IMPACT OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE WITH MEDIATING ROLES OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT: EVIDENCE FROM HIGHER EDUCATION SECTOR OF PAKISTAN

MUHAMMAD AKRAM

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APPROVAL FOR EXAMINATION

Scholar's Name: <u>Muhammad Akram</u> Registration No.: <u>6964</u> Enroll. No.: <u>01-280132-004</u>

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With much love and respect, this thesis is dedicated to my beloved father,

Chaudhary Dost Muhammad

May Allah SWT rest his soul in eternal peace!

ABSTRACT

The declining job performance of employees in general and university teachers in particular continues to remain a source of serious concern for organizations/ universities in the context of Pakistan. The literature review indicates that an employee's emotional intelligence, job satisfaction and organizational commitment are related with his/her job performance. However, the integrative impact of an employee's emotional intelligence, job satisfaction and organizational commitment upon an employee's job performance was found to be an under-researched area. Hence, the present study was aimed to fill this important research gap. A positivist research philosophy and deductive approach were used to validate the relationships among these important job attitude variables. The study sample included 370 university teachers from 20 prominent public and private universities located in the province of Punjab & Islamabad (Pakistan). The data was analyzed through SPSS & AMOS using appropriate statistical tools including structural equation modeling, multiple regression analysis and Haye's PROCESS macro to test the mediation models and the hypothesized relationships among the variables. The results have confirmed significant positive impact of emotional intelligence on job satisfaction, organizational commitment, and job performance of the university teachers. The results have also shown partial mediation effect of job satisfaction and organizational commitment both individually as well as serially between the emotional intelligence and job performance of the university teachers. Additionally, it was found that the demographic factors did not have any significant impact on the job performance of teachers. Whereas emotional intelligence, job satisfaction, organizational commitment and job performance of the private universities was found to be higher than public universities. The present study contributes theoretically towards reinforcing the knowledge about the proper use of these major job attitude variables in the domain of 'Organizational Behavior'. The research findings also provide an insight into the need for developing these key job attitudes among the employees in general and university teachers in particular to enhance their job performance level. The study results and the recommendations have important implications for academic institutions/organizations, policy-makers, practitioners, and future researchers in order to enhance the job performance of university teachers in particular and employees in general.

Key Words: Emotional Intelligence, Job Performance, Job Satisfaction, Organizational Commitment, University Teachers, Employees, Pakistan

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LIST OF ABBREVIATIONS/ ACRONYMS

EI	Emotional Intelligence
EQ	Emotional Intelligence Quotient
JS	Job Satisfaction
OC	Organizational Commitment
JP	Job Performance
IV	Independent Variable
DV	Dependent Variable
SPSS	Statistical Package for Social Sciences
AMOS	Analysis of Moment Structures
ANOVA	Analysis of Variance
BUIC	Bahria University Islamabad Campus
UoL	University of Lahore
QAU	Quaid-e- Azam University
IIUI	International Islamic University, Islamabad
FAST	Foundation of Advancement of Science and Technology
NUST	National University of Science and Technology
LUMS	Lahore University of Management Sciences
UoP	University of Punjab
UoFBD	University of Faisalabad
UoGJT	University of Gujrat
FFU	Fauji Foundation University
SZABIST	Shaheed Zulifqar Ali Bhutto Institute of Science and Technology
BZ	Bahauddin Zikria University

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Chapter 1

INTRODUCTION

This introductory chapter highlights the background of the study, its context, the importance of the study variables, purpose, problem identification, problem statement, study objectives, research questions, and overview of methodology. The chapter ends with the rationale/ justification , significance of the study, scope & limitations followed by an outline/ organization of the thesis.

1.1 Background of the Study

The survival of any organization depends upon the individual job performance (JP) of its employees (Obiekwe, 2018). Therefore, all organizations remain concerned for enhancing the JP of their employees to increase their organizational output/ productivity. The literature in the domain of 'organizational behavior' (OB) describes various job attitudes that are related with JP of employees in an organization. Although, there could be numerous antecedents/ factors affecting JP of the employees in an organization, the prominent among them are Job Satisfaction (JS) & Organizational Commitment (OC) of employees. (Robbins, 2019 ; Fogaca , Rego, Mello, Armond & Coelho, 2018). The knowledge and theories about JS & OC as job attitude variables are generally well-recognized and the same are being applied by the organizations commonly for enhancing job performance of employees (Robbins, 2018).

However, in the early 1990s, another personality trait known as "emotional intelligence" (EI) made a dazzling entry in the field of human psychology stated to have an important link with individual's performance (Evans, Hughes, & Steptoe-Warren, 2020). The possession of EI abilities/ traits in an individual employee was also claimed to have a

major contribution towards an individual's success and performance as compared to his/her traditional Intelligence Quotient (IQ) which had a share of only 20% (Mayer & Salovey, 1990 ; Gomberg-Kaufman & Blainey, 1991, Goleman, 1995, 1998, 2011, 2020). The study of literature reveals that EI is a base or starting point for all human behavioral interactions with others as it deals with the knowledge of self and other's emotions , self -regulation, empathy, social awareness and managing relationships (Goleman , 2019).

Hence, in order to predict the job performance (JP) of employees in an organization, the precise knowledge and sequence for application of these job attitude related variables viz. EI, JS & OC is considered to be of paramount importance. Nevertheless, it has been observed that most of the organizations , generally, do not apply them in their correct order/sequence thus failing to achieve optimum job performance (JP) from their employees (Suleman, Syed, Mahmood & Hussain, 2020). The reason for the same apparently seems to be the lack of precise knowledge about their interrelationship and order of precedence for their judicious use to achieve optimum performance. Although, a few studies presently found in literature do mention relationship between JS, OC, and JP but only in a stand-alone way. Moreover, little work is available on the effect of an employee's EI upon his/her job performance as well as the intervening/ mediating role of JS and OC in EI-JP relationship. Furthermore, the past studies relating some of these variables were also found to differ widely in their context, scope, and results. In short, although much is known about these job attitudes, but the knowledge is quite scattered and lacks integration to present holistic view. According to Sekaran & Bougie (2019), this type of knowledge situation warrants a proper research to determine the exact nature of relationships among these variables.

1.2 Context & Need of the Study

The job attitude variables mentioned in the preceding section are applicable to employees of all organizations at all levels for the purpose of enhancing their job performance. However, in view of the importance of education in Pakistan, the researcher has preferred to choose the teachers from Higher Education Sector of Pakistan (Province of Punjab & Federal Capital, Islamabad) in order to draw a research sample to provide evidence

for testing of the hypotheses related to the study variables. Another, compelling reason to undertake this study being that little research effort was found in this regard in the domain of Higher Educational Institutions (HEIs) in Pakistan. In view of the importance of education in a developing country like Pakistan, a strong need was, therefore, felt to probe into this domain to measure the impact of EI on the JP of university teachers in Pakistan while also considering the intervening / mediating impact of teacher's Job Satisfaction (JS) and Organizational commitment (OC) upon their Job Performance (Zaidi, et al., 2019)

The rationale behind choosing the university academics in the present study is the perceived falling standards in the education sector in Pakistan in general and declining job performance of university teachers in particular. Several past studies substantiate that quality of higher education and teaching in Pakistan is falling rapidly which needs critical attention (Ghazi et. al., 2010, Shakil, Akhtar, & Lodhi, 2011, Malik , 2014, Aziz , 2014; Shabbir, 2015; Zafar, 2015; Khan , 2017; Bari, 2018). Some of the reasons of the declining quality of education in Pakistan are insufficient allocation of funds, lack of job satisfaction, lack of committed and motivated teachers, low compensation, and lack of proper teacher's training, deficiency of training aids, unconducive environments, corruption, political interference, lack of accountability on poor results (Zafar, 2015). As university teachers being at tertiary level of education, play a key role in transferring knowledge to the youth at the higher level, their job performance is of paramount importance to enhance the quality of education.

Moreover, it is recognized that education has an important role towards the progress of a nation and high quality of education and research results in economic progress and prosperity of a country (Okemakinde, Alabi, & Adewuyi, 2013). According to Economic Survey of Pakistan report 2018-2019, the standard of education in Pakistan is very bleak and alarming due to the continuous declining standards in education at all levels. Moreover, teachers' low performance, especially at higher level, is among the main reasons for the declining education quality in Pakistan (Ghazi et al., 2010 ; Shahzad et. al., 2011). Therefore, teachers' JP in general and at the tertiary level in particular, needs to be improved to raise the quality of education standards in Pakistan (Rahman & Khan, 2012).

Education also has an important role towards the human success as it equips students with the requisite knowledge and necessary skills to develop their minds in the right direction. Teachers are supposed to transfer knowledge to the students at various levels in educational institutions. Teachers' role is, therefore, viewed important as without them, the educational institutions are considered as bodies without souls. Especially, at the higher-level institutions, this task becomes even more demanding as the students are at quite grown up and mature stage getting ready to enter their practical life. Therefore, in order to transfer knowledge effectively to students, a teacher needs to be emotionally intelligent, satisfied and committed to his /her job (Akpan, 2013).

The education sector in Pakistan, of which teachers are the part, has generally been facing neglect in the past (Khan & Mahmood, 1997; Isani & Virk, 2001, Masood, T., 2014). The education system is in quite a poor state and requires drastic reforms from many aspects (Barber, 2010). In the existing education system of Pakistan, expectations from the teachers are very high as compared to their increased responsibilities in midst of negative student behavior, perceived low professional status, stressful working conditions as well as lesser salary (Malik, Nawab, Naeem, & Danish, 2010). Consequently, many teachers experience job dissatisfaction, which in turn adversely affect their job commitment. This situation ultimately leads to the teacher's job burn-out, increased stress, higher attrition, and turn-over rate of the teachers especially in the higher educational institutions of Pakistan (Saba & Zafar, 2013).

A very high level of performance for teachers in their jobs, therefore, stands vital for a quality system of education (Yusoff, Khan, & Azam, 2013). Teacher's job performance is a multidimensional construct which includes various aspects relating to various skills and abilities of a teacher. Korschun, Bhattacharya, and Swain (2014) analyzed that JP is measured by employee involvement level in regular work activities at their workplace. As education is a rapidly growing field in Pakistan, teachers at all levels generally and at university levels particularly are the backbone of the higher education system. The job performance of teachers is considered essential in any educational institution, especially at

higher level. The present study, therefore, focuses on the major job attitudes of university teachers which act as antecedents of job performance.

Unfortunately, the Government of Pakistan has been spending only about 2 % of its GDP on the education sector in the past (Pakistan Economic Survey, 2018-19). However, the present government seems to be continuously striving to increase the expenditure on education in the annual budgets. An amount of Rs. 83,363 million has been allocated in the budget estimates 2020-21 for education affairs and services as compared with Rs 77,262 million in budget estimates 2019-20 last year. Out of this, a bulk amount of Rs 70,741 million has been allocated for Higher Education Affairs and Services which is 84.86% of the total allocation under this head (Ministry of Finance Islamabad, 2020). The allocation of a hefty amount towards Higher Education by the Government in itself speaks of the importance and priority that the Government of Pakistan accords to the education sector and its allied needs. This high budgetary allocation will help support development plans of different universities all over the country. It also implies that the strength of educational institutions will increase exponentially in future which would require more teachers at all levels.

It is alarming to note that in Pakistan, most people, generally, do not opt for joining teaching profession due to low compensation, low professional status, heavy workload, and stressful working environments (Shabbir et al., 2015). In the same context, Rashid (2014) also observed that, generally, teachers in Pakistan are suffering from low morale, dissatisfaction with their jobs and lack commitment to jobs, which then leads towards low performance, increased turnover, and absenteeism. Khattak (2014) in their study also concluded that despite of being regarded as a highly respectable profession, the talented students give it a last priority due to a variety of shortcomings in the educational system in Pakistan. A study of these variables affecting teacher's job performance is, therefore, considered essential. The findings can help the educational policy planners and practitioners to improve upon the EI, JS and OC of the teachers by taking necessary measures to achieve the desired level of job performance.

The teachers with good EI can avoid conflict with their students and they can also enjoy better relationship with their colleagues (Hargreaves, 1998). Moreover, it has been observed that teachers having better EI are more satisfied with their jobs (Vimala, 2013). Similarly, in another study Mehmood, Qasim, and Azam (2013) have found positive link between various dimensions pertaining to EI and teacher performance. Similarly, a recent research also reports that university teachers' job satisfaction is linked closely with the higher academic functions and their job performance (Toropova, Myrberg & Johansson, 2020). Likewise, the organization commitment (OC) for teachers is important in the process of education to avoid disruption and discontinuity. The universities must strive to create loyalty and organizational commitment (OC) among faculty members to reduce job turnover, absences and increase job performance (Al-Najjar & Jawad, 2020). A quality job performance of a university teacher is of paramount importance for good job performance (JP) of his/her students (Hutabarat, 2015). Therefore, all the antecedents of job performance viewed as different facets of job engagement ; including emotional intelligence (EI), job satisfaction (JS) and organizational commitment (OC), are of vital importance for the university teachers in particular and other employees in general (Sittar, 2020).

1.3 Purpose of the Study

The primary aim of the present study is to determine the integrative impact of emotional intelligence (EI), job satisfaction (JS), organizational commitment (OC) upon the job performance (JP) of the university teachers in the Province of Punjab & Federal capital Islamabad, Pakistan. This aim is driven by the purpose to understand the nature of their exact interrelationship and proper sequence of their utilization in order to extract optimum job performance (JP) from the university teachers in particular and other employees in general. The study also aims to test the hypothesized mediating roles of JS and OC between the EI-JP relationship. The secondary aims of the study were to test the impact of the participants; demographics on their job performance as well as compare the EI, JS, OC & JP levels of public and private universities to observe and infer the differences. The ensuing sections elaborate the problem identification, problem statement, rationale of the study, research objectives and research questions in order to achieve this purpose:

1.3.1 The Problem Identification

A detailed study of the variables (EI, JS, OC, JP) in the literature review (chapter 2) of the present study guides towards the research/ knowledge gap in the body of knowledge. The Job Performance (JP) denotes the level to which an employee successfully fulfills the tasks included in his/ her the job description (Dessler, 2017). However, the content of job performance may be different for each job. The measures of JP include both quality and quantity of the work performed by an employee, its accuracy and speed as well as the overall effectiveness of the person on that particular job (Al-Jedaia,Yousif & Ahmed , 2020).

A high level of employee job performance (JP) is a persistent target of all the progressive organizations in order to increase their overall efficiency and effectiveness to meet the organizational goals (Laon, 2020). A low level of employee job performance poses as a serious threat for an organization that needs to be countered at the earliest (Robbins, 2018). All organizations, therefore, endeavor to improve the performance of their employees by focusing on the antecedents/ predictors of job performance There could be many factors pertaining to both organizational characteristics and the employee personal attributes which can affect the employee performance (Siahaam, E., 2017). The study of literature in organizational behaviour guides us that Emotional Intelligence (EI), Job satisfaction (JS) and Organizational Commitment (OC) play an important role in predicting the individual employee JP (Robbins, 2018). However, the different available past studies in the literature relevant to these variables were found to have contradictory results. Moreover, the knowledge about the use and correct sequence for application of these variables was found to be scattered and disintegrated. Especially, lack of studies was observed for prioritizing/ sequencing of these variables in order of their relative importance/ significance for correct application as antecedents of employee job performance in an organization. In view of this, it was considered essential to determine/validate the correct interrelationship and relative order/ sequence of their application in an organization to achieve the optimum job performance from the employees in general and university teachers in particular for the present study.

1.3.2 Statement of the Problem

A high level of employee job performance (JP) is a cherished goal of all the organizations (Loan, 2020, ; Obiekwe, 2018). The job performance of university teachers in Pakistan continues to remain in dismal state since long and needs dire improvement to raise the quality of education in the Higher Education Institutions (HEIs) (Bari, 2018; Ahmed, 2019). The literature guides us that the some of the major job attitude variables like Emotional Intelligence (EI), Job Satisfaction (JS), and Organization Commitment (OC) of employees/ teachers are interlinked with their Job Performance (JP) and , thereby, act as antecedents of their Job Performance (JP) in the organizations. (Schlaegel, Engle, & Lang, 2020). However, the exact nature of their interrelationship and sequence/order of their application in the organizations continues to remain an under-researched area. The incorrect and imprudent priority accorded to these major job attitudes often leads towards the poor/ low performance of employees/ teachers. Hence, the exact inter-relationship among these important job attitude variables need to be determined for their proper application in order to improve/enhance the university teachers' job performance in the context of Higher Education Sector (Universities) of Pakistan. The following paragraph further elaborates and justifies the rationale of the present study followed by the study objectives and research questions.

1.3.3 Rationale of the Study

The job performance of employees in general and teachers in particular is an important outcome variable in any organizational/ university domain. Although we have some knowledge about the individual role of each of the aforementioned variable for its impact on JP, however, little evidence is available about their combined/ integrated as well as mediating sequential/ serial impact on the JP of workforce in an organization. Therefore, the same needed to be researched precisely to understand the individual as well as the combined effect of these variables upon the JP of employees in general and the university teachers in particular. The correct understanding and application of these major job attitudes, is, therefore, of vital importance for all policy-makers in general and academic practitioners in particular at all levels. The quality of job performance by its employees/ teachers is a key

deciding factor of an organizational/ university' efficiency and output. The job of teachers at university level is considered quite sensitive and stressful while dealing with matured and grown-up students. Hence, a university teacher has to be emotionally intelligent, satisfied with his/ her work and committed with his/ her institution in order to deliver optimum performance (Ramana, 2013; Mehmood et. al, 2013; Robbins, 2016). As the increased JP of teachers in higher educational institutions is considered vital for academic excellence of students, it can ultimately lead to national growth and development. The emotionally intelligent, satisfied and committed teachers can bring change in human capital and act as innovation leaders for developing and changing the minds of their students. The correct applied knowledge about the major antecedents/ factors predicting the job performance of employees is ,therefore, of paramount importance for an organization/ university. This imperative justifies the rationale for undertaking the present study.

1.3.4 The Study Objectives

The present study has twofold purpose ; firstly, to find the nature of interrelationships among all the present study variables; secondly, to determine the sequential mediating impact of job satisfaction & organizational commitment between the relationship of emotional intelligence and job performance pertaining to university teachers in the province Punjab and the Federal Capital, Islamabad in Pakistan. This study is, therefore, intended to meet the following objectives :

- To find the significance and direction of inter-relationship between EI, JS, OC,JP of the university teachers in Punjab &Islamabad (Pakistan).

- To assess the mediating effect of JS between EI & JP of the university teachers in Punjab and Islamabad (Pakistan).

- To find the mediating effect of OC between EI & JP of the university teachers in Punjab and Islamabad (Pakistan).

- To determine if the JS & OC mediate the relationship sequentially between EI & JP of the university teachers in Punjab and Islamabad (Pakistan).

- To compare the levels of EI, JS , OC & JP between the public and private university teachers in Punjab & Islamabad (Pakistan).

- To determine the holistic impact of the demographics on the JP pertaining to the university teachers in Punjab & Islamabad (Pakistan).

1.3.5 Research Questions

Keeping in sight, the problem and the study objectives in the preceding sections, the current study has endeavored to answer the following research questions:

RQ 1: What is the direction and impact of link between EI & JP, between EI &JS, between JS & OC, between OC &JP , between EI & OC, between JS & JP pertaining to the university teachers in Punjab and Islamabad (Pakistan)?

RQ 2: Does the JS mediator the relationship between EI & JP of the university teachers in Punjab and Islamabad (Pakistan)?

RQ 3: Does the OC mediate the relationship between EI & JP of the university teachers in Punjab and Islamabad (Pakistan)?

RQ 4: Do the JS and OC mediate sequentially the relationship between EI & JP of the university's teachers in Punjab and Islamabad (Pakistan)?

RQ 5: Is there any significant difference among the levels of EI, JS , OC & JP between the public and private university teachers in Punjab & Islamabad (Pakistan)?

RQ 6: What is the holistic impact of the demographics on the JP pertaining to the university teachers in Punjab & Islamabad (Pakistan)?

Keeping in view these research questions, a theoretical framework was developed in light of the literature review. (Fig.2.1). A total of 9 hypotheses were formulated about the interrelationships among the study variables (EI, JS, OC & JP) and the individual as well as the serial mediating effects of JS & OC between EI & JP pertaining to university teachers in Punjab & Islamabad in Pakistan. The same are described in chapter 2 (Section 2.9).

1.4 An Overview of the Methodology

Following the positivistic research philosophy, a deductive research approach was used by deploying survey strategy deemed appropriate to find the answers to the present study questions and meet the study objectives. The deductive approach implied use of quantitative method for data analysis (Creswell & Creswell, 2017; Goodwin, 2016; Rubin & Babbie, 2016; Collis & Hussey, 2014; Saunders, Lewis & Thornhill, 2009).

The target population for the present study consisted of teachers from the universities located in the Punjab & Capital Territory of Islamabad in Pakistan. The sampling frame comprised of about 7000 teachers at all levels from the 20 selected universities. A sample size of 370 teachers was worked out from the sampling frame. A stratified disproportionate random sampling (restricted probability) was applied in the survey (Sekaran & Bougie, 2016). A self-report questionnaire was used in the survey to measure EI, JS, OC, and JP of university teachers by using the pretested survey instruments.

1.5 Significance of the Study

The knowledge of the major job attitudes (EI, JS & OC) as antecedent variables of job performance pertaining to employees is quite useful for the practitioners, policy makers and researchers at all levels. Especially, the sequence/ priority for utilization of the precise knowledge of the emotional intelligence traits in personality, working conditions for job satisfaction, factors for enhancement of an employee/ teacher's continuance, normative and affective commitment can help the practitioners decide about the appropriate role / position

of the particular individual. Moreover, the researchers in the domain of organizational behaviour and organizational development can benefit from the knowledge contribution of the present for advancing the research further.

1.6 Scope & Limitations of the Study

The study was also limited to the university teachers at tertiary/ university level of education only considering it to be relatively more important towards economic development of the country. Moreover, due to some financial and time constraints, the study scope was limited to the survey of the prominent universities located in the major cities of the province of Punjab and capital city Islamabad in Pakistan.

1.7 Definitions of Key Study Variables

Following are the most widely accepted definitions of the key variables involved in the present study:

Emotional Intelligence (EI). It is the ability of a person to perceive emotions in the self and others, understand the meaning of these emotions and regulate one's emotions accordingly (Mayer & Salovey, 1997, 2004 ; Robbins & Judge, 2019).

Job Satisfaction (JS).   It is the positive feeling about one's job resulting from an evaluation of its various job facets /characteristics (Robbin & Judge, 2019).

Organizational Commitment (OC).   It is the degree to which an employee identifies with a specific organization and its aims and desires to continue his/her membership in that particular organization (Robbins & Judge, 2019).

Job Performance (JP).   It is the overall expected value from employees' behaviors carried out over the course of a set period of time. It comprises of task performance as well as contextual performance (Motowidlo, Borman, & Schmidt, 1997).

1.8 Chapter Summary/ Outline of the Thesis

The first chapter has laid the foundation for the present study/ thesis. This chapter has mainly introduced the topic, study variables, the background of study, an overview of the literature, problem identification, problem statement, study objectives and research questions. It also contains brief introduction of the theoretical framework & hypotheses, research design/ methodology followed by rationale and significance of the present study. The chapter 2 covers the review of literature and broadly discusses the relevant issues of the current study. The chapter elaborates different writer's views/ theories about the area of research. By reviewing the earlier studies and theories, it was endeavored to identify the gap within the existing body of knowledge, design the theoretical framework, and formulate the research hypotheses. The chapter 3 discusses the contents of the methodology adopted to obtain the research objectives. It describes the research philosophy, research approach, strategy and justification for the overall research design and methods used including the study limitations. The chapter 4 contains results/findings of the study alongwith their analysis and interpretations in relation to the background theories and aims of the research. The chapter 5 contains conclusions of the research by assessing the extent to which the original goals of the study were met including the acceptance or rejection of the hypotheses. It also compares the research findings with past studies and the new knowledge gained. This chapter summarizes the thesis highlighting the significance of the research stating theoretical, policy & practice implications for all concerned. Lastly, the research areas for future research have also been indicated.

Chapter 2

LITERATURE REVIEW

This chapter presents background theories and key concepts about the different variables involved in the present study. It also discusses the theoretical links among these variables. Based on these, a theoretical framework was established, and a number of hypotheses were formulated for subsequent testing to infer the results using appropriate statistical methods.

2.1 Emotional Intelligence (EI)

Apparently, the term 'Emotional Intelligence' is an oxymoron, which is a figure of speech in which contradictory terms appear in conjunction (Oxford Dictionary, 2019). As the word 'intelligence' implies cognitive rational or logical thinking, which is normally devoid of emotions, so the two words are contradictory in this sense. However, emotional intelligence in 'Psychology' has a different connotation where cognition and emotion are viewed as intertwined adaptively and intelligently for management of positive relationships. Therefore, the idea of emotional intelligence suggests that human intelligence can grasp emotions which in turn can support intelligence (Kerr, Garvin, Heaton, & Boyle, 2006). Possessing intelligence can help comprehend emotions of others through individual emotional gestures as emotions carry a subjective element. Individually, whatever one feels, or displays is a function of emotions which individuals may display (Goldenberg et al., 2020).

Individuals can observe emotions in other people from several sources like quality of sound, tone, contextual background, verbal, and non-verbal body language especially facial looks. Such as, crying denote fear or enthusiasm, moans mean being unhappy, tears indicate sadness and laughter means happiness (Robbins & Judge, 2019). At times, emotions

which are not expressed vocally, can be judged easily by observation. Just like, if one clenches hands or holds arms across the belly or shows hunched position and uneasy body movements, he or she is showing signs of anxiety. Like in daily life we can make judgments about other's emotions and expression after looking at them face to face or watching movies and their pictures. Moreover, training and exercises can also help improve the capability to recognize feelings/ emotions behind the facial expressions and improve accuracy in judgments (Elfenbein, 2006, Dores et al., 2020).

Conversely, emotions can facilitate intelligence. According to Elfenbein (2006), emotions like joy, annoyance and hatred can lead to more empirical processing like depending on the ability of a communicator when weighing arguments, whereas emotions like grief and being fearful can call for more careful provoking a systematic way of thinking. Another phenomenon is about emotional contagion between individuals and among the group which means imitating or copying the behavior of the other individual or group. In fact, emotional intelligence can affect the moods of other people thus affecting their decisions and actions. Moreover, it has been observed that positive emotional contagion can result in more cooperation, reduced group conflict and increased individual job performance (Barsade, 2002, Dores et al., 2020).

The origin of EI was drawn from the idea of 'social intelligence,' a term initially coined by (Schneider, Ackerman, and Kanfer, 1996) which referred to the capability of an individual to know and deal with others to act prudently in interpersonal relations. Subsequently, Mayer and Geher (1996) presented their theory about multiple intelligences which included intrapersonal and interpersonal intelligence concepts. Mayer and Geher (1996) argued that emotional intelligence is the capability of an employee that differentiates him/her from the other employees based on self-awareness, interpersonal relationships, self-management, decision making and stress management. In short, EI indicates the capability to recognize the emotions of self as well as other people and manage the interpersonal relations accordingly (Goleman , 2020)

Although the concept of EI remained present in the literature for a relatively long time, the construct was popularized in its present form through Boyatzis, Goleman, and Rhee (2000) s' bestselling book and a lead article in *the Times* magazine. Boyatzis et al. (2000) explained that the superiority of EI over cognitive intelligence was established by the two experiential studies which showed how good members of the teams trapped in a blizzard could work together with a handful of other people for their very survival using emotional intelligence. It was also observed that the champion teams scored highest in collective emotional intelligence assessments. Interestingly, as the students were assigned the same task, their mental ability in terms of SAT scores was the best predictor of survival. But when the same students were placed in teams, their individual mental ability had virtually little difference – rather their EI made the difference (Jordan and Troth, 2004). The switch over to EI in the work world was basically due to the failure of the conventional measures of intelligence like IQ tests to assess the level of performance on the job. Comparatively, it may be surprising to note that IQ has only 20% share of the factors that contribute towards success in one's career (Boyatzis et al., 2000). After the rise of attraction towards the concept of EI since the early 1990s, there have been ample studies on the subject. EI is nowadays considered as an essential human mental ability through which people act rationally to harness their emotions and to use them to refine their thought process. In fact, this novel concept altered the perception of people about the relationship between emotions and intelligence. This concept assumes that if one can identify, comprehend, articulate, express and manage own emotions, he or she can not only understand his/her own behavior but also other's behaviors by understanding their emotions. This mutual understanding leads to better relations with others as well as it results in improved performance in their professional and personal lives (Beck, 2013).

Emotional Intelligence, being an important personal trait in human beings, can also help in dealing with the environmental issues. (Goleman, 1995). It implies that EI is an essential factor leading to success in life. According to Goleman (1998), non-possession of EI ability can adversely affect one's choices in decision making. People having a high level of EI can build stronger personal relations, lead in a better way, enjoy sound health which in turn helps in greater career success when compared with people having low EI (Cooper,

1997). The importance and usefulness of emotional intelligence ability have been substantiated by research in various domains like handling relationships in work life, marital life, coping with work-life conflicts, job stress, job satisfaction, job performance and academic life (Ali, Amorim, and Premuzic, 2009). Also, research shows that people with higher emotional intelligence enjoy higher life satisfaction (Lindebaum, 2013). Because of its perceived benefits, many of the organizational human resource employers consider emotional intelligence as a pre-requisite when hiring new employees. Since its inception, many EI models have evolved.

Emotional Intelligence (EI) is a combination of correlated emotion-related abilities/ traits that encompass an individual's way of processing emotion-related cues for reacting appropriately in emotional situations (Goleman, 2018). Many past studies have shown that EI is a significant predictor of individual performance including subjective and objective health (Sarrionandia & Mikolajczak, 2020). Goleman (1998) had highlighted EI as the ability to know own decision making, self-perception and self-management skills and apply these skills to encourage other co-workers at workplace. The EI was is viewed as the sum of social and emotional competencies of individuals communicating with him and others to cope with environmental pressures and demands (Bar-On, 2006). This captured the essence of EI as a set of skills in an individual for understanding self and other's emotions and use this information in managing the interpersonal relations effectively (Goleman, 1998; 2020). The prominent models of EI are discussed in the ensuing paragraphs.

2.2 Models of Emotional Intelligence (EI)

Different versions of EI models have evolved since its emergence as a construct. Every model has its own instrument for measuring its constructs. The various type of EI models are aimed to measure employee job related outcomes, behavioral attributes, and other individual aspects. Mainly, three versions of emotional intelligence models are found in literature: Ability Model, Trait model and Mixed Model.

2.2.1 Ability Model

The ability model of EI was initially conceived and later developed by Salovey & Mayer (1990) who perceived EI as a cognitive set of abilities. Initially, EI was known as the capability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth. Later on, they redefined it as the capability to comprehend the emotions and increase thoughts by using different EI attributes (Mayer & Salovey, 1997).

The EI contains the strength to perceive, appraise and develop emotions which is important to understand overall emotional state (Mayer, Salovey, & Caruso, 2004). The 'Ability Model' suggests that people may be different in their abilities to handle information involving emotions and their capabilities for emotional management. The ability model suggests that EI comprises of four kinds of abilities as follows:

(a) Emotional perception. The capability to perceive & understand other's emotions and be able to know own emotional state. The emotions in others can be detected through pictures, faces, sounds/voices and through cultural artifacts. This ability depicts a basic mode of EI as it facilitates processing of all the other emotional nature information.

