

The Impact of Emotional Intelligence on Employee's Performance in Public and Private Higher Educational Institutions of Pakistan

Zeeshan Ahmed¹, Sarwat Sabir², Zia ur Rehman³, Mishal Khosa⁴, Anyl Khan⁵

¹Ph.D Scholar, (Business Administration) Universiti Utara Malaysia (UUM), Malaysia

²Ph.D Scholar, (Statistics) Universiti Utara Malaysia (UUM), Malaysia

^{3,4}Ph.D Scholar, (Business Administration) Universiti Utara Malaysia (UUM), Malaysia

⁵M.Phil. (Business Administration) National College of Business Administration & Economics, Lahore, Pakistan

Abstract: *In the employment field, work pressure, anxiety, employee's stress, agitation, depression or irritability all are related to the various factors of emotional intelligence. All these emotional intelligence symptoms could harm employee's performance. It can direct either a higher or lower level of morale, which will ultimately impact employee's performance in a positive or negative way. This research paper sheds light to comprehend the performance level of employees in educational institutions of Dera Ghazi Khan, Multan and Bahawalpur, Pakistan. This research study focuses on recognizing emotional intelligence factors and employees of the educational institute and its relation to their job performance level. Research data (N= 235) for the present study were collected by floating questionnaires that respondents were employees of higher educational institutions. The limitations for this research study were resources and time limitations, which bond the current study to only three cities of Pakistan. Correlation and regression analysis was used to find the results and found a positive relationship between emotional intelligence and employee's job performance. To examine emotional intelligence in detail, this study will examine the factors of emotional intelligence, its drawback and propose some strategies on how educational institutions can increase their employee's performance.*

Keywords: *Emotional Intelligence, Employee Performance, Self Awareness, Self management, Self motivation, Empathy, Social Skills*

I. Introduction

Nowadays emotional intelligence is gaining traction in the public and private sphere particularly since the relationship between emotional intelligence and effective employee's performance has been clearer than ever. Emotional Intelligence is an indispensable factor liable for determining triumph in life and psychological health seems to play an essential part in shaping the contact between employees in their working environment. In the complicated environment of private and public organizations, change has to be managed in a careful manner. Managers benefit greatly from Emotional Intelligence in coping with such unpredictable situations in the work place. (Singh, 2001) states that managers are able to better understand and read emotions in others through the use of emotional intelligence. Emotional intelligence affects organizational areas as varied as selection of employees, teamwork, employee development (Wall, 2008).

The role of education in developing the mental and physical faculties of cannot be understated. For a teacher it is paramount to not only have in depth knowledge of their subject, but also have the ability to convey this information to their students effectively (Tahir, Saba, & Rabbia, 2013). Educational institutions are bereft without the guiding hand of teachers. The National Education Report states that teachers are of utmost important for an educational system. Trained teachers are much more likely to utilize emotional intelligence in imparting knowledge to students. This relationship needs to be measured however. Literature review reveals that this has been researched in Western countries. In Pakistan, there is still need for such research (Tahir, Saba, & Rabbia, 2013). The turn of the century has ushered in the era of knowledge based economies throughout the world. Higher Education is now the goal of many governments as seen by the need for further development in this area. Academics are information gatekeepers in such countries and help develop society in general (Hassan, Saeid, & Sirous, 2010). Performance is the ability of employee to accomplish work related goals and expectations in accordance to certain predetermined work standards (Hassan, Saeid, & Sirous, 2010). Teachers are the foundation of any educational system. They are the conduits through which knowledge is imparted to students who in turn are the foundation of any society. But teachers cannot be effective in performing this duty if they are not properly trained especially in terms of emotional intelligence. Essentially, emotional intelligence is a type of social intelligence, which enables teachers to deal effectively with students as well as their peers (Arvind, Soofi, & Ruwaiya, 2013).

