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EMOTIONAL INTELLIGENCE AND  
ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS  
PREDICTOR OF TASK PERFORMANCE WITH  
ORGANIZATIONAL COMMITMENT AS  
MODERATOR

BY

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requirements for the degree of Master of Human  
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## **ABSTRACT**

This research examines the relationship between emotional intelligence, organizational citizenship behaviour and task performance with organizational commitment as a moderator. 100 executive level employees of a selected organization participated in this research. Standardized scales were used in this research to measure emotional intelligence (EI), organizational citizenship behaviour (OCB), organizational commitment (OC) and task performance. The data was analyzed using independent sample t-test and correlation. The findings of this research showed that, (1) there was a significant difference in EI between low and high performing employees, and there were no significant differences in OCB and OC between high and low performing employees, (2) there was only a positive relationship between OCB and task performance, but not between EI and task performance (3) OC did not moderate the relationships between EI and the task performance, and OCB and the task performance.

## ملخص البحث

هذا البحث يفحص عن العلاقة ما بين الفكر العاطفي، خلق العضوية الجمعية و تأدية الواجبات و الالتزامات الجمعية كالمعدل الاساسى. ولقد اشترك فى هذا البحث عدد مائة من السلطات التنفيذية للجمعيات المختلفة المختارة. أستخدم في هذا البحث المعايير القيمة لقياس الفكر العاطفي، خلق العضوية الجمعية، الالتزامات الجمعية و تأدية الواجبات. تم تحليل البيانات باستخدام سلسلة من الأسئلة لقياس مقدرة الفرد المستقل. ولقد تبين من خلال هذا البحث الأمور الآتية: أولاً، هناك الفرق الواضح فى درجة الفكر العاطفي بين العمال الذين يمتازون فى تأدية مهمات و الذين أقل منهم فى درجة التأدية، ولكن لا يوجد هناك الفرق فى خلق العضوية الجمعية و الالتزامات الجمعية بين العمال الذين لهم القدرة الفائقة فى تأدية عملهم والذين أقل منهم فى قدرة التأدية. ثانياً، هناك العلاقة الايجابية ما بين خلق العضوية الجمعية و تأدية العمل و هذه العلاقة مفقودة بين الفكر العاطفي والتأدية. ثالثاً، لم تكن هناك الالتزامات الجمعية معدلة للعلاقة التى بين الفكر العاطفي و تأدية المهمات وكذلك فيما بين خلق العضوية الجمعية و تأدية العمل.

## APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Human Sciences (Psychology).

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## DECLARATION

I hereby declare that this dissertation is the result of my own investigation, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

Nurul-Azza Abdullah

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BEHAVIOR AS PREDICTORS OF TASK PERFORMANCE WITH  
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*This dissertation is dedicated to*

*My beloved parents*  
***Abdullah Abdul Wahab and Fauziah Abdul Razak***  
*For their constant love and support*

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Organizations everywhere are searching for the possibility of enhancing their employees' performance in the effort to increase organizational effectiveness, hence, increases profits. Nowadays, organizations have identified many ways in order to increase the performance of its employees, by training employees, motivating them, even changing the working environment and choosing the right tools for recruitment. In recruitment process, human resource managers for ages used intelligence scale to measure the qualification of a candidate. Intelligence refers to the general efficacy of intellectual processes (Ackerman, Beier & Boyle, 2005). In other words, it is the reflection of performance, which subsumes several sets of abilities that represent specializations of general intelligence into broad content of process areas in ways that reflect experience and learning (Carroll, 1993).

Cognitive intelligence has long been one of the predictor in ensuring promising candidates for future employees. Common ways used by organizations in recruiting is assessment test, in which candidates are evaluated by their verbal, comprehension and numerical skills, which are all part of a cognitive ability assessment. Past research has evidently supported the fact that cognitive ability does play a role in predicting an individual's job performance. Cognitive intelligence is positively related to job performance, task performance and organizational citizenship behavior (Motowidlo & Van Scotter, 1994; Schmidt & Hunter, 1998; Chan & Schmitt, 2002).

However, in 1995, Daniel Goleman's first book triggered a new revolutionary idea of intelligence, emotional intelligence. Now, researchers are competing with each other in pursuing to discover the role of emotional intelligence in job performance in the effort that in the future, emotional intelligence will be taken seriously in predicting job performance as well as in recruiting employees in organizations. Some organization members may perform effectively because they have high emotional intelligence (Cote & Miners, 2006). It is now put into focus that success is not simply determined by well-known abilities, such as verbal and quantitative abilities, but also by abilities pertaining to emotions (Cote & Miners, 2006).

However, despite the increasingly popular interest of researchers towards emotional intelligence, there is a paucity of studies on how emotional intelligence is related to job performance. Barret, Miguel, Tan, and Hurd (2001) implied that emotional intelligence rests on crafty advertising as opposed to rigorous scientific evidence. Due to this, knowledge of whether emotional intelligence relates to job performance and of the mechanisms that may be initiated to such relation is limited (Cote & Miners, 2006). Past research on the impact of emotional intelligence on job performance are mixed (Motowildo, Borman & Schmidt, 1997). Some studies suggest that emotional intelligence and job performance in fact have positive relation. These studies found that emotional intelligence predicts the performance of undergraduate students on a single task (Lam & Kirby, 2002). Underlying recent growing research on emotional intelligence, researchers viewed that people with high emotional intelligence competencies are more likely than less emotionally intelligent people to gain success in the workplace, particularly, scholars has noted that social skills are essential for executive level leaders, as individuals ascend the organizational

hierarchy, social intelligence becomes an increasingly relevant determinant of who will and will not be successful (Carmeli, 2003).

Effectiveness of an organization is also linked to the way employees feel about their job, colleagues, and the organization itself. To have happier and efficient employees does not rely only on IQ or raw brain power alone, emotional intelligence should also be counted, with it, many of the best decisions are being made, most dynamic organizations are build, and most satisfying and successful lives are achieved (Cooper, 1997).

Another criterion that may affect the performance of employees is the non accredited action, also known as organizational citizenship behavior (OCB). Both task performance and OCB are purported to be necessary for effective organizational functioning (Organ, 1988). Research suggests that while OCB is consistently related to group and organizational effectiveness (Podsakoff & MacKenzie, 1997; Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff & MacKenzie, 1994), task performance is given more weight in determining individuals' performance evaluations. However, little research has explored the relationship between task performance and OCB. Recognizing that individuals have limited time, any time spent on OCB comes at the expense of task performance. Since task performance is rewarded more, it is very possible that time spent on OCB may have a detrimental impact on individual-level outcomes, such as rewards and career advancement (Bergeron, 2007).

Researchers have found that the organizational commitment is a moderating variable for OCB researches (Chen & Francesco, 2003), highly committed members are likely to be willing to contribute extra effort in their work. Therefore, in this present research, the researcher will look into the relationship between emotional intelligence, organizational citizenship behavior and task performance. An additional

variable, organizational commitment will also be added into the relationship of emotional intelligence, organizational citizenship behavior and task performance.

## **1.2 STATEMENT OF THE PROBLEM**

Emotional intelligence (EI) has been the highly discussed evolution since late 20th century (Caruso & Salovey, 2004). Around that time many organizations have started using EI as tools in measuring the employees' performances, and some organizations have incorporated EI in their employees' development program and some business schools have added EI training as part of their curriculum (Boyatzis, Stubbs & Taylor, 2002). However, despite this popular interest, there are still many questions of how exactly EI relates to task performance. The result of past research showed that the degree to how EI helps predict performance was mixed and not thoroughly explained, some researches showed positive relationship between the two and some researches showed the opposites (Motowidlo, Borman & Schmit, 1997).

In line with the growth of EI, Organizational citizenship behavior (OCB) has also sought its place in the research growing in popularity. With this popularity, statements regarding the importance of OCB in organizational effectiveness have been provided by many researchers (Podsakoff, Ahearne & MacKenzie, 1997). However, despite these conceivable assumptions, there are only a few empirical research emphasizing and addressing OCB with performance (Borman & Motowidlo, 1993).

This research will add up to the growing number of research indicating relationship between EI, OCB and performance, by which this research will attempt to understand the role EI and OCB has in task performances of employees in an organization with organizational commitment (OC) as a moderator. Researches have

shown a good data fit indicating the relationship between EI, OCB and OC (Chen & Francesco, 2003), which will be further explored in this study.

### **1.3 RATIONALE FOR THE STUDY**

There are several reasons for conducting this research. First, EI is considered as a new kind of intelligence (Cote & Miners, 2006), and there are still many facts that need to be uncovered in order to understand the beneficial quality EI has to offer, especially its role in contributing to the effectiveness and performance of employees in organizations. By having to know more of EI essence, hopefully, EI can be used as the valid tool in making any hard decisions in organizations in assuring the effectiveness of an organization.

Second, nowadays, OCB has been a keen research interest of many industrial and organizational psychologists, and has been associated with team goals, team coordination, self managements, and task interdependence. However, the relationship between OCB and task performance need to be further elaborated.

In addition to that, the presence of OC in moderating the relationship between EI and OCB with task performance will be a valuable addition to the series of research being done in this particular area. In sum, the goal of the research is to look at the relationship that EI and OCB has with task performance with further elaboration on the moderating effect of OC on both variables.

