



Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan

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Received 23 November 2016; received in revised form 14 April 2017; accepted 14 May 2017

Abstract

This research paper aims at investigating the impact of emotional intelligence on teacher's job performance in the education sector of Pakistan. Sample size consists of 166 teachers from universities in the area of central Punjab, Pakistan. Theories of emotional intelligence proposed by Salovey and Mayer (1989–1990) were used as the conceptual framework and its relationship with the job performance of teachers was examined. Reliability and validity of variables was tested through measurement model of PLS-SEM. The result indicated that emotional intelligence has a significant impact on the teacher's job performance. Key research finding revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance.

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Keywords: Emotional intelligence; Performance; Teachers; Pakistan

Introduction

Despite the advancement in technology and educational reforms, the educational institutes face certain challenges and issues related to the education system. These issues are mainly concerned with the poor academic performance, demands and expectations of parents, declining quality of education, non-serious attitude of the students, heavy workload on teachers' etc. such issues make it difficult for the teachers to cope with the academics as well as societal demands of the parents and students. Social pressure on teachers could result in emotional disturbance and challenges. [Ignat and Clipa \(2012\)](#) are of the view that, if teachers put efforts in developing their professional and emotional competencies, then such challenges can be met easily. In this regard, emotional intelligence (EI) serves as a significant tool that helps the teachers to adjust their emotions and meet the societal challenges that disturbs the

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Peer review under responsibility of Faculty of Commerce and Business Administration, Future University.

<http://dx.doi.org/10.1016/j.fbj.2017.05.003>

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balance of their emotions. In addition, Beilock and Ramírez (2011) also identified the significance of studying the emotions in the class room environment so as to understand the learning patterns and motivations of the students.

In order to be successful in interpersonal and career domain, the ability to read and manage emotions in social contexts is vital (Zeidner, Matthews & Roberts, 2004). Emotional intelligence is an important psychological factor that has a profound effect on employee's abilities and performance. Previous research on emotional intelligence have identified that emotional intelligence results in certain work related outcomes. However, there has been limited research which proves that emotional intelligence is related to positive work related outcomes particularly in the education sector.

Research findings of various authors suggest that, those individuals who are highly emotional intelligent are inclined to show better performance in their organization in comparison to individuals who are low on emotional intelligence (Law, Wong, & Song, 2004; Van Rooy & Viswesvaran, 2004). In this era of competitiveness and uncertainty, role of teachers is important in shaping the attitudes and behaviors of their students. Organizations are embracing the training and development programs regarding the emotional intelligence of their employees (Fact Company, 2000 as cited in Cote and Miners (2006)) because emotional intelligence is positively correlated with performance.

Although, technological revolution and educational reforms has improved the education system of Pakistan, teachers are having issues to identify their roles as teachers towards the community. Moreover, the societal demands make it difficult for them to balance their emotions at work. Therefore, there is need to improve their emotional intelligence so that the performance could be increased and positive work related outcomes could be achieved.

The purpose of this study is to identify the relationship between teachers' emotional intelligence and their work performance. Furthermore, how to enhance the performance by managing the emotional intelligence of the teachers? This paper also provides insights on measuring the performance of the teachers through emotional intelligence. This study will be helpful for the educational institutes to understand that, to what extent emotional intelligence contribute towards increasing the performance of the teachers. It will be helpful in designing certain programs and strategies to boost the emotional intelligence of the teachers so that they not only meet the workplace challenges but also increase their performance through effective management of their emotions.

Literature review

What is emotional intelligence?

The concept of emotional intelligence (EI) originated back in 1920s when Thorndike (1920) for the first time conceptualized the emotional intelligence into three dimensions i.e. abstract intelligence, mechanical intelligence and social intelligence. Afterwards in 1980s, several scholars made further contributions to the concept of emotional intelligence, e.g. Gardner (2013) came up with the idea of intra-emotional intelligence and inter-emotional intelligence. The work of Steiner (1984) conceptualized the notion of EI. The contribution of these scholars gave rise to the emergence and development of the concept "emotional intelligence" by Salovey and Mayer (1990). In the subsequent years, emotional intelligence was studied extensively in the literature of organizational behavior, human resources, and management and many other disciplines.