(b) Use of emotions. This is an ability to control emotions to harmonize various mental activities like thinking, solving of problems. An individual having emotional intelligence can have complete grip over his or her swinging moods to complete the requisite tasks.

(c) Comprehending emotions. The ability to comprehend the emotional semantic and to assimilate complex interplays among a variety of feelings. So, understanding of emotions involves the capability to differentiate slight changes among emotions and to be able to observe and articulate as to how the emotions change at different times.

(d) Emotions management. It is the capability to harness emotions in self and when dealing with other people. An emotionally intelligent individual has control even upon his/her negative emotions to regulate them for achieving the desired objectives. However, the ability model has been disparaged by the researchers for lacking in the face and predictive validity (Mayer, Salovey, & Caruso, 2008). However, the EI tests of ability have many advantages over self-report assessments of emotional intelligence as they compare individual optimum performance to standard performance measure instead of entirely depending upon on an individuals' self-endorsement (Brackett and Mayer, 2003 ; Hjalmarsson &, Dåderman, 2020)

2.2.2 Trait Models of Emotional Intelligence

Petrides & Furnham (2006) also suggested a trait based EI model. The trait model of EI is a group of emotional perception placed at basic level of behavior (Petrides, Pita, & Kokkinaki, 2007). The individual personality of an employee can be measured through effective application of trait EI framework. The trait model of EI provides an easy operationalization of the constructs, theories, and hypotheses.

Bar-On (2006) presented his trait emotional intelligence model called EQi. This model consisted of five major components of EI each comprising of three sub-components. The main components of Bar-On (2006) EQi model include interpersonal skills, self-perception abilities, decision making capabilities, self-expression trait and ability to deal with stress.

2.2.3 Mixed Model

A mixed model of emotional intelligence (EI) was introduced and developed by Goleman (1995). It viewed EI consisting of wide array of competencies as well as skills for

the development of leadership traits. The model of Goleman comprises of five major EI constructs as given below:

    (a) Self-awareness. It is a capability to recognize an individual's own emotions, strong and weak aspects, motives, values, goals as well as understand their effect on others during the decisions-making process.

    (b) Social skills. It involves managing relationships to persuade people towards accomplishment of the desired tasks.

    (c) Empathy. This means taking into consideration other people's feelings when deciding   their fate or put in other word putting oneself in others' shoes when making decisions.

    (d) Motivation. Convincing others for self -action to achieve the desired targets. Goleman (1998) described an array of emotional abilities within the construct of EI. Goleman argued that emotional competencies were not innate abilities but the capabilities which may be developed to attain excellence in individual performance. Moreover, people are genetically born with a general level of EI which is a measure of their initial capacity which acts as a base for subsequent development of their EI competencies. The EI Model of Goleman continues to be one of the most popular models even in the current era.

2.3 Job Performance (JP) and Related Theories

The job performance is a core concept in the organizational theory. It is a highly important job outcome both for an organization and for the individuals being a dynamic and a multi-dimensional concept (Sonnentage & Frese, 2005). Job performance may also be viewed as sum of the behaviors that employees display normally while at job in an organization (Fogaca, Rego, Mello, Armond, & Coelho, 2018). Despite its fundamental importance in most decisions involving human resources, there is still no comprehensive

theory of job performance (Campbell, 1990 ; Dead-rick and Gardner, 2008). In the mid-1970s researchers began the task of clarifying and broadening the job performance concept (Campbell, 1990), and the advances have focused mainly on the specification of predictors and processes associated with individual performance (Sonnentag & Frese, 2002). The JP is the summation outcome of efficiency and effectiveness for doing various core tasks in one's job (Robbins and Judge, 2013). Many authors acknowledge JP as an important and central construct of human output in industrial and organizational psychology contributing to organizational effectiveness (Jankingthong & Rurkkhum, 2012; Murphy & Cleveland, 1995; Austin & Villanova, 1992; Schmidt & Hunter, 1992 and Campbell, 1990 as cited by Viswesvaran & Ones, 2002).

Earlier, Campbell (1990) had described the general form of job performance (JP) having eight dimensions : job related proficiency, non-job related proficiency, magnitude of effort, communication skills, facilitating team performance, supervision, observing personal discipline and management (Viswesvaran and Ones, 2002). Boreman and Motowidlo (1997) had categorized the job performance broadly as the task performance (TP) & employee contextual performance (CP). The TP is concerned with behaviors which are directly linked with output in terms of products and services thus providing direct support for core technical processes. The TP behavior are also directly linked with the formal organization compensation/reward system, whereas CP is concerned with individual efforts/ activities other than the main task functions (Borman & Motowidlo, 1997; Werner, 2000).

Motowidlo (2003) had described JP as an individual-level variable. He claimed that employee variations in his work performance are based on three aspects: skills, encouragement, declarative capabilities, and technical knowledge. Declarative knowledge mentions the capabilities about targets, objective, and certain outcome. The capabilities are related to the completion of different tasks. For example, declarative knowledge comprises detail planning of certain task and develops a method for the completion of task. On the other hand, procedural knowledge includes detailed procedure for the implementation of tasks according to plan. Finally, employee performance for all sort of employees is an encouragement which has a collective impact on employee behavior. Unfortunately, despite

of its vital importance in the organizational work psychology, there has not been a compact theory of JP (Campbell, 1990; Deadrick & Gardner, 2008). In fact, the theorists had accelerated the work for clarifying & broadening the concept of job performance (JP) somewhere in the mid-1970s (Campbell, 1990). Mainly, the advances in this domain have been on the nature of processes and predictors linked with individual job performance (Sonnentage and Frese, 2002).

Rehman and Khan (2011) also observed a significant link between an employee job performance and his/her organizational commitment. Biswas and Varma (2011) in their study found that administrative mental environment and leadership ability predicted JS which, in turn, predicted employee performance. Whereas Toban, Gani and Zakaria (2014) also determined organizational commitment (OC) as an antecedent of job performance (JP) of an employee.

2.3.1 Campbell's Theory of Job Performance (JP)

The Job Performance (JP) is a multi-dimensional construct. Moreover, every job has its own performance standard. Hence, job performance being a multifaceted construct consists of a variety of behaviors. Campbell (1990) had theorized a model of job performance consisting of following eight dimensions:

(1) Task specific attitudes that an employee performs as related his / her job. These are the substantive basic job elements which demarcate one's job from other.

(2) Non-task specific behaviors that an individual is required to perform but they are not part of his /her job.

(3) Communication tasks (oral and written) which refer to activities where an individual is assessed on the quality of content and the efficiency with which they deliver the message.

(4) The degree of effort or commitment to job which the individual show in their daily work or in extraordinary situations.

(5) The degree of personal ethical and moral discipline in observing laws and regulations.

(6) The extent to which a person performs as a role model in achieving the organizational goals and cooperates with his / her colleagues.

 (7) The degree to which an individual can cope with a supervisory or leadership demands in a job in a face to face manner.

(8) The extent to which an individual can cope with managerial and administrative tasks other than direct supervision. For example, a task may require setting certain objectives or responding to external demands to help achieve organizational goals.

Campbell (1990) had theorized certain determinants as an individual's performance indicators. He had advocated that differences in individual JP may be a function of the three major components: declarative knowhow, procedural knowhow /skills, and level of individual motivation. Firstly, the declarative know-how indicates the necessary information about the given task's requirements like what to do. It requires knowledge of facts, principles, ideas, etc. Secondly, procedural knowledge and skill pertains to the information /skills required to do the job tasks efficiently. It includes perceptual, cognitive, and interpersonal skills, etc. Thirdly, motivation is also a predictor of performance which is a summation outcome from the three optional behaviors i.e., option to exert effort, option of degree of the effort to apply, and option to persist in the application of that degree of effort (Campbell, 1990). In short, motivation indicates the direction, strength, and consistency of volitional behaviors (Dalal and Hulin, 2008).

2.3.2 Murphy's Model of Job Performance

Murphy (1994) developed a fairly broader model of job performance having just four components:

(1) Firstly, task related behaviors which include all core tasks relevant to an individual's job.

(2) Secondly, interpersonal behaviors that are represented by any task oriented or non-task oriented interaction by the focal employee with other employees. This dimension is different from Campbell's model components as it comprised of behaviors (like small talk, socializing, etc.) which do not involve organization's goal.

(3) Thirdly, down-time behaviors in which individuals engage during their leisure time either at workplace or down-time. However, only those down-time attitudes which take place off-site are considered job performance which can have subsequent effect on job performance.

(4) Fourthly destructive or hazardous behaviors like sabotage, theft, or violation of safety regulations.

2.3.3 Theory of Job Performance (JP) by Motowidlo (1997)

Campbell et al.'s (1990) JP theory was advanced by Motowidlo et al.'s (1997) who endorsed that cognitive ability components do have an impact on work related knowhow, skills, and social norms. Nevertheless, personality characteristics are presumed to have an impact on contextual knowledge, skills, and habits. On one hand, job knowledge, job skills, and job routine habits are viewed as predictors of task performance. On the other hand, they are also considered as antecedents of contextual task performance. It means that task performance may be considered as a major outcome of cognitive ability and contextual JP may be viewed as a major function of personality. The cognitive ability, in this model, has

very little effect on contextual performance whereas personality has very minor impact on task performance.

Many researchers address individual job performance keeping in view the individual difference perspective. However, empirical research works in this domain may not always clearly link with the JP models theorized earlier. Therefore, the past studies related to individual antecedents of JP can be included under the individual difference perspective. Most of the studies deal with personality, cognitive capability, motivational skills, and experience to predict an individual's job performance (Peiró et al., 2020).

Robbins and Judge (2019) theorized that JP is the collective result of employee efficiency and work outcome. Job performance is an important construct which measures human capital cost relative to its work output. The concept of job performance is valuable because it develops the coherence between employee task and reward. Robbins, Judge, and Campbell (2010) had defined the concept of JP as a measure of an individual level performance which means that JP is not based to measure performance of overall organization. Retrospectively, the variable of JP comprises of TP and CP; the former means performing job/task-related activities whereas the latter includes all other supportive behaviors (Borman and Motowidlo, 1993). To elaborate, CP includes (1) Displaying zeal and additional work required to complete the assigned activities successfully, (2) opting to perform activities which not being part of the job, (3) Being helpful and cooperative with co-workers, (4) Abiding by the rules and procedures, (5) Complying, supporting, and endorsing the firm's mission and goals.

2.4 Job Satisfaction (JS) and Relevant Theories

The JS is an important concept in industrial and organizational psychology that help employees do their work with more devotion and enthusiasm. The theorists have been defining JS in different ways. Two of the commonly known definitions of JS are (1) An enjoyable emotional mood emanating from viewing of one's job as supporting the achievement of one's job values (Lock, 1976, p. 1342) and (2) The degree to which

employees like or dislike their jobs indicating satisfaction or dissatisfaction respectively (Spector, 1997, p.2).

Generally, all the definitions of JS cover the affective feelings which an employee can have towards his/ her job. It can be the nature of job or his/ her attitudes towards any particular aspect of the job, like his/her colleagues, working conditions or pay. Moreover, the degree to which an employee's work output meets or exceeds expectations, can also be a measure of the level of JS (Luthans, 1992).

There may be numerous dimensions which can affect the JS of the employees; salary, promotion, relations with supervisor, relations with co-workers, job security and job stress (Rukh et al., 2015). However, satisfaction with only a few factors cannot guarantee satisfaction of an employee as all relevant factors contribute towards employee overall job satisfaction level. For instance, if an academic/ teacher is satisfied with the working environment, it may not be implied that he or she is satisfied with his/her compensation as well. According to Mullins (2008), JS is a complex variable which is also difficult to measure quantitatively due to its very subjective nature. Moreover, the level of JS is influenced greatly by individual, social, organizational, and cultural factors. A relatively high level of JS can yield a low rate of absenteeism and turnover (Hunjra, Chani, Aslam, Azam, and Rehman, 2010). Therefore, it can be presumed that if someone is satisfied with his/her job then he or she is, normally, presumed to be more regular, punctual, and committed as well.

Generally, a teacher's job satisfaction contributes positively towards his/her performance (Chamundeswari, 2013). According to a study, the major reason for the higher turnover of teachers is job dissatisfaction. This is caused mostly by low motivation, less compensation, limited slots for promotions, lack of professional growth and overall non-supportive academic policies (Yadav & Dabhade, 2014).

Malik et al. (2010) probed the effect of JS on the teaching learning and knowledge of various university teachers in Paksitan. The results of the research indicated that JS had direct positive effect on university teacher's JP. The teachers having higher level of JS

perform their duties with more happiness. The skills competency matrix of these teachers is effective because they are more satisfied with their job.

Ali, Anis, and Yadav (2015), studied the relationship of JS with dimensions such as pay/ fringe benefits, career management, participation and collegiality/supervision of the employees doing jobs in the hospitals in Pakistan. The study outcome revealed that the link between employee JS and level of participation was the most significant. This indicated that an employee who participates more can enjoy maximum JS.

The JS theories have also been found to have a close link and overlap with the motivational theories. The prominent theories about JS include (1) Maslow's (1995) theory of needs hierarchy; (2) Herzberg's (1966) theory of motivator-hygiene factors (3) Hackman & Oldham's (1975) Job Characteristics Model, Judge and Larsen's (2001) theory of dispositional approach. These prominent theories are described as follows:

2.4.1 Maslow's Hierarchy of Needs Theory

Retrospectively, Maslow (1943)'s theory of Needs Hierarchy is among the pioneers works to highlight the important antecedents of job-related satisfaction. According to this theory, human needs have five tiers of needs hierarchy: physiological, safety, love, esteem, and self-actualization. Maslow's theory hypothesized that among this hierarchy, some essential needs (like physiological and safety) are required to be fulfilled prior other desired needs (like belonging, esteem and self-actualization needs). Later, Maslow (1954) modified his theory stating that these needs may not necessarily follow a hierarchical sequence but may overlap each other. Later on, Maslow expanded his initial Five-Stage Model that included cognitive, aesthetic needs and transcendence needs. Although, Maslow's theory about hierarchy of needs was mainly developed to explain, in general, the human motivation. Nevertheless, it is applicable to all the work settings.

2.4.2 Motivation-Hygiene Theory

Viewing chronologically, the motivation-hygiene theory was presented by Herzberg's (1966) in which he argued that job satisfaction and job dissatisfaction are not two opposite ends of the same continuum, but they are two different concepts. The theorist advocate that certain motivational aspects like pay and benefits, recognition and achievement need to be met first for job satisfaction of an employee. Whereas, the others called 'Hygiene' factors like work settings, organizational policies & structure, job security, relations with colleagues and quality of management are linked with job dissatisfaction of an employee.

In the Motivator-Hygiene Theory, as the motivational and hygiene elements are considered to impact independently, it is quite possible that an employee is neither satisfied nor dissatisfied. It implies that when hygiene factors are present in low degree, the individual is dissatisfied, but when these factors are present in high degree, the individual is not dissatisfied (or remains neutral), however not necessarily satisfied. Therefore, whether or not an employee is satisfied is depends mainly on the motivator factors. Furthermore, it is presumed that when motivators are present, the employee is supposed to be satisfied. This distinction can help in understanding the complexity of an employee's feelings, as he or she might feel both satisfied and dissatisfied simultaneously. Although, the 'Motivational-Hygiene' theory was initially considered important for distinguishing between job satisfaction and dissatisfaction, nevertheless, it had found little empirical support (Robbins, 2019).

2.4.3 The Job Characteristics Model (JCM)

Hackman & Oldham (1975) had stated that job satisfaction occurs when the organizational work environment of an employee inculcates and encourages intrinsically motivating five work related characteristics: job identity, job significance, skill variety, and autonomy & performance feedback. These characteristics effect three psychological states; meaningfulness of the work, responsibility of outcomes and awareness about results.

Thereafter, these psychological states result in a number of potential outcomes; enhanced internal job motivation, better JP, more JS, lesser absenteeism & low turnover. Hence, the JCM implies that by developing and nourishing the five basic job dimensions can result in a better work environment and enhanced JS. As compared to the aforementioned theories by Maslow and Herzberg, the JCM has found higher empirical evidence (Robbins, 2019).

2.4.4 The Dispositional Approach to Job Satisfaction (JS)

The dispositional approach postulates that JS is closely associated with different shades of personality of an individual (Staw and Ross, 1985). It advocates that an employee has a strong predisposition to a degree of satisfaction which remain quite stable over a period of time. Broadly, the prominent personality traits like; self-respect, efficacy/ confidence, emotional control, and locus of self-control help contribute towards self- perception of an individual (Locke & Durham, 1997; Judge & Larsen, 2001).

A study by Judge and Bono (2001) has reported that with the increase of the levels of emotion stability, self-respect, self -control and confidence, the level of JS also gets increased. Likewise, probe into the link between the traits of the Big Five Personality Model and JS factors indicates that emotional stability, extraversion, and conscientiousness have a moderate relationship with JS factors (Judge, Heller, & Mount, 2002; Robbins, 2016).

2.4.5 Job Satisfaction's Relationship with other Variables

The job satisfaction explains the attachment of employee toward their job (Schmitz and Ganesan, 2014). Research has revealed that people feel higher satisfaction in life in case they feel satisfied with their social environment and jobs (Pérez Escoda and Alegre, 2016). According to Langton, Robbins, and Judge (2013), JS is an important job attitudes which need to be monitored very carefully by managers in an organization.

Langton (2013) describes that job satisfaction represents the constructive feeling of the employee about their job. According to Spector and Jex (1998), JP indicates the happiness level of employee in overall work activities. Combs, Liu, Hall, and Ketchen

(2006) JP is linked with optimum level of employee performance. Similarly, Gagné and Deci (2005) advocated that JS has a positive reaction towards a job which results from the individual's comparison of real outcome against the desired one. A behavioral attitude may be termed as positive or negative expression. The employees who display a positive attitude towards their jobs are generally more satisfied than those who possess a negative attitude. (Robbins & Judge, 2019).

There could be numerous elements which can affect the JS levels of the employees; for example, JS has positive association with the job-related factors like salary, advancement, interaction with the supervisor & co-workers, job security and job stress and (Rukh et al., 2015). However, satisfaction with only a few factors cannot guarantee satisfaction of an employee as all related factors contribute towards employee overall JS. For instance, if a teacher is satisfied with his/her work environments, it does not mean he or she is also satisfied with his/her compensation as well. According to Mullins (2008), JS is a multi-dimensional concept which is hard to compute objectively. Furthermore, the JS level can be affected by a broad range of personal, social, organizational, and cultural factors (Mullins, 2008). A relatively high degree of JS can also reduce absenteeism and turnover rate. (Hunjra et al., 2010). Therefore, it can be deduced that if someone is satisfied with his/her job then he or she is likely to be more regular, punctual, and committed as well.

The regularity and punctuality are generally considered a desired critical factor for university teachers as well. As students are viewed among the precious assets of our society, therefore, it is necessary that they are provided competent, job-satisfied teachers. It also implies that a teacher's job satisfaction contributes positively towards his/her performance of the job. (Chamundeswari, 2013). According to a study by Yadav and Dabhade (2014), the major causes for the teachers' high turn- over is job dissatisfaction among teachers as result of poor motivation and remuneration, limited avenues for promotions and professional growth due to the unsupportive institution and government policies.

Malik et al. (2010) analzyed that job sataifaciton is positively linked with work friendly relationsips, learning culture and it is negativly correlated with co-worker dispute,

turnover, job burnout and absenteeism. Ali (2015) suggested that the relationship of JS with factors like compensation, fringe benefits, career development and management, supervision, collegiality, and participation of the employees in the various Pakistani hospitals. The results indicated that the link among the components of employee participation and job satisfaction was the most significant indicating that an employee who participates more can yield maximum job satisfaction. Whereas the independent variables like pay and benefits, career development, supervision and collegiality were also observed to have significant link with JS.

The researchers have viewed the concept of JS in different ways. Awadh and Alyahya (2013) analyzed that JS has significant influence on employee performance and attachment to their job. According to Spector and Jex (1998), job satisfaction indicates that an employee is happy in doing his work. Judge, Thoresen, Bono, and Patton (2001) analyzed that JS influences on significant performance assessment of employee through target completion. Mowday, Porter, and Steers (2013) suggested that JS is indicated by the variation in valued added results of an employee's work whereas, various values are given by the organization. Similarly, Porter and Steers (1973) analyzed that JS is a sentimental reaction to a job that emerges from the official's judgment of real result. An employee's attitude can be either positive or negative. Generally, the employees who have a positive attitude towards their jobs are supposed to be more satisfied than the others (Rukh, Choudhary; Abbasi, 2015).

Job satisfaction (JS) shows the positive attachment of the employees toward their work responsibilities (Robbins, 2018). The JS has a big impact an employee's job performance (Dziuba, Ingaldi, & Zhuravskaya, 2020). The JS is the most important factor which influence an employee work related outcome (Gradstein, Ogg, Schmitz, and Ogg, 2012). Research has revealed that the employees experience greater degree of happiness with life when they are satisfied with their jobs and social environments (Escoda and Alegre, 2016). The teachers are a key resource in an educational institution and play an important role in achieving the institutional objectives (Capelleras, 2005). Especially, the tasks of university teachers fall in three domains viz. teaching/academic, research/writing, and

administration/management. Broadly, the aim of higher education institutions is to give in-depth knowledge to students, pursue their academic growth and development, and also coordinate national development needs (Toker, 2011).

2.5 Organizational Commitment (OC) & Related Theories

According to the most commonly cited definition, the OC is a psychological condition of an employee that binds him/ her to the organization (Allen and Meyer, 1990). It may also be stated as an employee's sense of affiliation and loyalty to his/ her organization. (Kessler, 2013). According to Robbins and Judge (2013), OC may also be defined as the extent to which an employee identifies with a certain organization and wishes to continue with its membership.

The organizational commitment is another major job attitude which has been studied widely to know the degree of attachment of an employee with an organization. The OC of an employee is defined as extent to which he/she identifies with an organization & its goals, and desires to continue his/her affiliation with that organization" (Robbins and Judge, 2018).

The outcomes of OC are of great importance to organizations (Ralston et al., 2014). The assumptions about the role of OC in organizations have resulted in considerable research being undertaken on this variable. Literature relating different past studies have shown that OC is an important emerging concept related with workforce success (Hayati and Caniago, 2012; Katzenbach and Smith, 2015). Both developed and underdeveloped organizations in the world can enhance organization commitment level by giving proper reward, occupation health and safety as per standards and various job-related incentives (Joiner and Bakalis, 2006). Moreover, OC is a significant variable that affects the efficiency and work outcome of the employees in organizations (Mathieu & Zajac, 1990). Mowday, Porter, and Steers (1982) had defined OC as an employee's attachment at workplace which can be identified by significant confidence in completion of the objective and targets.

Organization can take advantage from the high commitment level of its workforce because (1) committed workers can perform their duties properly (2) more committed employees are becoming the part of organization and that employees save organization loss during production (3) more committed employees perform their duties effectively as compared to non-committed employees (Mowday et al., 1982). Moreover, the commited employees mostly do not leave the organzaiton which means less turn-over thereby saving the hiring,training and devlopment costs for new employees (Bashir and Ramay, 2008).

Conway and Briner (2012) suggest that the committed workers are less likely to indulge in deviant /withdrawal work place behavior and such employees display more organizational loyalty. Conversely, employees lacking commitment tend to show an overall lower level of attendance at a job. According to the authors, committed workers are ready to make sacrifices for their employers even if they experience some hardships in their jobs.

Whereas according to Meyer, Allen, and Allen (1997) OC has three dimensions. First one is emotional / feeling aspect with one's organization. It is known as 'affective commitment' or a belief in the organizational values. The second one is termed as the 'Continuance Commitment' that is concerned with the monetary value for staying with the organization. The third one is called 'Normative Commitment' which is moral or ethical obligation to serve in an organization. Each dimension of OC has a different effect on behavior. For example, Gong, Law, Chang, and Xin (2009) reported that managerial affective commitment was strongly related to organizational performance.

In studies of organizational behavior, organizational commitment is considered as a major job attitude which determines the degree of attachment of an employee with an organization. The outcomes of OC are of vital importance to organizations (Dalgic, 2014). As the outcomes of OC can be of considerable importance to organizations, the main reason behind the extensive research in organizational commitment domain lies in the assumption that committed employees perform better thus yielding higher productivity for organizations. (Moon, 2000; Riketta, 2008; Vandenabe, 2009).

Chughtai and Zafar (2006) studied the personal attributes, elements of JS, components of distributive and procedural justice of university teachers. The study observed the impact of OC on JP and turnover intentions. The results showed that personal attributes, element of JS, procedural and distributive justice were strongly correlated with OC of teachers. Organizational commitment was observed to affect significantly on employee turnover, absenteeism, and job burnout. Various past research studies related to the concept of OC had also concluded OC was related with EI and JP.

According to Rehman and Khan (2011), the employee commitment is an essential instrument for enhancing the performance of the organizations. Ramay (2012) also found that job JS and OC also influence employee citizenship behaviors. According to Albdour and Altarawneh (2014), the concept of OC is a significant aspect of an employee's psychological conditions as employees who possess high OC, are supposed to display more positive workplace behaviors like high JP and citizenship behaviors beneficial for the organization.

Ramay (2012) studied organizational commitment of the teachers at a chartered university using TCM Model of OC theorized by Allen & Meyer (1990). Its findings indicated that teachers had a strong desire to stay in the university. Moreover, the teacher's personnel desired to stay in the university as they felt they ought to. This feeling was driven by their loyalty to the university. The university teachers were found to have strong normative and affective commitment which correlated significantly with their job performance.

2.5.1 Becker's (1960) Calculative Approach

Becker (1960) had, initially, identified the concept of organizational commitment. He believed that an employee would continue the job in his/her company till there is chance of an alternative that might be lost in case, he/she resigns. For example, if the employees think that the amount of their provident fund will enhance with the increasing number of

service years in their company, they will have a higher commitment towards their organization. This concept is called the calculative approach to organizational commitment.

2.5.2 Porter et al.'s (1974) Attitudinal Approach

Porter et al. (1974)'s model comprised of three dimensions for shaping a behavior leading to positive OC ; (1) a firm faith in organizational goals & values (2) Willingness to exert sufficient efforts ; (3) Readiness to continue as organizational member.

The attitudinal approach framework concentrates upon the recognition of an employee's role and participative engagement in an organization. However, it evaluates only the affective dimension of OC. The workers having higher involvement and identification with an organization will have higher JS which will leads to their higher organizational commitment. Such employees are not only expected to readily accept the objectives and values of their respective organization but also, they are expected to exert more efforts to fulfil the organizational goals/ objectives and respect the organizational values. The attitudinal approach also helped in evolving famous OCQ (Organizational Commitment Questionnaire) which dominated as a reliable and valid measure of organizational commitment. (Mowday, Steers & Porter, 1979).

2.5.3 O'Reilly & Chatman's (1986) Model

A research was conducted by O'Reilly & Chatman (1986) about the worker's psychological attachment to the organization. For this purpose, they studied the behavior changes of identification, compliance, and internalization. Identification means embracing the change by an individual by identifying his/her roles, compliance means the attachment to workplace by getting specific rewards, values, objectives, and the connection with the organization; and internalization means the degree to which an employee and his/her organizational values and goals are in unison. The outcome model not only caters for emotional behavior of an employee but also leads to the purposeful involvement and compassionate attitude of workers for helping the organization to attain its mission.

2.5.4 Lin's (2007) Model

Lin (2007) in his theory advocated that an employee's commitment level is also linked to his/her attitude toward other members at workplace. This could be in the sense of mutual trust and nature of group members. Moreover, workers will have more sense of commitment to their organization if they have cordial relations with their colleagues. Additionally, organizations can encourage positive behaviors to boost better interpersonal relationships among workers by motivating them to have a shared vision about their organization's goals and values realizing its benefits through their action.

2.5.5 Meyer & Allen (1991)' Multi-Dimensional Model

The subject multidimensional framework was the first to acknowledge that both attitudinal and behavioral aspects of organizational commitment are correlated. The authors had defined the former attitudinal part as the method by which employees foster their links with their organization considering whether their own values and goals are in line with those of the organization. Conversely, behavioral part was treated in a manner by which individual employees engage with a certain organization. They argued that the psychological attachment which employees often have to an organization is not only limited to values and goals of employees but also reflects a need, a desire, and/or an obligation to maintain membership with the organization.

The multi-dimensional model of OC was presented by Meyer and Allen (1991). In this model, they are integrating effectively the methods used by Becker (1960), Porter (1974) & Mowday, Steers and Porter (1979) by considering all the components: affective, continuance, and normative commitments. Firstly, affective commitment is a psychological dimension of an employee's willingness to commit to an organization. Secondly, continuance commitment is about the cost of leaving an organization in monetary terms and normative commitment is about the obligation of an employee to remain with the organization. Each dimension of organizational commitment affects the behavior differently e.g., Gong et al. (2009) observed that managerial affective commitment was significantly linked to organizational performance.

The components of OC comprise of employees' psychological and emotional attachment and involvement with the workplace. (Meyer & Allen, 1997). Additionally, it also includes the behavior of an individual employee when considering his/ her link with the organization (Brooks, 2002).

Organizations can accrue benefit from their employees' OC in terms of lower absenteeism, turnover, increased productivity, and improved work quality (Mathieu & Zajac, 1990). Mowday et al. (2013) had measured that OC was a main strength of an organization. OC is relative strength which leads to employee performance. Later, Eaton (2003), found that OC of employees helps improve the attainment of organizational goals and targets. Subsequently, Allen & Meyer (1990) observed that OC represent the invovlment of employees toward organizational goals. According to Ali et al.(2015), OC indentifies the degree to which employee involve to recieve certain goals. (Mowday, Porter, and Dubin, 1974) had also measured that organizational commitment strongly influence upon the overall organizational finanical strength and success. Earlier, O'Malley (2000) had also analyzed that more committed employees preform at their optimum level and these employees do not leave the organizaiton (Allen and Shanock, 2013; Armstrong-Stassen and Ursel, 2009; Meyer, 2015; Naqvi and Bashir, 2015; Powell and Meyer, 2004). Employee organizational commitment has different facets and antecedents which are very different in nature and origin (Bashir & Ramay, 2008).

Somers and Birnbaum (2000) suggest that the committed workers are less prone to indulge in work shirking behaviour even if they are not fully satisfied. Such employees possess a sense of organizational loyalty. Conversely, employees lacking commitment have been observed to mark overall lesser time at the job. Generally, it is believed that committed workers are ready to make sacrifices for their companies even when they are not fully satisfied with their jobs.

A research by Imam, Raza, Shah, and Raza (2013) investigated OC among the teachers at a chartered university using Meyer & Allen (1991)'s TCM (Three Component Model). It was found that teachers had a strong intention to stay in the university. Moreover,

the teachers desired to stay in the university because of their strong normative commitment driven by their loyalty to the university. The results of study indicated all components of OC had a significant positive correlation with JP of teachers.

2.6 Inter-Relationships among the Study Variables

As mentioned in the preceding sections, four principal variables are involved in this study each one supported by its theoretical foundations. However, their interrelations are found in through different sources in literature in order to visualize a holistic model of their relationships and derive hypotheses for further testing/ validation through statistical analysis. The following sub-sections deal with the interrelationships of among these different study variables.

