1997) was used to measure the job performance of the supervisors. Sample items were 'My supervisor's quantity of work is much higher than average', 'My supervisor's quality of work is much higher than average' etc. The response scale ranged from 1, 'strongly disagree', to 7, 'strongly agree'. During the development of the job performance scale, the reliability reported by Tsui et al., (1997) was .89. However, the reliability of the job performance scale for the current study was also

.89. The mean score for job performance was obtained by totalling the six job performance item scores, and dividing them by the number of items (six), in order to obtain the job performance mean score.

### **4. Data Collection Procedure**

For selecting the respondents, a convenience sampling technique was used in this study. In order to collect data, 300 working MBA students from four private universities were selected. The authors spent four separate days to collect data from the selected MBA students. On entering the different MBA classrooms on different days, the authors firstly briefed the students about the purpose of the survey and then procedures to complete the printed survey instruments. The students took forty minutes on an average to complete the survey. Due to some constraints, it was not possible to collect an equal number of responses from each classroom and university. Finally, a total of 201 (67%) usable responses were received. Then, the raw data was entered into an Excel file for summarization, and then imported into the SPSS statistics 16.0 data editor for statistical analysis.

### **5. Reliability of Scales and Validity of Data**

Reliability reflects the consistency of a set of item in measuring the study variables/concepts. It illustrates the individual differences concerning the amount of agreement or disagreement of the concepts or variables studied. In this study, reliability measurement is important to verify the

consistencies of the items used in EQI and JP scales in a different culture or country. Cronbach's alpha is the most widely used method to measure the reliability of the scale (Hair, Anderson, Tatham, & Black, 2003; Malhotra, 2002; Cooper & Schindler, 2001; Page & Mayer, 2000). It may be mentioned that Cronbach's alpha value ranges from 0 to 1, but a satisfactory value is required to be more than .60 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). However, Cronbach's alpha values for the EQI and job performance scales for the current study were .95 and .89 respectively. Therefore, these two instruments were highly reliable for data collection.

The validity refers the extent to which differences in observed scale scores reflect true differences among objects on the characteristics being measured, rather than systematic or random error (Malhotra, 2002). In this study, the authors considered only the criterion validity which denotes that criterion variables (i.e. demographic characteristics, attitudinal, and behavioral mea-

asures) were collected at the same time. Face and content validity were not essential because authors used the established survey instruments in this study.

## RESULTS

The mean (M) and standard deviation (SD) calculated for EQI and job performance are presented in Table 1. The mean and standard deviation for EQI were consistent with the previous research (Rahman et al., 2012; Rahman et al., 2007; Ferres & Connell, 2004; Rahim et al., 2002; 2006; Rahim & Minors, 2003). It is to be noted that the mean and standard deviation of the job performance were calculated for the first time in Bangladesh which was found consistent with Rahman's (2010) study conducted in the UK. Correlations between the components of EQI and job performance are also presented in Table 1.

Examination of Table 1 shows that there were significant correlations between the components of EI and job performance.

**Table 1: Means, Standard Deviations, Reliabilities, and Correlations between Variables**

Variables/ Components	M	SD	$\alpha$	Correlations						
				1	2	3	4	5	6	7
1. EQI	4.98	0.87	0.95	1.0						
2. JP	4.92	1.25	0.89	0.58**	1.0					
3. SA	4.52	0.84	0.78	0.84**	0.44**	1.0				
4. SR	4.97	1.11	0.83	0.81**	0.46**	0.58**	1.0			
5. MO	5.16	1.12	0.86	0.87**	0.57**	0.63**	0.61**	1.0		
6. EM	5.15	0.96	0.79	0.84**	0.49**	0.76**	0.50**	0.65**	1.0	
7. SS	5.10	1.04	0.80	0.91**	0.51**	0.67**	0.69**	0.78**	0.70**	1.0

\*\* Significant at the 0.01 level; N = 201; EQI = emotional quotient index; JP = job performance; SA = Self-awareness, SR = Self-regulation, MO = Motivation, EM = Empathy, and SS = Social skills

*Self-awareness*<sup>1</sup>, *self-regulation*<sup>2</sup> and *empathy*<sup>3</sup> were found to relate significantly with job performance ( $r = 0.44$ ,  $p < 0.01$ ;  $r = .46$ ,  $p < 0.01$ ;  $r = .49$ ,  $p < 0.01$ ) respectively. It was also found that motivation<sup>4</sup> and social skills<sup>5</sup> were highly co-related ( $r = 0.57$ ,  $p < 0.01$ ;  $r = 0.51$ ,  $p < 0.01$ ) with job performance. Thus, it indicates that all

five hypotheses were supported by the results.

