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EMOTIONAL INTELLIGENCE AND ITS IMPACT ON TASK PERFORMANCE AND CONTEXTUAL PERFORMANCE

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ABSTRACT

The purpose of this study was to investigate the impact of Emotional Intelligence of managers on Task Performance and Contextual Performance of non-managerial employees of the banking sector in Sri Lanka. The sample consisted of 100 managers and 400 non-managerial employees randomly selected from Systemically Important Banks. Two set of questionnaires were administered among managers and non-managerial employees. The collected data were analyzed using regression analysis and correlation coefficient. The results of the study indicated that Emotional Intelligence had significant positive relationship with Task Performance and Contextual Performance. The utility of Emotional Intelligence in improving Task Performance and Contextual Performance was discussed. It was recommended that Emotional Intelligence of the managers should be enhanced to improve the Task Performance and Contextual Performance of the non-managerial employees.

KEYWORDS

Emotional Intelligence, Contextual Performance, Task Performance.

INTRODUCTION

The economy or production process largely depends upon how efficiently the financial sector in general and the banks in particular perform the basic functions of financial transformations. In a country like Sri Lanka, this factor assumes further significance (Fernando, 2004). The financial performance of the banking sector directly affects to the other industrial and service sectors of the economy. The success of the banking sector as a service organization largely depends on the customer satisfaction. The banks as the service providers are required to be adaptive towards the demands and behaviors of the customers, it is basically Emotional Intelligence that helps managers in responding effectively towards the customer needs. The learning and practice of these skills help improving the performance of service providers and thus increasing customer satisfaction. By using Emotional intelligence, organizations can have increased knowledge about customers and greater ability for recognizing and regulating the quality of service according to the desires of customers (Naeem et al., 2008). On the other hand, the performance of its staff has a great impact on customer satisfaction and ultimately they affect to achieve sustainable superior performance. The leadership effectiveness and the performance of the non-managerial employees are very important factors in satisfying customers. Goleman (1995) argues that leaders with greater EI will be more effective leaders. George (2000) suggests that EI plays an important role in leadership effectiveness in generating employee performance and consequently organizational performance. According to Carmeli (2003) the emotional intelligent leaders can enhance the job performance of their employees.

Traditionally, Job Performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in their job description. According to Borman & Motowidlo (1993) traditionally performance has been conceptualized in terms of the execution and completion of well-defined task. However, the changing nature of work and organizations has challenged traditional view of Job Performance. In a recent review of Job Performance, several taxonomies that have been developed to explore the domain of Job Performance. One of the fundamental distinctions made in these taxonomies is between in role performance or behavior that is directly related to the job tasks or requirements and extra role performance, or behaviors that is not directly related to the job, but contributes to organizational outcomes (Shaffer and Shaffer, 2005). Borman and Motowidlo (1993) divided the performance domain into Task and Contextual Performance, which distinguishes between behaviors that are directly related to the job and behavior that contribute to organizational outcomes in ways that are not related to core job functions.

One of the criticisms of Goleman (1995, 1998) is that manager's high Emotional Intelligence (EI) Competencies are likely to provide their organizations with a unique contribution but it has not been yet received much empirical attention and support particularly with regard to various important work outcomes. Carmeli (2003) indicates that managers who are high in EI are expected to attain higher achievements in both the workplace and their personal life, and to contribute significantly to the performance of their organization. She further explains that EI Competency has the potential to improve performance on both personal and organizational levels, but the researchers are still only in the initial phase of understanding the extent to which members with high EI would be more value assets than less EI members of their organization. Cherniss (2000) supports for this idea and states "It is more useful and interesting to consider how important it is for effective performance at work."

Despite these theoretical links there has been relatively little empirical research examining the relationship between EI and Task Performance (TP) and Contextual Performance (CP). According to Carmeli (2003) there have been relatively few empirical studies on EI especially in Asia. Goleman (1998) states the importance of EI competencies in his article, titled "What makes a leader?" as "When I calculated the ratio of technical skills, IQ and EI as ingredients of excellent performance, EI was twice as important as the other for jobs at all levels....." EI is the most important competency that leaders have to consider so as to improve the Job Performance of their employees. Although the concept of EI is emerged in 1990, the researches on this field are very few in Sri Lanka.

