

## Emotional Intelligence and Employee Performance: An Intervention Based Experimental Study

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<b>Article History:</b>  <b>Received:</b> 24 Aug, 2017 <b>Revised:</b> 19 Nov, 2017 <b>Accepted:</b> 27 Nov, 2018	<b>Abstract:</b>  <i>Emotional intelligence (EI) significantly and positively contributes towards employees' task and contextual performance. Previous studies have explored this relationship in descriptive and/or cross-sectional research designs which did not establish a true causal relationship. The Current study used a longitudinal intervention-based pretest-posttest experimental design where employees were trained to enhance their emotional intelligence which consequently enhanced employee performance. The study was carried out in a three-stage process consisting of pretest, emotional intelligence interventions' implementation and post-test. As a part of the emotional intelligence interventions, four emotional intelligence skills (Self-awareness, Self-management, Social awareness, and Relationship management) were imparted through training for a duration of five months followed by one month of coaching. Thirty-six (36) participants with a low level of emotional intelligence had joined the study voluntarily after submitting an informed consent taken for training and coaching interventions. The results of paired sample T-Test showed a significant increase in emotional intelligence scores from pretest stage to posttest with a medium effect size. Results further revealed a significant increase in employees' performance scores of the participants after their enhanced level of emotional intelligence. Current study has identified a cost-effective way for the organizations to enhance employees' performance. This study has also discussed important insights for future research in the field of emotional intelligence enhancement through interventions.</i>  <b>Keywords:</b> Emotional Intelligence, Training, Coaching, Self-awareness, Self-Management, Social Awareness
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### 1. Introduction

Emotional intelligence (EI) is ground-breaking, paradigm-shattering, and one of the most influential business ideas of the current era (Goleman, Boyatzis, & McKee, 2013). Emotional intelligence as the ability of a person to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior (Goleman, 1996). Organizations consider emotional intelligence as an important skill due to its significant impact on various aspects of the business community, especially employee development, employee performance, and productivity (Goleman et al., 2013). At present, organizations are focusing on emotional quotient (EQ) rather than

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a mere focus on intelligent quotient (IQ) of potential job incumbents along with academic credentials and work experience (Qualter & Pool, 2018). Goleman (2001) recommended managers to enhance emotional intelligence in employees for getting a higher level of performance at the workplace. In the similar context, recent studies found emotional intelligence as a significant skill boosting job performance (Rexhepi & Berisha, 2017). Therefore, emotional intelligence has caught the attention of the scholars with respect to the construct, context and impact. As compared to previous practices in two recent decades, the scholars not only have put greater emphasis on markers of emotional intelligence but also have developed methods, techniques and interventions to teach, learn and enhance it.

### 1.1. Research Problem

With the worldwide embracement of emotional intelligence in the first decade of 21<sup>st</sup> century, business scholars and practitioners started to put a greater emphasis on it as an important employee skill during the processes of hiring, promotion, and employee development. Currently, organizations are facing the problem of relatively lower level of emotional intelligence in a majority of employees. Although, studies have recommended various techniques to enhance emotional intelligence of employees (Goleman & Boyatzis, 2017). But, enhancement of emotional intelligence techniques remained untapped. Due to this problem, current study has tried to use training and coaching interventions as an experimental technique to enhance emotional intelligence and see how it contributes towards enhancement of employee performance.

### 1.2. Rationale of the Study

Current study was carried out due to persistent research gaps in the area of the methodology used to explore association between emotional intelligence and employee performance. Miao, Humphrey, and Qian (2017) suggested to use a longitudinal study design rather than a cross-sectional design in measuring a true causal relationship. They also argued that emotional intelligence was not inherent but a learnable skill. Another important reason to conduct this study was the presence of research gaps in the area of emotional intelligence training interventions development and implementation to enhance the existing level of emotional intelligence of employees (Goleman & Boyatzis, 2017; Matthews, Zeidner, &

Roberts, 2017). As the interventions on organizational level are much costly (Sidle, 2008), current study has used individual-focused emotional intelligence interventions. This study used structured feedback mechanism to evaluate the transfer of emotional intelligence skills through training as recommended by Sparr, Knipfer, and Willems (2017) and expanded the use of qualitative research for the practitioners of emotional intelligence training as recommended by (Baldwin, Kevin Ford, & Blume, 2017).

