Measuring Emotional Appreciation at Personal, Interpersonal and Organizational Level in Pakistani Workplace Setting

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Abstract

The main objective of the present research was to develop an indigenous self-report measure of the trait emotional intelligence (EQ) at workplace that identified the elements of Emotional Appreciation (EA) at workplace in Pakistani cultural context. The construct of EA is the building block of EQ. Extensive literature review revealed a lot of disparities among the dimensions of (EQ) and pointed towards the gap that no indigenous measure exits in Pakistan to measure EQ at workplace. A theoretical analysis from a variety of perspective for EQ helped identify the domain of content. Operational definitions were used to develop scale items. Candidate items were generated to fit the construct definitions. Expert opinions were taken and the construct items were refined on the basis of the output from practitioners to establish content validity. The raw measurement scale was pre-tested and respondents assessed its face validity. In the next stage, Cluster analysis revealed structures of sub strata's. Factors analysis identified the factors that group together. The items that best describe content domain were selected. For internal consistency (reliability of the scale) Cronbach alpha was used. The refined tool was floated to the 1/3 population of the target industry. The hypothesized relations were confirmed by the factor analysis. The Model proposed will enable human resource development professionals and researchers to determine the absolute and incremental value they are likely to derive by using the EQ tests to assess and develop emotional intelligence among managers and employees. The proposed Model will be valuable tool for both academia and management.

Key Words: Emotional Intelligence, Emotional awareness, Emotional Appreciation, EQ, Scale Development.

Introduction

Emotional Intelligence (EQ) is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence (Cooper & Sawaf, 1996). The concept of EQ integrates two important constructs, emotions and intelligence to measure cognition . Emotions and intelligence were studied separately before the advent of the term EQ in scientific scenario in 1995 (Batool, 2009) as both these construct were thought to be the most important divisions of the mind (Sharma, 2012 quoted Spinoza, 1677). The interest to find the underlying success attribute of a person developed when cognitive Intelligence (IQ) related studies (Martinez, 1997; Thompson et al., 1996) failed to answer and predict why some people were more successful than others having the same IQ leading to the shift to explore the

non-cognitive attributes of the mind (Dulewicz & Higgs, 2000; Goleman, 1995; Mayor & Salovey, 2004; Bar-On, 1997; Salovey & Mayer, 1990).

The definitions for EQ in literature may be varied, but seem to complement each other as most of the researches on EQ focus more or less on four dominant areas, emotional perceptions, regulations, understanding and utilization. Emotional perceptions is defined and studied in different perspectives, but studies show that there is close connection between identifying one's own feelings and other's feelings . Many EQ measure like Goleman (1995) EQ scales, Bar-On Emotional Quotient Inventory (Bar-On, 1997) and MEIS (Mayer et al., 1999a) etc have sub scales to assess knowing one's emotions.

The perception or appraisal of emotion and ability to incorporate basic emotion experiences in thought process are the building block of Emotional Intelligence (Mayer et al., 1999a; Ciarrochi, Chan, & Caput, 2000; Danciu, 2010).Therefore, instead of treating appraisal of emotions (identifying emotions) and ability to assimilate basic emotion experiences (to direct attention to be able to compare) as two different branches of emotional intelligence the current paper explore the integrative effect of both in a form of construct of Emotional Appreciation (EA) based on the model proposed earlier by the author.

Studies on emotional aspects showed that not only high EQ differentiate between top performers at workplace (McClelland, 1999; Sharma, 2012; Goleman, 1995), but is a distinguishing factor among high-level leaders (Boyatzis et.al., 1999; Higgs & Aitken, 2003; Goleman, 1995). EQ is also strongly correlated with a higher quality of life in general (Morgan, 2003) and can be a predictor of success in life . People are the main competitive advantage of a business and since EQ distinguishes high level achievers therefore, paucity of research on EQ competencies required at workplace should be addressed . In today's dynamic environment where change seems to be the most constant phenomena; for managers keeping their cool in difficult situations pose a great challenge and test of their leadership qualities. Handling of the situation with perseverance tend to rate Managerial abilities (Marian.et al. 2001; Dulevics & Higgs, 2005).

“Culture consists of explicit and implicit patterns of behavior of an individual where context and individualism are its basic aspects; whereas, emotional competencies are acquired during the social interaction between the individuals or groups therefore, culture plays a major role in forming EQ competencies”. Therefore, the objective of the current research is to dilate about the basic dimension of EA in Pakistani workplace setting. It is essential to realize that inability to emotional appreciation leads to disrupting mind and the body while those emotions that are consciously applied ensures productivity.

EA is defined as 'how emotions are perceived & oriented to trigger influence & impact on usual reactions towards stimuli at personal, inter-personal and organizational level'. It tells about the overall emotional philosophy one holds, it also paves the way for familiarization to one's own cognitive thoughts. EA is the building block of EQ where very existence of emotions is realized.

“Emotional Intelligence (EQ) is relatively a new concept. The concept of EQ has its roots in term 'Mindfulness' that goes back into Buddhist era and other Eastern spiritual systems that emphasize imagination and the nurturance of conscious attention. Darwin (1872) also

recognized aspects of emotional expression. The introduction of the concept of "social intelligence," by Thorndike in 1920, paved the way for the concept of EQ. It took a long time to progress toward the dimension of EQ when Gardner in 1983 in his theory of multiple intelligences divided social intelligence into inter-personal and intra-personal intelligences."

