

EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE OF MAURITIAN EMPLOYEES IN THE ERA OF TRANSFORMATIVE MARKETING

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Job Performance, Transformative Marketing, Job Satisfaction, Emotional Intelligence, Mauritius, Structure Equation Modelling

ABSTRACT

The purpose of this study is to examine the effect of emotional intelligence on job performance among Mauritian employees in the private sector. Furthermore, the study examined whether job satisfaction is a significant mediator of the relationship between emotional intelligence and job performance. This study was based on primary data survey through online questionnaires sent via Google Forms in Mauritius nation-wide. 75 responses were collected and analyzed using factor analysis and partial least squares – structural equation modelling (PLS-SEM) techniques. The findings indicated that emotional intelligence did not have a direct, positive and significant effect on job performance. However, emotional intelligence had a positive and significant effect on job satisfaction. This study also established that job satisfaction is a mediator between emotional intelligence and job performance. The findings of this study will be useful for the Human resources department of private companies as well as the Human Resource Developmental Council of Mauritius for the design and implementation of training programs.



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1. INTRODUCTION

In the present era of competitive business, organizations are striving to stay in the game. The transformations in business landscape in era of transformative marketing is pushing companies to train their employees so that they server customers in better way (Farooq & Raju, 2019a, 2019b; Farooq et al., 2019b). Therefore, the main objective of business organizations is profitability, and nowadays, the key to organizational success lies within its most valuable asset – the employees. The concept of human resource development has now emerged as a

critical approach to facilitate the achievement of organizational goals in addition to ensuring that employees use their skills for organizational performance (Garavan et al., 2016). In this new approach, employees are regarded as assets, and that competitive advantage can be achieved through strategic investments in those assets such as learning and developmental programs (Garavan et al., 2016). Employers have recognized that employees require skills, in addition to knowledge and technical skills, to enable them to survive, sustain, and perform well in the organization. One of the most discussed and studied

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skills for employees nowadays, is emotional intelligence.

The notion that emotional intelligence may lead to personal and professional success has generated unprecedented excitement among managers, academics and business consultants. One of the most popular supporter of emotional intelligence, Daniel Goleman, stated that “Emotional intelligence gives you a competitive edge... Having great intellectual abilities may make you a superb fiscal analyst or legal scholar, but a highly developed emotional intelligence will make you a candidate for a CEO or a brilliant trial lawyer” (Goleman 1997). According to proponents, emotional intelligence can do everything ranging from improving the general quality of work life to boosting career success (Lam and Kirby 2002). Popular opinions and workplace testimonials suggest the effect of emotional intelligence on individual performance. According to the World Economic Forum’s Future of Jobs Report, one of the top 10 skills in 2020, will be emotional intelligence (Deutschendorf, 2016). With the growing awareness that emotional intelligence is a crucial job skill, in some cases more than technical ability, 71% hiring managers and human resource professionals stated that they valued emotional intelligence of an employee more than intelligence quotient (IQ) (Deutschendorf, 2016). Moreover, 75% of the hiring managers and professionals agree a highly emotionally intelligent employee is more likely to get a promotion (Deutschendorf, 2016). In addition to effecting on job performance, recent trends suggest that emotional intelligence is considered as one of the main factors determining job satisfaction (Thiruchelvi & Supriya 2009).

In today’s competitive business era, the value of EI on job performance of employees need to be taken into consideration by organizations (Buzdar et al., 2016; Farooq et al., 2019a; Farooq et al., 2019c). Most of the focus on EI over the last ten years, has been given especially in Western countries (Gökçen et al., 2014). However, little is known about the emotional intelligence in African countries such as Mauritius. Furthermore, there is a lack of research on the relationship between of emotional intelligence, job performance and job satisfaction in the Mauritian context. Therefore, this research will focus on the effect that emotional intelligence has on the job performance and job satisfaction of Mauritian employees in the private sector. Therefore, the objective of the study is answer following questions:

1. Is there a relationship between emotional intelligence of Mauritian employees in the private sector and their job performance?
2. Does emotional intelligence have an effect on job satisfaction of Mauritian employees?
3. Does job satisfaction have an effect on the performance of Mauritian employees?

4. Does job satisfaction mediate the effect of emotional intelligence on job performance?

2. LITERATURE REVIEW

The private sector in Mauritius is highly vibrant and active in sectors such as tourism, textiles, financial services, ICT and offshore global business (Kalumiya & Okumu, 2017). The core vision of Mauritius is to transform the country into an intelligent nation and move to a high income economy according to Mauritius Vision 2030 (Garavan et al., 2016). This transformation will require a development of a culture of excellence and achievement by placing much emphasis on the development of employability and development of skills. A challenge that poses currently is the requirement of individuals that are multi-skilled, adaptable and resilient (Garavan et al., 2016). In its drive to achieve a high growth economy, human capital and skills development is therefore a top strategic goal for Mauritius.