Researchers believe that this study is an important contribution towards theory, practice and methodological advancement in the area of learning and developing emotional intelligence skills and its significant impact on employee performance. The current study contributes to the methodological advancement in the study of emotional intelligence as a learnable skill which can be developed. This study has used a longitudinal pretest-posttest experimental design rather than using cross-sectional design which has enabled researchers to cope with the changes occurring within participants and emotional intelligence phenomenon. The current study has tried to solve the research problem of enhancing employee performance by finding out an effective way to enhance employee performance, that is, through developing emotional intelligence level of employees. After grasping the recommendations for future research, and analyzing the problem, the objectives were set for this study are, i) to identify interventions that could enhance emotional intelligence level of employees, ii) to evaluate effectiveness of emotional intelligence interventions in enhancing level of emotional intelligence, iii) to evaluate the effect of emotional intelligence level on employee performance.

## **2. Literature Review**

### **2.1. Emotional Intelligence**

Goleman (2001) defined Emotional intelligence as the ability through which a person could screen his emotions, other persons' emotions, differentiate between various emotions and label them and consequently he might use this emotional information to guide his thinking and behavior. In the similar context, Mayer, Roberts, and Barsade (2008) defined emotional intelligence as a skill which could help a person to accurately perceive, understand, manage and use emotions in facilitating appropriate thoughts and behaviors. Schutte, Malouff, and Thorsteinsson (2013) argued that a person was considered to be competent in perception of

emotions if he was able to recognize emotions-related voice and facial cues of others as well as aware of one's own emotional state and reactions. This is a powerful skill to understand one's own emotions, others' emotions, causes and consequences of these emotions (Karimi, 2014). An emotionally intelligent person is able to differentiate between different emotions and devises an accurate and effective plan of action to respond in different situations and scenarios (Goleman, 1998). He further argues that an emotionally intelligent person could be an effective handler of others' emotions by manipulating situations, body language, and conversations to manage and regulate others' emotions in a direction, favorable to the situation or goals of the parties. Being a skill, emotional intelligence can be the competency (Goleman, 1995), ability (Mayer, Salovey, & Caruso, 2004), and the personality trait (Petrides & Furnham, 2001) of an employee to perceive, understand, utilize, and manage emotions effectively (Maul, 2012).

There are three major models which include Ability Model, Trait Model, and Mixed Model. In the ability model, emotional intelligence is considered as an individual's ability to process emotional information and use it to navigate the social environment (Mayer et al., 2004). This model considers emotional intelligence as an ability that can be initiated, developed and enhanced. The model concludes that an emotionally intelligent person utilizes this ability to calm one's own emotions down in every type of difficult situation in a beneficial way. The Trait Model considers emotional intelligence as a personality trait encompassing through behavioral dispositions (Petrides & Furnham, 2001). The Mixed Model considers emotional intelligence as ability and a trait as well (Goleman, 1998). The model defines emotional intelligence as an array of skills and characteristics.

Current study has used ability model of emotional intelligence (Mayer et al., 2004) that treats emotional intelligence as the ability of a person to understand and regulate one's own emotions, understand emotions of others, and manage the relationship with others in a beneficial way. This model is most closely associated with the set of four skills which were imparted during training and coaching interventions to enhance emotional intelligence level.

## 2.2. Emotional Intelligence Skills

In the ability model, there are four (04) basic emotional intelligence skills including self-awareness; self-management; social awareness; and social

management (Bradberry & Greaves, 2009). Self-awareness is the ability to accurately perceive one's own emotions and becoming aware of the emotions as they happen. It is the mirror of a person's tendencies while responding to specific situations and/or people. Self-management is the ability to use awareness of one's own emotions to stay flexible and positively direct his/her behavior. It is the practical phase in which a person controls his/her emotional reactions to specific situations and/or people. Social awareness is the ability to accurately understand and focus on other people's emotions in a true sense. It enables a person to understand and evaluate others' emotions irrespective of his/her own emotion. Relationship management is the ability to effectively use self-awareness and social-awareness skills while interacting with other people and/or situations. It enables a person to effectively communicate and resolve conflicts in difficult situations. The first two skills are related to a person's own self while the third and fourth skills are related to the other persons with which a person has interaction. A later study on this array of skills (Hutchinson & Hurley, 2013) revealed that all four skills are deemed necessary in a workplace environment. Therefore, the current study used this set of emotional intelligence skills.