Researchers have various approaches towards emotional intelligence. Some focus on characteristics of a teacher (Anderson: 1991; Strong, Tucker and Ward: 2003; Anand: 1983) as cited in (Anuradha, 2013). Others are concerned with the actual processes and results of training teachers (Flander and Simon: 1969) as cited in (Anuradha, 2013). Practices that help teachers develop and be more effective improve their critical faculties, self-reliance and objectivity. These are all hallmarks of emotional intelligence. Even though emotional intelligence has not been researched in Pakistan particularly within the context of educational institutions, the link between it and conflict in social situations is well documented (Rubina & Imran, 2014). A World Bank report (1991) found the quality of education imparted in Pakistan to be lacking. A high standard of education is maintained through proper teacher training in teaching methods, lesson planning, methods of conflict resolution, and maintenance of class discipline and emotional stability of the teacher. It is essential for teachers to have the requisite command of their subject as well as strong emotional intelligence (Tahir, Saba, & Rabbia, 2013).

In order for Higher Education Institutions of Pakistan to function properly and provide a high standard of education to students, it is important for them to identify the need for developing activities that improve emotional intelligence of teachers and equip them with the skills to deal with issues that require high emotional intelligence. Ultimately this will lead to the development of a stable and grounded society (Hassan, Saeid, & Sirous, 2010). The ability of a person to respond favourably to working under pressure is greatly improved through having high emotional intelligence (Yao, Wang, & Karen, 2009). In light of this, it is necessary to conduct the study on the impact of emotional intelligence on employee performance in the public and private higher education institutions. There is room for research in this particular area particularly in the context of Pakistani public and private higher education institutions. In addition, the productivity and commitment of university faculties are vital for the ultimate success of such educational institutions (Ali, 2013).

1.1 Statement of Problem

The current research study has been entitled as “how Emotional Intelligence impacts on employee's performance in public and private higher educational institutions of Pakistan”

1.2 Significance of the Study

This study aims to determine the phenomenon of emotional intelligence among university teachers in higher educational institutions of Pakistan. In previous literature its impact on Pakistani context was not discussed before. Teachers with high level of emotional intelligence carefully communicate with others having constructive aims and goals and also control their emotions more carefully rather than reacting to the situation. In this study the researchers obtain the data from public and private university teachers, therefore specifically it aims to provide the relevant understanding of emotional intelligence with respect to the performance of university teachers.

1.3 Objectives of the study

- To examine the dimensions of Emotional intelligence.
- To understand the relationship of emotional intelligence on the performance of university teachers in Pakistani context.
- To empirically test the impact of emotional intelligence dimensions on the performance university teachers.

1.4 Scope of the study

This study examines the phenomena of emotional intelligence among public and private higher educational institutional teachers of Pakistan. It provides an insight of the level of emotional intelligence among university teachers based on their education and gender. This research provides a base in exploring and identifying the emotional intelligence impact associated with teacher's academic, personal and future career success which helps the higher educational institutions to develop wonderful ideas and sketch suitable strategies to enhance the emotional intelligence level among university teachers.

II. Literature Review

The demands of the modern day workplace coupled with globalization have greatly affected the need for employee training particularly in the area of sturdier emotional intelligence and mental agility. Employees that are dealing with work related stress, lack of creativity and motivation lead to lower performance for organizations (Alias, 2005). Survival of organizations till now was relatively predictable until now. It is now of utmost importance for the growth and sustainability of an organization to focus on employee performance. There is a need to measure such performance in order to gauge an organization's success (Yao, Wang, & Karen, 2009).

2.1 Emotional intelligence

There is considerable literature on the importance of emotional intelligence that has been written in the past fifteen years. Several definitions and models have been put forth by proponents of emotional intelligence in terms of its influence on employee productivity (Hassan, Saeid, & Sirous, 2010). Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings in the self and in other individuals, utilize feelings to improve execution, comprehend feelings and enthusiastic information, and direct feelings in the self and in other individuals (Mayer & Salovey, 1997). Nowadays emotional intelligence is gaining traction in the public sphere particularly since the relationship between emotional intelligence and effective employee's performance has been clearer than ever (Adey & Hj Bahari, 2010). The reason for this as stated by Smigla & Pastoria (2000) in (YengKeat, 2009), is that emotional intelligence is a great tool for not only reading emotions in others but also to resolve conflicts in a productive manner. (Ekmen, 1992) states that emotions are part of what makes us all human and their influence cannot be denied. Inevitably these effect issues related with the workplace between individuals and groups (Fisher & Ashkanasy, 2000). The manner in which workers manage their emotions in such situations can decide whether an organization will be successful or not (Muchinsky, 2000). As pointed out by (Hayward, 2005), a research by Cooper (1997), successful management of emotions not only leads to financial success for an organization but also creates an environment for innovation and shared sense of accomplishment. The researchers mentioned thus far have pointed out the myriad effects of emotions on the performance of individual employees. Thus, it is imperative to measure the influence of emotional intelligence on employee performance. High emotional intelligence in employees will lead to greater performance whereas a lack of emotional intelligence will cause a decrease in performance (Ali, 2013). Employees who show greater emotional intelligence fair better than those who mask and repress their feelings (Grandey, 2003; Grandey et al., 2005) as cited in (Tahir, Saba, & Rabbia, 2013).

