

Emotional Competence, Personality and Job Attitudes as Predictors of Job Performance

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This paper explored the role of predictive variance of emotional competencies, personality variables and job attitudes in job performance. The sample consisted of 204 middle level managers, who completed Emotional Competency Inventory, Type A Personality Pattern, Job Attitudes Scale and Performance Rating (Self) Scale. Co-worker rating and Superior ratings for these managers were also obtained. Step-wise regression analysis showed that R^2 increased from 0.1155 to 0.3369 with addition of each of the seven variables that contributed significantly to the prediction of job performance.

Emotional intelligence is one of the most widely discussed topics in current industrial, work, and organisational psychology. The term emotional intelligence had not been coined until James Dozier provided a vivid example of what it is in 1981. Later Mayer *et al* (2000) conceived it 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".

Emotional intelligence has recently emerged in both academic and popular literature. Accordingly, to Goleman (1995), EI consists of "abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think; to empathize, and to hope". Goleman (1998) defines an 'emotional competence' as a learned capability based on emotional intelligence that results in outstanding performance at work. Goleman has recently made a distinction between emotional

intelligence and emotional competencies. Integrating the work of Goleman (1995, 1998) and Boyatzis (1982), Boyatzis *et al.* (1999) have stressed that emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.

Emotional Intelligence scores are found to be significantly associated with measures of Performance, in a correlation study conducted among college principals. (Sala,2000). The subject's self awareness and social awareness cluster ratings have been significantly associated with organisational retention rates. In 2001, Nel has demonstrated a significant relationship between ECI competencies and performance.

An integrated concept of emotional intelligence offers more than a convenient framework for describing human dispositions, it offers a theoretical structure for the organisation of personality, linking it to a theory

of action and performance (Goleman, 1995). A closely related stream of research has focused on explaining and predicting the outcomes of job behaviours and attitudes in various occupations. The emphasis is that EI predicts better performance (Jac, 1997; Sitarenois, 1998). Sergio (2001) has found that mental ability and emotional intelligence were associated with job performance rating. Cavallro and Brienza (2002), Slaski and Cart Wright (2002) and Zeider et al. (2004) have also demonstrated higher EI as having better management performance.

Type A personalities have emotions and behaviours characterized by ambitiousness, aggressiveness, competitiveness, impatience, sense of time urgency, goal directedness without proper planning, and polyphasic behaviour (Robert et al.). Type A behaviours include 4 domains: (i) An intense sense of time urgency, which refers to a constant struggle with time, including impatience with delays and unproductive time; (ii) inappropriate aggression/hostility, refers to easily aroused anger; (iii) polyphasic behaviours, which refers to the tendency to take up two or more tasks simultaneously at inappropriate times. It usually results in wasted time due to inability to complete the tasks; and (iv) goal directedness without proper planning, which refers to the tendency of an individual to rush into work without really knowing how to accomplish the desired result.

Interest in the role of personality in work and organizational behaviour has increased over recent years. To a large extent this is due to the emergence of the 'Big Five' taxonomy for personality structure. As far as individual work performance is concerned, several studies exploring the role of personality have shown that certain personality variables (like extraversion, agreeableness, conscientiousness, emotional stability and openness to experience) are associated with job performance. Callinan (1998), Andrew et al. (1998) and Lagrange and Roodt (2001) find

that certain personality dimensions (like conscientiousness) significantly predict job performance.

Job related attitudes play a major role in shaping the work behaviours of managers in organisations. Lynn et al.(1990) have developed a theoretical model to describe the differential relationship that organisational attitudes (organizational commitment and satisfaction) and Job attitudes (Job involvement and satisfaction) have with several behaviour intentions (turnover, absenteeism and performance). Many researchers agree that job attitude has a positive impact on performance (e.g., Wright et al. 1993; Mishra and Gupta, 1994; Gable and Dangelo, 1994; Hussain and Islam, 1999; Hossain, 2000; Manikandan, 2002). Paterson et al. (1990) and Shawkat Ahmed and Asma (1999) have shows positive relationship between job involvement and performance; and job involvement may be a potential predictor of performance and related behaviours.

