Interrelationship and Impact of Emotional Intelligence and Political Skill on Turnover Intentions

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Abstract

The present study has the purpose to inspect the relationship and impact of emotional intelligence and political skills on turnover intention. For the purpose of study, a sample of 171 employees have taken from the four different public sector universities (Bahauddin Zakariya University, University of Education, Air University and National university of Modern Languages) of Multan city, Pakistan. The data was collected through an adopted survey questionnaires and was recorded in SPSS 22 for the purpose of analysis. The four dimensions of emotional intelligence and political skills were also analyzed. To test the hypothesis we used inter correlation matrix and regression analysis. The results indicated that emotional intelligence and its four dimensions are significant and negatively correlated and the four dimensions of political skills are also negatively correlated to turnover intentions. Regression results show that emotional intelligence is significant and a strong predictor but political skills are a weak and insignificant predictor of turnover intentions. The result can help in practical implication that organizations can provide their employees as a strong emotional intelligence training to empower their employees and to reduce turnover intentions. The research highlighted the results from a different sector which can be beneficial.

Keywords: Emotional Intelligence, Political Skills, Turnover Intentions, Education sector, Pakistan

Introduction

According to (John D. Mayer, Roberts, & Barsade, 2007), the emotional intelligence (EI) approach has become a pervasive source of research in the last two decades. EI has been tested on a different variety of variables (e.g., academics, physical, mental health, social support and overall well-being) through various fields of research. George, Harms and Crede (2000; 2010) reviewed that Emotional Intelligence has been researched broadly in the field. Some studies are practiced between emotional intelligence and leadership and their results, although some researchers (Carmeli, 2003; Law, Wong, & Song, 2004; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011) examined the relationship between emotional intelligence and workers outcome.

Different studies of the literature explain that present research has revealed some studies on emotional intelligence and political skill variables that is a favorable outcome in organizational politics (Mintzberg, 1983). However a lot of research was conducted to classify or contrast between emotional intelligence and political skill relationships (G. R. Ferris et al., 2005; Momm, Blickle, & Liu, 2010; Semadar, Robins, & Ferris, 2006) instead of showing the relationship between these two variables. According to G. R. Ferris et al. (2005), emotional intelligence and political skill have a positive relationship, although this study was conducted on undergraduate students that showed the positive relationship. Therefore, there is a need for more detailed research in this perspective. This study fills the gap and examined the relationship between these two variables on full time workers. This study reports the relationship between two variables emotional intelligence and job satisfaction with a mediator of political skill.

This paper shares the literature in this contact: Firstly, with past research perspective (Asad, Saleem, & Durrani, 2014; G. R. Ferris et al., 2005; Momm et al., 2010; Semadar et al., 2006), the modern research examines the emotional intelligence and political skill relationship in the work field. Secondly, the various field of research on political skill has the direct effect of it (Bing, Davison, Minor, Novicevic, & Frink, 2011; Gerhard Blickle et al., 2009; Todd, Harris, Harris, & Wheeler, 2009; Treadway et al., 2004), or moderating variable (G. Blickle et al., 2008; G. Blickle, Wendel, & Ferris, 2010; Brouer, Duke, Treadway, & Ferris, 2009; Treadway, Ferris, Duke, Adams, & Thatcher, 2007; Treadway, Hochwarter, Kacmar, & Ferris, 2005; Zellars, Perrewe, Rossi, Tepper, & Ferris, 2008).Political skill is examined with a broader perspective in the work field.

1 Literature Review

1.1.1 Emotional Intelligence

Even though different researchers have contributed a lot of explanations on emotional intelligence (Bar-On, 1997; Goleman, 1995), but a detailed study was included by two researchers (J. D. Mayer, DiPaolo, & Salovey, 1990) which has a lot of contribution in EI study. According to these researchers, emotional intelligence is best described as "the ability to perceive accurately, appraise and express emotions; the ability to access and/or

generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (J. D. Mayer & Salovey, 1997). These researchers study reported that emotional intelligence is a combination of emotion and intellectual intelligence because it embellishes intellectual acceptance of emotion and through it leads thoughts and actions (J. D. Mayer, Roberts, & Barsade, 2008). Although, there has been focus of the ability model on emotion and the contemporary abilities liked to it.