2.6.1 Emotional Intelligence (EI) & Job Performance (JP) Relationship

The job performance (JP) is known as an important dependent factor in organizational and industrial psychology. The research has shown that job performance has links with many variables like EI, JS and motivation (Naderi Anari, 2012; Pekaar, 2017; Akhtar, Ghufran, Husnain, Shahid, 2017). Alegre et al. (2008) state that EI has been acknowledged as an important individual competency by the modern organizations. Moreover, EI is now virtually related with individual JS as well as individual JP leading to organizational productivity.

EI is all about an employee's ability to recognize and comprehend his/her emotions at managing and coping with other person's emotions (Martins et al., 2010). According to Boyatzis, Smith, Van Oosten, and Woolford (2013), having higher levels of EI can provide a real advantage in today's competitive working environment like improved professional relationships, higher personal effectiveness, better thinking skills, enhanced self-management, greater leadership capability.   The EI can not only help develop innovational creativity in individuals but also aids towards the enhancement of their job performance (Ganji, 2011). Emotional intelligence (EI) is turning into the most important individual skill-

set in the organizations which is theoretically associated with organizational productivity (Ezzat Abadi et al., 2012).

Carmeli & Josman (2006) probed the link among EI and some aspects of JP which included task performance, organizational citizenship behavior, altruism, and compliance. EI was measured through the self-report measure whereas job performance (JP) was evaluated by the employees' supervisors. The results showed positive relationships between EI and employees' JP levels. Koman and Wolff (2008) investigated the correlation among the EI of leaders and performance of their work team members. The research outcomes indicated that EI level of leader is very important as leader must lead their followers. It implies that the managers must have higher level of EI. They should be capable enough to understand the emotions of their subordinates. This also implies that a leader's EI impacts team performance.

Rangriz & Mehrabi (2010) investigated the link among EI, OC & employees' JP of 116 employees belonging to Red Crescent Societies of Iran. The study was meant to probe link keeping EI as an independent variable whereas OC & employee JP as the dependent variables. Whereas the demographic variables like sex, age, experience, and education were kept as control variables. The outcome confirmed that EI had a positive significant correlation with OC and employee' JP. According to Joseph and Newman (2010), EI inclines to forecast quality job performance especially in jobs that demand emotional intelligence in higher degree. The research also found that if the job has lesser involvement of emotional intelligence then it impacts negatively on job performance. According to Cherniss (2010), JP has links with several organizational outputs which include customer service and product quality, manager-employee relationships, and employee turnover, as well as JS. Moreover, JP is a multifaceted construct about its antecedents and has a wide spectrum of applications in terms of its outcomes.

Naseer, Chishti, Rahman, and Jumani (2011) also measured the level of association between EI & JP among teachers in major universities in Punjab, Pakistan. The study concluded that EI has positive significant contribution for enhancing teacher's performance.

Shahhosseini, Silong, Ismaill, and Uli (2012) performed a meta study about the impact of EI on the JP of the individuals. The findings of various studies in the literature also confirmed positive correlation of EI with JP. Armstrong, Galligan, and Critchley (2011) had claimed that the workers with higher level of EI can spend more successful life through higher performance. They achieve their goals by applying their emotional intelligence traits and they are termed as star performers. The emotional intelligence has strong influence to predict performance of an individual as well as a team at workplace.

Biswas and Varma (2011) meausred the correlation among organiziatinal learnig enviroment, transformational leadership and employee JP. The findings showed a positive correlation between the organizational learning environment and the JP. Suleiman & Kada (2012) measured the link between EI & JP of police officers. The results showed that the police officers having greater level of EI had higher level of job performance. Alvi, Hanif, Adil, Ahmed, and Veinhardt (2014) investigated the relation between EI & JP of call center employees. The study sample was 118 employees from the call centers in Kuala Lumpur, Malaysia. The study analysis revealed a positive significant linkage between EI & JP.

Mustafa, Ismail, and Buntat (2014) in their study on Malaysian teachers found significant effect of EI on their JP. Kumar (2014) also examined the correlation between EI and JP of the workers at Himachal Pradesh University, India. A five-point Likert scale was used to measure the data from the university employees whereas the hypotheses were examined by using correlation and ANOVA technique. The study outcome indicated that the EI helps achieve productivity, performance, interpersonal effectiveness, and teamwork. O'Boyle (2011) performed a meta-analysis to measure correlation between EI and JP. The meta-analysis was developed based on previous meta-analysis of various research studies. The findings showed that EI effects on different personal traits of individual. It relates with employee personal and career development within organization. It measures the tendency of employee performance through EI level. Overall, it was found that the results supported the positive relationship of EI with performance.

Akhtar et al. (2015) probed into the impact of the elements of trait EI & work-specific personality on the JP of a sample of 1050 adult employees. The results obtained mainly through hierarchical regression analysis showed that the trait emotional stability, interpersonal sensitivity, open-mindedness, ambition, extraversion, adjustment, and conscientiousness were predictors of employee job performance. Dev, Nair, and Dwivedi (2016) measured the impact of EI on JP of school teachers. The results found that various dimensions of emotional intellignece: stress managemnt, self-managemnt, decision making, work friendly relationship and emotional apprasial had positive association with job performacne. MacCann, Joseph, Newman, and Roberts (2014) researched about some of the notable contributions about job performance by classification of research papers on the subject. The analysis found that worker productivity and efficiency is linked with organizational commitment, organizational values and employee personal attributes including emotional intelligence. Shamsuddin and Rahman (2014) also investigated the relation between EI & JP of the call center employees. The research outcome indicated a significant positive correlation between EI & JP.

Although, the aforementioned studies provide some evidence about the linkage between EI and JP pertaining to employees , nevertheless, the context of each study was different, and the results also varied in intensity. Due to this variation , the outcome need to be revalidated/ confirmed in the new context of the present study with a sample drawn from university teachers of Punjab & Islamabad (Pakistan) as employees. In light of this, following hypothesis is formulated for further testing the EI-JP relationship:

H_1: **The emotional intelligence of university teachers has significant positive effect on their job performance in Punjab and Islamabad (Pakistan).**

2.6.2 Emotional Intelligence (EI) & Job Satisfaction (JS) Relationship

Although, EI has been known to have links with job JS, however, the impact of the relationship may vary dependig upon various factors both internally and externally to an employee. The internal factors pertain to personality and external factors include

environmental or contextual dimensions. Various studies have been conducted so far involving groups of differeing demographics and cultures yielding diverse results. However, most of the past studies indicate a positive relationship between EI & JS of employees in an organization. The following paragraphs describe some of these prominent studies supporting this relationship. Hosseinian, Yazdi, Zahraie, and Fathi-Ashtiani (2008) meaured relationship among EI, JS and OC. The target population were the employees of a government and private sector banks in Iran. The research concluded that workers who had strong EI skills had better JS & OC levels as compared to others at workplace. It implies that the employees with hihger levels of EI skills were more happy to work and they had more commitment no intention to leave the organizaition. The research also concluded that human resoruce department save cost of training and devlopment for those employee who possess higher degree of emotional intellignce as these employees are have the ability to manage their self-preciption, self-assessment, self-knowledge, interpersonal relations, motivaiton and self- decision making effectively.

Aghdasi, Kiamanesh, & Ebrahim (2011) investigated impact of EI on JS with 234 workers in an Iranian organization. The study analysis confirmed that EI has a positive correlation with JS. Çekmecelioğlu (2012) empirically probed the effect of EI on JS. The study dealt EI as a multi-faceted construct and compared the influences of its various facets on JS. The participants included 147 Telecom employees in the city of Istanbul, Turkey. The outcome of the study revealed a positive relation between the two. Çekmecelioğlu, Günsel, & Ulutaş (2012) also investigated the effect of EI upon JS. The research considered EI as a multi- faceted construct and compared the impact of its various facets with JS and JP. The participants included 150 employees from call centers in Istanbul (Turkey) to study the supposed link among the different variables of study. The study analysis indicated a significant positive relation between EI & JS. Alegre, Chiva, Gobert, and Lapiedra (2008) state that EI is now reckoned as an important individual competency in organizations and the same is also linked to the individual variables like JS. Hence, it may be derived that EI has a positive link with JS of workers in an organization. Anari (2012) studied the link between EI & JS pertaining to a high school academics in Iran. The results revealed a positive & significant relation between EI & JS. Mousavi (2012) investigated the link

between EI & JS of 215 teachers of physical training education. The results indicated a significant positive relation between EI and JS.

Seyal and Afzaal's (2013) studied 90 staff employees of a technical university in Brunei Darussalam to obtain empirical evidence of relationship between EI & JS. The results showed that EI was linked with JS positively. Gholami, Shams, & Amoozadeh (2013) examined the association between EI & JS of the workers in the financial institutions located in Darrehshahr (Iran). However, the study outcomes revealed no significant link between the EI & JS. Mehta (2014) also probed the relation between EI & JS of 304 university teachers pertaining to 75 universities in India. The research outcome showed that EI predicts JS of the teachers significantly. Alnidawy (2015) also probed about the relation between EI & JS of 300 employees of Jordanian Telecommunication Sector. The outcome revealed that EI had a positive and significant effect on the JS of the employees.

El Badawy and Magdy (2015) also confirmed positive relationship between EI and JS using sample of 100 teachers in the higher education institutions of Egypt. Joshi, Suman, and Sharma (2015) measured that EI had significant influence on JS. El Badawy and Magdy (2015) concluded that organizational values, commitment, and ethics were linked positively with employee performance and satisfaction. Mousavi,Yarmohammadi, Narasimhan (2018) analyzed the link between EI and JS of 51 academics in Chennai, India. The results indicated that EI has positive impact on JS. It implies that teachers who have the capability to remain aware of, control and express their emotions correctly. Moreover, the teachers who can handle their interpersonal relationships judiciously and empathetically, can deal with their workplace challenges effectively, which in turn, can lead to their job satisfaction.

Although, the aforementioned studies provide some evidence about the linkage between EI and JS pertaining to employees , nevertheless, the context of each study was different, and the results also varied in intensity. Due to this variation , the outcome need to be revalidated/ confirmed in the new context of the present study with a sample drawn from university teachers of Punjab & Islamabad (Pakistan) as employees. In light of this, following hypothesis is formulated for further testing the EI-JS relationship:

H₂: ***The emotional intelligence of university teachers has significant positive effect on their job satisfaction in Punjab and Islamabad (Pakistan).***

2.6.3 Job Satisfaction (JS) & Organizational Commitment (OC) Relationship

As of now, very few studies were observed to have investigated the relation between JS and OC of the employees. The ensuing paragraphs highlight the results of prominent studies:

Wang, Bishop, Chen, and Scott (2002) studied the link among JS, OC of 105 employees in two hotels in Macau. The study outcome showed a positive & significant relation between JS and OC. Mosadeghrad, Ferlie, and Rosenberg (2008) studied the link between JS & OC of 629 workers and their effect on the turnover & job performance in the hospitals of Isfahan, Iran. The analysis of data indicated that employees' JS and OC levels were correlated positively. The results showed that JS and OC were strongly correlated with employee performance. H. Ahmad, Ahmad, and Shah (2010) probed the relationship among various dimensions of the JS and OC to test interdependency of JS-OC elements. The data was obtained from a sample of 310 workers belonging to various advertising agencies positioned in Islamabad, the Federal Capital of Pakistan. The outcome proved a positive & significant effect of JS on OC of the workers.

Azeem (2010) studied the link between JS, OC and various demographics of employees working in the major services industries in Pakistan. The correlation & regression techniques were applied through SPSS to find the effect of JS on OC with different demographic factors. The results indicated that job satisfaction, job tenure, pay, age, and supervision had a positive & significant organizational commitment of employees. Lumley, Coetzee, Tladinyane, & Ferreira (2011) examined the link between employees' JC & OC. The study involved a sample of 86 workers from the four IT companies in South Africa. The analysis was carried out using correlational and stepwise regression techniques using SPSS. The results indicated a positive and significant link between JS & OC.

Aghdasi et al.(2011) studied indirect and direct link of EI with JS, OC, and occupational stress. A sample of 234 workers was taken from an Iranian organization using proportionate stratified sampling technique. The study results using path analysis showed that emotional intelligence did not indicate any effects upon JS, OC, and occupational stress either directly or indirectly. Nevertheless, JS showed a strong positive effect on OC. Ismail (2012) studied the link between various dimensions of OC and JS pertaining to 300 workers at the Higher Education Institutions in Kelantan (Malaysia). The result showed that none of the components of OC (affective, continuance & normative commitments) were observed to cause a significant positive relation with the JS. Srivastava (2013) studied the link between JS and OC for 250 executives of the private sector firms. The outcome of the research indicated that JS has a positive significant relationship with OC. Gholami (2013) also resaerched about the link between JS & OC of the employees in banks in Darrehshahr (Iran). The study outcome revealed a positive significant link between JS and OC. Suma & Lesha (2013) studied the relationship of JS with OC in the public-sector employees of Shkoder Municipality in Albania. The study also attempted for determining the degree to which individuals had commitment with their jobs and were satisfied with various job dimensions. The study results showed that job satisfaction dimensions viz., work-itself, pay and quality of supervision had a significant & positive relation with OC of the workers. Loi, Chan, and Lam (2014) also looked into the relationship between JS and OC of 183 Norwegian workers in multicultural work environments. The results confirmed the hypothesis that JS of employees have positive impact on their OC. Coetzee, Mitonga-Monga, and Swart (2014) examined the link between JS and OC components (affective, continuance & normative) of the hospital employees in Konya city, Turkey. The analysis revealed that the JS had a significant & positive connection with the normative and affective components of OC. However, the outcome showed no significant link among the components of JS and continuance commitment.

Nath Gangai and Agrawal (2015) examined the link between various dimensions of the OC and JS among the employees at private company in Lucknow, India. The research was aimed to find the effect of JS upon OC among the workers and to know their JS and OC

levels. The data was analyzed using correlation matrix through appropriate statistical application. The output indicated a high degree of significant positive correlation among various dimensions of OC as well as among both genders. However, no significant link was observed between the dimensions of JS and OC. However, out of the three elements of OC, only the normative and continuance commitment were observed to have significant positive connection with JS. Such findings were also observed for both genders as no significant linkage was observed between the components OC and JS. Baysasglan (2015) carried out a research to know the interrelationship between JS, OC, and JP of academics in 160 public and 143 private universities of Mongolia. The results revealed that both JC and OC had a positive significant influence upon job performance of university teachers.

In light of the aforementioned studies, it may be deduced that JS entails a significant & positive correlation with OC of employees which in turn contributes towards their JP. Although, the aforementioned studies provide some evidence about the linkage between JS and OC pertaining to employees , nevertheless, the context of each study was different, and the results also varied in intensity. Due to this variation , the outcome need to be revalidated/ confirmed in the new context of the present study with a sample drawn from university teachers of Punjab & Islamabad (Pakistan) as employees. In light of this, following hypothesis is formulated for further testing the JS-OC relationship.

H3: The job satisfaction of university teachers has significant positive effect on their organizational commitment in Punjab and Islamabad (Pakistan).

2.6.4 Organizational Commitment (OC) & Job Performance (JP) Relationship

The study of literature provides us some evidence about the relationship between OC and JP of employee in organizations. The followin past studis are relevant in this context:

Chang, Choi, and Kim (2008) examined the factors influencing turnover intention of 184 nurses in integrated nursing service units. The study outcomes showed that the overall turnover intention pertaining to nurses in integrated nursing service units had a negative

relation with nursing performance, JC, and OC. It was also found that the OC level of the employees significantly predicts turnover intention and their job performance (JP). Ahmad et al. (2010) probed the connection between OC and JP. The data was obtained through survey from about 300 individuals of 15 top advertising agencies of Islamabad (Pakistan). The analysis showed a positive significant link between OC & JP of the individuals. Ahmad, Shahzad, Rehman, Khan, and Shad (2010) in their study involving 114 call centre employees in Pakistan also concluded that the OC of workers can be an important tool for enhancing the performance of the organizations. Ramay (2012) also showed that organizational commitment influences Organizational Citizenship Behaviour (OCBs) of an employee which implies employee performance of superior nature.

Tolentino (2013) investigated relationship between OC and JP among 248 academic and admin personnel of a chartered university in the city of Manila, Philippines. The study outcome showed that OC had a significant and positive impact upon JP of academic personnel. According to Albdour and Altarawneh (2014), the concept of organizational commitment denotes a significant part of a one's psychological conditions as people who have higher OC are supposed to display a higher degree of positive workplace behaviors like high job performance and citizenship behaviors beneficial for the organization. Fu and Deshpande (2014) also examined relationships among JS, OC, and JP of 476 workers in a Chinese insurance company. The outcome indicated that OC had a positive and significant effect on JP.

Akhtar (2015) examined the effect of OC on JS and JP from the 133 employees of three private banks in Multan, Pakistan. A significant & positive link between JS, OC & JP. The OC was also observed to have a significant and positive effect on JS and JP. Almutairi (2015) in his study with a sample of 227 female nursing staff in four hospitals located in Riyadh, Saudi Arabia observed a significant link between affective component of OC and JP. Hafiz (2017) examined the link between OC and JP among employees of banking sector in Lahore. More than 200 employees from private & public banks participated in the study. The results obtained through regression analysis indicated that all elements of organizational

commitment were positively related with employee's job performance both individually and collectively.

Considering the above, it can be concluded that OC has significant positive relation with the JP of employees in an organization. Although, the aforementioned studies provide some evidence about the linkage between OC and JP pertaining to employees , nevertheless, the context of each study was different, and the results also varied in intensity. Due to this variation , the outcome need to be revalidated/ confirmed in the new context of the present study with a sample drawn from university teachers of Punjab & Islamabad (Pakistan) as employees. In light of this, following hypothesis is formulated for further testing the OC-JP relationship.

H_4: ***The organizational commitment of university teachers has significant positive impact on their job performance in Punjab and Islamabad (Pakistan).***

2.6.5 Emotional Intelligence (EI) & Organizational Commitment (OC) Relationship

The review of literature indicates relationship between the EI and OC pertaining to employees in an organization generally. As OC implies staying or leaving intentions of the employees, it is an important factor among the various job attitudes in the organizational Behaviour studies. Following studies are among the few providing evidence about this relationship. Rangriz & Mehrabi (2010) investigated the relationship among EI, OC & JP pertaining to 116 employees of Red Crescent Societies in Iran. The study was aimed to find empirically the impact of EI upon OC. The analysis revealed that employee EI has a positive and significant correlation with their levels of OC and JP. Thereafter, Nikkheslat, Saleki, Asgharian, & Hojabri (2012) also confirmed a relationship between EI & OC through their research.

Moradi, Honari, Naghshbandi, Jabari, and Azarpira (2012) investigated the effect of different demographic facotrs of employees on their OC. The different demogrpahic factors included age, gender, education, experience. The results indicated that age and education

had postive relation with OC, whereas experience had not shown any significant impact on the same. Mohamadkhani & Lalardi (2012) investigated the link between EI & OC pertaining to the hotel employees in the five-star hotels of Tehran. The outcome indicated a positive correlation between EI & OC. Seyal & Afzaal (2013) also researched involving 90 staff employees of a public university in Brunei Darussalam to obtain an empirical evidence of relationship among EI & OC. The results revealed that two among the seven dimensions of EI have a positive significant link with affective part of the organizational commitment (OC). Gholami, Shams & Amoozadeh (2013) probed the link between EI & OC of 200 employees in banks & similar financial institutions located at Iranian city of Durreshahwar. The findings revealed a positive significant association between EI & OC.

Azeem and Akhtar (2014) probed the link between EI and of 304 the university teachers pertaining to 75 Indian universities. The research outcome indicated that EI had significantly predicted OC of university teachers. Hashemnia, Abadiyan, and Fard (2014) also researched about the relation between the EI and the OC of 287 municipality workers in Tehran, Iran. The research results confirmed the hypothesis regarding a positive & significant correlation between EI & OC. Johar and Shah (2014) studied the effect of EI upon OC of the 196 Malaysian workers. The outcome revealed that the various dimensions of EI had a positive significant effect on the OC. Ates and Buluc (2015) studied the link between the EI & OC and motivation pertaining to 525 teachers employed at primary level schools in the Barton Province of Turkey. The research results indicated that the teachers employed at the primary level schools had a high level of EI, OC and motivation. Furthermore, a significant and positive relationship was observed among teacher's EI, OC and motivation. Priya and Khadi (2015) examined the relation between EI & OC among 102 public sector bank employees in Dehradun, India. The analysis revealed that EI had a positive and significant correlation with OC.

Shafiq & Rana (2016) studied the link between EI & OC pertaining to 494 college academics in Pakistan. The results showed that the two variables had a significant positive relationship with each other. Based upon their study, the authors had advocated that as the teaching profession requires the flow of knowledge from the teachers to the students as well

as personnel interaction to attain the requisite goals of academic institutions at all levels. Amjad (2018) studied the link among EI, OC and JP in Pakistan. The participants included 358 faculty members from University of Baluchistan, Quetta, Pakistan. The results highlighted that EI had strongly predicted OC and JP.

The aforementioned studies imply that EI has significant and positive link with OC in general and university teachers in particular. The academic sector in Pakistan has turned into a highly demanding profession with the passage of time where academic load of teachers has been increased immensely. The excessive work- load of teachers have turned the job environment more difficult for adjustment leading to low OC among teachers. Poor interpersonal relations with the students, colleagues, and work-family balance continue to be a source of problems. These all factors enhance the emotional labor of the academics as mostly they are unable to strike a balance between job demands or maintain ideal relationships with their job and family life. Resultantly, the academics lack organizational commitment in their jobs and tend to deliver sluggish performance. On the other hand, if the teachers are clear as to what they want and honestly commit themselves to achieve it, their job performance start improving. Therefore, OC of teachers is an important and vital area which needs to be probed further.

Although, the aforementioned studies provide some evidence about the linkage between EI and OC pertaining to employees , nevertheless, the context of each study was different, and the results also varied in intensity. Due to this variation, the outcome need to be revalidated/ confirmed in the new context of the present study with a sample drawn from university teachers of Punjab & Islamabad (Pakistan) as employees. In light of this, following hypothesis is formulated for further testing the EI-JS relationship.

H₅: The emotional intelligence of university teachers has significant positive effect on their organizational commitment in Punjab and Islamabad (Pakistan).

2.6.6 Job Satisfaction (JS) & Job Performance (JP) Relationship

The link between JS and JP is one of the most sought for link in the organizational psychology to evaluate employee performance. Some past papers have reported a positive link between JS and JP in different settings. Job satisfaction is a reliable predictor for job performance (Arthur Jr, & Decuir, 2008; Ng, Sorensen, & Yim,2009; Kato-Nitta & Maeda, 2013; Robbins & Judge (2013); Abbas, Raja, Darr, & Bouckenooghe, 2014; Cullen, Edwards, Casper, & Gue, 2014; Platis, Reklitis & Zimeras, 2015).

Tolentino (2013) measured the level of JS of teachers by applying three components: teacher capabilities, teacher classroom management and student appraisement. The study analyzed the job performance of teachers by analysis of Student Faculty Evaluation (SFE) system. The overall descriptive static analysis showed that academics who were better satisfied with their jobs, they performed higher. By analysis with student faculty evaluation system, the teacher scored significantly in terms of their EI aspects such as self-management & social relationship. The results indicated a positive link between OC and JP. The teaching method and classroom management showed a positive mean. The results of teaching capabilities were significant and had a satisfactory mean value. The student faculty system measuring instrument was based on behavioral and performance elements. Shmailon (2016) studied link between JS and JP utilizing data from a survey of 494 Japanese scientists. The outcome indicated a positive link between JS and JP. Wagoner (2017) assessed the effect of JS upon JP of 75 university employees in the USA. The results revealed a positive impact of JS upon JP of the employees. Abdirahman, Najeemdeen, Abidemi, and Ahmad (2018) studied the link between JS and employee job performance pertaining to 5750 administrative staff of the Northern region universities in Malaysia. The study results indicated that JS and employee JP were related positively. It implies that for effective JP, the JS level of the employees needs to be enhanced.

Although, the aforementioned studies provide some evidence about the linkage between JS and JP pertaining to employees , nevertheless, the context of each study was different, and the results also varied in intensity. Due to this variation, the outcome need to

be revalidated/ confirmed in the new context of the present study with a sample drawn from university teachers of Punjab & Islamabad (Pakistan) as employees. In light of this, following hypothesis is formulated for further testing the JS-JP relationship.

H_6:   **The job satisfaction of university teachers has significant positive impact on their job performance in Punjab and Islamabad (Pakistan).**

2.6.7 Emotional Intelligence (EI), Job Satisfaction (JS) & Job Performance (JP) Relationship

As discussed in preceding section, EI and JS have a positive relationship. However, a very limited number of studies in literature report that EI and JP are also positively linked with JS. Therefore, the role of JS between EI and JP needs to be determined. Following past studies provide some evidence regarding relationship among EI, JS and JP of employees in any organization:

Gunavathy and Ayswarya (2011) studied the link between EI, JS and JP of 150 female employed in the IT sector of India. The analysis indicated a positive relation among EI, JS and JP. Moreover, EI & JS were observed to predict the variance in employee JP. Uslu (2016) conducted an empirical study on 106 employees working in different sectors in Turkey to determine the association among EI, JS and JP. The results showed a strong positive association among these variables. Abdallah et.al. (2016) also analyzed the link among the EI, JS and JP among teachers in University of Jordan. The results showed that EI had a significant positive relationship with teacher's JS & JP. Vanishree and Ponreka (2017) conducted a study with a sample of 70 employees working in IT sector of Chennai , India to investigate the mediating effect of their JS between EI and JP. The results indicated a weak partial mediation by JS in EI-JP relationship. Khanzada, Naeem and Butt (2018) studied the relation between EI & JP with mediating role of JS in 432 health sector employees in Pakistan. The data analysis showed a positive relation between employees' EI & their JP. Moreover, the analysis also indicated that JS partially mediates the relationship between employee's EI & JP.

The aforementioned studies depict the presence of a significant positive links among EI, JS and JP of employees as well as the presence of partial mediating role of JS between EI and JP. As the evidence about the mediating impact of JS between EI-JP relationship is not exhaustive in nature with availability of only very few studies in different contexts. The same , therefore, requires to be validated/tested in the new context of university teachers in Pakistan. The following hypothesis is , therefore, formed:

H₇: *The job satisfaction of university teachers mediates the relationship between their emotional intelligence and job performance in Punjab and Islamabad (Pakistan).*

2.6.8 Emotional Intelligence (EI), Organizational Commitment (OC) & Job Performance (JP) Relationship

As emotional intelligence (EI) is a concept that reflects an employee's self-awareness of his/her emotions including the emotions of others, correct identification of those emotions, and ability to decide how to proceed based upon this knowledge (Goleman, 1998). On the other hand, OC reflects an individual's need, desire, and obligation to continue employment in an organization. Rangriz & Mehrabi (2010) examined the link among EI, OC & JP among the employees of the Red Crescent Societies in Iran. The analysis of the data through appropriate statistical techniques revealed a positive and significant link among employees' EI, OC, and JP. The results showed that EI has an important role towards increasing the level of OC & JP of the employees.

Ali, Sharjeel, and Beenish (2014) studied the effect of EI on JP with the mediating role of OC while considering its various dimensions of OC. The research was undertaken using a sample of 270 bank employees in Pakistan. The study results indicated a positive significant impact of EI on OC as well as the partial mediating effect of OC between EI and JP. Alavi, Mojtahedzadeh, Amin & Savoji (2013) studied the connection between EI and OC among employees of a thermal power plant located at Ramine (Iran). The research results verified a significant & positive link between EI and OC. Kumari and Priya (2017)

examined the link among EI, OC, and JP pertaining to 600 managers of various banks in India. The research analysis showed that public and private sector bank managers had no significant difference of emotional intelligence , whereas the public sector bank managers had significantly greater level of OC and JP levels than private sector bank managers. Also, there was a significantly positive link between EI and OC, between EI and JP of bank managers. The impact of EI on OC and JP were observed as positive and significant when tested using regression analysis.

Considering the above, it can be summarized that a positive link exists among EI, OC and JP. However, insufficient evidence was found in literature about the mediating impact of OC in the connection between EI and JP. The results needs to be revalidated in the new context of Punjab/ Islamabad (Pakistan) to test the following hypothesis.

H₇: The job satisfaction of university teachers mediates the relationship between their emotional intelligence and job performance in Punjab and Islamabad (Pakistan).

2.6.9 Relationship among Emotional Intelligence (EI), Job Satisfaction (JS), Organizational Commitment (OC), and Job Performance (JP)

Unfortunately, very few studies have discussed the link among the different variables of the current study viz., EI, JS, OC, and JP holistically in one model. Moreover, little work has been found dealing with the sequential mediation role of JS and OC between EI -JP link of employees or teachers at all levels. Shooshtarian (2013) researched the effect of employee's EI on JS, OC & JP in Iranian Industries at Fars Province. The study sample consisted of 289 workers. The outcome of the study showed that EI was positively correlated with JS & JP. However, the results did not show significant correlation between EI and OC of employees.

As described in the preceding studies, it has been observed that various variables involved in the in the current study (EI. JS, OC & JP) are interrelated in varying degree. Moreover, both JS and OC predict JP among individuals in organizations. A few past

studies have also indicated that JS and OC are also related to each other and that JS also predicts OC. Similarly, satisfaction level and the commitment level at the job both impact the relation between EI and JP. Individually, JS act as a mediator between EI and JP whereas JS also acts as a mediator between EI and OC. On the other hand, OC not only predicts JP but also act as a mediator between JS and JP. Evidently, the highly effective path or sequence of these variables to predict the employee performance is EI via the route of JS, OC leading to JP. Based on these studies, it is hypothesized that both JS and OC act as mediating variables sequentially(Double Mediation) in the link between EI & JP. The following hypothesis is, therefore, formed for testing in the new context of university teachers in the Province of Punjab & Islamabad (Pakistan).

H$_9$: The job satisfaction & organizational commitment of the university teachers mediate serially the relationship between their emotional intelligence and job performance in Punjab and Islamabad (Pakistan).

2.7 The Research/ Knowledge Gap

The aforementioned past studies on the impact of EI upon JP are mostly limited in their scope, population, sample size and also differ widely in their results. Similarly, the holistic serial mediating impact of JS and OC upon job performance JP of the employees have not been studied so far. Likewise, little work has been found about the mediating effect of JS and OC on JP particularly in the context of higher education/ tertiary level university teachers in Pakistan. Therefore, considering the importance of higher education towards national development, a strong need was, therefore, realized to formulate and test the above mentioned hypotheses with relatively large data-set to determine the correct sequence of application of EI, JS, OC to predict JP of the university teachers in the province of Punjab and Islamabad (Pakistan). The present research study has filled the necessary gap in the body of ' organizational theory and behaviour' knowledge by determining the proper sequence for application of the major job attitudes to predict the job performance of employees in general and the university teachers in particular.

