The Influence of Emotional Intelligence on Job Performance of Frontline Service Employees: The Moderating Role of Service Types

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Abstract

Service organizations rely heavily on humans to deliver the service. The only difference is the level of dependency on the human aspect for different types of service. Professional service depends mostly on humans to deliver the service but mass service is the least dependent on human element when delivering the service. Therefore, investigating the role of emotional intelligence in influencing employee performance by looking at different types of service is crucial because it has been widely accepted that emotional intelligence is the panacea to poor employee performance. This study involved employees from three different types of service organizations; higher learning institutions, insurance agencies and banks. A series of moderated multiple regression analyses were performed to analyze the research data and the results indicate the significant relationship between use of emotion and job, the relationship between use of emotion and career role, and the relationship between use of emotion and team role. Regarding the moderating role of service types, the study found that professional service moderates the relationship between self-emotion appraisal and job role, the relationship between others emotion appraisal and job role, the relationship between regulation of emotion and organization role, the relationship between use of emotion and career role, and the relationship between use of emotion and innovator role. Service shop, on the other hand, moderates the relationship between self-emotion appraisal and job role, and the relationship between use of emotion and team role. The implications of the study are discussed in the paper.

1. Introduction

Service sector employees are experiencing a high level of pressure because the service industry has become the main contributor to the economic growth of the country. Insurance companies, hotels, transportation companies, restaurants, financial and educational institutions and others turn up to be the main players in the economy. Hence, service firms and businesses are offering a wide range of services to cater the need of different categories of customers.

Most customers often judge the performance of frontline service employees by associating it with their behavior and attitude. Whenever frontline service employees perform well, it will increase the satisfaction of customers and vice versa. Plentiful face-to-face meetings offer frontline service employees with excellent opportunities to gather first-hand customer reactions, they create an idea to revise existing routines and realize a better recovery performance accordingly. Many organizations have developed many strategies to increase the satisfaction of customers besides enhancing frontline service employees' performance. However, existing strategies seem to be lacking to cater for

service workers. Additionally, little attention and research among scholars have been given to the factors of how frontline service employees can improve their performance and deliver excellent service and stay competitive.

Moreover, it is difficult in measuring employees' performance of service employees compared to other sectors. Mohamad and Jais (2016) stressed that employees can manage their emotion with a high level of intelligence to retain a positive mental state, which consequently improves job performance. According to McFarland, Rode, and Shervani (2016) and Kearney, Walsh, Barnett, Gong, Schwabe, and Ifie (2017), most of the research deliberately consider the antecedents of frontline employees which might drive individual job satisfaction, commitment and performance. However, recently, many researchers realized that integrating the critical role of emotions is crucial in evaluating performance. To support the statement, there is a citation from Goleman (1997), supported by Shamsuddin and Rahman (2014), which indicated EI as the way people recognize their own feelings, motivate one-self and identify how to manage their emotion in the relationship. However, it is necessary to enable effective regulation of emotion and to have a greater understanding of customer's emotions, which can be used to reduce the possibility of interpersonal conflict and improve the performance of frontline service employees.

With the high demands from the organization to have a better deal with customers and achieve a market niche, there are also companies that require their employees to display a high level of EI. To support the statement, similar research done by Mohamad and Jais (2016) specified that the emotions in terms of retaining a positive mental state can be managed by employees with a high level of intelligence, which can lead to improved job performance. McFarland et al. (2016), AlDosiry, Alkhadher, AlAqraa and Anderson (2016) said that EI might drive the individual performance, however, it does not have a linear effect. They agreed that as cognitive intelligence decreases, EI becomes a stronger predictor. Thus, there has been an endless debate among scholars regarding EI which have limited use and a few weaknesses related to service employees' performance.

An important success factor for frontline service employees is an employee-customer interface. This is because they are the first touchpoint for customers. However, employees commonly suffer from an extremely high level of stress and emotional disturbance, which directly or indirectly affects performance. Employees are expected to provide outstanding performance and display appropriate emotions to their customers (Suhartanto, Dean, Nansuri, & Triyuni, 2018). Even though they are not in good emotion and conditions, they still need to deliver excellent customer service as their actions portray the organization image.

Moreover, the work context varies by the service types, organizations frequently put constant pressure on their frontline service employees. The employees need to be dynamic, meticulous, analytical and polite yet result-driven. This situation makes the frontline service employees experience burnout, stress and depression (Chiang, Birtch & Cai, 2014). All the pressure is due to their nature of work such as poor remuneration, working long hours, and limited training activity. Thus, this condition affects service employees' emotions physically and mentally which will be shown in the way they interact with the customers. Subsequently, all inappropriate actions from frontline service employees due to the injury of their emotions will affect their job performance.

In the meantime, the present study will evaluate the intensity or medium of interaction between frontline service employees in service by evaluating their performance. The EI can be differentiated according to service classification scheme settings known as professional service, mass service and service shop (Silvestro, Fitzgerald, Johnston & Voss, 1992). In professional service, the employees are highly customized, process-oriented and have relatively long customer contact time. The professions in this professional service type are consultants, doctors, architects, engineers, lecturers and many more. Meanwhile, employees work in retail banks, rental service and hotels known as service shop. The profession of service shop falls between professional and mass services where its process focuses on front-office who need considerable skills and judgment in meeting customer needs. Finally, the mass service type is defined as those who deal with many customer transactions. Additionally, they deliver service to their customers with little customization. Employees who work in the telecommunications industry, bus service industry, fast food industry and insurance agents are grouped as the mass service type (Silvestro, et al., 1992).

There are studies that found that EI has a significant relationship with job performance as discussed above, however, the finding is limited to certain service settings. Due to that, this study attempts to evaluate the role of EI in influencing employees' job performance in different service contexts. In other words, the study seeks advanced knowledge on the effect of service types on the relationship between EI and employees' performance.