Review of Table 2 demonstrates that only 2% of the variance in EQI was explained by socio-demographic characteristics (e.g. gender, age, tenure, education, and position) of which none was found significant. It indicates that a larger portion

**Table 2: Summary of Regression Analysis of Socio-Demographic Characteristics with EQI**

Covariates	Co-efficients ( $\beta$ )	S.E. ( $\beta$ )	Value of t-statistic	Value of $R^2$	Value of F-statistic
Gender	0.07	0.13	0.55		
Age	0.02	0.02	1.09		
Tenure	0.00	0.02	-0.02	0.02	0.82
Education	-0.11	0.14	-0.77		
Position	-0.09	0.13	-0.29		

\*\* Correlation is significant at the 0.01 level; N = 201

**Table 3: Summary of Regression Analysis regarding components of EQI with Job Performance**

Predictors	Co-efficients ( $\beta$ )	S.E. ( $\beta$ )	Value of t-statistic	Value of $R^2$	Value of F-statistic
SA	-0.036	0.143	-0.254		
SR	0.188	0.093	2.016**		
MO	0.433	0.109	3.983**	0.37	22.35**
EM	0.263	0.128	2.057**		
SS	-0.054	0.134	-0.402		

\*\* Correlation is significant at the 0.01 level; N = 201; EQI = emotional quotient index, JP = job performance, SA = self-awareness, SR = self-regulation, MO = motivation, EM = empathy, and SS = social skills

<sup>1</sup>Self-aware supervisors use accurate self-assessment, emotional awareness, and self-confidence to ensure accuracy of work.

<sup>2</sup>Self-regulated supervisors practice self-control, conscientiousness, and adaptability to improve efficiency of tasks.

<sup>3</sup>Empathetic supervisors understand others, take active interest in them, and respond to changes in their emotional states to develop standards of work.

<sup>4</sup>Motivated supervisors use commitment, initiative, and optimism to improve quantity, quality, and accuracy of work.

<sup>5</sup>Socially skilled supervisors use influence, leadership, collaboration, and team capabilities to strive for work goals.

of variance in EQI was unexplained. The presence of unexplained variance suggests that there were other potential or implied variables that account for variations in EQI.

Examination of Table 3 indicates that about 37% of the variance in job performance was explained by the five predictors or components of EQI (SA, SR, MO, EM, and SS). Among the five predictors only self-regulation, motivation, and empathy were significant. It suggests that self-awareness and social-skills did not account for any significant increase in variance. Although a large proportion of variance in job performance was unexplained, it has been suggested that the components of EQI might be the significant predictors in explaining the job performance perceived by the respondents.

## DISCUSSION

The present study intends to examine the relationships between the components of EI and job performance as perceived by the participants.

The *first* purpose of this study was to explore the relationship between self-awareness and job performance. Hypothesis 1 stated that there will be a positive relationship between self-awareness and job performance measured by the respondents' perception. The result of the current study supported this contention. Thus, individuals with higher self-awareness are more likely to be high job performers. This positive relationship is consistent with the proposition of previous studies (Goleman et al., 2002, 2004; Carmeli, 2003; Goleman, 1995). This result of the current

study also offers support for the theoretical argument that self-awareness may be an important aspect in improving an individual's job performance.

The *second* purpose of the study was to investigate the relationship between self-regulation and job performance. Consistent with Hypothesis 2, the relationship between self-regulation and job performance was found to be positive as perceived by the respondents. This positive relationship is consistent with the assumptions of previous studies (Goleman et al., 2002; Dulewicz & Higgs, 2000; Higgs, 2004; Goleman, 1998b). It may be the case that individuals who are high in self-regulation are likely to exhibit superior job performance. This tentative understanding is made based on the theoretical assumption that self-regulation may be a precursor of high job performance.