### **1.4 RESEARCH QUESTIONS**

1. Do employees with high and low task performance differ in their emotional intelligence, organizational citizenship behaviour and organizational commitment?

2. Is there any relationship between emotional intelligence, organizational citizenship behaviour, organizational commitment and task performance?
3. Does organizational commitment moderate the relationship between emotional intelligence and task performance and organizational citizenship behaviour and task performance?

## **1.5 RESEARCH OBJECTIVES**

1. To investigate the differences of emotional intelligence, organizational citizenship behaviour and organizational commitment between high and low task performance employees.
2. To explore the relationship between organization emotional intelligence, organizational citizenship behaviour, organizational commitment and task performance.
3. To examine the moderating effect of organizational commitment between emotional intelligence and task performance and organizational citizenship behaviour and task performance.

In addition to that, the differences in EI, OCB and OC between the Malays and Chinese will also be looked at.

## **1.6 CONCEPTUAL AND OPERATIONAL DEFINITIONS**

### **1.6.1 Emotional Intelligence**

#### *Conceptual Definition*

Emotional intelligence is defined as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer, Salovey & Caruso, 2000).

### *Operational Definition*

For this research, overall EI will be measured using Self Report Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998). High and low EI in participants will be determined through a median split, participants with high EI will be above the median and those with low EI will be below the median.

## **1.6.2 Organizational Citizenship Behaviour**

### *Conceptual Definition*

Organizational citizenship behavior is a discretionary behavior that exceeds one's basic job requirements. These behaviors cannot directly or explicitly be recognized by the formal reward system, and that in aggregate promote the effective functioning of the organization. Discretionary means it is decided personally and not part of the enforceable job requirement. The omission of these behaviors is not generally understood as punishable (Organ, 1994; Diana Setiyawati, 2006; Podsakoff, Mackenzie, Paine & Bachrach, 2000).

### *Operational Definition*

This research sees OCB as the task performed by employees which is not part of their daily work responsibilities. Overall OCB will be measured using organizational citizenship behavior scale developed by Organ (1994). This kind of OCB measurement was used by Pond, Nacoste, Mohr, and Rodriguez (1997), in their research on the measurement of organizational citizenship behaviour. High and low OCB in participants will be determined through a median split, participants with high OCB will be above the median and those with low OCB will be below the median.

### **1.6.3 Organizational Commitment**

#### *Conceptual Definition*

According to Modway, Steers and Potter (1979), organizational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization.

#### *Operational Definition*

Organizational commitment in this research refers to the individual's identification and involvement in an organization which will be measured using Organizational Commitment Questionnaire developed by Modway, Steers and Potter (1979). High and low organizational commitment in participants will be determined through a median split, participants with high organizational commitment will be above the median and those with low organizational commitment will be below the median.

### **1.6.4 Task Performance**

#### *Conceptual Definition*

Task performance is the core substantive duties that are formally recognized as part of the job (Rotundo & Sacket, 2002).

#### *Operational Definition*

The task performance in this research means the main job responsibilities of employees which will be rewarded directly. To measure this, the researcher will use the Task Performance Scale developed by Pearce and Porter (1986). High performance is defined with scores higher than 50% and the low performance is defined as scores lower than 50%.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 CONCEPT OF EMOTIONAL INTELLIGENCE**

Emotional intelligence is defined as the ability of an individual to understand other's emotions as well as his or her own. The individual with high level of intelligence will be able to differentiate the emotions, able to think about the emotions and will be able to use the information acquired from the emotions into their behaviour (Mayer, Salovey, & Caruso, 2000).

Emotional intelligence was first developed by Mayer (1990) and then was further developed by Goleman (1999). It was grouped into 5 principle criteria; first, emotional self-awareness, which is recognizing one's own emotions. Second, managing emotions, the ability of an individual to tolerate frustration and manage their anger. Third, harnessing emotions productivity, constituting the ability of an individual to focus on the task at hand and pay attention to it with more self-control. Fourth, empathy, a person's ability to take another person's perspective and sensitivity to others' feelings. Lastly, handling relationship, the ability to analyze and understand relationships (Goleman, 1999).

Emotional intelligence is found to be teachable, learnable and measurable (Goleman, 1999). Just as academic intelligence can be measured in terms of academic success and academic adequacy, emotional intelligence can be measured in terms of emotional success and adequacy (Salovey & Sluyter, 1997).

Emotional intelligence enable individuals to recognize emotions, take advantage of the acquired information, understand emotions, empathize towards the emotion acquired, and also to be able to control and monitor the emotions. Individuals

with high emotional intelligence can also harmonize emotions, managing, reflecting on, and opening up their emotions better and evidently will have better healthy life (Mayer et al., 2000).

## **2.2 CONCEPT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR**

There are a number of ways organizational citizenship behaviour has been conceptualized, and the two most popular ones are by Organ (1988) and by Williams and Anderson (1991). Organ (1988) originally proposed a five factor of organizational citizenship model consisting altruism, courtesy, conscientiousness, civic virtue and sportsmanship.

According to Organ (1988), sportsmanship is defined as a willingness on the part of employees to tolerate less than ideal circumstances without complaining and making problems seem bigger than they actually are. It can also be defined as the behaviour of warmly tolerating the unavoidable irritations in organizational setting. Good sportsmanship would enhance the morale of the work group and reduce employee turnover subsequently (Podsakoff and MacKenzi, 1997).

Civic virtue is a behaviour indicating that employees take an active interest in the life of their organization. Civic virtue maybe defined as a subordinate's participation in organization's life and supporting the administrative function of the organization. It is referring to the responsibility of the subordinates to participate in the life of the organization such as attending meetings and keeping up with the changes in the organization. This dimension of OCB is actually derived from Graham's findings which stated that employees should have the responsibility to be a good citizen of the organization (Organ, 1988).

Conscientiousness is behaviour indicating that employees accept and adhere to the rules, regulations and procedures of the organization. Conscientiousness is about being careful and acting accordingly to one's conscience including self-discipline, carefulness, thoroughness, and need for achievement. Individuals with high level of conscientiousness are generally hard working and reliable and if taken to the extreme, they maybe workaholics, perfectionists and compulsive in their behaviour. However, those with low level of conscientiousness not necessarily lazy or immoral but tend to be more laid back, less goal oriented and less driven by success (Organ, 1988).

Altruism is defined as voluntary behaviors where an employee provides assistance to any individual with any particular problem to complete his or her task under unusual circumstances. It also refers to a member helping other members of the organization in their work related activities. Altruism was significantly related to performance evaluations and correspondingly, positive affectivity ((Podsakoff, Mackenzie, Paine & Bachrach, 2000).

Courtesy are behaviours focusing on the prevention of problems and taking the necessary action to lessen the effects of the problem in the future. In other words, courtesy means a member encourages other workers when they are demoralized and feel discouraged about their professional development. Early research efforts have found that employees who exhibit courtesy would reduce intergroup conflict and thereby diminishes the time spent on conflict management activities (Podsakoff, Mackenzie, Paine & Bachrach, 2000).

### **2.3 CONCEPT OF ORGANIZATIONAL COMMITMENT.**

Organizational commitment is defined as an individual's attitudes towards an organization that involve a strong belief in the organization and the acceptance of

organizational goals and values. Organizational commitment reflects an individual's preferences on a job and emotional attachment to the organization. The more harmonious the relationship between individuals and their job environment, the more preferred these individuals will be towards their organization and more willing to be attached to the organization (Mowday, Porter and Steer, 1982).

Meyer and Allen (1991) have identified three types of commitment; affective commitment, continuance commitment, and normative commitment. Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals. They further characterize affective commitment by three factors, first, belief in and acceptance of the organization's goals and values, second, a willingness to focus effort on helping the organization achieve its goal's, and third, a desire to maintain organizational membership (Meyer & Allen, 1993).

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with non-transferable investments. Non-transferable investments include things such as retirement, relationships with other employees and other things that are special to the organization. Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985).

Normative commitment is the commitment that a person believes that they have to be with the organization or their feeling of obligation to their workplace. It can also be defined as being a generalized value of loyalty and duty. It is argues that normative commitment is only natural due to the way it is raised in a society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. Therefore when it comes to one's commitment to their place of

employment they often feel like they have a moral obligation to the organization (Wiener, 1982).

#### **2.4 DIFFERENCES OF EMOTIONAL INTELLIGENCE (EI), ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB), ORGANIZATIONAL COMMITMENT (OC) BETWEEN HIGH AND LOW PERFORMING EMPLOYEES**

##### ***Emotional Intelligence (EI)***

Petrides, Fredericson, and Furnham (2003) in their study on the role of emotional intelligence in academic performance found that the participants with high emotional intelligence are less likely to be absent, hence, contribute better in their performance compared to those with low emotional intelligence (Petrides, Fredericson & Furnham, 2003).

In another study investigating the relationship between emotional intelligence and performance, Douglas, Frink and Ferris (2004) studied the differences of high and low emotional intelligence participants with their performance and conscientiousness, the result shows that high performing participants have high scoring emotional intelligence, whereas, the low performing participants have low emotional intelligence (Douglas, Frink & Ferris, 2004).

