Relationship between Emotional Intelligence and Job Performance Mediated by Transformational Leadership

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Abstract

The present study aims to examine whether emotional intelligence was related to job performance and the potential mediating role of transformational leadership in this relationship. Emotional intelligence was measured by the Emotional Quotient Index (Rahim et al., 2002) while job performance was assessed by Tsui et al.,'s (1997) Job Performance Scale. Additionally, transformational leadership was measured using the Multifactor Leadership Questionnaire (Bass & Avolio, 2000). Data for this study were collected from 176 working MBA students who were asked to rate their managers' emotional intelligence, job performance, and transformational leadership behaviors studying at three private universities in Chittagong, a port city of Bangladesh, 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 hierarchical regression analysis. Results indicated a positive correlation between emotional

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intelligence and job performance, when the effects of age, gender, education, position, and organization were held constant. Additionally, using a series of hierarchical regression analyses, transformational leadership was found to fully mediate the relationship between emotional intelligence and job performance. An important implication of the study is that managers should focus on increasing their levels of emotional intelligence. The most important limitation was to use cross-sectional and non-experimental data that might limit the generalizability of the results. Future research directions are also discussed.

Keywords: *Emotional Intelligence, Job Performance, Transformational Leadership*

ความสัมพันธ์ระหว่างความฉลาดทางอารมณ์และ
ผลการดำเนินงานผ่านสื่อกลางของภาวะผู้นำการเปลี่ยนแปลง

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาว่า ความฉลาดทางอารมณ์มีความสัมพันธ์กับ ผลการดำเนินงานหรือไม่ และบทบาทที่เป็นไปได้ของการเป็นสื่อกลางของภาวะผู้นำการ เปลี่ยนแปลงในความสัมพันธ์ดังกล่าว ความฉลาดทางอารมณ์ วัดโดยดัชนีความฉลาดทาง อารมณ์ หรือ Emotional Quotient Index (Rahim et al., 2002) ส่วนผลการดำเนินงาน ประเมินโดยมาตราส่วนผลการดำเนินงาน หรือ Job Performance Scale ของ Tsui et al.,'s (1997) นอกจากนี้ ภาวะผู้นำการเปลี่ยนแปลง วัดโดยแบบสอบถามภาวะผู้นำพหุองค์ประกอบ หรือ Multifactor Leadership Questionnaire (Bass & Avolio, 2000) ข้อมูลของการ ศึกษานี้ สำรวจจากนักศึกษาปริญญาโทสาขาบริหารธุรกิจที่กำลังศึกษาอยู่ในมหาวิทยาลัยเอกชน สามแห่งที่เมืองจิตตากอง เมืองท่าของบังกลาเทศ และกำลังทำงานด้วย จำนวน 176 คน ซึ่งถูกขอให้ให้คะแนนผู้จัดการของพวกเขาทางด้านพฤติกรรมความฉลาดทางอารมณ์ ผลการ ดำเนินงาน และภาวะผู้นำการเปลี่ยนแปลง โดยใช้เครื่องมือแบบสำรวจที่พิมพ์ออกมาได้ ในการเก็บข้อมูลการศึกษานี้ ใช้เทคนิคการเลือกตัวอย่างแบบสะดวก (Convenience Sampling Technique) จากนั้น ข้อมูลที่สำรวจได้ถูกนำไปวิเคราะห์ โดยใช้สถิติเชิงพรรณนา (Descriptive Statistics) การวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรสองตัว (Bivariate Correlation) และ การวิเคราะห์ถดถอยแบบเชิงชั้น (Hierarchical Regression Analysis) ผลการสำรวจแสดง

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ให้เห็นถึงความสัมพันธ์เชิงบวกระหว่างความฉลาดทางอารมณ์และผลการดำเนินงาน เมื่อ
อายุ เพศ การศึกษา ตำแหน่ง และองค์กร มีค่าคงที่ นอกจากนี้ ในการใช้การวิเคราะห์ถดถอย
แบบเชิงชั้นเป็นชุด พบว่า ภาวะผู้นำการเปลี่ยนแปลงเป็นสื่อกลางอย่างเต็มที่ระหว่างความ
ฉลาดทางอารมณ์และผลการดำเนินงาน นัยสำคัญของการศึกษานี้ ก็คือ ผู้จัดการควรเน้นการ
เพิ่มระดับความฉลาดทางอารมณ์ ข้อจำกัดที่สำคัญที่สุด คือ การใช้ข้อมูลภาคตัดขวาง (Cross-
Sectional) และข้อมูลที่ไม่เน้นการทดลอง (Non-experimental) ซึ่งอาจจำกัดความสามารถ
อ้างอิงสรุปได้ (Generalizability) ของผลการศึกษา นอกจากนี้ ได้มีการกล่าวถึงแนวทางการ
วิจัยในอนาคตอีกด้วย

คำสำคัญ: *ความฉลาดทางอารมณ์ ผลการดำเนินงาน ภาวะผู้นำการเปลี่ยนแปลง*

1. Introduction

Recent research on emotional intelligence has attracted considerable interest in both the empirical and popular management literature. It has been rapidly attracting attention within corporate settings. As the companies around the globe strive to achieve more with less, the so-called 'soft-skills' based on emotions, are associated with leadership effectiveness and organizational success (Singh, 2007). The literatures suggest that emotionally intelligent leaders are thought to be happier and more committed to their organization (Abraham, 2000), achieve greater success (Miller, 1999), perform better in the workplace (Goleman, 1998), take advantage of and use positive emotions to envision major improvements in organizational functioning (George, 2000), and use emotions to improve their decision making and instil a sense of enthusiasm, trust, and cooperation in other employees through interpersonal relationships (George, 2000).