A number of research studies have demonstrated significant relationship between organisational commitment and performance (Wiener and Vardi, 1980; Reddy, 1985; Mayer et al., 1989; Shore and Martina, 1989; Rai and Sinha, 2000; Angel and Lawson, 1994; Thomas and Douglaus, 2002). Riketta (2002) has noted a positive relation between attitudinal organisational commitment and job performance, and identified moderators of this correlation. Research conducted within this framework has indicated that commitment is not only a predictor of employee retention (Porter, 1974; Koch and Steers, 1978) but may also be a predictor of employee effort and performance (Mowday, 1974 and 1979; Robert et al., 1997; Manikandan, 2002).

Job satisfaction and performance relationship has been investigated by many researchers (Brayfield and Crockett, 1955; Vroom, 1964; Hackman and Oldham, 1975; Locke, 1976; Khaleque, 1979; Orpen, 1985; Slocem, 1990; Haque, 1992; Hossain and Miah,

1992; Khadeque et al., 1992; Jahri, 1992; Jayan and Dharmangadan, 1994; Amit, 1994; Organ and Ryan, 1995; Hossain and Islam, 1999; and Frank and David, 2003). Deidra et al. (2004) suggest affective-cognitive consistency as a significant moderator of the job satisfaction – performance relationship and that shows a significantly larger correlation between job satisfaction and performance.

The present study examines the efficacy of ECI competencies, components of Type A personality patterns and Job attitudes in predicting Job performance of managers. The analysis is designed to specifically examine the relative contribution of each of the independent variables to the dependent variable through step-wise regression analysis.

Method

Sample

The sample comprised of 204 middle level male managers from 4 public sector chemical factories located in southern Kerala. The age of the respondents were between 30 to 56 years, all were married and post graduates.

Measures

Emotional Competence Inventory: The ECI measures 20 competencies organised into four clusters: Self-Awareness, Self-Management, Social Awareness and Social Skills. Chronbach's alpha internal consistency coefficients for the ECI clusters and competencies range from .73 to .92 with an overall average internal consistency coefficient of .85. Criterion validity, concurrent validity and predictive validity of each of the ECI competencies were established (Sala, 2002).

A Scale of Type A Personality Pattern: The scale consists of 14 items. Each item has four alternatives (A, B, C, D). It gives a scaling of type A personality and also the measures of individual characteristics of type A personality pattern – Time urgency, Inappropriate aggression, Goal directed without proper planning and Polyphasic behaviour (Robert et

al., 1986).

Job Attitude Scale: This scale contains 3 domains of Job attitude covering. Job Involvement, Job Commitment and Job Satisfaction (Jayan and Balachandran, 2004). The items are designed to include intrinsic attributes of the job as well as extrinsic attributes. Each domain is to be rated on five points (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). The reliability of the test has been established by the method of Cronbach alpha and the alpha coefficient obtained is 0.842. The split-half reliability of each domain vary between 0.73 to 0.89 and the test-retest reliability is also found to be significant and varied from 0.63 to 0.73 respectively. Criterion validity and predictor validity of each of domain were established.

Performance Rating Scale: The performance rating scale (Jayan and Dharmangadan, 1994), is scored separately for rating of Self, Co-worker, Superiors. The scoring has been done in each case as follows – each scale is a seven point one, rating from least efficiency to highest efficiency. Hence a score of 'one' is given to response '1', i.e., least efficiency, a score of 'two' for a response '2' and so on. A score of 'seven' is obtained by a response on '7' indicating highest efficiency. On the whole, the rating scales yield five measures of performance viz.,

- i. Self-rating (absolute rating),
- ii. Self-rating (relative rating)
- iii. Rating by Co-worker (absolute rating)
- iv. Rating by Co-worker (relative rating)
- v. Supervisor rating

The performance index of an individual is the average of the scores obtained in the above ratings.

Procedure

Structured interview technique was employed. The subjects were met personally

and handed over the 3 tests along with self rating scale. They were requested to read all the statements carefully and answer them honestly. Co-worker rating and superior rating were obtained from their immediate co-workers and superiors.

Results and Discussion

The Step-wise regression analysis, used to determine the efficacy of predictor variables on criterion variable, yields seven significant

variables capable of predicting job preference. Table 1 presents the means and the standard deviations of the variables used in the study and also the correlation coefficient between the criterion variable and each of the predictor variables. Table II indicates other statistics, viz., Multiple R, F-value, R^2 , Co-efficient of determination along with 't' values and Beta. A summary of the successive R's, increase in R, percentage variance and increase in percentage variation are given in Table III.