High empathy, autonomy and emotional control which are the antecedents of emotional intelligence were found in the high performing participants, indicating that high emotional intelligence individuals prone to perform better in both work and social activities compared to the low emotional intelligence participants (Van Der Zee, Thijs & Schake, 2002).

The data gathered by Yilmaz (2009) studying the effect of an emotional intelligence skill training program on the levels of consistent anger of university

students indicates that an emotional intelligence skill training program may lower the levels of consistent anger for university students. Students whose consistent anger level is high would benefit from psychological counselling. This findings evidently shows that emotional intelligence reduces the development of anger, hence, making the individual more focus on other productivities and increases motivation which promotes high performance.

A study by Sy, Tram and O'hara on the relation of employees' and managers' emotional intelligence to their job performance and job satisfaction. In the study, it was found that the employees' emotional intelligence was positively associated with job satisfaction and performance. Furthermore, emotional intelligence had a positive correlation with performance of employees with high emotional intelligence employees (Sy, Tramm and O'hara, 2006).

Ameriks, Wranik and Salovey studied the relationship between emotional intelligence, personality and impulsiveness. The findings showed that investors with high level of emotional intelligence tend to display high investment behaviors that relates to high investment performance which positively suggest the relationship between high emotional intelligence and high performances (Ameriks, Wranik and Salovey, 2009).

Theory suggesting that individuals with high emotional intelligence are likely to exhibit higher level of performance was further established by Carmeli and Josman (2006) in their study on emotional intelligence, task performance and organizational citizenship behaviour. They found that there are positive relationships between work outcome and emotional intelligence suggesting that high emotional intelligence individuals will perform better than low emotional intelligence individuals (Carmeli and Josman, 2006).

### ***Organizational Citizenship Behavior (OCB)***

Podsakoff and MacKenzie (1997) investigated the high performing workers compared to low performing workers in their practice of organizational citizenship behavior (OCB) and found that the higher the OCB, the higher their performance is (Podsakoff & MacKenzie, 1997).

A study on factory worker quantity and quality of performance showed that workers with high OCB will most likely contribute to better quality product and higher quantities compared to the low OCB counterpart (Podsakoff, Ajeane & Mackenzie, 1997).

Koys (2001) studied the effects of employee satisfaction, organizational citizenship behavior, and turnover on organizational effectiveness. Data were gathered from the units of a regional restaurant chain via employee surveys, manager surveys, customer surveys, and organizational records. Findings showed that the employee satisfaction and organizational citizenship behavior affects the organization's outcome concurring to their hypotheses saying that employee satisfaction, organizational citizenship behavior, and employee turnover influence profitability and customer satisfaction of the organization (Koys, 2001).

### ***Organizational Commitment (OC)***

Allen, Russel and Rush (1993), found that high performing individuals are also high in their score of organizational commitment which indicates that the higher the organizational commitment of an individual, the higher the performance, whereas, the lower the organizational commitment, most likely the performance will be low (Allen, Russel & Rush, 1993).

Shore and Martin (1989) studied the job satisfaction and organizational commitment in relation to work performance and turnover intentions. Their findings showed that organizational commitment was strongly related to the job satisfaction. The findings also suggested that specific job attitudes were more closely associated with task-related out-comes such as performance ratings, whereas global organizational attitudes are more closely associated with organization-related outcomes like turnover intentions.

Becker, Billings, Eveleth and Gilbert (1996) suggested in their study of employee commitment and its implications towards job performance, that organizational commitment was positively related to organizational performance even though there are significant differences between employees' commitment towards the organization as a whole and their commitment to their supervisors.

The above mentioned studies has shown that level of emotional intelligence is different between high performing individuals and the low performing individuals, in which high performing individuals will possess a higher emotional intelligence level compared to the low performing individuals. In addition to that, researches has showed that high performing individuals tend to have a high level of OCB and high organizational commitment level compared to their low performing counterparts.

As mentioned by Petrides et.al (2003), Yilmaz (2009), Ameriks et. al (2009) and Carmeli and Josman (2006) are among the researchers who have agreed on the existence of the relationship between emotional intelligence and task performance, in which individuals with high emotional intelligence score are usually those of high achievers. In addition to that, organizational citizenship behaviour were also perceived as a predictor to employee task performance. Podsakoff and MacKenzie (1997), Koys (2001) and Podsakoff, Ajeerne and MacKenzie (1997) have all reported the same

outcome whereby employees who practiced higher organizational citizenship behaviour attitude have higher task performance level compared to those who practice it less. Furthermore, Shore and Martin (1989), and Becker et. al. (1996) has found that employees with high organizational commitment are those who will perform well in their given tasks.

Therefore, these studies supported that there are differences in the level of emotional intelligence, organizational citizenship behaviour as well as organizational commitment in performance, in which, individuals with high level of emotional intelligence will contribute to a higher level of performance, and the same scenario for those who possess high level of organizational citizenship behaviour and organizational commitment, which also contribute to the task performance level of each individuals.

## **2.5 THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE (EI), ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB), ORGANIZATIONAL COMMITMENT (OC) AND TASK PERFORMANCE (TP)**

### ***Emotional intelligence and Task Performance***

Emotional intelligence (EI), a new breed of intelligence grew from the idea of Thorndike, Guilford, and Eysenck (1937). Emotional intelligence covers both intrapersonal and interpersonal state of self including self-awareness, self-management, social awareness, and social skills, which basically covers the factor of how a person manages their life. Emotional intelligence is also considered as a critical element to a person's success than a standard intellectual intelligence because to have a good emotional intelligence will mean that a person has a good control of their life. In addition to that, emotional intelligence can be learned compared to IQ which is

fixed for every individuals (Goleman, 1995). It can be said that high EI employees will perform in achieving their task goals and of course in their life and by that it is suggested that successful life outcomes are more a function of emotional rather than cognitive intelligence (Goleman, 1995).

Emotional intelligence as being an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressure will increase a person's tendencies to perform better in any given situations in leading a meaningful life (Tischler, Biberman & McKeage, 2002). With that, employees possessing the qualities of EI will perform a balance work life attitude and indeed achieve high accomplishment compared to those who have low EI.

EI affects organizational effectiveness in a number of areas, including employee recruitment and retention, development of talent, teamwork, employee commitment, morale, and health, innovation, productivity, efficiency, sales, revenues, quality of service, customer loyalty, client or student outcomes (Cherniss & Goleman, 2001). These areas have shown that having employees with high EI traits will lead the organization to a better performance and sustainable growth.

A study by Cote and Miner (2006) on multi levels employees of an organization found that emotional intelligence has a predictable ability towards task performance and organizational citizenship behavior, by which they found that high emotional intelligence employees from different rank of work in the organizations has shown the ability to produce high performing attitude and accomplish big important achievements.

Wong and Low (2005), the studies on the moderation of emotional labour and job outcomes showed that the emotional intelligence affect the job performance of employees, in which the emotional intelligence of leaders affect job satisfaction of the

subordinates and the leader's extra-role behaviour or organizational citizenship behaviour affects the overall performance of the employees.

An investigation on why leaders engage in transformational leadership was conducted by Wang and Huang (2009) emphasizing on the group level outcomes pertaining to cohesiveness as well as the antecedent factor of emotional intelligence as it relates to transformational leadership. Data were collected from 51 department managers and 252 employees in 23 small-medium textile business firms in Taiwan. The findings showed that both emotional intelligence and group cohesiveness are positively associated with transformational leadership which leads to higher group level effectiveness and performances (Wang and Huang, 2009).

Brackett, Rivers, Shiffman, Lerner, and Salovey (2006), studied on the relation of emotional abilities to social functioning using self report performance measures and emotional intelligence. The findings showed that there were correlation between emotional intelligence and social competence, which leads to higher individual performance (Brackett, Rivers, Shiffman, Lerner, and Salovey, 2006).

The influential role of emotions on athletic performance was studied by Lane, Therwel, Lorther and Davenport (2009). The concept of emotional regulation aligns to the concept of emotional intelligence, defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990). Their findings indicated that emotional intelligence and the use of psychological skills both relate to psychological states associated with enhanced performance, constituting the relationship between high emotional intelligence and high usage of psychological skill which leads to higher performance (Lane, Therwel, Lorther and Davenport, 2009).

An investigation on how affectivity and emotional intelligence influence the emotional labor of 486 Chinese employees by Chung and Tang (2009). Their findings showed that there are significant correlation for both deep acting expression of naturally felt emotion in which positive affectivity and emotional intelligence interacted influencing the adoption of various labor strategies. For example, individuals with high emotional intelligence tend to use more natural felt emotions in their work compared to those with low emotional intelligence which contribute to more productivity and high performances (Chung and Tang, 2009).

Mavroveli, Petrides, Sangareau and Furnham (2009) explores the relationships between trait emotional intelligence and objective socio-emotional outcomes. The findings showed that emotional intelligence was positively related to overall competence which leads to better performance (Mavroveli, Petrides, Sangareau and Furnham, 2009).

Deshpande and Joseph (2009), studied 103 hospital nurses on the impact of emotional intelligence ethical climate and behaviour of peers on ethical behaviour. The findings showed that the level of emotional intelligence significantly impact the ethical behaviour of nurses. Therefore, contributing to a better customer feedback which increases their performance ratings (Deshpande and Joseph, 2009).

