



Research Article

## Emotional intelligence and job performance: A study of public sector management schools in Pakistan

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*Job Performance;*  
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### ABSTRACT

In today's dynamic world, higher education plays a vital role in the development of societies and in the socio-economic development of countries. In this context, many developed nations invest in the development of teaching faculty in the universities by improving their emotional intelligence and job performance. This research intends to construct a model for investigating the relationship between Emotional Intelligence and its key dimensions and job performance in public sector management schools of Pakistan. In Pakistan, there are 77 management schools with 1247 regular employees. The proposed model has one primary and four secondary hypotheses. In this proposed model, stratified random sample is employed. The teaching faculty is divided into 4 strata: professor, associate professor, assistant professor and lecturer. Data was collected from 305 randomly selected respondents from the target population through personally administered and officially emailed questionnaires in order to test the hypothesized model. In the study, regression model is employed using SPSS 2.1 software to test the hypotheses. Results shows positive and significant relationship of Emotional Intelligence with its four dimensions: Self-Emotion Appraisal, Other-Emotion Appraisal, Self-Emotion Regulation, and Other Emotion Regulation, with Job Performance. The research has addressed the existing gap on scarcity of research on Emotion Intelligence with its key dimensions, in the public sector universities and the management schools as a target population. Moreover, this research also has some limitations. The research findings have both theoretical and practical implications. In order to foster job performance, the study recommends the creation and promotion of an organizational environment wherein faculty members could share their workplace emotions with ease and interest. Lastly, suggestions for further research are provided.

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## 1. INTRODUCTION

In the contemporary business era, the service industry has become the driving force of social and economic development (Gurmani et al., 2021; Khan et al., 2021; Khan et al., 2022; Ullah et al., 2021; Yasir et al., 2017; Yasir et al., 2022). Thus, today's global influences such as financial and societal changes compel universities to look for new ways to make the best use of their employees' potential. To compete in this regard, management experts in universities at every level look for sustainable efforts to improve the performance of



employees and turn them into valuable assets in the universities. In this regard, it is believed that every individual performance can affect the group-level performance, which can then affect the institutional level, i.e. the entire university (Vratskikh et al., 2016; Khan & Shamsudin, 2016). For the same reason, universities appear to have been applying different approaches like organizing social gatherings for employees, focusing more on open channels of communication, providing learning opportunities by giving more excess to advanced learning, and by rewarding marginal benefits to improve employees' work outcomes, loyalty, and commitment (Vratskikh et al., 2016; Shafiq & Akram Rana, 2016).

This study takes up the scope of Emotional Intelligence as a conceptual model introduced in the 1990s, to study its influence on university employees' job performance. Over the recent years, the concept of Emotional Intelligence (EI) has attracted mainstream managers, educators, and scholars, who believed that EI improves the performance of employees (Daus & Ashkanasy, 2005). In this context, EI can be well-defined as a human talent to identify the values of emotion and their relationships that can help to solve or resolve workplace problems of employees in an organization. EI has the capability to recognize emotions, the feelings related to emotion and understand and manage those emotions (Mayer et al., 2000). According to Orme and Langhorn (2003), EI plays an important role in understanding emotions and defines EI as the ability of understanding and take favorable actions accordingly. Orme and Langhorn (2003) describes three important points in his definition of EI.

- Understanding emotions, oneself;
- Understanding emotions of others; and
- Taking favorable actions based on our understanding and relationships with these emotions.

John Mayer in 1990's constructed the base for EI, which later on in 1995, Daniel Goleman use EI to predict employees' performance instead of Intelligence Quotient (IQ) (Chiva & Alegre, 2008). Since then, an attention to EI concept has been developing in academic, researchers focusing in the field of OB have been discovering diverse concepts and viewpoints of EI (e.g. Goleman, 1995) as a vital aspect touching various work outcomes, including Job Performance (JP) and satisfaction (e.g. Beck, J. H. (2013).

Despite the growing recognition of the prominence of Emotional Intelligence (EI) in the workplace, there is a lack of research exploring the correlation between EI and Job Performance (Khan et al., 2014) specifically among faculty members in public sector management schools in Pakistan. Additionally, as Pakistan's public sector is facing a range of challenges, such as political instability, budgetary constraints, and a shortage of skilled personnel, it is crucial to investigate where EI can serve as a valuable tool for enhancing Job Performance and addressing these challenges. This is particularly concerning as management education plays a crucial role in preparing future leaders who can contribute to the economic and social development of the country. Therefore, there is a need to investigate the extent to which EI affects JP among faculty members in public sector management schools in Pakistan, and to identify the factors that may influence this relationship. Such research could inform the development of interventions to improve the

EI skills of management faculty members and ultimately enhance the quality of management education in Pakistan. Lastly, objectives of this study are to investigate the effect of Emotional Intelligence (its dimensions) on employees' job performance in the context of public sector management schools in Pakistan.