There are a number of competing definitions of emotional intelligence, however, one of the strongest conceptualizations was provided by Goleman (1998), the author most commonly associated with the popularization of emotional intelligence. According to him (Goleman, 1998), emotional intelligence is "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). However, Salovey and Mayer (1990) were the first to define the concept emotional intelligence 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). Again, Bar-On (1997) viewed emotional intelligence 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). Therefore, emotional intelligence 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.

Available studies have asserted that emotional intelligence is an antecedent of job performance (for example, Abraham, 2000; Bachman, Stein, Campbell, &

Sitarenious, 2000; Carmeli, 2003; Cooper & Sawaf, 1997; Goleman, 1995, 1996, 1998; Rahman, Ferdausy, & Karan, 2013; Rice, 1999; Rozell, Pettijohn, & Parker, 2006) and of transformational leadership (for example, Barbuto & Burbach, 2006; Barling, Slater, & Kelloway, 2000; Gardner & Stough, 2002; Higgs, 2004; Leban & Zulauf, 2004; Palmer, Walls, Burgess, & Stough, 2001; Rahman, Ferdausy, & Uddin, 2012). However, it should be noted that many of these claims relating emotional intelligence to job performance and transformational leadership, have been made without the support of empirical evidence. Additionally, little research has been conducted at the organizational level and proposed applications of emotional intelligence in the context of Bangladesh. This research gap has induced the authors to undertake the present study. Hence, the first purpose of this study is to examine whether emotional intelligence is related to job performance. Similarly, the second purpose is to examine whether transformational leadership mediates the relationship between emotional intelligence and job performance.

2. Emotional Intelligence and Job Performance

Job performance is a commonly used performance in the workplace. It most commonly refers to whether a person performs his/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, job performance is something a single person does. A number of studies (for example, 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, job performance can be measured by quantity, quality, and accuracy of work; employee's efficiency and standard of work; employees' strive 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 to use in the present study.

A review of the literature in the domain of emotional intelligence and job performance has revealed that there is a positive relationship between them. In one of the few empirical studies to examine emotional intelligence and job performance, Carmeli (2003) found that emotionally intelligent senior managers performed the

job better than senior managers with low emotional intelligence with a sample of 98 senior managers in a local authority in Israel. In this study the researcher used the Schutte Self Report Inventory (SSRI: Schutte, Malouff, Hall, Haggerty, Cooper, & Golden, 1998) to measure emotional intelligence of the participants. Higgs (2004) examined 289 participants from three call centres in the UK to study the relationship between emotional intelligence and job performance. The Emotional Intelligence Questionnaire (EIQ: Dulewicz & Higgs, 2000) was used to measure emotional intelligence of the respondents. The findings of study reported a strong relationship between overall emotional intelligence and individual performance, as well as between several elements from the emotional intelligence construct and performance.

Similarly, Rozell et al. (2006) employed the Schutte Self Report Inventory (SSRI: Schutte et al., 1998) to examine the ability of emotional intelligence to predict sales performance in a sample of 103 salespeople employed by a nationwide company that specialized in medical devices in the US. The findings of this research indicated that sales performance was significantly related to emotional intelligence. Goleman (1998), pioneer in the field of emotional intelligence, conducted studies at the Bell Laboratories in which he found the association between emotional intelligence and individual performance. In these studies, he claimed that more emotionally intelligent engineers were the top performers than their peers.

Additionally, Bachman et al. (2000) employed the Emotional Quotient Inventory (EQ-i: Bar-On, 1997) to examine the ability of emotional intelligence to predict job performance in a sample of 36 debt collectors. The overall score for emotional intelligence for the "less successful" group was significantly lower than the overall emotional intelligence score of the "best practices" group. Rice (1999), examined 164 employees of an insurance company, organised into 26 teams, and 11 of their team leaders. Specifically, it was found that scores on emotional intelligence were related to certain aspects of effective team leadership and team performance. Additionally, the total emotional intelligence score of the 26 teams was found to be significantly related to managers' ratings of team performance for customer service.

Furthermore, Rahman et al., (2013) conducted a study to investigate the relationships between the components of emotional intelligence (such as self-awareness, self-regulation, motivation, empathy, and social skills) and job performance through collecting data from 201 working MBA students studying at four private universities in Chittagong, a port city of Bangladesh. Emotional intelligence was measured by the Emotional Quotient Index (Rahim et al., 2002) while job performance was assessed by Tsui et al.'s (1997) Job Performance Scale. In data collection, this study used a 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.

