

## **Impact of Capacity Building on Emotional Intelligence and Counterproductive Work Behaviors: Evidence from FATA Secretariat, Pakistan**

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### **Abstract**

*This study aim the capacity building practices intrusion on emotional intelligence and counterproductive work behavior about the staff members of FATA Secretariat, Pakistan. The study incorporated questionnaires as a survey tool for data collection among the individual respondents on cross-sectional basis. Two statistical software's namely SPSS and Liseral were utilized to analyze the collected data. Reliability and validity of the survey tool was checked through confirmatory factor analysis and found ideal. Structure equation modeling was integrated to tartan 3 devotee variables and was also found good. Result of the study depicts that there exists direct positive path among predictors and response variable. Suggestions and future research indications are also included in the study.*

**Keywords:** *Capacity Building, Emotional Intelligence, Counterproductive Behavior, SEM*

### **1. Introduction**

In recent era, organizations become more realistic and performance oriented. The decline of organizational success is due to negative employee performance within the organization which is known as Counterproductive Work Behavior (CWB) and is harmful for organization (Kelloway et al., 2002). The CWB is against the legal interests of an organization (Sackett et al., 2000). These sorts of behaviors tarnish the image of organization and are very detrimental for organizational employees, customers and success. Some scholars depict the facets of CWB which are workplace deviance (violation of norms), retaliation (vengeance), and workplace aggression (belligerence

behavior) and are harmful for organization (Neuman & Baron, 1997). The reason why individuals subsist in CWB is lack of skilled labor, emptiness, insufficient skilled managerial staff, quality control and emotional inconsistency. For organizational sustainability and enduring success CWB should be diminish or trim down. There is a great need of Capacity Building (CB) and Emotional Intelligence (EI) practices in order to overcome CWB at workplace. CB focuses on the development of skills, knowledge and information through training, mentoring and technical education which aims at performing tasks accurately and precisely (Awan, 2008). Capacity development of an organization needs to be made people centered through individuals who must be given information, resources and skills to carry out their work (Cheema, 1997). EI is an ability to discriminate between individual emotions at workplace i.e. good or bad. EI also work as a guide for individual thinking and behavior. Employers are now giving more emphasis towards employee development with new knowledge and appropriate skills through training and mentoring interventions. Trained individuals cannot operate in a vacuum of emptiness which leads towards CWB and provide him/herself all the time for necessary assistance, support and expertise (Penny & Spector, 2002).

This research study will endeavor to examine how much CB practices improve EI of individuals and control CWB at workplace and how EI of individual reduces CWB. Study objectives are to inspect the impact of CB practice i.e. (training, mentoring/coaching, technical education and skills and knowledge) towards controlling CWB including (performance deviance, workplace bullying, cyber loafing, property sabotage) and improving EI including (self regulation, self awareness, empathy/motivation, social skills) and also to find out the impact of EI on controlling CWB. In order to meet those objectives the study organization will be employees of FATA Secretariat Peshawar.

## **2. Literature Review**

### **2.1 Capacity Building and Counterproductive Work Behavior**

Capacity Building (CB) focuses on the development of individual job skills, knowledge, information through training, coaching/mentoring and education (Awan, 2008). Whereas, Counterproductive Work Behavior (CWB) is describe as a behavior of a workforce that contravene organizational regulations and rules which leads to detrimental effect for organization and its member's well-being (Bennett & Robinson, 2000). Training and education are different in nature as education is the process of transferring information and knowledge where as training specifically designed to improve individual job skills which further leads towards enhancement in performance and productivity (Maharajj, Moodley & Reddy, 2000). CB practices enhance employee's potential skills and reduce performance deviance (Cascio, 1998). Study depicts that the when challenges are harmonized to skill and capability, the individual experience s job satisfaction and focused attention (Cheema, 1997). Trained workforce is a vital source of the firm efficiency (Clark, 2000) because all the companies studied by Vakola (2000) reported an urgent need of training in order to use the existing skills and competencies efficiently. The major benefit infatuated by Japan and South East Asian countries were extremely

trained technical workforce. A strapping mechanism was needed to translate the available expertise into economically productive output (Fransman, 1995).