Tishler et. al. (2002), Cherniss and Goleman (2001), and Wong and Low (2005) have found the relationship between emotional intelligence and individual task performance. Brackett et. al. (2006) and Lane et. al. (2009) there was correlation between emotional intelligence and social competence and psychological skill which both contributes to higher individual performances.

In summary, individuals with good emotional intelligence have good control over their life, by which they manage and prioritize their life accordingly, hence,

contribute to them performing better in their daily tasks and responsibilities with balance work life attitude.

***Organizational Citizenship Behavior and Task Performance.***

Organizational citizenship behavior (OCB) has been associated with performance in many aspects; a study by Carmeli (2003) on senior managers' significant role in success indicates that emotional intelligence intensifies both OCB and task performance. OCB of senior managers is valued, because the latter frequently serves as a "role model" and "character" for the organization's members to follow. This process may have a positive effect on the organization since organizational citizenship behavior has the potential to enhance worker and managerial productivity, freeing the management from work-related problems so that it can deal with more productive tasks, and enhancing the sustainability of the organization's performance (Carmeli, 2003).

OCB concerns activities that contribute to the achievement of the objectives of an organization that are not necessarily formally recognized as part of the job and will not be rewarded directly. Individuals with high emotional intelligence may frequently alter organizational citizenship behavior by knowing other people's goals, intention, and attitudes by. For example, individuals can detect other individual's sadness and anxiety which often signal a need for assistance, therefore exhibits frequent OCB (Eisenberg, 2000).

Individuals with high emotional intelligence may employ their abilities to manage emotions to develop good social relationships via advice ad social relationship, in which good social relationships will compel employees to engage in

organizational citizenship behavior frequently to benefit close colleagues (Pearce & Randell, 2004).

Individuals with high EI will achieve high levels of task performance and OCB in most jobs by managing their emotions in ways that can enhance their motivation and quality of decision makings. For example, a manager who understands that anger will only lead people to underestimate the degree of risk in situations and he in turn may suppress anger before making an important decision and this will contribute into good task performance. In addition, an organization member who understands that motivation is often enhanced by positive emotions may exert more effort to engage in OCB by which he will get motivated by enhancing all the positive emotions of his environment (Erez & Isen, 2002).

A research by Richard Hammer (as cited by Zeidner, Matthews & Roberts, 2004) on EI and OCB was done to 60 workers with participants completing an internet based questionnaires. The result shows a significant and positive relationship between all variables in which the high EI workers tend to practice OCB more, compared to the workers with the lower EI. Therefore it can be summarized that OCB has a positive relationship with EI in the workplace.

Another study by Sitter (2005), measured a leader's trait-based EI as well as the leader's subordinate's demonstration of OCB. This result suggests that there is a relationship between OCB and EI. From here, it can be said that academic researches has demonstrated the important role of EI in facilitating high employee performance of workers as well as enhancing the positive attitude towards performing OCB (Dulewicz & Higgs, 2003).

Therefore, OCB contributes in determining the enhancement and the level of productivity in the workplace. Those with high level of EI usually possess high level

of OCB in managing their daily tasks, hence, previous study supported that there are relationship between OCB and EI in the workplace (Carmeli, 2003).

Burton, Sablinski and Sekiguchi (2008) studied the link between justice and organizational citizenship behaviour in leader-member exchange. The findings showed that there was a relationship between organizational citizenship behaviour and productivity and performance of an organization through the leader-member exchange (Burton, Sablinski and Sekiguchi, 2008).

Amyx, Bhuin, Sharma and Loveland (2007) explore the relationship between salesperson corporate ethical values (SCEV) and their development. The result showed that organizational citizenship behavior and organizational commitment were positively related to SCEV which is in turn positively related to job satisfaction and work performance Amyx, Bhuin, Sharma and Loveland (2007).

Using meta-analytic path analysis, Ilies, Fulmer, Spitzmuller and Johnson (2009) tested several structural models linking agreeableness and conscientiousness to organizational citizenship behavior. The result showed those who experience positive work outcomes such as job satisfaction are likely to reciprocate with OCBs as a form of social exchange. Therefore, agreeable individuals would tend to engage in reciprocating OCBs that benefit colleagues with whom they have enjoyed rewarding workplace relationships which will attain job satisfaction through an organizational system of rewards and recognition, their reciprocation would tend to be directed toward the broader organizational performance.

Chen and Chiu (2009) studied the mediating role of job involvement in the relationship between job characteristics and organizational citizenship behavior among 323 employees of a Taiwan company. Results showed that the mediating process of job involvement positively influenced the display of an employee's

organizational citizenship behavior and improve employees' productivity as well as the organization's overall performance (Chen and Chiu, 2009).

Carmeli (2003) in studied the performances of senior managers, Eisenberg (2000) studied the relationship between goals and objectives and performances, and research on social competencies role in performances by Randell (2004), have supported the theory that there are relationship between organizational citizenship behavior and task performance. These researchers also found the correlating effect between organizational citizenship behavior and emotional intelligence, in which, those individuals with high emotional intelligence will have higher organizational citizenship behavior.

### ***Organizational Commitment and Task Performance***

Carson and Carson (1988) have reported a significant relationship between EI, OCB and OC in performance of employees. People with high emotional intelligence experience better success, build stronger relationships and lead more effectively and enjoy better health in life. The reason behind this according to Cooper (1997) is that high intelligent people are presumably successful in communicating their ideas, goals, and intentions in interesting and assertive ways making them better suited in a working environment. In addition to that, leaders with high emotional intelligence may affect the relationship in the work setting which in turns impacts the group emotional intelligence and organizational commitment (Cherniss, 2000).

Pond, Nacoste, Mohr and Rodriguez (1997), studies the frequent display of OCB among managerial employees, they found that there are moderating relationship of organizational commitment in the occurrences of OCB, whereby the employees

with high organizational commitment tend to practice higher OCB level (Pond, Nacoste, Mohr and Rodriguez, 1997).

A number of theories have suggested that affective commitment and organizational citizenship behavior are positively correlated. The study by Carmeli and Colakoglu (2005), propose that emotional intelligence moderates the relationship between affective commitment and Organizational Citizenship Behaviors (OCBs) – altruism and compliance. They found significant interaction between emotional intelligence and affective commitment in predicting altruistic behavior. In other words, the positive relationship between affective commitment and OCB-altruism was stronger for high emotional intelligence individuals (Carmeli and Colakoglu, 2005)

There was also a significant relationship between EI and OC in a research by Rozell, Pettijohn, and Parker (2004) on professional salesperson in determining their performance in customer service. The result showed that, OC has a moderating effect in the relationship of EI and task performance. The salesperson with high level of EI and OC will more likely has good customer service feedback compared to those with low EI level (Rozell, Pettijohn & Parker, 2004). A meta-analysis study by Riketta (2002) further showed that organizational commitment has a moderating effect in performance relationship (Riketta, 2002).

Yao and Wang (2008) conducted a study on organizational outcomes of organizational commitment. The result showed that employee job satisfaction, turnover intention, in-role performance, and organizational citizenship behaviour are among the predictors of organizational commitment. This indicated that the frequent practice of organizational citizenship behaviour produced a higher level of organizational commitment among the employees that increased the performance of

the organization as a whole with lower turnover rate and higher productivity (Yao and Wang, 2008).

Cheung, Woo, Chan and Wong (2009) found that the relationship between supervisor and subordinate contribute to the level of organizational commitment among the employees. Based on the data collected from a sample of 196 employees of three local manufacturing firms in Zhejiang Province of China, they found that job satisfaction fully mediated the effects of supervisor-subordinate Guanxi on participatory management and intentions to leave and the relationship between supervisor-subordinate Guanxi and organizational commitment which increases the level of organizational performance while decreasing the turnover rate. (Cheung, Woo, Chan and Wang, 2009).

Greguras and Dieferndoff (2009) studied the link between person environment fit to organizational performance and organization overall performance. The study was conducted on 163 full-time working employees and their supervisors. The result showed that psychological need satisfaction predicted organizational commitment which in turn predicts performance of employees and the organization's overall performance (Greguras and Dieferndoff, 2009).

Thus, organizational commitment contributes to the high level of performance due to the positive attitude and emotions as well as effort of achieving the task goal. Previous study also reported that high organizational commitment individuals also practices organizational citizenship behaviour as well as possessing a good level of EI.

Pond et. al. (1997) studied the performances of managerial level employees, whereas Rozell et. al. (2004) studied salespersons' performances, Cheung et. al. (2009) and Greguras and Dieferndoff (2009) studied the relationship between organizational commitment and organization's overall performances. All these

research has found that there is relationship between organizational commitment and task performances of individuals. Ricketta (2002) however found the moderating role of organizational commitment in the performances relationships.

## **2.6 THEORETICAL FRAMEWORK**

EI has been viewed by scholars as having the potential factor in contributing to more positive attitudes, behaviors and outcomes (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998). Mayer and Salovey (1990) have developed an EI framework which consist; appraising and expressing of emotions, regulation of emotion, and emotions adaptation (Mayer & Salovey, 1990). Individuals who appraised and expressed their emotions are likely to be better understood by the people they are working with, hence increase the environment's performance (George, 2000). Regulation of emotion in high EI employees will result in high performance and good leadership quality because emotionally astute people can induce a positive affect in others that results in a powerful social influence (Wasielewski, 1985). By having to adapt to emotions easily in the high EI employees, they will have higher persistence in challenging tasks and enhance their flexibility.