Although the aforementioned studies identified a positive relationship between emotional intelligence and job performance, in some instances this finding should be interpreted with caution, due to methodological limitations. For example, Higgs (2004) failed to measure the two central facets of emotional intelligence (emotion awareness and emotion regulation) and relied on self-reported intelligence to assess IQ. The study by Bachman et al. (2000) employed an inordinately small sample (N = 36) and assessed emotional quotient (EQ) using Bar-on's (1997) EQ-i, which is not as theoretically robust or as psychometrically sound as those measures based on Mayer and Salovey's (1997) model (Zeidner, Matthews, & Roberts, 2004). Further, the results of the Bell Laboratories studies have never been published in full and indeed examination of Goleman's (1998) secondary account of these studies indicates that emotional intelligence was imputed rather than actually measured. Finally, many of the studies cited failed to control for socio-demographic variables, such as age, gender, education, position, and organization which have been identified as potential confounding factors in advancement research (Metz, 2004). Despite the limitations, based on the findings of these studies (Bachman et al., 2000; Cadman & Brewer, 2001; Carmeli, 2003; Goleman, 1998; Higgs, 2004; Rahman et al., 2013; Rice, 1999; Rozell et al., 2006), hypothesis 1 states:

H1: Emotional intelligence will be positively related to job performance, when the effects of age, gender, education, position, and organization are statistically controlled.

3. Potential Mediating Role of Transformational Leadership

A number of studies (Barbuto & Burbach, 2006; Barling et al., 2000; Gardner & Stough, 2002; Leban & Zulauf, 2004; Palmer et al., 2001; Rahman et al., 2012) have revealed that emotional intelligence is an antecedent of transformational leadership. Transformational leadership is described as that type of leadership where a leader emotionally stimulate individuals to collective action, employ emotions to foster their emotional attachments and commitment to the leader, and utilise empathy to understand their needs and values (Bass, 1996; 1997; 1998; Burns, 1978). This leadership increases the confidence of individuals and persuades them towards performance beyond expectations (Bass & Avolio, 2000). Ashkanasy and Tse (2000), Lewis (2000) claim that transformational leaders are recognized as using emotion to communicate a vision and to elicit responses from their employees.

Barling et al. (2000) conducted a study on a sample of 49 managers, each with at least three subordinates, in Canada to examine whether emotional intelligence was associated with transformational leadership. The manager completed EQ-i (Bar-On, 1997) whereas the subordinates have rated their managers on the MLQ 5X (Multifactor Leadership Questionnaire: Bass & Avolio, 1995). Results indicated that emotional intelligence was related to three aspects of transformational leadership (i.e. idealized influence, inspirational motivation, and individualized consideration). Additionally, Palmer et al. (2001) identified effective leaders as those having transformational leadership style with a sample of 43 past and current students in Australia. Emotional intelligence was measured by the Trait Meta Mood Scale (TMMS: Salovey, Mayer, Goldman, Turvey, & Palfai, 1995) whilst transformational leadership had been assessed by the MLQ 5X (Bass & Avolio, 1995). According to their research findings emotional intelligence was linked with two aspects of transformational leadership (inspirational motivation and individualized consideration).

Gardner and Stough (2002) have examined the relationship between emotional intelligence and transformational in a sample of 110 top level managers in the US. Emotional intelligence was measured by the SUEIT (Palmer & Sought, 2001) whereas transformational leadership has been assessed by the MLQ 5X (Bass & Avolio, 2000). The study found a strong positive relationship between transformational leadership and overall emotional intelligence. Moreover, Leban and Zulauf (2004) used the MSCEIT (Mayer, Salovey, & Caruso, 2002) in their research design collecting data concerning emotional intelligence and transformational leadership from different sources in the US. The MSCEIT (Mayer et al., 2002) was completed by twenty four project managers, whereas an unspecified number of team members assessed the transformational leadership style of those project managers using the MLQ 5X (Bass & Avolio, 2000). They found significant and moderately strong correlations between total emotional intelligence and the inspirational motivation.

Barbuto and Burbach (2006) have examined the relationship between emotional intelligence and transformational leadership in a sample of 388 leader–member dyads in the US. They considered 80 officials as leaders and rest of them as followers. Emotional intelligence was measured by Carson, Carson, & Birkenmeier (2000) whereas transformational leadership has been assessed by the MLQ 5X (Bass & Avolio, 1995). Emotional intelligence and transformational leadership questionnaires were completed by the officials. Subordinates of those officials also completed the rater-version of the transformational leadership questionnaire. The study found that emotional intelligence (all items) shared positive relationships with each self-reported subscale of transformational leadership. Additionally, Butler and Chinowsky (2006) conducted a study on a sample of 155 contractors in the US to examine the relationships between emotional intelligence and transformational leadership. Emotional intelligence was measured by the EQ-i (Bar-On, 1997) while transformational leadership was measured by the MLQ 5X (Bass & Avolio, 2000). The regression analysis showed that there was a relationship between total emotional intelligence and transformational leadership and that 34% of the variance in transformational leadership was explained by total emotional intelligence.