The contribution of Salovey and Mayer (1990) is substantial, as they suggested a model for emotional intelligence by defining EI as part of the social intelligence, which deals with the ability of an individual to regulate his/her personal, and others' emotions and feelings. It helps them differentiate and manage their reasoning and actions. Mayer, Caruso and Salovey (1999) redefined the concept of EI as the capability of an individual to identify access and produce emotions in order to facilitate the judgments. Moreover, EI helps understand and regulate feelings, emotions and emotional knowledge to promote the growth of emotions and intellectuality.

Salovey and Mayer (1990) presented a model of EI with three mental processes. The first component is appraising and articulating emotions in self and others which is related to the awareness of verbal and non-verbal expression of emotions. The second component is adapting emotions in self and other individuals. Third component is use of emotions in adaptive ways. Following is the brief description of the components of EI model:

Appraising and articulating emotions in self and others

George (2000) is of the view that individuals are different from each other in terms of degree of awareness about their emotions and expression of verbal and non-verbal emotions. Those individual who have ability to recognize and

respond to their emotions are understood by others in better ways. Also, such individuals can effectively manage and lead the people around them when they perceive and understand the emotions of others with empathy (Salovey & Mayer, 1990).

Adapting emotions in self and others

Salovey and Mayer (1990) explained that every individual differ from others in terms of managing one's emotions as well as controlling and modifying the affective responses of others. Usually, when individuals are highly emotional intelligent, they have significant ability to keep themselves in positive affective state. However, the result will not be much destructive, even if they embrace negative affective states. Wasielewski (1985) further explained that, individuals with high emotional intelligence have leadership abilities because they have a strong social influence on the people around them in the form of positive effect on people.

Using emotions in adaptive ways

As every individual is different in term of perceiving and understanding the emotion, they also vary in using their emotions. Emotions can be helpful for the individuals in flexibility planning by generating various plans about the future. They provoke creative thinking by improving the decision making process which is the result of better understanding of one's reactions to emotions. Emotions not only incite creativity but also enable the cognitive processes by redirecting attention and motivating emotions in individuals (Salovey & Mayer, 1990).

Emotional intelligence and job performance

Previous research studies have discovered strong correlation between emotional intelligence and work related outcomes. In this regard, Mayer and Cobb (2000) are of the view that emotional intelligence cast positive effect on job performance and interpersonal interactions, thereby influencing the work related outcomes of the individuals. The association between Emotional intelligence and performance was explored by many research scholars. For instance, Fox and Spector (2000) claimed that, trait based emotional intelligence has positively influence the performance of individuals in interview. It also improves the contextual performance of the individuals (Carmeli, 2003).

Day and Carroll (2004) explored the relationship between various aspects of emotional intelligence and individual performance in terms of decision making. They explained that, better performance can be achieved through emotional performance. Mayer, Salovey, Caruso and Sitarenios (2001) are of the view that, individuals who are highly emotional intelligent are capable to recognize and understand the emotions of the coworkers, superiors and customers. As a result of which they can respond to their emotions appropriately. Furthermore, they keenly observe the emotions of their work fellows and then respond them accordingly, which give rise to smooth relationship at workplace.

There are many individual task related to the job that are likely to affect the job performance of individuals at work. Such tasks related to job consist of the standard job description (Murphy & Kroeker, 1988), as well as the other variables like interpersonal relationships, turnover intentions, absenteeism, withdrawal behaviors and other attitudes and behaviors of the employees that are result in destructive outcomes which affect the job performance of the individuals (Murphy, 1989).

Befort and Hattrup (2003) suggested that the job performance is significantly affected by the job demands as well as organizational goals and objectives. Individuals who are highly emotional intelligent are able to regulate their emotions more effectively by maintaining a positive psychological condition which ultimately results in an improved job performance (Carmeli, 2003). Self-awareness has been characterized as the determinant of job performance by many authors. It helps in understanding the importance of one's feelings and the relation to the job performance. Megerian and Sosik (1997) defined self-awareness as the capacity of individuals to recognize the impact of one's emotions on his thoughts, behaviors and goals. It also results in the high ratings of effectiveness by superiors and coworkers. Emotional self-awareness has been identified as an important competency of emotional intelligence. Salovey and Mayer (1990) stated self-awareness as the ability to know one's own emotions.