2. Literature Review

2.1 Job Performance Defined

Job performance as mentioned by Scullen, Mount and Goff (2000) and agreed by Shamsuddin and Rahman (2014), is an organizational practice that plays the main role in determining other organizational outcomes such as merit-based compensation, promotion and retention of employees. Performance can be classified as the element that the organization assigns employees to perform their job completely. Performance can also be defined as an achievement of organizational goals, completion of organizational expectations, achievement of standards or the fulfilment of the organizational ability.

Performance should not only be perceived as an action, but it must be described as an evaluative process (Mihalcea, 2014). This statement was supported by Shamsuddin and Rahman (2014), who added the peripheral factors such as social and political elements and human resources that need to be calculated in job performance. The external factors should also be emphasized comprising the organizational culture and economic viability, the availability of the resources, and the social and political factors. Therefore, there are various models describing job performance in order to evaluate job performance fairly. The widely accepted method of conceptualization of employee performance is the role-based model developed by Welbourne, Johnson and Erez (1998), who suggested that there are five dimensions of employees' job performance. They recognized five roles of performance namely the job role, career role, innovator role, team role and organization role behavior.

Conversely, Murphy and Kroeker (1982) suggested that work performance could be modelled using four dimensions consisting of task behaviors, interpersonal behaviors (communicating and cooperating with others), downtime behaviors (work-avoidance behaviors) and destructive/hazardous behaviors (the behaviors that lead to a clear risk of productivity losses, damage or other setbacks). On the other hand, Campbell, McHenry and Wise (1990) developed a framework of job performance which is meant for a specific target. The work performed in the army is described in five dimensions consisting; core technical proficiency, general soldiering proficiency, effort and leadership, personal discipline and physical fitness and military bearing.

Furthermore, Borman and Brush (1993) developed a framework using critical incidents analysis in which managerial work performance is described by using technical activities and mechanism of management, interpersonal dealings and communication, leadership and supervision and useful personal behavior and skills (e.g. persistence, handling crisis and stress as well as organizational commitment). Finally, Borman and Motowidlo (1993) differentiated job performance into task and contextual performance. Task performance refers to the proficiency of an individual's completion of a task. On the other hand, the contextual performance includes interpersonal behavior and the action that can improve organizations such as cooperating with others, following organizational rules, and procedures, and volunteering to carry out task activities (Motowidlo, Borman & Schmit, 1997).

Due to the comprehensiveness of the job performance theories listed above, this study intends to focus on the model that has dimensions suitable for measuring service employees' performance. Therefore, this paper will use the model that was proposed by Welbourne, et al. (1998), known as Role-Based Performance Scale (RBPS) that assesses five different facets of the job incumbent's role. The following table (Table 1) describes the five dimensions of RBPS as suggested by the authors:

Table 1: Job Performance Dimensions (Welbourne, et al., 1998)

Dimension	Description
Job role	Task specifically related to a job description
Career role	Acquiring extra skills for the improvement of career
Innovator role	Value of creativity and innovation in one's job and organization
Team role	Capability to support and working with each other to the success of an organization
Organization role	An extra effort beyond one's concern of the organization

2.2 Emotional Intelligence Defined

Emotional intelligence (EI) is defined as "the capacity to reason about emotions to enhance thinking. It includes the ability to accurately 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" (Mayer, Salovey, & Caruso, 2004, p. 197). Earlier, EI is defined by as a group of social intelligence to observe own and other emotions (Mayer & Salovey, 1990). Those who have a high degree of EI would differentiate these types of emotions and simultaneously use the information received about the emotions as a guide for thinking and reaction. EI is found to positively associate with employee performance (e.g. Kearney et al., 2017).

2.3 The Relationship between EI and Job Performance

According to recent research by Zhang, Cao and Wang (2018), and supported by similar research by Rezvani, Wiewiora, Ashkanasy, Jordan, and Zolin (2016), EI is a key to managerial skills that contribute to project success. Meanwhile, Ekmen (1992) mentioned that emotions are something that cannot be denied and are influenced by human. Goleman (1997) stated, EI as a medium for a person to avoid unproductive activities which will result in an unhealthy lifestyle and depressive disposition. Goleman (1997) also mentioned that EI is needed in producing quality work, providing positive impact on the relationship between employee and employers as well as enhancing the organization's performance. In evaluating the role of EI in influencing employees' performance, Al Kahtani (2013) stressed that high EI in employees will lead to greater performance. Whereas, the performance level will decrease if the employees lack EI. This is because, with high EI employees will have greater confidence than those who mask their feelings (Tahir, Saba & Rabbia, 2013).

On the other hand, due to the interest of achieving greater conceptual clarity, some researchers have argued that EI should be distinguished according to two discrete models: (a) an 'ability-based' model and (b) a mixed model (traits with abilities) (Zhang et al., 2018). Bratton, Dodd and Brown (2011) labelled the ability model as the key characteristic model that manages one's own and other's emotions and enables the creation of thoughts and behaviors. While, the mixed model (traits with abilities) is a combination of intellect and various measures of personality and affect (Newman & Smith, 2014).

Organizations are places where individuals are organized to work. To that extent, the work requires employees to have interaction among individuals and deal with emotions such as excitement, anger and fear which are vital in facilitating the cooperation. In some organizations, emotion is required for employees especially for those who work in frontline services. The EI-performance link has been proposed and verified in a few studies. Wong and Law (2002) who studied the EI link in the workplace found a positive relationship between EI and job performance. In addition, the four dimensions of Wong and Law Emotional Intelligence Scale (WLEIS) are found related to job performance.

First, self-emotion appraisal (SEA) which relates to the ability in the appraisal and expression of emotions naturally has been found by psychologists and sociologists to be crucial to an individual mental and even physical well-being. According to Elfenbein (2016), emotion appraisal cannot be used in isolation, but it can simultaneously be directed toward the self and others. It is necessary to express one's emotion and give an accurate appraisal for people to develop a beneficial interpersonal relationship, to enhance communication with others about their needs and to accomplish their goals through high-level job performance.