Bar-On (1997) (Bar-On, 1997); Petrides and Furnham (2006)have examined different emotional intelligence models. They concluded emotional abilities models were studied as a personality or trait factors which does not point out mainly on emotional reasoning like independence, assertiveness and in motivational way. Instead it is always focused with mixed models (J. D. Mayer, Caruso, & Salovey, 1999). Some researchers have pointed out to focus on emotional intelligence as a validity of construct instead of mixed model .According to(Davies, Stankov, & Roberts, 1998) reviewed that emotional intelligence was tested with unsatisfactory measures of personality traits. In addition, (Conte, 2005; Landy, 2005) pointed out some measures validity ambiguities. Similarly (Locke, 2005) interpreted that emotional intelligence cannot be investigated as a validity construct of intelligence, with it as a vast definition to be meaningful. With all these response and criticizes by different researchers, Mayer and Salvey represented the ability model's validity of emotional intelligence(Ashkanasy & Daus, 2005; Daus & Ashkanasy, 2005; J. D. Mayer et al., 1999; J. D. Mayer, Salovey, & Caruso, 2004).

The promising and feasible addition of emotional intelligence has contribution in the private life of a person and researchers are paying attention on it (J. D. Mayer et al., 2008).There has been investigated the emotional intelligence role in the work system. Studies has concluded that high morale of emotional intelligence is liked to acceptable results on various careers, tasks and work measures, like transformational leadership, employee performance and achievements in job interviews (Day & Carroll, 2004; Joseph & Newman, 2010; J. D. Mayer et al., 2008; O'Boyle et al., 2011; Sy, Tram, & O'Hara, 2006; Wong & Law, 2002) .In different studies emotional intelligence has derived to be associated high level of job satisfaction and recognized organizational justice, in addition to lower level of debility of intentions (Carmeli, 2003; Law et al., 2004; Galit Meisler, 2013; Sy et al., 2006; Wong & Law, 2002).

However, in last two decades (Goleman, 1995) showed the studies regarding emotional intelligence and its linkage to the success at organizational politics.

1.2 Political Skill
Political skill is considered generally in research, to organizations as political arenas (Mintzberg, 1983). (Pfeffer, 1981) reported that for a successful organization there is a need for political skill.

In addition,(Mintzberg, 1983) reviewed that for an effective and sufficient organizations there is need of political skill through negotiation, manipulation and persuasion (G. R. Ferris et al., 2005). Scholars describe political skill as "the ability to effectively understand others at work and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives," (G. R. Ferris et al., 2005; G. R. Ferris et al., 2007). These researchers define that there are four dimensions of political skill: interpersonal influence, apparent sincerity, social astuteness and networking ability.

Past studies have asserted that career success, work performance and job effectiveness are linked to high political skill factors like if a high level of political skill that has a significant effect on these factors (Pfeffer, 1981) and (G. R. Ferris, Perrewe´, P.L. and Douglas,c., 2002). Some observational data has approved that there is a positive link to job performance and reputation and hierarchical level (G. Blickle et al., 2011; G. R. Ferris et al., 2008; Jawahar, Meurs, Ferris, & Hochwarter, 2008; Liu et al., 2007). According to some researchers, there is also a positive relation to job performance as well as team performance with high level of political skill in organizational leaders (Ahearn, Ferris, Hochwarter, Douglas, & Ammeter, 2004; Semadar et al., 2006).

1.3   Emotional Intelligence, Political Skill and Turnover Intentions
Primarily, the emotional intelligence role in organizational politics has been neglected. The studies show some unexpected results that emotional intelligence is related to the high level of success in organizational politics(Goleman, 1995). There has been an attainable contribution in organizational politics due to the emotional intelligence. However, there has not been seen a wide level of emotional intelligence research that linked organizational politics (G. Meisler & Vigoda-Gadot, 2014).

As indicated before, some recent research studies inquired into emotional intelligence and political skill concurrently. However, the main objective of their research studies were to differentiate the two variables from each other or attempted to examine them ambitiously and aggressively. For instance, (Semadar et al., 2006) distinguished between the improvement of many social effectiveness forms (i.e. self-monitoring, leadership, self-efficacy, EI, and political skill) To express an outcome in advance for managerial job performance, (Greenstein, 2004) indicated that emotional intelligence can also predict president success superiorly as contrast to political