### 2.3. Can Emotional Intelligence be Learnt and Enhanced?

Fortunately, emotional intelligence can not only be learnt but also enhanced at any stage in one's life. But a strong motivation, structured learning situation and continuous practice is necessary to do so (Goleman & Boyatzis, 2017). Besides Daniel Goleman and his colleagues, there is general agreement of almost all the leading researchers and psychologists who published in high quality research journals of the world, upon the notion that emotional intelligence can be taught, learnt, and enhanced in all age groups and professions (Côté, 2017; Enríquez, Ramos, & Esparza, 2017; Matthews et al., 2017; Serrat, 2017). Besides empirical studies, self-efficacy theory supports the notion that emotional intelligence can be learnt and enhanced. The underpinning theory provides the notion that a person having belief in his/her abilities, successfully achieves set behavioral goals (Lipschitz et al., 2018). The current study found that employees had a strong belief in their abilities that is why they had enhanced their emotional intelligence skills. The mechanism developed by the theory supported this study during implementation of

emotional intelligence training and coaching interventions to enhance emotional intelligence level.

Previous studies have recommended complementary approaches of training and coaching to enhance emotional intelligence level (Goleman & Boyatzis, 2017). Training is a group-based systematic learning method of transferring skills (Hughes, Thompson, & Terrell, 2009) while coaching is an individually-focused method of transferring skills (Parsloe & Leedham, 2009). So, we believe emotional intelligence to be a skill which can be developed and enhanced through individually focused interventions. As organizational level interventions are costly and time taking (Sidle, 2008), we have undertaken individually focused interventions. Hence, training followed by coaching can bring best results by improving weaknesses if left by the training process. So, the following hypothesis can be asserted:

*H<sub>1</sub>: Emotional intelligence can be enhanced through training and coaching interventions.*

#### 2.4. Employee Performance

Employee performance refers to the achievement of goals in an effective and efficient manner (Rotundo & Sackett, 2002). It is an individual level variable which significantly contributes to overall organizational performance (Campbell et al., 1990). Employee performance is divided into two (02) distinct dimensions of in-role performance and extra-role performance. In-role performance consists of completing obligatory job tasks formally required by a job (Williams & Anderson, 1991) whereas extra-role performance includes organizational citizenship behaviors which positively contribute in achievement of organizational goals by creating a positive impact on the social and psychological conditions of an organization (Rotundo & Sackett, 2002).

#### 2.5. Association between Emotional Intelligence and Employee Performance

Emotional intelligence has direct association with employee performance (Rexhepi & Berisha, 2017) in almost all types of jobs (Cherniss, 2001). Dulewicz and Higgs (2000), found emotional intelligence as a key success factor that directly contributed more than managerial intelligence and intelligence quotient (IQ) in employee performance. Moreover, emotional intelligence also contributed positively in overall organizational performance and business success (Bagshaw, 2000).

Therefore, employers have started to hire employees with a higher level of emotional intelligence (Cadman & Brewer, 2001). Besides types of jobs, a wide range of recent studies have also found such direct association in various service and industries such as hotel industry (Karimi, 2014), marketing (Bande, Fernández-Ferrín, Varela, & Jaramillo, 2015), retailing (Sony & Mekoth, 2016), hospital/health services (Samiuddin, Ahmad, & Kazmi, 2017), and education (Zeidner & Matthews, 2017). Hence, we believe that enhanced level of emotional intelligence results in positive outcomes, especially employee performance.

This direct relationship has caught the attention of scholars and practitioners to discover veiled aspects of construct, context and effects of emotional intelligence (as it is learnable) and, consequently, enhance employee performance. Therefore, researchers believed that emotional intelligence skills could be learnt and enhanced through training and coaching interventions. Enhanced level of emotional intelligence would positively contribute towards enhancement of employee performance as an outcome. So, the following hypothesis was developed in this regard:

*H<sub>2</sub>: Enhanced emotional intelligence positively contributes towards enhancement of employee performance.*

### **3. Research Methodology**

Researchers used one group pretest-posttest experimental research design in current study to achieve set research objectives. This design enabled researchers to estimate a true causal relationship between the variables and to evaluate the effectiveness of implemented emotional intelligence training and coaching interventions. This design also enabled researchers to compare scores of pre-interventions implementation stage with post-interventions implementation stage.

