Servant Leadership As A Mediator Of The Relationship Between Emotional Intelligence And Job Performance

Mr. Safi Ullah¹, Dr. Safia Bano², Dr. Nadir Khan³, Dr. Ghulam Jan⁴

¹Lecturer Institute of Management Sciences University of Balochistan, Quetta, Pakistan.

²,³Assistant Professor Institute of Management Sciences University of Balochistan, Quetta, Pakistan.

⁴Assistant Professor Department of Management Sciences University of Turbat, Pakistan.

Abstract
Servant leadership with its profound effect on the performance of organizations has gained much attention among researchers and practitioners. Likewise, another construct of organizational behavior, emotional intelligence, has been noted to have a significant impact on employees’ job performances. This study is undertaken to explore the role of servant leadership between emotional intelligence and job performance, in the higher education sector of Quetta, Pakistan. The present study with the quantitative method in nature used the survey method to collect the data using convince sampling technique, where the data is analyzed using the smart pls software. The results of the study showed that emotional intelligence has a positive association with servant leadership and job performance. In addition, it is also proved that servant leadership mediates the relationship between emotional intelligence and job performance. Furthermore, this study contributes to the body of knowledge by exploring the role of servant leadership, emotional intelligence, and job performance. Furthermore, the study would help leaders to groom as servant leaders and learn how to deal with emotions to be more effective in work settings, and assists organizations, to train their current leaders the traits of emotional intelligence and servant leadership and hire future leaders who possess the characteristics of servant leadership and emotional intelligence.

Keywords: Servant Leadership, Emotional Intelligence and Job Performance.
1. Introduction

As the organizations adopted a diverse workforce, it was realized that valuing people at work is one of the difficult and most valuable competitive advantages to have. Therefore, the focus on leaders increased so that human resources can be dealt with respect and caring. While, traditional leadership practices were failed to produce results (Pratiwi & Nawangsari, 2021). Therefore, there is an increasing trend of leadership approaches that focus on caring, serving, and building relationships with the people (Miao et al., 2021). Eva et al., (2021) maintain that today’s organizations reject the notion of traditional leadership and believe the ethical perspective should be taken into considerations when it comes to leading. Thus, this dilemma triggers the need for leaders who have a caring mindset for their followers’ i.e. Servant Leadership. Similarly, Eva et al., (2018) posit that the leadership approach that emphasizes the concept of serving first is servant leadership (Eva et al., 2018). Likewise, Xie et al., (2021) posit that there is a growing demand for honest, ethical, and serving nature leadership in organizations. In a similar way, Graham (1991) is of the opinion that the leadership style that links values, ethics, and honesty is- servant leadership. Comparably, Direndoncok (2011) states that Servant Leadership is quite unique from other styles of leadership because it works on the concept of serving first then leading. Identically, Servant Leaders care more about their followers than any other leadership approach (Pratiwi & Nawangsari, 2021). In addition, Servant Leadership has been in practice in different types of organizations, i.e. Intel, Starbucks, and have paid rich dividends to these organizations.

Moreover, for leaders to understand the need of their followers, it is imperative that they have the understanding, managing, usage, controlling of self and others’ emotions. Therefore, for a long, it is believed that leaders who control their and followers’ emotions are considered very successful (Mohyi, 2021). As Goleman (1995) suggested that if anything that makes leaders successful is the ability to deal with the self and others’ emotions. Similarly, emotional intelligence has helped leaders to be successful in the work setting (Goleman & Boyatzis, 2017). Likewise, Goleman (1995) stated that for leaders to be successful it’s imperative that they should have the ability to understand their own emotions. But, also have the ability to understand, use and manage others’ emotions too.