IMPORTANCE OF THE STUDY

This study may be the first research study on the impact of EI competencies of managers on non-managerial employees' TP and CP in the banking sector in Sri Lanka. This study will help to get a better understanding of EI and its relationship to TP and CP in the banking sector in Sri Lanka. It can address the gaps currently existing in the literature especially in Sri Lanka and provide a more informed link between theory and practice. This understanding can also better inform practitioners for their leadership development programs and staffing within the banking sector and other organizations. Furthermore, the results of this study will greatly contribute those researchers who are interested in similar topics.

PROBLEM STATEMENT

In order to improve the job performance of the employees, the managers have to identify the factors affecting to job performance and their impact. In reviewing the literature, lots of researches have identified different factors affecting to different dimensions of job performance. Among them, the research literature suggested that the importance of leaders' EI as the most influential factor which shapes the employees' TP and CP. Anyway, there were no researches between EI and TP and CP in the banking sector in Sri Lanka. Thus, this issue may serve as a good research gap for investigation. Therefore, the problem addressed in this study is to investigate how and in what ways does EI of managers affect on TP and CP of non-managerial Employees in the banking sector in Sri Lanka.

OBJECTIVES OF THE STUDY

The main objective of this research is to investigate the impact of EI of managers on TP and CP of non-managerial employees in the banking sector in Sri Lanka. The specific objectives are;

1. To investigate the impact of EI of managers on TP of non – managerial employees in the banking sector
2. To investigate the impact of EI of managers on CP of non – managerial employees in the banking sector
3. To identify the effect of each dimension of EI of managers on TP and CP of non- managerial employees

REVIEW OF LITERATURE

EMOTIONAL INTELLIGENCE

Two psychologists Peter Salovey and John Mayer first introduced Emotional Intelligence in 1990. They developed the ability model of Emotional Intelligence. They defined Emotional Intelligence as “the ability to perceive, appraise and express emotions accurately and adaptively; the ability to understand emotions and emotional knowledge; the ability to access and generate feeling where they facilitate cognitive activities and adaptive actions; and the ability to regulate emotions in oneself and others” (Mayer et al., 2004).

In 1995, Daniel Goleman opened the eyes of the world about the concept of Emotional Intelligence. He defined Emotional Intelligence under the trait perspectives or mixed model as “one’s ability to motivate oneself and persist in the face of frustration; to control impulses and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope. In 1997, Goleman redefined Emotional Intelligence as words “the capacity for recognizing our own feelings and those of others for motivating ourselves and for successfully managing emotions in ourselves and in our relationship with others” (Dulewicz and Higgs, 2000).

Goleman’s model of Emotional Intelligence introduced in 1998 outlined five main Emotional Intelligence construct and twenty-five competencies. Goleman and Boyatzis (2000) introduced four dimensions of Emotional Intelligence with twenty competencies instead of five dimensions of Emotional Intelligence with twenty-five competencies.

TASK PERFORMANCE AND CONTEXTUAL PERFORMANCE

Borman and Motowidlo (1993, 1997) described a two-factor theory of job performance in which most jobs consist of TP and CP. They defined TP as the behavior that is directly linked with completion of the job. When employees use technical skills and knowledge to produce goods or services through the organization’s core technical processes, or when they accomplished specialized tasks that support these core functions, they are engaging in TP. Task related behaviors contribute to the technical core of the organization. Behaviour in the domain of TP is usually recognized as a formal requirement of an individuals’ job. Job description often explicitly stipulates that the job holders must perform these activities.

Borman and Motowidlo (1993) defined CP as an individual’s performance, which maintain and enhances an organization’s social network and the psychological climate that supports technical tasks. CP is comprised of interpersonal behaviors or actions that benefit the organization. Furthermore, they explained that CP includes activities that may not represent formal work tasks although they still make an important contribution to the effectiveness of an organization. This type of performance is often not written in a job description but it is considered to be an important component of Job Performance. CP is behavior that contributes to the culture and climate of the organization. It is the context within which transformation and maintenance activities are carried out. CP consist the behavior of volunteering for extra work, persisting with enthusiasm, helping and cooperating with others, following rules and procedures and supporting or defending the organization (Motowidlo and Schmit, 1999). Borman (1983), define CP as behaviors that shape the organizational, social and psychological context that serve as catalyst for task activities and processes.

HYPOTHESES

EMOTIONAL INTELLIGENCE AND TASK PERFORMANCE

Goleman defined EI as “a learned capability based on EI that result in outstanding performance at work”. In other words it is an ability to recognize, understand and use emotional information about oneself or others that leads to or causes effective or superior performance. Goleman (2001) provided a wide array of reasons for the positive link between EI and individual work success. Schutte, Schuettelpelz, and Malouff (2001) found differences among individuals who were given moderate as well as very difficult problems to solve. Individuals with high EI were more successful than individuals with low EI at solving more numerous problems and in completing their cognitive tasks.