## **2. HYPOTHESIS**

H1. Emotional intelligence (EI) has a positive relationship with public sector management school employees' job performance (JP).

### **2.1. SECONDARY HYPOTHESES: (DIMENSIONS OF EI)**

H2. Self-focused emotion appraisal has a positive relationship with public Sector management school employee's Job Performance.

H3. Other-focused emotion appraisal has a positive relationship with public sector management school employee's Job Performance.

H4. Self-focused emotion regulation has a positive relationship with public sector Management school employee's Job Performance.

H5. Other-focused emotion regulation has a positive relationship with public sector management school employee's Job Performance.

## **3. METHODOLOGY**

### **3.1. SAMPLING AND DATA COLLECTION**

In the current study, public sector organization of Pakistan was selected as limited literature exists in this context (Ali et al., 2021; Khan et al., 2017; Shah et al., 2021; Ullah et al., 2020; Yasir & Jan, 2023; Yasir & Khan, 2020; Yasir & Rasli, 2018). The sample for the study consisted of 1247 teaching employees who has been working all around in Pakistan public sector management schools. These included 587 lecturers, 534 Assistant professor, 84 Associate professor and 42 professors. The addresses of the faculty members are obtained from their official universities websites. Further stratified random sampling are applied on the selected data which are divided into 4 four strata. Moreover, random sampling is applied based on Krejcie and Morgan (1970) formula. A self-administered questionnaire was utilized in data collection.

### **3.2. MEASUREMENT SCALES**

The researcher provided measurement scale for Emotional Intelligence with its dimensions which is derived from previous literature based on the suggestion provided by (Pekaar et al., 2018) for scale development. The scale comprises of total twenty-eight (28) items, having seven (7) items from each four (4) dimensions.

The researcher provided measurement scale for job performance, which derived from previous literature based on the suggestion provided by (Rodwell et al., 1998), for scale development. The scale comprises of total Nine (09) items. Which based on five Likert scale.

## 4. ANALYSIS

### 4.1. DESCRIPTIVE STATISTICS

**Table 1.** Mean and Standard Deviations for the Construct (N=305)

Descriptive Statistics					
Variables	N	Minimum	Maximum	Mean	Std. Deviation
Job Performance	305	1.890	4.890	3.436	.621
Emotional Intelligence	305	1.860	4.320	3.377	.577
Self-focused Emotion Appraisal	305	1.860	4.430	3.393	.575
Other-focused Emotion Appraisal	305	1.570	4.570	3.276	.718
Self-focused Emotion Regulation	305	1.290	4.860	3.480	.646
Other-focused Emotion Regulation	305	1.710	4.570	3.357	.664
Valid N (list wise)	305				

The statistical basis of the construct is given above in Table 1. The results displayed that all the values of the constructs are on the positive side of the measurement scale, and there is a uniformity in the mean values too. The result clearly reflects that respondents approach towards performance is positive. Only self-focused Emotion Regulation have relatively high mean score compared with other dimensions, which reveals that respondents are more passionate about accomplishing the mutual and combined goals of the organization. Moreover, all the constructs indicate slightly nearby standard deviation. The mean score of Other-focused Emotion Appraisal of the situation is 3.2763 and corresponds on the other side of the measurement scale. From this individual can determine that respondents' understanding of the condition is relatively fragile compared to other EI constructs. In the same way, all the constructs specify somewhat close standard deviation, which reveal a smaller amount of deviation in the data set. The outcomes of the descriptive statistics of under study variables show that the mean value varies between the highest value of 3.4806 (self-focused Emotion Regulation) and lowest value of 3.2763 (Other-focused Emotion Appraisal).

### 4.2. RELIABILITY ANALYSIS

The test of Cronbach Alpha is used to measure the instrument internal consistency. In addition, previous literature shows that the acceptable value for Cronbach Alpha is above 0.7

**Table 2.** Reliability analysis

Constructs	Cronbach's Alpha	N of Items
Performance Reliability Statistics	.867	9
Emotional Intelligence Reliability Statistics	.945	28
Self-Focused Emotion Appraisal Reliability Statistics	.775	7
Other-Focused Emotion Appraisal Reliability Statistics	.884	7
Self-Focused Emotion Regulation Reliability Statistics	.859	7
Other-Focused Emotion Regulation Reliability Statistics	.833	7

The above Table 2 tested the Cronbach's Alpha score for dependent variable JP and independent variable EI and also its Four dimensions. The values for performance is .867 for EI, .945 for Self-focused emotion appraisal, .775, for Other-focused emotion appraisal,

.884 for Self-focused emotion regulation, .859 for Other-focused emotion regulation .833. Therefore, it is confirmed that all values are above 0.7 and it is therefore in acceptable range of internal consistency.