Furthermore, Rahman et al., (2012) conducted a study to identify the relationships between emotional intelligence and the components of transformational leadership behavior of the supervisors. Data for this study were collected from 166 subordinates working at different organizations around the UK with the help of a structured questionnaire. Emotional intelligence was measured by the Emotional Quotient Index (Rahim et al., 2002) while components of transformational leadership were assessed by the Multifactor Leadership Questionnaire (Bass & Avolio, 2000). In data collection, this study used a convenience sampling technique. Data collected were analyzed using descriptive statistics, bivariate correlation, and regression analysis. Results indicated that emotional intelligence positively correlated with all the components of transformational leadership behavior.

While there appears to be theoretical and empirical support for the relationship between emotional intelligence and transformational leadership, there is also evidence that transformational leadership is related to job performance, further strengthening the mediation argument. Vitry (1996) articulated that transformational leadership is a powerful force in creating high job performance. Further, he suggested that transformational leadership is highly valued by organisations and, as a result, individuals who exhibit transformational leadership are usually tend to be high job performers. Additionally, Bass (1996; 1997; 1998) noted that exhibiting transformational leadership may impact positively to enhance better job performance and Bar-On (1997) has stated that transformational leaders exhibit superior work performance.

George (2000) has argued that leaders demonstrating high emotional intelligence are more able to understand when and why their followers experience particular feelings and are more able to find ways of instilling courage, optimism, and enthusiasm in followers. Lewis (1996) also noted the importance of effective leadership in influencing the likelihood of better quantity and quality of work, which is clearly an important aspect of job performance. Similarly, Lipsky (1996) examined the relationship between effective leadership and job performance criteria and found that 15 of the 16 scales assessing leadership were significantly related to high job performance, while 14 of the 16 scales were related to at least one of the job performance factors.

Considered together, the findings of these studies indicate that emotional intelligence is related to transformational leadership and that transformational leadership is related to job performance. Recently, Brown and Moshavi (2005) have argued that more research, examining the potential interplay between emotional intelligence and transformational leadership in predicting desirable job performance, is required. Thus, the second purpose of the current study is to examine whether transformational leadership mediates the relationship between emotional intelligence and job performance. While no previous studies have examined the potential mediating role of transformational leadership, based on positive findings, hypothesis 2 states:

> H2: Transformational leadership will mediate the relationship between emotional intelligence and job performance, when the effects of age, gender, education, position, and organization are statistically controlled.

4. Research Methods

4.1 Participants

Data for this study were collected from 176 working MBA students who were asked to rate their managers' emotional intelligence, transformational leadership, and job performance. They were working at different organizations while studying the evening MBA programs at three private universities in Chittagong, a port city of Bangladesh, during conducting the study. The respondents were classified into two categories, such as, mid-level and/or lower-level. No top level respondents were invited to complete the survey because they have been evaluated by their subordinates. All respondents were given autonomy to rate their respective managers to whom she or he was directly responsible for reporting. The organizations were classified into several categories, such as, as manufacturing, merchandising, sales and retail, education, healthcare, financial services, and service industry. Respondents' were assured that any information provided by them would be kept confidential and used only for academic purposes.

Respondents ranged in age from 25 to 47 years, with a mean of 31.68 (SD = 6.72) years, and 112 (64%) were male while 64 (36%) were female. There

were 119 (68%) and 57 (32%) representation by the middle and lower-level participants. The respondents were well educated, as 52 (33.80%) had completed their bachelor degrees while 124 (66.20%) had master degrees. In terms of organizational units, 46 (26.1%) belonged to manufacturing, 15 (8.5%) to merchandising, 27 (15.3%) to sales and retail, 18 (10.2%) to education, 15 (8.5%) to healthcare, 26 (15.2%) to financial services, and 29 (16.2%) to service industry.

4.2 Survey Instruments

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

4.2.1 Emotional Quotient Index

Emotional intelligence was measured using the EQI (Emotional Quotient Index) developed by Rahim et al., (2002; 2006) to measure subordinates' perceptions of their respective managers' emotional intelligence. The EQI (Rahim et al., 2002; 2006) uses 40-items to produce a scale to measure the five components of emotional intelligence. The five emotional intelligence 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 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 of EQI was obtained by totalling the five EQI components scores, consisting of eight items each, and dividing them by the number of components (five), in order to obtain the EQI mean score.

4.2.2 Multifactor Leadership Questionnaire

Transformational leadership was measured using the Multifactor Leadership Questionnaire (MLQ 5X; Bass & Avolio, 2000). The MLQ 5X (Bass & Avolio, 2000) is the most recent version available of the original MLQ form. For the purpose of this study, only 20 items of the MLQ 5X (Bass & Avolio, 2000), which specifically assess the transformational leadership, were used. There are two types of forms in the instrument of MLQ 5X: self form and rater form. In this study, the rater form was used which measured the subordinates' perceptions of their respective managers' transformational leadership behaviors. The items were measured on a 5-point Likert scale ranging from 0 (not at all) to 4 (frequently, if not always). The reliability of the transformational leadership for the current study was .93.

Sample items for the transformational leadership components were 'My manager instils pride in me for being associated with him/her' (idealized influence attribute), 'My manager talks about his/her most important values and beliefs' (idealized influence behavior), 'My manager talks optimistically about the future' (inspirational motivation), 'My manager seeks differing perspectives when solving problems' (intellectual stimulation), and 'My manager spends time teaching and coaching' (individualized consideration). The mean score of each component was obtained by totalling the four item scores and dividing them by the number of items (four), in order to obtain the each component mean score.