Some studies suggest that EI and Job Performance are positively related. These studies found that EI predict the performance of undergraduate students on a single task (Lam and Kirby, 2002), the class room performance of managers and professional (Sue-Chan and Latham, 2004), sales performance (Wong & Law, 2002) and supervisory rating of Job Performance (Slaski and Cartwright, 2002). Another study found that the EI of teams of students predicts the performance of these teams at the initial stage of a project (Jordan et al., 2002). In the job of medium complexity (Sales, Clerk, Mechanics), a top performer is 12 times more productive than those at the bottom and 85% more productive than an average performer. In the most complex jobs (Insurance sales people, accounts managers) a top performer is 127% more productive than an average performer (Hunter, Schmidt and Judiesch, 1990). Competency research in over 200 companies and organizations worldwide suggest that about one third of this difference is due to technical skills and cognitive ability while two third is due to emotional competence (Goleman, 1998). In top leadership positions, over four fifths of the difference is due to emotional competence.

At a financial services company emotional self awareness proved crucial in financial planners’ Job Performance (Goleman, 1998). Among several hundred managers from twelve different organizations, accurate self assessment was the hallmark of superior performance (Boyatzis, 1982). The positive impact of the self confidence competence on performance has been shown in a variety of studies. Among supervisors, managers, and executives, have a high degree of self confidence distinguish the best from the average performers (Boyatzis, 1982). A recent meta-analysis found that “EI measures have an operational validity of .24, .10, and .24 for predicting performance in employment, academic, and life setting,” respectively (Van Rooy & Viswesvaran, 2004). Hence, the following hypothesis is suggested:

H1: There is a positive relationship between Emotional Intelligence and Task Performance.

EMOTIONAL INTELLIGENCE AND CONTEXTUAL PERFORMANCE

Research on the relationship between EI and CP has received, thus far, little attention. (Carmeli & Josman 2006) The limited researches that exist offer some support for this relationship. Employees who display genuine concern about their co-workers problems should build stronger relationship than employees whose concern seems less genuine. Individuals with high EI and low cognitive intelligence may employ their abilities to manage emotions and develop good social relationship (Wong and Law, 2002). Good social relationships may also compel employees to engage in OCB, the form of CP frequently to benefit close colleagues. According to Licia (2003), EI was positively correlated with CP. In a study of 134 adolescents in a military training camp setting, Charbonneau and Nicol (2002) found a positive correlation between EI and both altruism and compliance of the CP. Carmeli and Colakoglu (2005) showed the moderating effect of EI on the relationship between affective commitment and altruism.

EI may enhance altruistic behavior as it enables employees to recognize and understand their coworkers’ feelings; they subsequently respond more appropriately than do employees with low EI, due to their ability to shift easily from negative to positive moods (Abraham, 1999). Equipped with the abilities to understand, regulate, and alter the affective reactions of others (Salovey & Mayer, 1990), Emotionally Intelligent individuals are better prepared to perceive the need for help (Abraham, 1999) and offer their coworkers more empathic responses to both personal and work-related problems (Carmeli & Josman, 2006). On the basis of the above facts, the following hypothesis is suggested:

H2: There is a positive relationship between Emotional Intelligence and Contextual Performance.

RESEARCH METHODOLOGY

DATA COLLECTION AND PARTICIPANTS

The sample for this study was randomly selected 100 managers and randomly selected 400 non - managerial employees employed in Systemically Important Banks in Sri Lanka. Two set of questionnaires were developed as one for managers and the other for non - managerial employees. The researcher personally administered the questionnaires to the managers and non - managerial employees visiting different Systemically Important Bank branches which were

convenience to the researcher. Researcher personally explained to the respondents the confidentiality of their information and asked them to put their questionnaires into the envelope which was provided with the questionnaire and fix it. Questionnaires were administered among 120 managers and 480 non-managerial employees working in Systemically Important Banks. The response rate was 83 percent.

Thirty of the respondent managers were women; 90 were married. Their average age and tenure in the organization were 43.96 years (*SD* = 8.35) and 20.03 (*SD* = 6.27), respectively. Twenty two managers held a bachelor's degree, whereas seven held a master's degree or higher. Two hundred and eight of the respondent non - managerial employees were women; Two hundred and thirty six were married. Their average age and tenure in the organization were 33.57 years (*SD* = 9.77) and 11.70 (*SD* = 8.02), respectively.