**Table 1: One Group Pretest-Posttest Experimental Design**

Variables	Pre-test	Interventions	Post-test
Emotional Intelligence	Y1	X1	Y2
Employee Performance	Z1	X2	Z2

#### **3.1. Sample**

Population of current study consisted of employees working at different levels in Islamabad based leading private sector hospital of Pakistan. At pretest stage,

researchers took two hundred & sixty-six (266) respondents as sample by using “Sample Size Table for Given Population” for sample size determination provided by Krejcie and Morgan (1970). Simple random sampling technique was utilized at this stage. On the contrary, at posttest stage, there were 36 participants in current study which was an appropriate sample size for current study as desired by its research design (Creswell, 1998; Morse, 1994). The convenient sampling technique was utilized at this stage.

### 3.2. Compliance with Ethical Standards

During the conduct of current study, researchers complied with the ethical standards/procedures described as under:

- i. Researchers had no real/perceived and direct/indirect conflict of interest.
- ii. Researchers observed institutional ethical standards and APA's ethical codes taken from "Ethics in Research with Human Participants" (Sales & Folkman, 2000).
- iii. Informed consents were taken from the participants on “Consent Form”.

### 3.3. Training Program

There were 126 respondents whose emotional intelligence level needed to be enhanced. Out of these, only 36 respondents took part into emotional intelligence training interventions. Researchers manipulated emotional intelligence variable by implementing training interventions in the light of guidance provided by Bradberry and Greaves (2009) in the emotional intelligence Appraisal-Me Edition Booklet. Interventions comprised of 2 interactive group sessions of 2 hours per week. The following details are provided in this regard:

- i. Participants were briefed about emotional intelligence, emotional intelligence skills, its importance with a special focus on life success and performance at workplace, skills, and phenomenon of learning & enhancing emotional intelligence in interactive group sessions. Various websites and books were recommended to be explored by the subjects.
- ii. Self-awareness skill was briefed and imparted to the participants. Two action plans were executed here. In first action plan, “Practice Watching Your Emotions like a Hawk” principle was utilized while in second action plan,



“Track your tendencies in different emotionally arousing situations” principle was utilized.

- iii. Self-management skill was briefed and imparted to the participants. Three action plans executed here. In first action plan, “Take an honest look at when you are being overwhelmed by your feelings” principle was utilized. In second action plan, “Take the reins and quit letting your emotions lead you around” principle was utilized. In third action plan, “Get ready for change because it is waiting around the corner” principle was utilized.
- iv. Social awareness skill was briefed and imparted to the participants. Two action plans were executed here. In action plan, “When you are with other people, play anthropologist” principle was utilized while in second action plan, “Check in with someone to see if you are accurately noticing what he/she is feeling” was required.
- v. Relationship management skill was briefed and imparted to the participants. Two action plans executed here. In first action plan, “Discover the role emotions play in every situation” principle was utilized while in second action plan, “get real feedback on relationships from someone you trust” was required.

### 3.4. Coaching

Face-to-face coaching sessions were conducted with the participants. The participants were coached a broader vision of emotional intelligence skills in group setting. However, questions, queries and feelings were shared in individual settings. Coaching intervention ended with an appreciation to the participants.

### 3.5. Measures

At the end of training and coaching interventions, personality traits, emotional intelligence and employee performance were measured again to get posttest data. Researchers used measurement scales in current study after getting permission from the owners of copy rights. A bi-lingual (English and Urdu) version for each measurement scale was used in this study. The measures included:

- i. Emotional Intelligence Scale by Bradberry and Greaves (2009).
- ii. Supervisor rated: In-Role Performance Scale by Williams and Anderson (1991).

- iii. Supervisor rated: Extra-Role Performance Scale by Farh, Earley, and Lin (1997).
- iv. Ten Item Personality Measure (TIPI) by Gosling, Rentfrow, and Swann (2013).

### 3.6. Control Variables

Previous studies have found a significant difference in employee performance of male and female (Knez & Enmarker, 1998), young and old (Cleveland & Shore, 1992), marital status (Madjar, Oldham, & Pratt, 2002), education (Berg, 1970), and job experience (McDaniel, Schmidt, & Hunter, 1988). However, results of ANOVA (p value <0.05) revealed that only marital status was confounding variable in current study. Hence, researchers controlled this variable during the whole study.