Little progress was made towards the actual domain of EQ till Salovey and Mayer with the back ground knowledge of non-cognitive aspects of intelligence, coined the term emotional intelligence (Salovey & Mayer, 1990). Emotional Intelligence gained recognition and popularity when Daniel Goleman, PhD in psychology from Harvard University and a science writer for the New York Times, started a series of studies to find out what is it that entails people to be successful. Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, 'Emotional Intelligence' published in 1995.

Initially emotional intelligence was defined as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Salovey & Mayer, 1990); they also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. Defining emotions and segregating "affective states" or "traits" and measuring them in a comprehensive and meaningful way have always been an uphill task for the researchers . There is logic to emotion, when you study implications on the basis of knowledge; it is called a semantic inquiry."When beliefs about the satisfaction of a preference are pleasant or unpleasant, most common kind of emotions are generated. Tomlinson & Blumberg (2001) defines emotions as:

"Emotions are a subset of all feelings, specifically the feelings that arise from thinking. Believing is one cognitive activity, but there are others. Whenever the attention to one's cognitive activity becomes pleasant or unpleasant the result is an emotion, semantically, not causally."

This definition for "emotion" generates templates for defining specific emotions. Progress in theory and research of what emotions are is difficult to achieve unless we consensually conceptualize and operationally define the exact phenomenon that we wish to study. Mayer and Salovey (1997) defined Emotional Intelligence as, "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth."

"Evaluating the claims for various models requires an understanding of the psychometric vocabulary that underpins particular constructs and measures of "reliability" and "validity". For example, there are various dimensions to validity, including whether the various test items appear to capture what they set out to measure (face validity) and whether the range of behaviors can be seen to have an impact on task performance (predictive validity). Following is the list of most influential EQ models (Dulewicz, Higgs, & Slaski, 2003; Danciu, 2010; O'Connor Jr & Little, 2003);

1. Bar- on Emotional quotient Inventory (EQ-I), developed by Reuven in 1997 (Cherniss, 2005; Gardner, 2002; Leslie, 2003; Cook, 2004)

2. Emotional Intelligence quotient (EIQ) developed by Higgs and Dulewicz,1999 (Higgs & Aitken, 2003; Dulevics, Goleman, 2000; Higgs, 2004; Dulewicz, Higgs & Slaski, 2003)
3. Goleman's Clusters (Goleman. 1995)
4. Emotional Competency Inventory (ECI) measures developed by Boyatzis, Goleman and Rhee in 1999 (Boyatzis, Goleman & Rhee, 1999; Dulewicz & Goleman, 2000).

Razzaq and Aftab (2015) presented the comparison of the EQ models in the following table;

Table 1: Comparison of Components of Different EQ Models.

Source: Razzaq & Aftab (2015)

EQ-i	Goleman clusters	EIQ	ECI
Emotional self-awareness	Emotional self-awareness	Self-awareness	Emotional Aware ness (Accurate Self-Assessment)
Assertiveness	Self-confidence	Influence	Self-Control ,Initiative
Self-regard	Accurate self-assessment	Self-awareness	Emotional Self-Control Transparency Adaptability
Self –actualization	Achievement drive initiative	Motivation	Achievement
Independence	Self-management	Influence	Self-Confidence
		Intuitiveness	
Inter-personal			
Empathy	Empathy	Inter-personal sensitivity	Empathy
Social Responsibility	Conscientiousness Service orientation awareness trustworthiness	Conscientiousness	Trustworthiness, Conscientiousness Service Orientation Organizational Awareness
Inter-personal relationships	Developing others influence, communication, leadership, Catalyzing change, Building bonds teamwork	Influence	Communication Developing Others, Inspirational Leadership Influence Change Catalyst
Adaptability component	Adaptability		Teamwork & Collaboration
Reality-testing		Self-awareness and resilience	
Flexibility	collaboration		
Problem solving	Conflict Management		Conflict Management
Stress management			
Stress tolerance	Emotional self-control		
Impulse control		Resilience and conscientious	
Optimism			Optimism
Happiness			

Razzaq & Aftab (2015) and Razzaq, Aftab & Zadeh (2016) argued that certain discrepancies were found in the dimensions of EQ models. Bar-On EQ-I one of the most influential models of EQ does not cater for important EQ factors like Intuitiveness (part of EIQ model). They further elaborate that the aspects of perception of how one thinks he/she is creative and innovative along with inertia to recognize one's feeling and how one keeps his composure in stressful situations is also missing. Similarly Trust Worthiness, conscientiousness, Service Orientation (elements of ECI), and Communication, Developing others, influencing others (elements of ECI) and Building bonds (elements of Goleman's clusters) were not elaborated in Inter personal relationship of EQ-I. The important element of leveraging diversity was also missing. Emotional resilience (element of EIQ), and important factor of Rational Decision making were also not integrated in EQ-I."

For the model of ECI Service orientation, reality testing, flexibility (elements of EQ-I), rational decision making along with intuitiveness, inertia, composure and creativity were missing. Similarly, EIQ do not elicit about communication, interpersonal relationships, developing others, building bonds etc. (Razzaq & Aftab, 2015; Razzaq, Aftab & Zadeh, 2016). The question arises if all the models talk about the construct of EQ then, why the elements of Bar-on EQ-I are different form ECI or EIQ etc.?

On critically reviewing ECI we can say its main strength was its' theoretical framework. Authors used about 4 leading theories on EI to form the conceptual framework, and refined the scale after integration of 4 types of factor analysis of 4 different measures for empirical clustering of the final scale. The pilot testing and the first version of ECI testing was elaborate Therefore, the clusters thus emerged showed a high face and construct validity. Its empirical clustering via factor analysis is also logically justified. The major weakness of the article is it's methodology after clustering and factor analysis it didn't dilate about the discriminant and convergent validities of the scale one of the main factors that makes the scale effective. Their main analysis is based on the internal reliability i.e. Cronbach Alpha whose validity is also debatable. They didn't specify what the sampling technique was, what were the results and factor loading of the factor analysis, and how the cluster analysis grouped together.