### 4.3. FREQUENCY TABLES FOR THE DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The demographic profile of respondents starts with Designation. The table 3 indicates the designation-wise detail of the respondents.

**Table 3.** Designation of the Faculty Member

Designation	Frequency	Percent
Lecturer	146	48%
Assistant Professor	134	43%
Associate Professor	16	6%
Professor	9	3%

In the above table 5.2, it is cleared, that most of the respondents fall in the category of lecturers (n= 146), with a percentage of 48%, followed by Assistant professors (n=134) with having 43%, then followed by Associate professors (n=16) with 6% and lastly followed by Professor (n=9) with a percentage of 3%.

**Table 4.** Gender of the Faculty Members (N=305)

Gender	Frequency	Percent
Male	216	71%
Female	89	29%

After designation of respondents, Table 4 provides the detail of the respondents based on gender-wise distribution. Number of females responded to the survey (n= 89) with valid percentage of 29%, whereas, the percentage of male respondents is 71% (n=216). The survey indicated that both gender responded well enough for the survey.

**Table 5.** Age of The Faculty Members (N=305)

Age	Frequency	Percent
Less than 25 years	6	2%
25-35 years	134	44%
35-45 years	116	38%
45-55 years	36	12%
55 plus	12	4%

In the above Table 5 the detail about respondents' age is given. It is clearly specifying, that maximum number of the respondents are in the groups from 25-35 years which is (n=134) with 44% from 35-45 years (n=116) which is in their ages of maturity followed by very matured groups which is from 45-55 years (n=36) and 55 plus (n=12) with 12% and 4% respectively, whereas, followed by another small group of young respondents (n= 6) with 2%. Moreover, the figures also revealed that young faculty members are part of this study with a relatively low but good percentage and number.

**Table 6.** Experience of the Faculty Members (N=305)

Experience	Frequency	Percent
Less than 1 year	9	3%
1-5 years	122	40%
5-10 years	116	38%
More than 10 years	58	19%

The Experience of respondents shown in above Table 6 which provides the experience details of respondents. The table indicates that most of the respondents are in the category of 1-5 years (n=122), followed by 5-10 years (n= 116) respectively. There is also group of highly experienced people, their experience is more than 10 years (n=58) and there is also a small number of respondents which represent less than 1 year (n=9).

#### 4.4. CORRELATION ANALYSIS

**Table 7.** Shown the Results of Correlations Analysis

Constructs		Performance	Emotional Intelligence	Self-focused Emotion Appraisal	Other-focused Emotion Appraisal	Self-focused Emotion Regulation	Other-focused Emotion Regulation
Performance	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	305					
Emotional Intelligence	Pearson Correlation	.841**	1				
	Sig. (2-tailed)	.000					
	N	305	305				
Self-focused Emotion Appraisal	Pearson Correlation	.790**	.841**	1			
	Sig. (2-tailed)	.000	.000				
	N	305	305	305			
Other-focused Emotion Appraisal	Pearson Correlation	.807**	.920**	.712**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	305	305	305	305		
Self-focused Emotion Regulation	Pearson Correlation	.687**	.889**	.675**	.750**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	305	305	305	305	305	
Other-focused Emotion Regulation	Pearson Correlation	.696**	.886**	.628**	.768**	.722**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	305

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

The above Table 7 provided the information about relationship between independent variables Emotional Intelligence with its dimensions and dependent variable Job performance of university teaching faculty in management schools of Pakistan. The overall result indicates the significant positive relationship between dependent and independent variables which is near to +1. Therefore, started from Emotional intelligence its value of .841\*\*

showed very strong positive relationship with employee Job Performance. Further the result mentioned that teaching employees in public sector management schools believe that strong EI can impact highly their JP. Similarly, EI dimension of Self-Focused Emotion Appraisal have strong positive relation with Job Performance with values of .790\*\*. The second dimension of EI, Other-focused Emotion Appraisal shown very strong positive relationship with JP with value of .807\*\*. The other dimensions of EI, Self-focused Emotion Regulation and Other-focused Emotion Regulation with values of .687\*\* and .696\*\* have positive relation with JP. The overall result is correlated significant at the 0.01 level (2-tailed).

#### 4.5. REGRESSION ANALYSIS

After evaluating the specific constructs for their respective model validity and reaching the preferred validation level, it is time to look at the overall effect of the independent variables on the dependent variable.