skill, public intercommunication, organizational capacity, intellectual style and vision. While (Momm et al., 2010) represented different opinion on the research who studied the input of political skill to analyzing advancement in emotional identification and efficiency after working out on emotional efficiency, (G. R. Ferris et al., 2005) indicated that political skills are distinguishing form from emotional intelligence and there is a positive relationship between these variables. It should be mentioned that (G. R. Ferris et al., 2005) conducted a study which encompassed by undergraduate students and used mix model scale (J. D. Mayer, Salovey, P. and Caruso, D.R., 2000). The study still need to approve evidence between the relation of political skills and emotional intelligence in the institution. The recent study examines and analyzes this issue also study the relationship of emotional intelligence and political skill encompassed by permanent workers using the skill model (J. D. Mayer et al., 1990; J. D. Mayer & Salovey, 1997). However, as controverted to the prior research, which examined the direct (Bing et al., 2011; Gerhard Blickle et al., 2009; Todd et al., 2009; Treadway et al., 2004) or moderate (G. Blickle et al., 2008; G. Blickle et al., 2010; Brouer et al., 2009; Treadway et al., 2007; Treadway et al., 2005; Zellars et al., 2008) developments of political skill, the present-day research study indicates that political skill variable work as mediator, and analyze it mediating effect on the relationship of emotional intelligence and job satisfaction.(G. R. Ferris et al., 2005) stated that political skills promote understanding co-workers, it is important key for efficacy leaving a good impact on other co-workers and for achieving the goals of personal as well as professional routine. Individuals who adapted political skills are more successful to influence others because they develop ability to work in any sort of situation and have more sense to deal with others using influence tactics. This is an understanding which can be improved further by grasping and understanding another person's vision, behavior, emotions and aims (G. R. Ferris et al., 2007) from that perspectives and attitudes are often structured and compelled by emotional aim, understanding other individuals, require a deep understanding of all aspects of emotions. Thus it is justifiable to indicate that in contrast to individuals inferior in emotional intelligence, individuals who are emotionally intelligent understand others better and predict the emotional outcome of each and every potential attempt they undertake in engaging and utilizing. Such constructs help highly emotional intelligent individuals to effectively make choices and perform better using influencing tactics, to achieve the aim of organization as well their personal life.

The pervious few decagons have noticed the evaluation of a dispositional approach in studies on job satisfaction and turnover intentions. Staw and his colleagues (Staw, Bell, & Clausen, 1986; Staw & Ross, 1985) suggest balanced individual characteristics influence employees to react positively or negatively towards job contexts. Also, personal temperament wither positive or negative were indicated as element that impact on the decisions that individuals make in workplace that can be input related, recall and decipher(Staw & Ross, 1985). Other researchers have studied this line to analyze genetic factor (Arvey, Bouchard, Segal, & Abraham, 1989), positivity and negativity of emotional affectivity (Brief, Butcher, & Roberson, 1995; Connolly & Viswesvaran, 2000; Cropanzano, James, & Konovsky, 1993; Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003) emotional attitude (Brief et al., 1995; Mignonac & Herrbach, 2004) as to predict job satisfaction.

The recent studies have indicated that emotional intelligence also influence job satisfaction. As mentioned by (J. D. Mayer & Salovey, 1997), individuals who are emotionally intelligent can keep up the positive emotional attitude and can resist negative emotions. We also assumed that skill to keep up to the emotional attitude and decrease the amount to which negative emotions are practiced is applicable in the workplace also as contrary to emotionally low intelligence individuals, high EI individuals can make more effective decisions on inputs at workplace. As opposite to the individuals with low emotional intelligence, employees with high emotional intelligence will more likely to stay positive and have positive attitude towards things and last for longer duration as compared to negative emotions. As Wong and Law (2002) also mentioned that employed. So the suggestion made my Wong and Law was that employees with high EI will have less desire to quite there job. Additionally, high emotional intelligence will be less recalling and ruminating towards unsettled experiences that happened in the workplace.(Galit Meisler, 2013) Moreover, it decreases the duration of negative emotional struggles and increases job satisfaction (Brief et al., 1995; Mignonac & Herrbach, 2004) which leads to high intentions to quite the job. It is the objective to suggest that employees who are emotionally intelligent will develop less intentions to turnover their jobs than the employees who have low emotional intelligence. Empirical evidence confirms this presumption (Law et al., 2004; Wong & Law, 2002).