DEPENDENT VARIABLES

Two dimensions of job performance were assessed: TP and CP. TP was evaluated by a scale developed by the researcher after correctly identifying the relevant dimensions and indicators.(Table 01) This measure contains three items that were assessed on a five-point scale (ranging from 1 = strongly disagree, to 5 = strongly agree). CP was measured using five items scale developed by the researcher. These items were assessed on a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). When developing these two questionnaires, Motowidlo and Van Scotter's (1994) 15 items scale of OCB and Task and Overall Performance scale of Borman, and Ackerman (1994) were considered. The content validity of these instruments was secured by including the questions for each dimension of the variables. The instruments possess high test retest reliability (0.78 -0.96) as there is a significant high correlation between the responses of the two administrations. The Cronbach Coefficient Alpha was 0.87. That means each item is correlated with other item across the entire sample and the internal consistency reliability is satisfactory.

TABLE 1: DIMENSIONS AND INDICATORS FOR TASK AND CONTEXTUAL PERFORMANCE

Dimensions	Indicators
Task Performance	Task proficiency Efficiency Communication
Contextual Performance	Volunteering to carry out task activities Persisting with extra effort Helping and cooperating with others Following organizational rules and procedures Endorsing, supporting organizational procedures

INDEPENDENT VARIABLE

The EI questionnaire measures the level of EI of the Managers using four dimensions and twenty sub-dimensions (Table 02) originally operationalized by Daniel Goleman. The researcher modified this questionnaire including seventy questions so as to secure the content validity of the instrument. Test retest reliability and the Cronbach Coefficient Alpha were 0.66 – 0.95 and 0.89 respectively.

RESULTS AND DISCUSSION

RESULTS

Table 03 reports the correlation coefficients of each variables used in the analysis. The results show that the correlation between EI and TP was significant and positive ($r = .42, p < 0.01$). The correlation between EI and CP was significant and strong positive($r = .65, p < 0.01$). The researcher further investigated the relationship between four elements of EI and two aspects of Job Performance. The data indicated that the relationship management is significantly and positively related to both Task ($r = .52, p < .01$) and Contextual($r = .70, p < .01$) Performance. The findings also showed that social awareness is significantly and positively related to both Task($r = .54, p < .01$) and Contextual($r = .69, p < .01$) Performance. The relationship between self management and TP is significant and weak positive($r = .24, p < .01$) and the relationship between self management and CP shows similar result($r = .32, p < .01$). Finally, the results indicate that self awareness is significantly and positively related to CP($r = .21, p < .01$) but not to TP($r = .04, p > .01$). These findings generally support the research hypotheses, which posited a positive relationship between EI and TP and CP.

TABLE 02: DIMENSIONS AND INDICATORS FOR EMOTIONAL INTELLIGENCE

Dimensions	Indicators
Self Awareness	Emotional self awareness Accurate self management Self confidence
Self Management	Self control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative
Social Awareness	Empathy Service orientation Organizational awareness
Relationship Management	Developing others Influence Communication Conflict management Leadership Change Catalyst Building bonds Teamwork and collaboration

The results of the model I in the table 04 reveals that there is a positive and significant relationship between EI and TP ($\beta = .37, p < .01$).Furthermore, R square for the model I represents that EI has ability to explain 13.7% variance of dependent variable (TP). F value (15.515) suggests that there is a significant linear relationship between EI and TP. Therefore, these results supported for H1.Model 2 support for H2, which postulated a positive and significant relationship between EI and CP ($\beta = .53, p < .01$).According to the statistics of table 04, R square for CP is 0.289. Thus there is a statistical evidence to clam that about 28.9% of the variance in the CP has been significantly explained by the EI. F value (39.753) represents that there is significant linear relationship between EI and CP.

TABLE 3: CORRELATION COEFFICIENT BETWEEN INDEPENDENT AND DEPENDENT VARIABLES

	Contextual Performance	Task Performance
Self Awareness	.21(**)	.04
Self Management	.32(**)	.24(**)
Social Awareness	.54(**)	.69(**)
Relationship Management	.70(**)	.52(**)
Emotional Intelligence	.65(**)	.42(**)

** p<.01

TABLE 4: RESULTS OF REGRESSION ANALYSIS

	Model 1 Task Performance	Model 2 Contextual Performance
Emotional intelligence β	.370**	.537**
R square	.137	.289
Overall F	15.515**	39.753**

** p<.01

DISCUSSION

The main objective of this study was to examine the impact of EI on TP and CP in the banking sector in Sri Lanka. The test results show that the managers' EI was positively and significantly related to TP and CP of the non - managerial employees. The finding of this research has supported the definition of Goleman. He (1998) defined EI as a learned capability based on EI that result in outstanding performance at work. Furthermore, he explained EI is an ability to recognize, understand and use emotional information about oneself or others that leads to effective or superior performance.