**Table 8. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 <sup>a</sup>	.707	.706	.337

*a. Predictors: (Constant), Emotional Intelligence*

As indicated in the above Table 8 the R-square value is .706. which means that independent variable EI causes 70% change in JP dependent variable.

**Table 9. Anova**

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	83.103	1	83.103	731.496	.000 <sup>b</sup>
	Residual	34.423	303	.114		
	Total	117.525	304			

*a. Dependent Variable: Job Performance*

*b. Predictors: (Constant), Emotional Intelligence*

The above Table 9 result indicated that p-value is .000 which is less than 0.05. Therefore, it is cleared that there is a significant relation between our independent variable EI and dependent variable JP.

**Table 10. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.378	.115		3.292	.001
	Emotional Intelligence	.906	.033	.841	27.046	.000

*a. Dependent Variable: Performance*

The above Table 10 clarified that the Beta value is .841, which determine that change in EI of one unit can bring about the change in the JP. Moreover, the Beta positive value indicates the positive relation between EI and JP.

**Table 11. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790 <sup>a</sup>	.624	.623	.381

*a. Predictors: (Constant), Self-focused Emotion Appraisal*

Table 11 reveal the total percentage change in dependent variable JP by independent variable of EI dimension, Self-focused Emotion Appraisal of .643.

**Table 12. Anova**

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	73.321	1	73.321	502.587	.000 <sup>b</sup>
	Residual	44.204	303	.146		
	Total	117.525	304			

a. Dependent Variable: Performance

b. Predictors: (Constant), Self-focused Emotion Appraisal

Table 12 shows significant relation between Self-Focused Emotion Appraisal of EI and JP, which is the dependent variable having the P-value of .000 which is less than .05.

**Table 13. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.543	.131		4.148	.000
	Self-focused Emotion Appraisal	.853	.038	.790	22.418	.000

a. Dependent Variable: Performance

In the above Table 13 shows the Beta value is .790, which means that Self-Focused Emotion Appraisal of EI of one unit bring positive change of 79% in dependent variable JP. Further, the relation between Self-Focused Emotion Appraisal and JP is also positive of having positive value. It means if independent variable SFEA increases than JP is also positively increases.

**Table 14. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 <sup>a</sup>	.651	.650	.367

a. Predictors: (Constant), Other focused Emotion Appraisal

Table 14 model shows that R-Square value of .650, which indicated that Other-Focused Emotion Appraisal can bring change of 65% in dependent variable JP.

**Table 15. Anova**

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	76.505	1	76.505	565.114	.000 <sup>b</sup>
	Residual	41.020	303	.135		
	Total	117.525	304			

a. Dependent Variable: Performance

b. Predictors: (Constant), Other focused Emotion Appraisal

The above Table 15 result shows that p-value is .000 which is less than .05, therefore, we can say that there is a significant relation between independent variable Other-Focused Emotion Appraisal and dependent variable Job Performance.

**Table 16. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.149	.099		11.664	.000
	Other focused Emotion Appraisal	.698	.029	.807	23.772	.000

*a. Dependent Variable: Performance*

The above Table 16 Co-efficient result indicated that the Beta value is .807, which means that change in independent variable OFEA of one unit will bring about the change in the dependent variable. Furthermore, the Beta value is positive which indicate the positive relation between the independent and the dependent variable.

**Table 17. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 <sup>a</sup>	.472	.471	.452

*a. Predictors: (Constant), Self-focused Emotion Regulation*

As indicated in Table 17 we can see that R-Square value is .47, which means that our independent variable i.e. SFER causes 47% change in dependent variable JP.

**Table 18. Anova**

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	55.502	1	55.502	271.138	.000 <sup>b</sup>
	Residual	62.024	303	.205		
	Total	117.525	304			

*a. Dependent Variable: Performance*

*b. Predictors: (Constant), Self-focused Emotion Regulation*

The result in Table 18 shows significant relation between SFER and JP having significance (p-value) of .000 which is clearly less than .05, indicating significant relationship between the two variables.

**Table 19. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.137	.142		8.003	.000
	Self-focused Emotion Regulation	.661	.040	.687	16.466	.000

*a. Dependent Variable: Performance*

Table 19 shows the Beta value is .687 which indicated the positive relation between independent variable SFER and dependent variable JP. Moreover, one unit change in SFER will bring 68% change in JP. Which clearly shows strong relation between the variables.

**Table 20. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 <sup>a</sup>	.484	.483	.447

*a. Predictors: (Constant), Other focused Emotion Regulation*

Table 20 shows R-Square value of .483 shows that independent variable OFER causes 48% variation between dependent variable JP.