Bob Wall (2008) as cited in (Ali, 2013), states that in addition to their technical skills, employees should focus on improving their emotional intelligence. This will lead to an improvement of the interaction amongst employees and consequently lead to better performance overall. Keeping this in mind, an organization should focus on developing better emotional intelligence of its employees. The role of emotions in organizational performance is a new area of research (Goleman, 1998). A person becomes more pliant and hopeful through emotional intelligence (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2005). Leaders have been found to have high emotional intelligence. Furthermore, emotional intelligence helps a person avoid unproductive activities that are the by-product of an unhealthy lifestyle and a depressive disposition. Research shows that emotional intelligence effects the quality of work in a positive way as well as the relationship an employee has with the employer, consequently it improves a person's as well as organization's performance (Goleman et. al., 1997) as cited in (Ali, 2013). Multiple studies confirm importance of emotional intelligence in modern-day workplace (George, 2000). EI also profoundly influences human resource management particularly in the process of hiring and on-boarding employees (Serrat, 2009). Arguably the most essential outcome of EI is that it helps workers better understand and respond to emotions in the workplace (Salovey & Mayer, 1990).

2.2 Measurement of Emotional Intelligence

(Goleman, Emotional intelligence that lead to success, 1998) mentions that around 90 % of the difference between the best top and average managers is due to different levels of emotional intelligence rather than the more traditional measure of rational intelligence. Thus, EI improves both a person's professional and personal life ones (Cha, Cichy, & Kim, 2009). Emotional intelligence can be understood in terms of a group of inter-related dimensions. Daniel Goleman categorized EI in terms of five dimensions in his Emotional Intelligence Model. These dimensions are related with both recognizing and regulating emotions in ourselves and others. Each dimension is based on several types of emotional intelligence competencies that can be used to measure EI (Praveen, B, & D, 2009). They are elaborated as follows:

2.2.1 Self-awareness

Self-awareness refers to our ability of precisely recognizing emotions in ourselves. This includes identifying the intensity of the emotion, the tell-tale signs of body language and certain triggers and behaviors that induce emotions in us and others (Georgiana, 2014).

2.2.2 Self-management

Self-management refers to one's ability to control and mitigate one's emotional response to others. This includes the choice of appropriate emotional reaction and the intensity of that reaction. This is associated with the behavior and emotional cues of others (Georgiana, 2014).

2.2.3 Self motivation

Self-motivation refers to the skill of managing one's time properly. People who are motivated tend to be happier and feel more self-assured. In simple terms motivation is what propels people to achieve their goals (Peter & John).

2.2.4 Empathy

Empathy refers to a person's ability to understand the emotional state of others around them. Managers who are empathetic tend to retain the best employees, have great intercultural communication skills and are exceptional at handling customer complaints. In academic terms, empathy is considered the precursor to sympathy, which is related with trying to alleviate any unproductive emotional experiences in the workplace. Thus it is imperative to remember that empathy does not automatically refer to having compassion for others as psychopaths can also be empathetic with their victims (Peter & John).

2.2.5 Social skills

Managers with great social skills tend to be very well-versed in networking, persuasion, introducing productive change in organization and have great leadership skills (Peter & John).

2.3 The Importance of Emotional Intelligence

Emotional intelligence is essential for management as it creates a compromise between the head and the heart that is decisions made on the basis of rational and instinctive basis. Since these two are separate and often times contradictory, EI can help ameliorate any confusion thus created in a person, and consequently lead that person to make a decision that is based on the best available evidence in front of him or her (Ciarrochi, Forgas, & Mayer, 2006).