Bar-On EQ-I (Bar-On, 1997)"is a self reports instrument originally evolved from a clinical context, and now has been around for almost 26 years. It was designed to assess those personal qualities that enabled some people to possess better "emotional well-being" than others. The EQ-I has been used to assess thousands of individuals, and we know quite a bit about its reliability and its convergent and discriminant validities, but less is known about its predictive validity in work situations".

"The structure of the Bar-on EQ-I is based on the literature and its author's research experience as a clinical psychologist (Bar-On, 1997a) The concept was theoretically developed from logically clustering variables and identifying underlying key factors purported to determine effective and successful functioning as well as positive emotional health (Bar-On, 1997b). The EQ-I produces a total EQ score, five composite scale scores, and 15 sub-scale scores, defined by Bar-On (1997a). Little is known about its predictive validity".

"Emotional Competence Inventory the ECI is a 360 degree instrument. People who know the individual rate him or her on 20 competencies that Goleman's research suggests are linked to emotional intelligence (Goleman, 1998). ECI is based on about 40 percent of the items Self-Assessment Questionnaire that was developed by Boyatzis (1994). These earlier items had been validated against performance in hundreds of competency studies of managers, executives, and leaders in North America, Italy, and Brazil"(Boyatzis, Goleman, & Rhee, 1999). However, currently little is known in concrete terms about the predictive validity of the ECI.

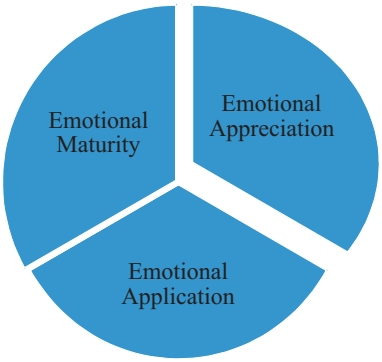
"EIQ is a self-report measure of EI since Dulewicz and Higgs provide little information regarding the factor analysis they conducted to create the scales (for example, the eigen values), it is difficult to evaluate the factor structure of the measure. They do, however, report that five of seven scales have alpha coefficients below .70, Alpha coefficients this low affect the likelihood that research using this measure will yield valid . The items that comprise the EIQ are not available in published research literature. It also appears that the EIQ omits several facets of emotional ability, such as emotional expression and the ability to use emotions so as to change perspective, enhance problem solving, focus attention, and make judgments. Therefore, Content Validity needs to be further explained by the authors."

"Dulewicz and Higgs (1999) and Higgs (2001) provide evidence for the construct validity of the EIQ with 16PF, Meyers-Briggs Type Inventory (MBTI), and Type A behavior. Dulewicz, Higgs, & Slaski(2003) provide evidence to indicate a strong relationship between the EIQ and the EQ-I as well as between the EQ-I and all seven dimensions of the EIQ. Four were highly significant (p _ .001), and the total correlation between the EIQ and EQ-I was .63. Thus, the EIQ demonstrates substantial convergent validity with the EQ-I. Given that both instruments include many trait-based factors as core dimensions the degree of face validity of the EIQ remains an empirical question. Dulewicz and Higgs (2000) provide evidence for the predictive (concurrent) validity of the EIQ (McEnrue & Groves, 2006)".

Construct of Emotional Appreciation

Developing sound measures is an arduous and lengthy process; many researchers take shortcuts or simply avoid the process altogether (Schmitt, 1991). Therefore, it is imperative to identify relevance of key factors of EQ at workplace, so that we can provide information to social psychologists/Organizational analysts about the cultural relevance of EQ at workplace. Therefore, the proposed model for EQ juxtaposed the existing models and identified the gaps, and supplemented the gaps with crucial elements of EQ to provide a comprehensive framework to develop and enhance emotional intelligence at workplace especially in Pakistani context. The proposed model divides EQ into three main constructs Emotional Appreciation, Emotional Application and Emotional maturity.