2.1 Emotional intelligence

Emotional intelligence has several aspects in which one is the emotions, Mayer and Salovey (1990) defined emotions as organised responses crossing the boundaries of many psychological subsystem including the physiological, cognitive and experiential system. Emotions are recognised as one of the four fundamental mental operations which are motivation, emotion, cognition and consciousness (although less frequently) (Sternberg 2000). Motivation directs the individual to carry out simple acts to survive. Emotions are the basis of signalling and responding to changes in relationships between the individual and the environment. Lastly, cognition allows learning from the environment and solving problems. This class of mental operations, which include learning and problem solving, is in service to satisfy motives or keeping emotions positive for instance. There has been much research on the interaction of motivation and emotions, and emotion and cognition (Sternberg 2000). For example, emotions interact with cognition and if the individual experience a good mood, positive thinking results.

Intelligence is used differently by different people. However, it is acknowledged that the core meaning of intelligence relates to the gathering of and learning of information and to reason with it, implying the mental ability associated with cognitive operations. Terman (1921) stated that an individual’s intelligence is in proportion to the extent to which, he or she is able to carry out abstract thinking. Over the years, research has in fact, settled that the first hallmark of intelligence is high-level mental ability such as abstract thinking (Sternberg 1997). Abstract thinking as a conceptualization of intelligence, has proved to predict some types of success such as academic success. However, there is much skepticism in the predictive

ability of intelligence quotient (IQ), the measurement of intelligence, for success nowadays. The majority of intelligence researchers suggest that traits other than intelligence predict success (Sternberg 2000). For instance, Wechsler (1943), indicated that individual having similar IQ may vary remarkably according to their ability to cope with the environment. The difference in IQ may include a myriad of factors such as non-intellective personality traits. Therefore, to evaluate theories of and related to emotional intelligence, an assessment of the extent to which theory pertains to the juncture of emotion and cognition is required (Sternberg 2000).

2.2 Models of Emotional Intelligence

Researchers have attempted to conceptualize models of EI namely, (1) the ability model of EI and (2) the mixed model of EI. The ability model emphasizes the interplay of emotion and intelligence as discussed above. Much research work are increasingly in support of this model (Sternberg 2000). The mixed model focuses on a composite of mental abilities, dispositions and traits. Studies on this new model are preliminary but in progress.

Two famous mixed models of EI was proposed by Bar-On and Goleman, based on their own conceptualization of EI. Mixed models of EI differ substantially from the ability model, although they both carry a mental ability concept of EI. The mixed model, in addition, describes personality characteristics involved in such intelligence. Consequently, EI was believed to differentiate those who are “genuine and warm” from those who seem as “oblivious and boorish”. Emotionally intelligent individuals were also thought to have “positive attitudes towards life leading to better outcomes”. In contrast to the mixed model, the ability model was constrained to a mental ability concept and was distinct from traits such as outgoingness and warmth. This constraint would allow the analysis of the degree to which these traits independently contributed to an individual’s behavior and general life competence. Despite the importance of traits such as warmth and persistence, the ability model considered those as distinct from EI (Sternberg 2000). The model proposed by Bar-On in 1997 explained the meaning of EI by mixing in non-ability traits (Sternberg 2000). The author defined EI as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Sternberg 2000). He considered personality characteristics that appeared to be related to success and identified five main areas of functioning relevant to success: (1) intrapersonal skills, (2) interpersonal skills, (3) stress management, (4) adaptability, (5) general mood. Each area is further subdivided. For example, interpersonal skills include interpersonal relationships, social responsibility and empathy. The rationale behind Bar-On’s theoretical model of EI is the combination of

mental abilities such as emotional self-awareness with other characteristics distinct from mental ability such as self-regard or personal independence, thereby resulting in a mixed model.

Another view of EI was popularized by D. Goleman (1995). The author considered EI as abilities which include self-control, persistence and zeal and the ability to motivate oneself. EI in this context, is viewed as a body of skills which represent character. The five categories of his model includes (1) knowing one’s emotions (2) management of emotions (3) recognizing emotions (4) motivating oneself in others (5) handling relationships. Goleman made substantial claims for the predictive ability of his mixed model. For example, he suggested that at work, EI would assist people in teamwork, cooperation and how to work more effectively. The author stated, “At best, IQ contributes about 20% to the factors that determine life success, which leaves 80% to other factors” (Goleman 1995).

2.3 Job satisfaction

One of the major concerns for managers in modern organizations is employees’ job satisfaction. Much attention is being given in the organisational behavior research to continuously attempt to find ways to improve the job satisfaction levels of employees since the latter can significantly impact the performance and ultimately the success of an organization (Shooshtarian et al., 2013). Locke (1976) defined job satisfaction as “a positive or pleasurable emotional state resulting from the appraisal of one’s job or job experiences” (Vratskikh et al., 2016).

2.4 Models of job satisfaction

Several models of job satisfaction concept have been proposed throughout the literature. Firstly, the job characteristics model by Hackman and Oldman (1976), suggests that a job involves five dimensions, namely, skill variety, task identity, task significance, autonomy and feedback. If these dimensions are present or if their presence is increased through the design of the job, three critical psychological states can ensue in employees (Thiruchelvi & Supriya 2009). These states are (1) experience meaningfulness of work (2) experience responsibility for work outcome, (3) experience knowledge of results of work activities. Hackman and Oldham (1975) suggested that work motivation and job satisfaction will be high when these critical states are experienced. A longitudinal study by De Jonge et al. (2001) took into consideration the reverse causality, which proposes that the perception of job characteristics is initially determined by our psychological state and not the other way round, opposed to what Hackman and Oldham proposed (1975). For instance, it is the negative mood of an individual that causes the perception of decreased autonomy and other job characteristics.