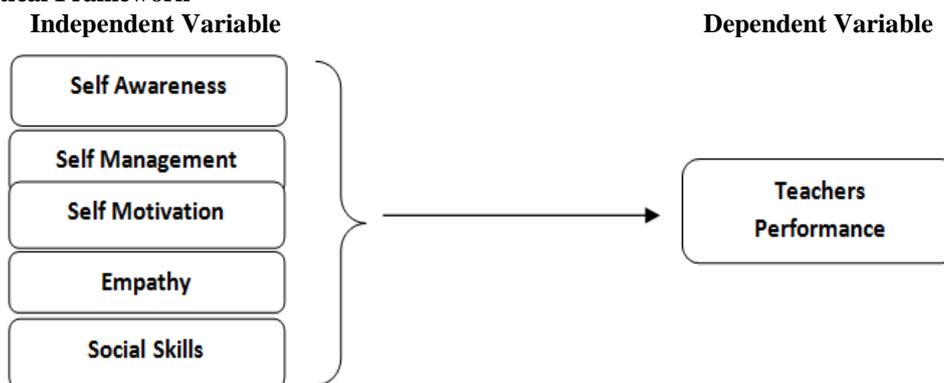
2.4 Employees Performance

The efficient and effective use of one's abilities is called performance. In terms of a teacher's performance both the intellectual and physical aspects of teaching are taken into consideration by researchers (Tahir, Saba, & Rabbia, 2013). The ability of employees to utilize their competencies to achieve the goals of the organization is called work performance (Campbell, 1990). In the case of teachers, work performance is studied in terms of teachers' ability to reshape their behaviour in accordance with the changing work environment and successfully complete the given assignment (Marsh, 1987; Medley, 1982). Emotional Intelligence is based on competencies that help an individual navigate obstacles in the achievement of work related assignments and to control their emotions in the process of achieving those targets. Understanding one's own feelings and then modifying them in a way that does not negatively work relations and goals requires maturity and sensitivity on the part of the employee. In a professional environment a person has to work in groups that consist of individuals who have different opinions and ideas. EI can help bridge any differences that might be magnified due to poor impulse control on the part of the employees, thus creating stronger teams (Ashforth & Humphrey, 1995). (Jamshidi, Bagherzadeh, & Nikoo) stated that performance refers to an individual's ability to achieve the targets set for him/her. This involves the volume of output in terms of sales or production and it can be compared with the organizational standard.

The performance of person is based on pre-determined targets. The successful achievement of these targets are often based on mental processes that are not visible, including rational thought, decision-making and puzzle solving skills (Bailey & Robert, 2003). Performance evaluation of employees is based on how the given tasks are performed and whether or not they aid in the achievement of the organizational goals (Soltani & Iraj 2003) as cited in (Ali, 2013). (Winarno, 2008) states that the proof of performance can be found in the products and services produced by an individual or group. (Shahzad, Sarmad, Abbas, & Khan, 2010) on the other hand state, that performance is the result of any activity over a specific time period.

The benefit of emotional intelligence recognition in organizations is the clarification of how EI influences employee performance. This can help managers in ascertaining employee promotions (Praveen, B, & D, 2009). Employees' performance is based on quality and quantity of their output. This is based on their motivation and readiness to tend to the task at hand. Generally speaking, job performance is defined as "all the behaviours employees engage in while at work" (Jex, 2002). There are studies that show positive relationship between job performance and emotional intelligence (Lam & Kirby, 2002; McClelland, 1998; Sue-Chan & Latham, 2004; Wong, Law & Wong, 2004). While other researchers state that the relationship between these two variables is absent or not strong enough (Austin, 2004; Petrides, Frederickson & Furnhman, 2004; Sosik & Megerian, 1999) as cited in (Rakesh, 2014). Performance is the ultimate measure of whether an employee is contributing to an organization or not. There should be different and varied criteria for measuring both individual and team performance. Different researchers have given definitions for performance; however they are all in agreement that it should always measure the results that are required by the organization (Ali, 2013). This particular study endeavours to find out the ability of organizations to recognize emotional intelligence in their employees and relate it to their job performance. In this particular case the emotional intelligence of university professors of private and public universities in Pakistan is measured and then compared with their performance (Praveen, B, & D, 2009).

2.5 Theoretical Framework



In this study emotional intelligence is measured by 5 different aspects which are self awareness, self management, self motivation, empathy and social skills and 1 dependent variable which is teacher's performance.