In highly cognitive tasks, emotional intelligence momentarily affects performance of the individuals in the group tasks. Emotional intelligence helps individuals in predicting their performance particularly in team work (Offermann, Bailey, Vasilopoulos, Seal & Sass, 2004). Whereas, the measures of cognitive ability help in estimating the individual tasks performance of the students like class tests. Moreover, the measures of the cognitive capability and emotional intelligence help in predicting the emergence of the leadership (Kellett, Humphrey & Sleeth, 2006).

However, the cognitive complexity of the job has profound effects on the emotional intelligence as well as cognitive abilities of the individuals.

Emotional intelligence is of particular concern in the services sector where the interaction among the individuals is direct and frequent. In a research study conducted in the food services, Sy, Tram and O'Hara (2006) are of the view that highly emotional intelligent leaders are more capable of managing the job satisfaction of their subordinates in the organization. Likewise, other authors have also investigated the relationship between transformational leadership and their ability to alter the moods and emotions while dealing with the customers and subordinates (Bono, Foldes, Vinson & Muros, 2007). Leaders who are highly emotional intelligent tend to exhibit emotional labor at workplace by maintaining positive temperaments when interacting with others. Emotional labor in this context can be described as managing and modifying one's emotions to meet the regulations of job and organization (Diefendorff, Croyle, & Gosserand, 2005; Pugh, 2001). Bono and Vey (2007) highlighted the significance of emotional labor in performing the jobs in the services sector. However, Grandey, Fisk, and Steiner (2005) posit that, emotional labor can be bit demanding for those employees who do not have sufficient autonomy in their jobs. However, employees can manage and regulate their emotions to deal with a stressing situation.

Individual's ability to recognize their emotions helps in managing their emotions while interacting with others. In the same manner, it also helps in understanding when the emotional labor needs to perform. Brotheridge (2006) is of the view that, role of emotional intelligence is vital in forecasting the perceived situational demands which then predict further about the emotional labor. Those employees who are highly emotional intelligent tend to perceive that expressing the emotions is required by their job. Similarly, for those jobs which require emotional labor, the performance of such job can be predicted through emotional labor (Joseph & Newman, 2010).

Conceptual framework

According to Goleman (1995), the emotional intelligence comprises of five basic components known as emotional self-awareness, self-recognition, handling relationships with others, motivating others and managing emotions. In current research framework, six dimensions of Emotional intelligence have been taken into consideration in order to investigate their relationship with the job performance of teachers.

According to Qualter, Gardner, Pope, Hutchison and Whiteley (2012), emotional efficacy plays an important role in enhancing the abilities of emotional self-management among individuals with respect to their academic tasks. Moreover, Barsad (2000) posits that, when positive emotions are developed in the employees in a group, it increases their cooperation with each other and reduces the conflicts which in turn enhances the efficiency and performance of the group members. In their research study, Salami (2010) revealed that, the academic achievement and performance of the students can be enhanced through self-efficacy, emotional intelligence and psychological well-being. In his research study, Bar-On (1997) explored the notion of emotional intelligence and highlighted internal, personal, compatibility, and general mood components. The internal components comprise of emotional self-awareness, self-respect, self-actualization, assertiveness and independence. The personal elements include social responsibility, managing interpersonal relationships and empathy. Other components include reality, problem solving skills, impulse control, self-prediction, tolerance and happiness. On the basis of the notion of Bar-On (1995) and Goleman (1995), following hypotheses can be proposed:

H1=Emotional self-awareness has a significant and positive relation with Teacher's job performance.

H2=Self-confidence has positive and significant relation with Teacher's job performance.

H3=Achievement has positive and significant relation with Teacher's job performance.

H4=Developing others has positive and significant relation with Teacher's job performance.

H5=Conflict management has positive and significant relation with Teacher's job performance.

Mayer et al. (2000) argues that emotions play a crucial role in influencing the mental operations of the individuals along with cognition and motivation. It is crucial to study the emotions of teachers as well as their management of emotions which has found to affect their thinking, categorization as well as problem solving. There are various dimensions that are related to the teacher's performance in the class which have traces of emotional intelligence components such as class room management, teaching methods and styles, individual differences and problem solving, use of motivational tools and direct teaching methods.

According to Evertson and Weinstein (2006), classroom management can be described as actions of the teachers which aim at the development of environment which helps in improving the social emotional learning and academic learning of the students. In relation to the classroom management, Emmer and Stough (2001) are of the view that if teachers are able to manage their own emotions then they can not only organize and manage class room environment, but ca also manage the behaviors of the students to increase the positive academic outcomes. Moreover, research findings of Sieberer-Nagler (2015) reveals that, the most crucial concerns relating to the classroom management of teachers include maintaining discipline and managing the emotional and social problems of the students.