Table 1: Mean, Standard deviation and Correlation coefficients (N = 204)

No.	Variables	Mean	SD	r
1.	Performance (Criterion Variable)	5.53	0.83	
2.	Predictor Variables			
EQ1	Emotional Self-Awareness	8.93	1.83	0.12
EQ2	Accurate Self-Awareness	17.65	3.37	0.20**
EQ3	Self-Confidence	18.66	3.90	0.19**
EQ4	Self-Control	12.31	2.74	0.10
EQ5	Trustworthiness	11.60	2.42	-0.01
EQ6	Conscientiousness	17.43	2.58	0.12
EQ7	Adaptability	13.23	3.18	0.34**
EQ8	Achievement orientation	17.17	3.18	0.09
EQ9	Initiative	15.29	4.28	0.13
EQ10	Empathy	19.78	4.21	0.22**
EQ11	Organisational Awareness	11.62	3.08	0.02
EQ12	Service Orientation	20.75	4.32	0.09
EQ13	Developing others	15.82	3.20	0.24**
EQ14	Leadership	12.54	2.48	0.04
EQ15	Influence	17.98	5.04	-0.05
EQ16	Communication	17.03	3.55	0.18**
EQ17	Change Catalyst	20.85	4.15	0.15*
EQ18	Conflict Management	13.86	3.92	-0.03
EQ19	Building Bonds	12.55	2.37	0.01
EQ20	Team building and collaboration	25.85	4.55	0.10
PER1	Time Urgency	16.75	5.21	0.00
PER2	Inappropriate Aggression	8.53	3.42	-0.03
PER3	Goal directed without proper planning	3.90	1.75	-0.21**
PER4	Polyphasic Behaviour	4.30	1.47	-0.05
ATTI 1	Job Involvement	59.48	6.87	0.05
ATTI 2	Job Commitment	53.29	7.11	0.06
ATTI 3	Job Satisfaction	54.68	8.33	0.04

** p<0.01 * p< 0.05

Table 2: Step-wise Regression Analysis Dependent Variable : Job Performance

Independent Variables : Emotional Competencies (EQ), Personality Variables (PER) and Job Attitudes (ATTI)

Step IV No.	R	'F' Value for R	R ²	SE of R	B	't' Value for B	Constant	b
1 EQ7	0.3398	26.364*** (1,202)	0.1155	0.7788	0.8825	5.135***	4.3672	0.3398
2 EQ11	0.4381	23.866*** (2,201)	0.1919	0.7463	0.5884 -0.0997	6.900*** -4.361***	4.6717	0.5884 -0.3718
3 PER3	0.4787	19.815*** (3,200)	0.2291	0.7307	0.1486 -0.0862 -0.0932	6.838*** -3.781*** -3.108***	4.9344	0.5720 -0.3216 -0.1973
4 EQ13	0.5187	18.309*** (4,199)	0.2690	0.7133	0.1195 -0.1301 -0.1021 0.0839	5.204*** -5.076*** -3.474*** 3.296***	4.5354	0.4602 -0.4852 -0.2162 0.3250
5 EQ5	0.5525	17.402*** (5,198)	0.3053	0.6972	0.1287 -0.0855 -0.1139 0.0962 -0.1013	5.689*** -2.960** -3.932*** 3.820*** -3.215***	4.9226	0.4957 -0.3189 -0.2411 0.3724 -0.2962
6 ATTI3	0.5689	15.553*** (6,197)	0.3214	0.6901	0.1334 -0.0917 -0.1132 0.1029 -0.0983 -0.0130	5.924*** -3.188*** -3.946*** 4.093*** -3.147*** -2.165*	5.4992	0.5138 -0.3421 -0.2397 0.3985 -0.2876 -0.1309
7 EQ15	0.5805	14.228*** (7,196)	0.3369	0.6845	0.1267 -0.0846 -0.0963 0.1285 -0.0925 -0.0130 -0.0292	5.620*** -2.949** -3.262*** 4.650*** -2.976*** -2.170* -2.140*	5.4879	0.4879 -0.3157 -0.2039 0.4973 -0.2705 -0.1301 -0.1780

Note: As the partial regression coefficients were not significant from the step No.7, the further details were not given. *** - Significant at 0.001 level; ** Significant at 0.01 level, * Significant at 0.05 level. IV - Independent Variable; R - Multiple Correlation; SE - Standard Error; B Partial regression coefficient; b - beta coefficient.