4.2.3 Job Performance

Six items adapted from Tsui et al., (1997) were used to measure the job performance of the managers. Sample items were 'My manager's quantity of work is much higher than average', 'My manager's quality of work is much higher than average' etc. The response scale ranged from 1, 'strongly disagree,' to 7, 'strongly agree'. The reliability of the job performance scale for the current study was 0.92. The mean score of job performance was obtained by totaling the six job performance item scores, and dividing them by the number of items (six), in order to obtain the job performance mean score.

4.3 Data Collection Procedure

For selecting the respondents, convenience samples were used in this study. In order to collect data, 270 working MBA students, employed only in mid and lower level positions, from three private universities were selected. The authors spent three separate days to collect data from the selected working MBA students. By entering the different MBA classrooms at 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 five minutes on an average to complete the survey. Due to some constraints, it was not possible to collect an equal number of responses from the each classroom or university. Finally, a total of 176 (65.18%) usable responses were received. Then, the raw data entered into an Excel file for summarization, and then imported into the SPSS (16.0 version) for statistical analysis.

4.4 Reliability of Scales and Validity of Data

Reliability reflects the consistency of a set of item in measuring the study variables/concepts (Cooper & Schinder, 2001; Field, 2005). It illustrates the individual differences concerning the amount of agreement or disagreement of the concepts or variables studies (Page & Mayer, 2000). In this study, reliability measurement is important to verify the consistencies of the items used in emotional intelligence, transformational leadership, and job performance scale in a different culture or country (Hair, Anderson, Tatham, & Black, 2003). Cronbach's alpha is most widely used method to measure the reliability of the scale (Field, 2005; Malhotra, 2002). It may be mentioned that Cronbach's alpha value ranges from 0 to 1, but satisfactory value is required to be more than .60 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). However, Cronbach's alpha of the emotional intelligence, transformational leadership, and job performance scale for the current study was 0.97, 0.93 and 0.92 respectively. Therefore, these three instruments were highly reliable for data collection.

The validity implies the extent to which differences in observed scales scores reflect true differences among objects on the characteristics being measured, rather than systematic or random error (Malhotra, 2002; Saunders, Lewis, &

Thornhill, 2011). In this study, authors considered only the criterion validity which denotes that criterion variables (i.e. demographic characteristics, attitudinal, and behavioral measures) were collected at the same time. Face and content validity were not essential because authors used the established survey instruments in this study.

5. Results

Prior to performing the analysis, checks of the theoretical assumptions underlying multiple regression were undertaken, including normality, linearity, and homoscedasticity. These assumptions were met and Field (2005) have stated that multiple regression is quite robust to any violations. Table 1 presents the means, standard deviations, reliabilities, and Pearson's correlation coefficients between the variables in this study. As evident in Table 1, none of the independent variables were correlated above .7, suggesting an absence of multicollinearity. The fact that none of the tolerance levels were found to be less than .1 and that all of the variance inflation factors (VIF) were less than 10 (see Tables 2-5) provided additional evidence that the variables were not collinear (George & Mallery, 2011).

Table 1: Means, Standard Deviations, Reliabilities, and Correlations among Variables

Variables	M	SD	α	Correlations		
				1	2	3
1. EI	4.92	1.02	.97	1		
2. TFL	2.53	0.62	.93	.73**	1	
3. JP	5.06	1.16	.92	.76**	.76**	1

** Significant at the 0.01 level; * Significant at the 0.05 level; N = 176; EI = emotional intelligence; TFL= transformational leadership; JP = job performance

The first purpose of this study was to examine whether emotional intelligence was related to job performance. Hypotheses 1 stated that emotional intelligence would be positively related to job performance, when the effects of socio-demographic characteristics, such as, age, gender, education, position, and organization were

statistically controlled. In order to address this hypothesis, hierarchical regression analysis was undertaken with age, gender, education, position, and organization entered as a block at step 1 and emotional intelligence entered at step 2. In this analysis, job performance served as the criterion (dependent) variable.

Table 2: Mediation Test 1: Summary of Regression Analysis Predicting Job Performance with Controls entered at Step 1 and Emotional Intelligence (EI) entered at Step 2

Step 1									
Control variables	Co-efficients (β)	S.E. (β)	Value of t-statistic	Value of R	Value of R^2	Value of ΔR^2	Value of F-statistic	Tole-Rance	VIF
Age	.03	.11	.24					.85	1.17
Gender	.11	.17	.48					.94	1.06
Education	.31	.08	3.46**	.38	.14	-	5.76**	.71	1.41
Position	-.20	.17	-1.19					.71	1.40
Organization	.05	.05	.92					.84	1.18
Step 2									
Age	.02	.08	.18					.85	1.17
Gender	.01	.12	.08					.94	1.06
Education	.14	.06	2.23					.68	1.47
Position	-.07	-.12	-.59	.77	.59	.45	39.53**	.71	1.41
Organization	-.01	.04	-.29					.84	1.19
Predictor Variable: EI	.83	.06	13.29**					.88	1.13

** Significant at the 0.01 level; * Significant at the 0.05 level; N = 176; VIF = variance inflations factors

Examination of Table 2 demonstrates that entry of the control variables at step 1 was significant, R = .38. The R^2 value for step 1 was .14, which indicated that together the controls accounted for 14% of the variance in job performance. The inclusion of emotional intelligence at step 2, resulted in a change in R^2 of .45. This indicated that emotional intelligence contributed significant explanatory power (explained an additional 45% of the variance), over and above that already accounted for by the control variables. The beta weight obtained for emotional intelligence

was .83, indicating that scores on this variable were positively related to scores on job performance.