**Table 21. Anova**

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	56.929	1	56.929	284.658	.000 <sup>b</sup>
	Residual	60.597	303	.200		
	Total	117.525	304			

a. Dependent Variable: Performance

b. Predictors: (Constant), Other focused Emotion Regulation

The above Table 21 shows P-value of .000 shows significant relation between OFER and JP. Which is less than 0.05.

**Table 22. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.250	.132		9.464	.000
	Other focused Emotion Regulation	.651	.039	.696	16.872	.000

a. Dependent Variable: Performance

As mentioned in the above Table 22 the Beta value is .696. which means that OFER will bring 69% change in dependent variable JP. Moreover, the relation is also positive by bringing positive change in the dependent variable JP.

## 5. DISCUSSION AND CONCLUSION

The drive of this research was to investigate the effect of Emotional Intelligence with its dimensions on Job Performance of public sector management schools in Pakistan. Objective-wise discussion based on the findings of this research follows.

### 5.1. EMOTIONAL INTELLIGENCE (EI) AND JOB PERFORMANCE (JP)

The first hypothesis of this research related to the relationship between emotional intelligence and job performance. The results of the current research suggest that EI positively predicts JP, as shown in data analysis. The comparison shows that T-Value of 3.292, and a P-value of .001 are significant. In addition, a significant regression equation was found;  $F=731.496$ ,  $p=0.000$  with an  $R^2$  of .707, which means that EI produces 70.7% variance in the Job performance of teaching employees of public sector universities. As a result, it can be concluded that the results of the present study confirmed the previous researchers' findings. This enhances and adds value to the "emotional Appraisal theory", which specifies that similar external occasions would not lead to similar emotions within the personalities; otherwise why individual would behave differently in the similar events, whereby teacher's involvement is in response to the similar behavior of the student (Sutton & Wheatley, 2003). Moreover, how culture always plays a huge role in the emotions of individuals, to better understand the appraisal theories of emotions is also established (Asrar-ul-haq et al., 2017).

Moreover, Asrar-ul-Haq et al (2017) in their study, argued about model of EI. Added, EI has other aspects/competencies, which can add more to the individual performance. The

mentioned claim is also supported by literature that teachers have high levels of EI than those who have low levels (Mehmood & Taswir, 2013). Apart from high level of EI, achievements and encouragement has also a vital role in JP. In a very important theory like Goal setting by Locke and Latham (1990) it is suggested that temperament is also one of the factors, which is involved in JP. Human beings, unlike machines are open to surroundings and society, which greatly affect them. In such conditions better mood may add a very positive dimension to JP (Sutton & Wheatley, 2003).

According to Tarhini et al (2019) their result confirmed the findings from previous studies the relation between EI and JP (Goleman, 1995; Wong & Law, 2002; Nel & De Villiers, 2004; Meisler, 2013; Ali et al., 2021, Shamsuddin & Rahman, 2014; Masa'deh et al., 2017a). The outcome of the previous researches suggests that high level of EI in employees have the ability to know the appropriate respond to the emotions of colleagues, subordinates and even to the superiors. Moreover, apart from appropriate behavior, high-level EI employees provide supportive and encouraging environment to other employees, through which a chain is formed of positive tendencies that results in making the employees sensitive about the rules and order of organization.

Summing up, Emotional Intelligence (EI) in employees reveals selfless, obedient, and well-mannered behaviors that imitate clearly on the organization (Greenidge et al., 2014). The importance of Emotional Intelligence (EI) over Job Performance (JP) is unquestionable, it is therefore, Higher Education Institutions (HEC) all across Pakistan must take initiatives to establish infrastructure to facilitate and encourage EI in their universities.

## **5.2. THE EFFECT OF SFEA (SELF-FOCUSED EMOTION APPRAISAL) ON JOB PERFORMANCE**

The present study assumed that SFEA is a productive predictor of JP. After regression analysis, the result indicates T-value of 3.292, and P-value .001 were greatly significant, moreover, a significant regression equation was found;  $F=731.496$ ,  $p=0.000$  with an  $R^2$  of .707, which means that EI produces 70.7% variance in the JP of teaching employees of public sector universities. In this manner, it gives much support to several other studies (Pekaar et al., 2018; Ali et al., 2021; Asrar et al., 2017). Similarly, Self-Awareness of individuals played vital and constructive role on teachers' job performance, which is proved statistically. Additionally, EI is limited to provide a pragmatic and optimistic environment for other employees, but also a way of self-development.