Teaching styles are found to affect the academic performance of the students. Grasha (1996) defined teaching styles as the outline of their knowledge, beliefs, performance and behavior during the teaching process. The teaching styles comprises of five dimensions which include formal style of authority, personal style, facilitator style, expert and delegation. Ingersoll and Smith (2003) argued that, the competencies of the class teachers regarding the behavior management and classroom management affects the preservice of the newly appointed teachers. Those teachers who fail to maintain discipline in class by managing their behavior cannot perform well in their initial phase of their career, which necessitates a high emotional intelligence. In addition, Oliver and Reschly (2007) highlighted the significance of emotional intelligence and behavior management of teachers in their class room which affect the outcomes of the students. Implementation of an appropriate teaching method and style tend to affect the performance of students and also reflect teacher's own performance. A good teaching method and style is reflected in the embodiment of training values which enhance their understandings and motivate them to think critically and believe in themselves (Iurea, Neacsu, Safta, & Suditu, 2011).

Motivation is also related to the emotional intelligence of the teachers as those teachers who are highly emotional intelligent tend to motivate their students as well as keep themselves motivated. Teachers can create an effective learning environment in which can be used to create a vision for the students, achieving their own development and satisfying the students. In order to perform better and to achieve the better academic outcomes of their students, teachers need to use effectively class room management techniques along with the key emphasis on the areas of behavioral challenges of the students such as their psychological wellbeing, disruptive behaviors, interpersonal relationships and academic performance of the students (Fernández-Berrocal & Ruiz, 2008). In this regard, the relationship of the emotional intelligence and teacher's job performance has been measured in current research study using five components of teacher's performance i.e. classroom management, individual differences and problem solving, motivational tools, teaching styles and methods (Fig. 1)

Methodology

Sample

For the existing study convenience sampling of 166 teachers who were working in the education sector of Pakistan were chosen. 65% sample were consisted on males and the rest 35% were females. Largely the respondents were from 25 to 35 years of age group.

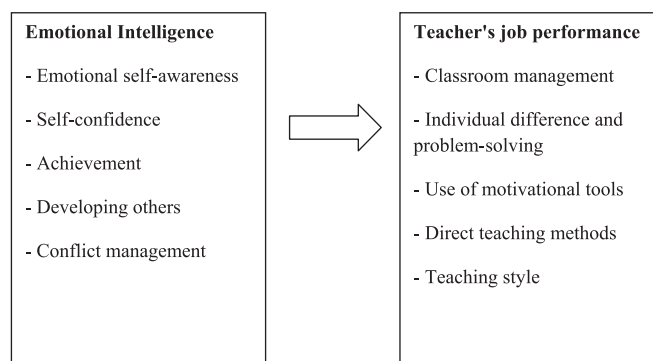


Fig. 1. Conceptual model (Adapted from Mehmood, Qasim & Azam, 2013).

Measures

Researcher adopted instrument from the study of [Mehmood et al. \(2013\)](#). And for all the items five point Likert scale has been implemented for example strongly disagree=1, disagree=2, neutral=3, agree=4 and strongly agree=5. In order to measure the emotional intelligence of the teachers, six dimensions have been used adapted from Bar-On (1995) and Goleman (1995). Similarly, in order to measure the job performance of teachers, five components have been employed that has been adapted from Lodhi (2001).

Results

Current research study followed the modeling process consisted of two steps i.e. measurement model and structural model by using PLS software ([Anderson & Gerbing, 1988](#); [Lowry & Gaskin, 2014](#)). This two way step modeling is known as (PLS- SEM) partial least square structural equation modeling ([Hair, Anderson, Tatham & Black, 1998](#)). While running the measurement model, authors checked the reliability and validity of the items and then in order to check the direct relations between the variables structural model has been tested.

Measurement model

With the help of measurement model of PLS- SEM, reliability of the variables can be easily checked. It also allows to do confirmatory factor analysis which will give researchers the factor loadings of items which must be greater than 0.5 ([Hulland, 1999](#)). Below [Table 1](#) is giving the factor loadings of items which are greater than 0.5 and 0.7. Item named as SC 10 was deleted as its value was less than 0.5 ([Lowry & Gaskin, 2014](#)).