Helping behaviour, civic virtue and sportsmanship which are all facets of OCB are potential predictor variables of quality and quantity in a paper mill factory (Podsakoff & Mackenzie, 1997). MacKenzie, Podsakoff and Fetter (1993) also reported the positive relationship between helping behavior and sportsmanship in the performances of pharmaceutical sales people.

Alotaibi (2001) has found that organization commitment and employee performance are related, while Van Dyke, Graham & Dienesch (1994) have argued that organizational commitment may be a contributor of performance, because

accepting goals and values of an organization, willingness to invest effort, and loyalty which are part of organization commitment are predictors and contributors to employees performances.

Thus, on the basis of past studies, EI and OCB are among the basic contributors of task performance. In order to test further the relationship of the two to task performance, the OC will be examined as the moderator to EI and OCB in pursuing task performance of employees.

## **2.7 CONCEPTUAL FRAMEWORK**

This research will look at EI and OCB as predictor variables with a direct effect on task performance. Those with high EI and high OCB will most likely achieve high task performance ratings and conversely, those with low EI and low OCB will most likely have low task performance ratings.

Organizational commitment will be tested in this research as the moderating variables between EI, OCB and task performance. OC is assumed to increase the predictive relationship between EI and task performance. Furthermore, it is postulated that OC will increase the predictive relationship between OCB and task performance. Task performance will be the criterion variable for this research with emotional intelligence and organizational citizenship behavior as predictors and organizational commitment as the moderator. This research will be conducted among employees of an institution with comparison in their task performance in relation to their EI, OCB and OC.

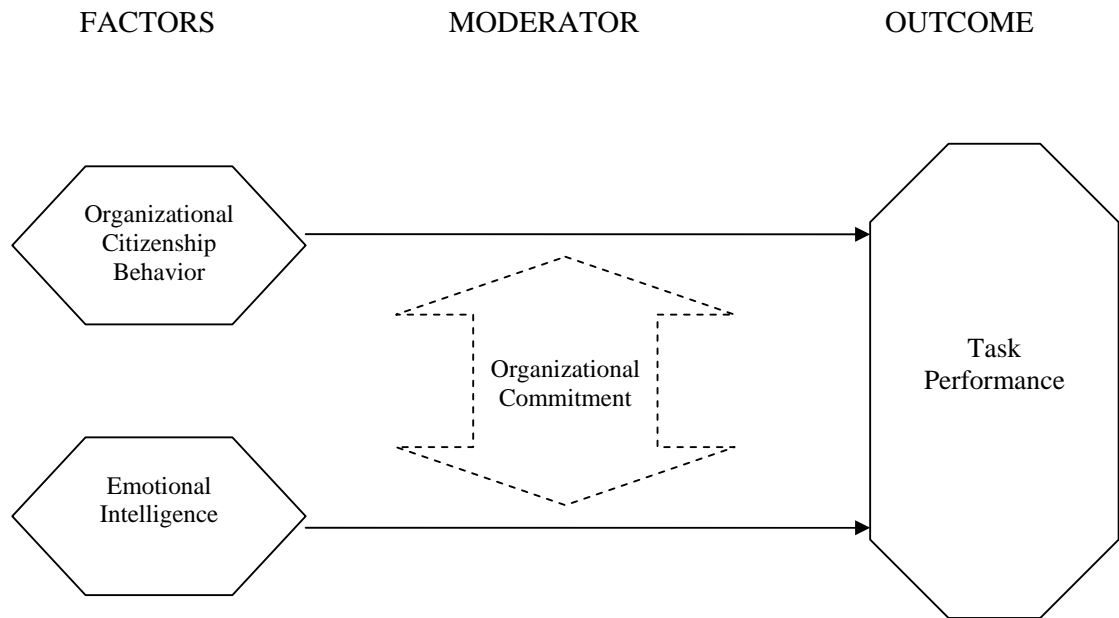


Figure 1: Conceptual framework of task performance among employees

## 2.8 RESEARCH HYPOTHESES

Based on the literature review, the present research will investigate the correlation between EI, OCB and organizational commitment with employees' task performance:

- H1: There will be differences between high and low performing employees in their scores of emotional intelligence, organizational citizenship behaviour, and organizational commitment.
- H2: There will be a positive relationship between emotional intelligence, organizational citizenship behaviour, organizational commitment and task performance.
- H3: Organizational commitment will moderate the relationship between emotional intelligence and task performance, and organizational citizenship behaviour and task performance.

## **CHAPTER THREE**

### **METHOD**

This research was carried out using a cross-sectional design aimed at investigating a sample of the population at one given time. A series of structured questionnaire were distributed among the participants of chosen population.

#### **3.1 PARTICIPANTS**

The sample for this research consisted of 100 executive level employees of a selected organization. Due to time and cost constraints, the employees were chosen using a convenient sampling consisting 50 Malays and 50 Chinese, 55 are female and 45 are male, 47 among them are with less than 3 years tenure and 53 of them are with more than 3 years tenure, and 46 employees are above 30 years old and 54 employees are more than 30 years old. To leverage with the research's objectives and hypothesis, the participants were categorized into two, low and high performing employees. The high performing employees were identified by the upper 50% scored in the Pearce and Potter task performance scale and the low performing employees were the lower 50% scored in the same scale.

#### **3.2 RESEARCH INSTRUMENTS**

The questionnaires were compiled into one booklet consisting of four different parts:

##### *Part I : Emotional Intelligence*

Self-reported emotional intelligence scale, the SREIS (Schutte et al., 1998) was developed to reflect Salovey and Mayer's (1990) original ability model of EI and the

characteristics usually identified as more relevant to trait models of EI (Goleman, 1995). This 33-item EI scale assesses multiple aspects of EI including appraisal and expression of emotions, regulation of emotion, and utilization of emotion. Participants rate the extent to which they agreed with each item on 4-point Likert-type scales ranging from:

- 1 (strongly disagree)
- 2 (disagree)
- 3 (agree)
- 4 (strongly agree)

Examples of items are:

- “Other people find it easy to confide with me”.
- “I arrange events others enjoy”.
- “I have control over my emotions”.
- “I know when to speak about my personal problems to others”.
- “It is difficult for me to understand why people feel the way they do”.

Scale items can be summed to provide the total EI with negative items for item number 5, 28 and 33. The high score of SREIS will show that the participant has a high EI, and vice versa. This measure was reported to have good internal consistency and test–retest reliability (Schutte et al., 1998). The internal consistency analysis showed a Cronbach alpha of 0.85 in a study in Malaysia (Harris & Jumina Kimin, 2004), evident that the SREIS is suitable to be used in Malaysian population. The scale can be found in appendix A part D page 69 to 72.

*Part II : Organizational Citizenship Behavior*

This research used organizational citizenship behavior developed by Organ (1994) (LePine, Erez & Johnson, 2002). This scale is measured by 4 point Likert scale ranging from:

- 1 (always)
- 2 (Often)
- 3 (Seldom)
- 4 (Never)

Examples of items are:

- “Helping others who have been absent”
- “Does not abuse the right of others”
- “Do not take extra breaks”
- “Attends functions that are not required but help the company image”
- “Keeps up with developments in the company”

The scale consists of 20 items. Scale items can be summed to provide the total OCB with negative items for item number 9 to 12. Achieving high score in this scale means that the OCB level of that participant is high and getting low score in this scale means the participant has lower OCB level. The reliability of this scale was over 0.6 for each dimension of organizational citizenship behavior and a study in Malaysia shown Cronbach alpha of 0.7 (Diana Setiyawati, 2006). The scale can be found in appendix A part A, page 64 to 65.

### *Part III: Organizational Commitment*

This research measured organizational commitment using Organizational Commitment Questionnaire (OCQ) Modway, Porter and Steers (1979), example of items are;

- “I talk up this organization to my friends as a great organization to work for”
- “I feel very little loyalty to this organization”
- “I am proud to tell others that I am part of this organization”
- “I really care about the best of all possible organizations for which to work”
- “There is not too much to be gained by sticking with this organization”

The Cronbach alpha reliability for this measure is 0.93, with Likert rating scale from:

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Agree)
- 4 (Strongly Agree)

The scale consists of 15 items. Scale items can be summed to provide the total OCQ with negative items for items number 3, 7, 9, 11, 12, and 15. Achieving high score in this scale means that the OC level of that participant is high and getting low score in this scale means the participant has lower OC level. A research done by Setiyawati (2006) in Malaysia found OCQ to be reliable with a Cronbach alpha of .93. The scale can be found in appendix A part B page 66 to 67.

#### *Part IV : Task Performance*

For task performance, this research used a scale developed by Pearce and Porter (1986), containing 5 items; examples of items are:

- Overall performance
- Ability to get a long with others
- Completing tasks on time
- Quality of performance

- Achievement of work goals

All of the items were assessed through 7 point scale ranging from:

- 1 (Extremely High)
- 2 (Very High)
- 3 (High)
- 4 (Moderate)
- 5 (Low)
- 6 (Very Low)
- 7 (Extremely Low)

Scale items can be summed to provide the total of task performance score. Achieving high score in this scale means that the task performance level of that participant is high and getting low score in this scale means the participant has lower task performance level. The Cronbach alpha for this scale was 0.87 (Carmeli, 2003). The scale can be found in appendix A part C page 68.