In a recent study, Box & Tarhini, (2019) argued that self-development through emotional awareness has a efficacious effect over JP. Assessment of emotions, as discussed earlier not only provides fruitful working environment and self-development, but also has a positive effect over JP. Different tasks in order to be done need an appropriate emotional status, which is only possible through assessment. As a result, employees will be active, sincere to organization and above all loyal and well mannered.

### 5.3. THE EFFECT OF OFEA (OTHER-FOCUSED EMOTION APPRAISAL) ON JOB PERFORMANCE

This study hypothesized that other-focused emotion appraisal is a positive predictor of JP. After regression analysis, the result indicates that T-value of 3.292, and P-value .001 were significant, Moreover, it was found with value of  $F=731.496$ ,  $p=0.000$  with an  $R^2$  of .707, which means that EI produces 70.7% variance in the Job performance of teaching employees of public sector universities. It means that recognizing and then appropriate response as per emotions of other employees can add more to the organization and a healthy environment can be developed. Through this way, one can be accepted, acknowledged and cooperation of others is achieved (Law et al., 2008).

In professional settings or in organization, communication/language plays an important role. People speak like to whom they speak with right words at the right time can make the people act accordingly. To make the people colleagues and specifically subordinate act accordingly need proper use of language, which is possible only when one understands the emotions. Through this way pleasant working environment with minimal clash/conflict can be promoted (Box & Tarihini, 2019). Same as above, understanding of emotions and then to use language accordingly is not limited to colleagues, but also workable in other organization like schools, colleges and universities or in organization where employees have direct contact with clients/customers.

### 5.4. THE EFFECT OF SFER (SELF-FOCUSED EMOTION REGULATION) ON JOB PERFORMANCE

This study hypothesized that Self-focused emotion regulation predicts JP. The result indicates T-value of 3.292, and p-value .001 as significant, Moreover, from regression analysis, the value of  $F=731.496$ ,  $p=0.000$  with an  $R^2$  of .707, which means that EI produces 70.7% variance in the Job performance of teaching employees of public sector universities. Therefore, it can be concluded that the present practical data endorses the preceding researches where they recognized that SFER strongly affects JP in an education institution. If summarized in simple words, those employees who have optimistic awareness on work and become more flexible according to the situation and to be passed on to other members on a positive note, the institution experienced more positive employee performance. The current study is in line with previous studies (Box & Tarhini, 2019; Pekaar et al., 2018).

According to this study, regulation of emotions makes people capable of appropriating their behavior as per the situation demand. It is a fact that both negative and positive tendencies are the part of human personalities, but through emotion regulation one can overcome negative tendencies. Reducing negative emotions is helpful in providing and producing fruitful working environment (Box & Tarhini, 2019).

Therefore, it is concluded that SFER have positive impact on work environment which reduces negative attitude and generates more positive outcome which highly influences other people's attitude towards more positive work performance.

## 5.5. THE EFFECT OF OFER (OTHER-FOCUSED EMOTION REGULATION) ON JOB PERFORMANCE

In the current dimensions of EI, it is hypothesized that OFER is a positive predictor of Job Performance. The results of the present study support this hypothesis having T-value of 3.292, and P-value of .001 which are significant, Moreover, a significant regression equation was found;  $F=731.496$ ,  $p=0.000$  with an  $R^2$  of .707, which means that EI produces 70.7% variance in the Job performance of teaching employees of public sector universities. This signifies that OFER is one of the factors which impact JP of employees in public sector management schools in Pakistan. Hence, the present study findings are in line with the previous studies findings (Austin & O'Donnel, 2013; Asrar-ul-haq et al., 2017; Box & Tarhini, 2019; Rodwell et al., 1998; Pekaar et al., 2018).

Moreover, to have focus on emotionality, regularization of emotions results in positive effect on one's performance. Every outcome or achievement demands certain kind of emotion, therefore an appropriate emotion or state of emotion towards an outcome may have outstanding results on performance (Law et al., 2008). Such regularization is possible only by the people who have high EI level. High EI level also refers to the control of emotions which means confidence, patience, understanding and performance in Job (Beck, J. H. 2013). Apart from confidence, employees having higher level of EI are proved to be at the edge in terms of creativity, new techniques and experimentation in problem solving, and strong connection of positive behaviors with colleagues than the employees who have low level EI (Devonish & Greenidge, 2010)).

Hence, it can be concluded that other-focused emotion regulation plays a vital role in creating good working environment where employee can be motivated and producing higher work outcomes and more likely the importance of the other emotion regulation can hardly be overlooked.