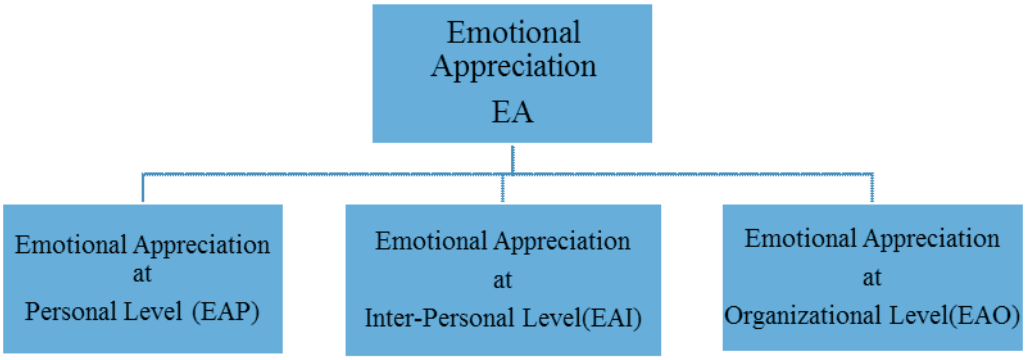
Figure 1: Proposed EQ Model



Source: Author's Illustration

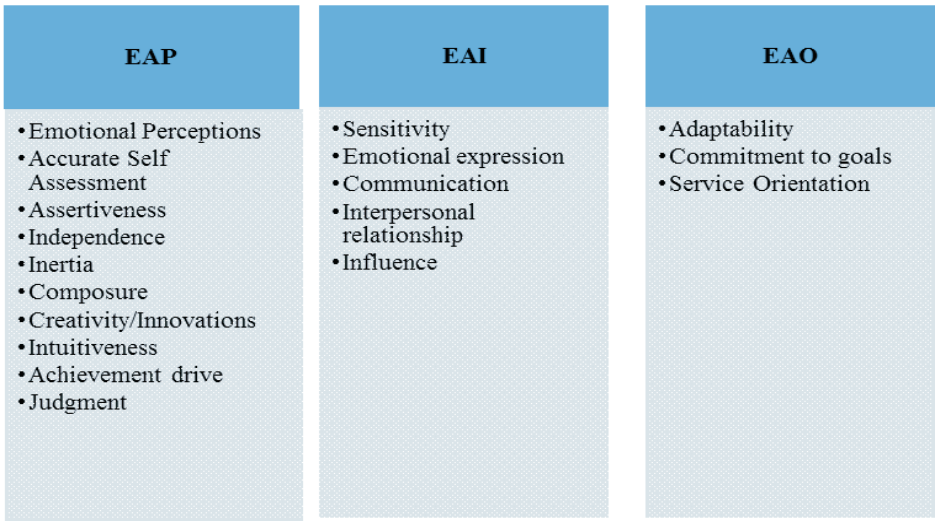
The current paper explores the construct of EA the main consructs are illustrated as follows;

Figure 2: The Construct of Emotional Appreciation.



Source: Model Developed by the Razzaq (2016)

Figure 4: List of Elements of each level of Emotional Appreciation (EA).



Source: Model Developed by the Razzaq (2016)

Emotional Appreciation (EA): The construct of EA defines how emotions are perceived, their influence on reactions, impact on triggers, aspirations and overall emotional philosophy one holds. It paves the way for familiarization to one's own cognitive thoughts and perceptions about emotions at personal, inter-personal and organizational levels (Razzaq, 2016).

Emotional Appreciation at Personal Level (EAP): EA at personal level has the following attributes1. Emotional Perceptions (Boyatzis, Goleman, & Rhee, 1999; Goleman, 1996; Bar-On, 2000; Dulewicz & Higgs, 1999) is defined as the clarity in understanding one's own emotions 2. Accurate Self Assessment (also part of the models of EQ-I, ECI, EIQ and Goleman EQ clusters) is defined as the precise understanding of one's strengths and shortfalls 3.Assertiveness means to be upfront towards getting one's own rights 4. Independence means to be Self- reliant and not banking on others for emotional support and showing self confidence 5. Emotional Inertia is disinclination to accept emotions or reality 6.Composure means maintaining impulse control over unexpected and extreme emotional situations 7. Creativity/Innovations is defined as confidence in handling emotions in different ways 8. Intuitiveness is extra sensory perceptions or sixth sense about judging emotions 9. Achievement drive is assessed though initiative taking and to what extent one is ambitious and lastly 10. Judgments are the capability to evaluate a situation in the right perspective.

Emotional Appreciation Inter-Personal Level (EAI): At interpersonal levels following attributes have been identified 1. Sensitivity is the ability to be Empathetic to be aware of others emotions, realizing other's emotional values and showing innate caring attitude towards other's emotions 2. Emotional expression is the clarity of what emotions to communicate and knowing the reasons behind those emotions 3. Communication is the

set of social skills, customer service, responding to others concerns and communicating feelings effectively 4. Interpersonal relationship: Responding to emotional needs of others, connecting and bonding with others, collaborations 5. Influence means how much one is able to change other's mindset and has the ability to inspire 6.

Emotional Appreciation at Organizational Level (EAO): EA at organizational level include 1. Adaptability means to be flexible in realizing emotions and be optimistic or to manage one's own emotions in a prudent way 2. Commitment to goals means to realize group synergies, meeting standard of excellence and inner drive to reach objectives 3. Service Orientation is the ability to identify and respond to customers need responsibly.

Keeping in view the gaps in the literature and review of the selected models, the model proposed by the author incorporate and regroup the elements that were missing in the afore said selected models in a more comprehensive manner, so that no important dimension of EQ is missed as highlighted by the literature review. As there is paucity of research in the field of EQ in Pakistan the non availability of indigenous scale of EQ could be the reason for that (Batool, 2009), the present research work fills the gap by testing empirically the construct of EA by an indigenous scale of emotional intelligence based on the proposed model. Aside from its theoretical value this research will prove to be of value in the business environment from the perspective of managers in particular and employees in general not only to realize their EQ but to develop and excel at work.

Methodology

"Management research in general, and Human Resource Development (HRD) research in particular, have been designed to uncover facts using survey design and are in the idea of a neutral observational language such a research philosophy is called Positivism"(Johnson & Duberley, 2000). As the nature of the present research is exploratory in nature, survey technique was adopted. The goal of the survey is to derive comparable data across sub sets of the chosen sample so that the similarities and the differences can be found (Cooper & Schindler, 2006) . A two pronged approach was used to collect the responses for the present study. The first was to contact the potential respondents by email. Along with the survey instrument, the explanation of this research study, outlining its purpose, was sent to the respondents. The variables themselves were explained in the survey instrument.