### **3.3 PROCEDURE**

#### ***Method of Administration***

The researcher requested permission to conduct the research at the organization. Upon agreement, the researcher personally distributed the standardized English version questionnaires to the participants. Upon completion, the researcher collected the questionnaires from the participants. From 130 questionnaires distributed, 100 were collected with full answers. The questionnaires were fully collected in 2 weeks. The data gathered from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS).

### **3.4 DATA ANALYSES**

This research analyzed the data gathered using Statistical Package for Social Sciences (SPSS) software, in which the following statistics were conducted:

- Pearson correlation was used to explore the relationship between EI, OCB and task performance.
- t-test was used in exploring the differences between EI, OCB and OC with task performance.
- Median split was used to indicate the participants' level of task performance.
- Partial correlation was used to test the moderating effect of OC in EI and task performance, and OCB and task performance relationship.

## **CHAPTER FOUR**

### **RESULTS**

This chapter described the results of the research beginning with descriptive statistics related to demographic background of the participants, followed by the psychometric properties used in the research, and finally, the statistical analysis result on the differences and relationship between emotional intelligence, organizational citizenship behaviour and task performance, with organizational commitment as the moderator.

#### **4.1 DEMOGRAPHIC BACKGROUND**

150 questionnaires were distributed during the data collection exercise, and 112 were returned, therefore, the response rate for this research was 67%. However, out of the 112 questionnaires returned, 12 were incomplete and rejected for analysis, therefore, only 100 participants' questionnaires were available for analysis.

Of 100 participants, 50 participants from 50% of the total participants were from Malay ethnicity while the other 50 accumulating 50% of the whole participants were from Chinese ethnicity. In terms of gender, 55 participants who cover 55% of the whole participants were female and remaining 45 participants covering 45% of the whole participants were male. With regards to age, four participants or 4% of the whole participants were below 25 years old, whereas 42 participants from 42% of the whole participants were between 25 to 30 years old, and 38 or 38% of the participants were between 30 to 35 years old, and 16 or 16% were above 35 years old.

On the years of service with the organization, eight (8%) has a tenure of less than a year, 39 (39%) with one to three years tenure, eight (8%) with three to five

years tenure and 45 (45%) with more than five years tenure. The summary of participants' demographic characteristics can be viewed in table 4.1 below.

**Table 4.1**  
**Participants' Demographic Background**

	Variable	Frequency	Percentage
Ethnicity	Malay	50	50
	Chinese	50	50
Gender	Male	50	50
	Female	50	50
Age	Below 25	4	4
	25 to 30	42	42
	30 to 35	38	38
	Above 35	16	16
Tenure	Less than 1 year	8	8
	1 to 3 years	39	39
	3 to 5 years	8	8
	More than 5 years	45	45

#### **4.2 RELIABILITY MEASUREMENT BY CRONBACH ALPHA**

The measurement of reliability for Self-reported Emotional Intelligence Scale, Organizational Citizenship Behaviour Scale, Organizational Commitment Questionnaires and Task Performance Scale were obtained. Cronbach Alpha was used for determining the reliability of each scale. The alpha values for the variables tested in this research were, 0.87 for Self-reported Emotional Intelligence Scale for

measuring emotional intelligence, 0.76 for Organizational Citizenship Behavior Scale for measuring organizational citizenship behavior, 0.60 for Organizational Commitment Questionnaire measuring organizational commitment and 0.77 for Task Performance Scale measuring task performance. According to Halpern, Littleford and Brockhurst (2001), the result is considered reliable if the alpha value is greater than 0.6.

**Table 4.2**  
**Reliability measurement by cronbach alpha**

No.	Scale	No. of Item		Alpha Value
1	Self-reported Emotional Intelligence Scale	33	1-StronglyDisagree 2-Disagree 3-Agree 4-Strongly Agree	0.87
2	Organizational Citizenship Behaviour Scale	20	1-Always 2-Often 3-Seldom 4-Never	0.76
3	Organizational Commitment Questionnaires	15	1-StronglyDisagree 2-Disagree 3-Agree 4-Strongly Agree	0.60
4	Task Performance Scale	7	1-Extremely High 2-Very High 3-High 4-Moderate 5-Low 6-Very Low 7-Extremely Low	0.77

### 4.3 DIFFERENCES IN EMOTIONAL INTELLIGENCE, ORGANIZATIONAL CITIZENSHIP BEHAVIOUR, ORGANIZATIONAL COMMITMENT BETWEEN HIGH AND LOW PERFORMING EMPLOYEES.

To identify the differences in emotional intelligence, organizational citizenship behaviour and organizational commitment between high and low performing employees, first, the means and standard deviations were acquired to determine the degree to which these two categories showed the occurrence of emotional intelligence, organizational citizenship behaviour and organizational commitment. Next, t-test was administered to evaluate whether the differences of organizational citizenship behaviour and emotional intelligence were significant between the low and high performing employees, as explained in table 4.2. The high performing employees were identified by the upper 50% scored in the Pearce and Potter task performance scale and the low performing employees were the lower 50% scored in the same scale.

Table 4.3  
Differences in Emotional Intelligence, Organizational Citizenship Behavior, and Organizational Commitment between Low and High Performing Employees.

<i>Measures</i>	<b>Low Performing Employees</b>			<b>High Performing Employees</b>			<i>t</i>	<i>df</i>	<i>p</i>
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>			
Emotional Intelligence	55	94.65	7.90	45	97.94	7.73	- 2.01	98	0.05
Organizational Citizenship Behavior	55	44.02	6.52	45	44.54	5.73	- 0.4	98	0.69
Organizational Commitment	55	40.69	3.13	45	39.57	4.90	1.39	98	0.17

Descriptive analysis showed that the mean score for emotional intelligence of low performing employees ( $m = 94.65$ ,  $SD = 7.90$ ), was lower than the mean score for high performing employees ( $m = 97.94$ ,  $SD = 7.73$ ), with independent sample t-test yielded a significant difference in emotional intelligence between low and high performing group  $t(98) = - 2.01$ ,  $p > 0.05$  which indicates that low and high performing employees differed in their level of emotional intelligence, hence, supporting the hypothesis that there is a difference between high and low performing employees in their scores of emotional intelligence.

For organizational citizenship behavior, descriptive analysis showed that the mean score of low performing employees ( $m = 44.02$ ,  $SD = 6.52$ ) was also lower than the mean score for high performing employees ( $m = 44.54$ ,  $SD = 5.73$ ) independent sample t-test yielded a non significant difference in organizational citizenship behavior between low and high performing group  $t(98) = - 0.4$ ,  $p > 0.05$ . The result indicated that low and high performing employees differed in their level of organizational citizenship behavior, hence, it did not support the hypothesis that there is a difference between high and low performing employees in their scores of organizational citizenship behaviour.

Descriptive analysis indicates that the mean score for organizational commitment of low performing employees ( $m = 40.69$ ,  $SD = 3.13$ ) were higher than the mean score for high performing employees ( $m = 39.57$ ,  $SD = 4.9$ ) with independent sample t-test yielded a non significant difference in organizational commitment between low and high performing group  $t(98) = -1.39$ ,  $p > 0.05$ . This result was not significant, therefore, it did not signify that low and high performing employees differed in their level of organizational commitment, hence, it did not

support the hypothesis that there is a difference between high and low performing employees in their scores of organizational commitment.

Therefore, the result showed that there was a difference between high and low performing employees in their scores of emotional intelligence, however, there were no differences between high and low performing employees in their score of organizational citizenship behaviour and organizational commitment.

#### **4.4 RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE, ORGANIZATIONAL CITIZENSHIP BEHAVIOR, ORGANIZATIONAL COMMITMENT AND TASK PERFORMANCE**

The degree and the direction of the relationship between emotional intelligence and task performance, and organizational citizenship behavior and task performance were identified using correlation analyses.

Table 4.4  
Relationships between Emotional Intelligence, Organizational Citizenship Behavior, Organizational Commitment and Task Performance

<b>Variables</b>	<b>EI</b>	<b>OCB</b>	<b>TP</b>
1. Emotional Intelligence	-		
2. Organizational Citizenship Behavior	-0.37**	-	
3. Task Performance	-0.03	0.23*	-

\* correlation is significant at the 0.05 level (2-tailed)

\*\* correlation is significant at the 0.01 level (2-tailed)

Correlation coefficients were computed between these three variables. Organizational citizenship behavior was found to be significantly correlated with task performance ( $r = 0.23$ ,  $p > 0.05$ ) suggesting a higher organizational citizenship behavior result to a higher task performance. However, there were no significant relationship found between emotional intelligence and task performance ( $r = 0.03$ ,  $p > 0.05$ ).

The result showed that there were positive relationship only between organizational citizenship behavior and task performance but not in emotional intelligence and task performance. The result partially supported the second hypotheses which said that there will be a positive relationship between emotional intelligence and task performance, and organizational citizenship behavior and task performance.

#### 4.5 MODERATING EFFECT OF ORGANIZATIONAL COMMITMENT

Organizational commitment was tested for its moderating effect to emotional intelligence, organizational citizenship behavior and task performance using the partial correlation method with organizational commitment scores being controlled.