2.8 Theoretical Framework

A theoretical framework (Fig.2.1) was developed considering the past theories and other past studies relevant to all the four variables (EI, JS, OC & JP) presented in the preceding sections of this chapter and the problem statement described in the first chapter. This framework has led to the formulation of certain hypotheses about the relationship between different independent and dependent variables of the study. Keeping in view the literature as described in the preceding sections, a positive relationship among different variables like EI, JS, OC, and JP of the employees was observed. Furthermore, literature has also indicated the assumption/ possibility of serial mediating roles by the two variables JS and OC between EI and JP of the employees in an organization. The same was also required to be tested /validated empirically.

As discussed in the preceding sections, it has been observed through various studies that variables under study viz., EI, JS, OC and JP are closely interlinked in one way or the other. It was also observed that EI does have a positive and significant relationship with the JP of employees. Whereas, JS and OC, have not only positive association with JP but they also act as mediators in this relationship. Similarly, the literature review also provides some feeble evidence that JS mediates the relationship between EI & OC. Moreover, in this chain, OC also seems to act as a mediator between JS and JP. Furthermore, in this path, it has also been observed that JS has positive relationship with OC of the employees/ teachers. As most of the studies in the past have attempted to find a connection between EI and JP directly without involvement of the mediatory roles of JS and OC, the present study becomes necessary to fill this important research gap in order to determine the exact relationship between these variables. Keeping in view the aforementioned associations/ assumptions among different variables based on different theories and past studies, the theoretical framework (Fig. 2.1), a number of hypotheses were formulated as shown in the following section.
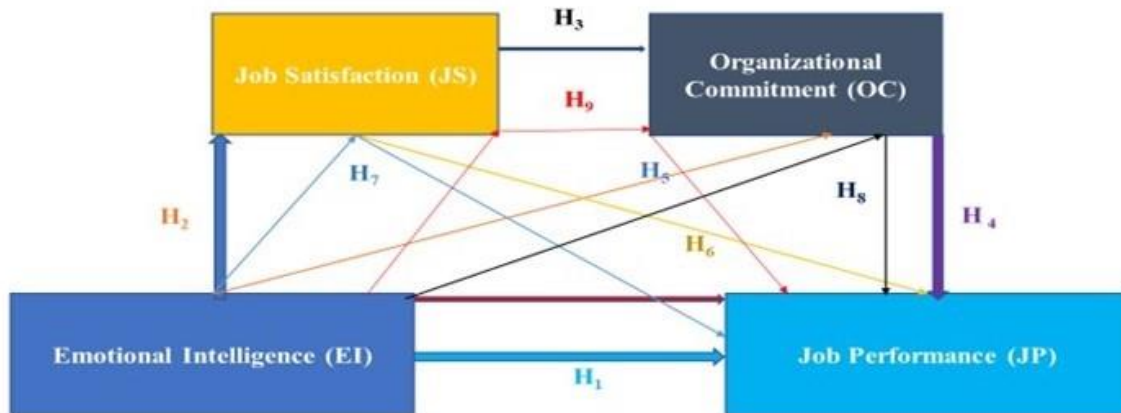
Figure 2.1: Theoretical Framework

2.9 Hypotheses

Keeping in view the problem statement, purpose, research questions, research objectives and the 'Theoretical Framework' (Figure 2.1) derived through literature, the following hypotheses were formulated:

H_1: The emotional intelligence of university teachers has significant positive effect on their job performance in Punjab and Islamabad (Pakistan).

H_2: The emotional intelligence of university teachers has significant positive effect on their job satisfaction in Punjab and Islamabad (Pakistan).

H_3: The job satisfaction of university teachers has significant positive effect on their organizational commitment in Punjab and Islamabad (Pakistan).

H_4: The organizational commitment of university teachers has significant positive effect on their job performance in Punjab and Islamabad (Pakistan).

H$_5$: The emotional intelligence of university teachers has significant positive effect on their organizational commitment in Punjab and Islamabad (Pakistan).

H$_6$: The job satisfaction of university teachers has significant positive effect on their Job Performance in Punjab and Islamabad (Pakistan).

H$_7$: The job satisfaction of university teachers mediates the relationship between their emotional intelligence and job performance in Punjab and Islamabad (Pakistan).

H$_8$: The organizational commitment of the university teachers mediates the relationship between their emotional intelligence & job performance in Punjab and Islamabad (Pakistan).

H$_9$: The job satisfaction and organizational commitment of the university teachers mediate serially the relationship between their emotional intelligence and job performance in Punjab and Islamabad (Pakistan).

2.10 Discussion

Generally, an excellence in the Job Performance (JP) of employees is the foremost objective of every organization. Virtually, many factors play their part towards the overall performance outcome of an employee. These may be linked to the nature of job, work environment and personality of the individual worker/ employee. The literature is abundant with numerous antecedents of job performance when viewed from different angles. However, when viewed with reference to major job attitudes in organizational behaviour, the literature indicates that an employee's EI, JS & OC are important interrelated variables related somehow with JP related to the employees (university academics in the present study). Nonetheless, the available literature does not clarify their relative order of importance/emphasis which is required to be laid for their application in organizational context. The linkages are either between any two variables like EI and JP or among maximum three variables like EI, JS and JP. Nevertheless, few studies were found in

literature dealing with all the four variables together in holistic fashion with respect to their relative order/ sequence of importance. Hence this gap warranted for the need of undertaking the present study especially in the domain of university academics in Pakistan. Since the conception of EI about two decades ago, although many studies have endeavored to explain the usefulness of EI and its relationship with several other variables individually. However, most of such studies have been restricted to its relationship with one or maximum two variables without little consideration to the combined or sequential impact of the JS and OC upon JP of the employees in an organization.

Although, the literature provides some evidence that JS and OC contribute individually towards enhancing employee performance; however, previous studies have not probed through their combined/ holistic sequential impact on job performance. It was, therefore, assumed that employee positive satisfaction toward their job yields through EI and precedes OC for employees. The JS and OC are considered important variables to reduce employee turnover as well as key predictors of employee JP (Valle, Valencia, Jiménez, and Caballero, 2011). More so, JS is one of the major job attitudes which is closely associated with organizational commitment. Nevertheless, the combined influence of these constructs on job performance needs to be investigated further as little work was undertaken in this domain. Furthermore, previous research studies have not focused on the relationships among EI, JS, OC, and JP holistically. Therefore, a wide gap exists in knowledge for analyzing the combined effects of these variables especially for academics in the universities in Pakistan. Hence, the present research is aimed to develop a logical connection among these important variables by testing the hypothesized sequential/ serial mediation effect of JS and OC among university academics in Pakistan.

Organizational commitment (OC) concerns the involvement of employees to the entire organization including organization's mission, vision, policies, standards, goals, values, and objectives whereas job satisfaction concerned with learning environment where the employee performs their duties. Organizational commitment is less influential on employee's day to day activities, but its improvement magnitude is incremental thus entailing a slow and long continuous process which is more complex than job satisfaction. It is not

necessary that both JS and OC increase in the same proportions. It is quite possible that an employee may have more JS but low level of OC or attachment towards the organization. Conversely, a very committed worker may not be contented with his/ her job. Therefore, it is extremely essential to know the link between JS and OC in the link of employee's EI and JP. Generally, maximum work among the past studies found in the literature provides evidence about the positive link between OC and JS but their combined performance amid other factors like demographics and social intelligence may differ in organizational perspective. Despite that the concept of JS & OC has been researched earlier as well mostly concluding that they are highly correlated, both are different attitudes. The concept of OC is linked to the positive response of entire organization whereas the concept of JS can be viewed as an effective response at a certain job (Ahmad et al., 2010; Akhtar et al., 2015).

The variables EI, JS, and OC are important work attitudes for high job performance (JP) of the employees/ teachers. Especially for university teachers as the teaching and learning environments in universities are very demanding and stressful. Universities teachers are required to provide high-quality education to the matured students to enhance their learning with limited available resources (Laschinger, Shamian, and Thomson, 2010). The literature relating to different past studies does not seem to address the collective relationship among EI, JS, OC, and JP particularly in the higher education sector of Pakistan. As education sector in Pakistan is considered as one of the most important domains for research and development through enhancement of quality teaching and learning, the next generation innovation and growth are mainly based on teachers and students at university level being the tertiary stage of education. Therefore, teacher's soft and hard skill development should be the prime concern for every university. Universities provide the core foundation for effective learning systems and teachers are the backbone of this structure. The retention of university teachers with minimum turnover and having teachers with high JS and OC levels has become a major challenge in the university environments (Laurillard, 2013; Torres, 2006). The modern work environments being quite demanding and challenging call for the increased use of emotional intelligence abilities especially in education sector. Many research studies have described various dimensions of emotional intelligence to explain employee's job performance. Emotional intelligence affects teacher behavior towards the

generation of innovative ideas, social work relationship, teamwork, self-perception, self-decision making and development (Aghdasi et al., 2011). Hence, it is essential to observe critical job-related behavior like JS, OC, and JP (Ahmad et al., 2010). The JS has been considered as a major factor influencing teachers desire to continue teaching (Luthans, Avolio, Avey, and Norman, 2007). The teacher's JS is linked to the variety of other factors in the university environment (Jaramillo, Mulki, & Marshall, 2005). The concept of JS is important for analyzing different outcomes and aspects of JP (Ahmad et al., 2010). Retrospectively, in this context, Blegen (1993) had described numerous predictors of JS essential for enhancing employee performance. The work attitudes like JS, OC and JP are significantly correlated with different facets of employee EI including self-decision making, self-precipitation, self-management, and interpersonal relationships (Abbas, 2014).

Some other research works have also concluded that JS and OC are positively linked to employee's JP (Jaramillo et al., 2005). Basically, the OC connotes an individual's attachment with an organization. Virtually, JS and OC both reflect the assessment of an employee's JP. The higher level of EI has positive impact on employee's OC, whereas lower degree of EI leads to decreased organizational commitment which may result in harmful impact on employees such as high job turnover, poor productivity, lower efficiency, lack of teamwork and higher level of absenteeism and tardiness (Abdallah et al., 2016; Carmeli, 2003). The lack of organizational commitment creates lack of decision making, self-learning, self-perception, self-management abilities, and the poor social relationship among employees. These attributes directly effect on the EI level of employees. However, the exact nature of correlation between EI-JS and between EI-OC have not been properly developed in the past research studies (Ahmed et al., 2015). According to an analysis by Aghdasi et al. (2011), the employees having higher more EI are expected to have an increased level of JS as they are, presumably, better committed toward their jobs. Therefore, it is believed that senior management of an organization should induce overall learning environment by developing the organizational commitment of employees. The higher-level emotional intelligence among employees enhances their job performance. Aghdasi et al., (2011) also established through their study analysis that EI dimensions strongly correlated with JS & OC. Some of the past research studies have developed the relation between JS & OC in

different ways. Abdallah et al. (2016) had analyzed that JS can be a strong predictor of OC. Aghdasi et al. (2011) had also proved that JS is an antecedent variable for OC. Chang, Johnson, and Yang (2007) had analyzed that JS has a superseding effect on OC. Some other research studies have also suggested that OC is an antecedent as well as a determinant to JS (Ahmad et al., 2010). The higher degree of OC and JS are considered extremely important for university teachers because they create a positive influence on students and thus raise the efficiency of the academic process (Kadtong, Unos, Antok & Midzid, 2017).

Teachers are regarded as employees who derive their satisfaction from teaching the students. Hence, emotionally intelligent, satisfied & committed teachers are expected to be more committed to their teaching and raising the efficiency of their universities (Maaamari & Majdalani, 2019). Therefore, the objects of the present research study are interesting, and it is assumed to contribute to value-added knowledge in education especially in the education sector in Pakistan. The present research will help enhance the understanding comprehensively about EI, JS, and OC and JP in the university teachers in Pakistan. Although the importance of each involved variable has been discussed extensively in the literature, nevertheless the need for a holistic study among all these variables and especially the combined sequential impact of JS and OC in between EI and JP needs to be studied and analyzed properly for proper use of these major job related attitudes in an organization. With the preceding rationale/justification, a theoretical framework has been established in the following section which depicts the position of independent, dependent & mediating variables.

2.11 Chapter Summary

This chapter has discussed all the relevant literature in terms of theory and past studies pertaining to the title of the current study. This aim and focus was to understand the nature of links within various variables of the study viz., EI, JS, OC, and JP. The chapter has also focused to explore the literature regarding the mediating roles of both JS and OC between EI and JP. A link was firstly developed between EI and JP through the literature pertaining to different past research endeavors which in turn logically supported the

arguments of present research (Alam & Ahmad, 2018). These arguments support the propositions that university teachers' EI have the major impact on their JP through mediating role of JS and OC. A theoretical framework was conceived, and hypotheses were formulated for further testing. The next chapter aims to explain various research methodologies, research designs, research procedures, statistical instruments to examine the hypotheses of the current research study.

Chapter 3

RESEARCH METHODOLOGY

This chapter contains the research methodology followed in the present study. It entails the description and justification for selection of the appropriate paradigm, research strategies, research methods, time horizon and techniques for collection and analysis of the data. It also describes the target population, sampling frame, data collection procedure, survey instrument used to measure various variables involved in the present study. The chapter also acknowledges the limitations of the research in various aspects.

3.1 Research Philosophy

The research philosophy means the development of scientific application centered on the thoughts and assumptions of people about the ecosphere and fauna of knowledge in order to understand how any research should be conducted (Mackey and Gass, 2015). The knowledge can be developed by answering a specific research question or creating a new theory in a context. Therefore, a research philosophy adopted to carry out a research outlines the assumption of the researcher about the approach through which the entire phenomenon is observed.

Generally, there are three main philosophies which may be applied in the field of research: positivist, interpretive, critical (Creswell and Creswell, 2017). The assumption of the positivist philosophy is that reality exists objectively and may be narrated by quantifiable properties sovereign and independent of the instruments of the researcher while the interpretivist totally depends upon the supposition that there is subjective existence of social reality in the mind of a researcher (Creswell and Creswell, 2017). On the other hand, critical researchers tend to evaluate the phenomenon critically to explain the social reality under

study (Yegidis, Weinbach, and Myers, 2017). The ensuing sections will elaborate further the three philosophies and relevance of each with the present study.

According to a positivist philosophy of research, it is presumed that the idea of reality is agreed objectively, and some measurable properties may be described as independent of the tools of researcher (Collis and Hussey, 2014). The researchers who opt for the positivist method try to experiment existing theories to enhance the phenomenon's predictive comprehension. Hence, the studies of positivistic philosophy, assume that there exists *a priori* stable relationship within the phenomenon that are usually prodded with controlled instrumentation and design (Orlikowski & Baroudi, 1991). A positivist researcher considers that one can measure a social phenomenon and that is why it has been associated with quantitative techniques based on quantitative data's statistical analysis (Marczyk, DeMatteo, & Festinger, 2005).

Keeping above in view, the present study is intended to investigate causal relationships among several variables from different theories objectively by developing a conceptual model. Firstly, the ontological assumption here is that reality is objective and externally independent of the investigator. Secondly, epistemological assumption is that credible data and facts can only be obtained through observable phenomenon. As the focus is on causality and reducing phenomenon to simplest elements, it warrants following the positivist philosophy in the existing research process to obtain valid answers to the research questions. (Saunders, 2009).

3.2 Research Approach

Keeping in view the positivist research philosophy, the present study has followed the deductive (quantitative) research approach as it aims to develop the existing theories by testing the hypotheses.

Goodwin (2016) describes that the quantitative way of investigation is a tool for testing theories by inspecting the existing links among various variables under study.

Creswell and Creswell (2017) states that the idea of quantitative method depends on numbers or quantification for firstly collection and then analyzing the data. A deductive approach is used in the quantitative research which is guided by the theory (Rubin and Babbie, 2016). The researcher in deductive approach begins with the literature/theory that leads to propositions leading to research hypothesis. After that, the data is rationally collected and analyzed leadings to findings/ results/ conclusions. The research results, ultimately, help in confirming or rejecting the hypotheses that necessitates revisiting the theory (Lewis, 2015). The quantitative method is related with positivism that tries to test theory to enhance predictive understanding of the different variable's relationship (Padgett, 2016). Generally, quantitative studies include survey and experimental research strategies (Grissom and Kim, 2005). Quantitative research usually involves surveys using structured interviews, structured observation or by administering questionnaires personally.

3.3 Research Design

The research design may be considered as a general plan to help researcher answer a specific research question (Bordens and Abbott, 2002; Marczyk et al., 2005). It has also been defined as "science as well as an art of planning and conducting studies to obtain most valid findings" (Silverman, 2016; Taylor, Bogdan, & DeVault, 2015). The research plan entails objectives obtained out of the research questions, discrete data gathering sources, analysis of the obtained data and the ethical issues involved in the research (Meyers, Gamst, & Guarino, 2016). The ensuing section discusses the salient elements of the research design viz. research strategies, research choices and time horizons.

3.3.1 Type of the Study

The type of study may be one of three types: descriptive, explanatory, and exploratory. However, a research study may have more than one purpose (Saunders et.al, 2009). An exploratory research attempts to find about the phenomenon, to explore new dimensions, to ask questions and to assess phenomenon in a new perspective (Robson, 2002). This type of study can be helpful if the researcher wants to comprehend a problem.

On the other hand, the aim of descriptive study is, generally, to describe an exact profile of persons, events, or situations' (Robson, 2002). Whereas the studies which attempts to establish causal relationships between variables are called explanatory research (Saunders, 2009).

Since the present study falls in the descriptive as well as explanatory study, it can be termed as a descripto-explanatory study which has attempted to describe and determine the causal/correlational relationships between the different variables. The study was carried out in non-contrived settings without any interference from the researcher in the normal work routine of the organizations.

3.3.2 Research Strategy

As described earlier in the preceding section, since the quantitative approach has been selected for the present study, therefore, survey strategy was considered suitable to collect the data for the present study (Neuman, 2016). The strategy of research is like a scheme or plan for the researcher to answer a research question. Moreover, it serves as a methodological connection between the carefully chosen research paradigm and the methods selected to collect and analyze data (Yegidis et al., 2017). A research strategy involving quantitative procedures comprises of surveys and experimental research (Kelley, Clark, Brown, and Sitzia, 2003).

The basic aim of a survey is to gather data from a relevant sample to statistically analyze it and thereafter the results are generalized to a population (Zainal, 2017). Survey method is regarded as a very economical method of collecting data from a greater size of population and also enabling a researcher to have more control over the research procedure (Moser and Kalton, 2017). The survey approach is linked usually with deductive approach that usually begins from the concepts and guides to form research hypothesis, thereby, accepting or rejecting the put forward hypotheses (Creswell and Poth, 2017). Surveys are also associated with the positivist research approach in which a theory is put to test to enhance predictive understanding of the phenomenon (Collis and Hussey, 2013). The data

collection methods in a survey strategy include self-report questionnaires (using personal, postal, telephone, internet) and face-to-face interviews. The present study has used self-report questionnaires for data collection accordingly.

3.3.3 Choice of Research Method

The researcher has the choice for selection of research methods among from 'mono, multi or mixed methods' in the research process (Saunders, et.al. 2009). Mono-method was preferred for the present study using a single quantitative data collection instrument with the corresponding data analysis software (SPSS version 21). Moreover, considering the reliability & validity of the research instruments, study settings, non- complexity of study and parsimony in research, a mono-method approach was thought to be appropriate in this study.

3.3.4 Time Horizons

The study is cross-sectional in nature which is commonly known as one -time shot. A cross-sectional study is undertaken mostly in studies involving time constraint or when the phenomenon understudy does not require monitoring change over a certain period of time. (Saunders, 2009). As the present study did not require the study of change phenomenon in the different variables nor it was the requirement of the research questions or study objectives, therefore, a cross-sectional approach was followed.

3.3.5 Population and Sampling

The term 'population' means the whole group of people, events, or things of interest that a researcher wants to investigate (Sekaran & Bougie, 2016). Population for the present study was the teachers from the 20 prominent/large sized renowned public and private universities located in different cities of Punjab province and capital city of Islamabad in Pakistan. The unit of analysis being the university teachers belonging to all categories. The province of Punjab, being the most densely populated, is the hub of educational institutions.

Similarly, Islamabad being the Capital city of Pakistan has a mushroom of universities where students and faculty from all four provinces can be found. The research population, therefore, reflects representation from Pakistan.

Although, it is believed that there is some difference between management style and culture of public and private sector universities, however, it is assumed that after implementation the common/similar regulations by the Higher Education Commission of Pakistan, that gap has reduced drastically. Moreover, it was also intended to compare the levels of EI, JS , OC & JP levels of teachers to see the difference. Hence a mixed sample was planned assuming an overall common culture of education sector in Pakistan.

The present study has used 'stratified disproportionate random sampling' that is a type of complex probability sampling with restricted probability. The stratified random sampling provides equal opportunity to all the strata/ categories (university teachers in the present study) in the sample to be represented (Sekaran & Bougie, 2016). A sampling frame from the population was drawn from 20 universities (10 public & 10 private) in the major cities of province of the Punjab and Federal Capital Islamabad Pakistan. The list of universities is placed at Appendix B. The estimated population of the sampling frame was estimated to be about 7000 teachers of all categories and departments based on the available data (HEC Pakistan Statistics, 2018). Based on the sampling frame population, at 95% confidence level, 95% confidence interval (margin of error) and the response distribution percentage of 50%, the sample was worked out as n =370 elements which is good enough to cater for N=10,000; that is a population up to ten thousand elements (Krejcie & Morgan, 1970; Sekaran & Bougie, 2016).

3.3.6 Questionnaire as Survey Instrument

A research questionnaire is amongst the popular, economical, and easy to design and use data gathering tools for survey. Therefore, the present study has adopted various questionnaires for collecting data in most economical way. Moreover, questionnaires can be easily shared with a very large number of respondents at low cost. On the other hand, the

idea to interview respondents is cumbersome as finding the convenient time to meet the respondents is difficult. The questionnaires also allow the respondents to choose time and location as per their suitability to answer the questions, hence overcoming the limitations of an interview. Therefore, the researcher decided to use questionnaires to collect reliable data. The researcher is also required to choose the design of the research instrument very carefully as it may affect the response rate, validity & reliability of the data (Lazar, Feng, and Hochheiser, 2017). The questionnaire design normally differs according to the method by which it is administered. In order to gather questionnaire data, two methods may be used called self-report and interviewer-report. The self-report instruments are completed by the respondents whereas in the latter an interviewer record respondent's answers. The present study has chosen 'delivery and collection of self-report questionnaires' method as it provides greater reliability and personal access to the respondent (Lazar et al., 2017). The questionnaires were administered personally to the participants by the researcher to ensure timely return.

3.3.7 Survey Instrument

The present study used a self-report questionnaire by adopting the pre-tested instruments for various variables. Four in number principal constructs (EI, JS, OC, and JP) were formed comprising of 75 elements to be measured through the self-report questionnaire. The present study has used the '5 point Likert scale' for collecting the participants 'response and rating the questions as; 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree & 5 = strongly agree. Moreover, it comprised of positive and negative questions to extract the true sense of response of an individual (Saunders and Lewis, 2012).

As all the research variables were well-known and these had been used and tested by researchers in many of the previous studies, so it was considered prudent not to reinvent the wheel and utilize the pre-tested measuring tools for the present study. Therefore, all the pre-tested instruments were adopted to gather data. The questionnaire on EI was adopted from Bar-On (2004, 2006) EQi Model using its short form.

The JS was measured through the Minnesota Satisfaction Questionnaire (MSQ-short form) suggested by (Weiss, Dawis, England, & Lofquist, 1977). The JP was measured using the questionnaire developed by MacIntosh and Doherty, 2010, that had already been tested successfully in the similar context by Yusoff and Khan (2014). Likewise, OC was measured using Mowday and Steers (1979) model as a holistic variable comprising of 15 questions to assess the various components in quantitative terms. The questionnaire is placed at Appendix A.

3.3.8 Data Collection

Based on the expected response rate of about 30%, a total of 1300 questionnaire were distributed in the universities personally through the respective human resource departments of the universities. The number of questionnaires distribution varied according to the strength of faculty in each university based on probability sampling design using simple random sampling method. It was ensured that the research instruments are distributed to each category of the respondent involving both genders in the sample thus increasing the degree of generalizability of the study.

The completed survey questionnaires were collected through the respective HR departments of the universities after a pause of about two months. A total of 480 survey questionnaires were received back in useable form (response rate 37%) out of which 110 responses were discarded being either incomplete or redundant. Thus, the remaining 370 responses (31%) were used for analysis as per the requisite sample size. The breakdown of the questionnaires distributed, received, and utilized is placed at Appendix C.

3.3.9 Analysis of the Data

The process of analyzing the data starts with cleaning of data to make sure that it does not have any missing values and outliers. The study utilized SPSS software version 21 to code the data and the same was cleaned through screening process. It followed the analysis

of the descriptive statistics and reliability tests to check the consistency of the measurements. The data was analyzed appropriately to obtain the results by using correlation and multiple regression techniques. The mediating effects of JS and OC were measured by using Haye (2013)'s Process Macros/ Bootstrapping Process for mediation.

3.3.10 Validity & Reliability

In order to obtain accurate findings/ results in research study, the survey instrument must be valid and reliable (Saunders, et al., 2012). So, it is necessary to check validity and reliability of the survey instruments prior commencing the research process. Validity may be defined as the degree to which a survey instrument measures precisely what it is supposed to measure in the study. For example, if a questionnaire which is designed to measure depression virtually measures anxiety would not be accepted as valid. Validity may be of three types: (a) content validity is the extent to which an instrument measures all aspects of a construct. Its subset is called face validity, when specialists are asked their opinion whether an instrument measures the actual concept (b*)* construct validity is the degree to which a research tool measures the selected construct, (c) criterion validity is the degree to which the survey tool is linked to other instruments that measure the same variables. It has further two main components: (1) Convergent validity which indicates that an instrument is highly linked with instruments measuring similar variables, (2) Divergent validity means that a survey instrument has weak link with other instruments that measure dissimilar variables (Heale and Twycross, 2015).

In the current study, the content and face validity of the instrument was got verified through the subject specialists in the field whereas, the construct validity had already been established during past studies as the instruments had been adopted. The convergent and divergent validities were ascertained through 'Pearson Product Moment Correlation' test as well as through 'Confirmatory Factor Analysis'.

Reliability is the degree to which a research instrument has the same results consistently when it is used in the same situation on different occasions. For instance, a

participant completing an instrument meant to measure 'Job satisfaction' should have approximately the same responses each time the test is completed. Although it does not seem feasible to give an accurate measure of reliability, an estimate of the same can be obtained through various measures. The three dimensions of reliability are: (a) Homogeneity or internal consistency showing the degree to which all the items on a scale measure one construct, (c) Stability indicating the consistency of results using an instrument with repeated testing, (c) Equivalence which means consistency among responses of multiple users of an instrument, or among alternate forms of an instrument (Heale and Twycross, 2015). The present study has measured the reliability of the survey instrument by using Cronbach's α values (between 0-1) and item -to- total correlations as well as confirmatory factor analysis to check the internal consistency.

3.4 Ethical Considerations

The term 'ethics defines the principles and moral values which constitute the basis of a research ethics and code of conduct mean the way the research is conducted along with the way the outcomes are described (Collis and Hussey, 2014). Generally, the common ethical aspects include avoiding harm to the research participants, their voluntary participation in the research process, giving them option to exercise confidentiality & anonymity (Collis and Hussey, 2014). The present study has catered all ethical requirements in all phases of the research. The participants were duly informed about the aim and importance of the study making them aware about the need of their participation in the research. The respondents were also informed that their participation was purely on voluntary basis and they had the right to withdraw at any stage. Furthermore, the respondents were assured about their protected confidentiality and anonymity. The code of conduct for this study was guided by the Bahria University Research Ethic Committee. According to the committee guidelines, both the researcher and researcher's supervisor are required to sign a research ethic form which is submitted to the respective Head of the Department. The study was commenced after the approval of the Ethics Committee.

3.5 Scope and Limitations of the Study

Undoubtedly, no research study is ideally complete and hence always suffers through a variety of constraints. The scope and limitations of the present study are as follows:

- The study was limited to the university teachers at tertiary level of education only considering it to be relatively more important towards economic development of the country.

- The study has been conducted with data from the selected universities located in the capital city Islamabad and the major cities in the Province of Punjab, Pakistan. The results may, therefore, be generalizable to the study domain in principle. Nevertheless, as the study sample provides sufficient representation of Pakistan covering major cities from the most densely populated Province of Punjab and the Federal Capital Islamabad, the results may also be applicable to other areas of Pakistan as well.

3.6 Chapter Summary

This chapter has elaborated the elements of research methodology for the present study. It has described that positivist research philosophies/ paradigms were adopted for the study. The deductive (quantitative) research strategy was planned with survey research instrument to collect the data. The chapter further explains purpose/type of study as descripto-explanatory. Populations comprised of university teachers from the selected sampling frame of 20 universities of Punjab province and the Federal Capital Islamabad in Pakistan. The pre-tested questionnaires were adopted for gathering of data for the different independent, dependent, and mediating variables using 'Likert' scale. Various ethical requirements for conducting the research and confidentiality of information obtained from the participants assured as well. The next chapter describes the results/ findings and discussion derived from quantitative data analysis.

Chapter 4

RESULTS & DISCUSSION

The chapter four analyzes the results of various tests along with their interpretation obtained using appropriate statistical tools. The test results pertain to data normality, reliability, validity, confirmatory factor analysis, assumptions of multiple regression, testing of various hypotheses and hierarchical regression to check the impact of demographic variables in the hypothesized theoretical framework. A summary of the hypotheses test results has been presented to indicate their acceptance or rejection. Towards the end, the results has been discussed and compared with the past relevant studies for confirmation or otherwise and to derive the outcome of the study.

4.1 Testing the Survey Instrument

A questionnaire must be pilot tested before fully launching for survey (Neuman, 2011). The aim of the pilot testing is to improve the questionnaire with respect its clarity, comprehensiveness, and assessment of reliability. The reliability of an instrument is connected with the consistency of responses whereas validity is related with the extent to which its contents are truly representativeness of the variable being measured (Saunders et al., 2012).

Firstly, the researcher got the questionnaire completed by a group of academics in one of the universities included in the sample. A limited set of participants were asked about the clarity of the questions and overall comprehension. Thereafter, a pilot survey was conducted in two of the universities included in the sample to test the reliability and validity of the survey instrument.

A total of 200 questionnaires (100 in each university) were distributed among the faculty. A total of eighty usable questionnaires were got back after about two weeks. Thereafter, the reliability of the items loading on the same construct was also checked through internal consistency. The common way to determine internal consistency is through Cronbach's Alfa (α). Generally, the Alfa value ≤ 0.90 has excellent reliability, ranging between 0.70-0.90 is considered high reliability, ranging 0.50-.70 is taken as moderate reliability, and ≤ 0.50 is thought to have low reliability (Hinton et al., 2004; Hair, Tatham, Anderson, and Black, 2010). The values of mean, standard deviation and variance indicate the sense of relationship between IVs and DVs. The Cronbach's α values for various constructs are given below (Table 4.1).

Table 4.1: Descriptive Statistics & Reliability Analysis

Variables	Mean	Variance	Std. Deviation	No. of Items	Cronbach Alpha
JP	104.87	44.03	6.63	25	.78
EI	63.66	40.88	6.39	15	.85
JS	79.80	79.78	8.93	20	.88
OC	61.18	13.29	3.64	15	.72

Table 4.1 above shows Descriptive Statistics and the Cronbach's Alpha(α) values related to the present study variables (EI, JS, OC, & JP). The α values are in high reliability range (.72 to.88). It shows moderate to high internal consistency among the different study variables in the measuring instrument.