Table 3 Details regarding increase in percentage of variation

Step	Code	Variables entered	R	Increase of in R	Percentage of Variation (R ² x100)	Increase in Percentage Variation
1	EQ7	Adaptability	0.3470		11.55	
2	EQ11	Organisational Awareness	0.438	0.098	19.19	7.46
3	PER3	Goal Directed Without Proper Planning	0.479	0.041	22.91	3.78
4	EQ13	Developing Others	0.519	0.040	26.90	3.99
5	EQ5	Trustworthiness	0.553	0.034	30.53	3.63
6	ATTI3	Job Satisfaction	0.567	0.014	32.14	1.61
7	EQ15	Influence	0.581	0.014	33.69	1.55

On the whole, 7 variables (5 from Emotional Competencies, one from Personality and one from Job attitudes) are found to be significant predictors of managers' performance. The regression equation for predicting performance is

$$Y = 0.127 \text{ EQ7} - 0.085 \text{ EQ11} - 0.096 \text{ PER3} + 0.123 \text{ EQ13} - 0.093 \text{ EQ5} - 0.073 \text{ ATTI3} - 0.029 \text{ EQ15} + 5.488$$

The first variable turned out to be significant in the regression equation is adaptability, a component of Emotional competencies. More than 11% of variation in performance is accounted for by adaptability, which is the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity, indicating that this variable is the best predictor of manager's performance. In the second step, the variable, organisational awareness (the ability to read current emotions and political realities in groups, is a competence vital to the behind-the-scenes networking and coalition building that allow individuals to wield influence, no matter what their personal role) entered as the next strongest predictor. Its addition to the

regression equation increased R² to 19%. Goal directed without proper planning, a component of Type A personality pattern is added to the equation in the third step, increasing R² to 22.91%. This refers to the tendency of an individual to rush into work without really knowing how to accomplish the desired result. This usually results in incomplete work or work with many errors, which in turn leads to wasted time, energy and money. The correlation coefficient between performance and goal directed without proper planning ($r = -0.21$; $p < 0.01$) is negative; which indicates that when this trait is high performance is low, or vice versa. Salgado (2003) argues that personality traits predict different facets of job performance, while Judge *et al.* (1999) have found a link between personality and performance.

Developing others, the fourth variable entered into the equation, contributed an additional 3.99% to the variation accounted for. Developing the emotional competency variable involves sensing people's developmental needs and bolstering their abilities. Competence in developing others, a hallmarks

of superior managers, typifies those at the top of the field (Spencer and Spencer, 1993). Although this ability is crucial for those managing front-line work, it has also emerged as a vital skill for effective leadership at high levels (Goleman, 2000). In the fifth step, the variable, trustworthiness entered as the next predictor. This emotional competency translates into letting others know one's values and principles, intentions, and feelings and acting in ways that are consistent with them. Trustworthy individuals are forthright about their own mistakes and confront others about their lapses. A deficit in this ability operates as a career derailer (Goleman, 1998).

Job satisfaction (a variable of job attitudes) is added to the equation in the sixth step, increasing R^2 by 32.14%. In the case of job attitudes, only job satisfaction appears to be predictive of managerial performance. Organ (1988) suggests that the failure to find a relationship between job satisfaction and performance is due to the narrow means that is often used to define job performance. The correlation between job satisfaction and performance would be considerably higher for complex jobs than for less complex jobs, indicating that complex jobs may afford greater autonomy, thus giving individuals greater latitude to act on their satisfaction (Iaffaldano and Muchinsky, 1985).

Influence, the last variable, entered into the equation, contributed 1.55% to the explained variation. This is also an element in Emotional competency. Star performers with this competence draw on a wide range of persuasion strategies than others do, including impression management, dramatic agreements or actions, and appeals to reason. At the same time, the influence competence requires them to be genuine and put collective goals before self-interests; otherwise what would manifest as effective persuasion becomes manipulation.

To conclude, of the 27 variables considered here, the above said 7 variables in the combination could predict about 34% of variation in performance of managers. Although there is theoretical significance in showing that each competence in itself has a significant impact on performance, that must be predicted with different levels and categories of managers in varying organisations.

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