Second, the ability to appraise others' emotion (OEA) enables employees to understand other's emotions and respond appropriately according to their attitudes and behaviors. This ability creates a high possibility of being accepted by others, earning their trust and gaining other's cooperation. These criteria are indispensable especially for those who work in teams and in organizational settings (Sony & Mekoth, 2016).
Third, regulation of emotions (ROE) is the ability to alter emotion and the ability to return quickly to normal psychological states after rejoicing or being upset. Individuals with this ability can suit their emotion based on the situation. However, employees with low ROE cannot tolerate undesired emotional impacts in the work environment

such as impolite behaviors from customers, stressful demands from the boss, uncooperative behaviors from peers, and etc. This situation, therefore, would affect their performance (Sony & Mekoth, 2016).

Consequently, the element 'use of emotion' (UOE) will have a positive impact on employee's performance. These employees are able to direct their emotions toward positive outcomes. Moreover, in organizational settings, the employees with high EI or particularly UOE always know to change their mood in order to complete the job that would affect their performance (Sony & Mekoth, 2016). In the present study, all dimensions of EI are expected to influence employees' job performance, however, the degree of influence is expected to be different based on the types of service that they are offering.

2.4 The Moderating Effect of Service Types on the Relationship between EI and Job Performance

Silvestro, Fitzgerald, Johnston and Voss (1992) suggested that service can be categorized into three types based on the degree of interaction and judgement and the degree of service customization; professional service, service shop and mass service. Commonly, employees with high EI abilities will achieve a high level of job performance and vice versa. However, the relationships are moderated by types of services they are associated with. In professional service where the service employees are expected to provide customized service, high EI is required because they are required to be involved in high interaction and use high judgement when serving the customers. Those who work as lecturers, doctors, accountant, architects and etc. need to utilize EI abilities to the highest level so that the services rendered meet the objectives of the work.

The need for EI is moderate in service shop as the service is characterized as less customized, needs less interaction and utilizes less judgement on the part of the service employees. There is less urgency to have the necessary skills to work effectively with customers as compared to professional services. Finally, in mass service (for example, frontline commercial bankers), the job performed is characterized as routine, low interaction and non-judgmental. The service offered involves limited personal contact therefore EI plays a less important role.

It can be summarized that the level of EI required to influence employees' job performance varies depending on the types of service they offer to the customers. The influence of emotions on job performance is high in professional service, moderate in service shop and low in mass service. Therefore, the relationships of the variables are described in the following hypotheses.

Table 2: The Hypothesized Relationships between the Variables in the Study

	Hypothesis statements
H1:	Self-emotion appraisal influences employees' job role.
H2:	Other's emotion appraisal influences employees' job role.
H3:	Regulation of emotion influences employees' job role.
H4:	Use of emotion influences employees' job role.
H5:	Self-emotion appraisal influences employees' career role.
H6:	Other's emotion appraisal influences employees' career role.
H7:	Regulation of emotion influences employees' career role.
H8:	Use of emotion influences employees' career role.
H9:	Self-emotion appraisal influences employees' innovator role.
H10:	Other's emotion appraisal influences employees' innovator role.
H11:	Regulation of emotion influences employees' innovator role.
H12:	Use of emotion influences employees' innovator role.
H13:	Self-emotion appraisal influences employees' team role.
H14:	Other's emotion appraisal influences employees' team role.
H15:	Regulation of emotion influences employees' team role.
H16:	Use of emotion influences employees' team role.
H17:	Self-emotion appraisal influences employees' organization role.
H18:	Other's emotion appraisal influences employees' organization role.
H19:	Regulation of emotion influences employees' organization role.
H20:	Use of emotion influences employees' organization role.
H21:	Service types moderate the self-emotion appraisal – job role relationship.
H22:	Service types moderate the other's-emotion appraisal – job role relationship.

	Hypothesis statements
H23:	Service types moderate the regulation of emotion – job role relationship.
H24:	Service types moderate the use of emotion – job role relationship.
H25:	Service types moderate the self-emotion appraisal – career role relationship.
H26:	Service types moderate the other's-emotion appraisal – career role relationship.
H27:	Service types moderate the regulation of emotion – career role relationship.
H28:	Service types moderate the use of emotion – career role relationship.
H29:	Service types moderate the self-emotion appraisal – innovator role relationship.
H30:	Service types moderate the other's-emotion appraisal – innovator role relationship.
H31:	Service types moderate the regulation of emotion – innovator role relationship.
H32:	Service types moderate the use of emotion – innovator role relationship.
H33:	Service types moderate the self-emotion appraisal – team role relationship.
H34:	Service types moderate the other's-emotion appraisal – team role relationship.
H35:	Service types moderate the regulation of emotion – team role relationship.
H36:	Service types moderate the use of emotion – team role relationship.
H37:	Service types moderate the self-emotion appraisal – organization role relationship.
H38:	Service types moderate the other's-emotion appraisal – organization role relationship.
H39:	Service types moderate the regulation of emotion – organization role relationship.
H40:	Service types moderate the use of emotion – organization role relationship.

3. Research Methodology

This research adopted correlational research design as it is intended to investigate the influence of EI on employees' job performance. The potential respondents were categorized according to the service typologies suggested by Silvestro et al. (1992). Lecturers from public universities represent the professional service type; service shop type was represented by employees from frontline retail banks in Malaysia and mass service was represented by insurance agents from insurance companies.

This study used one of the non-probability sampling techniques, which is quota sampling. According to Ritchie, Lewis and Elam (2013), the non-probability sampling technique is recommended due to the particular feature or group within the sample population. Quota sampling requires the respondents to be chosen out of a specific subgroup. Normally the group chosen is according to the relevance to the topic of interest (Yang & Banamah, 2014). Therefore, the process of quota sampling is similar to stratified sampling in which stratified sampling predetermines the proportion of people as a sample from different subgroups of strata. However, the differences between quota sampling and stratified sampling is, the selection of respondents in quota sampling is not randomly done.