Above [Table 2](#) is giving chronbach alpha explaining the internal consistency among the items and values of all items is greater than 0.7 ([Fornell & Larcker, 1981](#)). The average variance for the variables must be near or greater than 0.50 ranging from 0.65 to 0.82 which shows the accurate and accepted reliability given by [Spreng and Mackoy \(1996\)](#). Hence every variable within the model is reliable and shows the reliable measurement model. In the above table composite reliability ranges from 0.906 to 0.978 which is greater than 0.7 ([Hair et al., 1998](#)) and it shows better reliability than chronbach alpha. Below [Fig. 2](#) showed the factor loadings for the items which contains the values greater than 0.5 and 0.7 and showed the confirmatory factor analysis.

Structural model

Structural model was run to check the hypothesis and the relationship among the variables ([Hair et al., 1998](#)). PLS- SEM structural model has been used to analyses the interaction between independent and dependent variables ([Lowry & Gaskin, 2014](#)). Below [Table 3](#) is indicating the significance level as well as the t - values which showed the acceptance and rejection of the hypothesis. By having a glance on the results for the interaction between independent variables and dependent variable, was depicting the value near and greater than 2 ([Lowry & Gaskin, 2014](#)) in which p value is less than 0.005. Mean values are from 0.13 to 0.28 and standard deviation ranges from 0.06 to 0.109. All the hypothesized associations are significant ($p < 0.005$).

The above [Fig. 3](#) is depicting the overall theoretical model of the study as the structural model which illustrates the t statistics between the variables.

Discussion

The present study add a valuable addition in the “Appraisal theory of emotions” which indicates that the similar outer events would not leads to the similar emotions within the individuals or what are the reasons behind the different emotions within the individual that the teacher's involvement in response to the similar behavior of the student ([Sutton & Wheatley, 2003](#)). The role of culture in emotions are the vital in order to understand the appraisal theories of emotions. [Mesquita and Ellsworth \(2001\)](#) stated that presence of orderly cultural differences in having idea and clarification of the similar events depend on the cultural differences in emotion and feelings.

The main purpose of the present study is to indicate that the improved emotional intelligence leads towards the better teacher's job performance. The first hypothesis was emotional self-awareness has significant and positive impact with the teacher's job performance and it is accepted statistically as well. Emotional intelligence is the capacity to observe and express feelings and emotions, and dealing them in an effective way which would increase the chance to enhance the personal development ([Corcoran & Tormey, 2013](#)). Results shows that t-value is 1.59 which is near to 2 which indicates that emotional self-awareness has positive impact to teacher's job performance. Emotional Self-awareness is related to the getting deep into the emotions and understanding them thoroughly and having emotional knowledge which would ultimately lead to the strength of individual job performance ([Malik & Shahid, 2016](#)). In the second hypothesis, self-confidence has positive and significant relationship with the teacher's

Table 1
Confirmatory factor analysis N=166.

Variables	Factor loadings
Emotional self-awareness 1	0.89
Emotional Self-awareness 2	0.92
Emotional Self-awareness 3	0.90
Self Confidence 4	0.77
Self Confidence 5	0.833
Self Confidence 6	0.824
Self Confidence 7	0.828
Self Confidence 8	0.832
Self Confidence 9	0.768
Self Confidence 11	0.771
Self Confidence 12	0.798
Self Confidence 13	0.857
Achievement 14	0.846
Achievement 15	0.807
Achievement 16	0.850
Achievement 17	0.857
Achievement 18	0.856
Achievement 19	0.834
Developing others 20	0.83
Developing others 21	0.89
Developing others 22	0.91
Developing others 23	0.88
Developing others 24	0.874
Conflict management 25	0.74
Conflict management 26	0.77
Conflict management 27	0.826
Conflict management 28	0.803
Conflict management 29	0.857
Job Performance 30	0.901
Job Performance 31	0.923
Job Performance 32	0.882
Job Performance 33	0.794
Job performance 34	0.88
Job performance 35	0.901
Job Performance 36	0.92
Job Performance 37	0.861
Job Performance38	0.915
Job performance 39	0.888
Job performance40	0.906
Job Performance 41	0.878
Job Performance 42	0.805
Job Performance 43	0.808