## 4. Data Analysis

Out of 266 respondents, 126 respondents had lower emotional intelligence level. The demographic information is provided in the table given below:

**Table 2: Demography of Participants**

Variable	Code	Frequency
Gender	Male	96
	Female	30
	Unmarried	31
Marital Status	Married	91
	Separated	1
	Didn't Answer	3
	18-25	12
Age Group	26-35	38
	36-45	26
	46 or above	2
	Didn't Answer	48
	Matric	1
Education	Intermediate	11
	Bachelors	39
	Masters	68
	MS/MPhil/PhD	7
	Less than 1 Year	18
Work Experience	1-5	40
	6-10	46
	11 or above	22

Personality traits of the respondents showed that majority of the respondents had personality trait of “agreeableness”. Detailed information is provided in the table given below:

Researchers checked basic assumptions (parametric or non-parametric) of normally distributed data, homogeneity of variance, interval data, and independence before applying inferential statistics for comparing pretest and posttest scores.

**Table 3: Personality Traits of Participants**

Personality Trait	Frequency	Percentage
Extraversion	21	16.67
Agreeableness	42	33.33
Conscientiousness	25	19.84
Emotional Stability	20	15.87
Openness to Experiences	18	14.29
Total	126	100

#### 4.1. Normality Analysis

Results of Kolmogorov–Smirnov and Shapiro–Wilk tests are provided in table 4:

**Table 4: Normality Analysis**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PRE_EI	.125	36	.172	.942	36	.057
POST_EI	.130	36	.129	.941	36	.053

##### a. Lilliefors Significance Correction

P-values of Kolmogorov–Smirnov test were more than 0.05 (0.172 and 0.129) which means that the data sets were normally distributed at pretest stage and posttest stage. Similarly, insignificant results of Shapiro–Wilk test (p values > 0.05) validated that the data sets were normally distributed at pretest stage and posttest stage.

#### 4.2. Homogeneity of Variances

Levene's Test for Equality of Variances was used to check the homogeneity of variance assumption. The results are provided in table given below:

**Table 5: Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
0.175	1	70	.677

Significance p-value of Leven’s test was greater than 0.05 which means that variances were same (homogenous) at pretest stage and posttest stage.

**Table 6: ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.209	1	2.209	9.809	.003
Within Groups	15.760	70	.225		
Total	17.969	71			

Results of ANOVA table in Levene's Test further revealed that sum of squares for between groups was lesser than within groups. Hence, researchers concluded that assumption of homogeneity of variances at pretest stage and posttest stage was fulfilled.

### 4.3 Paired Samples T-Test

By analyzing results of assumptions, paired samples t-test was used to evaluate effectiveness of emotional intelligence training and coaching interventions and trace significant change in emotional intelligence from pretest stage to posttest stage. The results are provided in the tables given below:

**Table 7: Descriptive Statistics**

		Mean	Std. Deviation	Std. Error Mean
Pair 1	PRE_EI	2.6697	.49353	.08226
	POST_EI	2.8986	.49329	.08221

The results of descriptive statistics showed that level of emotional intelligence of participants was enhanced from an average level 2.6697 to 2.8986 (an increase of 0.22889 in emotional intelligence mean score). However, statistical significance of these results is shown in the table given below.

**Table 8: Paired Samples T-Test**

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% C.I. of the Difference		
					Lower	Upper	
Pair 1	PRE_EI POST_EI	-.22889	.70443	.11740	-.46723	.00945	-1.950 35 .059

Results of paired differences showed a significant increase in emotional intelligence of participants after provision of emotional intelligence training and coaching interventions. The test [Sig. (2-tailed)] is significant with p-value  $0.059 < 0.1$  at 90% confidence interval. Researchers also utilized t-value of test statistics to check the effect size of training and coaching interventions on emotional intelligence level of the participants.

$$\begin{aligned} \text{Effect size} &= \frac{t^2}{t^2 + (N-1)} \\ &= \frac{(-1.950)^2}{(-1.950)^2 + (36-1)} \\ &= \frac{3.8025}{38.8025} \\ &= 0.098 \end{aligned}$$

The resultant eta squared value 0.098 showed that training and coaching interventions had medium effect on emotional intelligence level of the participants (Cohen, 1988).

#### 4.4. Regression Analysis

Regression analysis was used to see whether enhanced emotional intelligence positively contributes towards enhancement of employee performance or not. Pretest and posttest analyses are depicted in regression Model 1 and regression Model 2 respectively. The results are presented below:

**Table 9: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479a	.229	.207	.45939
2	.500b	.250	.228	.57634

a. Predictors: (Constant), EI

b. Predictors: (Constant), EI, XEI

The value of R<sup>2</sup> (0.229) showed that a total 22.9% of variation took place in employee performance explained by the model 1. Value of adjusted r-square (0.207) showed that a variation of 20.7% in employee performance was caused by emotional intelligence. In model 2, R<sup>2</sup> (0.250) showed that 25% of variation took place in employee performance explained by the model 2. The value of adjusted r-square

(0.228) showed that a variation of 22.8% in employee performance was caused by emotional intelligence.