The respondents of the pilot survey reported no difficulties or ambiguities for completing the questionnaires. The results of the pilot survey were satisfactory which encouraged the researcher for undertaking the full-scale survey. The data of all the variables

was obtained through self -report questionnaire simultaneously. Harman's Single factor test was, therefore, conducted in order to check the presence of common method bias (CMB) generated by common method variance (CMV) of the study variables using EFA on SPSS. The results of the Harman's single factor test indicated that a single factor was extracting 37% of the total variance which being far less than 50% did not pose any threat of the CMB. (Podsakoff et al., 2003).

4.2 Collection of Survey Instruments

The completed survey questionnaires were collected through the respective HR departments of the universities after a period of about two months. A total of 480 questionnaires were received back in useable form (response rate 37%) out of which 110 responses were discarded being either incomplete or redundant. Thus, the remaining 370 responses (31%) were used for analysis as per the requisite sample size. The breakdown of the questionnaires distributed, received, and utilized is placed at Appendix C.

4.3 Demographic Characteristic of the Sample

As described in the section 4.3, the sample size chosen for the analysis was 370 university teachers from all categories. After collection of the data, number of teachers falling in various categories of demographic characteristics were worked out for a clear perception of the participants in the sampling frame. The table containing demographic characteristics comprising of gender, age in years, educational level, job status, tenure in the present university, teaching experience and marital status of the participants are placed at Appendix D.

4.4 Normality of Data

Many statistical research methods require normal distribution of the collected data (Kim, 2013). If the data before analysis is not normally distributed, then various data transformation methods may be applied to normalize the distribution of data. Most

commonly, chi-square test or Kolmogorov-Smirnov tests are applied for data normality when the sample size is very large.

Table 4.2 indicates the output of one-sample Kolmogorov-Smirnov (K-S) test. In the present study, the data is large enough hence this test is used for data normality (Cooper, Schindler, and Sun, 2006). The significance or p-values for EI is $p = .17$, JS is $p = .47$, OC is $p=.24$ & JS is $p= .70$. As, all of these values are non-significant due $p> 0.05$, it can be concluded that all the variables have normal distribution of the data. The histograms of the variables indicating normality are placed at Appendix E.

Table 4.2: One-Sample Kolmogorov-Smirnov(K-S) Test

		EI	JS	OC	JP
Normal	Mean	2.43	2.45	3.02	3.48
Parameters	Std. Deviation	1.02	1.29	1.30	1.24
	Absolute	.104	.044	.053	.037
Extreme	Positive	.100	.044	.048	.028
Differences	Negative	-.104	-.035	-.053	-.037
K-S	Z	1.98	.842	1.02	.706
Asymp. Sig. (2-tailed)		.17	.47	.24	.70

4.5 Correlation among the Variables

The correlation represents the association among various variables. It shows that each study variable (EI, JS, OC & JP) is correlated with the other variable which meets the basic assumption and need of the multiple regression.

Table 4.3: Correlation among the Study Variables (*n*=370)

S. No.	Variables	1	2	3	4
1.	JP	1			
2.	EI	$.48^{***}$	1		
3.	JS	$.31^{**}$	$.27^{**}$	1	
4.	OC	$.32^{**}$	$.36^{**}$	$.33^{**}$	1

p*** < .001, p**< .01(two-tailed)

The results of Table 4.3 show strong to moderate linear correlation between the study variables.

- The correlation between EI-JP is r (368)= .48, p***< .001 which means a significant positive linear relationship between the two

- The correlation between JS-JP is r (368)= .31 , p**< .01 which means a significant positive linear relationship between the two.

- The correlation between JS-EI is r (368)= .27 , p**< .01 which means a significant positive linear relationship between the two.

- The correlation between OC-JP is r(368)= .32 , p**< .01 which means a significant positive linear relationship between the two.

- The correlation between OC-EI is r(368)= .36 , p**< .01 which means a significant positive linear relationship between the two.

- The correlation between OC-JS is r(368)= .33 , p**< .01 which means a significant positive linear relationship between the two.

The significant correlation between all the study variables form the base for conducting multiple regression among the study variables.

4.6 Principal Component Analysis (PCA)

Principal Components Analysis (PCA) is a variable-reduction technique that shares many similarities to (EFA) exploratory factor analysis. Its aim is to reduce a larger set of variables into a smaller set of 'artificial' variables, called 'principal components'. Table 4.4 below shows statistics related to Kaiser-Meyer-Olkin (KMO) statistics of sampling adequacy and Barletts test of Sphericity (BTS). The Kaiser-Meyer-Olkin Test of Sampling Adequacy is a measure of the shared variance in the items. A KMO value ranges between 0 and 1. A value near zero indicates inappropriateness of a factor analysis whereas values near one indicate existence of distinct, reliable factors (Kaiser (1974). As the results show values near to one which indicates the suitability of factor analysis for the existing data. Bartlett's test indicates whether the correlation matrix is an identity matrix or otherwise. A significant result shows that R-matrix is not an identity matrix and that factor analysis is appropriate.

Table 4.4: PCA Statistics Results (KMO and BTS)

Variables		Total No of Items	KMO	BTS		
				Approx. Chi-Square	df	Sig.
Measure-1	EQ	12	.96	4503.95	66	<0.05
Measure-2	JS	17	.98	10324.16	136	<0.05
Measure-3	OC	15	.98	15341.49	105	<0.05
Measure-4	JP	23	.97	15009.07	253	<0.05
Overall		67	.97	44983.00	2211	<0.05

p< .05

4.7 PCA-Extraction and Total Variance Explained (TVE)

Table 4.5 below indicates the summarized form of output of the TVE. The table depicts the percentage of four dimensions extracted with Eigen values > 1 one and their link with each linear element before and after extraction/rotation.

Table 4.5: Total Variance Explained (TVE)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	26.69	39.84	39.84	26.69	39.84	39.84	18.44	27.53	27.53
2	13.38	19.97	59.82	13.38	19.97	59.82	14.40	21.49	49.02
3	9.68	14.46	74.28	9.68	14.46	4.28	14.04	20.96	69.99
4	6.09	9.10	83.38	6.09	9.10	83.38	8.97	13.38	83.38

Eigen values linked with each dimension represent the explained variance by the linear dimension and shows Eigen values in percentage of the explained variance. Table shows that four items with eighteen values greater than 1 were accounted for out of 67 total items. Prior to rotation, the first dimension accounted for relatively more variance than the other three (39.84% compared to 19.97, 14.46 and 9.10), but, after extraction, it accounted for only 27.53% of variance as compared to 21.49, 20.96 and 13.38, respectively. The total variance extracted after rotation is 83.38. A complete display of total variance explained by the four components is shown in Appendix G.

The scree plot is used to determine the number of factors to retain in an Exploratory Factor Analysis (EFA) or Principal Components to retain in Principal Component Analysis (PCA). The scree plot graph shown in Figure 4.1 below shows four extracted factors based

on the Eigenvalue against the factor number. It is evident that there are four factors extracted out of the 67 items based on Eigen values greater than 1.
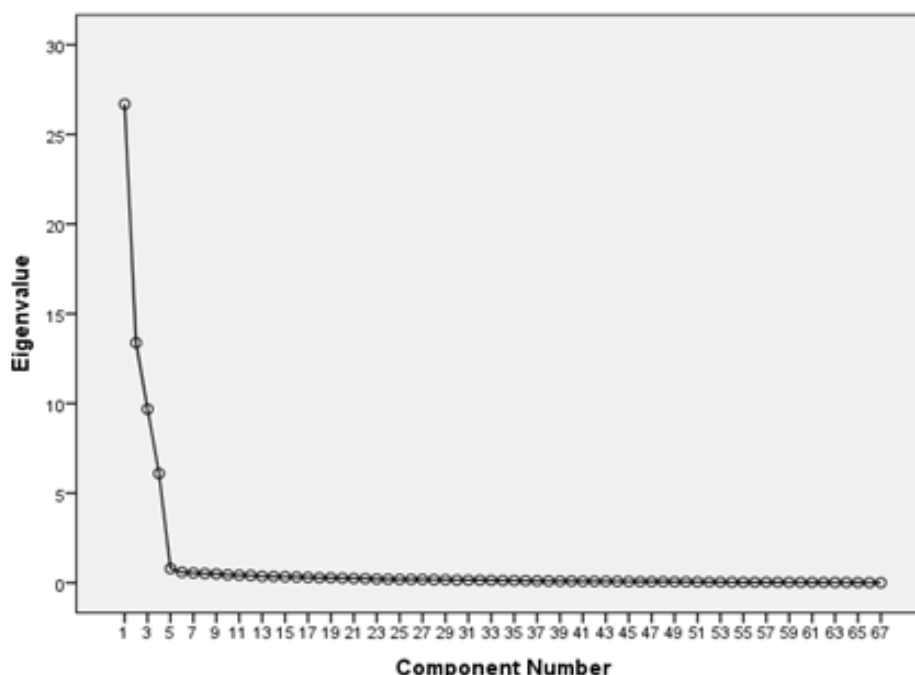
Figure 4.1: Scree Plot Indicating the Four Extracted Factors

4.8 Extraction Values and Rotated Component Matrix

Appendix F shows the commonalities values before and after extraction based on the Principal component analysis (PCA) with the assumption that all variance is common. All commonalities are taken as 1 before extraction. A value under extraction column shows the common variance in the data structure.

Finally, the Rotated Component Matrix is drawn using factor rotation and is recommended in PCA as an essential step (Beavers, et. al., 2013). Rotated component matrix gathers various items under their respective factors with values of factor loading greater than 0.5. (Rummel, 1970). Rotated component matrix is also used to check convergent and discernment validity through the pattern matrix where items of a single constructs are grouped together. The results of PCA assure the existence of good convergent and discernment validity as shown in Appendix G.

4.9 Confirmatory Factor Analysis (CFA)

In addition to the satisfactory results of PCA/EFA, the CFA is also recommended to observe how dimensions of each variable fit the model and to verify their validity. (Holgado et al., 2010). The CFA shows if a specified set of constructs affect responses in a predicted way. In quantitative research, when a researcher wishes to validate a scale with a hypothesized factor structure, CFA is necessary. In CFA, researchers may use goodness of fit indicators to evaluate a model. The recommended fit indexes can be: Non-Normed Fit Index (NNFI), also called Tucker Lewis Index (TLI), the Comparative Fit Index (CFI), and the Root Mean Square Error of Approximation (RMSEA) (Schreiber et al. 2006). Suhr (2006) had suggested different values for the model fit indices. Values for RMSEA < .08, TLI > .90 and CFI > .93) represent an ideal fit (Marsh, 1994). The Chi-Square values (CMIN/df) should be between 1.0 and 5.0 for good fit and anything more than 5.0 indicates a poor fit. Any model with a relative chi-square value less than 2 or 3 is regarded as acceptable if the (Marsh, 1994; Schreiber et al., 2006). The standard for acceptance varies among the researchers, ranging from less than 2 to less than 5 (Schumacker and Lomax, 2004).

In this study, CFA was performed on all the variables to ascertain the structure of factor developed during EFA. The CFA is carried out to know if all the elements load properly on the respective variable and they show a satisfactory fit in the confirmatory model. The baseline four factor model consisting of EQ, JS, OC, and JP indicated an excellent fit with the data (CMIN/DF=2.250, CFI = 0.942, NFI was 0.900, TLI = 0.940 and RMSEA = 0.058). All measures demonstrated no concerns for validity and reliability.

4.10 Reliability, Convergent Validity and Discriminant Validity Analysis

In CFA, there exist some quantities that indicate reliability and validity measures. These include composite reliability (CR), Average Variance extracted (AVE) to check convergent validity, Maximum shared Variance (MSV) to check discriminant validity. For good reliability, the values of CR should be more than 0.7. For convergent validity, the AVE

value should be more than 0.5 and for discriminant validity the values of MSV should be less than AVE and the square root of AVE must be higher than inter-construct correlations. Table 4.6 below shows the values of CR, AVE, and MSV with correlation matrix of the measures JS, EQ, OC, and JP, respectively. Results show that there exists no concern for reliability and validity as all values lie within the acceptable range (Hair, Ringle, and Sarstedt, 2011).

Table 4.6: Reliability, Convergent Validity and Discriminant Validity Analysis

Variable	CR	AVE	MSV
JS	0.98	0.83	0.17
EQ	0.96	0.71	0.21
OC	0.99	0.92	0.02
JP	0.98	0.79	0.21
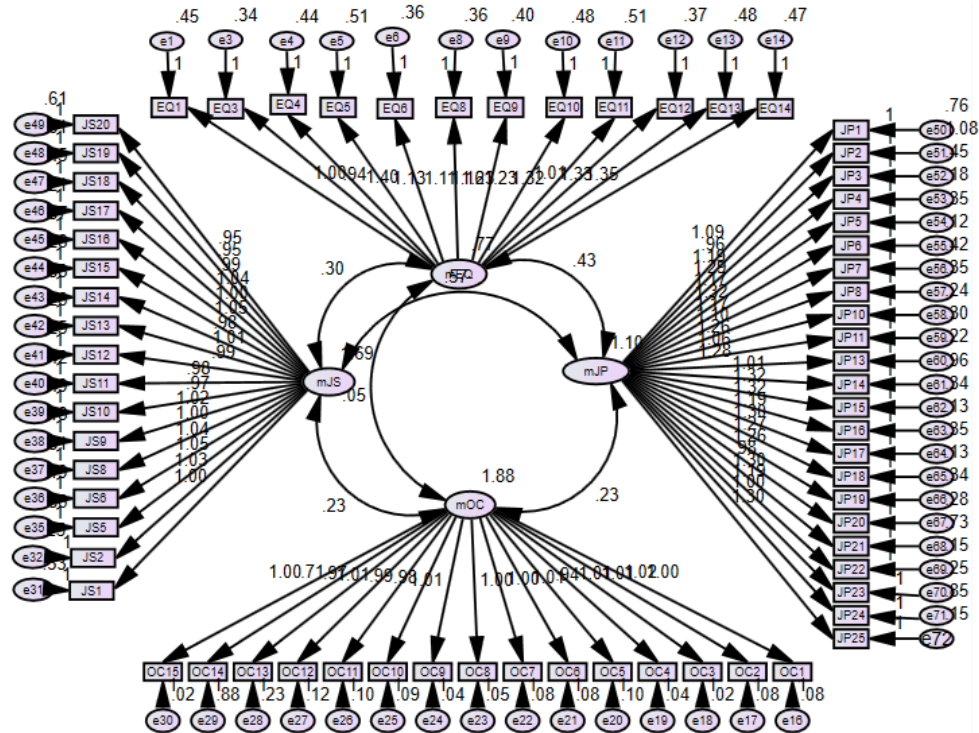
Figure 4.2: Confirmatory Factor Analysis

4.11 Assumptions of Multiple Regression

There are some essential assumptions which must be satisfied prior performing multiple regression statistics. The five assumptions of which are considered as being of primary concern in an investigative study comprise of; normality, linearity, homoscedasticity, independence of errors and collinearity (Fox, 2015; Harrell , 2015). Following paragraphs describe the further details and statistics for these assumptions:

4.11.1 Assumption of Linearity

The assumption of linearity states that the relationships among the dependent and independent variables need to be linear (Osborne and Waters, 2002). Data Linearity is the most vital assumption of linear regression because it directly deals with the bias of the results (Fox, 2015). Data linearity explains the dependent variable such as JP in the current research as a linear function of the independent variable such as EI here.

Table 4.7: ANOVA Test for Linearity (EI-JP)

Dependent variable: JP			Sum of Squares	df	F	Sig.
EI	Between Groups	(Combined)	306.86	26	14.06	.000***
		Linearity	134.88	1	160.71	.000***
		Deviation from Linearity	171.98	25	8.19	.12
	Within Groups		287.87	34		
	Total		594.73	36		

*p***< .001*

The ANOVA test output in Table 4.7 above indicates that the independent variable emotional intelligence (EI) has linear relationship with the dependent variable job performance (JP) as the sig. or p- value for F for deviation from linearity is 0.12 which is greater than .05 levels.

Table 4.8: ANOVA Test for Linearity (JS-JP)

Dependent variable: JP			Sum of Squares	df	F	Sig
JS	Between Groups	(Combined)	184.36	53	2.67	.000***
		Linearity	105.60	1	81.32	.000***
		Deviation from Linearity	78.75	52	1.16	.21
	Within Groups		410.37	31		
	Total		594.73	36		

*p***< .001*

The ANOVA test output in Table 4.8 above indicates that the independent variable Job satisfaction (JS) has linear relationship with the dependent variable job performance (JP) as the sig. or p value for F for deviation from linearity is 0.21 which is greater than .05 level.

Table 4.9: ANOVA Test for Linearity (OC-JP)

Dependent variable: JP			Sum of Sq.	df	F	Sig.
OC	Between Groups	(Combined)	86.99	36	1.58	.020*
		Linearity	13.89	1	9.11	.000***
		Deviation from Linearity	73.10	35	1.37	.080
	Within Groups		507.73	333		
	Total		594.73	369		

p*** <.001, p**< .05

The ANOVA test results in Table 4.9 above indicate that the independent variable OC has linear relation with the dependent variable job performance (JP) as the p -value for F for deviation from linearity is .08 which is greater than .05 levels being non-significant.

4.11.2 Testing for Assumption of Homoscedasticity (Homogeneity of Errors)

The assumption of homoscedasticity (or homogeneity of Errors) means the same variance of errors among all levels of the independent variables (Osborne and Waters, 2002). It is assumed that the errors are split evenly among the variables.

Table 4.10: Breusch-Pagan and Koenker Statistics Analysis

Variable	R^2	beta	S. E	t-value	p-value
JP	.20	1.76	.21	8.33	.000***
EI	.20	.38	.05	6.74	.000***
JS	.20	.23	.04	5.15	.000***
OC	.20	.06	.04	1.39	.000***

p***<.001 (two- tailed)

Table 4.11: Analysis of Variance (ANOVA)

Variable	SS	df	MS	F	Sig.
Model	11	3.0	39	31.0	.00***
Residual	45	362	1.3	.999	.99

p***<.001

Table 4.12: BP and Koenker Test

Variable	R-square	Beta	S. E	t-value	p-value
constant	0.03	0.60	0.30	2.0	.04*
EI	0.03	0.22	.08	2.7	.00***
JS	0.03	-0.18	.06	-2.8	.00***
OC	0.03	.10	.06	1.6	.01**

p***< .001. p**<.01. p *<.05

Table 4.13: BP and Koenker Test

Variable	SS	Df	MS	F	Sig
Model	37.39	3.00	12.46	4.94	.12
Residual	911.97	362.00	2.51	-999.00	-999.00

p > .05 ns

Table 4.14: BP and Koenker Tests

Statistic	LM	Sig
BP	18.69	.10
Koenker	14.41	.13

p > .05 ns

Results of the tables from 4.10 to 4.14 show the statistics for homogeneity of error**.** Null hypothesis is that heteroskedasticity is not there (homoscedasticity). In case, the sig-value is less than 0.05, the null hypothesis is rejected. As the sig. values of BP and Koenker both are greater than 0.05, hence the null hypothesis stands accepted. Therefore, the assumption of homoscedasticity is satisfied. The BP test is a greater sample test and presumes that the residuals are normally distributed (Hill, Griffiths, and Lim, 2014; Zeileis and Hothorn, 2002). The analysis of data homoscedasticity indicates equal variance among EI, JS, and OC. The analysis of homogeneity requires equal variance of error among all the independent variables (Fox, 2015). This means that errors are consistently spread among independent variables. Conversely, the data heteroscedasticity means that the data is not homogeneous, and it can lead to weaken the overall analysis of linear regression (Wooldridge, 2015).

4.11.3 Assumption for Independence of Error

The assumption regarding independence of errors means that the errors are not dependent upon one another which imply that subjects respond independently (Montgomery, 2017). When this assumption is violated, there will be inaccuracy leading to higher risk of Type I error (Chatterjee and Hadi, 2015). In case, data is not drawn independent from the population, this assumption is most likely to be violated. It implies that contradiction of this assumption can underestimate the standard errors and show variables to be significant erroneously. In Multi- Regression, the effect -size of other variables is likely to be

overestimated in case the covariate is measured incorrectly (Osborne and Waters, 2002b). Virtually, the complete effect of co-variate is not removed. Therefore, violation of such assumption may threaten he results their interpretations (Seber and Lee, 2012).

Table 4.15: Durbin Watson (DW) Statistic Analysis

Model	R	R Sq	Adj R Sq	S. E. of the Estimate	Durbin-Watson
1	.37[a]	.13	.13	1.15	1.46

a. Predictors: (Constant), EI   b.   Dependent Variable: JP

The DW test is applied to measure the existence of autocorrelation in the residuals of regression analysis. The autocorrelation means the relationship among values detached from each other by a given time span. The acceptable range for DW test is 1.5 - 2.5, whereas the value in Table 4.15 above is 1.46 (approx. 1.5) which is within acceptable range. Hence, the assumption of independence of errors is satisfied.

4.11.4 Assumption of Normality

The normality assumption assumes that all the variables in a study have normal distributions and that the plot of the residuals will be approximately a bell shaped or normal curve. In linear regression, data normality refers the normal distribution of data around the mean. This assumption indicates that error is distributed normally, and the plot of the residual values will be a normal curve approximately. The assumption of data normality depends upon the form of normal distribution of data and it provides the investigator information about what values to expect (Hill et al., 2014; Wooldridge, 2015). Non-normal distribution of can affect relationship among variables. The assumption of data normality can be measured through Shapiro-Wilk and histograms of the standardized residuals.

Descriptive statistics Table 4.16 is useful to see if the data is distributed normally. Generally, the value of skewness & kurtosis are important because they indicate the normal distribution of data. The value of skewness and value of kurtosis should be closer to zero.

The descriptive show the value of skewness as - 0.215 and value of kurtosis to be 0.374 which are closer to zero. Furthermore, z-value is also important test for normality as z-value is calculated through dividing the skewness value and kurtosis value by the standard error value. If the z-value is between -1.96 to +1.96, it means that data is normally distributed. Z-value of skewness (-.215/.127= -1.69) and the z-value of kurtosis (.374/.254= 1.472) are lesser than (+/- 1.96) which indicates that normal distribution of the data.

The second evidence of normality is through Kolmogorov- Simirnov and Shapiro-Wilk tests. The tests assume the null hypothesis that if the p-value is lesser than the chosen α value then data is not normally distributed. The output have shown that the p-values in KS and SW tests are 0.094 and 0.081 respectively which are more than 0.05 levels thus rejecting the null hypothesis and accepting the alternative hypothesis that data pertaining to the variables ha normal distribution Thus, the assumption of normality of errors is satisfied.

Table 4.16: Descriptive Statistics

		Statistic	Std. Error
Studentized Residual	Mean value	.00	.05
	Median	.01	
	Variance	1.001	
	Std. Deviation	1.00	
	Minimum	-3.16	
	Maximum	2.68	
	Interquartile Range	1.24	
	Skewness	-.21	.12
	Kurtosis	.37	.25

Table 4.17: K-S and S-W Tests for Normality of Data

	Kolmogorov-Smirnov (K-S)			Shapiro-Wilk (S-W)		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.05	368	.09	.99	368	.08

$p > .05$ ns

4.11.5 Assumption of Multicollinearity

The assumption of multicollinearity indicates that independent variable such as EI, JS and OC are not highly correlated to each other. The regression impact of independent to dependent variables is positive if the multicollinearity among these variables is low (Wooldridge, 2015). Multicollinearity happens when independent variables (IVs) are high correlated to other IVs (Hill et al., 2014). The assumption of data multicollinearity is met when an IV is in linear combination with another. The higher level of linear combination can affect the separate effect of one variable to another variable (Chatterjee and Hadi, 2015). Preferably, the independent variables are less correlated to other independent variables and highly correlated with other dependent variables (Hill et al., 2014).

The influence multicollinearity may be measured in combination with the other dimensions of the sample size, R^2, and magnitude of the coefficients (Chatterjee and Hadi, 2015). The correlation matrix for the predictor variables can measure R^2, including variance inflation factors (Wooldridge, 2015). The tolerance analyzes the influence of one IV to other IVs. The variance inflation factors an index of the value that the variance of each regression coefficient is increased over that along with the uncorrelated IVs (Fox, 2015; Wooldridge, 2015). When an IV has higher level of impact with other IV then the value of variance inflation factor (VIF) is large, and assumption of multicollinearity is proved (Chatterjee and Hadi, 2015). Finally, large VIF and a smaller value of 'Tolerance' proves the assumption of multicollinearity.

Table 4.18: Collinearity Analysis

Variables	Std. Error	Beta	t-value	p-value	Tolerance	VIF
(Constant)	.21		8.33	.00		
EI	.05	.32	6.74	.00	.96	1.03
JS	.04	.24	5.15	.00	.96	1.04
OC	.04	.06	1.39	.16	.98	1.01

p***< .005 , p > .05 ns

The IVs should not have high collinearity/correlation among them (Seber and Lee, 2012). For this, the value of collinearity statistics tolerance should be greater than 0.1 and the value of VIF should be less than 10. Table 4.18 shows the tolerance value of EI, JS, OC, and JP as more than 0.1 and VIF values are also less than 10. These values prove the assumption of no or little multicollinearity among the independent variables.

4.12 Testing of Hypotheses using Linear Multiple Regression

A total of nine hypotheses were formed for testing though linear multiple regression. Following sections give the results/ outcome from these tests:

4.12.1 The First Hypothesis

H_1: The Emotional Intelligence (EI) of university teachers has significant positive effect on their Job Performance (JP) in Punjab and Islamabad (Pakistan).

Table 4.19: EI-JP Model

Model	R	R^2	Adjusted R^2	Std. Error
1	.48	.23	.23	1.11

a. Predictors: (Constant): EI   b. Dependent Variable: JP

Table 4.20: ANOVA EI-JP

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	134.88	1	134.88	107.94	.000**
1	Residual	459.85	368	1.25		
	Total	594.73	369			

a. Dependent Variable: JP   b. Predictors: (Constant), EI   p*** is significant < .001

.

Table 4.21: Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.091	.14		14.30	.000**
	EI	.57	.05	.47	10.38	.000**

a. Dependent Variable: JP   p*** is significant < .001.

A linear regression test was performed to observe the influence of EI on the JP of university teachers. Table 4.19, 4.20 and 4.21 (Model Summary, ANOVA, and regression coefficients) show significant results with values: Adjusted R^2 = .23, F (1, 368) =108, p = .00 < .05 It implies that emotional intelligence explains about 23% variance in the job performance. The beta values are also significant as t (368) =10.4, p=.000 being < .05. The hypothesis, therefore, is supported that EI is has a positive and significant relation with JP of university teachers in Pakistan.

The results conform partially with some of the past studies which included: Rangriz and Mehrabi (2010) ; O'Boyle, Humphrey, Pollack and Hawver, (2011); Naseer, Chishti, Rahman, and Jumani (2011); Anari (2012); Shahhosseini, Silong, Ismaill, and Uli (2012); Shamsuddin and Rahman (2014); Joseph, Jin, Newman, and O'Boyle (2015); Dev, Nair, and Dwivedi (2016); and Mahdinezhad, Shahhosseini, Kotamjani, Bing, and Hashim (2017). However, among these studies only one study by Anari (2012) about the teachers's domain and that too at school level.

4.12.2 The Second Hypothesis

H_2: The Emotional Intelligence (EI) of university teachers has significant positive effect on their Job Satisfaction (JS) in Punjab and Islamabad (Pakistan).

Table 4.22 : EI-JS Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.26	.07	.06	1.27	25.72	.000***

a. Dependent Variable: JS   b. Predictors: (Constant), EI, p***<.001

Table 4.23: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	42.05	1	42.05	25.72	.000***
1	Residual	601.50	368	1.63		
	Total	643.55	369			

p***<.001

Table 4.24: Coefficients EI-JS Relationship

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	42.05	1	42.05	25.72	.00
1	Residual	601.50	368	1.63		
	Total	643.55	369			

a.   Predictors: (Constant), EI , b. Dependent variable : JS , p***<.001

A linear regression test was applied to observe the effect of EI on the JS of university teachers. Tables 4.22 to 4.24 (Model Summary, ANOVA and Coefficients) shows significant regression results with values: Adjusted R^2= .06, $F (1, 368)$ =25.7, p = .00 < .05. It implies that emotional intelligence explains about 6.3 % variance in the DV. The beta

coefficient values are also significant as t (368) =10.4 for JS and 5.1 for EI, p=.000 being < .001. The hypothesis, therefore, stands proved.

The results also partially conform to the earlier studies on the subject including: Seyal and Afzaal (2013); Mehta (2014); Alnidawy (2015); El Badawy and Magdy (2015); and Narasimhan (2018). Most of these studies included university teachers as the participants. The results, therefore, validate the hypothesis.

4.12.3 The Third Hypothesis

H 3: The Job Satisfaction (JS) of university teachers has significant positive effect on their Organizational Commitment (OC) in Punjab and Islamabad (Pakistan).

Table 4.25: Model JS-OC

Model	R	R^2	R^2 Change	F Change	df1	df2	Sig. F Change
			Change Statistics				
1	.13	.02	.02	6.00	1	368	.01*

p < .05

Table 4.26: ANOVA

Model		Sum of Sq.	df	Mean Sq.	F	Sig.
	Regression	10.70	1	10.70	6.00	.01
1	Residual	656.14	368	1.78		
	Total	666.84	369			

a. Dependent variable: OC b. Predictor: JS , p*< .05

Table 4.27: Co-efficients OC-JP Relationship

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.70	.14		18.43	.000
	JS	.12	.05	.12	2.45	.01

a. Dependent Variable: OC   b. Predictors: (Constant), JS, p ***< .001, p*< .01

The output in table 4.27 indicate that JS [β = .12, t (368) =2.45, p= .01] has positive and significant relation with OC as the p-value is less than 0.05. It means that JS has significant positive impact upon OC of university teachers in Punjab and Islamabad (Pakistan).

The results conform to the outcome of the earlier studies about the link between JS and OC of employees/ teachers including Suma and Lesha (2013), Coetzee et al. (2014), Nath Gangai and Agrawal (2015) and Wang et al. (2016). The hypothesis, therefore, stands validated.

4.12.4 The Fourth Hypothesis

H₄: The Organizational Commitment (OC) of university teachers has significant positive effect on their Job Performance (JP) in Punjab and Islamabad (Pakistan).

The following Tables (4.28 to 4.30) help explain the results about the hypothesized relation between OC and JP pertaining to the university teachers of Punjab and Islamabad (Pakistan):

Table 4.28: OC-JP Model

| Model | R | R Sq | Change Statistics | | | | |
			R Sq Change	F Change	df1	df2	Sig. F Change
1	.15[a]	.02	.02	8.80	1	368	.003

a. Predictor: OC   b. Dependent Variable: JP, $p^{**} < .01$

Table 4.29: ANOVA

Model		Sum of Sq	df	Mean Sq	F	Sig.
	Regression	13.89	1	13.89	8.80	.003
1	Residual	580.84	368	1.57		
	Total	594.73	369			

a. Dependent Variable: JP b. Predictor: OC, $p^{**} < .01$

Table 4.30: Regression Results (OC-JP*)*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
		B	Std. Error	Beta		
1	(Constant)	3.04	.16		18.93	.000
	OC	.144	.049	.153	2.96	.003

a. Dependent Var: JP   b. Predictor: OC, $p^{***} < .001, p^{**} < .01$

Regression results in tables 4.28 to 4.30 show positive impact of organizational commitment (b= .15, t=2.96, p= .003) on job performance (t=18.930, p= .000). The p- value is < .05 indicating significance of result. It implies that the increased level of OC among teachers leads to positive impact on their JP.