Furthermore, the rise of the knowledge economy, technological advances, movements in society, and decrease in traditional sources of funding have raised many questions over traditional ways of leading higher education sectors. Like in other sectors, traditional leadership has been failed to produce results in higher education sectors as well, particularly in developing countries (Ullah, et al., 2020). A bulk of studies have been conducted in many fields like, business, health, etc., to look for leadership styles, which can produce results. However, the higher education sector has gained very limited attention from the scholars in past, but recently the interest is developing to search for a leadership style for the betterment of the mentioned sector (Haider & Ahmed, 2017). Mainly, because the role of the higher education sector in building societies is very crucial, it trains the prospective employees and leaders so that they can become good assets for their organizations and
society (Ullah et al., 2021). Moreover, it is believed that leaders in higher education settings sometimes use an inappropriate style of leadership that not only affects the organization but also the employees and students (Blase & Blase, 2006). Therefore, effective leadership is required in the higher education sector in order to keep teaching staff motivated (Quinn & Andrews, 2010). Thus, it is necessary that diverse leadership theories need to be tested so that positive and negative outcomes can be known (Samad, 2015). Thus, gaining too much support in the field of business, scholars recommend seeing the Servant Leadership’s impact in higher education settings (Sendjaya, et al., 2008). While it is believed that Servant Leadership suits education settings by helping in the motivation of the teaching staff (Ullah et al., 2021).

In addition, it is not an easy task to determine the optimal combination of variables that should be intertwined while studying the topic of leadership. It may not be possible to come up with a collection of variables that will work well at all times, since it is a well-known fact that various sets of attributes and techniques are considered good depending on the situation and the followers at hand. However, it is still possible to devise a collection of variables that will function in the majority of cases (Marques, 2007). Moreover, Marques (2007) has suggested the list of factors that should be studied along with leadership include Emotional intelligence. Similarly, Emotional Intelligence, according to Goleman (1995), is at the heart of successful leadership. Positive leadership intelligence entails not only recognizing emotions in oneself and others, but also understanding how and when emotions manifest themselves and using this knowledge to lead appropriately.

Therefore, by filling the above-mentioned gaps, we examined the association between Emotional intelligence, Servant Leadership, and Job Performance among university teachers and their head of departments. Precisely, this study aimed, to investigate (a) Emotional intelligence’s impact on Servant Leadership; (b) Servant Leadership’s impact on Job Performance; (c) the mediating role of Servant Leadership in the relationship between Emotional Intelligence and Job Performance.

Literature review

2.1 Servant Leadership
Servant leadership is a leadership approach that is based on leader’s desire to do well for others and serve their followers (Greenleaf, 1977). Servant Leadership was introduced by Robert Greenleaf (1977), he defines servant leader as a leader who has serving nature, ready to serve the followers, relies less on a authority of position, more on unity, collaboration, empathy, and trust. Though the concept of Servant Leadership has deep roots with world’s most followed religions. However, in organizational setups this concept has gain popularity for last 4 decades or so (Parris & Peachey, 2013), mainly as organizations and society’s view on leading people has changed from traditional style- which focused on punishment and rewards towards the leadership approaches with focus on values, ethics, and people-centered, like servant leadership (Éva et al., 2021). Éva
et al., (2018) state that Servant leadership is different than traditional leadership approaches. As the previous theories were keenly focused on performance of employees, and the aim was to get the job done by leading. Whereas, basic concept of servant leadership is to serve first then to lead. Rachmawati and Lantu (2014) posit that Servant Leadership focuses on the bigger picture, which is based on empathy, sympathy, and the idea of serving followers first, rather than focusing on authority, legitimacy, and self-care (Pratiwi & Nawangsari, 2021). Similarly, Servant leaders are constantly striving to develop their followers in order to make them smarter, stronger, and more independent in their practices, by putting their followers' growth and well-being first (Xie et al., 2021). Servant leaders are often striving to improve their followers' wisdom, fitness, and autonomy in their activities by putting their followers' development and well-being first. As a result, these characteristics distinguish SL from other leadership types (van Dierendock, 2011).

Hence, due to serving nature of servant leadership and its profound effect on organizations’ performance scholars believe that it should be tested in educational setups, as this is beyond the concept of individualism (Eva et al., 2021). Taylor et al., (2007) believe that servant leadership focuses on development of followers, therefore, it role should be examined in educational institutions. Moreover, Buchen (1998) believes that servant leadership should be considered an effective leadership approach for faculty development.

