

A Study on the Impact of Emotional Intelligence on Workplace Behaviour of Education Sector Employees

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ABSTRACT

Historically, emotional factors have been overlooked in intelligence studies. Nonetheless, the relationship between emotions, intelligence, and behaviour has gained attention with the emergence of the concept of emotional intelligence. The prime objective of this study is to understand the effect of emotional intelligence on the workplace behaviour of higher education employees. The study employed quantitative methods and is exploratory and descriptive in nature. The result indicated the impact of emotional intelligence dimensions such as self-emotion appraisal, use of emotion, others' emotions appraisal, regulation of emotions, and emotional labour on task performance, organisational citizenship behaviour, and workplace behaviour using these variables. The findings revealed a strong impact of self-emotion evaluation, an Emotional Intelligence factor for education personnel, on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). The conclusion revealed a considerable impact of others' emotion appraisal, an Emotional Intelligence factor of education sector employees, on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). The results revealed that personnel in the education sector's use of emotion, a characteristic of Emotional Intelligence, had a substantial impact on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour).

Keywords: *Emotional Intelligence, Workplace Behaviour, Self-emotion Appraisal, Use of Emotions, Organizational Citizenship Behaviour.*

INTRODUCTION

The human capacity to articulate emotions and thoughts through words leads to verbal behaviour. Emotions wield a significant influence on an individual's actions at various life stages. Historically, emotional factors have been overlooked in intelligence studies. Nonetheless, the relationship between emotions, intelligence, and behaviour has gained attention with the emergence of the concept of emotional intelligence.

Emotional intelligence (EI) has been defined as a multifaceted concept, as outlined by **(Goleman, 1995, 1998)**, **(Salovey & Mayer, 1990)**. According to this conceptualization, EI encompasses various abilities, including the capacity to self-motivate and persevere in the face of obstacles, the ability to manage impulses and delay gratification, the skill to regulate one's emotional state to prevent it from interfering with rational thinking, the aptitude for empathizing with others, and the capacity for fostering hope. Further investigation in this field has revealed that individuals with high emotional intelligence tend to excel in two essential domains within the framework of emotional competence: "personal competence," which involves self-awareness (recognizing internal states, preferences, resources, and inhibitions), self-regulation (managing internal states, impulses, and resources), and motivation (traits that facilitate goal achievement); and "social competence," which encompasses empathy (understanding others' emotions) and a range of skills necessary for influencing, communicating, leading, developing others, managing conflicts, promoting teamwork, or catalysing change. Consequently, emotional intelligence is composed of a collection of skills that can be enhanced through education.

Emotional Intelligence finds its roots in the concept of "social intelligence," originally identified by **(Thorndike, 1920)**, who defined social intelligence as "the capability to comprehend and effectively interact with people of all ages—acting wisely in human relationships." Building on this notion, **(Thorndike, 1920)** included social intelligence as one of the seven intelligence domains in their theory of multiple intelligences. According to **(Gardner, 1993)**, social intelligence encompasses both interpersonal and intrapersonal intelligences. Intrapersonal intelligence involves one's ability to understand and manage oneself, including the capacity to symbolize complex and nuanced emotions. Conversely, interpersonal intelligence pertains to one's skill in dealing with others, including the ability to observe and distinguish among individuals, especially in terms of their moods, temperaments, motivations, and intentions.

(**Salovey & Mayer, 1990**) were among the pioneers to coin the term "emotional intelligence" to describe individuals' ability to handle their emotions. They defined emotional intelligence as "the subset of social intelligence that entails monitoring one's own and others' emotions, discriminating among them, and using this information to guide one's thinking and actions." Goleman adopted Salovey and Mayer's definition and proposed that emotional intelligence encompasses skills categorized as self-awareness, emotional management, self-motivation, empathy, and relationship management.

(**Mayer & Salovey, 1997**) defined Emotional Intelligence (EI) as a cluster of interconnected skills related to "the capacity to accurately perceive, assess, and express emotions; the ability to access and generate emotions when they aid in reasoning; the capability to comprehend emotions and emotional knowledge; and the aptitude to regulate emotions to foster emotional and intellectual development."