The second purpose of the study was to determine whether transformational leadership mediates the relationship between emotional intelligence and job performance. Hypothesis 2 states that transformational leadership will mediate the relationship between emotional intelligence and job performance. Baron and Kenny (1986) have stated that four conditions need to be met in order for mediation to be determined. Figure 1 depicts these four conditions in relation to the current study's variables. The first condition of mediation is that variations in the independent variable must be significantly associated with variations in the dependent variable. As evident in the above analysis, emotional intelligence was significantly related to job performance and therefore satisfied the first condition of mediation (*Path A*).
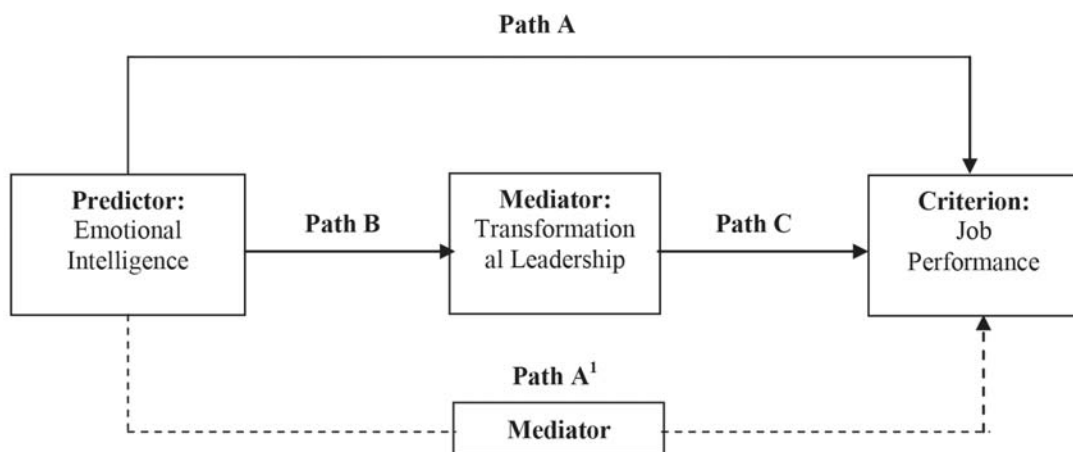
Figure 1: Diagram of Predictor, Mediator, and Criterion Relationships (adapted from Grimmer & Oddy, 2007)

The second condition of mediation - that variations in the independent variable must significantly account for variations in the presumed mediator variable - was also assessed via hierarchical regression. In this analysis, transformational leadership served as the criterion, age, gender, education, position, and organization were entered as controls at step 1, and emotional intelligence was entered as the predictor at step 2. The results of this analysis are presented in Table 3.

Table 3: Mediation Test 2: Summary of Regression Analysis Predicting Transformational Leadership (TFL) with Controls entered at Step 1 and Emotional Intelligence (EI) entered at Step 2

Step 1									
Control variables	Co-efficients (β)	S.E. (β)	Value of t-statistic	Value of R	Value of R^2	Value of ΔR^2	Value of F-statistic	Tole-Rance	VIF
Age	.09	.06	1.52	.43	.18	-	7.29[**]	.85	1.17
Gender	.18	.09	1.98					.94	1.06
Education	.18	.04	3.89[**]					.71	1.41
Position	-.04	.08	-.38					.71	1.40
Organization	.03	.02	1.01					.84	1.18
Step 2									
Age	.08	.04	1.96	.76	.58	.40	39.53[**]	.85	1.17
Gender	.13	.06	1.95					.93	1.06
Education	.09	.03	2.83					.67	1.47
Position	.03	.06	.47					.71	1.42
Organization	-.01	.02	-.09					.83	1.19
Predictor Variable: EI	.42	.03	12.26[**]					.88	1.13

** Significant at the 0.01 level; * Significant at the 0.05 level; N = 176; VIF = variance inflations factors

Review of Table 3 indicates that the control variables entered at step 1 resulted in an R of .43. An R^2 of .18 was obtained, which demonstrated that 18% of the variance in transformational leadership was explained by the control variables. After including emotional intelligence at step 2, change in R^2 was .40, indicating that emotional intelligence explained an additional 40% of the variance in transformational leadership. The significant beta weight for emotional intelligence (β = .42, demonstrated that the second condition required for mediation (Path B) had been met. Hierarchical regression was also utilized to test the third condition of mediation: that variations in the presumed mediator must be associated with variations in the dependent variable. In this analysis, the control variables were entered at step 1 and transformational leadership was entered as the predictor

variable at step 2, while job performance was the criterion. The results of this analysis are presented in Table 4.