## 5.6. IMPLICATIONS OF THE RESEARCH

Firstly, the research has novelty as it offers the theoretical foundation for many future scholars and signifies the importance of EI with dimensions in relation with JP specifically in the public sector management schools in Pakistan. Before this, few researchers attempted to study the topic previously but their research sample collection was very little in Pakistan. In one study Asrar-ul-haq et al. (2017), studied impact of EI on Teacher performance in central Punjab. In addition, the result concluded that EI is a major predictor of Teacher performance in central Punjab. Moreover, their findings also clarify the importance of Emotional (own confidence, awareness, achievement and conflict management) have a significant positive correlation with faculty job performance in central Punjab.

Likewise, Teachers should have physical as well as mental skills, termed as EI (Asrar-ul-haq et al., 2017). In addition, high level of EI or appropriate use of EI is not helpful in one's own personality development but to speak openly to inspire, motivate and lead others in a proper way is also a key booster in one' high level of EI (Ul-Hassan, 2016). Added further, apart from linguistic and communicative competence, emotional competence is as

important as the earlier and that leads to achievement and fulfilment (Ul-Hassan, 2016). Similarly, Mehmood & Lee, (2015) also mentioned that those having high EI will always increase their level of performance.

Researches have been conducted on EI, but it must be noted that much of the research is either by a multinational companies like Hay group or from a different perspective (Hussain Rahim & Imran Malik, 2010). In such researches, conducted by the multinational companies the focus remained on their own specific organization. Selecting or taking into consideration, a specific organization has the issue of contextualization, social and cultural differences, economic and religious differences and so on. Keeping all the differences in mind, it is difficult to generalize the findings of such researches, however it serves a gateway and a guide for new researches.

Recently, it has been realized and acknowledged that in order to compete in business world, along with academic excellence, Emotional Intelligence (EI) is also integral part of the success. As discussed earlier, EI has a very positive effect on performance of university teachers, which is very much in debate, and many believe that EI plays a vital role in performance and satisfaction (Sultana et al., 2021).

The research focuses on a very new dimension of EI, as most of the research regarding EI has been done in different organizations, but education sector in general and specifically public management schools in Pakistan are ignored and remained unattended. This new perspective is the very soul and strength of the current research. The study highlights new perspective and also lays foundation for other researchers to conduct more valuable studies in education institutions which are still yet to be explore i.e. likely variation in education departments and at administrative positions.

Secondly, the respondents are faculty members, and it is a fact that teacher's behavior and attitude plays vital role in Emotional Intelligence, which will provide validity to the research and its findings. Public sector universities are the foundation of higher education in Pakistan among them, university of Karachi, University of Peshawar, and institute of business administration (IBA) as eldest government institutions, which are mainly considered as the mother of other new established institutions in the province as well as at national level.

Thirdly, research findings other than management schools in public sector universities need further investigation in other departments for which the current study will provide a guideline.

The fourth point is that universities can compete with other high ranked universities and to bring the best out of employees, in term of their skills and talent, managing EI is the ultimate solution. It is therefore pertinent to understand EI, Managing EI and putting in the right direction, which is provided by the current research. Likewise, the current research will help all the stakeholders of organization in general and specifically in the education department to understand EI, managing EI and appropriate EI approaches towards the subordinate and other colleagues. In this regard different workshops and training can be arranged in the light of the current research.

Fifth, the important aspects of EI are to have a positive effect on job performance, and that is the goal of all organization. In this regard, to achieve the above mentioned objective, EI can play vital role. In addition, the current research also mentioned, it is easy to infer that teaching employees who have high EI will affect entire factor which seriously contributed to individual performance and organizational goal achievement. Apart from high level of EI, factors like attitude, feelings and motivation, individual preparation and job satisfaction come within the domain of an individual whereas belief, common goals and shared network are part of organization. However, EI in case of acceptance and rejection always have practical negative and positive impacts on individual and organizational achievements.

Last, but not the least, the goal of any university is to take the responsibility by giving quality education, high access to learning, providing fruitful atmosphere for education, facing new period of dynamic challenges, updating faculty in terms of knowledge and skills, emotions, job satisfaction, salaries, seminars, workshops, off-job trainings, and on-job trainings; more importantly faculty exchange programs around the world etc, in order to keep abreast of modern challenges. In such scenario, one can hardly ignore or deny EI importance in this competitive domain of education where everything is revolving around standard education system provided to the society. Therefore, it is believed by many researchers that EI is more important than IQ. It is therefore needs to be understood that the significance of EI plus more other valuable factors which may be affecting both employees and organizations at their levels. Hence, a recognition of all these factors boost EI through determined involvement might be useful in inspiring directors and members' views for emerging new programs that inspire and facilitate EI in the organization.