The sample size for quota sampling was calculated based on the number of variables. For the purpose of the research, there are four (4) variables involved (Emotional Intelligence: Self- Emotion Appraisal, Other's-Emotion Appraisal, Regulation of Appraisal and Use of Emotion). Due to that, four variables were multiplied with 20 (according to the formula) which is equal to 80. Thus, the sample size for this study is 80 respondents for each subgroup (80 lecturers from professional service, 80 respondents who work in frontline service (bankers) in any financial institution and 80 agents from insurance companies). This gives a total sample size of 240 respondents. The unit of analysis is individual.

For this study, a questionnaire is used to collect the required data. As a formality, a cover letter was attached to every set of the questionnaire. However, since the organizations with the targeted respondents have procedures and regulations to be followed, an official letter from the faculty was obtained to request permission in distributing the questionnaire. When the approvals were received, the questionnaires were distributed to the selected organizations.

The online questionnaire was distributed to the professional service sector (lecturers) and took approximately three weeks to get adequate respondents. Meanwhile, for the service shop group (frontline service bankers), the study used both methods of data collection which are online questionnaire and personally administered questionnaire. This is to overcome the problem in reaching the respondents as they were very busy servicing customers and there were internal bank procedures that need to be complied. For the mass service group (insurance agents), the study used a personally administered questionnaire to collect the data. There were two insurance agencies that were willing to be respondents namely AIA Takaful and Prudential BSN. It was observed that online questionnaire was time-

consuming and there was a risk that the respondents did not want to answer it. A personally administered questionnaire took some time and a lot of effort, but ample time was given to the respondents in order to complete the questionnaires. For these reasons, the study used both methods to distribute the questionnaire which were online questionnaire and a personally administered questionnaire.

Prior to actual data collection, a pilot study was conducted to make sure that the questions are relevant to all respondents of each subgroup. After the result of the pilot test was obtained and verified to be suitable, the actual questionnaires were distributed along with a cover letter.

There were four sections in the questionnaire. In section A, the questionnaire contained six questions on demographic profile particularly gender, ethnic group, marital status, age, educational attainment and length of current service. Section B consisted of questions about emotional intelligence. The questions were adopted from Wong and Law Emotional Intelligence Scale (WLEIS), consisting of 16 questions. This section used a Likert-scale rating system consisting of a five-point rating scale which are 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. The last section of the questionnaire asked about job performance. The questions consisted of 20 questions which assess role-based performance scale from job, career, innovator, team and organization perspectives (Welbourne, et al., 1998). The response format is based on the 5-point Likert scale system namely 1- need much improvement, 2- need some improvement, 3- satisfactory, 4-good, 5-excellent.

For the pilot study, three organizations related to the subgroup of service typologies were chosen. A total of thirty (30) sets of questionnaires were distributed – ten (10) sets of the questionnaire were distributed to frontline service bankers who worked in RHB Kota Kemuning, Selangor; ten (10) sets of the questionnaire were given to insurance agents in AIA Insurance agency located in Klang; and ten (10) sets of the questionnaire were sent to lecturers who worked in the Faculty of Administrative Science and Policy Studies, UiTM Shah Alam. Cronbach's alpha was used to measure the reliability and consistency of the instruments. Cronbach's alpha is a reliability coefficient which is most commonly used to measure reliability. The internal consistency reliability will become higher when the value of Cronbach's alpha is closer to one (1).

The result of the reliability test is illustrated in Table 3 below and shows the reliability for the pilot study among three (3) service typologies which are professional service, service shop and mass service. The Cronbach's alpha value for the independent variables for three (3) typologies of service groups showed good association with excellent result at >0.9. The Cronbach's alpha for dependent variable among the three (3) service typologies showed the reliability score with a value of 0.908 for the professional group, value of 0.992 for the service group and value of 0.582 for the mass service group. Even though the Cronbach's alpha value for mass service is moderate, the questionnaire will be used for the actual survey as the values from professional service and service shop show excellent result.

Table 3: Reliability Result for Pilot Study

	Cronbach's alphas (pilot test)		
Variables	Professional Service	Service Shop	Mass service
Emotional intelligence	0.906	0.877	0.931
Job performance	0.908	0.992	0.582

4. Findings and Discussion

4.1 Demographic Profile of Respondents

As shown in Table 4 below, a total of 240 respondents had answered the distributed questionnaires. The questionnaires were distributed to three (3) different service groups in the service industry. Respondents were asked on their demographic information including gender, ethnic group, marital status, age, education and length of service in current employment.

Results revealed that female respondents outnumbered male respondents at 65.4% (157 respondents). Male respondents who answered the questionnaires were only 34.6% (83 respondents). The majority of respondents were

Malay at 74.6% (179 respondents) and the lowest is from other ethnic groups at 1.3% (3 respondents) only. Respondents from other ethnic groups did not specify their race in the questionnaire. Chinese are the second largest group at 17.5% (42 respondents). Only 16 respondents (6.7%) are Indian.

75.4% of respondents were married (181 respondents), meanwhile 45 of them were single at 22.9%. In addition, 1.7% of them were divorced. Most respondents (123 respondents) were aged between 31-40 years at 51.2%. 54 respondents (22.5%) were aged between 41-50 years. Only 45 respondents (18.8%) were aged 30 years and below. While, 7.5% or 18 respondents were above 50 years old. Regarding the highest educational qualification of respondents, 92 respondents or 38.3% had PhD. Meanwhile, 36.3% of respondents had a bachelor's degree (87 respondents), followed by diploma with 43 respondents (17.9%) and the STPM/SPM at 7.5% (18 respondents). The last demographic criterion is service employment. The result showed that 84 respondents or 35% had 5-10 years of working experience in the industry. 18 people (7.5%) had 16-20 years of work experience.