Table 4: Mediation Test 3: Summary of Regression Analysis Predicting Job Performance with Controls entered at Step 1 and Transformational Leadership (TFL) entered at Step 2

Step 1									
Control variables	Co-efficients (β)	S.E. (β)	Value of t-statistic	Value of R	Value of R^2	Value of ΔR^2	Value of F-statistic	Tole-Rance	VIF
Age	.03	.12	.24					.85	1.17
Gender	.12	.18	.66					.94	1.06
Education	.31	.09	3.46**	.39	.15	-	5.77**	.71	1.41
Position	-.20	.17	-1.19					.71	1.40
Organization	.05	.05	.92					.85	1.18
Step 2									
Age	-.10	.08	-1.23					.83	1.19
Gender	-.14	.12	-1.11					.91	1.08
Education	.06	.06	.88					.64	1.54
Position	-.15	.12	-1.31	.77	.59	.45	39.41**	.71	1.40
Organization	.01	.03	.26					.84	1.18
Predictor Variable: TFL	.98	.10	13.27**					.81	1.23

** Significant at the 0.01 level; * Significant at the 0.05 level; N = 176; VIF = variance inflations factors

As the results for step 1 of this analysis are identical to those detailed in Table 2 and have been discussed earlier, they will not be discussed here. The addition of transformational leadership to the equation at step 2, resulted in a change in R^2 of .45. Thus, transformational leadership was found to contribute significantly to the prediction of job performance by explaining an additional 45% of the variance in this criterion, over and above the effects of the controls. The beta weight for

transformational leadership ($\beta = .98$) revealed that it was positively related to individual advancement and therefore indicated that the third condition for mediation (*Path C*) had been satisfied.

The final of Baron and Kenny's (1986) conditions for mediation holds that when variance due to the presumed mediator is partialled out of the equation, there is no longer a significant relation between the independent and dependent variables. Again, hierarchical regression was employed with the controls entered at step 1, transformational leadership (mediator) entered at step 2, and emotional intelligence entered at step 3, while job performance served as the criterion. Table 5 presents the results of this analysis.

Table 5: Mediation Test 4: Summary of Regression Analysis Predicting Job Performance with Controls entered at Step 1, Transformational Leadership (TFL) entered at Step 2, and Emotional Intelligence (EI) entered at Step 3

Step 1									
Control variables	Co-efficients (β)	S.E. (β)	Value of t-statistic	Value of R	Value of R^2	Value of ΔR^2	Value of F-statistic	Tolerance	VIF
Age	.03	.12	.24					.85	1.17
Gender	.12	.18	.66					.94	1.06
Education	.31	.09	3.46**	.39	.15	-	5.77**	.71	1.41
Position	-.20	.17	-1.19					.71	1.40
Organization	.05	.05	.92					.85	1.18
Step 2									
Age	-.10	.08	-1.23					.83	1.19
Gender	-.14	.12	-1.11					.91	1.08
Education	.06	.06	.88					.64	1.54
Position	-.15	.12	-1.31	.77	.59	.45	39.41**	.71	1.40
Organization	.01	.03	.26					.84	1.18
Predictor Variable: TFL	.98	.10	13.27**					.81	1.23
Step 3									
Age	-.05	.07	-.76					.83	1.20
Gender	-.09	.11	-.86					.91	1.09
Education	.06	.06	1.06					.65	1.55
Position	-.09	.11	-.91	.82	.62	.03	47.49**	.71	1.42
Organization	-.01	.03	-.28					.83	1.19
Mediator Variable: TFL	.81	.13	6.23**					.42	2.39
Predictor Variable: EI	.49	.08	6.25**					.45	2.21

** Significant at the 0.01 level; * Significant at the 0.05 level; N = 176; VIF = variance inflations factors

While the results from the three steps in the analysis are depicted in Table 5, only those obtained from step 3 will be discussed here as the findings from step 1 and step 2 are identical to those from earlier analyses and have been discussed above. The inclusion of emotional intelligence to the equation at step 3 did not result in a significant increment in a change in R^2 (only .03). Consistent with the final condition of mediation, when the effects of transformational leadership were partially out, the relationship between emotional intelligence and job performance became nonsignificant (*Path A[1]*).

6. Discussions

The first purpose of this study was to examine whether emotional intelligence was related to job performance. Hypotheses 1 stated that emotional intelligence would be positively related to job performance, when the effects of age, gender, education, position, and organization are held constant, and the results of the current study supported this assertion. Thus, individuals who were higher in emotional intelligence were more likely to exhibit higher performance in their organisations. This positive relationship is consistent with the findings of a number of previous studies (Bachman et al., 2000; Cadman & Brewer, 2001; Carmeli, 2003; Goleman, 1998; Higgs, 2004; Rahman, 2010; Rahman et al., 2013; Rice, 1999; Rozell et al., 2006).