For the pilot study the target population of the study was the managers of Canteen Stores Department (CSD). The case study of this organization will help in empirically evaluating the success factors that are associated with high level achievers at work and the effective leadership. According to Goleman (2000) for any profession to excel, EQ related qualities accounts for 66% for employees and for leaders 85%. About 1/3rd of the population of CSD mangers filled the questioners based on convenience sampling, making it a representative sample of the population (Sekaran, 2009, p-296; Zikmund, 2003, p-424). The scale was refined after the pilot study and then the scale was floated to the 4/5 hypermarkets and a convenience sample of 339 was taken from the managers of the hypermarkets.

EA Scale for the Pilot Study

The study was based on 3 variables/factors that were grouped in distinct constructs/dimensions of EA. The three dimensions that made up the EEA were (Kindly refer to Fig.2):

Part a: EA at Personal Level (EAP)

Part b: EA at Inter-Personal Level (EAIP)

Part c: EA at Organizational Level (EAO)

The Questionnaire was developed after a rigorous procedure in the following stages: First an extensive review of literature for the EQ parameters/ factors was conducted and 6 models were identified as influential to ascertain the Domain of the content. After juxtaposing the existing models and identifying gaps and supplementing the existing models with crucial elements of EQ a comprehensive model was proposed that supplemented the existing theory there by establishing its construct validity. In the next step definitions were generated and operationalized. The items were phrased according to the operationalized definitions.

The Content validity was established by expert/ practitioner's opinion some 14 practitioners including 5 Assistant/Associate professors of Management sciences, 7 Psychiatrist and 2 Psychologist were contacted and the model was endorsed by all of them. The final items as highlighted by the practitioners were selected for the final questionnaires out of about 159 candidate items 53 were selected, all scale item were in a likert scale 1-5 from 5= strongly agree to 1= strongly disagree. The raw measurement scale was administered and respondents were asked to assess its face validity. The refined tool was floated to the 1/3 population of the manager's of the target i.e. (CSD). The questionnaire was divide into two parts one for the attributes of EQ and the other for personal information. Transforming a number of possibly correlated variables into a smaller number of uncorrelated variables (factors) is called Principal component analysis (PCA).This statistical technique clusters a number of correlating variables to factors (Lewis-Beck, 1994; Brown, 2006) and helps reduce the dimensions.

After coding the data Principal Factors analysis identified the factors that grouped together. The items that best describe content domain were selected. For internal consistency (reliability of the scale) Cronbach alpha was used. Alpha is based on the mean or average correlation of each item in the scale with every other item. Reliability is used to indicate the extent to which the different items, measures, or assessments are consistent with one another specially in measuring that variable and the extent to which each measure is free from measurement error (Leech, Barrett, Morgan, 2005,p-63).

In the developed scale the EQ part was divided into its three main constructs "Part a" for Emotional Appreciation, "Part b" for Emotional Application and "Part c" for Emotional Maturity (Kindly refer to fig.1). All questions were measured in Likert Scale 1-5; brief description and definition of variables were provided for clarity. In this paper only the results of the construct EA that is "part a" will be highlighted and discussed. The following table show the construct, their operational definitions and items on the final scale.

Final EQF (A) Scale

Table 2: Factor of Emotional Appreciation at Personal Level (EAP)

Emotional Appreciation at Personal Level (EAP)			
Variable Code	**Variable name**	**Operational Definition**	**Item code and Item on the Developed Scale**
A1	Emotional Perceptions	The clarity in understanding one's own emotions	A1.1: When I'm upset at work I know what exactly is making me upset. A1.2: I'm good at deciphering my gut feelings. A1.3: I can recognize what kind of emotions I'm actually feeling.
A2	Accurate Self-Assessment	The precise understanding of one's emotional strengths and shortfalls	A2.1: I am quite aware of my personal strengths. A2.2 It is not difficult for me to know when I've made a mistake and learn from it A2.3: Most of the time I know the cause of my emotional reactions A2.4: I am well aware of my shortfalls
A3	Assertiveness	To be upfront towards getting one's own rights	A3.1: I have the guts to stand up for my rights. A3.2: In discussions when I know I'm right, I stand firm on my point of view. A3.3: At work I ensure that the decisions that I made are implemented
A4	Independence	To be Self- reliant and not banking on others for emotional support and showing self confidence	
A5	Emotional Inertia	Disinclination to accept emotions or reality	A5.1: When something is an unexpected/surprise, I find it difficult to normalize quickly A5.2: I can easily get wonder struck in extreme unforeseen situations A5.3: When I over react at work I pretend it is perfectly normal to do so
A6	Achievement drive	Assessed though initiative taking and to what extent one is ambitious	A6.1: Getting recognition for my work is a great motivator for me. A6.2: I think you cannot avoid risk when trying new things. A6.3: I take pride in my work and find ways to improve my performance. A6.4: I always have my eyes set on higher goals for me

A7	Composure	Maintaining impulse control over unexpected and extreme emotional situations	A7.1: I don't find it difficult to control my poise in extremely happy situations. A7.2: I can stay focused even when I'm anxious about something at work. A7.3: I appropriately respond to colleagues who frustrate me at work.
A8	Intuitiveness	Extra sensory perceptions or sixth sense about judging emotions	A8.1: I can usually sense when something bad is going to happen. A8.2: It is better to stick to original solution when improvised solution is not working. A8.3: My gut feelings about what will work and what will not is quite accurate
A9	Creativity/Innovations	Ability in handling emotions in different ways	A9.1:I can work out different ways to curtail unwanted emotions effectively A9.2: I think I can adjust my routine quite well to new conditions at work. A9.3: I can explore many ways to find solution of emotional problems

Source: Razzaq (2016)

Emotional appreciation at inter-personal level (EAI): For the construct of EAI, 5 variables were identified. EAI include the following constructs, *Sensitivity is how* empathetic one is towards others emotions and show innate caring attitude towards other's emotions. *Emotional Expression* is the ability how one can express their emotions, understand what actually they are feeling and clarity in what emotions to express. *Interpersonal relationship* means responding to emotional needs of others, connecting and bonding with others and collaborations. *Influence* means how much one is able to change other's mindset and has the ability to inspire.