2.2 Emotional Intelligence
Emotional intelligence is defined as a type of social intelligence which comprises on one’s ability to understand, control self and other’s emotions, and guide emotions towards required action. Emotional Intelligence construct has four key dimensions that include perceiving, usage, understanding, and managing of emotions. Over the years, many definitions and applications of EI have been proposed. However, these definitions and applications are examined to be complementary rather than conflicting (Mohyi, 2021). The most widely used definition which presented by Salovey and Mayer (1990). Salovey and Mayer (1990) characterized Emotional Intelligence as the ability to control one's own and others' emotions, to distinguish between positive and negative emotional effects, and to use emotional information to influence one's thoughts and behaviors (Moroń & Biolik-Moroń, 2021). Goleman (1995) popularized Emotional Intelligence in his book: Why It Can Matter More Than IQ. According to Goleman (1995), Emotional intelligence is a significant contributor to individual success, especially in the workplace, accounting for about 80% of success and intellectual intelligence for the remaining 20%. Mayer and Salovey (1997) proposed that Emotional Intelligence is distinct from other types of intelligence, since it deals with emotional content and management, abilities that connect emotion and cognition. On the other hand, Goleman's perspective includes social and emotional skills such as personality characteristics and attitudes. Emotional Intelligence is a framework made up of personal attributes that serve as instruments to positively impact experiences and everyday life activities (Moroń & Biolik-Moroń, 2021).
2.3 Emotional Intelligence and Servant Leadership.

Servant leadership is a leadership approach that focuses on morality and ethics. Leaders can practice empathy and ethics when they have control over their emotions (Lee, 2019). Miao et al., (2021) believe that Emotional intelligence has a close association with leadership approaches like ethical and servant leadership, because it is all about understanding self and others need. In addition, this can be witnessed by the number of studies in literature which has examined the relationship between the two constructs (Eva et al., 2019). Similarly, Barbuto et al (2014) posit that the theoretical connection exists between servant leadership and emotional intelligence. Likewise, Miao et al., (2021) believe that people with high emotional intelligence are more successful in their work settings, similarly, leaders scoring high on emotional intelligence are much successful in their work settings. Likewise, Eva et al., (2019) posit that leaders with high EI are quite capable of understanding their own emotions and feeling, thus this make them capable to deal with others in a way others’ expectations are satisfied. (Eva et al., (2018) claims that servant leaders with high EI skills can focus more on the development needs of their followers because servant leadership is other-oriented leadership approach. Likewise, high emotionally intelligent leaders have excellent communication skills in order to communicate their thoughts and feeling to their followers so that organizations goals are achieved in a positive ways (Miao et al., 2018).

However, Miao et al., (2021) maintain that despite the huge volume of studies, conclusion of the studies has shown fragmented and mixed results. We believe emotional intelligence does have an influence on servant leadership in many ways. Like, high Emotional Intelligence helps people to understand others’ feeling and emotions, thus, servant leaders with high EI tend to be very effective in underrating their followers needs (Miao et al., 2021). Similarly, emotional intelligent leaders are most likely to focus on long term growth of organizations (Greenleaf, 1977), as this concept of Emotional Intelligence resembles with the servant leadership. Likewise, Servant Leadership does have a clear concern for betterment of community and organizations (Miao et al., 2021).

Therefore, we propose;

**H1: There will be positive relationship between Emotional Intelligence and Servant Leadership**

2.4 Servant Leadership and Work Performance.

Job Performance refers to the overall expected value that a person may bring to the company for a given time span in exchange for the benefits that he or she receives (Motowidlo, 2000). Servant Leadership has proven to be a positive predictor of followers’ job performance (Schwarz et al., 2016). Leaders that serve as servants are similar to organizational agents (Parris and Peachey, 2013). As a result, they are constantly striving to enhance their employees' well-being. Despite their excessive dependency on employees' needs and desires, they do not overlook employee efficiency(Spears,1996). Servant leaders use a serving approach to achieve long-term organizational efficiency (Eva et al., 2018). Furthermore, Servant Leadership has been shown to be a predictor of various individual and organizational outcomes (Liden et al. 2008; Liden et al.
Similarly, servant leadership has a positive impact on the teams’ performance (Sousa & Dierendonck, 2016; Choudhary, Akhtar, & Zaheer, 2013). Regardless of the amount of research that has been done on the relationship between Servant Leadership and organizational related outcomes. There is a still inconsistency in the findings when it comes to determining the strength of a relationship (Lee, 2019; van dierendonck, 2011). Some research found a stronger link (Ling et al., 2016), while others found only a weak link (Neubert et al., 2016). As a result, our understanding of Servant Leadership is limited (Lee, 2019). In addition, Parris and Peachey (2013) suggest that Servant Leadership is a worthwhile field of research. Likewise, Reed et al., (2011) posit that there is a scarcity of research aimed at analyzing the impact of Servant Leadership behavior. Also, Plessis et al., (2015) believe that there are only a few quantitative studies that look at the relationship between Servant Leadership and Emotional Intelligence. Therefore, more studies should be conducted to clear the association between the two constructs. Thus, to fill this gap and add value to literature, We hypothesis that