According to organizational behavior, a second model of job satisfaction is the predisposition model, whereby job satisfaction is perceived as a work-related attitude. Attitudes consist of three main categories namely: (1) an evaluative component which refers to one's liking or disliking of a person, item or event (also referred to as attitude object), (2) a cognitive component which are the things we believe about an attitude object regardless of its truth, (3) a behavioural component which comprises of a predisposition to act in a particular way that is consistent with one's beliefs and feelings about an attitude object (Greenberg 2002).

2.5 Job performance

Job performance has a crucial role for the growth and development of an organization as it contributes greatly to overall organizational success and effectiveness. It can be defined as the actions and behaviours of an employee contributing to the achievement of organizational goals (Vratskikh et al., 2016). As one of the most important dependent variables of interest to businesses, job performance is also a significant construct in human resource studies (Vratskikh et al., 2016). Perceived as the end-result, human resource personnel are always devising ways to enhance employees' performance such as increasing job satisfaction and introducing incentives for example (Tseng and Huang 2011). It is important to distinguish productivity from job performance, two terms that are generally used interchangeably across the literature. As a narrower concept of job performance, productivity is defined as input divided by output. Indicators of job performance and causal variables of job performance should also be differentiated. For instance, job satisfaction is considered as a determinant of job performance while work quality is an indicator (Koopmans et al., 2011).

Considerable scholarly attention has been given to the concept and definition of job performance over the past 25 years. It is agreed in the literature that performance has to be considered as a multi-dimension concept. Basically, two levels of performance can be distinguished: a process aspect (i.e. behavior) and an outcome aspect. According to Campbell (1990), job performance represents behaviours employees engage in, while at work, which contribute to organisational goals. This definition is accompanied by three notions: (1) performance should be defined in terms of behaviours instead of results, (2) job performance includes solely those behaviours that are relevant to the organization's goals, and (3) the multi-dimensionality of job performance. On the other hand, the outcome aspect relates to the result of the individual's behavior. For instance, the action of sales conversations might result in contracts or sales numbers. There is no complete overlap between the two aspects as the outcome aspect is affected by other determinants than those of the behavioural aspect (Koopmans et al., 2011).

2.6 Models of Job performance

Campbell suggested three direct determinants of job performance: (1) declarative knowledge (DK), (2) Procedural knowledge and skills (PKS) and (3) motivation (M). Direct determinants refers to current job-related knowledge and skills and operate in real time or "on the job". He also proposes numerous variables that have an indirect effect on job performance such as IQ, personality, training and reward preferences (Campbell n.d.). These variables affect performance only by changing the level of DK, PKS and M. For instance, greater incentives will affect performance by increasing M (Landy and Conte 2013).

As seen in Figure 2.2 below, ability, personality and training for example, affect DK and PKS. DK is knowledge about facts and things and an understanding of given tasks' requirements. It is based on facts, principles, goals and self-knowledge (Landy and Conte 2013). In contrast, PKS involves knowing how to do things and is based on several skills including cognitive, self-management and interpersonal skills among others. Thirdly, M refers to the choices which an individual makes and involves the choice to perform, level of effort and persistence of effort. This determinant is based on motivational theories.

Another key as aspect of this model is the actual performance components. Campbell identified basic performance as shown in Figure 2.3 below. Although not all of these components appear in all jobs, this model allows performance in any job to be parsed into all or part of these components. The author asserted that three of these performance components – core task proficiency, demonstrating effort and maintaining personal discipline are crucial at some level irrespective of the job (Landy and Conte 2013).

Borman and Motowidlo (1994) proposed two types of employee behavior indispensable for organizational effectiveness: task performance and contextual performance. Task performance relates to behaviours that are directly involved in the activities supporting the organization's core technical processes as specified by job descriptions (Motowidlo and Van Scotter 1994). Often in organizations, complying with the formal job requirements is not sufficient, such that the employee needs to go beyond what is formerly required (Sonntag et al., 2008). Contextual performance represent these individual efforts that are indirectly related to main task functions. These behaviours are especially important as they shape the organizational, psychological and social contexts which are critical catalysts for tasks.

Katz and Kahn (1978) divided job performance into two distinct categories according to the role behavior theory: in-role and extra-role behavior. The in-role behavior includes the necessary of expected behavior for the accomplishment of job tasks. The extra-role behavior is

considered as the self-evaluative and democratic behavior accepted in the organisation that are not related to the employee's position or role in the organization.