2.5.1 The main hypothesis

- Emotional intelligence has an impact on teacher's performance.

2.5.2 The sub hypothesis

- Self Awareness has an impact on teacher's performance.
- Self management has an impact on teacher's performance.
- Self motivation has an impact on teacher's performance.
- Empathy has an impact on teacher's performance.
- Social skills have an impact on teacher's performance.

III. Research Methodology

3.1 Research Design

Descriptive Research method was used for this study which was based on survey method.

3.2 Sampling Design

Convenient sampling technique was used for this research. 250 questionnaires were floated to the university teachers, in Dera Ghazi Khan, Multan, Bahawalpur, Pakistan. Among 250 questionnaires 235 were received so sample size for this research study would be 235.

3.3 Sample Unit

Sample unit for this research study consists of university teachers of public and private sector who are teaching in different department especially management sciences department.

3.4 Sample Size

Sample size of this research study consisted of 235 teachers who were engaged in teaching in different departments and in different programs in different higher educational institutions of Pakistan.

3.5 Data Collection Method(s)

In this research study both primary and secondary data collection methods were used for this study. The primary data was collected by floating 250 questionnaires among different university teachers out of which 235 were received. The secondary data was collected by using internet and from research articles in different journals.

IV. Data Analysis and Results

Table 1: Reliability statistics

Variables	No. Of Items	Cronbach's Alpha
Emotional Intelligence	5	0.749
Self Awareness	5	0.823
Self Management	5	0.811
Self Motivation	5	0.793
Empathy	5	0.751
Social Skills	5	0.777
Employee Performance	5	0.783

Research data was collected from different employees of higher education. The Data was analyzed by using SPSS version 20. The above table 1 shows Cronbach Alpha value of the variables. As in every variable, Cronbach Alpha value is 0.7 and above, this shows that variables have higher internal consistency and good reliability. The overall Cronbach Alpha of the seven variables was 0.892 which means that the instrument was 89% reliable.

Table 2: Demographic Statistics

Demographics	Description	Percentage	Cumulative Percentage
Gender	Male	70.2	70.2
	Female	29.8	100.0
Marital Status	Single	41.3	41.3
	Married	58.7	100.0
Age	Below 25 years	15.3	15.3
	26-30 years	41.3	56.6
	31-35 years	25.1	81.7
	Above 35 years	18.3	100.0
Education	Master	12.3	12.3
	Mphil	66.8	79.1
	Ph.d	18.7	97.8
	Post Doctorate	2.2	100.0
Experience	0-5 years	40.4	40.4
	6-10 years	27.7	68.1
	11-15 years	16.76	84.7
	16-20 years	9.4	94.1
	Above 20 years	6.0	100.0

The above table highlights male respondents in this survey were 70% which was the highest male percentage whereas female respondents were 30%, of which 41% respondents were single and remaining 59% respondents were married. Respondents below age 25 years were 15%, between 26-30 years were 42%, between 31-35 years respondents were 25% and remaining 18% respondents were above 35 years. Regarding their qualification, 12% respondents were master degree holders, 67% of the respondents were Mphil which was the highest percentage regarding their qualification, 19% of the respondents were Ph.d and remaining 2% respondents were post doctorate. Furthermore, 40% of the respondents were having work experience from 0-5 years which was the highest percentage regarding their work experience, 28% of the respondents were having work experience between 6-10 years, 17% of the respondents were having experience between 16-20 years and remaining 6% respondents were having work experience of above 20 years.

Table 3: Descriptive statistics

N= 235	Mean	Standard Deviation
Emotional Intelligence	3.78	.900
Self Awareness	3.77	.918
Self Management	3.49	.811
Self Motivation	3.69	.928
Empathy	3.91	.845
Social Skills	3.76	.940
Employee Performance	3.79	.921

The above table 3 shows that the mean and standard deviation of the independent variables (predictor variables) are described as emotional intelligence ($\mu = 3.78$, $Sd = 0.900$), self awareness ($\mu = 3.77$, $Sd = 0.918$), self management ($\mu = 3.49$, $Sd = 0.811$), self motivation ($\mu = 3.69$, $Sd = 0.928$), Empathy ($\mu = 3.91$, $Sd = 0.845$), Social Skills ($\mu = 3.76$, $Sd = 0.940$), Employee Performance (criterion variable) has a mean 3.79 and standard deviation 0.921