**H2: There will be positive relationship between Servant Leadership and Job performance**

2.5 Emotional intelligence, Servant Leadership and Job Performance.

As per the definition of emotional intelligence, Emotional Intelligence is all about usage, understanding, managing and controlling of emotions of self and others. In work settings it has been noted that people with high Emotional Intelligence are more successful than people with low. Therefore, the bulk amount of literature exists to study both constructs. Researchers also believe that Emotional Intelligence has close association with leadership. In practice, it has been observed that leaders with high Emotional Intelligence tend to be more effective in leading the people, in contrast to leader who score low on Emotional Intelligence. In addition, in work settings where employees have been noted to dealt with care and respect – like servant leaders have contributed magnificently towards organizational goals (Eva et al., 2018). As under the servant leadership employee feel sense of worth, respect and caring (Liden et al., 2019). Furthermore, servant leaders focus on development of followers, and put their interest first – on priority. In order to develop the followers it is necessary to understand their needs, thus, emotional intelligence is needed to be a successful in addressing the followers needs (Mohyi, 2021).

Furthermore, studies have confirmed that leaders with cognitive ability have contributed towards organization goals (Judge et al., 2004). Likewise, cognitive intelligence is one of the most and single best predictor of employee’s job performance (Schmidt et al., 2008). Likewise, numerous studies have shown that Emotional Intelligence has a positive influence on both personnel and organizational outcomes. Like, O’Boyle et al (2011) posit that emotional intelligence positively affects employees’ job performance. Similarly, Mohyi, (2021) retains the opinion that emotional intelligence leads to positive predictor of human behavior. Likewise, wealth of studies have confirmed the relationship between emotional intelligence with our personal and organization
outcomes, like team performance, counterproductive behavior, leadership, health, organizational commitment, turnover intention and many more (Miao et al, 2021).

Hence, the current study will attempt to fill this void by examining the mediating function of servant leadership in the relationship between emotional intelligence and job performance. Since Emotional Intelligence can assist workers in thinking positively, forgetting, and moving forward, thus, this results in high performance at work settings. Similarly, practice of servant leadership behaviors help in motivation of work force and get the work force moving effectively. Put together, in the work settings where leaders with high emotional intelligence, plus practicing the behavior of servant leadership produce profound results. Therefore, it is proposed that;

**Hypothesis 4.** Servant Leadership will mediate the relationship between Emotional Intelligence and Job Performance.

3. Methodology

3.1 Sample and Procedure
Self – administrated survey method was used for collection of the data for the study. The study’ participants were teaching faculty members and their heads of departments of five universities in Quetta, Pakistan. Convenience sampling technique was used to collect the data. The total of the 300 questionnaires were distributed. Later the total of 200 heads of department (HODs)—faculty member dyads usable matched responses, were received and used in the study (67 percent
response rate). The respondents consisted of 61 HODs, with faculty members working under them. Each group consists of 1 HOD and 2 to 05 faculty members.

In data collection, Teaching faculty (followers) were asked to rate their leader on servant leadership and themselves on emotional intelligence. While, leaders (head of departments) were requested to rate their followers on job performance. Each questionnaire was coded to make the matching process easy.

3.2 Measures
All items were measured using a Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Servant Leadership: The sample question is “I would seek support from my manager if I had a personal problem,” with a Cronbach's alpha of 0.93 (Liden et al, 2014).

Emotional Intelligence: Emotional Intelligence was measured using a 16-item scale. Sample question is “I am very capable of managing my own emotions,” (Wong & Law, 2002). The scale's alpha value is 0.89.