This finding of the current study also provides support for the theoretical argument that emotional intelligence is an important factor in enhancing job performance (Abraham, 2000; Bachman et al., 2000; Carmeli, 2003; Cooper & Sawaf, 1997; Goleman, 1995, 1996, 1998; Rahman et al., 2013; Rice, 1999; Rozell et al., 2006). Those extending this argument have often been criticised for doing so without sufficient empirical evidence (Zeidner et al., 2004) and, therefore, the finding of the current study is important as it provides some support for this assertion. Essentially, these authors state that performance is dependent on interpersonal workplace behaviors that occur as a result of high emotional intelligence: effective interpersonal relationships, adaptability, empathy, and tolerance. As 'people' or 'soft skills' become increasingly important to facilitate higher job performance in

their organizations, it makes logical sense that those demonstrating these skills are promoted. Additionally, as these individuals are proficient in regulating their own emotions and are sensate to the emotions of others, it is likely that they have well developed impression management and social capital skills. These social factors have been found to be more important than technical factors in terms of being identified for promotion (Tharenou, 1997).

The second purpose of the study was to examine whether transformational leadership mediated the relationship between emotional intelligence and job performance. Consistent with hypothesis 2, the relationship between emotional intelligence and job performance was found to be fully mediated by transformational leadership. The implication of this finding is that, while emotional intelligence is elated to job performance, this relationship is transmitted through the intervening variable: transformational leadership. It indicates that individuals who are high in emotional intelligence are likely to exhibit a transformational leadership style which, in turn, may increase their job performance. This tentative interpretation is made based on the theoretical assumption that emotional intelligence is an antecedent of transformational leadership (Barling, et al., 2000; Brown & Moshavi, 2005; Goleman 1998) and the logical assumption that job performance is an outcome variable.

While some studies have identified that emotional intelligence is related to transformational leadership (Barling, et al. 2000; Gardner & Stough, 2000; Palmer et al., 2001; Rahman, 2010; Rahman et al., 2012; Soskik & Mergerian, 1999) and others have revealed that transformational leadership is related to job performance (Lewis, 1996; Lipsky, 1999; George, 2000; Rahman & Ferdausy, 2012), no research has examined the potential mediating role of transformational leadership. Moreover, in a conceptual paper, Brown and Moshavi (2005) recently stated that more research is required examining the interrelationships between emotional intelligence, transformational leadership, and individual/organisational outcomes. Thus, the finding in the current study is significant as it redresses this gap in the literature.

6.1 Implications

In terms of practical implications, the findings suggest that individuals should focus on increasing their levels of emotional intelligence. Allio (2002) argued that emotional intelligence, unlike IQ which is an immutable characteristic, can be learned to some extent. Thus, individuals should attempt to develop their self-awareness, practise delayed gratification, enhance their listening skills, and improve their rapport building, and networking (Cherniss & Goleman, 2001). The findings also suggest that increasing emotional intelligence may not be sufficient to facilitate job performance in an organization; individuals may also have to develop their transformational leadership skills. Organizations should also provide leadership development training and this should be targeted at employees with high emotional intelligence. Indeed, a number of companies are already integrating emotional intelligence assessment and development into their leadership identification and training programs (Barling et al., 2000).

6.2 Limitations

There are limitations associated with the current study that should be considered when interpreting its findings. Arguably, the most important limitations were that the data were cross-sectional and non-experimental. As a consequence no conclusions can be drawn regarding causality or indeed which variable (emotional intelligence or transformational leadership) occurs temporally prior to the other. Consistent with the recommendations of a number of theorists (Barling, et al., 2000; Brown & Moshavi, 2005; Goleman 1998), we conceived emotional intelligence to be an antecedent of transformational leadership. Similarly, while it may be intuitively logical to assume that emotional intelligence leads to higher job performance, the possibility that working at more advanced levels raises an individual's level of emotional intelligence cannot be excluded from consideration. Another limitation concerned the fact that all of the study variables were obtained from the same respondents and at the same time, therefore, common-method variance may have caused inflated relationships between the constructs. Finally, it should be noted that the current study utilized a convenience sampling technique, rather than

probability sampling, in order to select participants. Thus, the representativeness of the sample is not certain, which therefore limits the generalizability of the findings.

6.3 Future Directions

In terms of future research directions, subsequent studies should attempt to examine the relationship between emotional intelligence and job performance, as well as the potential mediating role of transformational leadership, longitudinally. Prospective designs would allow for examination of whether emotional intelligence is predictive of transformational leadership and whether transformational leadership, in turn, predicts job performance. Subsequent studies should attempt to employ more rigorous sampling procedures to improve the extent to which the findings can be generalized beyond the study sample. Additionally, given the modest amounts of variance explained by emotional intelligence and transformational leadership, future studies examining job performance should include additional variables believed to be predictive of this outcome.

7. Conclusion

The current study found that emotional intelligence is positively related to job performance. However, it would appear that this relationship is fully mediated by transformational leadership. While both emotional intelligence and transformational leadership explained moderate proportions of the variance in job performance, the relationships were nonetheless significant. As a consequence, we recommend that individuals seeking higher job performance in their organization should attempt to increase their emotional intelligence and develop their transformational leadership style. Additionally, organizations are advised to provide leadership training, targeted at employees with high emotional intelligence, and to integrate emotional intelligence assessment and development into these programs.

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