Table 4: Correlation matrix

Emotional Intelligence	Self Awareness	Self Management	Self Motivation		Empathy	Social Skills	Employee Performance
Emotional Intelligence	1	.665**	.478**	.590**	.520**	.446**	.723**
		.000	.000	.000	.000	.000	.000
Self Awareness	.665**	1	.573**	.682**	.509**	.450**	.955**
	.000		.000	.000	.000	.000	.000
Self Management	.478**	.573**	1	.593**	.410**	.280**	.525**
	.000	.000		.000	.000	.000	.000

Self Motivation	.590**	.682**	.593**	1	.474**	.377**	.638**
	.000	.000	.000		.000	.000	.000
Empathy	.520**	.509**	.410**	.474**	1	.491**	.544**
	.000	.000	.000	.000		.000	.000
Social Skills	.446**	.450**	.280**	.377**	.491**	1	.508**
	.000	.000	.000	.000	.000		.000
Employee Performance	.723**	.955**	.525**	.638**	.544**	.508**	1
	.000	.000	.000	.000	.000	.000	

Pearson's correlation coefficient is a statistical tool to determine relationship between variables; hence it was used to find the relationship among all the studied variables. The correlation value of emotional intelligence and self awareness was 0.665, which tells us that the two variables were moderately related to each other and the p-value =.000 tells that the relationship is significant. The correlation value $r = 0.478$ between of emotional intelligence and self management tells us about a moderate relationship between the two variables, and the p-value =.000 tells that the relationship is significant. The correlation value $r = 0.590$ of emotional intelligence and self motivation also indicates a moderate relationship between the two variables, and the p-value=.000 tells that the relationship is significant. Regarding relationship of emotional intelligence and empathy, we see that $r = 0.520$ which tells us that these variables were moderately related to each other, and the p-value =.000 tells that the relationship is significant. When we come to the relationship of emotional intelligence and social skills, we found the correlation value $r = 0.446$ showing a moderate relation of these two variables, and the p-value=.000 tells that the relationship is significant. As the correlation value $r = 0.723$ was found for of emotional intelligence and employee performance, hence it indicates a strong relationship between the two variables, and the p-value =.000 tells that the relationship is significant.

Table 5: Regression analysis showing relation between emotional intelligence & employee performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.966 ^a	.934	.932	.878
a. Predictors: (Constant), Social Skills, Self Management, Empathy, Emotional Intelligence, Self Motivation, Self Awareness				

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2480.742	6	413.457	536.396	.000 ^b
	Residual	175.744	228	.771		
	Total	2656.485	234			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Social Skills, Self Management, Empathy, Emotional Intelligence, Self Motivation, Self Awareness						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.072	.438		-.164	.870
	Emotional Intelligence	.163	.026	.154	6.264	.000
	Self Awareness	.838	.026	.874	32.084	.000
	Self Management	-.038	.020	-.043	-1.924	.056
	Self Motivation	-.064	.025	-.065	-2.549	.011
	Empathy	.039	.025	.035	1.600	.111
	Social Skills	.065	.020	.066	3.200	.002
a. Dependent Variable: Employee Performance						

The explanatory variable emotional intelligence has ($\beta = 0.163, p=.000$) which shows that single unit change in emotional intelligence brought 0.163 unit change in employee's performance while keeping the others variables constant. The next explanatory variable self awareness has ($\beta=0.838, p=.000$) which shows that for every single unit change in self awareness brought 0.838 unit change in employee's performance while keeping the other variables constant. The third independent variable self management has ($\beta=0.038, p=.056$) which means that there was 0.038 unit change in employee's performance due to unit change in self management while keeping the other variables constant. Regarding self motivation with ($\beta=0.064, p=.011$), we conclude that 0.064 unit change in employee's performance due to single unit change in self motivation while keeping the others variables constant. The explanatory variable empathy has ($\beta=0.039, p=.111$), which explains that 0.039 unit

change in employee's performance due to single unit change in empathy while keeping the others variables constant. According to the data shown in table 5, there was 0.065 unit change in employee's performance is due to single unit change in the independent variable social skills ($\beta=0.065$, $p=.002$), while keeping the other variables constant.