Job Performance: Job Performance was measured using a six-item scale, with an example item being "The quality of my subordinate's work is top notch" (Kuvaas, 2007). Scale has an alpha value of 0.86.

3.4. Data analysis
The data in this study was analyzed by using partial least squares (PLS) with smart PLS 3.2.7 version. Two steps were performed in Smart PLS namely, measurement model and structural model to assess the results of the data.

4. Results

Respondents’ Profile
The total respondents of the study were 150. Out of which 95 were male and 55 female. Their ages ranged from 25 to 60, with an average age was 39.97 and standard deviation 7.82. 135 participants were from public sector universities and 15 were from private sector. Likewise, total 50 head of departments were participated in the study. Which average age of 53.25 and standard deviation of 6.78.

Measurement model
To assess the reliability of the data, composite reliability was examined for all the constructs of the study. The findings demonstrated that all the values were above the threshold value of 0.70 (Hair, Risher, Sarstedt, & Ringle, 2019). Further, to assess the validity of the data in this study, we examined both the convergent and discriminant validity. Convergent validity in this study was assessed by checking the factor loadings and Average Variance Extracted (AVE) for each of the
items and constructs. The recommended cut-off value of factor loading of items is 0.5 (Hair et al., 2014). However, in this study only two items were dropped with less loadings (e.g., E14 and E15), whereas all items had loadings above the cut-off significant value. Next, the AVE of each construct was assessed to check the convergent validity with the threshold value of minimum 0.50 (Hair et al., 2014). The AVS scores for each construct ranged from highest 0.607 for job performance to lowest value of 0.506 for emotional intelligence. Table 1 displays the values of factor loadings of the items, CR and AVE scores of each construct.

Furthermore, we assessed the discriminant validity via the Heterotrait-Monotrait (HTMT) ratio (Hair et al., 2019). As recommended by Henseler, Ringle, and Sarstedt, (2015) to assess the HTMT ratio, the cut- off value of 0.90 for HTMT was followed in this study. The analysis results showed that all values in this study were below the critical value of 0.90 (displayed in Table 2). Hence, this study confirmed discriminant validity of the measurement model.

**Table 1.** Outer loadings, composite reliability (CR) and average variance extracted (AVE)

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Items</th>
<th>Loadings</th>
<th>AVE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>EI1</td>
<td>0.690</td>
<td>0.506</td>
<td>0.935</td>
</tr>
<tr>
<td></td>
<td>EI2</td>
<td>0.683</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI3</td>
<td>0.686</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI6</td>
<td>0.665</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI7</td>
<td>0.719</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI8</td>
<td>0.718</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI9</td>
<td>0.748</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI0</td>
<td>0.714</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI11</td>
<td>0.734</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI12</td>
<td>0.783</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI13</td>
<td>0.673</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI14</td>
<td>0.731</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI15</td>
<td>0.734</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI16</td>
<td>0.673</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Servant Leadership (SL)</td>
<td>SL1</td>
<td>0.695</td>
<td>0.528</td>
<td>0.886</td>
</tr>
<tr>
<td></td>
<td>SL2</td>
<td>0.679</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL3</td>
<td>0.788</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL4</td>
<td>0.740</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL5</td>
<td>0.785</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment of the structural model

For assessing the structural model in this study, we evaluated the coefficient of determination ($R^2$) and path coefficients. The recommended cut-off value of $R^2$ is 0.10 (Falk & Miller, 1992). Hence, $R^2$ value of 0.192 for servant leadership shows that 19.2% of variance in servant leadership is explained by only emotional intelligence, and $R^2$ value of 0.434 for job performance shows that 43.4% of the variance in job performance is explained by servant leadership.