The results not only conforms with but also endorse some of the earlier studies about the positive significant relation between OC and JP. Among these include Fu and Deshpande (2014), Akhtar et.al (2015), Almutairi (2015) and Hafiz (2017).

4.12.5 The Fifth Hypothesis

H $_5$: The Emotional Intelligence (EI) of university teachers has significant positive effect on their Organizational Commitment (OC) in Punjab and Islamabad (Pakistan).

A linear regression test was performed to observe the impact of EI on OC of the university teachers. Tables 4.31 to 4.33 (Model Summary, ANOVA and Coefficients) show significant regression results with values: Adjusted R^2= .061, F (1, 368) = 24.98, $p^{***}< .001$

Table 4.31:Model EI-OC

Model	R	R Sq	Adj R^2	R^2 Change	F Change	df1	df2	Sig. F
1	.25	.06	.06	.06	24.98	1	368	.000

a. Predictors: EI   b. Dependent variable: OC, $p^{***}< .001$

Table 4.32: ANOVA

	Model	Sum of Sq	df	Mean Sq	F	Sig.
	Regression	41.052	1	41.772	24.981	.000
1	Residual	601.077	368	1.607		
	Total	644.749	369			

*p***<.001*

Table 4.33: Regression Results (EI-OC)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.565	.156		10.296	.00
EI	.310	.062	.246	5.020	.00

Dependent Variable: OC   Predictor: EI, *p***< .001*

It implies that emotional intelligence explains about 6.3% of the variance in the OC. The beta value of EI is also significant as $t (368) = .31$, p=.00 being $< .001$. The hypothesis, therefore, finds support that EI has a positive relation with OC of university teachers in Pakistan. The above results are in conformity with and also substantiate a few of the earlier studies about the link between EI and OC as mentioned in section 2.9.3. The latest studies among these include Shafiq and Rana (2016) and Amjad (2018).

4.12.6 The Sixth Hypothesis

H6: The Job Satisfaction (JS) of university teachers has significant positive effect on their Job Performance (JP) in Punjab and Islamabad (Pakistan).

The results of the tables 4.34 to 4.36 (Model Summary, ANOVA and Regression Coefficients) indicate that JS (b= .421, t=8.914, p***= < .001) has positive impact on JP (t=19.621, p***< .001). The p-value being significant implies that teachers who having greater level of JS perform better.

Table 4.34*: Model JS-JP*

Model	R	R Sq	Adjusted R Sq	Change Statistics			
				R Square Change	F Change	df2	Sig. F Change
1	.42	.17	.17	.17	79.45	368	.000

a. Predictors: JS   b. Dependent Var: JP, *p***< .001*

Table 4.35*: Analysis of Variance*

Model		Sum of Sq	df	Mean Sq	F	Sig.
1	Regression	105.60	1	105.60	79.45	.00
	Residual	489.13	368	1.32		
	Total	594.73	369			

a. Dependent Var: JP   b. Predictors: JS,   *p*** < .001*

Table 4.36: Regression (JS-JP)

Model		Unstandardized Coeff		Standardized Coeff	t	Sig.
		B	S.E.	Beta		
1	(Constant)	2.48	.12		19.62	.000
	JS	.405	.04	.42	8.91	.000

a. Dependent Variable: JP b. Independendent Variable: JS, $p^{***} < .001$

The preceding results showing positive relationship between JS-JP substantiate some of the earlier studies like Abdirahman, Najeemdeen, Abidemi, and Ahmad (2018). In view of the above outputs, the sixth hypothesis has found support about the significant relation between JS and JP of the university teachers in Punjab and Islamabad (Pakistan).

4.12.7 The Seventh Hypothesis

H₇: The Job Satisfaction (JS) of university teachers mediates the relationship between their Emotional Intelligence (EI) & Job Performance (JP) in Punjab and Islamabad (Pakistan).

Total, Direct, and Indirect effects of Mediation by JS between EI-JP relationship were estimated by applying the procedure in the following four steps using the SPSS output in Tables 4.37 to 4.43 and Figure 4.3 below (Baron & Kenny, 1986, Haye & Preacher, 2018).

Table 4.37: Model Summary (EI -JP Relationship)

R	R^2	MSE	F	df1	df2	p
.47	.22	1.25	107.94	1.00	368.00	.000***

Independent Variable: EI   Dependent Variable: JP p ***< .001

Table 4.38: Regression Model (EI-JP)

	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
Constant	2.09	.14	14.30	.000***	1.80	2.37
EI	.57	.05	10.38	.000***	.46	.68

Independent Variable: EI   Dependent Variable: JP p *** < .001

Table 4.39: Model Summary (EI-JS Relationship)

R	R^2	S E	F	df1	df2	p
.25	.06	1.6	26	1.00	368.00	.000***

Independent Variable: EI   Dependent Variable: JS p***< .001

Table 4.40: Regression Result (EI-JS Relationship)

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	1.68	.17	10	.000***	1.35	2.01
EI	.51	.06	5	.000***	.19	.44

Independent Variable: EI   Dependent Variable: JS p***<.001

Table 4.41: Model Summary-Regression (EI-JS-JP Relationship)

R	R-square	MSE	F-value	df1	df2	p-value
.26	.06	1.09	87	2.00	367.00	.000***

Table 4.42*:* Mediation Effect in Regression (EI-JS-JP)

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	1.57	.15	10	.000***	1.26	1.87
JS	.55	.04	7	.000***	.22	.39
EI	.29	.05	9	.020*	.36	.58

Dependent variable: JP   *p***< .001 , *p*< .05

Table 4.43: *SOBEL Test*

Effect	S. E	z-value	p-value
.099	.024	4.12	.000***

*p***< .001

Figure 4.3 : JS as Mediator between EI & JP

Step 1: Total Effect

(1) Table 4.37 and Table 4.38 show results for the total effect of regression where EI
     predicts JP of the university teachers (Path c in Fig. 4.3)
   (a) F (1, 368) = 108, p <.001, R^2 = .23
   (b) b =.57, t (368) = 5 , p*** < .001

    It implies that EI predicts JP significantly and explains about 22 % of the variance
in the JP. The total effect is b= .57 termed as c path in Fig 4.3 which is significant as p <
.001. It meets the first requirement of the mediation process.

Step 2

(2) Table 4.39 and Table 4.40 give the regression output for impact of EI predicting JS for
university teachers (Path 'a' in Fig. 4.3)
   (a) F (1, 368) =26, R^2=.07, p***<.001
   (b) b= .51 t (368) =5, p*** < .001

    The above results   imply   that EI predicts JS significantly. It meets the second
requirement of the mediation process.

Step 3 : Indirect & Direct Effects

(3) Table 4.41 & Table 4.42   contain the regression results where EI & JS   collectively predict JP (Fig 4.3).

(a) F (2,367)= 87, p***<.001, R^2 =.06

(b) JS predicts JP (Path b in Fig 4.3)

b=.55, t (368)=7, p***<.001

(c)   EI effect is decreased in predicting JP (Path c in Fig . 4.3).

b=.29, t(368)=9, p*<.05

     This is called Direct effect or average direct effect (ADE). Whereas the product of path a and path b coefficients is known as Average Causal Mediation Effect (ACME) or Indirect Effect. The unstandardadized Indirect effects were determined for each of 1000 bootstrapped samples and the 95% confidence intervals was estimated by determining the indirect effects at the 2.5th and 97.5th percentile. The bootstrapped unstandardized indirect effect was   a*b= .51x.55= .28 , and the 95%   confidence interval ranged from .22 to .39 which did not contain zero value.

(d) The Prop. Mediated= ACME/ Total Effect=   .28/.57=.49. it means that 49% of the effect of EI on JP goes through the JS of university teachers.

(e) Sobel test (Normal theory test)= z score test if c- c′≠0 , z= 4.12,   p***< .001

    Sobel test value being significant also confirms the presence of significant indirect effect which proves mediating effect of JS in EI-JP relationship (Sobel, 1982, Haye, 2018). The above results provide evidence about the partial mediating effect of JS between the relationship of EI & JP of university teachers in (Punjab and Islamabad) Pakistan. The results are similar to only one past study by Khanzada, Naeem and Butt (2018). However, the context and methodology of their study was different.

4.12.8 The Eighth Hypothesis

H_8: The Organizational Commitment (OC) of the university teachers mediates the relationship between their Emotional Intelligence (EI) &Job Performance (JP) in Punjab and Islamabad (Pakistan).

Regression statistics were performed to test this hypothesis for the mediating role of OC between EI and JP by applying Haye's Model 4 (Process Macro). The following tables explain the outcomes of the test.

Table 4.44: Model Summary (EI-OC) Relationship

R	R^2	MSE	F	df1	df2	p
.48	.23	1.250	107.940	1.000	368.000	.000***

*p*** <.001*

Table 4.45: EI -OC Regression Result

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	.86	.17	16.30	.00	2.52	3.21
EI	.45	.16	12.35	.00***	2.34	3.12

Dependent Variable: OC, *p*** <.001*

Table 4.46: Model Summary EI-OC-JP Relationship

R	R^2	MSE	F	df1	df2	p
.49	.24	1.23	59	2	367	.000***

Table 4.46 shows the Model summary of the EI-OC-JP relationship. In this model EI is independent variable, OC is mediating variable and JP is dependent variable. The R^2 output .24 shows that in presence of the OC as mediator between EI-JP, about 24 percent of the variation in job performance of the teachers is explained by the EI & OC in the model. The overall model is significant with F (2,367)= 59, R^2 =.24 , p***<.001

Table 4.47: EI-OC-JP Regression Results

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	1.74	.19	9	.000***	1.36	2.11
OC	.48	.04	3	.005**	.03	.21
EI	.35	.05	10	.03*	.45	.67

*p***< .001, p**< .01, p*< .05,* Dependent variable: JP

Table 4.47 above shows the regression results of the EI-OC-JP mediation model. In this model, OC predicts JP with beta coefficient b=.48, t (368)=3, p**<.01. It shows that after the induction of OC as mediating variable, EI effect is decreased in predicting JP with co-efficient b=.35 , $t(368)$=10, p*(.03) is significant being < .05. This indicates partial mediation by OC.

Table 4.48: Sobel Test for Mediation

Effect	S. E	z-value	p-value
.01	.03	4	.000***

*p***< .001*

Table 4.48 above shows the Sobel test (or normal theory test) z score test where c-c′≠0 , z= 4, p***< .001 to check the mediation effect of the mediator. The Sobel

test named after Sobel (1982) is a specialized t- test which provides a method to find if the reduction in the effect of the independent variable (EI in this case), after including the mediator (OC) in the model, is significant and ,therefore, whether the mediation effect is statistically significant or not.

Sobel test value being significant in this case p***< .001) confirms the significant indirect effect which proves mediating effect of OC in EI-JP relationship.
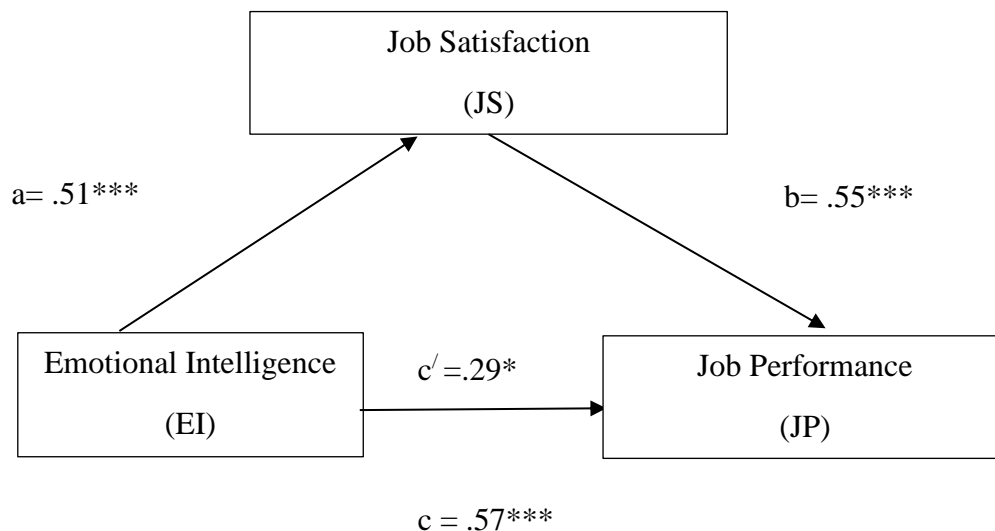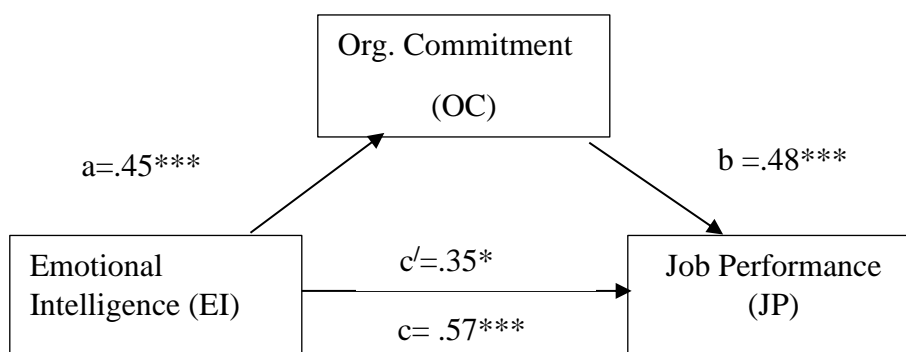

Figure 4.4 : OC as Mediator between EI & JP

Step 1: Total Effect

(1) Table 4.37 and Table 4.38 show results for the <u>total effect</u> of regression where EI predicts JP of the university teachers (Path c in Fig. 4.3)

    (a) $F(1, 368) = 108, p < .001, R^2 = .23$

    (b) $b = .57, t(368) = 5, p*** < .001$

It implies that EI predicts JP significantly and explains about 22 % of the variance in the JP. The total effect is b= .57 termed as c path in Fig 4.4 which is significant as p < .001. It meets the first requirement of the mediation process.

Step 2

(2) Table 4.44 and Table 4.45 give the regression output for impact of EI predicting OC for university teachers (Path 'a' in Fig. 4.4).

(a) $F(1, 368) = 107$, $R^2 = .23$, $p^{***} < .001$

(b) $b = .45$ $t(368) = 12$, $p^{***} < .001$

The above results imply that EI predicts JS significantly. It meets the second requirement of the mediation process.

Step 3 : Indirect & Direct Effects

(3) Table 4.46 & Table 4.47 contain the regression results where EI & OC collectively predict JP (Fig 4.4).

(a) $F(2,367) = 59$, $R^2 = .24$, $p^{***} < .001$

(b) OC predicts JP (Path b in Fig 4.4)

$b = .48$, $t(368) = 3$, $p^{**} < .01$

(c) EI effect is decreased in predicting JP (Path c in Fig. 4.4).

$b = .35$, $t(368) = 10$, p^* is significant being $< .05$ indicates partial mediation

This is called Direct effect or Average Direct Effect (ADE). Whereas the product of path a and path b coefficients is known as Average Causal Mediation Effect (ACME) or Indirect Effect. The unstandardadized Indirect effects were determined for each of 5000 bootstrapped samples and the 95% confidence intervals was estimated by determining the indirect effects at the 2.5^{th} and 97.5^{th} percentile. The bootstrapped unstandardized indirect effect was $a*b = .45 \times .48 = .0.22$, and the 95% confidence interval ranged from .45 to .67 which does not contain zero value indicating significant indirect path.

(e) The Prop. Mediated= ACME/ Total Effect= .22/.57=.39. it means that 39 % of the effect of EI on OC is transferred through the OC of university teachers.

(d) Sobel test (Normal theory test)= z score test if c- c′≠0 , z= 4,   p***< .001

Sobel test value being significant also confirms the presence of significant indirect effect which proves mediating effect of OC in EI-JP relationship (Sobel, 1982, Haye, 2018). The above results provide evidence about the partial mediating effect of OC between the relationship of EI & JP of university teachers in (Punjab and Islamabad) Pakistan.

The hypothesis, therefore, finds support for acceptance that OC partially mediates the relationship between EI and JP of higher education teachers in (Punjab and Islamabad) Pakistan. The results support the study by Ali, Sharjeel, and Beenish (2014) who also reported partial mediation support but to a lessor degree than the present study and that too in a different context.

4.12.9 The Ninth Hypothesis

H$_9$: The Job Satisfaction (JS) & Organizational commitment (OC) of the university teachers mediate sequentially the relationship between their Emotional Intelligence (EI) & Job Performance (JP) in Punjab and Islamabad (Pakistan).

The regression statistics were performed to test this hypothesis for the sequential/ serial total, direct and indirect effects of mediation by JS and OC between EI and JP by applying regression (Baron & Kenny ,1986) as well as Process macro by Preacher & Haye (2018) using their Mediation Model 6. The Tables 4.49 to Table 4.56 give the SPSS statistics output required to prove the serial mediation process.

Table 4.49: Model Summary (EI-JP Relationship)

R	R^2	MSE	F-value	df1	df2	p-value
.476	.227	1.250	107.940	1.000	368.000	.000***

p***<.001

Table 4.50: EI-JP Regression

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	2.09	.14	14.30	.000***	1.80	2.38
EI	.57	.05	10.39	.000***	.47	.68

Dependent Variable: JP   *p****< .001

Table 4.51: EI-JS Relationship

R	**R^2**	MSE	F-value	df1	df2	p-value
.46	.21	1.64	26	1.00	368	.000***

p***< .001

Table 4.52: Model Summary EI-JS

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	1.68	.17	10	.000***	1.35	2.01
EI	.32	.06	5	.000***	.20	.44

Dependent Variable: JS, *p****< .001

Table 4.53*:* EI-JS-OC Model Summary

R	R^2	MSE	F-value	df1	df2	p-value
.45	.20	1.78	13	2.00	367	.000***

*p*****< .001

Table 4.54: EI -JS -OC Regression Effects

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
constant	2.66	.20	13.46	.000***	2.27	3.05
JS	.46	.06	2.26	.000***	.22	.33
EI	.15	.07	.38	.090^{ns}	.31	.46

Dependent Variable: OC,   *p*****< .001, *p* ^{ns}> .05

Table 4.55: EI-JS-OC-JP Relationship Model Summary

R	R^2	MSE	F	df1	df2	p-value
.58	.34	1.09	60.48	3.00	366	.000***

*p*****<.001*

Table 4.56*: EI-JS-OC-JP Regression Statistics

Variable	Co-efficient	S. E	t-value	p-value	LLCI	ULCI
Constant	1.34	.19	7.11	.000***	.97	1.71
JS	.17	.04	6.94	$.080^{ns}$	.21	.38
OC	.48	.04	2.17	.000***	.01	.17
EI	.30	.05	8.87	.030*	.37	.58

Dependent Variable: JP $p^{***}<.001$, $p^* < .05$, $p^{ns} >.05$

Serial Mediation Process

The serial mediation process requires determination of total effect of variable X on Y, total indirect effect (or ACME: Average Causal Mediation Effect) of X on Y through the Mediators , and Direct effect of X on Y when controlled by the Mediators (Haye , 2018). The process for the serial mediation in the present study (Figure 4.5) is as given in the following steps:

(1) Total Direct Effect of EI on JP

Table 4.49 & 4.50 above give the result of regression results where EI predicts JP via path c in the Figure 4.5 above . The overall model is highly significant with $p^{***} < .01$ and $R^2= .23$ and $t (368) =10.4$. It implies that EI and JP are positively correlated, and EI explains about 23% variance in JP and the significant value of beta coefficient in this relationship is c= .57

(2) Total Indirect Effect

Tables 4.51 & 4.52 and Fig. 4.5 indicate the results of EI-JS regression relationship.

The values for F $(1, 368) = 26$ and t $(368)= 5$, $p^{***}< .01$, $R^2= 0.21$, and beta value, $a_1= 0.51$, hence confirming significant positive relationship between the two variables where EI predicts JS. Table 4.54 gives the regression results of EI predicting OC with a significant beta coefficient value as $a_2 = 0.15$ as shown in the path diagram in Fig. 4.5. Similarly, the regression output in Table 4.56 above shows a significant beta value of JS as $b_1=0.17$, whereas the significant beta value in the same table for JS predicting OC is , $a_3= 0.46$, and OC predicting JP has a significant beta value $b_2= 0.48$. The total indirect effect is thus the sum of the three components:

(a) Long way (EI→JS→OC→JP) specific indirect effect of EI on JP through JS & OC which is estimated as product of the three components as $a_1 * a_3 * b_2= 0.51*0.46*0.48=0.11$

(b) Shortcut specific indirect effect (EI→JS→JP) effect of EI on JP through JS only which is estimated as the product of $a_1 * b_1= 0.51*0.17= 0.09$

(c) Shortcut specific indirect effect (EI→OC→JP) of EI on JP through OC only which is estimated as the product of $a_2 * b_2 = 0.15 *0.48= 0.07$

The Total Indirect Effect is thus: $a_1 * a_3 * b_2 + a_1 * b_1 + a_2 * b_2 = 0.11+0.09+0.07= 0.27$

The unstandardadized indirect effects were determined for each of 5000 bootstrapped samples and the 95% confidence intervals was estimated by determining the indirect effects at the 2.5^{th} and 97.5^{th} percentile. The bootstrapped unstandardized indirect effect was 0.27 and the 95% confidence interval ranged from LLCI : 0.35 to ULCI : 0.57 which does not contain zero value thus indicating the significant indirect path.

3) Average Direct Effect of EI on JP

The regression results in Table 4.56 above show the impact of EI on JP with the induction/ control of the mediators JS & OC through regression . It can be observed that the effect of EI is reduced from a highly significant path $c= 0.57$ to a lesser degree significance and effect with a value $c' = 0.30$ and $p^*< .05$ indicating mediation effect of the controlling mediators. It is called Average Direct Effect (ADE). Although, the effect is reduced, but as

it is significant, it indicates high partial mediation by JS and OC between EI-JP relationship pertaining to the university teachers.

(4) The Proportionate Mediated Effect

The Proportionate Mediated Effect= ACME/ Total Effect= 0.27/0.57=0.47, which indicated that about 47%   (almost half) of the effect of EI is on JP passes through the mediators JS & OC.

The above results provide support for acceptance of the hypothesis that JS and OC mediate the relationship between EI and JP of the university teachers . The result conform with only one study found in the literature viz. Shooshtarian et al. (2013) and that too only for correlation among all the four variables. However, the finding about the high partial sequential/ serial mediation of JS & OC in the relationship between EI & JP is a new dimension giving rise to new knowledge. It implies that to enhance the JP of university teachers, they must be trained firstly to develop their emotional intelligence followed by their job satisfaction and commitment towards their organizations.
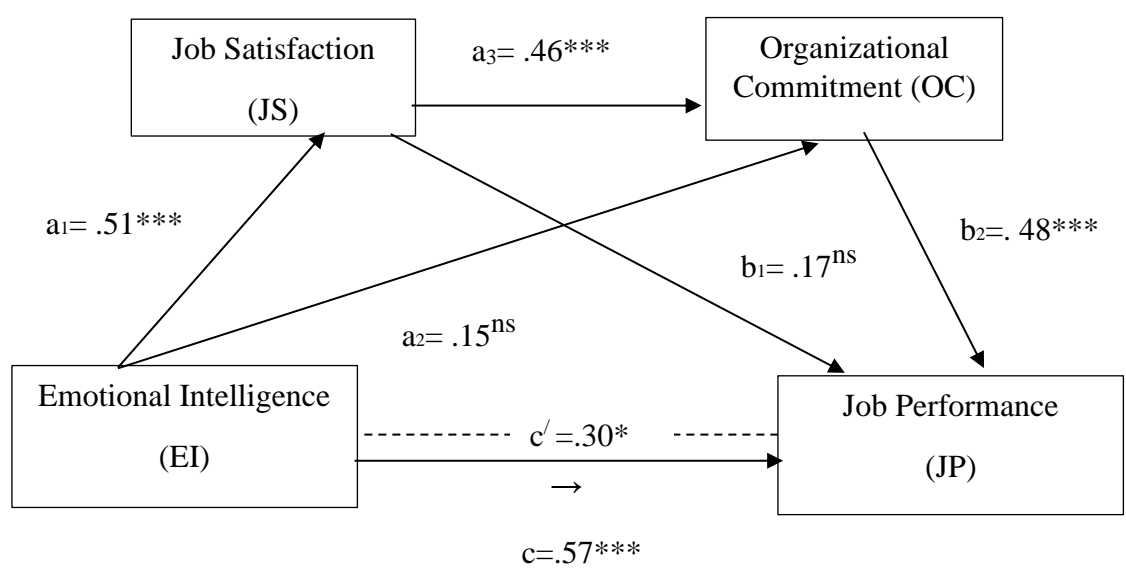
Figure 4.5 : JS & OC as mediators between EI & JP- Serial Mediation

4.13 Hypothesis Testing- Summary

In the previous section, nine hypotheses have been tested by using SPSS 21 version. All the hypotheses have been validated/ proved by support through the significant values of F, t, and p-value statistics in the linear/ multiple regression. The main or key hypothesis regarding in this study was to ascertain the sequential/ serial mediation by JS and OC between the relationship of EI & JP of university teachers in Punjab and Islamabad Pakistan, which has found partial support in the results.

4.14 Effect of Demographics on the JP

Although, the main purpose of the current study was to find the mediating role of JS and OC between EI JP, nevertheless, the effect of demographic characteristics of the participants in the model upon the JP also merits evaluation additionally. The demographics in the present study are age, job status, gender, marital status, education, experience, and tenure of the university teachers in their respective institutions. The impact of the demographic variables was measured while controlling the main variables in study i.e., EI, JS, OC by using 'hierarchical regression' method. The output is in Table 4.57.

Table 4.57: Model Summary of Demographics as Control Variables

Model	R	R^2	S.E.	F Change	df1	df2	Sig. F Change
1	.15[a]	.02	1.26	1.14	7	362	.336[a]
2	.45[b]	.20	1.14	40.46	2	360	.000[b]
3	.59[c]	.35	1.03	82.70	1	359	.000[c]

a. Predictors: (Constant), Marital Status, Gender, Tenure in present university/Institution, Education, Teaching Experience, Age, Job Level, *p> .05 n.s*

b. Predictors: (Constant), Marital Status, Gender, Tenure in present university/Institution, Education, Teaching Experience, Age, Job Level, OC, JS, *p***<.001.*

c. Predictors: (Constant), Marital Status, Gender, Tenure in present university/Institution, Education, Teaching Experience, Age, Job Level, OC, JS, EQ, *p***<.001.*

d. Dependent Variable: JP

Table 4.57 gives the summary results for the impact of demographic variables viz. marital status, gender, tenure in present university/institution, education, teaching Experience, Age, Job Level on job performance when controlled for JS, OC and EI. It can be observed that R-sq values for Model 1 (demographics) is merely .022 and F (7, 362) =.336 being >.05. However, in Model 2 (Demographics, JS, and OC) and Model 3 (Demographics with EQ, JS, and OC), the R-sq values are .201 and .351 respectively with F (2, 360) =.000 and F (1,359) = .000 are significant being <.01. It implies that demographics in the model only explain 2.2% of variance 'Job Performance' (JP) while the JS, OC contributes about 18% and emotional intelligence explains about 15% variance. Hence, there is little impact of demographics towards job performance.

Table 4.58 (ANOVA) also confirms that for demographics F (7, 362) = 1.14 is non-significant with p-value= .336 being > .05, whereas for JS OC the value is F (9, 360) =10 which is significant with p-value being <.01 and for EQ, JS, OC the value is F (10, 359) =19.3 which is also significant with p-value being <.01.

Table 4.58: ANOVA test for Demographics

	Model	Sum of Sqs.	Df	Mean Sq	F-value	p-value
	Regression	12.85	7	1.84	1.14	.336
1	Residual	581.88	362	1.61		
	Total	594.74	369			
	Regression	119.65	9	13.29	10.07	.000[c]
2	Residual	475.08	360	1.32		
	Total	594.73	369			
	Regression	208.60	10	20.86	19.39	.000[d]
3	Residual	386.13	359	1.08		
	Total	594.74	369			

b. Predictors: (Constant), Marital Status, Gender, Tenure in present university/Institution, Education, Teaching Experience, Age, Job Level

c. Predictors: (Constant), Marital Status, Gender, Tenure in present university/Institution, Education, Teaching Experience, Age, Job Level, OC, JS

d. Predictors: (Constant), Marital Status, Gender, Tenure in present university/Institution, Education, Teaching Experience, Age, Job Level, OC, JS, EQ

Table 4.59 indicates the coefficient values of various variables in the hierarchical regression. It can be observed that in all the three models the beta coefficient values pertaining to the demographics (Marital Status, Gender, and Tenure in the present university, Education, Teaching Experience, Age, Job Level) are either negative or very less in magnitude. Moreover, the t- values for these demographics are also non-significant as p-values are >.05. Whereas with addition of JS, OC in the second model and EQ, JS, OC in Model 3, the beta values, and t-values become significant with p-value being <.05 level.

Table 4.59: Regression Statistics of Demographic Variables

Model		Unstandardized Coeff		Standardized Coeff			Collinearity Stat	
		B	S.E	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	3.19	.79		4.02	.00		
	Gender	.12	.15	.04	.80	.42	.904	1.107
	Age	-.02	.12	-.02	-.20	.84	.258	3.873
	Education	-.03	.16	-.02	-.20	.84	.373	2.682
	Job Level	-.08	.18	-.07	-.49	.62	.124	8.034
	Tenure	-.09	.09	-.10	-1.04	.30	.285	3.503
	Experience	.11	.11	.11	1.02	.31	.244	4.103
	Marital Status	-.07	.03	.05	.31	.53	.630	1.586
2	(Constant)	1.28	.76		1.69	.09		
	Gender	-.05	.14	-.02	-.39	.70	.883	1.133
	Age	.05	.11	.04	.43	.67	.257	3.898
	Education	-.12	.14	-.07	-.85	.40	.369	2.706
	Job Level	.15	.16	.12	.89	.37	.121	8.243
	Tenure	-.01	.08	-.01	-.05	.96	.281	3.557
	Experience	.15	.10	.13	1.46	.15	.243	4.113
	Marital Status	.20	.16	.11	1.85	.07	.827	1.594
	mJS	.40	.05	.41	8.39	.00	.926	1.080
	mOC	.10	.05	.10	2.17	.03	.968	1.033
3	(Constant)	.42	.70		.61	.54		
	Gender	.03	.13	.01	.26	.79	.878	1.139
	Age	.07	.10	.06	.74	.46	.256	3.901
	Education	-.18	.13	-.10	-1.42	.16	.368	2.714
	Job Level	.13	.15	.11	.89	.38	.121	8.244
	Tenure	-.05	.07	-.05	-.65	.52	.280	3.572
	Experience	.11	.09	.11	1.23	.22	.243	4.120
	Marital Status	.20	.14	.15	2.801	.01	.823	1.605
	JS	.29	.04	.30	6.470	.00	.858	1.166
	OC	.09	.04	.10	2.207	.03	.968	1.033
	EQ	.50	.054	.41	9.09	.00	.907	1.103

a. Dependent Variable: JP ,   *p***< .001, p**< .01, p*< .05 (Two-tailed)*

4.15 Comparison of Public and Private University Teachers

Additionally, while utilizing the available data, an effort was made to determine and compare the EI, JS, OC, and JP of public and private university teachers. The sample was divided into two equal halves comprising of 175 teachers in each from the private & public sector universities. Thereafter, the means and significance of all variables was found by applying independent samples t-test through SPSS version 21. The outcome of the t-tests for EI, JS, OC and JP are given in the following tables:

Table 4.60: Group Statistics – Emotional Intelligence (EI)

Variable	Uni Status	N	Mean	Std. Deviation	S.E Mean
EI	Public	175	2.5	1.12453	.08501
	Private	175	2.4	1.02608	.07756

Table 4.60 shows the means for the public and private university teachers about their EI. It can be seen that there is very small difference in the means which implies that EI is almost at equivalent level for teachers in both groups. The t-test output in Table 4.64 also depict that p-value for equality of means for teachers' EI in both the sector institutions is not significant. It implies that, virtually, there is no difference in EI of private & public university teachers in Punjab and Islamabad (Pakistan).