V. Conclusion

Results of the current study imply that emotional intelligence factors have direct influence on employee's job performance. This research study revealed that EI contributes openly by the means of self awareness, self management, self motivation, empathy and social skills. The results of the present study shows that there is a significant relationship between emotional intelligence and employee's job performance in higher educational institutions of District D.G.Khan, Multan and Bahawalpur, Pakistan. This research study is very helpful for top management in making decisions regarding inquiry of various dimensions which lessen employee's performance working in higher educational institutions. Better employee's job performance can be accomplished through identifying the factors which can create trouble in normal schedule of psychological working. In order to maintain and generate enthusiasm and excitement, they must be able to be knowledgeable and appraise about how to persuade these emotions. Employees must be able to predict how to respond in different situations, changes, events and effectively handle these reactions. Top management must positively resolve the conflicts and maintain and generate a sense of trust and cooperation. Positive attitude and thinking can lead to the ideas generation to resolve disagreements, ensure trust and cooperation throughout an organization.

5.1 Limitations of the study

Emotional intelligence is an important area of human behaviour, needs a lot of research study in developing countries like Pakistan. As EI directly affect the employee performance in an organization. The abilities and decision making power related to manage the contingency circumstances, which can arise out of blues.

- Further research study can be done on a sample of large size for improved understanding of EI among employees of higher educational institutions.
- The study was conducted only in District D.G.Khan, Multan and Bahawalpur, further research can be conducted in other cities of Pakistan
- Research can also be carried out sector wise to check emotional intelligence impact on employee's performance in various sectors of Pakistan
- Further research can be conducted to see emotional intelligence effect on different dependent variables like job satisfaction, organizational productivity, employee morale, organizational climate, employees training.

References

- [1]. Ali, A. K. (2013). Employee Emotional Intelligence and Employee Performance in the Higher Education Institutions in Saudi Arabia: A Proposed Theoretical Framework. *International Journal of Business and Social Science* , 4 (9).
- [2]. Alias, I. (2005). Paper presented at the 'Seminar PsikologiPerkhidmatanAwam'. Putrajaya Convention Centre. Retrieved from <http://www.scribd.com/doc/4991391/aplikasi-psikologi-dalam-pengurusan-sumber-manusia-perkhidmatanawam-malaysia-1>
- [3]. Anuradha, M. (2013). a study of how emotional intelligence reduces occupational stress among teachers. *International Monthly Refereed Journal of Research In Management & Technology* , 2.
- [4]. Arvind, H., Soofi, A. M., & Ruwaiya, S. S. (2013). a study on emotional intelligence among teachers: a case study of private educational institutions in muscat. *International Journal of Application or Innovation in Engineering & Management* , 2 (7).
- [5]. Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace. A reappraisal. *Human Relations* , 48 (2), 97-125.
- [6]. Brackett, M. A., Rivers, S., Shiffman, S., Lerner, N., & Salovey, P. (2005). What is the best way to measure emotional intelligence? A case for performance measures. *Journal of Personality and Social psychology* .
- [7]. Campbell. (1990). Modeling the performance prediction problem in industrial and organizational psychology, In Dunnette & Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 1). Palo Alto: Consulting Psychologists Press.
- [8]. Cha, J., Cichy, R. F., & Kim, S. H. (2009). The contribution of emotional intelligence to social skills and stress management skills among automated foodservice industry executives. *Journal of Human Resources in Hospitality & Tourism* , 8 (1), 15-31.
- [9]. Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (2006). *Emotional intelligence in everyday life* (second ed.).
- [10]. Ekmen. (1992). An Argument for basic Emotions. *Cognition and Emotions* , 6 (3/4), 169-200.
- [11]. Fisher, & Ashkanasy. (2000). The Emerging Role Emotions in Work life: An introduction. *J. Org. Behavior* , 21 (2), 123-129.
- [12]. George, J. M. (2000). Emotions and leadership: The role of Emotional Intelligence. *Human Relations* , 53 (8), 1027-1055.
- [13]. Georgiana, D. (2014, november 02). Emotionskills.com. Retrieved january 07, 2015, from <http://www.emotionskills.com/four-dimensions-of-emotional-intelligence/>
- [14]. Goleman, D. (1998). Emotional intelligence that lead to success. 2, 9-42.
- [15]. Goleman, D. (1998). *Working with Emotional Intel ligence*. New York: Bantam.
- [16]. Hassan, J., Saeid, J., & Sirous, K. M. (2010). Impact of Emotional Intelligence on Performance of Employees. *Lumen Research Center in Social and Humanistic Sciences* , 4, 63-74.
- [17]. Hayward, B. A. (2005). Relationship between employee performance, leadership and emotional intelligence in a South African Parastatal organization. Master.Thesis.Department of Management .
- [18]. Jamshidi, S., Bagherzadeh, E., & Nikoo, H. U. (n.d.). Studying of relationship between emotional intelligence and employees performance: case study Bandar Abbas customs in Iran.