Further, to evaluate the significance of the path coefficients and determine the direct relationships between emotional intelligence, servant leadership and job performance, PLS-SEM bootstrapping (5000-resample) was used to generate standard errors, bootstrap t-statistics, and p-values. The findings demonstrated that hypothesis 1 was accepted. The results showed that there is a positive and significant relationship between emotional intelligence and job performance. ($\beta = .459, t = 7.690, p < 0.01$). Regarding the hypothesis 2, findings indicated that there is a positive and significant relationship between emotional intelligence and servant leadership ($\beta = .439, t = 5.383, p < 0.01$), hence, hypothesis 2 is accepted. Finally, the last hypothesis 3 for the direct relationship in this study, we checked for the direct relationship of servant leadership on job performance. The findings demonstrated that there is a positive and significant relationship between servant leadership and job performance ($\beta = .608, t = 9.02$).

<table>
<thead>
<tr>
<th></th>
<th>EI</th>
<th>SL</th>
<th>JP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(JP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP1</td>
<td>0.810</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP2</td>
<td>0.822</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP3</td>
<td>0.676</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP4</td>
<td>0.798</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP5</td>
<td>0.780</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP6</td>
<td>0.782</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correlation</strong></td>
<td>0.608</td>
<td>0.590</td>
<td></td>
</tr>
</tbody>
</table>

Notes: Diagonal values represent the square root of average variance extract, while off-diagonal values represent the correlation

Table 4. Assessment of discriminant validity using HTMT
between servant leadership and job performance (β=.312, t=3.937, p<0.01). Hence, hypothesis 3 is accepted.

**Mediation Analysis**

To assess the mediating analysis in this study, we followed Preacher and Hayes (2008)’ method. Under this method, the significance of the mediating relationship is assessed through bootstrapping. The indirect relationship was considered significant when the critical value of t-value exceeded 1.96. Further, we considered the indirect relationship to be significant in case of the absence of “0” value in between confidence interval suggested by Preacher and Hayes (2008). The last hypothesis H4 was established to determine the indirect relationship of servant leadership between emotional intelligence and job performance. The findings showed the said relationship is significant (β = .137, t=2.910, p< 0.01, BC.95LL=0.062 and UL=0.246). Hence hypothesis H4 is supported.

**Table 5. Hypotheses tests for direct and indirect relationships**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Path</th>
<th>β value</th>
<th>S.E</th>
<th>T-value</th>
<th>P-value</th>
<th>Decision</th>
<th>BC 95% LL</th>
<th>BC 95% UL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Effects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1</td>
<td>EI&gt;JP</td>
<td>0.459</td>
<td>0.060</td>
<td>7.690</td>
<td>p&lt;0.01</td>
<td>Supported</td>
<td>0.349</td>
<td>0.547</td>
</tr>
<tr>
<td>H2</td>
<td>EI&gt;SL</td>
<td>0.439</td>
<td>0.081</td>
<td>5.383</td>
<td>p&lt;0.01</td>
<td>Supported</td>
<td>0.278</td>
<td>0.446</td>
</tr>
<tr>
<td>H3</td>
<td>SL&gt;JP</td>
<td>0.312</td>
<td>0.079</td>
<td>3.937</td>
<td>p&lt;0.01</td>
<td>Supported</td>
<td>0.183</td>
<td></td>
</tr>
<tr>
<td><strong>Indirect Effects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H5</td>
<td>EI&gt;SL&gt;JP</td>
<td>0.137</td>
<td>0.047</td>
<td>2.910</td>
<td>0.004</td>
<td>Supported</td>
<td>0.062</td>
<td>0.246</td>
</tr>
</tbody>
</table>

**Note:** EI, Emotional Intelligence, SL, Servant Leadership, JP, Job Performance
5. Discussion

The aim of this study was to examine the relationships between Emotional Intelligence, Servant Leadership and Job Performance. The results of the analysis suggested that significant relationships can be found among all three constructs. Furthermore, our study indicated that Servant Leadership mediates the relationship between Emotional Intelligence and Job Performance. To our knowledge, this is the only research that has explored the role of Servant Leadership as a mediator in the relationship between two constructs, by using dyadic data. Our findings add value to literature by the mechanism Emotional Intelligence effects Job Performance. Similarly, the study confirms the relationship between Emotional Intelligence and Job Performance, Emotional Intelligence and Servant Leadership and Servant Leadership and Job Performance.