Table 4.62 depicts the group stats for JS. A marked difference can be seen between the means of private and public university teachers which is also verified by the significant p- value (.007 < .05) from the results in Table 4.66. The job satisfaction mean value of the private university teachers is larger than the public university teachers which can be, obviously, due to the better job satisfaction factors like job itself, supervision, compensation, recognition, and compensation etc.

Table 4.62: Group Statistics for Job Satisfaction (JS)

	Status of the University/	N	Mean	Std. Deviation	Std. Error Mean
JS	Public	175	2.3	1.26996	.09600
	Private	175	2.7	1.37706	.10410

Table 4.63: Independent t-test for JS

Variable		Levene's Test for Equality of Variances		t-test for Equality of Means		
JS		F	Sig.	t	df	Sig. (2-tailed)
JS	Equal variances assumed	8.355	.004	2.719	348	.007
	Equal variances not assumed			2.719	345.743	.007

p< *.05*

Likewise, Organizational commitment (OC) mean in Table 4.64 is 2.02 for public university teachers and 2.80 for private university teachers. The outcome of the independent sample t-test in Table 4.68 show it as significant with p-value .005 < .05 level. Again, it implies that the OC of private university teachers is greater than the public university teachers due to their job satisfaction (JS) level being higher.

Table 4.64: Group Statistics for organizational Commitment (OC)

variable	Uni Status	N	Mean	Std. Deviation	Std. Error Mean
OC	Public	175	2.02	1.17	.06
	Private	175	2.80	1.48	.14

Table 4.65: Independent t-test for Organizational Commitment (OC)

Variable		Levene's Test for Equality of Variances		t-test for Equality of Means		
OC		F	Sig.	t	df	Sig. (2-tailed)
OC	Equal variances assumed	9.45	.004	2.8	350	.005
	Equal variances not assumed			2.8	345	.005

p< .05

Lastly, Tables 4.66 and 4.67 present the mean and p-value for the significance of job performance (JP) of private & public university teachers. It is evident from the group statistics of the mean JP value of private university teachers is more than the public university teachers and p-value= .002< .05 is also significant. It implies a significant difference in JP of private & public university teachers in Punjab and Islamabad (Pakistan). The output is also supporting our hypotheses as the higher organization commitment of private university teachers also lead to their higher job performance.

Table 4.66: Group Statistics- Job Performance (JP)

	Uni Status	N	Mean	Std. Deviation	Std. Error Mean
JP	Public	175	3.4	1.33	.10
	Private	175	3.8	1.03	.07

Table 4.67: Independent Samples Test- Job Performance (JP)

Variable	Levene's Test for Equality of Variances		t-test for Equality of Means		
JP	F	Sig.	t	df	Sig. (2-tailed)
JP Equal variances assumed	51.248	.00	3.11	348	.002
Equal variances not assumed			3.11	327	.002

p***< .001, p**< .05

4.16 Graphical Comparison of Variables – Public and Private University Teachers

The bar chart in Fig. 4.6 presents a graphical comparison of the aforementioned table values regarding comparison of different variables pertaining to the university teachers in this study. It is clear from the bar chart that although there is not much difference in the EI values of the teachers but there is significant difference in the JS and OC levels which leads towards their increased job performance.
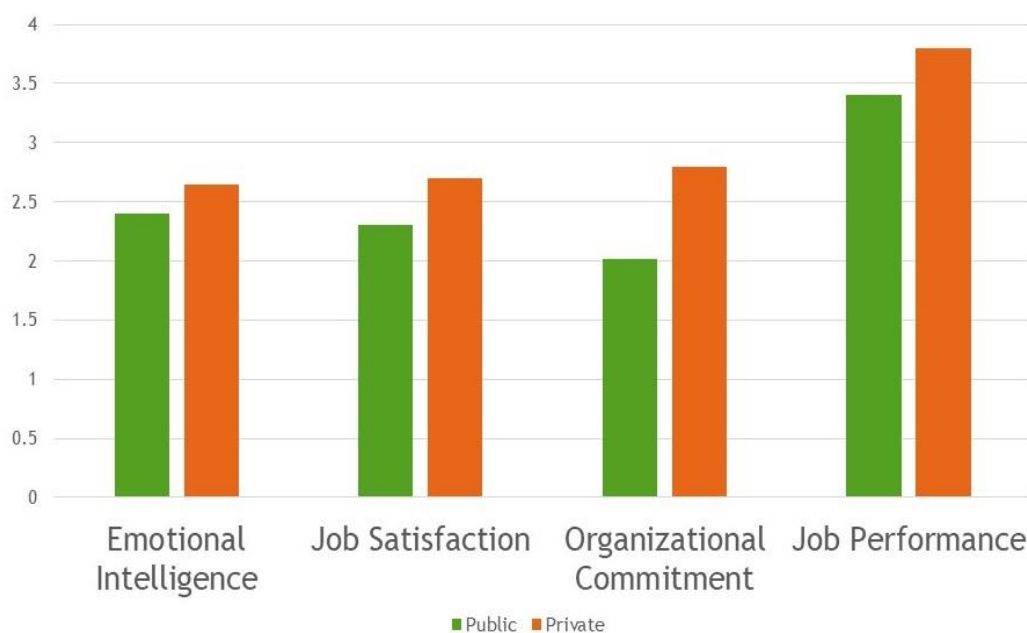
Figure 4.6 : Comparison between EI, JS, OC & JP of Public and Private Uni. Teachers

4.17 Discussion

This section contains discussion/ comments about the hypothesized relations between various variables in the study and their outcome/ results pertaining to various hypotheses as derived from the previous sections.

4.17.1 Emotional Intelligence (EI) – Job Performance (JP) Relationship

A positive relation was hypothesized between EI and JP. As some studies in the past had also attempted to test the same hypothesis in different environments by using different survey instruments, therefore, the current study was required to validate the outcome of past studies in the new settings/ context. The linear regression results of the current study have shown positive & significant link between EI and JP of the university teachers in Punjab/ Islamabad (Pakistan). The results also conform to the outcome of the various past studies as referred in the literature review. The prominent among them include: Rangriz and Mehrabi (2010) , O'Boyle, Humphrey, Pollack and Hawver, (2011), Naseer, Chishti, Rahman, &

Jumani (2011), Anari (2012); Shahhosseini, Silong, Ismaill, & Uli (2012); Shamsuddin & Rahman (2014); Joseph, Jin, Newman, & O'Boyle (2015); Dev, Nair, & Dwivedi (2016); and Mahdinezhad, Shahhosseini, Kotamjani, Bing, & Hashim (2017).

Despite of the fact that the above mentioned studies provide evidence about the positive reationship beween employee EI and JP, their outcome differed widely with respect to the intensity/impact of the relationship due to change of context and difference in population/ sample. The relationship, therefore, was required to be revalidated in the current study's new environments viz. the university teachers of Punjab (Pakistan).

4.17.2 Emotional Intelligence (EI) – Job Satisfaction (JS) Relationship

The present study was also aimed to analyze the link between EI & JS. The results have indicated a positive & significant relation between EI & JS which validates the second hypothesis of the present study. The results also conform to the earlier studies on the subject the latest being among them; El Badawy and Magdy (2015) as well as Narasimhan (2018).

4.17.3 Emotional Intelligence (EI)- Organizational Commitment (OC) Relationship

The present research aimed to find relationship between EI & OC. The findings have proved a positive relation between EI & OC. The results support that EI help increase the employee commitment towards the organization. It implies that the commitment levels of employees are high when higher level management of the organization provides better incentives, supports their decisions, and organize training and development plans for enhancing self-management abilities. Normally employees are less motivated when management does not support them in stressful situations and non-participation in organizational decision making. The employees with higher degree of EI possess the capability to manage self-related processes and procedures, manage their skills in a stressful situation, their level of perception and decision-making skills are very high. These employees are effective in managing their overall work-related activities and their performance gets increased proportionate to the degree of their emotional intelligence traits.

The university teachers are highly qualified individuals and their higher level of EI is a strong predictor of their JS and OC. The third hypothesis is proved on the basis of these outcomes. The results have indicated a positive significant relation between EI & OC. The EI of university teachers also helps increase their OC. The outcome is in conformity with the results of studies by Mohamadkhani & Lalardi (2012), Anari (2012), Alavi et al. (2013), Selamat and Nordin (2014), and Shafiq and Rana (2016) regarding significant and positive relation between EI and OC. The outcome implies that a teacher having higher level of EI remains committed to his/ her job. He/ she is also capable of developing an effective social relationship with others including the skillset to deal with stressful situations.

4.17.4 Job Satisfaction (JS)- Organizational Commitment (OC) Relationship

The present research has found a positive and significant relation between JS and OC. The research has shown that the higher level of JS increases teacher's degree of commitment as compared to less satisfied teachers. It also endorses the findings of Azeem (2010) and Rahim and Malik (2010) who had found that the JS is a basic forecaster of OC. The results of Malik et al. (2010) study also showed that teachers both in public and private university have a high degree job satisfaction with organizational commitment. Malik and Naeem (2011) in their research reported a significant relation between JS and OC of both private and public university teachers.

The results of the present study also support the research outcome by Seibert, Wang, and Courtright (2011) who had found that the positive relation among EI, JS and OC help increase an employee's JP. The findings also conform to the study of Suma and Lesha (2013) who claimed the positive significant relationship between JS and OC.

The results also conform with the findings of Ahmed et al.(2015) who had confirmed the relationship between JS and OC in the banking sector of Pakistan. In the same context, the studies of Wang, Tsai, Lei, and Lai (2016) had also reported that the positive link between JS and OC has a negative impact on the turnover of employees. The employee

turnover is linked with employee dissatisfaction which results in poor JP and job burnouts. The levels of the employees' decision making self-perception, self-expectation and social relationship are affected due to dissatisfaction. These finding of past studies support and justify the outcome of the current research thus confirming a significant and positive link between JS and OC.

4.17.5 Job Satisfaction (JS)- Job Performance (JP) Relationship

The results of the present research have shown a significant positive impact of JS on the JP of university teachers in (Punjab) Pakistan. Although, the overall performance of the teachers is based on many different factors, but the current research has applied one direct predictor viz. EI, and two mediating predictors viz. JS and OC to measure the JP. The past research studies also provide some evidence that EI, JS and OC are very important variables which have a strong positive effect on capacity building and other work-related activities of employees in general and teachers in particular. The greater level of EI among teachers not only leads to their improved performance but also proves much more effective towards achieving high levels of JS and OC. The correlation output in the present study also indicate a significant link between EI, JS, OC JP pertaining to different university teachers in (Punjab) Pakistan. Thereafter, regression analysis has also proved that JS, EI and OC are strong predictors for JP.

The results are also in conformity with the study of Ahmad et al. (2010) who measured the JS and JP of advertising agency employees in Pakistan. Similarly, the results of a study by Berghe and Hyung (2011) proved that JS and JP were have significant positive correlation.

4.17.6 Organizational Commitment (OC)- Job Performance (JP) Relationship

The present resarch output has shown a significant positive link between OC and JP of university teachers in (Punjab) Pakistan. The outcome endorses the earlier study by Meyer (2009), who had found the positive relation between OC and JP. Similarly, the outcome of

the study also conforms to the research by Chae, Choi, Lee and Kim (2009) about the link among JS, OC, and JP, where it was established that JS and OC are both positively linked to JP.

In services related industry, like universities, human capital is considered as the main strength of the organization. Many universities are mainly concerned on how to retain their talent as it creates a strategic impact on the success of their institutions. Moreover, teachers' turnover is a major problem in universities all over the world. The findings of Chae et al. (2009) are also valuable as they deduce that OC, JS, and JP have a negative effect on employee turnover (a dimension of OC). Likewise, the research of Kim et al. (2016) had also concluded that service- related organizations have to develop a well-planned program for enhancing employee's satisfaction and performance. The top-level management should, therefore, focus on how to enhance employee commitment toward organization.

4.17.7 Mediating Role of Job Satisfaction (JS) between Emotional Intelligence (EI) and Job Performance (JP)

The present research has found that JS partially mediates the relation between EI and JP. The study results conform partially to only one past study by Khanzada, Naeem and Butt (2018). However, the context and methodology of their study was different. The findings imply that the teachers with high level of EI can manage their JP and with additional factor of increased JS, the relationships become even stronger. The satisfaction at workplace support the individual to apply new techniques to enhance their work productivity, emotional feeling and thoughts and thus reduces job turnover. The findings show that a strong mediation by the JS helps to increase the level of EI of the teachers. Further, the increased levels of teacher's EI can have positive impact on their JP. The findings are logically and empirically supported by other research studies as well. For instance, Vratskikh, Al-Lozi, and Maqableh (2016) found the positive links among EI-JS, EI- JP, and JS -JP. The research has proven a positive and significant relation between EI and JP including the mediation role of JS between EI and JP. The outcome of the present research also validates these findings.

The present research has shown a positive significant link between EI and JP. It means that the high level of EI is linked to higher degree of JP (Law, Wong, Huang, and Li, 2008). This is a new concept of human resource development management practices. The positive relation between EI and JP gives a clear indication for human resource development professionals because the 'Human Resource Development (HRD)' is mainly concerned with the increase of employee performance (Mayer et al., 1999). Emotional intelligence enhances performance individually, at team level as well as organizational level. Mayer and Cobb (2000) had also found that emotional intelligence enables employees to develop strong social relationship, work productivity and efficiency, self-perception, stress management and self-decision making. Vratskikh et al. (2016) had found the relationship between EI and JS. The results are also in conformity with the findings of the current research. The results also support the findings that that the employees having a higher level of EI can manage their jobs more effectively. Therefore, the academics with high EI can identify different factors and enhance their JS level.

The current study has also found a positive relation between JS and JP. The JS has also been found to mediate the relation between EI and JP. The results are in conformity with a meta-analysis which had found similar results (Woolf, and Hurst, 2009; Joseph and Newman, 2010; Judge Ashkanasy and Humphrey, 2011; Vratskikh et al., 2016). These findings imply that the teachers with high level of EI can perform better as compared to those possessing lower level Moreover, teachers with more EI level are also, generally, more satisfied with their JP.

4.17.8 The Mediating Role of Organizational Commitment (OC) between Emotional Intelligence (EI) and Job Performance (JP)

The outcome of the current study have also indicated that EI , OC and teacher's JP are strongly correlated. These findings are supported by some earlier studies like; Rangriz and Mehrabi (2010), Mohamadkhani and Lalardi (2012); McLemore et al.(2015); and Kumari and Priya (2017). Moreover, the outcome of the present study indicate that OC mediates the relation between EI and JP partially. The results support the study by Ali,

Sharjeel, and Beenish (2014) who also reported partial mediation support but to a lessor degree than the present study and that too in a different context.

Emotional intelligence and its dimensions are very important approaches towards analyzing the employee decision making, social relationship skills, and self-perception, self-expression, and stress management abilities. It describes the employee sentiments and ways of action in the organization. Emotional intelligence comprises the relationship between employee's emotions and gratitude which affects employee job performance through organizational commitment. Hence, teachers with higher level of EI possess the skills to effectively control their emotions and sentiments. Such types of teachers are supposed to have a high level of OC and JP.

The output of the current research indicates that emotionally intelligent employees in general and university teachers in particular perform better and hence help improve overall organizational productivity/ output. The emotionally intelligent teachers may prove as assets of the university and top-level management should prefer hiring the teachers possessing high level of emotional intelligence to attain the competitive edge. Especially, as universities are providing service -related activities, therefore; emotionally intelligent teachers can develop better social relationship with their students and peers by harnessing their emotional sentiments at the workplace. They can also perform better on their jobs with more commitment and satisfaction on account of their high degree of emotional intelligence.

4.17.9 Serial Mediation by Job Satisfaction (JS) & Organizational Commitment (OC) between Emotional Intelligence (EI) and Job Performance (JP)

The current study has used the concept of serial mediation analysis by applying Haye (2013)'s Model 6 (PROCESS Macro). The present study utilizes this model while postulating that both JS and OC serially mediate the relationship between EI and JP. This hypothesis in the present research is an innovative concept whereby a logical serial mediation relationship was conceived taking cue from the past studies. The results of the said hypothesis were divided into three parts; first part has analyzed that EI has a significant

impact on JS. Second part has analyzed that EI has positive significant influence upon OC via JS. Thirdly, JS has positive sequential influence on OC. The results of the present study have supported that both JS and OC mediate the relationship between EI and JP although partially but in a very high proportion.

The researcher in the current study could not find any substantial support in the literature pertaining to the combined serial mediation by JS and OC in the relationship of EI and JP. Moreover, no such study was observed in the domain of Higher Education Sector of Pakistan. Furthermore, most of the available past studies in the literature included relationship between only two or maximum three variables. Hence, studying of the holistic interrelationship among all these variables may be viewed as unique contribution of the present study.

The analysis of the ninth hypothesis results support some of the past study outcomes for the positive and significant relation between JS and EI and also between EI and OC. Finally, the results also endorse a positive relationship between JS and OC. In the modern highly competitive world environment, organizations need highly talented and capable employees who have strong psychological capital and emotional traits, without which the organization would not be able to get a competitive advantage and efficient performance. Many developed organizations in the world are now focusing on their human capital development because innovations in the organization are attained through human capital as compared to technology. The efficient human capital is the main resource of the organizations which is vital towards attainment of a competitive edge in the market. The results show that EI is related to JS and OC in a positive and significant way. The employees having more EI have also positive influence on organization performance (Gholami et al., 2013). This research has also established a positive significant relation between OC and JS. It implies that the employees with increased JS levels show more commitment towards their work and organization. Likewise, the employees who have higher degree of emotional intelligence can appraise and control their emotions effectively. Moreover, they can adjust better with low level employees at the workplace through their emotional abilities. Therefore, the higher-level management of the organizations, universities in particular,

should endeavor to identify the aspects influencing JS and JP at the higher levels as EI, JS and OC are the key variables affecting the JP of the employees.

4.18 Practical Implications

The current study was meant to find the effect of EI on the JP of university teachers in Punjab and Islamabad, Pakistan with a serial mediating role of JS and OC. The present study is considered to be of immense value for top level policy makers in education sector including both private and public universities in the Province of Punjab & Islamabad (Pakistan). The findings of this study provide a source of understanding for the top-level management on how to make teachers more satisfied and committed to their universities to enhance their productivity, efficiency, learning and innovation. As most of the universities in Pakistan are facing the problems like; lack of teacher satisfaction, lower level of OC and high turnover, the current study can help reduce the job turnover , increase JS, OC, and JP of employees in general and university teachers in particular by developing their emotional intelligence (EI) abilities.

The present study results show EI has a significant and positive impact on the JP with the sequential mediation of JS and OC. The concept of emotional intelligence can help increase employee performance in general and university teacher's performance in particular. Present research study has also given new insight which suggests that JS and OC collectively help enhance the level of JP. In the modern competitive environments, many universities have major concerns regarding recruiting the best teachers as they can provide a significant impact and improve on organizational productivity and efficiency. Many universities in Pakistan are now focusing on maintaining a high- level human capital as it boosts up the performance exponentially.

The university academics having a high level of EI can apply their psychological thoughts in a better way. They can also observe students' sentiments or feelings, apply them in their teaching methodologies, and understand their practical importance of thoughts by managing their emotions (Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke, 2007). Teachers with higher EI levels can perform better in their decision making, stress handling,

communication, perceptual thoughts, and workplace behaviors while interacting with their students. They may also find it easier to enhance their satisfaction, commitment and handle sensitive issues as compared to those who have lesser EI level. Additionally, they can utilize their own EI abilities better and know how to enhance their JS, OC for effective job performance (JP).

The productivity and efficiency of a university in accomplishing its success is based on the job performance of its human capital. A university's performance means sum total of the job performances of its entire staff including faculty. The findings of the current study endorse that EI is significantly influential on JP and JS, whereas OC increases the level of JP amongst teachers. Therefore, it is advisable for the top-level management of higher level education to include emotional intelligence as an important component in their recruitment and selection process, trainings and capacity building purpose and couple it with JS and OC to enhance JP of the academics.

The findings of this research have several valuable inferences for improvement in the job performance of the university teachers. Analyzing the different logical theories and empirical results of emotional intelligence can be used in different practices of teacher development such as capacity building, training and development, recruitment, and productivity improvements. Especially, the proper understanding of emotional intelligence (EI) can support the university management towards hiring the teachers possessing high level of EI traits/ abilities that includes mainly four broad aspects: self- awareness, self - management, social- awareness, and relationship management. (Goleman, 1995, 1998, 2020). The emotional intelligence can be applied in forecasting job performance of current teachers as well as for delivering well-developed thoughts due to the effect of JS and OC. A high level of EI can be used for enhancement and management of an effective work relationships among academics (Goodson and Foote, 2015). Emotional intelligence is specifically helpful in the universities teaching environments, when a teacher needs to respond in a delicate situation, control oneself when under stress and also improves a teacher's level of OC, JS, and JP. According to Goleman (2020), EI can also be applied in

stress management, effective relationship, self-management, and social awareness in all types of organizations.

Lastly, it is re-emphasized that emotional intelligence is an essential tool for the university teachers in general and particularly in higher education institutions in Pakistan to enhance teacher's performance levels. The comparison profile/bar chart in Fig.4.6 indicates that the emotional intelligence levels of both public and private university teachers are generally on the lower side (mean value: 2.4). This aspect needs immediate attention for conducting emotional intelligence training of the academics on priority basis. The academic institutions can organize workshops, seminars, lectures on EI in their premises very conveniently. Alternatively, they can hire the services of professional trainers/ coaches to impart training at various levels. EI tests can easily be administered on papers manually or online through the paid professional services. Especially, Emotional Intelligence (EI) tests should be a mandatory prerequisite for hiring/selection of faculty at all levels to ensure induction of high EQ/EI employees. However, emotional intelligence alone is not the answer, it calls for looking into the aspects or measures that can improve job satisfaction (JS) and organizational commitment (OC) of teachers as well which when mixed with EI can boost their performance to the desired level. in the universities.

4.19 Chapter Summary

This chapter has tested the data reliability and validity of the questionnaire (survey instrument) utilized in the current research. The validity of the main study data was confirmed by using PCA and CFA (Principal Factor Analysis and Confirmatory Factor Analysis). Various assumptions for multiple regression were also checked prior testing the various hypotheses. Haye (2013)'s PROCESS Macro was used to confirm the mediating role of JS and OC. All the hypotheses found support through the significant results. It was also found that the demographic variables played little role in this framework when their impact was checked on teachers' performance by controlling the other variables in the study using hierarchical regression. Lastly, the outcome of results was discussed in light of the relevant past studies.

Chapter 5

CONCLUSIONS

This chapter concludes the present study in light of the outcomes/ findings in the preceding chapter. It also includes recommendations for the practitioners in general and higher education policy makers in Pakistan in particular for enhancing university teachers' job performance. Lastly, guidelines for future researchers are also included to carry forward the related research work.

5.1 Outcomes of the Study

The hypotheses testing results in the preceding chapter provide satisfactory answers to all the research questions mentioned in the first chapter of the present study. The study objectives have also been met adequately through finding the nature of relationships among the study variables pertaining to the university teachers. It is, therefore, concluded summarily that there is positive relationship among EI, JS , OC & JP and that JS and OC mediate individually as well as serially in the relationship between EI-JP pertaining to the university teachers in the province of Punjab & Islamabad, Pakistan. The results validate/ conform partially with few past studies as discussed in the preceding chapter. Although a number of past studies were found in the literature indicating relationship between two or among maximum three variables involved in study in different contexts, but the serial mediation hypothesis involving JS & OC in EI-JP relationship is the novelty of the present study contributing to the body of knowledge in the domain of 'Organizational Behaviour'.

A total of nine research questions were developed involving EI and three other major variables viz. JS, OC, and JP; derived from the literature review in the second chapter of the present study. From these research questions, an equal number of hypotheses were formulated for testing the same using appropriate statistical techniques using SPSS & AMOS . The outcome/conclusions of the various hypothesis's tests are summarized in the ensuing paragraphs.

5.2 Conclusions about the Interrelationships among the Study Variables

The present study was mainly focused to determine the influence of EI on JP of university teachers with the serial mediating roles of JS and OC in 20 public and private universities located in the most populated cities of the Punjab province and the capital city of Islamabad in Pakistan. The study has examined the relationships among these important variables; Emotional Intelligence (EI), Job Satisfaction (JS), Organizational Commitment (OC) and Job Performance (JP) in the domain of 'Organizational Behaviour (OB) studies.

Retrospectively, a limited number of past studies available in the literature provided a very feeble evidence about the relationship among these variables. Therefore, being weak & insufficient, it needed to be investigated further by using advanced statistical procedures. Furthermore, little evidence was found in literature review about the integrative serial mediation roles of JS and OC between the relationship of EI & JP of employees in general and university teachers in particular in the cities of Punjab and the capital city of Islamabad in Pakistan. Hence this formulated a study/ research gap in the body of knowledge to undertake the present research work. The ensuing paragraphs outline the concluding thoughts about various study variables derived from the findings of the present study.

5.2.1 Emotional Intelligence(EI) & its Relationships with other Variables

The concept of 'Emotional Intelligence (EI)' pertaining to the sentiments/feelings part of employee behavior has received immense attention among the organizational behavioral scientists since about last two decades. In fact, it has radically changed the earlier concepts of the conventional intelligence or Intelligence Quotient (IQ) about the individual success as it deals with only the cognitive/ mental rational thinking that contributes only 20% towards success in life/goal achievement. On the other hand, emotional intelligence (EI) has about 80% share towards an individual's success in life/ goal achievement (Goleman, 1998, 2020). The emotional intelligence has more than 85% share towards star performance of top leaders. As emotional intelligence is closely associated with an individual's emotions and moods, possessing of the higher degree of EI level can improve

one's ability to explain and predict in a better way. The EI ability/trait can, therefore, play a vital role in many ways including decision -making, recruitment and selection process, employee motivation, leadership roles, customer relationships, conflict and negotiation process, positive job attitudes and to ward off deviant workplace behaviors. (Robbins & Judge , 2019).

Although, the concept of emotional intelligence (EI) is applicable in all walks of life and in all sort of organizations, but in the present study context, EI is considered extremely important for university teachers due to the stressful nature of their jobs involving heavy teaching loads and dealing with young students, at times displaying deviant/volatile behavior. As very few past studies (as referred in chapter 2) indicate existence of positive significant link between Emotional Intelligence (EI) & Job Performance (JP) of employees/ teachers in the organizations/ universities. The same was, therefore, required to be validated in the new environments of the present study.

In light of the outcome of the hypotheses tests in the preceding chapter, the present study has concluded the following relationship of EI with JP, JS, and OC of the university teachers in Punjab and Islamabad (Pakistan):

- The Emotional Intelligence (EI) of university teachers has positive & significant impact on their Job Performance (JP) in the universities of Punjab Province and Islamabad(Pakistan).
- The Emotional Intelligence (EI) of university teachers has positive & significant impact on their Job Satisfaction (JS) in the universities of Punjab Province and Islamabad(Pakistan).

- The Emotional Intelligence (EI) of university teachers has positive & significant impact on their Organization Commitment (OC) in the universities of Punjab Province and Islamabad(Pakistan).

5.2.2 Job Satisfaction (JS) and its Relationship with other Variables

The job satisfaction (JS) of an employee is a positive feeling which is derived overall from an employee's various job facets/characteristics. It may include work-itself, pay, promotion, quality of supervision/ bossing attitude of co-workers and job context/ environments etc. (Robbins, 2019). It is an important and major job attitude which contributes towards work performance of the employees. Several researchers have concluded that job satisfaction, generally, leads to an employee's happiness which is in turn predictor his/ her improved performance. The review of literature reveals that job satisfaction helps enhance employee job performance, customer satisfaction ,organizational citizenship behaviors' (OCBs), reduced turnover, absenteeism, and workplace deviant behaviour (Robbins & Judge, 2019). The landmark theories dealing with job satisfaction (JS) include 'Hierarchy of Needs' theory by Maslow (1954, 1970) ; 'Motivation- Hygiene' theory by Herzberg (1966) and 'the Job Characteristics Model' by Hackman and Oldham (1975).

However, a very limited research was found in literature reporting positive correlation of an employee's JS with other variables in the present study viz. OC, JP and EI. Likewise, insufficient evidence was found in literature about the mediating role of JS between EI & JP. Moreover, a very few available studies included only sample of teachers at lower tiers of educational levels (college, school). Specifically, no study was found focusing on the tertiary or university level of education in Pakistan. The present study has , therefore, filled this important gap by providing evidence by testing the hypotheses related to job satisfaction (JS) as evident in the findings. Following conclusive statements are, therefore, derived about JS from the findings/ discussion in the preceding chapter:

- The job satisfaction (JS) of university teachers has a positive & significant impact on their organization commitment (OC) in universities of the province of Punjab and Islamabad Capital Territory (Pakistan).

- The job satisfaction (JS) of university teachers has a positive & significant impact on their job performance (JP) in universities of the province of Punjab and Islamabad Capital Territory (Pakistan).

- The job satisfaction (JS) of university teachers mediates partially the relationship between their EI & JP in the universities of the province of Punjab and Islamabad Capital Territory in Pakistan.

- The job satisfaction (JS) alongwith Organization Commitment (OC) of the university teachers both mediate partially in series the relationship between EI & JP of the university teachers in the province of Punjab and Islamabad Capital Territory in Pakistan.