Table 4.5  
Moderating Effect of Organizational Commitment

Control Variables	Variable	EI	OCB	TP
1. Organizational Commitment	EI	-		
	OCB	-0.28	-	
	TP	0.10	0.16	-

The partial correlation analysis between emotional intelligence and task performance suggested that organizational commitment did not moderate the relationship between emotional intelligence and task performance ( $r = 0.10$ ,  $p = 0.33$ ). Furthermore, the partial correlation analysis between organizational citizenship behavior and task performance, also suggested that organizational commitment did not moderate the relationship between organizational citizenship behavior and task performance ( $r = 0.16$ ,  $p = 0.13$ ).

To sum up, these findings did not support the third research hypothesis in which organizational commitment does not moderate either relationships between emotional intelligence and task performance, and organizational citizenship behaviour and task performance.

#### **4.6 DIFFERENCES IN EMOTIONAL INTELLIGENCE, ORGANIZATIONAL CITIZENSHIP BEHAVIOUR, ORGANIZATIONAL COMMITMENT BETWEEN MALAY AND CHINESE.**

An additional analysis was done in order to further understand the difference in emotional intelligence, organizational citizenship behavior and organizational commitment between Malay and Chinese, as explained in table 4.3.

Table 4.6  
Differences in Emotional Intelligence, Organizational Citizenship Behavior, and Organizational Commitment between Malay and Chinese.

<i>Measures</i>	<b>Malay</b>		<b>Chinese</b>		<i>df</i>	<i>t</i>	<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
Emotional Intelligence	97.44	5.86	94.16	9.4	98	2.1	0.04
Organizational Citizenship Behavior	44.28	2.72	44.12	8.43	98	0.13	0.9
Organizational Commitment	41.40	3.7	39.20	3.74	98	2.97	0.01
Task Performance	22.20	3.95	20.60	3.61	98	2.11	0.04

Descriptive analysis showed that the mean score for emotional intelligence for Malay ( $m = 97.44$ ,  $SD = 5.86$ ) was higher than the mean score for Chinese ( $m =$

94.16, SD = 9.4) with independent sample t-test yielded a significant difference in emotional intelligence between the two groups, signifying that Malay and Chinese differed in their level of emotional intelligence  $t(98) = 2.1, p > 0.01$ .

For organizational citizenship behavior, descriptive analysis shows that the mean score of Malay ( $m = 44.28, SD = 2.72$ ) was slightly higher than the mean score for Chinese ( $m = 44.12, SD = 8.43$ ) with independent sample t-test showed a non significant difference in organizational citizenship behavior between the two groups  $t(98) = 0.13, p > 0.01$ . This result signified that Malay and Chinese do not differ in their level of organizational citizenship behavior.

Descriptive analysis indicates that the mean score for organizational commitment of Malay ( $m = 41.40, SD = 3.7$ ) was higher than the mean score for Chinese ( $m = 39.20, SD = 3.74$ ) with Independent sample t-test yielded a significant difference in organizational commitment between the two groups  $t(98) = 2.97, p > 0.01$ . This result signified that Malay and Chinese differed in their level of organizational commitment.

For task performance, descriptive analysis shows that the mean score of Malay ( $m = 22.20, SD = 3.61$ ) was also higher than the mean score for Chinese ( $m = 20.60, SD = 3.61$ ) with Independent sample t-test showed a significant difference in task performance between Malay and Chinese  $t(98) = 2.11, p > 0.01$ . This result signified that Malay and Chinese differed in their level of task performance.

To sum up, the analyses on the differences in emotional intelligence, organizational commitment and task performance between Malay and Chinese were significantly different in terms of their levels of emotional intelligence, organizational commitment, and task performance with Chinese reported low in emotional

intelligence, organizational citizenship behavior, organizational commitment and task performance compared to Malays.

## **CHAPTER FIVE**

### **DISCUSSION**

In this chapter, the hypotheses testing discussion will be presented. The studies of previous researchers will be given in the effort to explain and support the current research findings. The implications and limitations will also be discussed at the end.

#### **5.1 OVERVIEW**

The present study was carried out in order to examine the relationship between emotional intelligence, organizational citizenship behaviour and task performance among employees of a selected organization. It is also done in order to examine the moderating effect of organizational commitment on emotional intelligence and organizational citizenship behaviour on task performance. Participants were 100 employees, both males and females. Variables tested were emotional intelligence and organizational citizenship behaviour, task performance and organizational commitment as a moderator. The hypotheses tested in this research were (1) there will be differences between high and low performing employees in their scores of emotional intelligence, organizational citizenship behaviour, organizational commitment and task performance, (2) there will be positive relationship between emotional intelligence and task performance, and organizational citizenship behaviour and task performance, and (3) organizational commitment will moderate the relationship between emotional intelligence and task performance, and organizational citizenship behaviour and task performance.

## **5.2 DIFFERENCES IN EMOTIONAL INTELLIGENCE, ORGANIZATIONAL CITIZENSHIP BEHAVIOUR, AND ORGANIZATIONAL COMMITMENT IN HIGH AND LOW PERFORMING EMPLOYEES.**

The first analysis examines the differences in emotional intelligence, organizational citizenship behaviour, and organizational commitment of high and low achieving employees. The scores showed a positive relationship only between emotional intelligence and task performance. This result supports the previous study saying that high emotional intelligence employee are prone to perform better in both work and social activities compared to the low emotional intelligence employees (Van Der Zee, Thijs & Schake, 2002). This result also support the previous research by Tischler, Biberman and McKeage (2002) indicating that emotional intelligence will increase a person's tendencies to perform better in any given situations in leading a meaningful life (Tischler, Biberman & McKeage, 2002). Furthermore, it supports the previous research of Cherniss and Goleman (2001) saying that emotional intelligence affects organizational effectiveness in a number of areas, including employee recruitment and retention, development of talent, teamwork, employee commitment, morale, and health, innovation, production, efficiency, sales, revenues, quality of service, customer loyalty showing that having employees with high EI traits will lead the organization to a better performance and sustainable growth (Cherniss & Goleman, 2001). Therefore, it can be said that the higher a person possesses an emotional intelligence, the most likely this person will succeed. In addition to that, the differences between these variables were expected as it were found significantly different in the previous studies too.

For organizational citizenship behaviour, the scores did not show any significant differences between organizational citizenship behaviour and task

performance. This did not support the previous study by Podsakoff and McKenzie (1997) which found a significant difference in organizational citizenship behaviour in high and low performing workers. It also did not support the research of Podsakoff, Ajeerne and MacKenzie (1997) on factory worker performance which showed a significant difference in organizational citizenship behaviour and the workers' performances.

Organizational commitment also did not show any significant differences in task performance. This result does not support the previous research of Allen, Russel and Rush (1993), which found that high performing individuals are also high in their score of organizational commitment which indicated that the higher the organizational commitment of an individual, the higher the performance, whereas, the lower the organizational commitment, most likely the performance will be low.

From the result, both organizational citizenship behaviour and organizational commitment did not have any correlation with high and low level of employee performances, this might be due to selection of participants location, nature of tasks and number of the participants . Future research will be most beneficial if these deficiencies are mitigated.

### **5.3 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ORGANIZATIONAL CITIZENSHIP BEHAVIOR, ORGANIZATIONAL COMMITMENT AND TASK PERFORMANCE.**

There was significant positive relationship between organizational citizenship behaviour and task performance, whereas, there was a negative relationship between emotional intelligence and task performance. This result is unexpected and not consistent with previous studies of Erez and Isen (2002) and Carson and Carson (1998), therefore, further research should be done in the future.

The result partially supported the previous research of Erez and Isen (2002) suggesting that individuals with high organizational citizenship behaviour will achieve high levels of task performance in most jobs as they may exert more effort to engage in OCB by which the individual will get motivated.

This current result also partially supported the previous research of Carson and Carson (1988) whom have reported a significant relationship between EI, OCB and OC in performance of employees. People with high emotional intelligence experience better success, build stronger relationships and lead more effectively and enjoy better health in life (Carson & Carson, 1988).

The use of several assessments in measuring the variables may help in further identifying the correlation between the variables. Future research emphasizing on the method of assessments may add to the possibility of higher correlation score.

#### **5.4 THE MODERATING EFFECT OF ORGANIZATIONAL COMMITMENT**

The present research showed that there was no moderating effect of organizational commitment in the relationship between emotional intelligence and task performance, and organizational citizenship behaviour and task performance.

The failure of this research to find a moderating effect of organizational commitment is totally unexpected. Past studies by Keller (1997) observing the relationship between job involvement and organizational commitment showed that there was no moderating effect of organizational commitment in the interaction of job involvement and performances (Keller, 1997).

However, the result did not support the previous study of Pond, Nacoste, Mohr and Rodriguez (1997), which found a frequent display of OCB among managerial

employees, they found that there are moderating relationship of organizational commitment in the occurrences of OCB, whereby the employees with high organizational commitment tend to practice higher OCB level.

It also did not support the study by Rozell, Pettijohn, and Parker (2004) on professional salesperson in determining their performance in customer service which showed moderating effect of OC between EI and task performance. The salesperson with high level of EI and OC will more likely has good customer service feedback compared to those with low EI level.