The *third* purpose of the study was to examine the relationship between motivation and job performance. Hypothesis 3 stated that motivation will be positively related to job performance measured by the subjects' perception. The result of the current study supported this assertion. This positive relationship is consistent with the supposition of previous studies (Goleman et al, 2002; 2004; Slaski & Cartwright, 2002; Goleman, 1998a). The result of the present paper also provides support for the assumption that motivation may be an important stimulus for improving job performance of the employees.

The *fourth* purpose of this study was to ascertain the relationship between empathy and job performance. Hypothesis 4 stated that there will be a positive relationship between empathy and job performance



as measured by the respondents' perception. The findings of the current study supported this hypothesis. Thus, individuals who are higher in empathy are more likely to be higher in job performance. This affirmative relationship is consistent with the propositions of previous studies (Rahim et al., 2006; Goleman et al., 2002; 2004; Goleman, 1995). The results of the current paper also deliver support for the notional assumption that empathy may be an important element in escalating individuals' job performance.

The *final* purpose of the study was to discover the relationship between social skills and job performance. Consistent with Hypothesis 5, the relationship between social skills and job performance was found to be positive as perceived by the respondents. The result of the current study supported this postulate. This positive relationship is consistent with the assumptions of previous studies (Rahim & Marvel, 2009; Goleman et al., 2002; Rozell et al., 2006). The findings of the current paper report in favor for the argument that social skills may be a critical factor for improving job performance of the employees in organizations.

## 1. Implications for Management

An important implication of the research is that supervisors should acquire and use their EI competencies to improve their own as well as others' job performance. Essentially, self-regulated and socially skilled supervisors contribute more to inspire employees via their own motivation and empathy. Modern organizations should focus on improving EI competen-

cies of those managers who like to perform specific jobs. In addition, the positive impact of EI components on job performance is important in the field of Human Resources (HR) and in advancing the strategic capability of organizations. In today's increasingly competitive environment, organizations are desperately looking for innovative ways to attain and retain their competitive advantages, and hence improving job performance by utilizing EI competencies is recognized as a high priority. The current study is relevant to practitioners as well as business leaders, as the findings may help them to identify self-regulated, empathetic, and socially skilled supervisors who are able to facilitate job performance.

## 2. Limitations

Despite the positive implications for management, the study has suffered from some limitations. The most important limitation was in using convenience samples which might limit the generalizability of the findings. A random sampling procedure could be the best alternative to assure generalizability of the results. The use of a positivist paradigm may be another limitation of the study. It is not possible for the researchers to be neutral, value free, and objective. Individuals normally experience the world through their own framework (Popper, 1959). The sample size ( $N = 201$ ) posed another limitation of this study. A larger and representative sample is needed to further investigate the relationship between the components of EI and job performance. The presence of common method variance (CMV) in the measures

may have caused inflated relationships between the independent and dependent variables. One way to overcome this problem is to split the measures of variables by time (Rahim et al., 2006). Finally, it should be noted that the current study used the EQI, an observer-rated instrument, to measure EI of the supervisors which was short of the 360° assessment where senior bosses, supervisors, colleagues, and peers rate participants on the relevant characteristics.

### **3. Future Directions**

In light of the results of this study, an increasing amount of work needs to be done to redesign the components of EI. Although the components of EQI (Rahim et al., 2002; 2006) were a re-characterization of the original elements of EI suggested by Goleman (Goleman, 1995), some components were not well defined to explain the maximum amount of variance in job performance. Therefore, more work is needed in this area of construction. There were also variations in the instrument of measurement, so a holistic measurement instrument of EI is essential for the avoidance of ambiguity and to help future academicians, researchers, and practitioners to measure EI. In addition, future research would benefit from a large sample size, using a variety of samples (Brown & Schutte, 2006). The structural equation model (SEM) generates more reliable conclusions in terms of the construct validity of the measurement used. Further more, research examining the relationships between the components of EI and other per-

formance, such as, individual performance, sales performance, organizational performance, team performance, task performance, objective performance, contextual performance, and management performance is warranted.

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