**Table 10: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.135	1	2.135	10.119	.003b
	Residual	7.175	34	.211		
	Total	9.311	35			
2	Regression	3.767	1	3.767	11.341	.002c
	Residual	11.294	34	.332		
	Total	15.061	35			

a. Dependent Variable: XEP

b. Predictors: (Constant), EI

c. Predictors: (Constant), EI, XEI

Significance value was lesser than 0.05 in both the models (0.003 and 0.002) which showed that the models were statistically significant. Hence, researchers rejected null hypothesis that emotional intelligence had no impact on employee performance in pretest and posttest stages. This cause and effect relationship was further confirmed by the results given below.

**Table 11: Coefficients**

Model		Standardized Coefficients	t	Sig.
		Beta		
1	(Constant)		1.369	.180
	EI	.479	3.181	.003
2	(Constant)		-.187	.853
	EI	.500	3.368	.002

a. Dependent Variable: XEP

a. Dependent Variable: XEP

Beta coefficients were 0.479 and 0.500 for model 1 and model 2 respectively. These coefficients were not zero which showed a significant impact of emotional intelligence on employee performance of the respondents. These results were further confirmed by their respective t-values (3.181 and 3.368) which were more than 2 and significance values lesser than 0.05. Hence, hypothesis two developed by this study was accepted.

## 5. Conclusion and Recommendations

This study validates the theory of self-efficacy and provides insights about positive consequences of improving emotional intelligence. Current study found that

emotional intelligence could be enhanced through provision of emotional intelligence training and coaching interventions. This finding is similar to the previous notions developed by the studies of (Enríquez et al., 2017; Goleman & Boyatzis, 2017; Matthews et al., 2017). Current study also found a significant direct relationship between emotional intelligence and employee performance which is similar to the findings of Rexhepi and Berisha (2017). Current study found marital status as confounding variable which is similar to the findings of Madjar et al. (2002) who found that employee performance significantly differed according to the marital status. Hence, researchers, on the basis of findings, conclude that emotional intelligence is a learnable skill which can be enhanced through provision of emotional intelligence training and coaching interventions. However, during such process, subjects must have strong belief in themselves (self-efficacy theory). Researchers also conclude that enhancement of emotional intelligence can result in higher employee performance. Therefore, the organizations should consider emotional intelligence as a key success factor in enhancement of employee performance. However, they should also provide appropriate weightage to marital status of the subjects while considering such mechanism of performance enhancement.

In identifying and designing interventions that could significantly affect employee performance, organizations generally find themselves marginalized, because of significant high costs of organization-wide focused interventions. This calls for identifying those interventions that are individually focused and employ relatively lower costs with higher returns (Sidle, 2008). The intervention regarding improving emotional intelligence as identified in the current study could overcome such organizational constraint. Moreover, interventions of current study could also bring immediate results for the organizations rather than waiting for a longer period of time required in reaping the benefits.

In a nutshell, based on identified effects of emotional intelligence on employee performance, this study suggests that organization must include training programs with regard to the improvement of emotional intelligence in their overall training portfolio. Though this study evaluated the impact of emotional intelligence on employee performance, yet well-being effects of emotional intelligence are far reaching.

Like all other studies, current study also carries some limitations or possible directions for future research. Current study has used emotional intelligence as a sole predictor variable of employee performance in an experimental design. Future studies may also include variables of employee engagement, motivation, and commitment in similar research design. Secondly, current study has used ability model of Mayer, Salovey, and Caruso (2004) for the purpose of measurement and implementation of interventions for enhancement of emotional intelligence. Future studies may use mixed (Goleman, 2011) and/or trait (Petrides & Furnham, 2001) models of emotional intelligence or with some combination in similar context with similar research design in order to compare interventions effectiveness. Thirdly, current study has assessed emotional intelligence training & coaching needs of the participants by focusing on motivational factor of rewards as a result of enhanced employee performance. However, positive transfer of training and coaching needs a comprehensive focus on every motivational factor. Hence, future studies may explore those motivational factors with similar research design. Although, current study meets an appropriate level of internal validity by getting non-extreme scores and least mortality rate. Future studies need to focus on issues of generalizability and Hawthorne effects of external validity by just carrying forward current study.

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