LITERATURE REVIEW

There has been quite much scepticism and disagreement around the concept of Emotional Intelligence. (**Cherniss, 2010**) proposed to distinguish between the models and definitions of Emotional Intelligence and then approve a single definition on which the major theorists would also agree. He further proposed to differentiate between EI and the associated concept of Emotional and Social Competence (ESC) more clearly.

In their manuscript, (**Fernández-Berrocal, & Extremera, 2006**) have given a theoretical and empirical review of the initial 15 years of the history of EI. Firstly, the major interest in this concept is highlighted through qualitative and quantitative indexes. Then, the contemporary theoretical models of EI: the mental ability model; Goleman's model of EI and the Bar-On Model of Emotional-Social Intelligence are thoroughly described. (**Mayer, Caruso, Salovey, 2016**) revisited the theoretical facets of their ability model of emotional intelligence, renovated the model to enhance its usefulness and evaluate its inferences.

(**Wong & Law, 2002**) provided exploratory revelations for the effects of the EI of both leaders and followers on job related outcomes. Applying Gross' emotion regulation model, they argue that the EI of leaders and followers should have positive effects on job performance and attitudes. They also argued that the emotional labour of the job interferes with the relationship of EI–job outcome. The results of this study suggested that the EI of followers has an impact on job

performance and job satisfaction, while the EI of leaders influences their satisfaction and extra-role behaviour.

(**Lubbadeh, 2020**) discussed the relationship between emotional intelligence (EQ) and leadership with the help of a literature synthesis. Their paper covered the grey shade of emotional intelligence, the negative attributes of emotional intelligence. This paper also presented an outline of concepts related to emotional intelligence and leadership, and reiterated the three primary factors of emotional intelligence, their enhancement to the theory. (**Turner & Stough, 2019**), in their structured literature review proposed a need for methodological morphosis in this field and that the focus of future researches should be on qualitative techniques which will be helpful in a better understanding of Emotional Intelligence in the context of Pre- Service Teachers. (**Landy, 2005**), in his paper, tried to discover the historical base of social intelligence and the present scientific reputation of emotional intelligence. Emotional Intelligence, as a concept was found to be more related with work related stress and was substantially away from the typical scientific interests.

(**Sen, 2012**) elaborated the interconnection between the Emotional Intelligence Practices and the concepts of Spirituality and Dharma. This article emphasized on the necessity of Spirituality, different stages in which compassion develops and how naturally does an individual achieves excellence, while correlating it with the concept of Emotional Intelligence, also focusing on the areas of human brain actively involved in Social Intelligence. The study by (**Gong, Chen and Wang, 2019**) propose that the Emotional Intelligence of employees is positively correlated with their Job performance and Psychological Capital and the same has a negative correlation with Job burnout. Second, Psychological Capital is a negative predictor of Job Burnout but a positive predictor of Job Performance. Third, Psychological Capital has a mediating impact on the association of Emotional Intelligence with Job Performance and burnout.

(**Issah, 2018**) identified the contribution of Emotional Intelligence in forebringing change in the organization. His article suggested the contribution of Emotional Intelligence in changing leadership styles, building an effective team to initiate change and to cope up with resistance towards change. The study by (**D'souza and Farooqui, 2020**) comprehended the role of Emotional Intelligence in increasing the corporate social responsibility of employees.

Workplace Behaviour

The study by **(Pradhan and Jena, 2017)** examined the associated areas for outspreading the employee performance as a key focus area for developing Human resource effectiveness. Grounded on theoretical frameworks of resource-based philosophy, dynamic competences, and behavioural outlook on human resource management, **(Khatri et al., 2016)** established a multidimensional concept of human resource (HR) capabilities and confirmed its affiliation with quality of patient care by means of a nationwide sample of U.S. hospitals. **(Brief and Weiss, 2002)** studied that the learning of affect in the workplace began and surged in the 1930s, with the eras that trailed up to the 1990s not being particularly fruitful. Recent research has engrossed on the creation of moods and emotions at work, with a stress, at least theoretically, on traumatic events, leaders, work clusters, physical surroundings, and recompenses/penalty **(Sharma and Jain, 2014)** argued that despite of good research by researchers a scale on OCB for industrial sector precisely framed for medium scale industries was missing. Their study intended to fill this gap. **(Koopmans et al., 2012)** exhibited that using Rasch analysis; a general and short survey can be used to evaluate individual work performance. The objective of the study was to develop a general and short questionnaire to measure work performance at the specific level – the Individual Work Performance Questionnaire (IWPQ).