2.7 Job performance and EI

Recent studies have investigated the relationship between EI and job performance. The results of studies on this relationship are mixed. Numerous studies suggest that EI and job performance are positively related. For example, Lam and Kirby (2002) investigated the effect of EI on cognitive-based performance as compared to traditional general intelligence. The authors reported that EI, emotional perception and emotional regulation contributed positively to individual cognitive-based performance over and beyond the level attributed to general intelligence among undergraduate students. However, understanding emotions did not reveal conclusive results to explain the variance in cognitive-based performance (Lam & Kirby 2002). This dimension of EI may have only slight impact on an individual's ability to harness emotions to perform cognitive tasks. Among employees at a public university, EI and cognitive intelligence were associated with job performance (Côté & Miners 2006). However, other studies suggest that there is no relationship or an inconsistent relation between EI and job performance on particular tasks, academic performance and supervisory ratings of job performance (Côté & Miners 2006).

2.8 EI, job satisfaction and job performance

Recent research has focused on the relationship of EI and job performance via the mediation of job satisfaction. Firstly, Vratskikh et al. (2016) investigated the above relationship among employees from the University of Jordan. The authors considered the four dimensions of EI (Perception and appraisal; facilitation of thought; understanding emotions and regulation and management of emotions) and factors of job satisfaction (pay, job security, social, supervisory and growth satisfaction) on job performance. The study confirmed the mediatory role of job satisfaction in the relationship EI and job performance. EI influences job performance partially directly and indirectly through an increase in job satisfaction. Hence, highly emotionally intelligent individuals perform better than those with low EI since EI on its own influences job performance partially. Secondly, employees with higher EI are in general more satisfied with their jobs and as such perform better than those who are less satisfied (Vratskikh et al., 2016).

Another study conducted among Malaysian educators reported that intrinsic factors of job satisfaction acted as mediators of others' emotional appraisal, use of emotion and regulation of emotions, on perceived job performance (Yoke & Panatik 2016). However, extrinsic factors did not have significant mediation effects. This may be explained by Herzberg's theory

that extrinsic factors do not function as the motivators in employee motivation.

Sy et al. (2006) also found a positive association between EI, job performance and job satisfaction among food service employees, while controlling for personality factors such as openness, neuroticism, extroversion for instance. In line with previous studies mentioned above, the results of this study reveals that highly emotionally intelligent employees are more skilled at using their emotions to facilitate job performance, have a better awareness of the influence of their emotions on behaviours and work outcomes. They are also better at regulating their emotions so as to align with task requirements.

3. METHODOLOGY

Research can be undertaken for two purposes: basic research and applied research. The former refers to research that is undertaken to advance knowledge or to develop theory whereas applied research specifically aims at undertaking a relatively immediate problem. The approach of this paper is applied research (Given & Saumure 2008).

3.1 Conceptual framework

The conceptual framework was adopted from Vratskikh et al. (2016) as shown in figure 1. The dependent variable is job performance. The mediating variable is job satisfaction and its dimensions are pay, job security, social, supervisory and growth satisfaction. The independent variable is emotional intelligence and its dimensions are self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion. The model displays the causality relationships between emotional intelligence and job performance, mediated by job satisfaction.

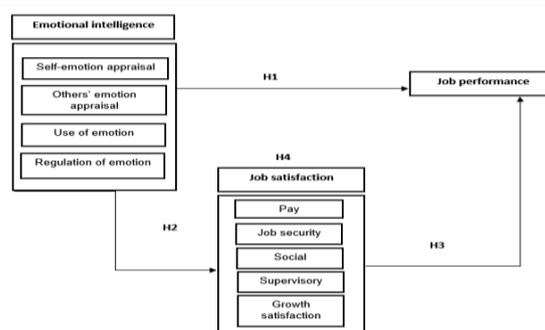


Figure 1. Conceptual framework. Adopted from: (Vratskikh et al., 2016)

3.2 Research Hypothesis

The hypothesis is defined as a conjectural statement of the relationship between two or more variables, often

the result of considerable study, observation and reflective thinking and observation (Cohen et al., 2007).

Hypothesis 1: Emotional intelligence is positively related to job performance among Mauritian employees

Hypothesis 2: Emotional intelligence is positively related to job satisfaction among Mauritian employees

Hypothesis 3: Job satisfaction is positively related to job performance among Mauritian employees

Hypothesis 4: Job satisfaction plays a mediating role between Emotional intelligence and job performance among Mauritian employees

Table 1 highlights the questionnaire design including the constructs, operational measures, number and scale of items.

Table 1. Questionnaire Design

	Construct	Operational measures	Adopted from
1	Emotional intelligence	Self-emotion appraisal Others' emotion appraisal Use of emotion Regulation of emotion	(Wong and Law 2002)
2	Job satisfaction	Pay Job security Social Supervisory Growth satisfaction	(Vratskikh et al., 2016)
3	Job performance		(Vratskikh et al., 2016)

3.3 Data Analysis and Interpretation Method

To validate the model, a three-stage approach proposed by Hair et al. (2014b) was adopted. The first stage is the model specification, followed by outer model evaluation and inner model evaluation respectively.

The first step is to create a path model to connect the variables and constructs. The outer model consists of EI as exogenous constructs with SEA, OEA, ROE and UOE as reflective items. The inner model consists of job performance and job satisfaction.