Hence, concluding the discussion, it is obvious that the findings of this research will help in promoting positive environment in organization, where faculty can share their feelings and emotions without any fear and can share information and up-to-date knowledge, expertise and other resources for the benefit of the university and cooperative task performance can be promoted. In this regard, steps can be taken at individual level, and at organizational level, top management like HEC and HED, to foster EI through seminars, workshops and trainings. Putting in an organized way, university may establish different centers for promoting EI, organizing EI and diverting emotions of employees in ways through which different tasks can be achieved.

## **5.7. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH**

The current research is an attempt to explore a provisional conceptual background for Emotional Intelligence (EI) for the target population in management schools of Pakistan in the public sector. The study is based on previous literature available on Emotional Intelligence regarding the performance of employees in organization, focuses further on creativity, positive approach to their job, cooperative task management, but even then, the current research has certain limitations and offers valuable information for future research to fill in the gaps in these limitations.

1. The existing study the population which targeted only the teaching members of public sector management schools, future research should include the university's other departments and administrative departments with the same issues to observe any change in the same organization among these two groups. However, the administrative staff are the key supporting contributor in any university. Therefore, due to their difference in job description compared to teaching staff their emotions towards performance needs to be identified in future research.
2. Only university employees are considered for study. The research can be implemented in other corporate or organizational situations to endorse these outcomes. In general, universities are theoretically concerned with more professionals where faculty members are measured more highly educated and professional concerned about their careers, the more reasonable measure of EI could vary as persistent factor of the organizational structures. Hence, the relative study between academic and corporate region; plus, educational division in private and public, could give wider rationality to the association. In addition, the study conducted in other research settings in future can support in more enlargement and in the improvement of the generalizability of the study outcomes.
3. The existing research is carried out randomly and in management schools of public sector universities only; it is, therefore, recommended to conduct a study using longitudinal methods in future, as it is expected to be more valuable and also expected to be contributive, whereby serving means of matching the constant reactions and variations over the time.
4. It would be useful if other researchers in future conduct studies on EI by adding more controlled demographics variables, and more importantly, by considering moderating or mediating variables for considering at the strength of variances inside and across the groups, and indirect relations.
5. Qualitative research involving individual opinions and viewpoints could also be taken into consideration in the future, using observation methods and research focus groups. In this research only close-ended questionnaire were used for data collection. For more in-depth data, collection on emotions, the open-ended questionnaires could be considered.
6. In this research data was collected only from management schools. It could be collected from other departments as well.
7. The present study is based on stratified random sample, whereby it could be replaced with other sampling techniques in the future.
8. Similarly, for data analysis, only simple linear regression, with simple correlation technique are used in current research. Other statistical techniques can also be considered in the future.

## 5.8. RESEARCH CONCLUSIONS

The findings of the present research indicate that EI affects the performance of the employees positively and play a vital role in success of individual employees as well as in accomplishment of the organization. Current research confirms the findings of previous

researches and in such scenarios, it is very easy to recommend that organizations especially in the education sector throughout Pakistan, should arrange seminars, trainings and workshops in order to enhance and regulate Emotional Competence of employees; for them to more dynamically compete with the world by producing highly skillful individuals. This is very much needed in current poor economic and performance scenarios of Pakistan. In addition, HEC needs to confirm the Emotional Capabilities of employees from top level to lowest levels by applying different EI tests in the initial recruitment screening of all university teaching employees.

Moreover, organizations should recognize the substantial contribution of EI in improving human wealth that leads to high-performing workers. Through such seminars, workshops and trainings, organizations can easily achieve their targets. The management schools for instance, must provide conducive workplace environment to employees in which they can polish their creative abilities, productivity, flourish diversity in team-building, and cooperative task performance.

Finally, I hope the ideas of my interest in the current study, that is EI with dimensions affecting JP in higher education institutions serves the purpose. Specifically, the research examined faculty members in all public sector management schools in Pakistan. Here the variables of particular interest are the Emotional Intelligence vis-à-vis its four dimensions SFEA, OFEA, SFER, and OFER, with one dependent variable Job Performance. This model is recommended on the bases of academic circumstances, and the variables are put to practical investigation. The outcomes of the model offer insights into EI with dimensions that have significant positive and substantial influence on JP in the target population.

Consequently, it is likely that the recommendations of this study have enough evidence for consideration of the management schools and higher education policy makers with standards and procedures to improve job performance.

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Conceptualization, Muhammad Taimur Khan (MTK) and Muhammad Tanweer Abdullah (MTA); methodology, MTK.; software, MTK.; validation, MTK and MTA.; formal analysis, MTK.; investigation, MTK.; data curation, MTK.; writing—original draft preparation, MTK.; writing—review and editing, MTK.; supervision, MTA; project administration, MTK. All authors have read and agreed to the published version of the manuscript.

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