*H<sub>1</sub>: CB has positive effect on controlling CWB.*

## **2.2 Emotional Intelligence (EI) and Counterproductive Work Behavior (CWB)**

The EI came from the idea of social intelligence that was presented by (Thorndike, 1920). The idea of EI was firstly produced by Salovey and Mayer (1990) and stated that it is a capability of the individual's to cope up with emotions. The other scholars explicitly explain the EI as an aptitude to be familiar with one's emotions in diverse situation through self regulation, self awareness, empathy/motivation and social skills (Wong and Law, 2002). Scholars identified two forms of performance deviance associated with employees which are interpersonal deviance and organizational deviance. The interpersonal deviance is detrimental for individuals whereas organizational deviance is harmful for organization (Bennett & Robinson, 2000). CWB was found a serious issue for organizational success which has to be addressed. One research study revealed that if employee emotional intelligence enhanced employees deviant work behaviors would reduce astonishingly (Mayer et al., 2003). The scholars further suggested that there exist negative relationship between EI and CWB.

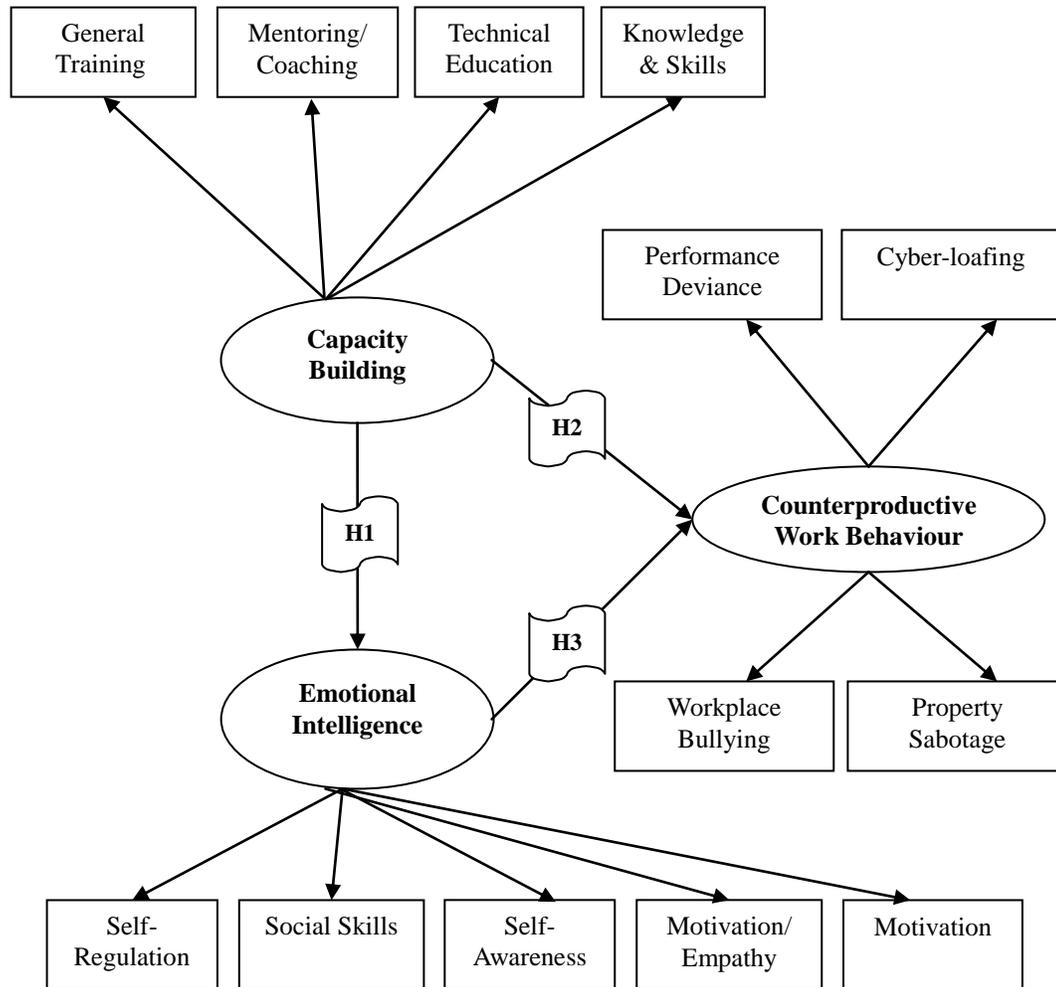
The study on EI was depicted that it plays a pivotal role in preventing negative behaviors of employees (Martin & Kuiper, 1999). Another study concluded that employees EI permanence has adversely affect on CWB (Salgado, 2002). Employees having high level of EI have good moral attitudes towards those who possess low EI (Deshpande et al., 2005). In addition, to that research scholars hypothesize that those employee who have high EI engages less in deviant behaviors as compared to those who have low EI (Petrides, Frederickson & Furnham, 2004). Employees with low EI is the key factor for performance deviance and CWB (Deshpande et al., 2005). In the light of different studies it concludes that high EI is the main factor which reduces the CWB's. So the second hypothesis of the study is as follows:

*H<sub>2</sub>: EI has positive effect on controlling CWB.*

## **2.3 Capacity Building and Emotional Intelligence**

A study concluded that low level of individual's EI is enhanced through CB practices and interpersonal skills (Jordan et al., 2002). The study of Slaski and Cartwright (2003) reported that EI can be enhanced through on or off the job training interventions. It is obvious that training in general has positive impact towards positive outcome of individual communication and conflict resolution. A study of Mayer and Salovey (1997) reported that CB practices increases the individuals awareness, understanding, facilitation and emotion of management. On the basis of literature the third hypothesis of the study is as follows:

*H<sub>3</sub>: CB has positive effect on EI.*



**Figure 1: Conceptual Framework:** Conceptual framework of the study is as follows namely, CEC model.

### 3. Methodology

#### 3.1 Sample and Population

Population of the study was comprised of 200 staff members of FATA Secretariat Peshawar KP, Pakistan. The sample size was determined by the formula of (Cochran, 1977) i.e.

$$n = \frac{N}{1 + N \cdot e^2}$$

Where n=sample size

N=Population

E=marginal rate of error i.e. (5%)

$$n = \frac{200}{1 + 200 \cdot (.05)^2}$$

$$n = 133$$

The final sample was consisted of 133staff members in whom124 members have taken part in survey.

**3.2 Measures**

Measurement instrument tool was questionnaire which was comprised of 2 parts. Part 1 was based on demographic information and part two encompasses the questions regarding CB, EI and CWB on Liker Scale (5-point).

**3.3 Capacity Building**

CB including (training, mentoring/ coaching, technical education and knowledge and skills) was measured from the studies of (Awan, 2008; Clark, 2000) respectively. For each variable five items were incorporate on Liker Scale (5-point). Cronbach’s  $\alpha$  was found .801.

**3.4 Emotional Intelligence**

EI including (self regulation, self awareness, empathy/motivation, social skills) was measured with slightly changes from the study of (Deshpande et al., 2005; Wong & Law, 2002). Cronbach’s  $\alpha$  value was found .798.

**3.5 Counterproductive Work Behavior**

For measuring CWB including (performance deviance, cyber-loafing, workplace bullying and property sabotage) some items were taken from the study of (Awan, 2008; Bennett & Robinson, 2000). Scale reliability found .791.

**4. Result of the Study**

**4.1 Demographic Information**

Total 124 respondents of FATA secretariat included male and female were incorporated in the study. Management level were categorized in three sections low level employee were supervisors that come under cadre 16 and 17 grade, middle level managers were come under cadre of 18 and19 grade and the top level managers include 20 grade and above. The following table briefly depicts the respondent information.

**Table 4.1: Gender, Age and Management**

	Age	Age			Total	Frequency	Mean	SD
		15-30	31-45	45 & over				
<b>Gender</b>	<b>Female</b>	9	4	3	<b>16</b>	12.9%	1.78	.137
	<b>Male</b>	73	29	6	<b>108</b>	87%	2.99	.289
<b>Management Level</b>								
<b>Low level</b>		<b>Middle Level</b>		<b>Top Level</b>	<b>Total</b>			
82		33		9	124			

**4.2 Reliability Statistics**

Acceptable range of Cronbach’s  $\alpha$  is between .79 and above (Sekran, 2003). Following table depicts all values are in adequate ranges.