job performance. As the results showed that the T-Value is 2.08 and it is significant. Mayor and Salovey (1997) examined that emotional intelligence is the composition of different competences which has the possibility to distinguish feelings within the person which effects the productivity and increase individual's performance. Study indicated that teachers having increased level of emotional intelligence can perform in a better way rather than having less emotional intelligence (Mayor & Salovey, 1997; [Mehmood et al., 2013](#)). Achievement has positive and significant relation with teacher's job performance. According to goal- setting theory given by Locke and Latham (1990) stated that having positive mood would lead to the more determined goals. Moreover, positive mood and emotions may lead teachers to give better performance and produce more productive challenges and objectives for students and would set determination for their own teaching ([Sutton & Wheatley, 2003](#)). Likewise, developing others and conflict management has positive and significant relationship with the teacher's job performance. EI model consisted of three main mental processes containing evaluation and explicit emotions within oneself and among

Table 2
Reliability and validity N=166.

Variables	Chronbach alpha	Composite reliability	AVE
Achievement	0.91	0.935	0.708
Conflict management	0.87	0.906	0.661
Developing others	0.92	0.946	0.77
Emotional self-awareness	0.89	0.932	0.82
Self confidence	0.93	0.944	0.65
Teachers job performance	0.97	0.978	0.76

Reliability and validity N=166.

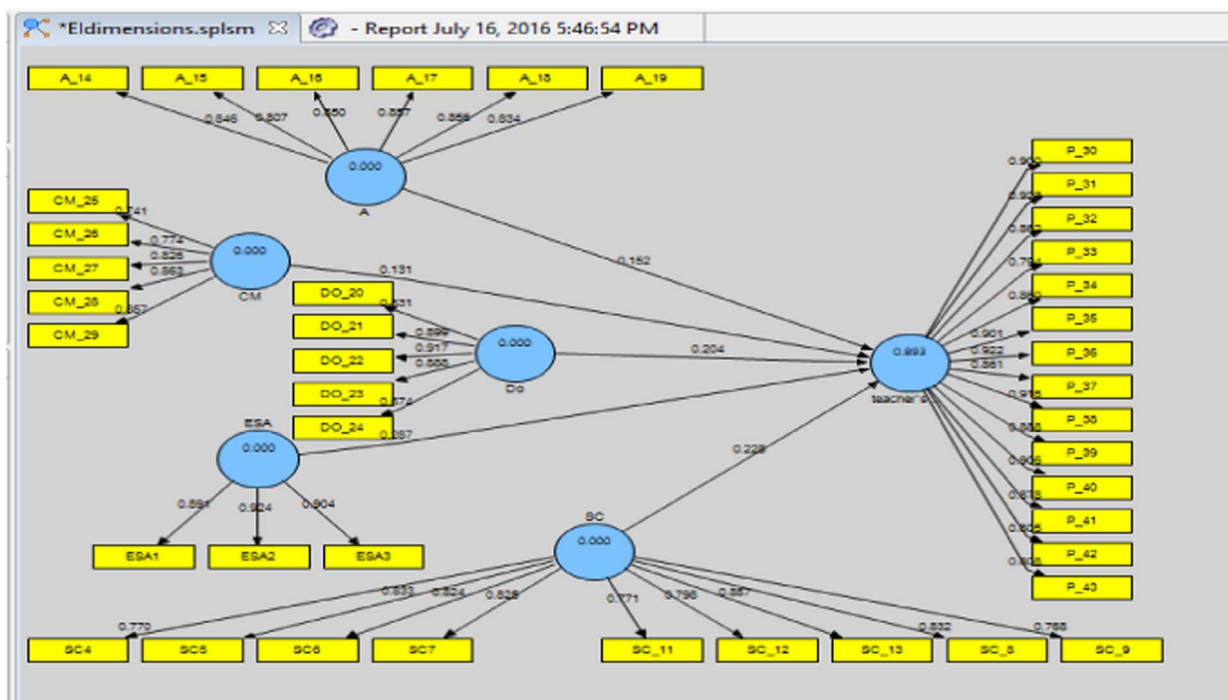


Fig. 2. Measurement model of framework N=166.

Table 3
Structural model testing direct relations between variables N=166.