RESEARCH METHODOLOGY

This section outlines the research methodology adopted for the study undertaken to accomplish the research objectives. The prime objective of this study is to understand the effect of emotional intelligence on the workplace behaviour of higher education employees. The study employed quantitative methods and is exploratory and descriptive in nature. Exploratory and Descriptive research methodology was used in this study to identify the Emotional Intelligence and Social intelligence of a sample of education sector employees. The participants belonged to the North, East, West, South and Central Zones of India. While Exploratory research helped to understand the concept of the study and formulating the problem. Disproportionate Stratified Sampling was used to obtain precise estimates of the categories and differences between them. The study collected total 830 responses, out of which 806 responses were finalized and 24 responses were discarded due to incompleteness/irrelevance and international responses were not included.

To carry out this research, an adaptation of the following scales has been used:

Emotional Intelligence Scale by Wong and Law (2002)

Emotional Intelligence Scale by Hyde, Pethe & Dhar (2002)

WORKPLACE BEHAVIOR- Workplace behaviour was studied by appropriately modifying the following scales:

- Individual Work Performance Questionnaire (IWPQ) by Koopmans, Bernaards et al, 2001)
- Organizational Citizenship Behaviour Scale developed by Dr. Vivek Sharma and Dr. Sangeeta Jain (2014)
- Workplace Behaviour Scale (WBS) of Bennett and Robinson (2000)

DATA ANALYSIS

Data Analysis was completed with the help of Statistical Package for Social Sciences (SPSS) 23.0.

Objective: To analyse the impact of Emotional Intelligence (EI) on workplace behaviour of Education sector employees.

Under this objective **Linear Regression** was used in analysing the impact of EI on workplace behaviour (EI is Independent variable and WPB is Dependent variable). This test is applied to examine the impact of independent variables self-emotion appraisal, others’ emotion appraisal, use of emotion and regulation of emotion (dimensions of emotional intelligence) and workplace behaviour comprised of task performance and organizational citizenship behaviour. **12 hypotheses were tested under this objective.**

H₀₁: There is no significant impact of self-emotion appraisal, a dimension of emotional intelligence on task performance of education sector employees.

H_{a1}: There is a significant impact of self-emotion appraisal, a dimension of emotional intelligence on task performance of education sector employees.

Table 1.1.1: Model Summary^b

Simple linear regression output between self-emotion appraisal and task performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.575 ^a	.331	.330	.56049	.331	397.504	1	804	.000

a. Predictors: (Constant), self-emotion appraisal

b. Dependent Variable: task performance

As shown in table 1.1.1, the degree of variance and association between self-emotion appraisal, a dimension of emotional intelligence and task performance indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.575, evaluating this value shows a good degree of association between self-emotion appraisal, a dimension of emotional intelligence and task performance. Moreover, the degree of interpretation $R^2 = 0.331$ shows that 33.1% of the variation in task performance is explained by the impact of independent variable.

H₀₂: There is no significant impact of others' emotion appraisal, a dimension of emotional intelligence on task performance of education sector employees.

H_{a2}: There is a significant impact of others' emotion appraisal, a dimension of emotional intelligence on task performance of education sector employees.

Table 1.2.1: Model Summary^b

Simple linear regression output between others' emotion appraisal and task performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.565 ^a	.320	.319	.56518	.320	377.670	1	804	.000

a. Predictors: (Constant), others' emotion appraisal

b. Dependent Variable: task performance

As shown in table 1.2.1, the degree of variance and association between others' emotion appraisal, a dimension of emotional intelligence and task performance indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.565, evaluating this value shows a good degree of association between others' emotion appraisal, a dimension of emotional intelligence and task performance. Moreover, the degree of interpretation $R^2 = 0.320$ shows that 32% of the variation in task performance is explained by the impact of independent variable.