Table 3: show constructs of EAI along with operational definitions and the items on the developed scale.

Table 3: Items and operational Definitions for the Construct of EAI

Emotional Appreciation at Inter-Personal Level (EAI)			
Variable Code	**Variable name**	**Operational Definition**	**Item code and Item on the Developed Scale**
B1	Sensitivity	The ability to be Empathetic to be aware of others emotions, realizing other's emotional values and showing innate caring attitude towards other's emotions	B1.1: I am good at sensing what others are feelings. B1.2: Seeing my colleagues in distress upsets me B1.3: I consider the reactions of all stakeholders While making decisions

B2	Emotional expression	The clarity of what emotions to communicate and knowing the reasons behind those emotions	B2.1: I have no problem expressing what is actually upsetting me. B2.2: Sharing feelings with my friends and family is not a problem for me B2.3: I am aware of my feelings while I respond at my workplace.
B3	Communication	The set of social skills, customer service, responding to others concerns and communicating feelings effectively	B3.1: While interacting at work, I am conscience of my body language. B3.2: I can control my tone of voice to communicate with others at workplace. B3.3: I am good at understanding others' nonverbal emotional cues (e.g., body language) B3.4: While in bargaining situations I can sense other's emotions.
B4	Interpersonal relationship	Responding to emotional needs of others, connecting and bonding with others, collaborations	B4.1: I find it easy to bond well at my workplace, friends and family B4.2: Even during arguments I try to understand other people's point of view B4.3: Just by observing someone I can understand what he or she feels.
B5	Influence	Influence means how much one is able to change other's mindset and has the ability to inspire.	B5.1: I think I can usually influence other people B5.2: When I give some suggestions people seriously pay attention to it. B5.3: If I have to convince someone I think I'm quite persuasive.

Source: Razzaq (2016)

Emotional appreciation at organizational level EAO: Three elements were identified for the construct EAO. *Adaptability* to be flexible in realizing emotions and be optimistic or to manage one's own emotions in a prudent way. *Commitment to Goals* means to realize group synergies, meeting standard of excellence and inner drive to reach objectives. *Service Orientation* Service Orientation is the ability to identify and respond to customers need responsibly. Table 3.5 show variable name with operational definitions and scale items.

Table 4: Items for the construct of EAO

Emotional Appreciation at organizational Level (EAI)			
Variable Code	**Variable name**	**Operational Definition**	**Item**
C1	Adaptability	Adaptability means to be flexible in realizing emotions and be optimistic or to manage one's own emotions in a prudent way	C1.1: I don't lose my cool when things don't get done as planned at work. C1.2: I am quite flexible in frequently changing my daily routine according to my work. C1.3: Generally, I have no trouble adapting to new environments
C2	Commitment to goals	Means to realize group synergies, meeting standard of excellence and inner drive to reach objectives	C2.1: I try to put in my best effort into everything that has been assigned to me. C2.2: It gives me a lot of satisfaction to reach the objectives. C2.3: I believe to reach to organizational goals everyone has to play his/her part to synergize
C3	Service Orientation		C3.1: I value group synergy more than individual accomplishment in a group. C3.2: I am willing to go an extra mile for good customer service 3.3: I can easily identify what actually a customer is asking for

Source: Razzaq (2016)

Results and Discussions

Pilot Study Results

Reliability Statistics for Pilot Study: As all of the items are measuring the same entity so it was assumed that there is a positive correlation between all the items of the scale this was also supported by the correlation matrix in factor analysis.

Table 5: Reliability Statistics of Each Construct for Pilot Study

CRONBACH ALPHA					
Variable Code	**Name of Construct**	**Cronbach Alpha**	**Responses**		
			Valid	**Excluded**	Total
A	EAP	0.793	45	0	**45**
B	EAI	0.51	45	0	**45**
C	EAO	0.649	45	0	**45**
EA	EA	0.839			

Source: Razzaq & Aftab (2015)

The above table shows the reliability statistics of the each construct and the overall model. Except for the Factor of EAI which shows low reliability most of factors have reliability close to 0.7 which elicit that the internal consistency of each factor and the construct those factors fall into. The overall reliability of EA is 0.839.The reliability over 0.7 is considered good (Cronbach, 1960).

Results for Factor Analysis (FA) for Pilot Study. For the purpose of the study, a factor was defined as one which loaded at least 3 variables and each of them having a loading greater than or equal to 0.5 on that factor (Peterson et al, 1995).

Kaiser -Mayer-Olkin (Kaiser, 1974) test is a very useful test to see whether Factor analysis is the appropriate test, it is recommended that this value should be greater than 0.5 so it is clear that the patterns of correlations are relatively compact and hence the FA should yield distinct and reliable factors (Lewis-Beck, 1994; Brown, 2006; Field, 2005).