The impact of the four branches of EI on TP and CP was assessed to provide a more specific examination of EI on performance. The data shows that the relationship management was the most influencing factor in improving TP and CP. However, the impact of this factor was stronger on CP than the TP. In this study relationship management was conceptualized as the ability to inspire, influences, and develops others while managing conflicts. The second most influencing factor was social awareness. It is the ability to sense, understand and react to others' emotions while comprehending social networks. Goleman (2008) categorized these two factors under the social competence. This may indicate that emotionally intelligent managers will be better facilitators of relationships. Improving social competences are especially importance for managers in an organization to enhance the Task and CP among their employees. Self awareness and self management, the personal competence according to Goleman has not much influenced on TP and CP of the non - managerial employees comparing with the social competencies. The correlation supported that self management component, however, was important in enhancing both task and CP. The results indicated that self awareness is significantly and positively related to CP but not to TP.

CONCLUSION

The findings of this research has highlighted that the importance of EI Leadership on the improvement of the TP and CP and ultimately, that leads to the organizational success. The importance of EI Leadership has not limited to a particular organization. It is equally important for any types of organizations in the economy. The banking sector, the dominant sector in the economy plays a very positive and important role in the overall economic development of the country. Therefore, the EI Leadership is essential for the banking sector than the other sectors.

RECOMMENDATION AND SUGGESTION

The findings of this study clearly explain the importance of EI leadership to enhance the TP and CP of the non – managerial employees. Therefore all the corporate leaders and managers need to concentrate about this concept. When they train the managers, it is very important to implement effective EI training as a part of their overall training. One is not born with EI. It is a set of personal and social skills that are improved through practice and discipline. EI can be learned, but the process is not easy, it takes time and commitment.

The traditional recruitment of management trainees put more emphasis places on Intelligent Quotient (IQ) measures than the EI measures. In 1998, Goleman pointed out that IQ and technical skills are important, but EI is the sine qua non of leadership, Furthermore, he explained when calculating the ratio of technical skills, IQ and EI as ingredients of excellent performance, EI proved to be twice as important as the others for job at all levels. The higher rank of a person considered being a start performer, the more EI capabilities showed up as the reason for his or her effectiveness. Therefore, the researcher suggests that the banks need to rethink about the recruitment strategies that go beyond merely assessing IQ measures and technical skills in recruiting new managers. The recruitment board needs to test their EI competencies. Selecting managers who have high EI have a positive impact on the extent to which an organization succeeds in retaining its most critical workforce. EI plays an important part in every aspect of peoples' lives. Having a high EI may help to develop stable and trusting relationships, understand others better, and interpret actions of others more clearly. Therefore, the awareness programme on EI is also needed for each and every employee in the banking sector.

Job Performance was appraised in terms of the execution and completion of well defined task in the banking sector, like the other sectors in Sri Lanka. But the CP which is not directly related to job is also important in evaluating the Job Performance. It enhances the organization's social network and the psychological climate that support technical task. Therefore the decision makers need to consider the contextual behaviors of the employees when they evaluate the performance of the non-managerial employees.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The results of this study must be considered in the context of several limitations. The first has to do with its generalizability as the data collection was confined to systemically important banks. Second limitation was to rely on self reported data. The levels of EI of the managers, the levels TP and CP of the non - managerial employees were measured according to the respondents' own attitudes. Finally, the difficulty of exploring the psychological factors like EI and CP through the structured questionnaire was another limitation of this study.

The present study has been provided many potential paths for future researchers. In this study EI and Task and CP were the major variable of interest. However, exploration of how EI regulates other areas in organization and life may be fruitful. For example, the question of how EI affects leadership styles, Job satisfaction, organizational commitment, Job involvement, withdrawal intention, turnover, family conflict, stress, personality types etc. The research study attempted to demonstrate the direct relationship between EI and each dependent variable. The further researches would be advantages to explore potential moderators for these connections. For example, how the relationship between EI and CP is to be moderated by emotional labour. This research focused only the banking sector. but other researchers can expand the sample to the other service organizations or different organizations in Sri Lanka.

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