H₀₃: There is no significant impact of use of emotion, a dimension of emotional intelligence on task performance of education sector employees.

H_{a3}: There is a significant impact of use of emotion, a dimension of emotional intelligence on task performance of education sector employees.

Table 1.3.1: Model Summary^b**Simple linear regression output between use of emotion and task performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.623 ^a	.388	.387	.53605	.388	509.572	1	804	.000

a. Predictors: (Constant), use of emotion

b. Dependent Variable: task performance

As shown in table 1.3.1, the degree of variance and association between use of emotion, a dimension of emotional intelligence and task performance indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.623, evaluating this value shows a good degree of association between use of emotion, a dimension of emotional intelligence and task performance. Moreover, the degree of interpretation $R^2 = 0.388$ shows that 38.8% of the variation in task performance is explained by the impact of independent variable.

H₀₄: There is no significant impact of regulation of emotion, a dimension of emotional intelligence on task performance of education sector employees.

H_{a4}: There is a significant impact of regulation of emotion, a dimension of emotional intelligence on task performance of education sector employees.

Table 1.4.1: Model Summary^b**Simple linear regression output between regulation of emotion and task performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.553 ^a	.306	.305	.57092	.306	354.011	1	804	.000

a. Predictors: (Constant), regulation of emotion

b. Dependent Variable: task performance

As shown in table 1.4.1, the degree of variance and association between regulation of emotion, a dimension of emotional intelligence and task performance indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.553, evaluating this value shows a good degree of association between regulation of emotion, a dimension of emotional intelligence and task performance. Moreover, the degree of interpretation $R^2 = 0.306$ shows that 30.6% of the variation in task performance is explained by the impact of independent variable.

H₀₅: There is no significant impact of self-emotion appraisal, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

H_{a5}: There is a significant impact of self-emotion appraisal, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

Table 1.5.1: Model Summary^b

Simple linear regression output between self-emotion appraisal and organizational citizenship behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.622 ^a	.386	.386	.47272	.386	506.467	1	804	.000

a. Predictors: (Constant), self-emotion appraisal

b. Dependent Variable: organizational citizenship behaviour

As shown in table 1.5.1, the degree of variance and association between self-emotion appraisal, a dimension of emotional intelligence and organizational citizenship behaviour indicates the output of regression model summary. It is found that correlation coefficient (R) = 0.622, evaluating this value shows a good degree of association between self-emotion appraisal, a dimension of emotional intelligence and organizational citizenship behaviour. Moreover, the degree of interpretation $R^2 = 0.386$ shows that 38.6% of the variation in task performance is explained by the impact of independent variable.

H₀₆: There is no significant impact of others' emotion appraisal, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

H_{a6}: There is a significant impact of others' emotion appraisal, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

Table 1.6.1: Model Summary^b

Simple linear regression output between others' emotion appraisal and organizational citizenship behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.577 ^a	.333	.333	.49275	.333	402.069	1	804	.000

a. Predictors: (Constant), others' emotion appraisal

b. Dependent Variable: organizational citizenship behaviour

As shown in table 1.6.1, the degree of variance and association between others' emotion appraisal, a dimension of emotional intelligence and organizational citizenship behaviour indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.577, evaluating this value shows a good degree of association between others' emotion appraisal, a dimension of emotional intelligence and organizational citizenship behaviour. Moreover, the degree of interpretation $R^2 = 0.333$ shows that 33.3% of the variation in organizational citizenship behaviour is explained by the impact of independent variable.

H₀₇: There is no significant impact of use of emotion, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

H_{a7}: There is a significant impact of use of emotion, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

Table 1.7.1: Model Summary^b

Simple linear regression output between use of emotion and organizational citizenship behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.643 ^a	.414	.413	.46196	.414	568.212	1	804	.000

a. Predictors: (Constant), use of emotion

b. Dependent Variable: organizational citizenship behaviour

As shown in table 1.7.1, the degree of variance and association between use of emotion, a dimension of emotional intelligence and organizational citizenship behaviour indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.643, evaluating this value shows a good degree of association between use of emotion, a dimension of emotional intelligence and organizational citizenship behaviour. Moreover, the degree of interpretation $R^2 = 0.414$ shows that 41.4% of the variation in task performance is explained by the impact of independent variable.