Advising only an absolute relationship between these two variables, emotional intelligence and turnover intention might be understatement of real world. Therefore, it is reasonable to conclude the relationship is mediated by these intervening variables. Political skill might work as mediator. Individual with high level of emotional intelligence are assumed gifted with better political skill because they have superior ability to understand and predict other's emotions (see Ha) as suggested that political skill is positively influenced by job satisfaction (G. R. Ferris et al., 2008; Todd et al., 2009), one could reasonably assume that emotional intelligence influence political skill which also influence turnover intentions. Recently Munyon et al (2014) that there are some area of outcomes that are very promising. One of them is the inspection of the relation between political skills and intention to quite the job.

2.   Hypothesis

In light of the given literature review, there are following hypothesis.

H1- There is a negative relation between Emotional Intelligence and Turnover Intentions.

H1a- There is a negative relation between Self- Emotion Appraisal and Turnover Intentions.

H1b-There is a negative relation between Other's Emotion Appraisal and Turnover Intentions.

H1c-There is a negative relation between Use of Emotions and Turnover Intentions.

H1d-There is a negative relation between Regulation of Emotions and Turnover Intentions.

H2- There is negative relationship between Political Skills and turnover intentions.

H2a- There is a negative relation between Network Ability and Turnover Intentions.

H2b-There is a negative relation between Interpersonal Influence and Turnover Intentions.

H2c-There is a negative relation between Apparent Sincerity and Turnover Intentions.

H2d-There is a negative relation between Social Intelligence and Turnover Intentions.

H3- There is a significant positive relationship between Emotional Intelligence and Political Skills.

H4- Emotional Intelligence is a significant Predicator of Turnover Intentions.

H5- Political Skills is a significant predictor of Turnover Intentions.

3.   Research Framework
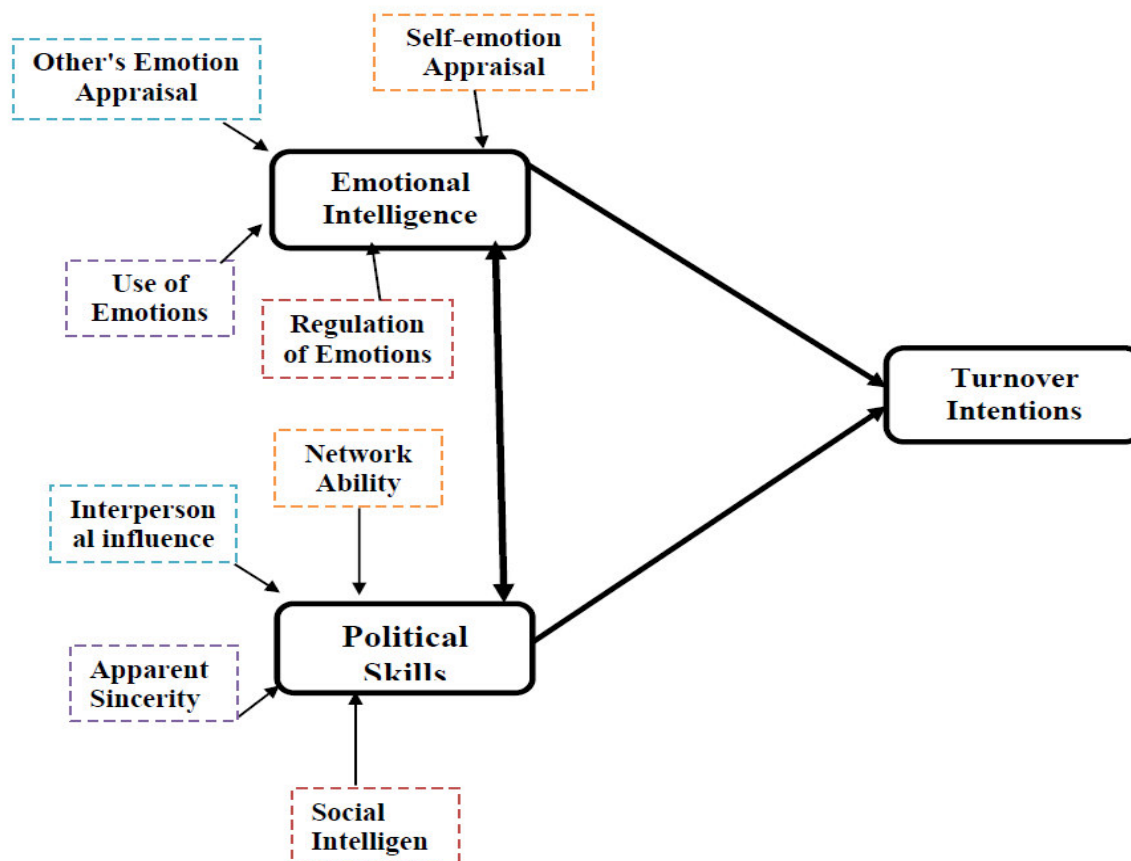
4.   Research Methodology

4.1 Sampling and Data Collection

For the research purpose we selected the population of education sector. The data was collected from four public sector universities in Multan city, Pakistan. The names of the universities are:

- Bahauddin Zakriya University, Multan
- University of Education, Multan campus,
- Air University, Multan campus,
- National University of Modern Languages, Multan Campus

The data was collected through simple random sampling from the different departments of the universities (i.e. management sciences, education, I.T., computer science, commerce and physics). The target population was the permanent facility members (i.e. lecturers, assistant professors and professors. The data was collected through self-administered survey questionnaire. A total 250 questionnaires were circulated of which

171 useable responses were received. The response rate was 68.4%. A five point likert scale was used for the measurement. Table number one gives the frequency of the data which include gender, marital status, age, qualification and experience. We can see that the collected data included 117 male with the percentage of 68.4 and 54 females with a percentage of 31.6. There were 99 people, who were single (57.9%) and 72 (42.1%) who were married. While in age group we can see that the majority belonged to 26-30 which is 60 (35.1%), 44 are in category of 20 to 25 (25.7%), 47 are from the segment of 31 to 35 (27.5%) while 17 belonged to the age group of 36 to 40 (9.9%) and at the last three people are from 41 and above with the percentage of 1.8. We can also see that 67 (38.6%) from the total sample have the qualification of Master while 101 (59.1%) people have MS or M.Phil. qualification. Only four (2.3%) people of total sample have Ph.D. qualifications. The experience category shows that 44 (25.7%) people rage from the category of one to five years, 107 (62.6%) have 6 to 10 years of experience, 15 (9.4%) have 11 to 15 years and 4 (2.3%) of total sample have more the 15 years of work experience.

Table No. 1

Variable	Category	Frequency	Percentage
Gender	Male	117	68.4
	Female	54	31.6
	Total	**171**	**Cumulative = 100**
Marital Status	Single	99	57.9
	Married	72	42.1
	Total	**171**	**Cumulative = 100**
Age	20 to 25	44	25.7
	26 to 30	60	35.1
	31 to 35	47	27.5
	36 to 40	17	9.9
	41 and above	3	1.8
	Total	**171**	**Cumulative = 100**
Qualification	Masters	66	38.6
	MS or M.Phil.	101	59.1
	Ph.D.	4	2.3
	Total	**171**	**Cumulative = 100**
Experience	1 to 5 years	44	25.7
	6 to 10 years	107	62.6
	11 to 15 years	16	9.4
	More than 15 years	4	2.3
	Total	**171**	**Cumulative = 100**

5. Scales

5.1 Emotional Intelligence

To measure emotional intelligence we adopted the sixteen item scale of Wong and Law Emotional Intelligence Scale (Law et al., 2004; Wong & Law, 2002). Many research studies tested and retested the measure in different population and studies (et al., 2004, 2008; Shi and Wang, 2007; Whitman et al., 2011). The sixteen-item scale is founded on the ability model which was presented by the research (Ashkanasy and Daus, 2005; Cartwright and Pappas, 2008; Daus and Ashkanasy, 2005; Devonish and Greenidge, 2010; Sy et al. 2006; Whitman et al., 2011). By following the Mayer and Salovey's (1997) model, the scale have four dimensions to measure which are:

- Self-emotion Appraisal
- Other's Emotion Appraisal
- Use of Emotions
- Regulation of Emotions

The estimated cronbach's apha reliability test was 0.83.

5.2 Political Skills

The measurement of political skills was done by adopting the Political Skill Inventory (PSI) scale by (Ferris et al., 2005). A shorter version of PSI was used by Galit Meisler (2013); Vigoda-Gadot and Meisler (2010). G. R. Ferris et al. (2005); (2007)used the four dimensions in PSI which are;

- Social Intelligence
- Interpersonal Influence
- Networking Ability
- Apparent Sincerity

The estimated cronbach's apha reliability test was 0.91.