Our first hypothesis Emotional Intelligence positively predicts Job Performance, was retained. Hence, our finding proved the association between the two constructs, and findings are in line with past studies. Like Moroń & Biolik-Moroń, (2021) proved that emotional intelligence trait helps in higher productivity in employees likewise, Mohyi (2021) posits that high level of emotional intelligence would help in generating high level of job energy, promotes organizational commitments, and organizational citizenship behavior.

Figure 1. Results of the hypothesized relationships
Likewise, the second hypothesis Emotional Intelligence positively predicts servant leadership was proven true. As limited number of studies exist to prove the association between the two constructs (Barbuto et al., 2014). Whereas, a large body of evidence suggests that Emotional Intelligence and leadership (mostly transformational leadership) have a significant relationship. Likewise, Lee (2019) claims that the Servant Leadership and Emotional Intelligence have a positive relationship in sports settings. Other studies, such as Razvi et al., (2015), are of the opinion that the connection do exist between Emotional Intelligence and Servant Leadership. Thus, our study backs proves the positive association between the two constructs and suggests that leaders with high emotional intelligence tend to practice more the behaviors of servant leadership.

Similarly, the third hypothesis, that Servant Leadership has a positive effect on Job Performance, has been proved correct, as existing literature confirmed the role of servant leadership in various job related outcomes (Liden et al., 2008; 2014; Eva et al., 2018; 2019; 2021, Sousa & Van Dierendonck, 2016), Liden et al., 2008; Choudhary et al., 2013).

Furthermore, this study’s final hypothesis, Servant Leadership mediates the relationship between Emotional Intelligence and Job Performance was accepted. Our findings were consistent with previous research, which found that EI partially mediates the relationship between Servant Leadership and organizational citizenship activity (Shahzad et al., 2011),

Practical implementations
According to the findings of our research, emotionally intelligent leaders are much effective in work settings. Furthermore, when servant leaders are emotionally intelligence they do have positive influence on their followers’ job performance. Thus, Servant Leadership strengthens the relationship between emotional intelligence and work performance, and it has the potential to increase Job Performance in organizations. Furthermore, if organizations want to boost their workers' Job Performance, they should first they make sure their leaders are emotionally intelligent. Secondly, if they hire leaders they should look for Servant Leadership trait along with Emotional Intelligence skills in their leaders. Second, they should train their current leaders the behaviors of servant leadership and develop the skills in them how to deal with emotions of self and others. Third, companies should provide Emotional Intelligence training to their staff and executives.

Strength and limitations.
The first strength of our research was that it used data from both followers and leaders to assess the mediating influence of SL in the relationship between Emotional Intelligence and Job Performance (dyadic relationship). Second, as far as we know, this is the first and only research to use Servant Leadership as a mediator between Emotional Intelligence and Job Performance, specially, in education sector.
One drawback is the cross-sectional existence of this research; second, this study was performed in the sense of Pakistan, so the findings cannot be generalized. Third, we made both the follower and the leader rate each other, which may have caused a fear of privacy when ranking.

Future Research suggestions
Researchers may benefit from the limitations of current studies in future studies. For example, in similar studies, larger sample sizes for both the leader and the follower can result in better results. Second, since the current research used a 7-item scale, a lengthy version of the Servant Leadership scale would be preferable could result in better results. Third, for better outcomes, scales should be translated into local language, as difficulty interpreting non-native languages will lead to inappropriate responses. Fourth, longitudinal research can be carried out to see how the same structures interact causally. Fifth, research in various countries can be undertaken to resolve the problem of generalization. Sixth, other or self-rated experiments should be performed to determine the outcomes of the investigated constructs. Seventh, similar research can be done in fields other than higher education, such as industry, health, and non-profit organizations. Eighth, the same variables can be examined as moderators to see how they affect the structures. Ninth, the study's mediators should be tested for other leadership types, such as transactional, transformational, legal, and so on.

6. Conclusion
The present study was conducted to examine the role of Emotional Intelligence on Servant Leadership and Job Performance. In addition, to explore the role of Servant Leadership as a mediator between Emotional Intelligence and Job Performance. The findings of the study showed that Emotional Intelligence predicts servant Leadership and Job Performance. Moreover, Servant Leaders emerged as a mediator between the two constructs. Our study adds value to the organizational behavior literature, explores new areas for researchers plus benefits organizations in the selection and training of their leaders and employees.

References