Table 4: Demographic Profile of Respondents

Demographic	Details	Frequency	Percentage (%)
Gender	Male	83	34.6
	Female	157	65.4
Ethnic	Malay	179	74.6
	Indian	16	6.7
	Chinese	42	17.5
	Others	3	1.3
Marital	Single	55	22.9
	Married	181	75.4
	Others	4	1.7
Age	30 years and below	45	18.8
	31-40 years and below	123	51.2
	41-50 years and below	54	22.5
	Above 50	18	7.5
Educational	PhD/Master	92	38.3
	Bachelor's Degree	87	36.3
	Diploma	43	17.9
	STPM/SPM	18	7.5
Service Employment	Less than 5 years	61	25.4
	5-10 years	84	35
	11-15 years	45	18.8
	16-20 years	18	7.5
	more than 20 years	32	13.3

4.2 Factor Analysis for Job Performance

Factor analysis is a multivariate technique to verify the appropriateness of items used for each dimension. It is known as a data reduction technique to reduce a huge number of variables/items to a manageable number, so that we can have highly correlated items to represent certain variables.

The validity of a questionnaire can be confirmed by performing factor analysis. The analysis for the dependent and independent variables were carried out separately. As suggested by Green and Salkind (2008), both variables were analyzed using Kaiser Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity. The acceptable value of KMO in order for the items to be factor analyzed should be more than 0.6 as suggested by Hair et al. (2014). Pallant (2007) also came out with the rules of KMO value which are 0.9 is considered excellent, 0.8 and 0.9 are great and value between 0.5 and 0.7 is mediocre. In this study, the recommended acceptable values for KMO by Pallant (2007) was adhered to.

In addition, as suggested by Hair, Black, Babin and Anderson (2014), the total variance explained should be over 60%. The factor analysis with varimax rotation was carried out to determine which items in the questionnaire should be deleted. Factor loadings lower than 0.4 would be deleted and the items would be retained if the loadings are greater than 0.4 (Hair, Black, Babin, Anderson, & Tatham, 2006).

Table 5: Factor Analysis for Job Performance

Rotated Component Matrix[a]					
Job Performance of Frontline Service Employees	Component				
	1	2	3	4	5
Making sure the workgroup succeeds	0.777				
Seeking information from others in the workgroup	0.770				
Responding to the needs of others in the workgroup	0.742				
Working as part of a team or workgroup	0.736				
Working to implement new ideas		0.824			
Coming up with new ideas		0.783			
Finding improved ways to do things		0.736			
Creating better processes and routines		0.705			
Developing skills needed for his/her future career			0.774		
Making progress in career			0.766		
Obtaining personal career goals			0.693		
Seeking out career opportunities			0.619		
Quality of work output				0.839	
Quantity of work output				0.796	
Accuracy of work				0.707	
Customer service provided (internal and external)				0.510	
Doing things to promote the company					0.838
Helping so that the company is a good place to be					0.818
Working for the overall good of the company					0.709
Variance Explained (%)	76.416				
Total Variance Explained (%)	76.416				
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.919				
Measure of Sampling Adequacy	.955[a] and .894[a]				
Barlett's Test of Sphericity	Approx. Chi-Square			3310.35	
	df			171	
	Sig.			.000	

Extraction Method: Principal Component Analysis.
a. 1 components extracted

Table 5 above presents the results of principal component factor analysis for the dependent variables of this study. Twenty items (20) measuring job performance were tested using factor analysis with varimax rotation. In this study, the total variance explained is 76% which is acceptable. The KMO value is 0.919, which is excellent. Apart from that, Bartlett's Test of Sphericity is significant and it shows that the factor analysis is considered appropriate. Other than that, the measure of sampling adequacy reported the values ranging from 0.955 and 0.894. Therefore, only one (1) item was deleted after factor analysis was conducted.

4.3 Factor Analysis for Emotional Intelligence

Table 6 below presents the result of factor analysis for the independent variables; the four dimensions of emotional intelligence. Total variance explained is 69% and it is acceptable as suggested by Hair et al. (2014). Meanwhile, the KMO value is 0.838 while Bartlett's Test of Sphericity shows significant and appropriate result. The measure of sampling adequacy shows the value which ranged from 0.931 and 0.756. Thus, since all the items in the independent variables (EI) support the factorability of the correlation matrix, none of the items was deleted.

Table 6: Factor Analysis for Emotional Intelligence

Rotated Component Matrix[a]				
Emotional Intelligence	Component			
	1	2	3	4
I have a good understanding of my own emotions	0.869			
I really understand what I feel	0.841			
I always know whether or not I am happy	0.707			
I have a good sense of why I have certain feelings most of the time	0.701			
I am a good observer of other's emotions		0.881		
I am sensitive to the feelings and emotions of others		0.800		
I have a good understanding of the emotions of people around me		0.794		
I always know my friend's emotion from their behavior		0.793		
I always tell myself I am a competent person			0.842	
I am a self-motivated person			0.814	
I always set a goal for myself and try my best to achieve them			0.736	
I would always encourage myself to try my best			0.647	
I am quite capable of controlling my own emotions				0.855
I have good control of my own emotions				0.759
I can always down quickly when I am very angry				0.747
I am able to control my temper and handle difficulties rationally				0.746
Variance Explained (%)	69.694			
Total Variance Explained (%)	69.694			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.838			
Measure of Sampling Adequacy	.931[a] and .756[a]			
Bartlett's Test of Sphericity	Approx. Chi-Square			2046.32
	df			120
	Sig			.000

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 5 iterations.

4.4. Results of Correlation Analysis

The purpose of conducting a correlation analysis is to measure the relationship between two variables. The result on Pearson's correlation would be based on Cohen's (1988) rule of thumb. The correlation values between +/-0.1 and +/-0.29 are considered small, the correlation values between +/-0.3 and +/-0.49 are considered medium, and the correlation values between +/-0.5 and +/-1.00 are considered large.