5.2.3 Organizational Commitment & its Relationship with other Variables

The organizational commitment (OC) indicates the extent to which an employee identifies with an organization and hence wishes to retain its membership. (Robbins and Judge, 2019). The OC is an important job attitude of an employee in any organization which ensures an employee's continuity as the member of that organization. Moreover, OC is an essential trait for the university academics in order to ensure their continuity and less turn - over, thereby, avoiding academic loss for students and also saving rehiring costs. A number of landmark theories that explain organizational commitment include Becker's (1960) calculative approach, Porter's(1974) Attitudinal Approach, O'Reilly & Chatman's (1986) Model, Lin's(2007) Model and Meyer & Allen's(1991) 'Multi-Dimensional Model'. A number of past studies (as referred in chapter 2) indicate positive relationship of OC with other variables involved in the present study (EI, JS and JP). These limited set of studies had reported a positive correlation of OC with these variables pertaining to the employees from diverse domains , nevertheless, being insufficient and disintegrated research, it was required to be revalidated in the new geographical settings of the present study domain. As the outcomes of the present study in light of the results (chapter 2) have validated the

formulated hypotheses about the relationship of OC with EI, JS and JP leading to following conclusions:

- The organization commitment (OC) of university teachers is predicted positively and significantly by their job satisfaction (JS) in universities of the province of Punjab and Islamabad Capital Territory (Pakistan).

- The organization commitment (OC) of university teachers has a positive & significant impact on their job performance (JP) in universities of the province of Punjab and Islamabad Capital Territory (Pakistan).

- The organization commitment (OC) of university teachers is predicted positively & significantly by their Emotional intelligence (EI) in the universities of the province of Punjab and Islamabad Capital Territory (Pakistan).

- The Organizational Commitment (OC) of the university teachers mediates partially the relationship between EI & JP of the university teachers in the province of Punjab and Capital Territory Islamabad Pakistan.

- The Organizational Commitment (OC) alongwith Job Satisfaction (JS) of the university teachers both mediate partially in series the relationship between EI & JP of the university teachers in the province of Punjab and Capital Territory Islamabad in Pakistan.

5.2.4 Job Performance(JP) and its Relationships with other Variables

Job performance (JP) has been described as the outcome of the total behaviors that an employee can engage on any job in an organization (Fogaca et al., 2018). The JP is an important dependent variable in organizational psychology that has been under study since

long. All organizations endeavor to enhance the JP of their employees up to the optimum level for increasing their organizational productivity.

The study of literature indicates two kinds of employee behaviors that are essential for organizational efficiency: task performance (TP) & contextual performance (CP) (Borman & Motowidlo, 1993). The TP means the attitudes that are involved directly for producing any service or product. These involve activities which provide indirect support for the organization's core technical processes and theses are connected with the formal organization remuneration system (Borman and Motowidlo, 1997). Whereas CP involves individual level efforts which are not connected directly with the job tasks. Nonetheless, these behaviors are also critical as they contribute towards the social & psychological contexts acting as the vital catalyst for the job- related activities (Werner, 2000).

There could be numerous antecedents or independent variables that can contribute towards JP of an individual employee in an organization. The literature has provided some evidence (as referred in the chapter two) about the positive relationship of EI, JS and OC with JP of employees. However, little work was found in literature which focused on the JP of university teachers in Punjab and Islamabad in Pakistan. A high quality of JP is an essentially desired factor from the academics / teachers at higher educational level in a developing/ growing country like Pakistan. Therefore, the current study has focused on the linkage of JP with the major job attitude variables like EI, JS and OC for an employee in general and higher education teachers in particular in Punjab and Islamabad (Pakistan).

Taking cue from the literature review in chapter two of the current study, a number of hypotheses were developed for testing the hypothesized relationships involving JP with other variables EI, JS and OC. The novel relationship among these hypothesized relationships was the sequential/ serial mediation impact of JS and OC in the relationship between EI & JP. The finding/ results of the present study have validated all the aforementioned hypotheses about the job performance thus accepting the following conclusive statements:

- The job performance (JP) of the university teachers is predicted positively & significantly by their emotional intelligence (EI) in Punjab and Islamabad (Pakistan).

- The job performance (JP) of the university teachers is predicted positively & significantly by their Organizational Commitment (OC) in Punjab and Islamabad (Pakistan).

- The job performance (JP) of the university teachers is predicted positively & significantly by their Job Satisfaction (JS) in Punjab and Islamabad (Pakistan).

5.2.5 Impact of Demographics on Job Performance (JP)

The present study population comprised of various demographics (marital status, gender, age, tenure, educational level, and experience) pertaining to the university teachers. Although, initially, the study objectives did not aim to assess the impact of these demographics on their job performance (JP) in the model, however, the overall impact of these demographic factors was gauged using hierarchical regression. The main variables of the study viz. EI, JS and OC were kept as control variables during this process to assess the impact of the demographic variables. The hierarchical regression results revealed that demographics in the model only explain 2.2% of variance in 'Job Performance' (JP) while the Job Satisfaction (JS), Organizational Commitment (OC) contribute about 18% and emotional intelligence (EI) explains about 15% of variance in JP of the university teachers. Hence, it was concluded that there is little impact of demographics on the job performance (JP) of the university teachers in the present study model.

The above findings about the demographic variables are also in conformity with the relevant past studies in the literature (Banjo & Ogunkoya, 2014; Thakur, 2015). According to Robbins and Judge (2013), most research studies report fairly minimal effects of biographical characteristics collectively on job performance. However, these characteristics may affect job performance individually which may be ascertained through a separate study.

5.2.6 Comparison of Job Attitudes between Private and Public University Teachers

As the sample of the present research comprised of 10 public and 10 private sector universities, an attempt was made to compare the mean values of the EI, JS , OC and JP levels of the university teachers using t -tests (independent sample) to measure the difference and its significance. For this purpose, an equal number of university teachers (175 teachers) were included in each group for comparison. In light of the findings in the preceding chapter regarding comparison of private and public sector universities, following conclusions are made:

- There is not significant difference between the Emotional Intelligence (EI) of public and private universities teachers in Punjab and Islamabad.

- The job satisfaction (JS), Organizational commitment (OC) and Job Performance (JP) of the private university teachers is higher than the teachers at public universities in Punjab and Islamabad (Pakistan).

5.3 Implications of the study

The present study has achieved its set objectives and it has also obtained answers to the different research questions for determining the hypothesized relations among the independent variables (EI, JS & OC) and the dependent variable (JP). From the results/ findings, it has been established that EI has significant positive correlation with JS, OC, and JP of university teachers in Punjab and Islamabad (Pakistan).

Furthermore, both JS and OC not only act as the mediators individually but also mediate partially the EI-JP relationship in series. This in fact is the core and novel finding of the present study. It implies that emotionally intelligent employees in general and university teachers in particular should be job satisfied first in order to be committed towards their organizations/universities as an antecedent to quality job performance. The research reveals significance of EI, JS and OC of university teachers to deliver optimum performance.

It also adds to the body of existing knowledge in the field of organizational behaviour. The outcome of the research can help university managements in general and higher educational bodies in Pakistan to focus on their faculty development. The training and awareness for emotional intelligence as well as improvement in working conditions for better job satisfaction can help lead to university teacher's enhanced organizational commitment thus yielding maximum performance. Regarding demographic variables, it is concluded that demographic variables have minimal role in this framework in presence of the dominating job attitude variables viz. EI, JS and OC.

Last but not the least, by looking at the comparison of the study variables between private & public universities in Punjab & Islamabad (Pakistan), it can be deduced that EI, JS, OC and JP of the private university teachers was slightly on the higher side as compared to the teachers at the public universities. This difference was lessor for EI, higher for JS and OC and moderately high for JP. These findings also provide support to the study hypotheses in that the higher EI of teachers leads to their higher JS and OC which in turn increases the teacher's job performance (JP) level.

It is pertinent to mention that the study sample was obtained from the universities located in the most populous province viz. Punjab and the Federal Capital Islamabad of Pakistan. As the population of the Federal Capital Islamabad is representative of all the four provinces of Pakistan, the study results may also be applicable somewhat for other areas of Pakistan.

5.4 Recommendations

Keeping in view the study results, following recommendations are made for consideration and implementation at the appropriate levels in order to enhance the job performance of university teachers in particular and other employees in general:

- The universities/ organizations should accord correct priority for application of the major job attitudes in sequence of emotional intelligence, job satisfaction and

organization commitment to obtain the optimum job performance outcome from their teachers/ employees.

- Possession of adequate requisite emotional intelligence (EI) abilities may be made a pre-requisite for selection of university teachers/ employees at all levels through standard EI tests during their selection/induction process.

- Regular trainings through workshops and seminars may be conducted in the educational institutions to enhance the emotional intelligence (EI) levels of teachers/ employees.
- The job satisfaction (JS) level of the university teachers/ employees may be enhanced by addressing to the various job facets like job itself, quality of supervision, recognition of performance and improving work environments.

- The organizational commitment (OC) of the university teachers may be enhanced by through proper placement, competitive compensation and by developmental opportunities/ incentives to reduce turnover and rehiring costs.

5.6 Future Research Directions

As no research study is ever exhaustive in itself and always opens the doors for further probe/ investigation , the following guidelines are suggested for the future researchers to carry on the research process further:

- Future researchers may work with even larger samples by including more universities from other provinces of Pakistan to enhance the scope of the study.

- The present study is quantitative in nature. Future researchers may endeavor to adopt qualitative or mixed methods approach to substantiate the results/ findings.

- The present study deals with job satisfaction (JS) and organizational commitment (OC) as mediators between the relationship of emotional intelligence and job performance (JP). Future researchers may also like to see the impact of other job attitude variables like job involvement, job empowerment and job engagement of employees on their job performance.

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Appendices

Appendix A: Survey Questionnaire

BAHRIA UNIVERSITY, ISLAMABAD

Questionnaire for Research Survey

Dear Participant,

I am a PhD scholar at Bahria University, Islamabad. This questionnaire is designed to study "**Impact of Emotional Intelligence on Job Performance with Mediating Roles of Job Satisfaction and Organizational Commitment: Evidence from Higher Education Sector of Pakistan**" for my doctoral dissertation. The information you provide will help better understand the set research questions and add to the body of knowledge in the field of organizational behavior in management sciences. I will be highly obliged if you can kindly spare a few minutes from your valuable time for filling up the following questionnaire to help complete the study. It is assured that your responses will be kept strictly CONFIDENTIAL and used only for academic purpose. You are most welcome to contact me on my phone: 0333-5265523, 051-9260002 ext. 296 or email address: cdr_akram@yahoo.com for any query or sharing any information if desired please.

Muhammad Akram

Assistant Professor & Ph.D. Scholar

Bahria University, Islamabad

<u>SECTION 1</u>

<u>Demographics</u>

Please tick (√) the applicable option out of the choices below:

1.   **Gender: (1)** Male (**2**) Female

2.   **Age: (1)**   Below 30 years (**2**) 31-40 years (**3**)   41-50 years (**4**) 51 years and above

3.   **Education: (1)**   Ph. D (**2**) M Phil/ M S (**3**) MBA/ MA/ MSc

4.   Job Level: (1) Professor **(2)**   Associate Professor **(3)** Assistant Professor **(4)** Lecturer

5.   Tenure in the Present University: (1) Less than 3 years (**2)** 3-5 years (**3)** 5- 8 years **(4)** 8- 12 years **(5)**   12-15 years **(6)** 15-20 years **(7)** More than 20 years

6.   Teaching Experience: (**1)** Less than 5 years (**2)** 5-10 years (**3)** 11-15 years (**4)** 16-20 years (**5**) More than 20 years

7.   Marital Status: (1) Married **(2)** Unmarried

8.   University Status: (1) Public (**2)** Private

SECTION-II

The following statements indicate about the way you feel, think or act in your life or organization with respect to your Emotional Intelligence (EQ), Job Satisfaction (JS), Organizational Commitment (OC) and Job Performance (JP) which comprises of Contextual Performance (CP) and Task Performance (TP). Please read carefully and encircle the number which matches your personality as per the scale given below:

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

EQ 1	I respect myself and know my personal strengths and weaknesses.	1	2	3	4	5
EQ 2	I find purpose and enjoyment in my work.	1	2	3	4	5
EQ 3	I understand my emotions and have full control on myself.	1	2	3	4	5
EQ 4	I convey my feelings in a way that is not hurtful to others.	1	2	3	4	5
EQ 5	I use right words at the right time without being offensive.	1	2	3	4	5
EQ 6	I am self-directed and remain unbiased by my emotions.	1	2	3	4	5
EQ 7	I have the capability to build and maintain positive relationships.	1	2	3	4	5
EQ 8	I have the ability to understand and appreciate the way others feel.	1	2	3	4	5
EQ 9	I like to promote the greater good and contribute to society	1	2	3	4	5

EQ 10	I use my emotions effectively to solve problems.	1	2	3	4	5
EQ 11	I am realistic and always see the things as they really are.	1	2	3	4	5
EQ 12	I have self-control to act on my emotions and impulses.	1	2	3	4	5
EQ 13	I can cope with the behaviors in a new situation or change.	1	2	3	4	5
EQ 14	I can cope with and respond effectively to stress and pressure.	1	2	3	4	5
EQ 15	I can remain positive and optimistic despite setbacks.	1	2	3	4	5
JS 1	I am able to keep busy all the time.	1	2	3	4	5
JS 2	I get chance to work alone on the job.	1	2	3	4	5
JS 3	I get chance to do different things from time to time.	1	2	3	4	5
JS 4	I get chance to be somebody in the community.	1	2	3	4	5
JS 5	I like the way my boss handles his/her subordinates.	1	2	3	4	5
JS 6	My superior is competent in making decisions.	1	2	3	4	5
JS 7	I am able to do things that do not go against my conscience	1	2	3	4	5
JS 8	My organization provides me steady employment.	1	2	3	4	5
JS 9	I get chance to do things for other people.	1	2	3	4	5
JS 10	I get chance to tell people what to do.	1	2	3	4	5
JS 11	I get chance to do something that make use of my abilities.	1	2	3	4	5
JS 12	I like the way organizational policies are put into practice.	1	2	3	4	5
JS 13	I am satisfied with pay versus the amount of work I do.	1	2	3	4	5
JS 14	I have the chances for advancement/promotion on this job.	1	2	3	4	5
JS 15	I have freedom to use my own judgment.	1	2	3	4	5
JS 16	I get chances to try my own methods of doing the job.	1	2	3	4	5
JS 17	The working conditions are conducive for the job.	1	2	3	4	5
JS 18	My co-workers get along well with each other.	1	2	3	4	5
JS 19	I am always praised by my superior for doing a good job.	1	2	3	4	5
JS 20	I often get feeling of accomplishment from my job.	1	2	3	4	5

OC 1	I am willing to put in a great deal of effort beyond that normally expected to help this organization be successful.	1	2	3	4	5
OC 2	I talk up this organization to my friends as a great workplace.	1	2	3	4	5
OC 3 (R)	I feel very little loyalty to this organization.	1	2	3	4	5
OC 4	I would accept almost any type of job assignment in order to keep working for this organization.	1	2	3	4	5
OC 5	I see my values and the organization's values are very similar.	1	2	3	4	5
OC 6	I am proud to tell others that I am part of this organization.	1	2	3	4	5
OC 7 (R)	I could just as well be working for a different organization as long as the type of work were similar.	1	2	3	4	5
OC 8	This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5
OC 9 (R)	It would take very little change in my present circumstances to cause me to leave this organization.	1	2	3	4	5
OC10	1 am extremely glad that I chose this organization to work for, over others I was considering at the time I joined.	1	2	3	4	5
OC11(R)	There is not too much to be gained by sticking with this organization indefinitely.	1	2	3	4	5
OC12(R)	I often find it difficult to agree with organization's policies.	1	2	3	4	5
OC 13	I really care about the fate of this organization.	1	2	3	4	5
OC 14	For me this is the best of all organizations I could work for.	1	2	3	4	5
OC15(R)	Deciding to work for this organization was my mistake.	1	2	3	4	5
CPA 1	I help other employees at work when they have been absent.	1	2	3	4	5
CPA 2	I volunteer to do things not formally required by the job.	1	2	3	4	5
CPA 3	I take initiative to orient new employees to the department.	1	2	3	4	5
CPA 4	I help others when their work load increases.	1	2	3	4	5
CPA 5	I assist my superiors in performance of their duties.	1	2	3	4	5
CPA 6	I make innovative suggestions to improve work quality.	1	2	3	4	5
CPA 7	I endeavor to raise the image of my organization.	1	2	3	4	5
CPC 1	I always observe punctuality arriving at work on time.	1	2	3	4	5

CPC 2	I do not take underserved work breaks.	1	2	3	4	5
CPC 3	I exhibit attendance at work beyond the norm.	1	2	3	4	5
CPC 4	I give advance notice if unable to come to work	1	2	3	4	5
CPC5(R)	I spend a great deal of time in personal telephone conversation.	1	2	3	4	5
CPC 6	I do not take unnecessary time off work.	1	2	3	4	5
CPC 7	I do not take extra breaks.	1	2	3	4	5
CPC 8	I do not spend great deal of time in idle conversation.	1	2	3	4	5
TP 1	I achieve the assigned objectives of my job.	1	2	3	4	5
TP 2	I meet criteria for performance.	1	2	3	4	5
TP 3	I demonstrate expertise in all job-related tasks.	1	2	3	4	5
TP 4	I easily adjust to changes in my work	1	2	3	4	5
TP 5	I could manage more responsibility than typically assigned.	1	2	3	4	5
TP 6	I consider myself capable for a higher-level role.	1	2	3	4	5
TP 7	I am competent and can handle tasks with proficiency.	1	2	3	4	5
TP 8	I can perform well by carrying out tasks as expected.	1	2	3	4	5
TP 9	I can plan and organize to meet deadlines of the objectives.	1	2	3	4	5

Thanks for filling up the questionnaire by sparing your valuable time please.

Appendix B: List of Selected Universities and their Status

S. No.	Name of University	Public (Pub.)	Private (Pvt.)
1	BUIC	Pub.	
2	UoP	Pub.	
3	QAU	Pub.	
4	UoL		Pvt.
5	IIUI	Pub.	
6	FAST		Pvt.
7	NUML	Pub.	
8	LUMS		Pvt.
9	FFU		Pvt.
10	COMSATS	Pub.	
11	HAMDARD		Pvt.
12	NUST	Pub.	
13	PRESTON		Pvt.
14	AIR	Pub.	
15	UoFBD		Pub.
16	SZABIST		Pvt.
17	BZ	Pub	
18	UoWAH		Pvt.
19	CUST		Pvt.
20	UoGJT	Pub.	
Total		10	10

Appendix C: Distribution/Receipt of Questionnaire

Name of University	Number distributed	Number Received	Number Used
BUIC	65	32	25
UoL	60	30	22
QAU	80	29	23
IIUI	80	30	22
CUST (MAJU IBD)	60	20	14
COMSATS (IBD)	60	23	18
FAST	60	25	20
NUML	60	25	20
NUST	65	22	17
LUMS	65	27	20
UoP	100	30	25
UoFBD	60	20	15
UoGJT	60	18	14
SZABIST	60	21	15
HAMDARD IBD	60	21	18
FFU	60	23	19
BZ	60	20	15
AIR	65	22	16
PRESTON	60	20	17
UoWah	60	22	15
TOTAL	1300	480	370

Appendix D: Demographic Characteristic of the Sample (*N*=370)

Characteristic	Category	Number	Percentage
Gender	Male	256	69.2
	Female	114	30.8
Age (in years)	Below 30	157	42.4
	31-40	114	30.8
	41-50	44	11.9
	51 and Above	55	14.9
Educational Level	PhD	66	17.8
	M Phil /MS	193	52.2
	MBA/MA/MSc	111	30.0
Job Level (Status)	Professor	38	10.3
	Associate Professor	54	14.6
	Assistant Professor	58	15.7
	Lecturer	220	59.5
Tenure in the Present University	Less than 3 years	165	44.6
	3-5 years	109	29.5
	5-8 years	18	4.9
	8-12 years	28	7.6
	12-15 years	50	13.5
Teaching Experience	Less than 5 years	162	43.8
	5-10 years	104	28.1
	11-15 years	46	12.4
	16-20 years	38	10.3
	More than 20 years	20	5.4
Marital Status	Married	234	63.2
	Unmarried	136	36.8
Number of Teachers from Public and Private Universities	Public	195	52.7
	Private	175	47.3

Appendix E: Histogram (Normality of Data)

Mean = 3.03
Std. Dev. = 1.303
N = 369

NRM_OC

Mean = 3.48
Std. Dev. = 1.245
N = 369

NRM_JP
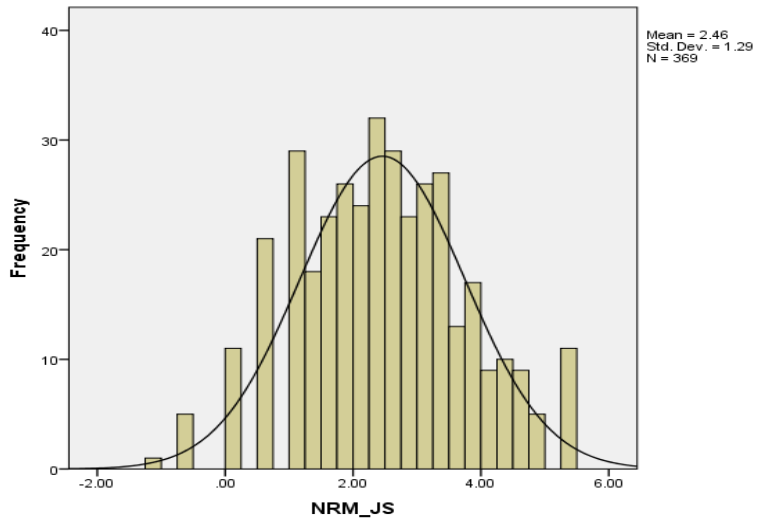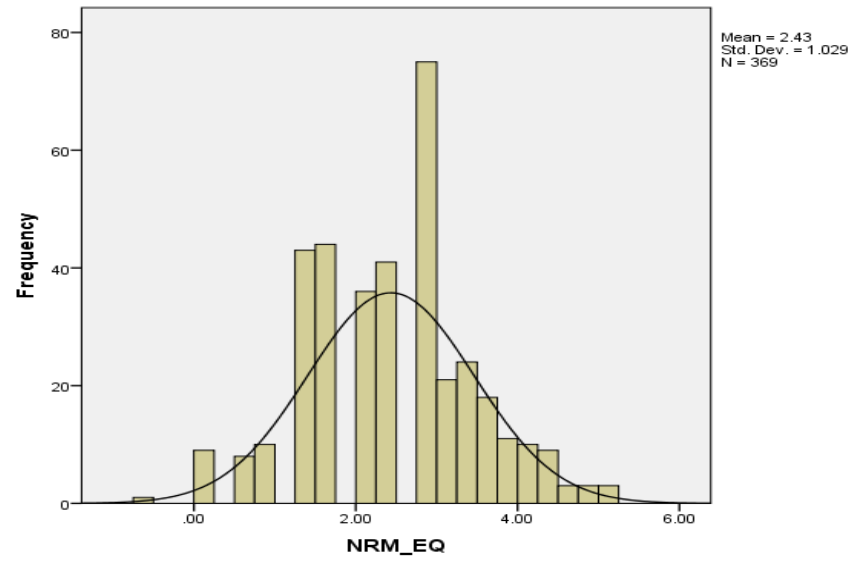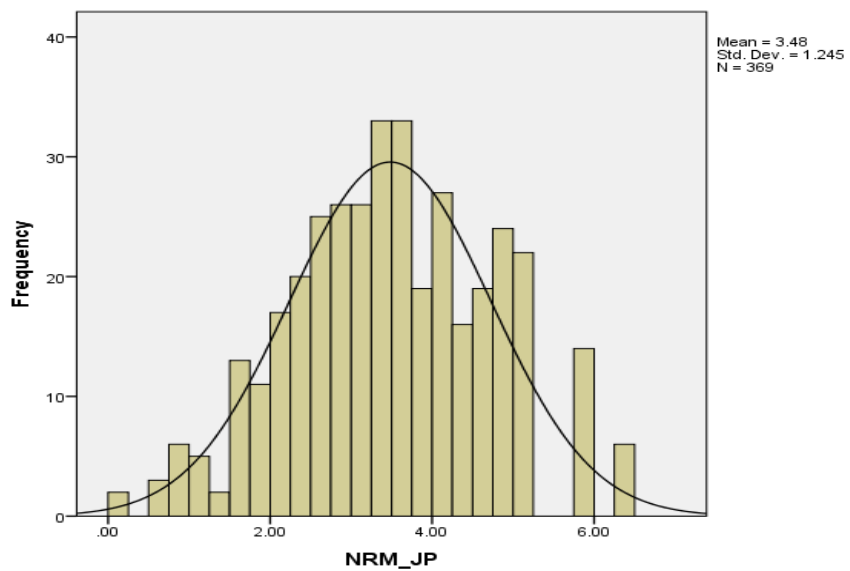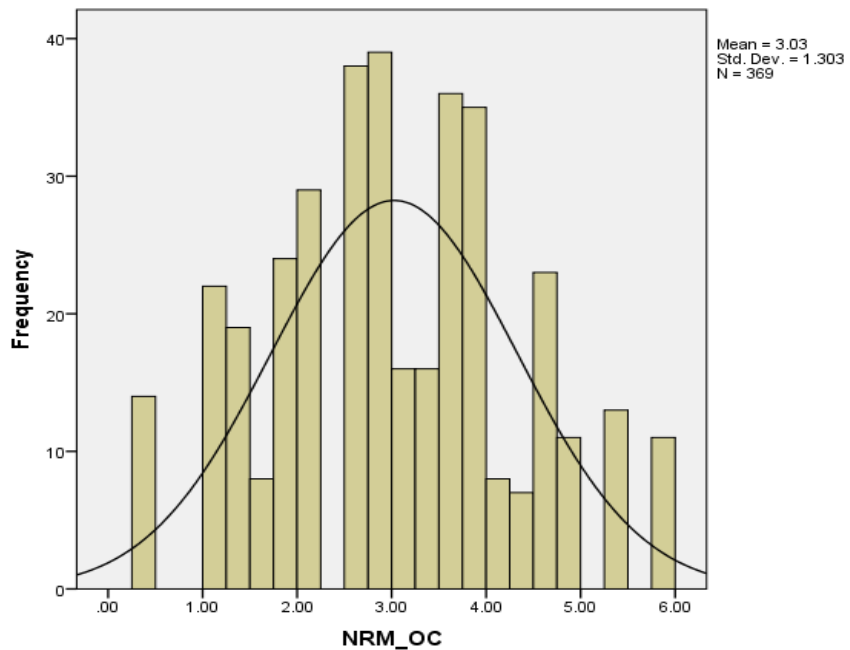
Appendix F: Commonalities and Rotated Component Matrix for CFA

	Communalities		Rotated Component Matrix			
	Initial	Extraction	1(JP)	2 (JS)	3 (OC)	4(EI)
EQ1	1.000	.671				.770
EQ3	1.000	.700				.788
EQ4	1.000	.795				.855
EQ5	1.000	.699				.786
EQ6	1.000	.750				.822
EQ8	1.000	.779				.841
EQ9	1.000	.751				.830
EQ10	1.000	.729				.830
EQ11	1.000	.748				.816
EQ12	1.000	.709				.815
EQ13	1.000	.772				.863
EQ14	1.000	.773				.856
JS1	1.000	.847		.900		
JS2	1.000	.879		.913		
JS5	1.000	.848		.899		
JS6	1.000	.897		.920		
JS8	1.000	.852		.898		
JS9	1.000	.905		.928		
JS10	1.000	.793		.864		
JS11	1.000	.819		.881		
JS12	1.000	.870		.911		
JS13	1.000	.875		.907		
JS14	1.000	.816		.881		
JS15	1.000	.874		.899		
JS16	1.000	.835		.884		
JS17	1.000	.890		.913		
JS18	1.000	.809		.866		
JS19	1.000	.755		.833		
JS20	1.000	.753		.841		
OC1	1.000	.960			.974	
OC2	1.000	.966			.979	
OC3	1.000	.985			.987	
OC4	1.000	.978			.984	
OC5	1.000	.950			.972	
OC6	1.000	.963			.976	
OC7	1.000	.959			.974	
OC8	1.000	.973			.981	
OC9	1.000	.978			.985	
OC10	1.000	.957			.975	
OC11	1.000	.954			.973	
OC12	1.000	.945			.967	
OC13	1.000	.899			.944	
OC14	1.000	.571			.753	
OC15	1.000	.983			.987	
JP1	1.000	.671	.788			
JP2	1.000	.531	.713			
JP3	1.000	.803	.859			
JP4	1.000	.901	.907			
JP5	1.000	.826	.878			
JP6	1.000	.919	.911			

JP7	1.000	.812	.852
JP8	1.000	.820	.874
JP10	1.000	.869	.890
JP11	1.000	.830	.874
JP13	1.000	.885	.895
JP14	1.000	.591	.751
JP15	1.000	.864	.880
JP16	1.000	.918	.915
JP17	1.000	.843	.885
JP18	1.000	.914	.911
JP19	1.000	.863	.894
JP20	1.000	.886	.904
JP21	1.000	.607	.747
JP22	1.000	.911	.915
JP23	1.000	.883	.900
JP24	1.000	.599	.738
JP25	1.000	.905	.909

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Appendix G: Total Variance Explained through PCA/ EF

Total Variance Explained: (Extraction Method: Principal Axis Factoring)

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	28.836	38.449	38.449	28.343	37.791	37.791
2	13.478	17.971	56.419			
3	10.418	13.891	70.310			
4	6.958	9.278	79.588			
5	1.003	1.337	80.925			
6	.926	1.235	82.160			
7	.906	1.207	83.367			
8	.733	.978	84.345			
9	.693	.923	85.268			
10	.622	.829	86.098			
11	.537	.717	86.814			
12	.503	.671	87.485			
13	.478	.638	88.123			
14	.452	.603	88.726			
15	.418	.557	89.283			
16	.408	.544	89.826			
17	.392	.522	90.348			
18	.364	.486	90.834			
19	.333	.444	91.278			
20	.315	.420	91.698			

21	.305	.407	92.106
22	.299	.399	92.504
23	.282	.375	92.880
24	.259	.345	93.225
25	.250	.334	93.559
26	.244	.325	93.884
27	.234	.312	94.196
28	.228	.304	94.500
29	.224	.298	94.798
30	.203	.270	95.068
31	.198	.264	95.332
32	.193	.257	95.589
33	.183	.244	95.833
34	.171	.228	96.061
35	.165	.219	96.280
36	.161	.215	96.495
37	.154	.205	96.700
38	.144	.193	96.893
39	.142	.189	97.082
40	.137	.182	97.265
41	.124	.166	97.430
42	.123	.164	97.594
43	.120	.160	97.755
44	.110	.147	97.901
45	.103	.137	98.038

46	.097	.129	98.167
47	.096	.128	98.295
48	.095	.126	98.421
49	.087	.117	98.537
50	.084	.111	98.649
51	.082	.109	98.757
52	.078	.104	98.861
53	.068	.090	98.951
54	.064	.085	99.037
55	.062	.083	99.120
56	.061	.081	99.201
57	.056	.074	99.275
58	.051	.068	99.343
59	.050	.067	99.410
60	.044	.058	99.468
61	.042	.056	99.524
62	.039	.052	99.576
63	.038	.051	99.627
64	.035	.047	99.674
65	.033	.044	99.718
66	.031	.042	99.760
67	.031	.041	99.801
68	.029	.038	99.839
69	.026	.035	99.874
70	.023	.030	99.904

71	.021	.028	99.932
72	.019	.025	99.957
73	.014	.019	99.976
74	.011	.014	99.990
75	.007	.010	100.000