Table 6: KMO and Bartlett's Test for EA for Pilot Study

Construct	KMO Measure of Sampling adequacy	Bartlett Test of Sphericity		
		Appox. Chi- Sq.	**df.**	Sig.
EA	0.667	313.477	136	**0.00**
EAp	0.628	565,08	231	**0.00**
EM	**0.676**	**221.4**	**78**	**0.00**

Source: Razzaq & Aftab (2015)

All our constructs show a KMO score well above 0.5, from the above table we see that significance is zero which meet the criteria < 0.05.Hence there is a relationship between the variables of our construct. Besides that the communalities (see table 3) in most cases are also greater than 0.5 therefore we should proceed with FA to reduce dimensions.

Principle Component analysis (PCA) with varimax rotation was conducted to assess the underlying structure for the 52 items of three distinct constructs of the EQ Questionnaire. Loadings resulting from an orthogonal rotation are correlation coefficients of each item with the factor in the rotated component matrix. Table 3- Table 5 displays the items and factor loadings for the rotated factors. Loadings less than .40 were omitted to improve clarity. AS the Measurement Model was comprised of three distinct Constructs with

different dimensions of EQ, PCA was conducted for each construct separately. Following tables elicit details of the Factor Analysis.

Table 7: Interpretation of FA for EA for Pilot Study Rotated Component Matrix

Component Matrix for the Construct OM				
Variables Items	Component			
	1	**2**	**3**	Communalities
A2	.45			**.526**
A7	.63			**.565**
A8	.48			**.461**
A9	.855			**.714**
A10	.762			**.633**
B3		.73		**.549**
B4		.81		**.715**
C2			.72	**.667**
C3			.61	**.537**
Eigen values	1.9	1.7	5.4	
% of variance	**10.52**	**11.2**	**31.8**	

Note: Loadings < 0.4 including Variable Item, A1, A3, A4, A5, A6, B1, B2, and C1 were eliminated

Source: Razzaq & Aftab (2015)

Table 7 Shows the PCA of the construct EA. Three factors were requested, based on the fact that the items were designed to fall into three distinct components. After rotation, the first factor accounted for 10.5% of the variance, and the second factor accounted for 11.2% the third factor accounted for 31.8%. Eigen values are also well above the criteria > 1.The above table displays the final elements retained. The communalities are all well above 0.5 except for A8 which can be rounded of to 0.5.

Following important variables were dropped due to low factor loadings which could be due to the responses of the sample:

1. A1= Emotional Perceptions
2. A3= Assertiveness
3. A4= Independence
4. A5= Inertia
5. A6= Composure
6. B1= Sensitivity
7. B2=Emotional expression
8. C1= Adaptability

Therefore, as shown by the results of the pilot study and suggestions of Razzaq & Aftab (2015), for each variables at least 3 items were generated, following tables show the results of final EQF (A) scale

Table 8: Reliability for the Final EQF (A) Scale

CRONBACH ALPHA EQF(A) Scale							
Variable Code	**Abbreviation of Construct**	**Name of Construct**	**Cronbach Alpha**	**Number of Items**	Responses		
					Valid	**Excluded**	Total
A	EAP	Emotional Appreciation at Personal level	0.716	27	339	0	**339**
B	EAI	Emotional Appreciation at Inter-personal level	0.624	16	339	0	**339**
C	EAO	Emotional Appreciation at Organizational level	0.709	09	339	0	**339**
EA	EA	Emotional Appreciation	0.807	52			

Source: Razzaq (2016)

Emotional appreciation, testing of hypothesis H_1: To check the hypothesis, *"H_1: The construct Emotional Appreciation (EA) is a composite of EA at Personal level (EAP), EA at Interpersonal level (EAI) and EA Organizational level";* we need to look at the second order factor structure of EA, first we will check KMO and Bartlett's Score, then rotated matrix with consolidated scores, note Cronbach score has been added in the component matrix for clarity.

Table 9: KMO and Bartlett's Test for EA		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.644
Bartlett's Test of Sphericity	Approx. Chi-Square	771.532
	Df	136
	Sig.	.000

Source: Razzaq (2016)

As can be seen from the above table the KMO score is above threshold level of 0.5 and Bartlettet's test is also significant, therefore we can conclude that sample was adequate(KMO = 0.644, Chi-Sq = 771.532 with Df = 136 and Sig =.00) for the construct Emotional appreciation EA and the factor analysis will produce meaningful factors.

The following table will detail the results of EFA, from Eigen values, total variance explained, component matrix and alpha score as well. We can see from the following table that Cronbach alpha score is 0.807 for the construct making its reliability in "good" category. Now that we have requisite reliability and sampling adequacy we can proceed to second order factor analysis.

Table 10: EFA Results for EA for EQF (A) Scale				
	Component			
	B	A	C	Communalities
A1	.073	**.541**	.106	
A2	-.015	**.622**	.010	.387
A3	.035	**.639**	.063	.414
A4	.109	**.566**	-.067	.234
A5	.003	**.660**	-.013	.436
A6	-.056	**.556**	.061	.316
A7	.019	**.543**	-.075	.065
A8	.094	**.582**	.202	.083
A9	.396	**.758**	-.016	.165
B1	**.700**	.067	.097	.504
B2	**.646**	-.010	-.128	.434
B3	**.621**	.006	-.029	.387
B4	**.527**	-.002	.134	.296
B5	**.739**	.068	.189	.586
C1	.095	-.092	**.524**	.198
C2	-.006	.015	**.844**	.712
C3	-.057	.072	**.841**	.716
Cronbach Alpha	0.807 (52 items)			
Eigen Values	3.20	2.05	1.85	
% of Variance	26.67	17.06	15.44	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 4 iterations.				