**Table 4.2: Variables Measurement**

Measure	Items	Mean	SD	A
<b>Capacity Building</b>	General Training	3.92	.588	<b>.801</b>
	Mentoring/ Coaching	3.83	.472	
	Technical Education	3.62	.559	
	Knowledge & Skills	4.07	.511	
<b>Emotional Intelligence</b>	Self Awareness	4.06	.612	<b>.798</b>
	Self Regulation	4.09	.593	
	Social Skills	3.01	.683	
	Empathy	4.02	.757	
<b>Counter Productive Work Behavior</b>	Motivation	3.14	.582	<b>.791</b>
	Performance Deviance	3.42	.593	
	Cyber-loafing	4.02	.683	
	Workplace bullying	3.12	.581	
	Property Sabotage	3.73	.456	

#### 4.3 Matrix Correlation

Following table depicts the values of matrix correlation that depicts there exist positive relationship at ( $r = .702^*$ ,  $p \leq 0.01$ ), ( $r = .612^*$ ,  $p \leq 0.01$ ), ( $r = .603^*$ ,  $p \leq 0.01$ ) among CB, EI & CWB respectively.

**Table 4.3: Correlation**

	Mean	SD	1	2	3	4	5
1. CB	3.20	1.26	.115	.061			
2. EI	3.29	1.17	.080	.064	.702*		
3. CWB	3.27	1.21	.137	.046	.612*	.603*	1

\*  $p \leq 0.01$  (2-tailed)

#### 4.4 Validity and Confirmatory Factor Analysis (CFA)

Before proper data collection phase the questionnaire were distributed among 20 employees of FATA Secretariat Peshawar, KP, Pakistan. Questionnaire items were found by experts in logical order, clear and understandable that depicts face validity was sound enough for data collection. In addition, veteran research scholars were asked to critically observe and rectify the measurement instrument tool if they feel any gap in it and make it the actual representative of the needs of the study. After critically observation by the expert's scholars they reported that all the statements were sufficient enough for the data collection and were the true representative of the needs of the study (content validity). Construct validity for questionnaire items was performed by confirmatory factor analysis (CFA) by using LISREL software version 8.80.

**Table 4.4: CFA Result**

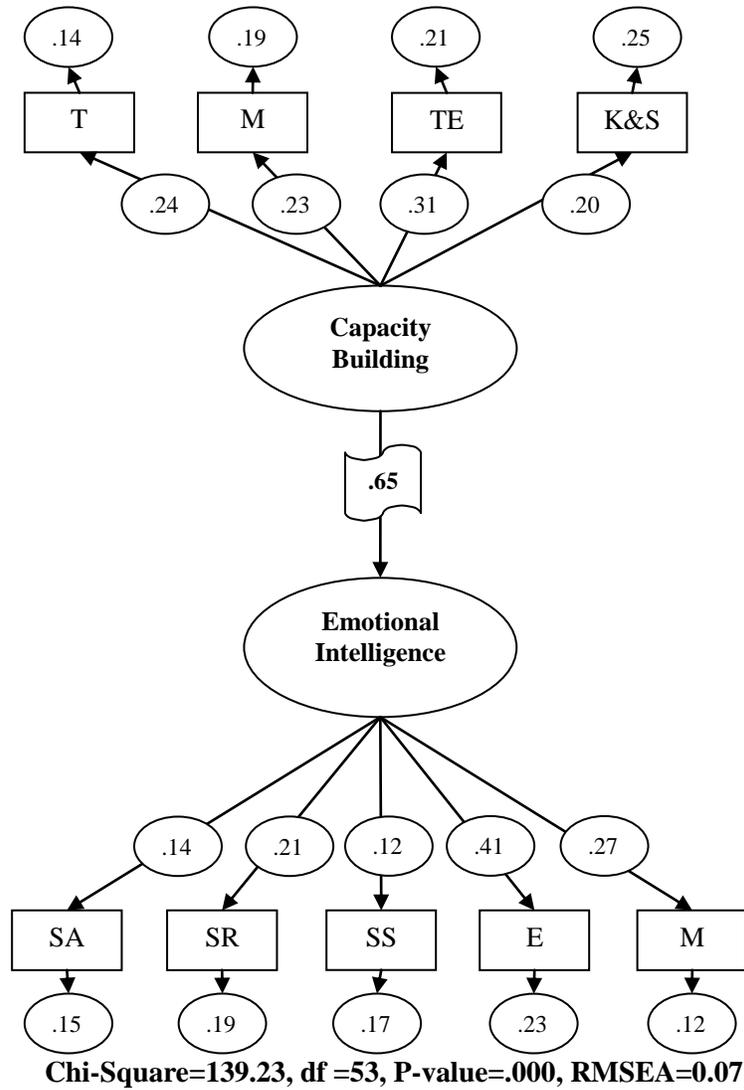
<b>Models</b>	<b>X<sup>2</sup>/df</b>	<b>GFI</b>	<b>AGFI</b>	<b>NNFI</b>	<b>CFI</b>	<b>RMR</b>	<b>RMSEA</b>
Model4: 3 factor model	2.9	0.94	0.87	0.93	0.91	0.02	0.08
Model3: 2 factor model (CB & CWB)	2.6	0.93	0.90	0.95	0.96	0.02	0.06
Model2: 2 factor model(EI & CWB)	2.8	0.92	0.85	0.93	0.94	0.03	0.08
Model1: 2 factor model (CB & EI)	2.6	0.91	0.90	0.92	0.97	0.02	0.07