- [19]. Jex, S. M. (2002). *Organizational Psychology: A Scientist-Practitioner Approach*. New York: John Wiley & Sons.
- [20]. Malik, T., & Ahmad, H. (2014). Exploring the Effect of Emotional Intelligence in Sustaining and Progressing in Higher Education Institutions of Pakistan. *International Journal of Humanities and Management Sciences* , 2 (3).
- [21]. Marsh. (1987). *Students' Evaluations of University Teaching: Research Findings, Methodological Issues and Directions for Future Research*. Monogram, Pergamon , 1-18.
- [22]. Mayer, J. D., & Salovey, P. (1997). *What is emotional intelligence?* New York: Basic Books.
- [23]. Medley. (1982). Teachers' effectiveness. In Mitzel, Best and Rabinowitz (Eds.). *Encyclopedia of Educational Research*, Free Press.
- [24]. Muchinsky. (2000). Emotions in the workplace: The neglect of Organizational Behavior. *J. Org. Behavior* , 21 (7), 801-805.
- [25]. Peter, S., & John, M. (n.d.). Daniel Goleman's five components of emotional intelligence. Retrieved January 07, 2015, from http://www.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm
- [26]. Praveen, M. K., B. J., & D. N. K. (2009). Emotional Intelligence and Employee Performance as an Indicator for Promotion, a Study of Automobile Industry in the City of Belgaum, Karnataka, India. *International Journal of Business and Management* , 4 (4).
- [27]. Rakesh, K. (2014, June). Impact of emotional intelligence on employees' performance: a study of employees working in Himachal Pradesh University Shimla.
- [28]. Rubina, M., & Imran, K. (2014). Examining the Relationship between Emotional Intelligence and Aggression among Undergraduate Students of Karachi. *Educational Research International* , 3 (3).
- [29]. Salovey, P., & Mayer, J. D. (1990). *Emotional intelligence*. Baywood Publishing , 185-200.
- [30]. Serrat, O. (2009). *Understanding & Developing Emotional Intelligence*. Washington DC: Asian Development Bank.
- [31]. Shahzad, K., Sarmad, M., Abbas, M., & Khan, M. A. (2010). Impact of Emotional Intelligence (EI) on employee's performance in telecom sector of Pakistan. *African Journal of Business Management* , 5 (4), 1225-1231.
- [32]. Singh, D. (2001). *Emotional Intelligence at work* (1st ed.). New Delhi: Response books. (Chapter 2).
- [33]. Tahir, M., Saba, Q., & Rabbia, A. (2013). Impact of Emotional Intelligence on the Performance of University Teachers. *International Journal of Humanities and Social Science* , 3 (18).
- [34]. Tahir, M., Saba, Q., & Rabbia, A. (2013). Impact of Emotional Intelligence on the Performance of University Teachers. *International Journal of Humanities and Social Science* , 3 (18).
- [35]. Wall, B. (2008). *Working Relationships Using Emotional Intelligence to Enhance your Effectiveness with there* (1st ed.). USA: Davies Black Publishing.(Chapter2).
- [36]. Winarno, J. (2008). Emotional intelligence sebagai salah satu faktor penunjang prestasi kerja. *Jurnal Manajemen* , 8 (1), 14-17.
- [37]. Yao, Y. H., Wang, R. T., & Karen, Y. W. (2009). The influence of emotional intelligence on job performance: Moderating effects of leadership. *International conference on management science & engineering* , 14-16.
- [38]. YengKeat, O. (2009). Kepentingan kecerdasan emosi (EQ) dalam organisasi. *Perpustakaan Sultanah Bahiyah UUM* .