Source: Razzaq (2016)

The above tables show the comprehensive results of exploratory factor analysis. Principle Component Analysis (PCA) with Varimax rotation was conducted on 17 variables (which were the composite scores of their underlying measurement items) to screen them and identify the underlying dimensions. As anticipated the results extracted three factors from 17 items which are mentioned in the above table. Here, it is pertinent to mention that KMO ?0.6, p ? 0.05, is good for the validity of factor analysis. The PCA produced three factors. The three identified factors underlying explained 55.086% of the total variance which is also in the acceptable range to explain enough variation for social sciences constructs (Hair, Anderson, Tatham, & Black, 1995).

The Communalities extraction rule suggest that variables <0.50 should be dropped but this rule is relaxed in higher order EFA for PCA, following is the list of items with low communality; A1, A4, A7, A9, B4 and C1.

It is pertinent to note that according to Evans (1999) most of the criteria for factor retention in first order analysis are applicable to second or higher order factor analysis but the statistical significance test regarding the communality of the variables is not appropriate criteria. Criteria for practical and statistical significance of factor loadings for first order CPA; greater than + .30= minimum consideration level; + .40 = more important and + .50 = practically significant (Statistical Solutions, 2016).

From the above results we can conclude the content validty for the construct as the high factor loadings also show the content validity of the construct EA we can see that all the loadings are between 0.527 and 0.84; and for comparison purposes it can be seen that the variables loaded onto just one factor and their loadings on other factors are negligible as they are way below 0.4 showing evidence of discriminant validity (Fararah & Al-Swidi, 2013; Hair et.a., 2010; Chin, 1998). Factors were retained using on Eigen value rule of > 1 (Thompson & Daniel, 1996) and by the results in the rotated component matrix. PCA for EA show the factor structure as hypothesized byH1, therefore, hypothesis H1 is accepted.

Conclusions

Even after 26 years since the concept of emotional intelligence emerged, there is still no consensus among the research community what actually comprise EQ (Saberi, 2012; Hebert, 2011; Grubb & McDaniel, 2007; Zeidner, Roberts, & Matthews, 2008; Brown, Bryant, & Reilly, 2006; Salovey, 2006; Ashkanasy & Daus, 2005; Conte, 2005; Locke, 2005; Stys & Brown, 2004; Becker, 2003)? It shows that the research community in EQ is still divided upon what elements actually account for EQ dimensions.

Since most of the influential models were developed in North America, another crucial element neglected is the cultural relevance of EQ models (Côté et al. 2010). As Pakistani Eastern culture dynamics are different from Western culture when it comes to handling, expressing and working on emotional knowledge, therefore, it was imperative that an effort to bridge the gap for cultural relevance of EQ models at Pakistani workplace setting needs to be addressed (Razzaq & Aftab, 2015; Razzaq, Aftab & Zadeh, 2016). The current paper is a humble effort to disambiguate the dimension of emotional appreciation in a comprehensive and logically way grouping them into latent construct to provide a framework to study EA in a logical and sequential manner.

The Cronbach Alphas score and KMO and Bartlett's test showed the reliability of the measurement model for both scales for pilot study and the final EQF (A) scale. It is also known that strong construct validity (established through PCA) ensures adequacy and reliability and validity of a model. Therefore the proposed models' face and content validity by 14 subject matter experts makes it a very prudent and viable model.

Although the case studies (for this pilot study) provided an opportunity to look at the issue in depth, particularly where the subject matter is complex. But to generalize results based on one study is not recommended. Therefore the result shown for instance, the elements dropped by CPA were for CSD's context; so to address this draw back a new scale comprising of at least 3 items per variable was developed from the initial pool of items shown to SME and was tested in hypermarkets of Pakistan with 339 sample size to

establish its robustness and predictive validity and reliability. And as expected the second order Factor analysis showed the relations as hypothesized by the proposed model for EA. As this was a study to statistically prove the viability of the measurement scale it was beyond the scope of this research to validate the conceptual model.

Grimm and Yarnold (1995) state that to substantiate the reliability of the observed results of PCA (Principal Component Analysis), a minimum of 100 observations must be considered and further the STV ratio (number of subjects or respondents (S) to number of variables (V) must be greater than or equal to 5.

Van Kleef, Van Doorn, Heerdink, & Koning (2011) believe that the focus of attention in early literature was on intrapersonal dimension of emotional Intelligence (EQ), and interpersonal element was not given much attention (Saberi, 2012), it was after the research attention was paid to interpersonal dimension of EQ, workplace emotions at organizational level were realized in 1990's (Fisher & Ashkanasy, 2000). Grandey (2000) consistent with previous researches asserts that Organizational level emotions i.e. the workplace specific emotions are thought to be in response to organizational/job specific roles pointing towards not only emotions at intrapersonal and interpersonal level but also towards another organizational level emotions. This overlooked dimension of emotions at workplace environment was explored in the current paper for the construct of EA as Pakistani culture place high value and binding on formalized relations with certain behavioral expectations (Sohaib, 2014).

There were certain limitations of the study. First, it was a thesis based on new scale development, therefore, a homogeneous sample was taken as suggested by Devellis (2012). The sample size of 339 was just adequate for the study as suggested by higher order factor analysis by KMO scores, a bigger sample around 500-1000 could have been used for better generalization. The reason, was short of resources and time and the nature of the managers job in hypermarkets.

Although the final EQF(A) scale was refined after the pilot study,and showed EQF scale. Therefore, it is recommended to use the EQF scale in further studies, with varied industries with a larger sample size and the comparison of results be made to to be able to generalize the results of the EQF(A) scale and the model.

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