H₀₈: There is no significant impact of regulation of emotion, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

H_{a8}: There is a significant impact of regulation of emotion, a dimension of emotional intelligence on organizational citizenship behaviour of education sector employees.

Table 1.8.1: Model Summary^b

Simple linear regression output between regulation of emotion and organizational citizenship behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.450 ^a	.202	.201	.53904	.202	203.826	1	804	.000

a. Predictors: (Constant), regulation of emotion

b. Dependent Variable: organizational citizenship behaviour

As shown in table 1.8.1, the degree of variance and association between regulation of emotion, a dimension of emotional intelligence and organizational citizenship behaviour indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.450, evaluating this value shows a good degree of association between regulation of emotion, a dimension of emotional intelligence and organizational citizenship behaviour. Moreover, the degree of interpretation $R^2 = 0.202$ shows that 20.2% of the variation in organizational citizenship behaviour is explained by the impact of independent variable.

H_{o9}: There is no significant impact of self-emotion appraisal, a dimension of emotional intelligence on workplace behaviour of education sector employees.

H_{a9}: There is a significant impact of self-emotion appraisal, a dimension of emotional intelligence on workplace behaviour of education sector employees.

Table 1.9.1: Model Summary^b

Simple linear regression output between self-emotion appraisal and workplace behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.573 ^a	.329	.328	.63006	.329	393.611	1	804	.000

a. Predictors: (Constant), self-emotion appraisal

b. Dependent Variable: workplace behaviour

As shown in table 1.9.1, the degree of variance and association between self-emotion appraisal, a dimension of emotional intelligence and workplace behaviour indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.573, evaluating this value shows a good degree of association between self-emotion appraisal, a dimension of emotional intelligence

and workplace behaviour. Moreover, the degree of interpretation $R^2 = 0.329$ shows that 32.9% of the variation in task performance is explained by the impact of independent variable.

H_{o10}: There is no significant impact of others' emotion appraisal, a dimension of emotional intelligence on workplace behaviour of education sector employees.

H_{a10}: There is a significant impact of others' emotion appraisal, a dimension of emotional intelligence on workplace behaviour of education sector employees.

Table 1.10.1: Model Summary^b

Simple linear regression output between others' emotion appraisal and workplace behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.541 ^a	.293	.292	.64662	.293	333.075	1	804	.000

a. Predictors: (Constant), others' emotion appraisal

b. Dependent Variable: workplace behaviour

As shown in table 1.10.1, the degree of variance and association between others' emotion appraisal, a dimension of emotional intelligence and others' emotion appraisal indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.541, evaluating this value shows a good degree of association between others' emotion appraisal, a dimension of emotional intelligence and others' emotion appraisal. Moreover, the degree of interpretation $R^2 = 0.293$ shows that 29.3% of the variation in task performance is explained by the impact of independent variable.

H_{o11}: There is no significant impact of use of emotion, a dimension of emotional intelligence on workplace behaviour of education sector employees.

H_{a11}: There is a significant impact of use of emotion, a dimension of emotional intelligence on workplace behaviour of education sector employees.

Table 1.11.1: Model Summary^b

Simple linear regression output between use of emotion and workplace behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.491 ^a	.241	.240	.67011	.241	254.743	1	804	.000

a. Predictors: (Constant), use of emotion

b. Dependent Variable: workplace behaviour

As shown in table 1.11.1, the degree of variance and association between use of emotion, a dimension of emotional intelligence and workplace behaviour indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.491, evaluating this value shows a good degree of association between use of emotion, a dimension of emotional intelligence and workplace behaviour. Moreover, the degree of interpretation $R^2 = 0.241$ shows that 24.1% of the variation in task performance is explained by the impact of independent variable.

H_{o12}: There is no significant impact of regulation of emotion, a dimension of emotional intelligence on workplace behaviour of education sector employees.