The next step is the evaluation of the outer model, which involved running the PLS-SEM algorithm and hence evaluating the reliability and validity of the constructs measures in the outer models. Both Cronbach's coefficient alpha and composite reliability were used to evaluate the construct measures' internal consistency reliability. This was done as composite reliability produces a more appropriate measure of internal consistency reliability since it does not assume that all indicators loadings are equal in the population, unlike Cronbach's alpha. Furthermore, Cronbach's alpha tends to underestimate internal consistency reliability, as it is sensitive to the number of items in the scale.

Validity of the indicators were examined through constructs' convergent and discriminant validity. Convergent validity is supported when each item has outer loadings of more than 0.70 and each construct has an average variance extracted (AVE) of equal or more 0.50 (Hair et al., 2014b). Discriminant validity was verified by examining the cross loadings of the

indicators and the Fornell and Larcker (1981) criterion. The outer model's indicators of each construct need to be tested for collinearity. A high collinearity between two or more constructs can bias the results. The significance and relevance of each indicator need to be evaluated as well. Bootstrapping is a resampling technique that draws a large number of subsamples from the original data and estimates models for each subsamples, giving the significance of each parameter using t-values (Hair et al., 2014a).

Before the assessment, the inner model needs to be tested for potential collinearity issues since the former estimates results from sets of regression analyses and as such their values and significance can be biased if constructs are highly correlated (Hair et al., 2014b). Therefore, the model was tested for multi-collinearity by examining the tolerance and Variance inflation factors (VIF). The hypothesized relationships within the inner model are then evaluated. The assessment of the model's quality is based on its ability to predict endogenous constructs. The Coefficient of determination (R^2), cross-validated redundancy (Q^2), path coefficients, the effect size (f^2), and effect size q^2 were determined.

4. ANALYSIS AND INTERPRETATION

4.1 Assessment of normality

Although PLS-SEM does not require normally distributed data, the skewness and kurtosis for variables were assessed. A normally distributed data would result in skewness and kurtosis values close to zero (Pallant

2011). Table 2 shows the skewness and kurtosis values for this study. EI has a skewness of -1.452 (SE=0.277) and a kurtosis of 3.298 (SE=0.548); job satisfaction has

a skewness of -0.829 (SE=0.277) and a kurtosis of 0.449 (SE=0.548) and job performance has a skewness of -1.026 (SE=0.277) and a kurtosis of 1.184 (SE= 0.548).

Table 2. Skewness and kurtosis

	Skewness	SE	Kurtosis	SE
EI	-1.452	0.277	3.298	0.548
Job Satisfaction	-0.829	0.277	0.449	0.548
Job performance	-1.026	0.277	1.184	0.548

4.2 Multicollinearity

In the context of PLS-SEM, a tolerance value of 0.20 or lower and a VIF value of 5 and higher respectively indicate a potential collinearity problem (Hair et al.,

2014b). Multicollinearity is not severe among the exogenous constructs in the structural model as the values of tolerance and VIF were in the acceptable range as shown in Table 3.

Table 3. Multicollinearity of exogenous constructs

Independent variables	Tolerance	VIF
Job performance	0.741	1.348
Job satisfaction	1.000	1.000

4.3 Demographic profile of respondents

Table 4. Demographic profile of respondents

	Demographic	Frequency	Percentage (%)
Gender	Male	46	61.3
	Female	29	38.7
Age	18 – 30 years	32	42.7
	31 – 40 years	20	26.7
	41 – 50 years	12	16.0
	51 and above	11	14.7
Level of education	Diploma	9	12.0
	Master	29	38.7
	Bachelor	25	33.3
	Doctorate	2	2.7
	Others	10	13.3
Years of working experience	Less than 1 year	6	8.0
	1 – 5 years	17	22.7
	5 – 10 years	14	18.7
	10 – 20 years	20	26.7
	20 years and above	18	24.0
Current level of occupation	Middle management	20	26.7
	First line management	25	33.3
	Non-management	30	40.0

4.4 Stage One: Model Specification Stage

The inner and outer models were set up in SmartPLS according to the proposed conceptual framework as shown in Figure 1. Data was imported from SPSS. The outer model was created with three constructs and labelled accordingly and the items were linked to each construct. The inner model was constructed by linking all the constructs according to the proposed conceptual

framework and thus creating a path model which connects all the constructs.

The exogenous construct is emotional intelligence and the endogenous constructs are job satisfaction and job performance. Job satisfaction is a mediator for the emotional intelligence constructs towards job performance. The setup of the framework was correctly executed as indicated by the change of colour from red to blue.

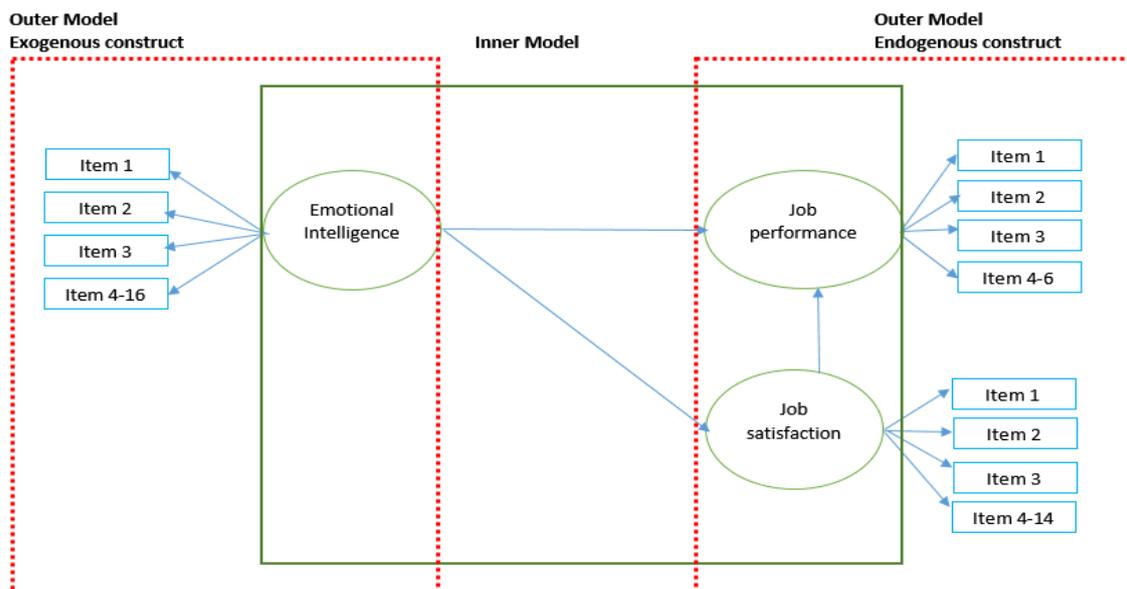


Figure 1. Inner and Outer Model Analysis - PLS-SEM

4.5 Stage Two: Outer Model Evaluation

As the indicators in this model are highly correlated and interchangeable, a reflective measurement scale was applied. Reflective indicators are linked to a construct through outer loadings. Reliability and validity of the construct measures in the outer models were thoroughly examined. The outer model needs to be assessed so that the constructs forming the basis of the inner model relationships can be later assessed accurately (Hair et al., 2014b). The outer model loadings indicate the correlation between the latent variable and its indicators. To obtain a stable estimation, the PLS algorithm should converge before reaching the maximum number of iterations. To assess the convergence, the “Stop criterion changes” was checked. The algorithm converged only after six iterations, meaning that the estimation is good. If the algorithm could not converge the data in less than 300 iterations, the data could be abnormal due to small sample size or presence of outliers (Kwong and Wong 2013).

Outer model

Outer loadings were checked for indicator reliability and loadings below 0.50 were eliminated as recommended by Newkirk and Lederer (2006). PLS algorithm was run again to determine the factor loadings

of the remaining items. Items less than 0.50 were deleted. The item that was deleted was from emotional intelligence construct while all the items for job performance and job satisfaction constructs were maintained. Out of 36 items, only one item was deleted. The 35 remaining items had values being above 0.50, satisfying the minimum individual item reliability and therefore were kept for further analysis.

Reliability Analysis

The internal consistency reliability of the construct measures were verified through Cronbach’s alpha and composite reliability (CR). Bagozzi and Yi (1988) suggested that the values of composite reliability should be 0.7 or higher. Table 5 indicates that all CR values for EI, job performance and job satisfaction exceeded the recommended value of 0.70, demonstrating that the instrument is reliable. The CR of all the three constructs ranged from 0.927 to 0.929. The highest values were recorded by emotional intelligence and job performance at 0.929 and the lowest value at 0.927 was for job satisfaction. The high CR value indicates the internal consistency, which means that all the measures consistently represented the exogenous construct. Furthermore, Cronbach’s alpha values for all constructs exceeded the acceptable value of 0.70. (Sekaran 2003).

Table 5. Reliability coefficient

Constructs	Cronbach’s alpha	Composite reliability
EI	0.917	0.929
Job performance	0.909	0.929
Job satisfaction	0.915	0.927

Validity Assessment

To determine convergent validity, Average Variance Extracted (AVE) was assessed from SmartPLS. The values for the three constructs are shown in Table 6.

Table 6. Convergent Validity assessment

Constructs	AVE	Composite reliability	Cronbach's Alpha
EI	0.500	0.929	0.917
Job performance	0.686	0.929	0.909
Job satisfaction	0.500	0.927	0.915

AVE is the grand average value of the squared loadings of a set of indicators. Convergent validity is supported when each item has outer loadings above 0.50 and when the AVE of each construct is 0.50 or higher (Hair et al., 2014b). As depicted in Table 6, the AVE values ranged from 0.500 to 0.688. Therefore, all constructs showed reasonable convergent validity of the measurement model. The highest AVE was job performance at 0.688 whereas the lowest AVE were emotional intelligence and job satisfaction at 0.500.

Discriminant validity

Discriminant validity was assessed by examining the Fornell and Larcker criterion. The square root of AVE in each latent variable should be larger than other correlation values among the latent variables (Hair et al., 2014b). Table 7 depicts that the value of a construct is greater than the others. Therefore, the results indicate that there is discriminant validity between the constructs.

Table 7. The Discriminant Validity of the Measurement Constructs

	EI	Job performance	Job satisfaction
EI	0.685		
Job performance	0.239	0.828	
Job satisfaction	0.549	0.455	0.692

Stage Two: Review of Outer Model

The exogenous and endogenous variables were evaluated for their reliability and validity, using individual item reliability, Cronbach's alpha, CR, convergent validity and discriminant validity, which satisfied the recommended values. Therefore, the inner model evaluation can be undertaken to evaluate the research hypotheses of this study.

4.6 Stage Three: Inner Model Evaluation (Path Analysis)

After the reliability and validity of the outer model have been established, the inner model was evaluated. The model's quality has been assessed on its ability to predict the endogenous constructs. The coefficient of determination (R^2), cross-validated redundancy (Q^2), path coefficients, and the effect size (f^2) were therefore assessed.

Path coefficients

Estimates for the path coefficients, which represent the hypothesized relationships linking the constructs, were provided after running the PLS model. Path coefficients values closer to +1 indicates a strong positive relationship whereas coefficients values closer to -1 indicates a strong negative relationship. Bootstrapping was done to evaluate the statistical significance of the path coefficients as shown in Figure 2 and Table 8.

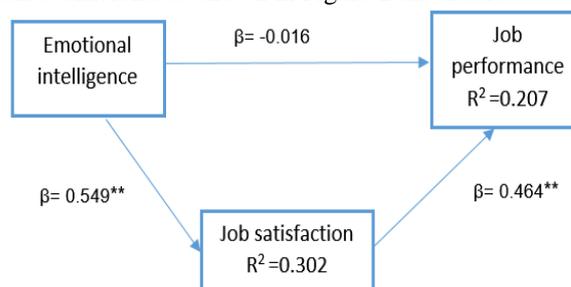


Figure 2. Path coefficient and significance

Table 8. Path coefficients and its significance

	Standard Beta	t-statistics
EI → Job performance	-0.016	0.084
EI → Job satisfaction	0.549	6.025**
Job satisfaction → Job performance	0.464	3.137**

**P<0.01

Emotional intelligence's effect on job satisfaction is significant with a positive path coefficient of 0.549 which is significant at a P value of 0.000 ($\beta=0.549$, $p<0.01$). Job satisfaction also has a positive and significant effect on job performance with a path coefficient of 0.464 which is significant at a P value of 0.002 ($\beta=0.464$, $p<0.01$). However, emotional intelligence's effect on job performance was not statistically significant with a negative path coefficient of -0.016 at a P-value of 0.933 ($\beta=0.016$, P not significant).

Assessment of Coefficient of Determination (R^2)

The coefficient of determination R^2 measures the model's predictive accuracy, such that it represents the exogenous variable's combined effect on the

endogenous variable. R^2 ranges from 0 to 1, with 1 representing complete predictive accuracy. However, scholars rely on a rule of thumb concerning an acceptable R^2 with 0.75, 0.50 and 0.25 describing a substantial, moderate and weak levels of predictive accuracy (Hair et al., 2014b). As seen in Table 9, the R^2 value of job performance was 0.207 which is weak and that of job satisfaction was 0.302, which is considered weak as well.

Table 9. Coefficient of Determination (R^2) – Job performance and job satisfaction

Construct	R^2
Job performance	0.207
Job satisfaction	0.302

Assessment of Effect Size, (f^2)

Table 10. Effect size f^2 of the endogenous variables

	f^2	p-value	Inference
EI → Job performance	0.000	0.933	EI has no effect on job performance
EI → Job satisfaction	0.432**	0.000	EI has a large effect on job satisfaction
Job satisfaction → Job performance	0.189**	0.000	Job satisfaction has a medium effect on job performance

** $P < 0.01$

Evaluation of the Mediation Relationship in PLS Path Model

Mediation occurs when a mediator variable absorbs the effect of an exogenous on an endogenous latent variable within the PLS path-model. In this study, Preacher and Hayes' (2008) method was followed for mediation analysis. The distribution of sampling of indirect effects were tested for significance using bootstrapping. This procedure was used as it does not require assumptions

Effect size is the change in R^2 when exogenous construct are omitted from the model to gauge the impact of that exogenous construct. The effect size for each path model was determined using Cohen's f^2 obtained. According to Cohen (1988), the effect size is classified as small, medium and large for f^2 values of 0.02, 0.15 and 0.35 respectively.

The value of effect size f^2 ranged from 0.000 to 0.432 as shown in Table 10. The highest effect size was for emotional intelligence to job satisfaction relationship with an f^2 value of 0.432 and was statistically significant ($p < 0.01$). The effect size of job satisfaction to job performance was 0.189 and was statistically significant ($p < 0.01$). Emotional intelligence did not have an effect on job performance.

such as normality, in contrast to Baron and Kenny (1986) procedure. The significance of the indirect effect was tested using a bootstrapping routine with 5000 subsamples and a 'no sign change option'.

The results highlighted in Table 11 have supported the role of job satisfaction in significantly mediating the relationship between emotional intelligence and job performance.

Table 11. Significance testing results of the mediation relationship

Hypothesis	Relationship	Path coefficient β	Standard Error (SE)	t-Value	Decision
H4	EI → Job satisfaction → Job performance	0.255	0.011	2.480*	Supported

* $p < 0.05$

Table 12. Bootstrapped confidence interval

Relationship	Indirect Effect	Standard Error (SE)	Lower Limit (LL)	Upper Limit (UL)	95% Bootstrapped Confidence Interval
EI → Job satisfaction → Job performance	0.255	0.011	0.088	0.494	[LL = 0.088, UL = 0.494]

Table 12 highlights the indirect effects 95% bootstrapped confidence interval: [LL = 0.088, UL = 0.494]. As suggested by Preacher and Hayes (2008) and Hair et al. (2014a), the confidence interval of the indirect effect do not straddle a zero at the given significance level of 5% and therefore, statistically

confirming the mediation effect of job satisfaction. This indicates job satisfaction as a mediator variable absorbs the direct effects of emotional intelligence on job performance of Mauritian employees.

4.7 Assessment of Hypotheses

The hypotheses can be evaluated by examining the size, statistical significance and the path coefficient between the exogenous and endogenous variable. The path coefficient was determined using PLS-SEM algorithm and the significance level was ascertained using the bootstrapping method. Table 13 shows the results of hypothesis testing.

Table 13. Results of hypothesis testing.

Hypo	Relationship	Std beta	Std Error	t-value	Decision
H1	EI → JP	-0.016	0.021	0.084	Not supported
H2	EI → JS	0.549	0.011	6.025	Supported
H3	JS → JP	0.464	0.017	3.137	Supported
H4	EI → JS → JP	0.255	0.011	2.480	Supported

Hypothesis 1: Emotional intelligence is positively related to job performance among Mauritian employees. Emotional intelligence did not have a significant effect on job performance ($\beta = -0.016$, $t = 0.084$), with a path coefficient of 0.016. For path coefficient less than 0.15, the effect size f^2 needs to be relied upon to determine whether to accept or reject the hypothesis. The effect size f^2 of job performance had a magnitude of 0, indicating no effect. Therefore, the results suggest that emotional intelligence did not have a significant effect on job performance.

Hypothesis 2: Emotional intelligence positively related to job satisfaction among Mauritian employees. Emotional intelligence had a positive and significant relationship with job satisfaction with a path coefficient value of 0.549 and a P value of 0.000. Moreover, the f^2 effect size value of job satisfaction was 0.432. This implies that emotional intelligence has a large and significant effect on job satisfaction. Therefore, the results lend support to hypothesis 2.

Hypothesis 3: Job satisfaction positively related to job performance with Mauritian employees

Job satisfaction was positively and significantly related to job performance, with a path coefficient of 0.464 and at a P value of 0.000 ($\beta = 0.464$, $t = 3.137$). Job satisfaction has a medium effect on job performance ($f^2 = 0.189$).

Hypothesis 4: Job satisfaction plays a mediating-effect role between Emotional Intelligence and job performance with Mauritian employees

The indirect effect of emotional intelligence on job performance had path coefficient of 0.255. The confidence interval, [LL = 0.088, UL = 0.494], of the indirect effect do not straddle a zero at the given

significance level of 5% and therefore, statistically confirming the mediation effect of job satisfaction.

5. RESEARCH CONTRIBUTION

This research provides an insight of the extent to which emotional intelligence affects job performance with job satisfaction as a mediator in the Mauritian context. Most of the studies done on emotional intelligence focuses on Western countries. Prior studies suggest that emotional intelligence has different effects on management outcomes such as job performance in different cultural contexts (Gunkel et al., 2013).

The findings of this study provide important suggestions for the human resource department of private companies in the private sector in Mauritius. This study indicates that emotional intelligence has a positive relationship to job satisfaction, which consequently leads to better performance. Management should therefore put much emphasis on developing and enhancing the emotional intelligence of employees by designing and implementing training and developmental programs accordingly.

Secondly, the HRDC of Mauritius should include emotional intelligence as a skill development component in its programs to not only fill the existing skills gap to meet business needs but also to develop a human capital that goes beyond technical skills for organisations to gain a competitive edge on a global level.

6. CONCLUSION

Emotional intelligence is one of the most studied and required skills in today's competitive business era. EI has the potential to enhance numerous work-outcomes such as job performance and satisfaction and ultimately lead to organisational success by giving a competitive edge to organisations. One of the main challenges faced by Mauritian business organisations is a lack of crucial skills to meet business needs.

The key objective of this study was to evaluate the impact of EI on job performance among Mauritian employees in the private sector. This objective was achieved by conducting a survey from Mauritian employees. Based on the literature review, four research questions were derived and four hypotheses were formulated. The research model was adopted from a prior study. Three out of four paths in this study were significant, supporting the four hypotheses.

The research findings indicate that job performance was not directly influenced by emotional intelligence. However, job satisfaction was positively and significantly influenced by emotional intelligence. Finally, job performance was influenced by emotional intelligence through the mediation of job satisfaction.

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