Table 7: Results of Correlation Analysis

Independent Variables		Correlation with Job Performance' Dimensions				
		Job	Career	Innovator	Team	Organization
Emotional Intelligence	SEA	.298**	.315**	.240**	.224**	.151*
		0.000	0.000	0.000	0.000	0.019
		240	240	240	240	240
	OEA	.226**	.294**	.235**	.225**	.183**
		0.000	0.000	0.000	0.000	0.004
		240	240	240	240	240
	UOE	.279**	.316**	.189**	.248**	0.099
		0.000	0.000	0.003	0.000	0.126
		240	240	240	240	240
	ROE	.147*	.183**	.204**	.222**	.193**
		0.022	0.004	0.001	0.001	0.003
		240	240	240	240	240

Pearson correlation analysis was performed to test the relationship between the independent variables and the dependent variables. Table 7 above shows that there are significant and positive relationships between all

dimensions of EI the dimensions of job performance except for the relationship between UOE and Organization Role. The results indicate the potential influence of all dimensions of EI and all dimensions of job performance on service employees. The results also indicate concurrent validity of the EI constructs in affecting job performance.

4.5 Results of Regression Analysis

Table 8: Summary of the Results of Multiple Regression Analysis

	Standardized Beta Coefficients				
Variables	Job Role	Career Role	Innovator Role	Team Role	Organization Role
Self-emotion appraisal	0.112	0.058	0.029	-0.024	-0.019
Other's emotion appraisal	0.053	0.106	0.095	0.073	0.075
Use of Emotion	0.191**	0.23**	0.081	0.165**	-0.009
Regulation of Emotion	-0.056	-0.03	0.08	0.062	0.1
R	0.497	0.557	0.496	0.486	0.429
R Square	0.247	0.286	0.246	0.236	0.184
Adjusted R²	0.221	0.310	0.22	0.21	0.156
F values	9.458	12.981	9.446	8.944	6.512
Sig F values	0.000	0.000	0.000	0.000	0.000
Durbin-Watson	2.047	1.953	2.049	1.691	1.593

The finding showed the multiple regression analyses between EI (SEA, UOE, OEA and ROE) and job performance that was run separately according to the dimensions of the dependent variables (job role, career role, innovator role, team role and organization role). The results of multiple regression analysis are shown in Table 8.

The findings explained the significant amount of the variance in the dimension of job role (22%). Meanwhile, 31% of variance was explained in the career role. Apart from that, 22% of variance was explained in the innovator role, 21% of variance was explained in the team role and lastly,16% of variance was explained in the organization role. The ANOVA model described the information of the whole model. In this table, the F value and Sig. value help to determine the significance of the regression model. For job role, the F value is 9.458 and the model is significant. Similarly, the ANOVA table above also shows that all other models of job performance dimensions; career role, innovator role, team role and organization role are significant.

Referring to the contribution of each EI dimensions in explaining the variance in the respective job performance dimensions (job role, career role, innovator role, team role and organization role), only one independent variable that is use of emotion is significant to influence job role, career role, and team role. Use of emotion does not influence innovator role and organization role. The other independent variables do not significantly influence job performance dimensions. These findings indicate the important role of use of emotion in affecting most dimensions of job performance of service employees generally in all service settings. The following hypotheses were confirmed.

Table 9: Results of Hypothesis Testing

	Hypothesis statements	Decision
H1:	Self-emotion appraisal influences employees' job role.	Unsupported
H2:	Other's emotion appraisal influences employees' job role.	Unsupported
H3:	Regulation of emotion influences employees' job role.	Unsupported
H4:	Use of emotion influences employees' job role.	Supported
H5:	Self-emotion appraisal influences employees' career role.	Unsupported
H6:	Other's emotion appraisal influences employees' career role.	Unsupported
H7:	Regulation of emotion influences employees' career role.	Unsupported
H8:	Use of emotion influences employees' career role.	Supported
H9:	Self-emotion appraisal influences employees' innovator role.	Unsupported
H10:	Other's emotion appraisal influences employees' innovator role.	Unsupported
H11:	Regulation of emotion influences employees' innovator role.	Unsupported
H12:	Use of emotion influences employees' innovator role.	Unsupported
H13:	Self-emotion appraisal influences employees' team role.	Unsupported
H14:	Other's emotion appraisal influences employees' team role.	Unsupported
H15:	Regulation of emotion influences employees' team role.	Unsupported
H16:	Use of emotion influences employees' team role.	Supported
H17:	Self-emotion appraisal influences employees' organization role.	Unsupported

	Hypothesis statements	Decision
H18:	Other's emotion appraisal influences employees' organization role.	Unsupported
H19:	Regulation of emotion influences employees' organization role.	Unsupported
H20:	Use of emotion influences employees' organization role.	Unsupported

4.6 Moderated Regression Analysis

In order to evaluate the moderating effects, moderated regression analysis was performed. The purpose of this analysis is to identify which moderator affects the relationship between the independent variables and the dependent variables. In other words, the variables of EI may or may not affect the job performance of frontline service employees when service settings (professional service, service shop and mass service) are considered in the analysis. The analysis was carried out by first entering in model 1 the independent variables involving Self-Emotional Appraisal (SEA), Others Emotional Appraisal (OEA), Regulation of Emotion (ROE) and Use of Emotion (UOE). The first model produced the result of multiple regression where the researcher has explained separately in multiple regression section above. Therefore, for the moderated regression analysis, the focus is on model two (2) and three (3). The categorical moderator (professional service, service shop and mass service) was entered in model two (2) of the regression model. The categorical variable was created by using dummy coded variables. The third model is the column for interaction terms where the multiplication of the independent variables and moderator variables were entered.

The findings of the moderated multiple regression analysis will be focusing on the R^2 value. If there is an existence of a significant interaction effect, the R^2 change is significant (Hair, et al., 2006). This study has followed the statistical rules recommended by Hair, Risher, Sarstedt, and Ringle (2019) which are, if all the variables are in multiple subgroups, it is valid to refer to statistical rule of calculation (K-1), where among three subgroups of service types, two groups are chosen for further analyses and the remaining group acts as a reference group. For that reason, this study has chosen professional service and service shop to be included in the analysis, while mass service acts as a reference group. However, if the findings are found to be significant for both groups (professional service and service shop), the reference group will simultaneously be considered to have a positive significant relationship with the dependent variable.