H_{a12}: There is a significant impact of regulation of emotion, a dimension of emotional intelligence on workplace behaviour of education sector employees.

Table 1.12.1: Model Summary^b

Simple linear regression output between regulation of emotion and workplace behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.396 ^a	.157	.156	.70616	.157	149.401	1	804	.000

a. Predictors: (Constant), regulation of emotion

b. Dependent Variable: workplace behaviour

As shown in table 1.12.1, the degree of variance and association between regulation of emotion, a dimension of emotional intelligence and workplace behaviour indicate the output of regression model summary. It is found that correlation coefficient (R) = 0.396, evaluating this value shows a good degree of association between regulation of emotion, a dimension of emotional intelligence and workplace behaviour. Moreover, the degree of interpretation $R^2 = 0.157$ shows that 15.7% of the variation in task performance is explained by the impact of independent variable.

FINDINGS AND DISCUSSION

Emotional Intelligence and Workplace Behaviour

Under these variables, the study attempted to examine the impact of dimensions of emotional intelligence that is self-emotion appraisal, use of emotion, others' emotions appraisal and regulation of emotions on the components of task performance, organizational citizenship behaviour and positive workplace behaviour.

Self-emotion Appraisal and Workplace Behaviour

The findings observed significant impact of self-emotion appraisal, a factor of Emotional Intelligence of education sector employees on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). Employees perceive their emotions intelligently and they understand their emotions. They can make decisions which are healthy in maintaining the balance of emotions. They are capable enough to handle their emotions at workplace and modify their behaviour accordingly. So, the relationship is found moderate and the changes are perceived in positive workplace behaviour, task performance and OCB by self-emotion appraisal. The findings are supported by the study conducted by **(Salovey and Mayer, 1990)**. They proposed the name emotional intelligence to represent the ability of people to deal with their emotions. They defined emotional intelligence which is the subset of social intelligence and emotions, as the ability to look up at one's own feelings and also that of others, which can help in achieving the performance required from the individuals that will lead to the citizenship behaviour directed towards the organisation. On the grounds of performance **(Lee and Allen, 2002)** investigated that the job affect was associated more strongly with OCB directed at individuals since it played a significant role as job cognition variables which paved way to considering discrete emotions as an important factor in its research. When the performance declines, it might lead to the termination of the employee's confidence level that will lead to an intention to quit **(Bosman, 2003)**, which may lead to conflict among the employees where the Emotional Intelligence of leaders plays an important role.

(Jain, 2009) proposed that when compared to EI, OCB was found to be relatively a more powerful predictor of organizationally relevant criterion variables. With respect to this study, performance is not the only variable to determine the predictive ability of OCB and EI, there are other variables **(Jain, 2009)** like Job Satisfaction, Personal Effectiveness, Reputational Effectiveness, General Health, Career Orientation, Perceived Job Mobility, Turnover Intention, Organizational Commitment, Vertical Trust, Work Recognition, Organizational Productivity, and Organizational Effectiveness. Emotional intelligence, according to **(Korkmaz and Arpaci, 2009)**, was significantly correlated to conscientiousness, civic virtue, and altruistic behaviours, which are factors determining the OCB of subordinates.

Other's emotion Appraisal and Workplace Behaviour

The findings observed significant impact of other's emotion appraisal, a factor of Emotional Intelligence of employees of education sector on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). The findings indicated that employees are very sensitive to other's emotions and they are very considerate. Their behaviour is balanced and they give due respect to others' feelings which helps them in taking justifiable decisions. They have the potential to assess the situations and incorporate their emotional intelligence in delivering the right judgement.

The study of **(Ramachandran, Jordan, Troth and Lawrence, 2011)** is in alignment with the present research suggested that EI only encourages empathic behaviour in the workplace by allowing employees to better understand and respond to others' feelings. **(Jain, 2012)** added to this by suggesting that EI plays a role in improving OCB's performance. Job satisfaction, employee commitment, supervisory trust, personal values, perception of fairness, organisational support, culture and climate of the work place were found to play a significant role in either strengthening or weakening the organisation. **(Ding & Wang, 2012)** performed an empirical analysis to find that with the better use and regulation of emotions, it shall be easier for employees to generate innovative behaviour. The four components of the EI (self-emotion assessment, others' emotion evaluation, use of emotion, and emotional regulation) have favourable effects on employees' innovative behaviour and internal social capital, according to **(Luo, Wang and Zhang, 2010)**.