Hypothesis	Sample mean	Standard deviation	T-statistics	Significance
Achievement has positive and significant impact on teacher's job performance	0.164	0.095	1.59	0.001
Conflict management has positive interaction with teachers job performance	0.13	0.068	1.91	0.000
Developing others has positive interaction with teacher's job satisfaction	0.18	0.082	2.48	0.000
Emotional self-awareness has positive relation with Teacher job awareness	0.28	0.078	3.66	0.000
Self-confidence has positive relation with teacher's job performance	0.23	0.109	2.08	0.000

Significance value is P < 0.005.

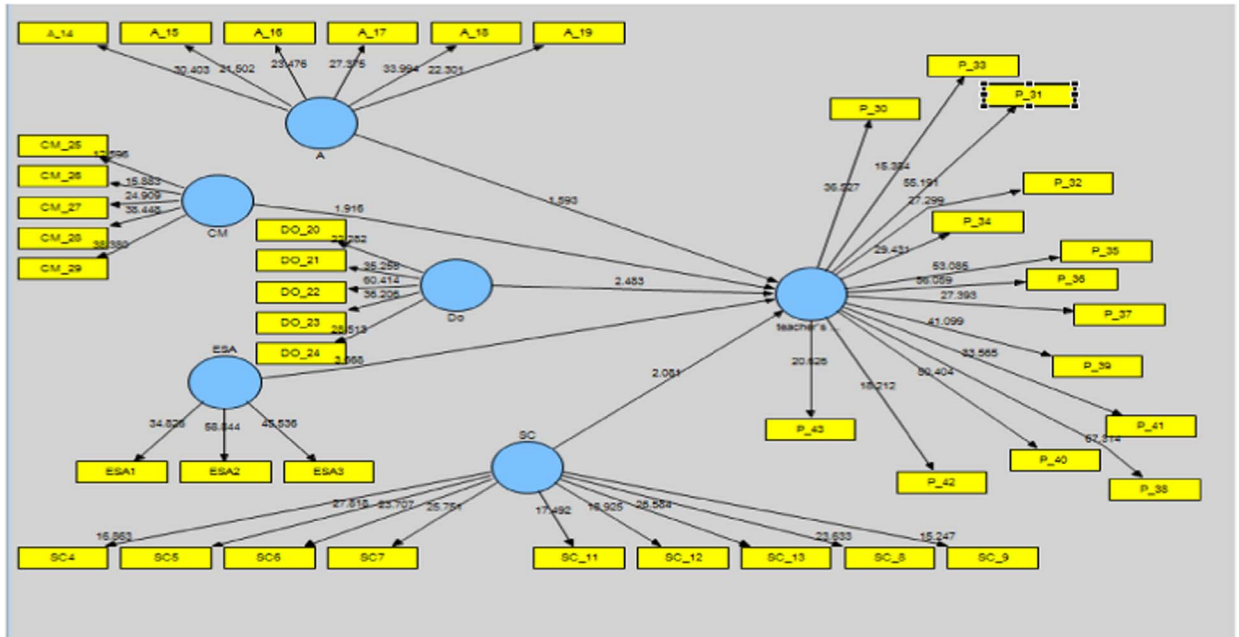


Fig. 3. Regression testing direct relations between variables N=166.

others which is associated with the knowledge of verbal and non-verbal expression of emotions (Salovey & Mayer, 1990). The second component is adapting emotions in self and other individuals. Third component is use of emotions in adaptive ways. Following is the brief description of the components of EI model

Limitations and future directions

Regardless of its implications, current research study is prone to some limitations. This study is focused on educational sector of Pakistan. Future researchers can replicate the same study in any other sector. In the existing study the correlation between emotional intelligence is checked with teacher's performance, future researchers should also consider other dependent variables like employee satisfaction and employee performance. Some of the contextual variables can also be added in the present theoretical framework, for example employee engagement. The effect of any mediator can also be introduced which can be self-leadership.

Conclusion

Teachers have a significant role in society as they interact with the students to transfer their knowledge to them. For transferring knowledge in a proper way they should be emotionally stable (Mehmood et al., 2013). Teachers should have effective skills physically as well as mentally which are named as emotional intelligence (Goleman, 1995). Emotional intelligence is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life (Hassan et al., 2015). Present study indicated that when teachers developed emotional competencies and skills which made a complete emotional intelligent behavior and attitude result in the huge success and satisfaction (Hassan et al., 2015). Mehmood et al. (2013) suggested that teachers having good emotional intelligence would have improved performance.

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