Different models of study were analyzed by incorporating structure equation modeling (SEM) technique. CFA's analyses reveal that all values of 7 fit indices were in recommended range according to Usluel, Askar & Bas (2008) i.e. (RMSEA $\leq$ 0.06 or  $\leq$ 0.08, X<sup>2</sup>/df $\leq$  3.00, GFI $\geq$ 0.90, AGFI $\geq$ 0.80, RMSR $\leq$  0.10, NNFI $\geq$  0.90, CFI $\geq$ 0.90).

#### **4.5 Structure Model Analyses**

##### **4.5.1 Model 1 (Capacity Building and Emotional Intelligence)**

Model 1 was evaluated by utilizing 7 fit indices. According to Usluel, Asker and Bas (2008) all variables have their own significant loading because all are in standard range. Direct path indicates 65% variation exist in response variable.

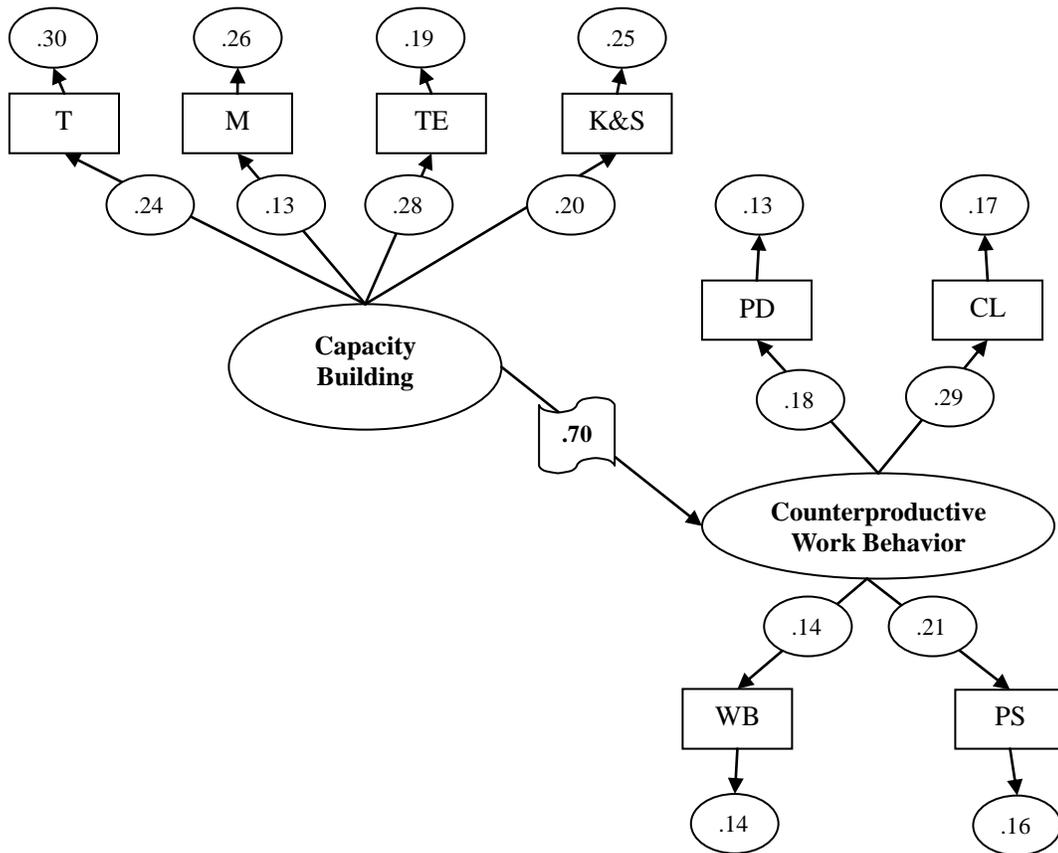


**Table 4.5: Capacity Building and Counterproductive Work Behavior**

Model 1	$\chi^2/df$	GFI	AGFI	NNFI	CFI	RMR	RMSEA
Capacity Building & Emotional Intelligence	2.6	0.91	0.90	0.92	0.97	0.02	0.07
Standard Value (Usluel et al., 2008)	<3.0	>.90	>.80	>0.90	>.90	<.10	0.06-0.08

**4.5.2 Model 2 (Capacity Building and Counterproductive Work Behavior)**

Model 2 was evaluated by utilizing 7 fit indices. According to Usluel, Asker and Bas (2008) all variables have their own significant loading because all are in standard range. Direct path indicates 70% variation exist in response variable.



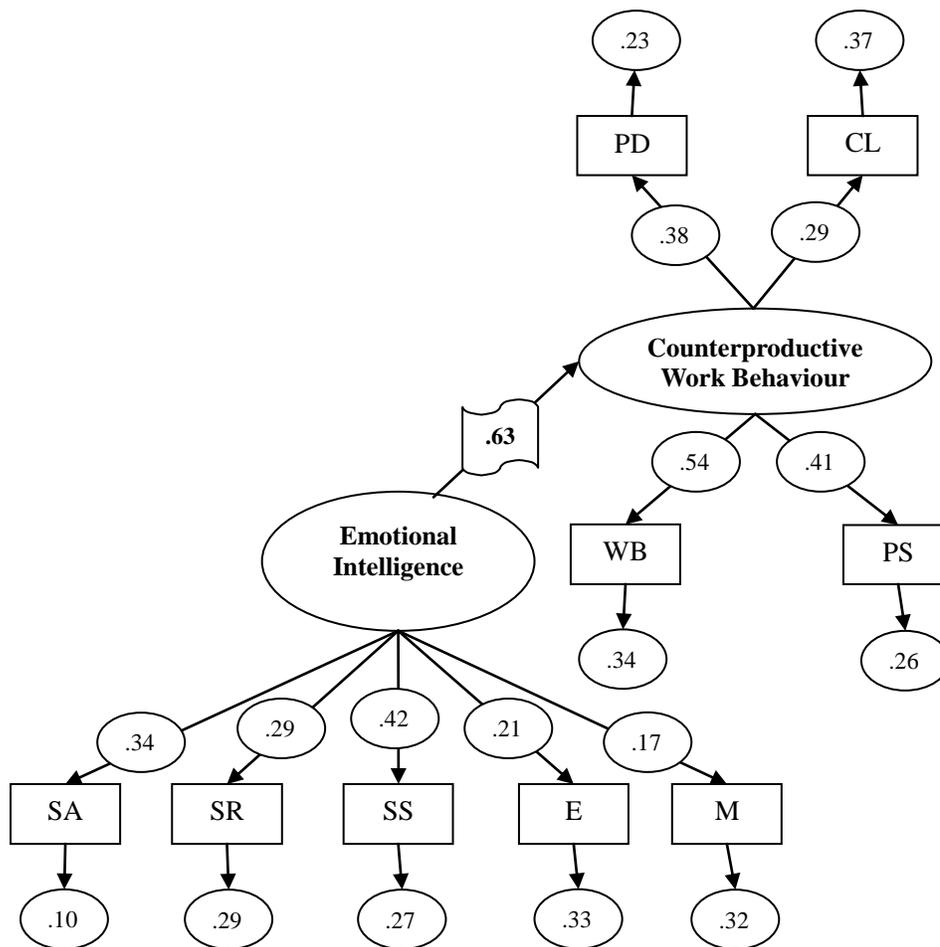
Chi-Square=144.25, df =52, P-value=.000, RMSEA=0.07

**Table 4.6: Emotional Intelligence and Counterproductive Work Behavior**

Model 2	$X^2/df$	GFI	AGFI	NNFI	CFI	RMR	RMSEA
Capacity Building & Counterproductive B	2.7	0.93	0.90	0.95	0.96	0.02	0.06
Standard Value (Usluel et al., 2008)	<3.0	>.90	>.80	>0.90	>.90	<.10	0.06-0.08

**4.5.3 Model 3 (Emotional Intelligence and Counterproductive Work Behavior)**

Model 1 was evaluated by utilizing 7 fit indices. According to Usluel, Asker and Bas (2008) all variables have their own significant loading because all are in standard range. Direct path indicates 63% variation exist in response variable.



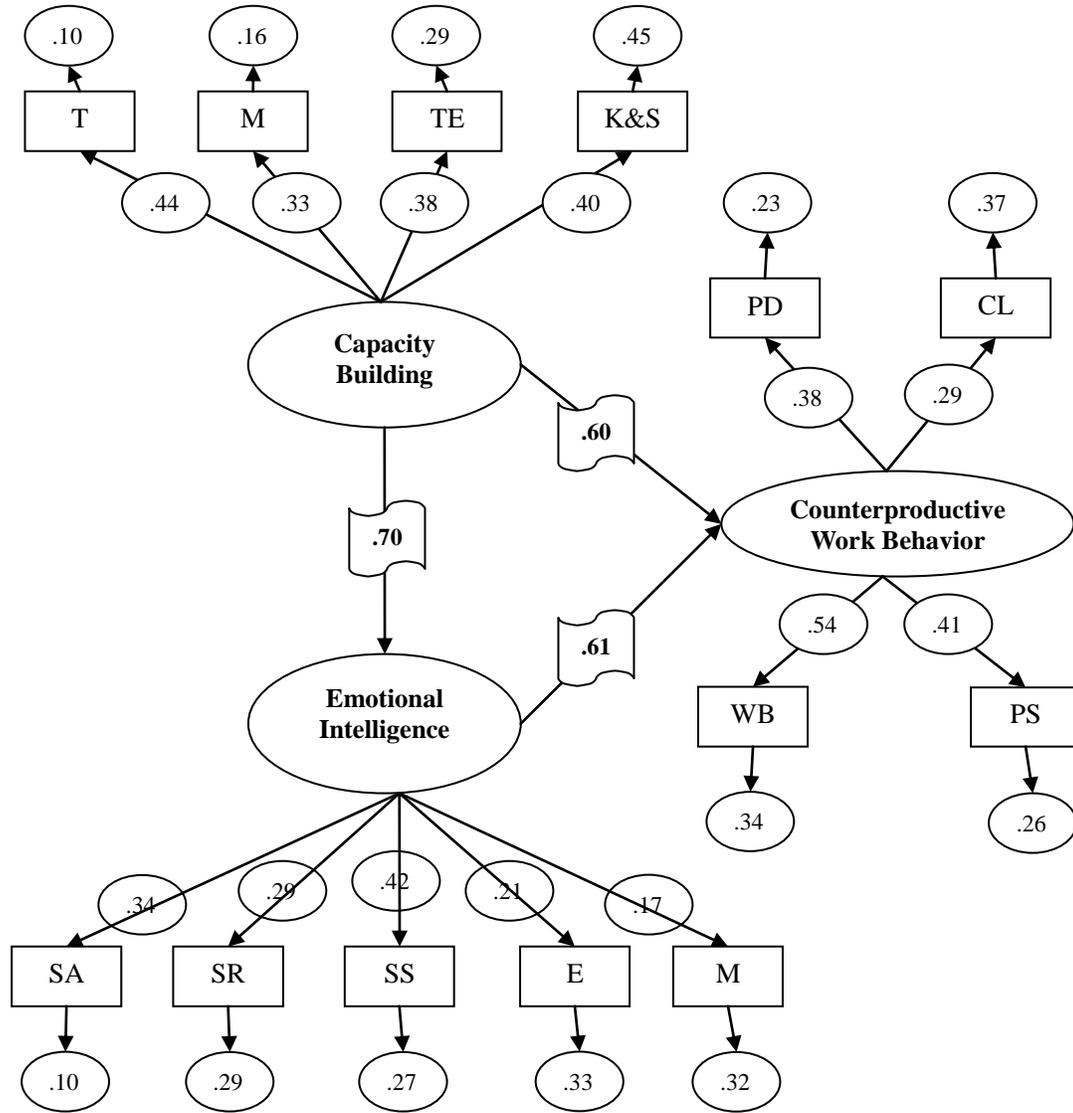
**Chi-Square=138.15, df =48, P-value=.000, RMSEA=0.08**

**Table 4.7: Capacity Building, Emotional Intelligence & Counterproductive Work Behavior**

Model 3	$\chi^2/df$	GFI	AGFI	NNFI	CFI	MR	RMSEA
Emotional I & Counterproductive B	2.8	0.92	0.85	0.93	.94	.03	.08
Standard Value (Usluel et al., 2008)	<3.0	>.90	>.80	>0.90	.90	.10	06-0.08

**4.5.4 Model 4: (Capacity Building, Emotional Intelligence & Counterproductive Work Behavior)**

Following is the result of three factor model (CB, EI & CWB).



**Chi-Square=88.29, DF=32, P-value=0.00000, RMSEA=0.081**

Model 4	$X^2/df$	GFI	AGFI	NNFI	CFI	RMR	RMSEA
CB, EI & CWB	2.9	0.94	0.87	0.93	0.91	0.02	0.08
Standard Value (Usluel et al., 2008)	<3.0	>.90	>.80	>0.90	>.90	<.10	0.06-0.08

Model 4 was evaluated by utilizing 7 fit indices. According to Usluel, Asker and Bas (2008) all variables have their own significant loading because all are in standard range. Direct path CB, EI and CWB were significant and found ( $\beta=0.70$ ,  $t=11.2$ ,  $p<0.05$ ), ( $\beta=0.60$ ,  $t=9.84$ ,  $p<0.05$ ) and ( $\beta=0.61$ ,  $t=10.04$ ,  $p<0.05$ ) respectively.

### 5. Discussion, Recommendation and Conclusion

Scholars become more aware with the importance of the development of women managers. Yet, little concentration has been given towards the CWB by enhancing CB and EI in eastern work setting. Drawing on the conservation of researchers (De Noble, Jung & Ehrlich, 1999; Covin & Slevin, 1989; Makombe, 2006) this study investigated the impact of CB and EI towards CWB. The study depicts the three-factor model i.e. CB, EI and CWB was compared with a series of alternative models. CFA result demonstrates that all the values were in acceptable ranges. Model testing result shows that CB has direct impacts on EI and its further impact on improving CWB. CB and EI accounted for 72% variation in CWB. The result of the study exhibits that CB have strong direct impact on EI which further leads towards improving CWB.

**Table 6: Summary of Result**

Hypotheses	Supported/ Not Supported
H1: CB has positive impact on controlling CWB.	Supported
H2: EI has positive impact on controlling CWB.	Supported
H3: CB has positive impact on EI.	Supported

Aforementioned table demonstrates that all the three hypotheses of the study were supported.

### 5.1 Theoretical Contributions

Previous research studies on CB and EI in Pakistan not focus intensely on controlling CWB (Awan, 2008; Coleman, 2008). So, this study was incorporated to enhance the literature on controlling CWB through CB and EI practices in Pakistan. In addition, results of the study have direct insinuation on the reduction in CWB and developing the organizational environment.

### 5.2 Practical Implications

Study illustrates some vital implication for the managers. Managers become more conscious about the significance of CB and EI and its influence on CWB. Furthermore, managers give high level of encouragement towards CB and EI for CWB. Third, this study suggested that managers can enhance CWB by directly influencing two predictors: CB and EI. Managers consider the rising interference which directly influences a broader range of CWB.

### 5.3 Recommendations

Government should implement such strategies which develop organizational culture in Pakistan. It is vital to construct such an atmosphere where employees are well

satisfied and motivated. This research study strongly suggests that CB and EI practices must exist within the organization which purely deals with the development of organizational culture.

#### **5.4 Future Research Suggestions and Limitation**

This study was partially generalized because sample was taken only one province of Pakistan that is KP and also study was based on cross-sectional basis. So, this acknowledges the fact that the possibility of common errors in some of our results. Thus, it is recommended that future research study should be on longitudinal basis and study should be performed on larger sample size which makes the study generalize for a larger population. The future research study will also encounters some more important mediators' variables which influence on CWB.

#### **5.5 Conclusion**

Three important factors of SEM model (CB, EI and CWB) demonstrate significant relation among the variables. However, CB result depicts most significant and having strong relation with CWB. CB and EI were found to be of significant importance if properly oriented and implemented in the organizations of Pakistan. Moreover, CB and EI were found to have a positive impact on controlling CWB which brings benefits in terms of higher performance and productivity, increased cognitive ability, favorable outcome and enhancement of skills and knowledge pertaining to manager ship. Findings of this study also exhibit that the CB and EI are very much beneficial and have direct effect on CWB.

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