In line with the method and explanation above, the researcher will explain the moderated regression analysis separately according to the five dimensions of job performance involving job, career, innovator, team and organization roles. On top of that, the remaining hypotheses from multiple regression are summarized and concluded.

Table 10: Results of Moderated Multiple Regression Analyses

Interaction terms	Standardized Beta Coefficients				
	Job Role	Career Role	Innovator Role	Team Role	Organization Role
SEA X PS	0.024**	0.123	0.914	0.384	0.725
OEA X PS	0.709	0.838	0.510	0.183	0.292
UOE X PS	0.491	0.046**	0.038**	0.200	0.231
ROE X PS	0.920	0.593	0.747	0.237	0.024**
SEA X SS	0.028**	0.527	0.794	0.210	0.252
OEA X SS	0.126	0.948	0.277	0.385	0.410
UOE X SS	0.421	0.218	0.568	0.010**	0.233
ROE X SS	0.928	0.667	0.499	0.584	0.579
R	0.337	0.387	0.327	0.323	0.278
R Square	0.259	0.315	0.249	0.244	0.194
Adjusted R^2	0.09	0.068	0.081	0.066	0.079
Sig R^2 change	0.031	0.106	0.070	0.198	0.117
F change	1.816	1.488	1.604	1.302	1.46
Sig F change	0.000	0.000	0.000	0.000	0.000
Durbin-Watson	1.983	1.851	2.033	1.766	1.608

Table 10 explains the findings of multiple regression analyses in testing the moderation effects of service types (professional service and service shop) on the relationship between EI variables and job performance dimensions (job role, career role, innovator role, team role and organization role) of frontline service employees. For job role,

two interaction terms are significant; the interaction between self-emotion appraisal and professional service and the interaction between self-emotion appraisal and service shop. Other interactions are not significant since all R square changes of the regression models are not significant (P>0.05). The following hypotheses were confirmed.

Table 11: Results of Moderated Multiple Regression Analyses

|	Hypothesis statements	Decision
H21:	Service types moderate the self-emotion appraisal – job role relationship.	Supported
H22:	Service types moderate the other's-emotion appraisal – job role relationship.	Unsupported
H23:	Service types moderate the regulation of emotion – job role relationship.	Unsupported
H24:	Service types moderate the use of emotion – job role relationship.	Unsupported
H25:	Service types moderate the self-emotion appraisal – career role relationship.	Unsupported
H26:	Service types moderate the other's-emotion appraisal – career role relationship.	Unsupported
H27:	Service types moderate the regulation of emotion – career role relationship.	Unsupported
H28:	Service types moderate the use of emotion – career role relationship.	Unsupported
H29:	Service types moderate the self-emotion appraisal – innovator role relationship.	Unsupported
H30:	Service types moderate the other's-emotion appraisal – innovator role relationship.	Unsupported
H31:	Service types moderate the regulation of emotion – innovator role relationship.	Unsupported
H32:	Service types moderate the use of emotion – innovator role relationship.	Unsupported
H33:	Service types moderate the self-emotion appraisal – team role relationship.	Unsupported
H34:	Service types moderate the other's-emotion appraisal – team role relationship.	Unsupported
H35:	Service types moderate the regulation of emotion – team role relationship.	Unsupported
H36:	Service types moderate the use of emotion – team role relationship.	Unsupported
H37:	Service types moderate the self-emotion appraisal – organization role relationship.	Unsupported
H38:	Service types moderate the other's-emotion appraisal – organization role relationship.	Unsupported
H39:	Service types moderate the regulation of emotion – organization role relationship.	Unsupported
H40:	Service types moderate the use of emotion – organization role relationship.	Unsupported
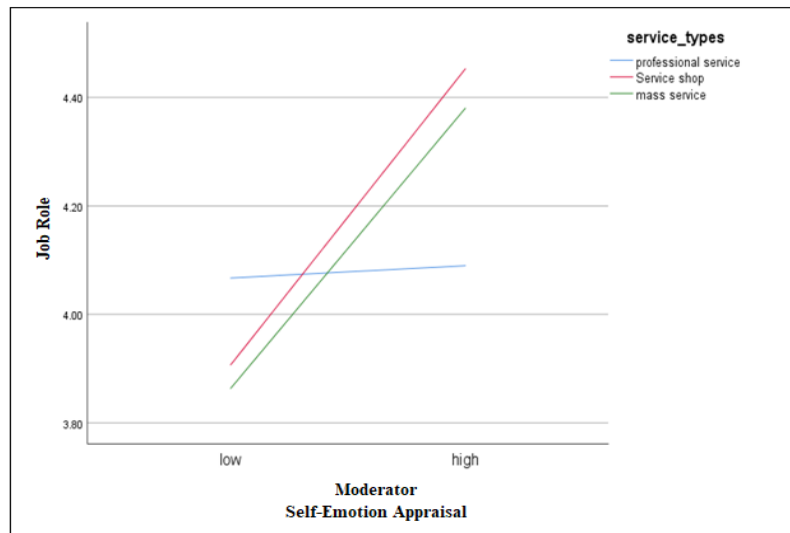
Figure1: The Moderating Effect of Service Types on the Relationship between Self-Emotion Appraisal and Job Role

As shown in Figure 1, when SEA is low, service employees' performance (job role) is at a low level particularly for those who are working in service shop and mass service sectors. For those working in professional service sector, they performed their job at a moderate level although with low SEA. When SEA is high, service employees' performance (job role) increases drastically to its highest level. But, for professional service employees, the increase in SEA does not increase their performance significantly.

In service shop and mass service, employees are doing routine tasks, having more structured communication scripts, using less judgement in executing their role, therefore, having high SEA is required for them to perform effectively. By having high SEA, employees can diagnose their own emotional state and take corrective actions to ensure that these emotional states do not affect their role execution. For example, when employees feel angry, this emotion will

affect their communication with customers. Therefore, using SEA helps them to identify this emotion and take corrective actions to change anger into more pleasurable emotions that can facilitate the communication with their customers.