As the study has been well designed, the result is possibly a new finding in that organizational commitment does not have a moderate effect. However, more studies should be conducted to confirm on this finding.

## **5.5 IMPLICATIONS OF THE STUDY**

From the result of the current research, it can be point out that there is noteworthy information concerning differences in emotional intelligence between high and low performing employees, which signify the occurrence of emotional intelligence in high performing employees. This gives way to organizations in inculcating emotional intelligence in the mind of the employees in ensuring higher productive organizations.

Furthermore, the current research also point out another noteworthy information concerning the relationship of organizational citizenship behaviour with task performance, which signify the importance of attention by organizations' leader towards emphasizing organizational citizenship behaviours in ensuring the utmost effective organizations through employees' performance

The current result failed to provide the evidence of a moderating effect by organizational commitment on the relationship of emotional intelligence and task

performance, and the relationship of organizational citizenship behaviour and task performance. This indicates that organizational commitment may not enhance the level of employees' performances.

To conclude, the current research presents a practical verification in regard to the relationship of emotional intelligence, organizational citizenship behaviour, and task performance with organizational commitment as the moderator. Having this information may lead future organizations in deciding the role that emotional intelligence, organizational citizenship behaviour and organizational commitment play in the magnitude of productive organization.

## **5.6 LIMITATIONS AND RECOMMENDATIONS**

There are several limitations and recommendations of the current study. First, for the selection of participants, this study involved a selected organization in Kuala Lumpur only, for future research, it is suggested that the participants should be selected from a multiple organizations from different state of Malaysia if not outside Malaysia.

Second, the number of participants in this study was only 100. For future research it is suggested that the number is added for a better, more significant and thorough generalization of the research.

Third, all scales in this research were self report questionnaires, for that reason, the probability of the participants to favour themselves is high. Therefore, for future research, a cross check with the participants respective supervisors would be useful. It is hoped that the future research will take into consideration the recommendations to overcome the limitations identified in this research.

## **5.7 CONCLUSION**

The current research looked at the relationship of emotional intelligence, organizational citizenship behaviour and task performance, and the role of organizational commitment as the moderator. The result has partially supported previous research findings. It was found that employees with high emotional intelligence do perform better compare to those who are low in the emotional intelligence score. Organizational citizenship behaviour has a positive relationship with task performance, which means that, the higher the organizational citizenship behaviour is the higher the task performance is expected to be. Lastly, the moderating role of organizational commitment was not supported signifying that organizational commitment does not affect the employees' task performance level.

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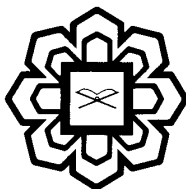
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## APPENDIX A



(Company No. 101067-P)

الجامعة الإسلامية العالمية ماليزيا  
**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**  
يُونَيْبَرِيسِيَّتِي إِسْلَامِيَّةً إِنْتَارَا بِيْجِيَا مَلَيْسِيَا

Dear Respondent,

I am a Master of Human Sciences student (Industrial/Organizational Psychology) and currently completing a thesis for the program. I would like to hope for your cooperation in completing the following questionnaires.

Answering these questionnaires will help in understanding and improve ourselves as well as a reminder to us all that we can be better.

I very much value your participation. Your answers will be treated as P & C (Private & Confidential) and will only be used for research purposes anonymously.

Thank you again for your participation in this scientific study.

Nurul-Azza Abdullah

Postgraduate Student, Department Psychology,  
International Islamic University Malaysia.

Ethnicity : Malay / Chinese / Indian / Others  
 Gender : Female / Male  
 Tenure : Less than 1 year / 1 – 3 years / 3 – 5 years / more than 5 years  
 Age : below 25 years / 25 – 30 years / 30 – 35 years / 35 years and above  
 Marital status : Single / Married / Divorced

**Section A**

Please indicate on the scale how often you do this every attitude. Circle your best choice.

- 1 Help others who have heavy workloads
 

1	2	3	4
Always	Often	Seldom	Never
  
- 2 Help others who have been absent
 

1	2	3	4
Always	Often	Seldom	Never
  
- 3 Willingly gives my time to help others who have work related problem
 

1	2	3	4
Always	Often	Seldom	Never
  
- 4 Help orient new people even though it is not required
 

1	2	3	4
Always	Often	Seldom	Never
  
- 5 Consults with superior or other individuals who might be affected by my actions or decisions
 

1	2	3	4
Always	Often	Seldom	Never
  
- 6 Does not abuse the rights of others
 

1	2	3	4
Always	Often	Seldom	Never
  
- 7 Take steps to prevent problem with other workers
 

1	2	3	4
Always	Often	Seldom	Never
  
- 8 Inform my superior before taking any important action
 

1	2	3	4
Always	Often	Seldom	Never
  
- 9 Consumes a lot of time complaining trivial matters
 

1	2	3	4
Always	Often	Seldom	Never

- 10 Tends to make problems bigger than they are
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 11 Constantly talks about wanting to quit
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 12 Always focuses on what's wrong with my situation, rather than the positive side of it
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 13 Am always punctual
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 14 I never take long lunches or breaks
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 15 Obey company rules, regulations and procedures even when no one is watching
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 16 Keep abreast of changes in the organization
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 17 Attends functions that are not required but help the company image
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 18 Attends and participates in meetings regarding the organization
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 19 Keeps up with developments in the company
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |
- 20 Do not take extra breaks
- |        |       |        |       |
|--------|-------|--------|-------|
| 1      | 2     | 3      | 4     |
| Always | Often | Seldom | Never |

**Section B**

Please indicate on the scale how strongly you agree or disagree with each statement. Circle your best choice.

- 1 I am willing to put in a great deal of effort beyond that normally expected in order to help this organization to be successful

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 2 I talk up this organization to my friends as a great organization to work for

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 3 I feel very little loyalty to this organization

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 4 I would accept almost any type of job assignment in order to keep working for this organization

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 5 I find that my values and the organizations values are very similar

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 6 I am proud to tell others that I am part of this organization

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 7 I could just as well be working for a different organization as long as the type of work was similar

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 8 This organization really inspires the very best in me in the way of job performance

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 9 It would take very little change in my present circumstances to cause me to leave this organization

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 10 I am extremely glad that I chose this organization to work over others I was considering at the time I joined.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 11 There is not too much to be gained by sticking with this organization

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 12 Often, I find it difficult to agree with this organization's policies on important matters relating to its employees

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 13 I really care about the best of all possible organizations for which to work

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 14 For me this is the best of all possible organizations for which to work for

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 15 Deciding to work for this organization was a definite mistake on my part

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

**Section C**

Please indicate honestly on the scale how you perceive yourself in each statement.  
Circle your best choice.

<b>Overall Performance</b>	<b>Get along with others</b>	<b>Completing task on time</b>	<b>Quality of Performance</b>	<b>Achievement for work goal</b>
1 - Extremely High	1 - Extremely High	1 - Extremely High	1 - Extremely High	1 - Extremely High
2 - Very High	2 - Very High	2 - Very High	2 - Very High	2 - Very High
3 - High	3 - High	3 - High	3 - High	3 - High
4 - Moderate	4 - Moderate	4 - Moderate	4 - Moderate	4 - Moderate
5 - Low	5 - Low	5 - Low	5 - Low	5 - Low
6 - Very Low	6 - Very Low	6 - Very Low	6 - Very Low	6 - Very Low
7 - Extremely Low	7 - Extremely Low	7 - Extremely Low	7 - Extremely Low	7 - Extremely Low

**Section D**

Please indicate on the scale how strongly you agree or disagree with each statement.  
Circle your best choice.

1 I know when to speak about my personal problems to others

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

2 When I am faced with obstacles, I remember times I faced similar obstacles and overcame them

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

3 I expect that I will do well on most things I try

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

4 Other people find it easy to confide me

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

5 I find it hard to understand the nonverbal messages of other people

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

6 Some of the major events of my life have led me to reevaluate what is important and not important

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

7 When my mood changes, I see new possibilities

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

8 Emotions are one of the things that make my life worth living

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

9 I am aware of my emotions as I experience them

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

10 I expect good things to happen

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

11 I like to share my emotions with others

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

12 When I experience a positive emotion I know how to make it last

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

13 I arrange events others enjoy

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

14 I seek out activities that make me happy

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- 15 I am aware of the nonverbal messages I send to others
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 16 I present myself in a way that makes a good impression on others
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 17 When I am in a positive mood, solving problems is easy for me
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 18 By looking at their facial expressions, I recognized the emotions people are experiencing
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 19 I know why emotions change
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 20 When I am in a positive mood, I am able to come up with new ideas
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 21 I have control over my emotions
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 22 I easily recognize my emotions as I experience them
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 23 I motivate myself by imagining a good outcome of the tasks I take on
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

- 24 I compliment others when they have done something well
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 25 I am aware of the non-verbal messages other people send
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 26 When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 27 When I feel a change in emotion, I tend to come up with new ideas
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 28 When I am faced with challenges, I give up because I believe I will fail
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 29 I know what other people are feeling just by looking at them
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 30 I help other people feel better when they are down
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 31 I use good moods to help myself keep trying in the face of obstacles
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |
- 32 I can tell how people are feeling by listening to the tone of their voice
- |                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

33 It is difficult for me to understand why people feel the way they do

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree