

Emotional Intelligence in The Context of Malaysian Banking Industry: Theory and Method Application

Loshinee Vasudevan
IEWM College

— *Review of* —
**Integrative
Business &
Economics**
— *Research* —

ABSTRACT

This review paper aims to determine the suitable emotional intelligence theory application in the context of the Malaysian banking industry. To achieve the purpose of this review paper, the research analysis method was examined thoroughly throughout emotional intelligence theories. Findings of this review reveal that the underpinning theories being reviewed are based on the underlying concepts, theoretical background, existing definitions, and various forms of collaborative writing drawn from the educational setting. Some sample studies extracted from different contexts were also provided. Collaborative writing is theoretically backed up by the ideas gathered from the findings of previous studies of emotional intelligence. Based on the outcomes of this review, the direction of implications and limitations are discussed along with suggestions for future research.

Keywords: emotional intelligence, emotional intelligence theory, theory application of emotional intelligence, Malaysian commercial banking industry.

1.0 INTRODUCTION

In the Asian context, the concept of emotional intelligence has been less exposed (Jamaluddin, Gunaseelan, and Jusoh, 2015). Most studies on emotional intelligence were conducted among managers in multinational corporations (Salahudin et al, 2016) but seldom on the lower rung employees such as those working in non-supervisory positions in banks. Therefore, the current review paper aims to address this issue by conducting a thoroughly review that examines the emotional intelligence theory application of bank workers. Past studies (Subramanian and Yen, 2013) found that leaders lead not through rational and logical decision making. In many cases, leaders were successful by leading through emotions and thoughts. This claim is supported by Sarboland, (2012) who notes that the Mayer and Salovey (1997) model can be used to reveal the emotional intelligence (ability model) of individuals thereby, creating a greater working climate for the employees who can in turn, offer greater commitment to their organizations.

Much of this area of study has been researched in the Middle East where the banking industry is still confronted by a lack of managers' emotional competencies (Rahim, 2010). This is important because managers are required to be able to deal with employees' emotional expressions while not losing their temper (Sivaraman et al, 2014). In the Malaysian context, the banking industry is noted to be a workplace that has inflexible time limit and high workloads (Ab Rahman, 2012). It was claimed that these workers had a poor ability to manage and engage with their personal emotions and the emotions of others thereby, affecting their relationship with others in the organization

In the Asian context, the concept of emotional intelligence has been less exposed (Jamaluddin, Gunaseelan, and Jusoh, 2015). Most studies on emotional intelligence were conducted among managers' in multinational corporations (Salahudin et al, 2016) but seldom on the lower rung employees such as those working in non-supervisory positions in banks. Therefore, the current review aims to address this issue by conducting a study from literature review that examines emotional intelligence of bank workers.

The contribution had discussed and it was generated from the structure of the research. Nonetheless, the outcomes drawn are not limited to the academic perspective only but also theoretical perspective. Practitioners such as bankers or those employed in the commercial banking industry may also find the results useful for promoting a favorable work climate for their employees.

1.1 Statement of Problem

The purpose of this review is to determine that there are some issues in the measurement and methodology which requires to overcome in the emotional intelligence study. Like all instruments used to assess various concepts, there have been some criticisms made about the MSCEIT test. It was claimed that the test seemed to be providing limited information about the person's emotions when it was appraised. This is because the proposed test consists of tasks that are related to statistics (Li et al., 2016). This determination was also confirmed by Legree et al. (2014) who said that MSCEIT is problematic for score rating-based tests because the resulting scores may be influenced by irrelevant sources of variation. To overcome this issue, the proposed test can be substituted with Wong and Law's Emotional Intelligence Scale (WLEIS) (see Wong and Law, 2002) for the self-reports of emotional intelligence. This test evaluates the comparable four branches of the ability model proposed by Mayer and Salovey (1990). The combination of both tests to enhance the appraisal of emotional intelligence is supported by Libbrecht, et al. (2014) who indicated that Wong and Law's Emotional Intelligence Scale is the most popular self-reported EI measurements thus far. It appears that the four branches stated in the WLEIS test encompass self-emotion appraisal, others' emotion appraisal, and use of emotion and the regulation of emotions. Apparently, these four branches are consistent with the revised version of the four-branches of the ability model proposed by Mayer and Salovey (1997). For that reason, the multidimensionality of the EI scale should be given more attention so as to ensure that managers or leaders consider this EI dimension in order to manage their subordinates effectively. Managers can easily reach their strategic objectives with this instrument (Bitmi and Ergeneli, 2014).

2.0 LITERATURE REVIEW - EMOTIONAL INTELLIGENCE

Over the past decade, researchers (Mayer et al., 2000; Salovey and Mayer, 1990) have been taking the notion of emotional intelligence into account when studying organizational behaviors. Emotional intelligence is seen as a person's ability to recognize his/her relationships with others with meaningful reasons in order to solve any emerging problem and to adapt him/herself with emotion-related feelings so as to understand others, the capacity to distinguish and understand the emotional interpretations of others and to use these information to manage him/herself and others accordingly, along with the tools and methods needed to conduct these processes (Mayer et al, 2000; Salovey and Mayer, 1990). Emotional

intelligence is the ability to interpret and to manage people well based on the concepts and principles that enable human beings to practice these concepts in problem-solving (Altındağ and Köseadağı, 2015). The emotional intelligence “ability” model proposed by Mayer and Salovey (1997) is a popular model used by most researchers (Mayer et al., 2008; Mayer and Salovey, 1993; Mayer et al., 2016).

There are various scholarly definitions of emotional intelligence. According to Wong and Law (2002), emotional intelligence is a sensory ability that identifies, realizes and integrates human emotions with the correct sense and expression, via the appropriate cognitive processes that affect a diversity of positions. Emotional intelligence (EI) is an essential factor that needs to be induced in all individuals when handling most situations. Individuals need to be well-prepared when reacting to any situation in order to understand their own emotions accurately. Wong and

Law’s (2002) measurement scale of emotional intelligence is the most essential in organizations today. Thus far, the main challenges about EI ability tests are the inherent subjectivity of emotional experiences which researchers have to tackle by producing relevant empirical evidence. But since the 1990s, Salovey and Mayer’s model has been considered in many theoretical and empirical studies (Fernández-Berrocal and Extremera, 2006) in terms of EI conceptualization. Specifically, researchers such as Bar-On (1997), Goleman (1995), Mayer and Salovey (1997), Petrides, and Furnham (2001) have had to place a proper measurement scale that is related to the preferred model because it increases the researchers’ needs to evaluate the quality.

2.1 COMPARISON OF EMOTIONAL INTELLIGENCE MODELS

Mortan, Ripolla, Carvalhob, and Bernala (2014) stated that emotional intelligence has become a major topic of interest among scientific and academic circles as well as in the public and private sector over the years. Researchers (Batool, 2013) have also been discussing about the emotional intelligence models used in various studies and some of these models have been well accepted by researchers (Mayer and Salovey, 1997; Salovey and Mayer, 1990) for dealing with different contexts and subjects. Among these is the ability model (Mayer and Salovey, 1997; Salovey and Mayer, 1990) which describes emotional intelligence as an ability of people to identify and resolve a problem. Mayer and Salovey (1997) have been debating on the integrative approaches of emotional intelligence while Mayer, Salovey, Caruso, and Cherkasskiy (2011) revealed an integrative approach that draws together examples of the specific areas of EI by structuring the reasoning on emotions and emotional information. This emergence has caused researchers (Matthews, Zeidner, and Roberts, 2012) to further persevere in developing EI assessment tests. The first and the most popular model of emotional intelligence is the Mayer and Salovey (1997) model, as stated earlier but it is not a model that displays social characteristics and personality but rather the mental capacity only.

This model is suited for conducting an analysis of the subjects because it holds both insights comprising emotions and intelligence. The finding is supported by Mayer and Salovey (1997) who had been stressing that emotional intelligence is the ability to understand and accept other’s feelings in all situations. In relation to that, Marya (2012) stated that emotional intelligence is the ability to determine an individual’s feeling which can affect the individual employee’s behavior in the workplace. Nonetheless, when both parties involving the employee and employer can conduct a two-way communication supported by high level

emotional intelligence, then it can be deduced that this leader-member communication can lead to a safe working climate and commitment.

The second model proposed by Goleman (2001) was designed for examining organizational theory, organizational research and organizational practices. Goleman (1995) had asserted that effective business leaders are well-known because of their characteristics which encompass their self-awareness, self-control, ability to communicate and interact with others, ability in building trusts and creating group synergies, and not just based on the leader's education, intellect or emotional knowledge. This framework drives the prediction that emotional intelligence can be practiced to improve the individual's effect in the workplace and leadership positions (Goleman, 2001).

The third model is the Reuven Bar-On model which can detect cognitive abilities and personality aspects of the individual. It is a model that strongly agrees with the popular model of Daniel Goleman but it is concerned with looking at the cross-sectional aspects of interrelated emotional and social competencies. This model assesses emotional intelligence through self-reported skills and factors that affect intelligent behaviors. There are five scales for the self-reported skills and factors and they comprise interpersonal skills, intrapersonal skills, stress management, adaptability and general moods (Bar-On, 2010).

The four branches of the ability model are essential for employees to think more creatively and to use their emotions appropriately to resolve problems within organizations or the workplace (Mayer and Salovey, 1997) because high emotional intelligence among managers and employees are more likely to enable organizations to achieve success (Mayer and Salovey 1997; Lam and O'Higgins, 2012). Table 1 distinguishes the three models of emotional intelligence.

2.2 EMOTIONAL INTELLIGENCE – FOUNDATION THEORY

The concept of emotional intelligence is said to have originated from social intelligence (Trivellas, Gerogiannis and Svarna, 2013) and the concept of social intelligence was first debated by Thorndike (1920) who saw it as the capacity of the individual to understand and manage others and to act wisely in human relations (Boyatzis and Sala, 2004; Maini et al., 2012; Lam and O'Higgins, 2012). However, the concept had failed to attract significant attention (Thorndike, 1920), possibly because the concept of social intelligence was more popularly seen as being a part of emotional intelligence rather than the other way round (Salovey and Mayer, 1990).

Thorndike's (1920) concept of social intelligence was grouped under three components of intelligence which comprise:

- (a) Abstract intelligence - the ability to understand, manage ideas and symbols,
- (b) Mechanical intelligence – the ability to understand, learn and manage things and
- (c) Social intelligence – the ability to understand and manage people and to act wisely in human relations.

Table 1: Model of Emotional Intelligence

| Author/Year | EI Models | Dimensions of EI | Descriptions |
|--------------------------|-----------------------------|---|--|
| Mayer and Salovey (1997) | Ability Model | Emotional Perception | People's capability to differentiate the expression of feelings, like honesty and dishonesty. |
| | | Emotional Assimilation or Emotional Integration | People's ability to differentiate emotions from one's feelings which can influence one's thought processes. |
| | | Emotional Understanding | The capability to understand and differentiate a complex emotion and the power between two people at the same period. |
| | | Emotional Management | People's ability to manage emotions in certain situations. |
| Goleman (2001) | Competence Model / Trait EI | Self-awareness | The ability to be sensible of people's emotions in resolving a problem. |
| | | Social Awareness | People's ability to understand, respond and sense the social networks. |
| | | Self-Management | Individual's ability in managing and controlling their emotions with others based on the situation changes. |
| | | Relationship Management | People's ability to manage a conflict and build good interpersonal relationship between others in achieving and sustaining organizational goals and the working culture. |
| Bar-On, (2002) | Mixed Model | Intrapersonal | People are able to understand and recognise their own feelings in certain situations by finding a proper approach when expressing their feelings. |
| | | Interpersonal | Individual's strong ability can be formed through a mutual close relationship with others. |
| | | Adaptability | People's ability to adapt in certain situations in order to identify a fact and to resolve a problem. |
| | | Stress Management | People's ability to cope with stress without falling in any situation. Stress makes people behave emotionally and give disagreement towards the situations. |
| | | General Mood Components | The individual's ability to be satisfied with whatever one owns and to spread out one's lifespan. |

Thorndike's (1920) proposition of what social intelligence comprises seems to appeal to many other scholars (Ford and Tisak, 1983; Kihlstrom and Cantor, 2000; Sternberg, 2002; Rahim et al., 2015). They were agreeable that the social intelligence theory is linked with one's ability to understand the intelligence, feelings and behaviors of other people; they also noted that social intelligence has relevance with one's ability to cooperate with other people wisely and to act effectively in various situations (Ford and Tisak, 1983; Kihlstrom and Cantor, 2000; Sternberg, 2002; Thorndike, 1920 as cited in Rahim et al., 2015). It appears that when social intelligence is present in an individual, it also manifests one's personality characteristics (Schutte and Malouff, 1999). The social intelligence theory describes social intelligence as a facet of emotional intelligence (Mayer and Salovey, 1997) which involves one's capacity to determine one's own emotions as well as others' emotions and feelings. As a facet of emotional intelligence, social intelligence enhances one's capacity to differentiate the emotions and feelings that can direct one to implement an action that is beneficial to one as well as others. In other words, it is the capacity for one to act and behave effectively. In the current study, the researcher adopts the concept of social intelligence as an ability that can raise the awareness of the relevant social situational contexts; it is also seen as manifesting one's capacity to deal with whatever contexts or challenges, effectively. Here, social intelligence is also deemed to encompass the ability to understand other's feelings, concerns, emotions and behaviors while communicating with others in a clear and convincing manner. The aim is to build and maintain a positive relationship with others (Rahim, 2014).

The Social Intelligence theory (SIT) is relevant and related to the employees' socially intelligent behaviors that make them pleasant people to interact with. This can also cause them to be more committed to the organization they work for. Studies (Nikolaou and Tsaousis, 2002; Nikoopour and Esfandiari, 2017) have found that the social intelligence theory is one important factor that helps individuals to improve their ability to understand the social circumstances they are in; it also helps individuals to have the competence to deal with their interpersonal relations and social interactions with others, inside and outside of work. This implies that individuals with good social intelligence can create a strong relationship with others, thus it is deduced that emotional intelligence is related to organizational commitment (Nikolaou and Tsaousis, 2002).

In this regard, the social intelligence theory is suitable for making sense of the emotional intelligence model proposed by Mayer and Salovey (1990). Emotional intelligence is highly valuable in today's problematic organizational situations due to the various personality of employees who come from different backgrounds. Undeniably, hiring employees with a high level of social intelligence or emotional intelligence is an asset to an organization. These employees who are equipped with high levels of social intelligence will be more flexible and have better awareness of other people's situations when responding to their demands (Zaccaro et al., 1991). The theory attached to social intelligence has been applied and highlighted in many empirical studies (Malikeh and Fateme, 2012; Rasuli et al, 2013) with some linking emotional intelligence with organizational commitment (Nikolaou and Tsaousis, 2002), some link emotional intelligence to organizational citizenship behavior (Sharma and Mahajan, 2017) and others associate emotional intelligence with the banking industry's climate (Howe, 2017).

2.3 DISCUSSION AND DEBATE OF EI MODEL

In recent years, the concept of emotional intelligence has been seen as a critical issue for managing people while working with others. The concept of emotional intelligence has been taken into due consideration by various organizations because of the benefits to be derived. Emotional intelligence gets high awareness from everyone, especially managerial

levels. Managers did not obtain the right path to understand their subordinate's feelings and emotions that links up to the emergence of feelings that produces less attention in organizations so that workers have to implement emotional climate that increased their job operation, execution and performance (Vasudevan et al., 2017).

However, there are still debates and arguments between research findings and managers' expectations about emotional intelligence. Researchers such as Law et al. (2004) as cited in Miao, Humphrey, and Qian (2016) have highlighted that the study of emotional intelligence in local cultures does not integrate well with other cultures because of various differences and that research looking at emotional intelligence has been concentrated in the Western context which is made up of a different societal context.

Hence, results of the West may not be applicable to oriental or Asian countries. As a result of this, more studies are required to explore how the variations in emotional intelligence may emerge when seen through the various models of emotional intelligence (Di Fabio, Saklofske, and Tremblay, 2016; Emmerling and Boyatzis, 2012; Ouyang et al., 2015; Walter et al., 2011). This assertion was confirmed by Barsade and O'Neill (2014) who had discussed with in-depth and comprehensiveness that the culture in organizations can retain and nurture a healthy emotional climate and emotional intelligence behavior in the workplace.

Without doubt, emotional intelligence is essential for employees because it adds value to the individual employees' ability to enhance their intrapersonal and interpersonal effectiveness with other employees, thereby enhancing the emotional intelligence of the organization's environment. Besides employees' individual degree of emotional intelligence, the extent of the organization's emotional intelligence can also be improved through other organizational procedures (Menges, 2012) such as creating a favourable condition for the employees' emotional intelligence to be applied where employees' behaviors and emotional skills can be observed and possibly rewarded. This can encourage the respective employees to be more effective at the workplace because the employees' common sense, emotional intelligence in dealing with the organization's daily routines can be emphasized. Most organizations hardly take their employees' emotional intelligence into considerations because it has been considered as a negative and an irrational trait (Pradhan, Jena and Bhattacharya, 2016). It appears that emotional intelligence, in the context of organizations, has largely been discussed from the employees' view, that they are governed by their emotions whereas in reality, emotions are a fact of life. In particular, the emotions of the leaders are important because the leaders' ability to feel for employees carry the potential to influence followers in their task performance and their understanding of carrying out the organization's objectives and goals, hence its success (Koning and Kleef, 2015).

Over the years, the concept of emotional intelligence has been revised to be more formal. Wong and Law (2002) nonetheless, appear to adhere to Mayer and Salovey's (1997) definition but Wong and Law's added that leaders need to acquire a proper understanding and a control over their own emotions. It was emphasized that leaders need to know how to manage their own emotions when interacting with others. It was also added that people who possess the power to recognize emotional information while performing through reasoning, would be able to detect these as useful emotional information which can then be used to their advantage, particularly when managing human communications (Harper, 2016).

Obviously, Wong and Law's (2002) elaboration of the concept of emotional intelligence is related to what Mayer and Salovey (1997) had stated. When an individual has mastery of his/her own emotions and the emotions of others, that individual has the power to easily resolve any emotional problems. Nonetheless, Khalili (2016) argued that the leader's competence to solve complex social problems at the workplace is based on the leader's

effective leadership behaviour. How then can this be differentiated? A valid way to do this is to uncover the concept

of emotional intelligence through some tests such as Mayer, Salovey and Caruso's Emotional Intelligence Test (MSCEIT V2.0) (see Mayer, Salovey, Caruso, and Sitarenios, 2003).

Mayer and Salovey's (1997) model has been thoroughly evaluated and it has been indicated as a worthy model to be applied in all studies because it focuses on both emotion and intelligence. In comparison, the Goleman's mixed model and Reuven Bar-On's model do not see EI as intelligence. These models have a combination of intellect and various measures of personality and effects. Established along the four dimensions of the Mayer, Caruso and Salovey model which attend to the evaluation and expression of emotions, regulation and utilization of emotions, each of these models indicate a significant relationship. Therefore, the various arguments concerning the different EI models depict that there are many ways to lead, motivate, identify and read the followers' emotions quickly and accurately in order to make a better working climate for them to perform quality work. Lopes (2016) strongly agreed, after reviewing all these causes. Lopes (2016) further indicated that there is a need to concentrate more on the ability model in research by combining it with the WLEIS measurement items.

2.4 EMPIRICAL STUDIES OF EMOTIONAL INTELLIGENCE

The concept of emotional intelligence has been debated long and deep where claims that employees in an organization can cope with the organizational problems more effectively if employees have high emotional intelligence. This was observed particularly in the agricultural banks of Pakistan (Siddiqui and Hassan, 2013). The concept of emotional intelligence has also been noted by Osisioma, Nzewi and Nnabuike (2016) who argued that managers in the commercial banks of Anambra state, Nigeria, need to be equipped with emotional intelligence to better understand their subordinates' feelings, their reasoning, and their thinking. If managers can use emotional intelligence to anticipate their subordinates' actions and reactions in every situation, then the managers can better resolve any conflicts or issues arising out of their work assignments thereby alleviating any organizational problems.

Undeniably, emotional intelligence is a pre-requisite desired of all employees in an organization. It is a strong predictor for evaluating the service performance of employees in the workplace. Emotional intelligence is a better way to serve a customer and to create a lively working climate (Karimi, et al., 2015). An existing research focusing on the banking sector of India had deliberated that employees who have high emotional intelligence and interpersonal skills appear to feel more satisfied in their work tasks and they also performed better (Vibhor and

Sonia, 2013). This finding is parallel with what Rathi (2014) noted, that high levels of emotional intelligence helps employees to be effective in handling their emotions while enabling themselves to easily express the emotions that are desired by the organization. Empirical studies are, therefore important because they contribute so much to providing relevant evidence that supports the claim. A summary of the empirical studies conducted thus far are illustrated in Table 2.

Table 2: Empirical Studies of Emotional Intelligence in Service and Banking Industry

| Author | Service Industry | Banking Industry | Findings |
|---|--------------------------------------|---------------------|---|
| Yuvaraj et al (2018) | Business organization | | - Result reveals that there is a strong relationship between emotional intelligence and employees' commitment. |
| Sharma, et al (2017) | | State bank of India | - The Pearson correlation test showed a positive relationship between emotional intelligence and employees' organizational citizenship behavior. |
| Miao et al (2017) | Health care and service industry | | - The ability measures of emotional intelligence and organizational citizenship behaviour (k = 7, N = 1022) was positive and statistically significant ($\rho^{\wedge} = 0.17$). |
| Alfonso et al (2016) | Commerce, services and public sector | | - The significant correlations between emotional intelligence and organizational citizenship behaviour are ranged from .16 ($p < .05$) to .93 ($p < .01$). - All organizational citizenship behaviour scores were strongly related to emotional intelligence that ranged from .20 to .5. |
| Hamidianpour et al., (2015) | SMEs | | - Employees' emotional intelligence has a strong impact on the organizational climate. - The result showed that strong correlation between emotional intelligence and organizational climate at .853. |
| Masrek et al (2015) | Malaysian Computer Professional | | - The result clearly show out the significant influenced on emotional intelligence and organizational commitment. - The result of multiple regression analysis between the emotional intelligence and organizational commitment at .80 to .950. |
| Rezaei, Lorzangeneh and Khedervisi (2014) | | Sepah Bank, Iran | - Finding showed that there is a significant positively influenced between all dimensions of emotional intelligence and organizational citizenship behaviour. - The result was determined by Cronbach's Alpha 97% (emotional intelligence) and 93% (organizational citizenship behaviour) respectively. - Correlation coefficient between emotional intelligence and organizational citizenship behaviour is 0.72 and it significantly correlated at 0.000. |
| Johar et al (2014) | Public sector, Malaysia | | - Emotional intelligence is significantly effect on organizational commitment ($\beta = .508, p < .05$). - Emotional intelligence is related to the commitment as a direct effect and an indirect effect. |

| | | | |
|--------------------------------------|--|---|---|
| Gholami, Shams, and Amoozadeh (2013) | | Personnel in Banks and Financial Institutions, Darrehshahr City, Iran | <ul style="list-style-type: none"> - There is a direct relationship between emotional intelligence and organizational commitment. - The significant result is $< 0/05$, therefore it is probably 95 percent verified. |
|--------------------------------------|--|---|---|

3.0 METHODOLOGY

Details of the instrument and measurements used are discussed with justifications. The procedure employed to gather data and the timeline for the completion of each stage of the study is explained. By using emotional intelligence theory, how the researcher can conduct each study accordingly for the relevant topic and study. Based on the emotional intelligence variable, this review to determine how researcher linked to the organizational commitment, organizational climate and organizational citizenship behavior. Perhaps how it relates with the measurement and method that researchers used in the previous study. Table 3 presents the review of methods and measurement style for each construct in the banking industry.

4.0 IMPLICATION

The review found evidence to support some of the links of the social intelligence theory. In future, researchers may welcome to proceed their study in various industry not only in banking industry to find how effective emotional intelligence theory and methods. The study also generated evidence that verified that the social intelligence theory involves a broad range of social skills, behavioral skills, employees' perception, cognitive skills or competence for individual interactions in the organizational climate (Howe, 2017). Apart from Thorndike's (1920) social intelligence theory, other theories were also used in the future study to develop the conceptual framework. Specifically, the social intelligence theory posits one's ability to interact with others and to understand others (Thorndike, 1920), which in turn has an impact on the positive emotions in the working climate. Thus, employees should manage their own emotions. Future reviews may consider expanding on this study by using a qualitative method or a mixed approach to determine and compare data gathered from other sectors for practical implication reasons. Next, the outcomes drawn from this review were noted to be significant and reliable for all the variables used. Therefore, it shows that the variables can serve as a useful guide for employees of the Malaysian banking sector to be used to increase employees' emotional intelligence in organizations. This task can be accomplished through the implementation or application of emotional intelligence theory, which has been noted to be a high/low-cost (MSCEIT or Wong and Law measurement scale) aspect but which needs care in promoting. The designated questionnaire used in the study can also provide insights of the employee's perspective on poor emotional intelligence. This valuable finding can help banks to understand which appropriate tool to use to boost their employees' perception, hence their relationship with employees within the banking organization.

Table 3: Empirical review of method and measurement

| Variable relationship | Author/Year | Industry | Instrument | Method | Scale | Technique Analysis | Sample Size | Findings | Contribution / Issues |
|------------------------------------|--|---|---|-------------------------------------|---|--|--|--|---|
| EI → OCB | Dartey-Baah et al (2017) | Ghanaian banking sector | Adopted questionnaire EI- 18 items OCB-4 items | Quantitative | Goleman et al. (2002) EI scale. | The equation by Krejcie and Morgan (1970) with a purposive and simple random sampling. | 278 | Leader's EI positively related the employee's OCB. A positive connection occurred between leader's EI and employee's OCB (Batool, 2013). | Employees are high and low performing banks in Ghana. Ghanaian banks seek to encourage OCB among employees by focusing training on their leaders to be emotionally intelligent in relating to their subordinates. |
| | | | | | Podsakoff et al. (1990) OCB scale. | SPSS V.20 used in this study. | | | |
| | Aftab Anwar et al (2017) | Commercial banks in Peninsular Malaysia | Questionnaire EI – 16 items OCB – 24 items | Quantitative | Wong and Law (2002) EI scale. | Structural equation modelling (SEM) and random sampling. | 293 | A significant connotation exists between EI in relation to OCB. | The survey has been conducted in the domains of organizational management and industrial sector by showing the distinguishing effects of the dimensions of EI on OCB. This survey proposed to increase organizational performance while encourages employees to be efficient in handling their emotional experience when enhancing individual and organizational functioning. |
| Podsakoff et al. (1990) OCB scale. | | | | | SPSS AMOS version 19. | | | | |
| Alfonso et al (2016) | Professional sector (e.g. commerce, services, public sector, and self-employment). | Questionnaire (Professional online network) EI – 33 items OCB- 13 items | Quantitative | Emotional Intelligence Scale (1998) | SPSS V.21.0. | 203 | High scores rated at EI significantly predicted OCB, particularly OCBI and OCBO. | EI creates a more honest and positive atmosphere and to have better relationships with their co-workers by helping them with individual tasks (Jung and Yoon, 2012). EI contributed in terms of understanding and sharing with co-workers more easily in handling emotional information. | |
| EI → OCM | Shafiq et al (2016) | Educational | Self-administered postal survey EI – 33 items OCM –18 items | Quantitative | Schutte's Assessing Emotions Scale (2007) | SPSS | 494 | Result displayed a positive connection among EI and OCM. It also showed positive and significant | A poor sense of responsibility and poor standards for education caused the low level of teacher's commitment due to imbalance of their emotional |
| | | | | | Meyer and | | | | |

| | | | | | | | | | |
|-----------|-----------------------------|-----------------------------|---|--------------|---|--------------------------|-----|--|---|
| | | | | | Allen (1991; 1997) scales | | | relationship with three dimensions of OCM. | toward work, task, co-worker and family. |
| | Masrek et al (2015) | Malaysian Computer industry | Questionnaire EI – 100 items OCM– 5 items | Quantitative | Goleman (1998) Scale | SPSS and random sampling | 115 | A significant relationship between EI on OCM. Result showed positive among these two variables. | The contribution of EI towards effectiveness that increased employee’s commitment, teamwork and quality of service. The issue in computing industry is poor of technical skills and lower need for management and communication skills. |
| EI -> OCL | Shuchi Priya Mittal. (2016) | Indian Insurance industry | Questionnaire | Quantitative | Emotional intelligence scale – 40 items OCL scale – 12 items | SPSS Ver.19 | 500 | A significant positive relationship happens between all the dimensions of EI with four key components of OCL. The dimensions of EI have positive impact on organizational climate. | The contribution of EI toward OCL can make insurance industry developing and enhancing EI competencies while help employees to face constant pressures, conflicts and limits in making the organizational climate favorable and positive. |

5.0 RECOMMENDATION

Many investigators and researchers (Naqvi, Iqbal, and Akhtar, 2016), up to now, have encouraged different measurement scale or different emotional intelligence constructs to be used in the ability model proposed by Mayer and Salovey (1997). The proposition is for the purpose of getting an overview of the nature of EI instead of spending time in engaging in the same construct year after year. Consequently, investigators (Naqvi et al., 2016) have begun to regenerate a proper idea or scale which is more appropriate. The comparison can help to unscramble the effects of the measurement methods and the theoretical contents. Although the self-reported measurement offered by the WLEIS test of EI measures the individual's self-perception of EI, it must continue to focus on the development of other objective measurements and scoring methods. Lopes (2016) added that studies have neglected to show the power of emotions as an effective key to human communications and leadership while Côté (2014) suggested that EI can be distinguished through different personalities from other areas of intelligence. It was asserted that people can examine how EI interacts with other individual characteristics and organizational factors (contextual factors) by predicting workplace outcomes. Wong and Law's (2002) Emotional Intelligence Scale has been noted to be one of the frequent scales used in most studies, as mentioned before. This scale has also been enforced into the Malaysian commercial banking sector so as to get significant results.

As a consequence of using Wong and Law's (2002) scales, the WLEIS measurement was deduced to be important and desirable for judging the power of emotional intelligence. This is because the measurement scale can make a great difference for employees whose EI and ability to solve problems at the workplace builds organizational strength. The ability model of emotional intelligence used together with the WLEIS scale was found to be useful for the current study. It enabled the current study to assess how the employees of the commercial banks performed in their work. Since today's workplace climate and environment require a higher level of the employee's cognitive and emotional intelligence, it is recommended that organizations consider using emotional intelligence along with expert skills in the new business world.

Based on the review or empirical studies, the researcher concluded that most researchers' evaluate quantitative method. In the future study, the author recommended to look into qualitative method and do SMART PLS 3 or AMOS analysis to obtain an accurate result for this variable (emotional intelligence). There is a lack of study on emotional intelligence and organizational climate in the context of the banking industry, which other researchers may encourage to pay attention into a suitable theory that links the relationship between emotional intelligence and organizational climate.

6.0 CONCLUSION

As role models for their subordinates, managers and leaders in organizations should acquire the ability to manage, handle and control their own emotions as well as those of their staff so as to maintain a good working climate (Al-Hamami, Hashim, Songip and Al-Saeed, 2015). Similarly, Lee and Ok (2014) also suggested that employers can easily sense through their emotional intelligence to ascertain what emotional display is appropriate for the given situation. Due to the benefits offered by emotional intelligence, many private organizations like banks and the telecom have been able to identify that emotional intelligence and high job satisfaction can increase work productivity (Deshwal, 2016). In that regard, employees should be recognized and appreciated for their emotional intelligence. In conclusion, it can be said that emotional intelligence is an essential aspect for most organizations.

Emotional intelligence has a great impact on leadership effectiveness. Good leadership style may contribute to effective relationship between leaders and members

particularly in handling the needs of employees, thereby motivating employees and making them happier at the workplace. Through the emotional intelligence cultivated, leaders are able to sense their employees' feelings in the event of a problem arising among the employees. The application of emotional intelligence theory in Malaysian banking industry for employees who are equipped with high levels of social intelligence will be more flexible and have better awareness of other people's situations when responding to their demands (Zaccaro et al., 1991). Since the banking sector is also made up of multinational banks and private banks, the guidance will be a valuable asset to the employers. In this vein, bank employers may need to focus more on emotional intelligence since it was found to be the most useful variable for developing employee's behaviour while increases employee's commitment to the organization. To retain and sustain the stability of the banking industry, the management must have leaders with good qualities to guide employees and employees must have high EI to be able to demonstrate extra-role behaviours. The outcome of this review showed that application of emotional intelligence theory (social intelligence theory) can increase and develop employees' behaviour in order to improve their commitment quality.

ACKNOWLEDGEMENT

The authors would like to grab this opportunity to express a deep thankfulness to encourage authors' in accomplishing this kind of review paper. The writers are very appreciative and thankful to the editorial office and the committee members for their efforts and time during the assessment procedure.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interests regarding the publication of this manuscript due to the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancy has been completely observed by the authors.

REFERENCES

- [1] Ab Rahman, R. (2012). A study on turnover intention trend in commercial banks in Penang, Malaysia. Unpublished master degree thesis, University Science Malaysia.
- [2] Altındağ, E., & Köseadağı, Y. (2015). The relationship between emotional intelligence of managers, innovative corporate culture and employee performance. *Procedia-Social and Behavioral Sciences*, 210, 270-282.
- [3] Alfonso, L., Zenasni, F., Hodzic, S., & Ripoll, P. (2016). Understanding the mediating role of quality of work life on the relationship between emotional intelligence and organizational citizenship behaviors. *Psychological Reports*, 118(1), 107-127.
- [4] Anwar, M. A., Osman-Gani, A. M., Fontaine, R., & Rahman, M. S. (2017). Assessing organizational citizenship behaviour through constructing emotional intelligence. *Asia-Pacific Journal of Business Administration*, 9(2), 105-117.

- [5] Al-Hamami, N. M., Hashim, M. T., Songip, A. R., and Al-Saeed, A. H. (2015). The effects of emotional intelligence on job satisfaction. *Information and Knowledge Management*, 5(6), 98–102.
- [6] Bar-On, R. (1997). Bar-on emotional quotient inventory: A measure of emotional intelligence: Technical manual, Toronto, Canada, Multi-Health Systems.
- [7] Bar-On, R. A. (2010). Emotional intelligence: An integral part of positive psychology. *South African Journal of Psychology*, 40(1), 54-62.
- [8] Bar-On, R. (2002). Bar-on emotional quotient inventory: Short technical manual. Toronto, Canada: Multi-Health Systems.
- [9] Batool, S. (2013). Developing organizational commitment and organizational justice to amplify organizational citizenship behavior in banking sector. *Pakistan Journal of Commerce & Social Sciences*, 7(3), 646–655.
- [10] Barsade, S. G., & O’Neill, O. A. (2014). What’s love got to do with it? A longitudinal study of the culture of companionate love and employee and client outcomes in a long-term care setting. *Administrative Science Quarterly*, 59(4), 551-598.
- [11] Boyatzis, R. E., & Sala, F. (2004). Assessing emotional intelligence competencies. *The measurement of emotional intelligence*, 147-180.
- [12] Côté, S. (2014). Emotional intelligence in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 459–488.
- [13] Bitmiş, M. G., & Ergeneli, A. (2013). The role of psychological capital and trust in individual performance and job satisfaction relationship: A test of multiple mediation model. *Procedia-Social and Behavioral Sciences*, 99, 173-179.
- [14] Dartey-Baah, K., & Mekpor, B. (2017). The leaders’ emotional intelligence: An antecedent of employees’ voluntary workplace behaviour. Evidence from the Ghanaian banking sector. *African Journal of Economic and Management Studies*, 8(3), 352-365.
- [15] Di Fabio, A., Saklofske, D. H., & Tremblay, P. F. (2016). Psychometric properties of the Italian trait emotional intelligence questionnaire (ITEIQue). *Personality and Individual Differences*, 96, 198-201.
- [16] Deshwal, P. (2016). Impact of Emotional Intelligence on Organizational Performance. *International Journal of Advanced Research in Management and Social Sciences*, 5(1), 173-182.
- [17] Emmerling, R. J., & Boyatzis, R. E. (2012). Emotional and social intelligence competencies: cross cultural implications. *Cross Cultural Management: An International Journal*, 19(1), 4-18.
- [18] Fernández-Berrocal, P., & Extremera, N. (2006). Emotional intelligence: A theoretical and empirical review of its first 15 years of history. *Psicothema*, 18 (Suplemento), 7-12.

- [19] Ford, M. E., & Tisak, M. S. (1983). A further search for social intelligence. *Journal of Educational Psychology*, 75(2), 196-206.
- [20] Goleman, D. (1995). *Emotional intelligence: why it can matter more than IQ*. Bantam Books, New York.
- [21] Goleman, D. (2001). An EI-based theory of performance. *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*, 1, 27-44.
- [22] Gholami, B., Shams, S., & Amoozadeh, M. (2013). The investigation of the relationship between emotional intelligence, job satisfaction and organizational commitment of personnel in banks and financial institutions of Darrehshahr city. *International Research Journal of Applied and Basic Sciences*, 6(10), 1499-1504.
- [23] Harper, D. S. (2016). Correctional executives' leadership self-efficacy and their perceptions of emotional intelligence. *American Journal of Criminal Justice*, 41(4), 765-779.
- [24] Hamidianpour, F., Esmailpour, M., Saadat Alizadeh, M., & Dorgoee, A. (2015). The influence of emotional intelligence and organizational climate on creativity and entrepreneurial of small to medium-sized enterprises. *European Online Journal of Natural and Social Sciences: Proceedings*, 4(1(s)), 20-30.
- [25] Howe, D. (2017). Empathy, social intelligence and relationship-based social work. *Zeszyty Pracy Socjalnej*, 2017(Numer 1), 1-12.
- [26] Jamaluddin, A., Gunaseelan, A., & Jusoh, Z. M. (2015). Relationship between emotional intelligent and job satisfaction among Texas Instrument workers. *Australian Journal of Business and Economic Studies*, 1(01).
- [27] JA, A., Sivaraman, M., & Mohan, D. (2014). Emotional intelligence: Key to resilience at the workplace. *International Journal of Research in Management and Social Science*, 2(2), 14-19.
- [28] Johar, S. S. H., & Shah, I. M. (2014). The impact of emotional intelligence on organizational commitment through self-esteem of employee in public sector. *The Business & Management Review*, 4(3), 1.
- [29] Karimi, O., Daraei, M. R., & Farajzadeh, F. (2015). Analyzing the impact of Emotional Intelligence EI on the employees' Quality of Work Life QWL Case Study Central bureaus of Agricultural Bank in Tehran. *Jurnal UMP Social Sciences and Technology Management*, 3(2).
- [30] Kihlstrom, J. F., & Cantor, N. (2000). Social intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 359–379) (2nd ed.). Cambridge, UK: Cambridge University Press.

- [31] Khalili, A. (2016). Linking leaders' emotional intelligence competencies and employees' creative performance and innovative behaviour: Evidence from different nations. *International Journal of Innovation Management*, 20(7), 1- 22.
- [32] Koning, L. F., & Van Kleef, G. A. (2015). How leaders' emotional displays shape followers' organizational citizenship behavior. *The Leadership Quarterly*, 26(4), 489-501.
- [33] Lam, C. S., & O'Higgins, E. R. (2012). Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style. *Leadership and Organization Development Journal*, 33(2), 149-174.
- [34] Law, K. S., Wong, C. S., & Song, L. J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of applied Psychology*, 89(3), 483-496.
- [35] Legree, P. J., Psotka, J., Robbins, J., Roberts, R. D., Putka, D. J., & Mullins, H. M. (2014). Profile similarity metrics as an alternate framework to score rating-based tests: MSCEIT re-analyses. *Intelligence*, 47, 159-174.
- [36] Lee, J. J., & Ok, C. M. (2014). Understanding hotel employees' service sabotage: Emotional labor perspective based on conservation of resources theory. *International Journal of Hospitality Management*, 36, 176-187.
- [37] Libbrecht, N., Beuckelaer, A. D., Lievens, F., & Rockstuhl, T. (2014). Measurement invariance of the Wong and Law Emotional Intelligence Scale scores: Does the measurement structure hold across Far Eastern and European countries?. *Applied Psychology*, 63(2), 223-237.
- [38] Li, Z., Gupta, B., Loon, M., & Casimir, G. (2016). Combinative aspects of leadership style and emotional intelligence. *Leadership & Organization Development Journal*, 37(1), 107-125.
- [39] Lopes, P. N. (2016). Emotional intelligence in organizations: bridging research and practice. *Emotion Review*, 8(4), 316-321.
- [40] Masrek, M. N., Osman, M. A. F., Ibrahim, Z., & Mansor, A. N. (2015). Malaysian computer professional: assessment of emotional intelligence and organizational commitment. *Procedia-Social and Behavioral Sciences*, 172, 238-245.
- [41] Maini, J. J., Singh, B., & Kaur, P. (2012). The relationship among emotional intelligence and outcome variables: A study of Indian employees. *Vision*, 16(3), 187-199.
- [42] Malikeh, B. & Fateme, R. (2012). Role of social intelligence in organizational leadership. *European Journal of Social Sciences*, 28(2), 200-206.
- [43] Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? *Emotional development and emotional intelligence: Educational implications*, 3, 31.
- [44] Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Selecting a measure of emotional intelligence: The case for ability scales.

- [45] Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review Psychology*, 59, 507-536.
- [46] Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17, 433– 442.
- [47] Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- [48] Mayer, J. D., Salovey, P., Caruso, D., & Cherkasskiy, L. (2011). Emotional intelligence The Cambridge handbook of intelligence (pp. 528-549). *New York*.
- [49] Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3(1), 97-105.
- [50] Matthews, G., Zeidner, M., & Roberts, R. D. (2012). Emotional intelligence: A promise unfulfilled?. *Japanese Psychological Research*, 54(2), 105-127.
- [51] Marya, C. R. I. (2012). *Influence of intellectual intelligence, emotional intelligence and spiritual intelligence on employee performance PT. Angkasa Pura II Branch Airport, Sultan Syarif Kasim II new exhibition*.
- [52] Menges, J. I. (2012). Chapter 13 Organizational emotional intelligence: Theoretical foundations and practical implications. In *Experiencing and managing emotions in the workplace* (pp. 355-373). Emerald Group Publishing Limited.
- [53] Mortan, R. A., Ripoll, P., Carvalho, C., & Bernal, M. C. (2014). Effects of emotional intelligence on entrepreneurial intention and self-efficacy. *Journal of Work and Organizational Psychology*, 30(3), 97-104.
- [54] Miao, C., Humphrey, R. H., & Qian, S. (2016). Leader emotional intelligence and subordinate job satisfaction: A meta-analysis of main, mediator, and moderator effects. *Personality and Individual Differences*, 102, 13-24.
- [55] Miao, C., Humphrey, R. H., & Qian, S. (2017). Are the emotionally intelligent good citizens or counterproductive? A meta-analysis of emotional intelligence and its relationships with organizational citizenship behavior and counterproductive work behavior. *Personality and Individual Differences*, 116, 144-156.
- [56] Naqvi, I. H., Iqbal, M., & Akhtar, S. N. (2016). The relationship between emotional intelligence and performance of secondary school teachers. *Bulletin of Education and Research*, 38(1), 209–224.
- [57] Nikolaou, I., & Tsaousis, I. (2002). Emotional intelligence in the workplace: Exploring its effects on occupational stress and organizational commitment. *The International Journal of Organizational Analysis*, 10(4), 327-342.

- [58] Nikoopour, J., & Esfandiari, N. (2017). The relationship between emotional, social, cultural, spiritual Intelligence and EFL teachers' teaching effectiveness. *Journal of Language Teaching and Research*, 8(1), 138-148.
- [59] Osisoma, H., Nzewi, H., & Nnenne, I. N. (2016). Emotional Intelligence and Employee Performance in Selected Commercial Banks in Anambra State, Nigeria. *European Journal of Business, Economics and Accountancy*, 4(3), 1-10.
- [60] Ouyang, Z., Sang, J., Li, P., & Peng, J. (2015). Organizational justice and job insecurity as mediators of the effect of emotional intelligence on job satisfaction: A study from China. *Personality and Individual Differences*, 76, 147-152.
- [61] Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British journal of psychology*, 98(2), 273-289.
- [62] Pradhan, R. K., Jena, L. K., & Bhattacharya, P. (2016). Impact of psychological capital on organizational citizenship behavior: Moderating role of emotional intelligence. *Cogent Business & Management*, 3(1), 1-16.
- [63] Rahim, M. A. (2014). A structural equations model of leaders' social intelligence and creative performance. *Creativity and Innovation Management*, 23(1), 44-56.
- [64] Rahim, M. A., Civelek, I., & Liang, F. H. (2015). A model of department chairs' social intelligence and faculty members' turnover intention. *Intelligence*, 53, 65-71.
- [65] Rathi, N. (2014). Impact of emotional intelligence and emotional labor on organizational outcomes in service organizations: A conceptual model. *South Asian Journal of Management*, 21(4), 54-72.
- [66] Rasuli, F., Ebrahimpour, H., & Hassanzadeh, M. (2013). Social intelligence and business performance of managers at agriculture banks in Ardabil province. *Singaporean Journal of Business Economics, and Management Studies*, 2(2), 96-104.
- [67] Rezaei, N., Lorzangeneh, M., & Khedervisi, H. (2014). The relationship between emotional intelligence with organizational citizenship behavior (Case study: The employees of Sepah bank branches of Kermanshah). *Journal of Applied Environmental and Biological Sciences*, 4(11), 107-111.
- [68] Salahudin, S. N., Baharuddin, S. S., Abdullah, M. S., & Osman, A. (2016). The effect of Islamic work ethics on organizational commitment. *Procedia Economics and Finance*, 35, 582-590.
- [69] Sarboland, K. (2012). Assessment of the relationship between emotional intelligence and organizational commitment of employees: A case study of tax affairs offices, Iran. *Journal of Basic and Applied Scientific Research*, 2(5), 5164-5168.
- [70] Schutte, N. S., & Malouff, J. M. (1999). *Measuring emotional intelligence and related constructs*. Edwin Mellen Press.

- [71] ShuchiPriya, M. (2016). Impact of emotional intelligence on organizational climate: a study of select Indian Insurance organizations. *International Journal of Scientific & Engineering Research*, 7(7), 828-839.
- [72] Shafiq, M., & Rana, R. A. (2016). Relationship of emotional intelligence to organizational commitment of college teachers in Pakistan. *Eurasian Journal of Educational Research*, 16(62), 1-14.
- [73] Sharma, K., & Mahajan, P. (2017). Relationship between emotional intelligence and organizational citizenship behavior among bank Employees. *Pacific Business Review International*, 9(11), 20-29.
- [74] Sternberg, R. J. (2002). *Successful intelligence: A new approach to leadership*. In Multiple intelligences and leadership (pp. 9–28). Mahwah, NJ: Erlbaum.
- [75] Siddiqui, R. S., & Hassan, A. (2013). Impact of emotional intelligence on employees turnover rate in FMCG organizations. *Pakistan Journal of Commerce and Social Sciences*, 7(2), 394-404.
- [76] Subramanian, I. D., & Yen, C. L. (2013). Emotional intelligence of leaders and organizational culture: evidence from it companies in Malaysia. *African Journal of Business Management*, 7(11), 882-890.
- [77] Thorndike, E. L. (1920). *Intelligence and its use*. Harpers magazine, 140, 227–235.
- [78] Trivellas, P., Gerogiannis, V., & Svarna, S. (2013). Exploring workplace implications of Emotional Intelligence (WLEIS) in hospitals: Job satisfaction and turnover Intentions. *Procedia-Social and Behavioral Sciences*, 73, 701-709.
- [79] Vasudevan, H., & Mahadi, M. (2017). Emotional intelligence, commitment and climate in organizations: bridging contribution and practical implication. *Review of Integrative Business & Economic Research*, 6(SI 1), 202-216.
- [80] Vibhor, J., & Sonia, G. (2013). Emotional intelligence: employees of private sector banks in Moradabad Region, Saaransh. *International Journal of Advanced Research in Management and Social Sciences*, 4, 81-84.
- [81] Walter, F., Cole, M. S., & Humphrey, R. H. (2011). Emotional intelligence: Sine qua non of leadership or folderol?. *Academy of Management Perspectives*, 25(1), 45-59.
- [82] Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The leadership quarterly*, 13(3), 243-274.
- [83] Yuvaraj, S., & Sheila Eveline, N. (2018). The role of emotional intelligence towards employee commitment. *International Journal of Pure and Applied Mathematics*, 119(SI7A), 371-378.

- [84] Zaccaro, S.J., Gilbert, J.A., Thor, K.K., Mumford, M.D. (1991). Leadership and social intelligence: Linking social perspective and behavioral flexibility to leader effectiveness. *Leadership Quarterly*, 2(4), 317-342.