Use of emotion and Workplace Behaviour

The findings observed significant impact of use of emotion, a factor of Emotional Intelligence of education sector employees on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). The study found that those employees who use their emotion, they come to know their capability in goal setting. They are self-motivated to complete their task and enthusiastic about their achievements. These employees are best in managing their goals and work accordingly to meet the expectations of the organizations. The study by **(Noorlaila Hj et al., 2010)** also examined the impact of superior's emotional intelligence (EI) and leader-member exchange (LMX) on organisational citizenship behaviour (OCB). A difference between male and female emotional intelligence and organisational citizenship behaviour

were also analysed. Future research and practical implications were also discussed.

Regulation of emotion and Workplace Behaviour

The findings explained a significant impact of regulation of emotion, a factor of Emotional Intelligence of employees of education sector on the components (Task Performance, Organizational Citizenship Behaviour and Workplace behaviour). It is argued that emotion regulation should play a role in the organizational citizenship behaviour and task performance, with employees' affect-improving and affect-worsening emotion regulation, as a result of positive and negative affect, increasing and decreasing positive attitudes towards work in education sector respectively.

These findings emphasise the advantages of affect-improving emotion management in the workplace for the OCB. Cognitive re-appraisal and attentional deployment are two self-regulatory strategies that improve good feelings and lead to a more positive assessment of the workplace. The findings on affect-worsening emotion control, on the other hand, are more complicated. Even if there is a strong link between affective dysregulation and negative affect, the latter does not have an impact on OCB, hence this path is insufficient to represent the impact of affect-worsening emotions on work attitudes. However, because this emotion control method diminishes the likelihood of having happy feelings, which are substantive drivers of job happiness, the influence of affect-worsening emotions on OCB can be mediated through positive affect.

This study also contributes to the field of workplace emotion regulation research. There is a large corpus of research in the field of work and organisational psychology on the impact of emotional abilities on work-related outcomes (**Diefendorff et al., 2008**); (**Lawrence et al., 2011**). In the first case, emotion management is one of the individual abilities that can help in better adapting to a work situation (**Mayer et al., 2008**); however, job satisfaction research in this field has relied on general ratings of affective management, rather than the specific self-regulation behaviour that is involved in emotion regulation (**Miao et al., 2017**).

CONCLUSION

Under this objective, the result indicated the impact of emotional intelligence dimensions such as self-emotion appraisal, use of emotion, others' emotions appraisal, regulation of emotions, and emotional labour on task performance, organisational citizenship behaviour, and workplace behaviour using these

variables. The findings revealed a strong impact of self-emotion evaluation, an Emotional Intelligence factor for education personnel, on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). As a result, the association is modest, and self-emotion appraisal detects changes in workplace behaviour, task performance, and OCB. It is also mentioned that these employees have pleasant feelings, are more eager to participate in task assignments, and their involvement with the organisation is boosted, which leads to their commitment. Employees select priorities in order to finish the task in the time allotted and meet their goals.

The conclusion revealed a considerable impact of others' emotion appraisal, an Emotional Intelligence factor of education sector employees, on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). According to the results on hypotheses, those employees who recognise other people's feelings create a positive environment and participate in making constructive adjustments to improve things.

The results revealed that personnel in the education sector's use of emotion, a characteristic of Emotional Intelligence, had a substantial impact on the components (Task Performance, Organizational Citizenship Behaviour and Positive Workplace behaviour). The study discovered that when employees engage their emotions, they learn about their abilities to make goals. They are self-motivated to finish their work and proud of their accomplishments. They believe in keeping their skills and knowledge up to date in order to keep up with the demands of their jobs. The findings also revealed that emotion control, a characteristic of Emotional Intelligence among educators, had a considerable impact on the components (Task Performance, Organizational Citizenship Behaviour and Workplace behaviour).

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