5.3 Turnover Intentions
Turn over intention were measured by four items constructed by Farrell and Rusbult (1992). The scale has been used in many research as well e.g. (Galit Meisler, 2013; Vigoda-Gadot & Meisler, 2010). The estimated cronbach's alpha reliability test was 0.85.

6. Analysis
To analyze the data we used spss 22. Pearson Correlation and regression tests were applied to measure the interrelations and impact.

6.1 Correlation
The table no. 2 gives us the detail description about the correlation of variables. We can see that self-emotions appraisal (r = -.076, p < 0.01), Other's emotions appraisal (r = -.155, p < 0.01), use of emotions (r = -.072, p < 0.01), and regulation of emotions (r = -.171, p < 0.01) have significantly negative relation with turn over intention. Which proves our hypothesis H1a, H1b, H1c, and H1d. Emotional Intelligence is also negatively correlated r = (-.036, p < 0.01) which proves our hypothesis H1.

Network Ability (r = -.036), Interpersonal Influence (r = -.113), Apparent Sincerity (r = -.053) and Social Intelligence (r = -.117) are negatively correlated by insignificant. This proves our Hypothesis H2a, H2b, H2c, and H2d. Political skills in also negatively correlated to turn over intention (r = -.058) which proves our hypothesis H2. The results also display strong positive and significant association between emotional intelligence and political skills (r = 0.654) which proves our hypothesis H3.

Table No. 2	Correlations										
Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
1- Self-emotion Appraisal	1										
	171										
2- Other's Emotion Appraisal	.209	1									
	.006										
	171	171									
3- Use of Emotions	.424	.363	1								
	.000	.000									
	171	171	171								
4- Regulation of Emotions	.331	.211	.321	1							
	.000	.006	.000								
	171	171	171	171							
5- Network Ability	.053	.299	.277	.282	1						
	.490	.000	.000	.000							
	171	171	171	171	171						
6- Interpersonal Influence	.374	.559	.573	.460	.516	1					
	.000	.000	.000	.000	.000						
	171	171	171	171	171	171					
7- Social Intelligence	.219	.550	.467	.387	.654	.635	1				
	.004	.000	.000	.000	.000	.000					
	171	171	171	171	171	171	171				
8- Apparent Sincerity	.540	.297	.556	.387	.108	.636	.277	1			
	.000	.000	.000	.000	.162	.000	.000				
	171	171	171	171	171	171	171	171			
9- Emotional Intelligence	.692	.618	.770	.694	.332	.707	.584	.642	1		
	.000	.000	.000	.000	.000	.000	.000	.000			
	171	171	171	171	171	171	171	171	171		
10- Political Skills	.293	.526	.538	.454	.850	.833	.864	.489	.654	1	
	.000	.000	.000	.000	.000	.000	.000	.000	.000		
	171	171	171	171	171	171	171	171	171	171	
11-Turnover Intentions	-.076	-.155	-.072	-.171	-.067	-.113	-.053	-.117	-.036	-.058	1
	.000	.000	.000	.025	.380	.140	.491	.126	.001	.449	
	171	171	171	171	171	171	171	171	171	171	171

6.2 Regression
To test the impact of emotional intelligence and political skills we used linear regression separately. Table no. 3 states the regression results. The results clearly indicate that emotional intelligence has significant impact on turnover intentions (B = 0.802, p < 0.5). The beta value represents that 80% change has occurred due to emotional intelligence. That mean emotional intelligence is a very strong predictor of turnover intentions. Hence that proves hypothesis H4.

The results of political skills are not significant (B = 0.564, >.05) and the beta is also not very strong. That mean 56% of impact is due to political skills. So that rejects our hypothesis H5.

Table No. 3

Model	B	t	Sig.
1- Emotional Intelligence	0.802	12.735	.000
2- Political Skills	0.564	6.516	.081

Significant at the .05 level

7. Conclusion and Recommendations

Based on the analysis results we can say emotional intelligence and its dimensions are significantly and negatively correlated with turnover intention while the political skills and its dimensions also have negative association with turnover intentions. the regression results states that emotional intelligence is a very strong and significant predictor of turnover intentions while the political skills is a weak and insignificant predictor of turnover intentions.

For future studies we will recommend the same study with different demography and sample size. We can also test political skills as a mediator. As a moderator we can also take one of them (i.e. gender, age, leadership skills and experience).

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