On the other hand, for those working in professional service, they are required to use high discretion and judgement in executing their role. They also use less scripted communication, therefore having high SEA does not give much effect on their performance. This is because when they execute their job role, they must match their emotion with the emotion of others. They need to conduct emotional scanning before interacting with their customers. Identifying own emotion alone does not help much in their job role. Lecturers, for example, need to know the emotions of their students when teaching them in class. Ignoring students' emotions might result in ineffective learning process as students' emotions need to be dealt first before an effective learning process can take place.

4.7 Discussion

Referring to the findings pertaining to the influence of EI on job performance, the study found that only dimension of Use of Emotion (UOE) showed significant and positive relationship with job performance dimensions particularly job, career and team role. Other EI variables such as SEA, OEA and ROE do not have significant influence on other job performance dimensions. This can be supported by previous research where EI correlated lowly with performance (Munshi & Hanji, 2015).
Job role, career role and team role are the main components of job performance, besides innovator role and organization role. Previous researchers have highlighted the importance of these components in employee job performance (Othman, Abdullah & Ahmad, 2009; Bormon & Motowidlo, 1997; Welbourne, et al., 1998). Most performance models have included job role or task performance as the compulsory components besides contextual performance that include career role, and team role. Innovator role and organization role have been put side by some job performance models because they are not the generic components of performance and their inclusion is based on the situational requirements of the job.

This study found that UOE significantly influences job role, career role and team role. This is because UOE is the most needed a variable in order to perform in job, career and team roles. UOE can best be described as the ability of an individual to manage their emotion by guiding them to enhance personal performance and productive activities. This is strengthened by Fenwick (2003) as he revealed that using emotion is an essential ability in performing duties. Moreover, UOE is closely associated with one of Big Five personality traits known as Neuroticism. According to McCrae and Costa (1997), Neuroticism is a personality disorder that predisposes individuals to experience negative emotional states such as anger, frustration, jealousy, worry and fear. Employees with low EI ability tend to have low job performance. But, employees with high UOE are able to use present emotional states to respond effectively to job demands, career requirements, and team members' actions.

Working in service industry, employees need to deal with customers with different attitudes, predispositions and demands, thus, having UOE ability is an advantage to effectively perform in their job. Employees also need to build realistic career plans and acquire skills for the advantage of career opportunities and progressive experiences (Othman, et al., 2009; Shah, Irani & Sharif, 2017). Therefore, UOE ability guides them to move forward to achieve their career plans. Furthermore, they need team members' cooperation and support. Therefore, employees with high UOE are able to have effective teamwork, alliance and avoidance from work conflict or office politics. In contrast, employees with low UOE will be more easily distracted due to work pressure which leads to ineffective job performance.

When the influence of EI on job performance was further scrutinized by looking at the moderating effect of service types, it was found that SEA significantly influences job role while the influence is different according to service types. This finding indicates that professional service employees specifically lecturers require low SEA compared to employees in service shop (bankers) and mass service (insurance agents). For employees in professional service, the need for SEA is moderate because lecturing, for example, is a profession that is highly customized and process-oriented which needs long customer contact time. They mainly deal with students and apply some flexibility in managing students in terms of class and assignment. Having low or high SEA does not give much impact to their job role effectiveness.

Employees in service shop and mass service need high SEA to perform their job role effectively as their job relates closely with customers in a daily basis such as assisting customers performing bank transactions and promoting the insurance products to customers. To effectively deliver the moderately or highly scripted interactions requires them to know their present emotional states so that they can make some adjustments before dealing with their customers. High amount of SEA is needed for service shop and mass service employees to assess their emotion, to cope with all the negative emotions, and subsequently provide service to customers with high professionalism and this simultaneously can increase their job role performance.

4.8 Implications of Research

The present study brings a few implications to be considered by the management especially those working in service organizations. First, use of emotion ability is found to influence job role, career role and team role across different service settings. Second, self-emotion appraisal ability is important for service shop and mass service employees to perform in their job role. Service employees should be equipped with the ability to use their emotions effectively to achieve effective job role, career role and team role. Use of emotion ability can be learned through emotional management strategies that include, emotion recognition and acceptance, emotion amplification, emotion avoidance, and emotion suppression. All these emotion management strategies can be adopted through long term exposure and practice.

Emotion recognition and acceptance is the simplest strategy to management emotion by accepting whatever emotion (mostly positive emotions) that we have at a certain time. Positive emotions such as happiness and gratefulness can have a positive impact to our attitude and behavior. There are times when we experience positive emotions but they are not enough to guide us to excel in our job, therefore emotion amplification strategy is useful to generate enough energy from those emotions to help us focus. Feeling happy alone does not necessarily mean anything to someone but by thinking of more positive outcomes that might occur in the future might make us happier and this feeling will help us to be more focus on our job.

However, when we experience negative emotions such as anger and sadness we need to use different strategies such as emotion avoidance or emotion suppression. Emotion avoidance strategy can be done through distracting ourselves from thinking of the events that create those emotions. For example, when we are involved in an argument with our colleague in the office, the feeling this event created is overwhelming as it would affect our day. However, if we manage to avoid ourselves from thinking about the event, we would be able to do our job as if nothing has happened earlier. Emotion suppression strategy, on the other hand, can be done through exercising, thinking of the good things about the events, and talking to others.

Another strategy to equip service employee with high use of emotion ability is through mindfulness strategy. Mindfulness simply means being aware of the current situation and circumstances. It requires employees to have the attitude of curiosity, openness and acceptance. For example, when an employee is assigned with a task, he will accept it with curiosity by having a lot of questions in his mind, for example; Why was I chosen to do the job? Am I capable of doing the job? Do I have sufficient skills and experience to do the job? What are the job requirements? After some mental deliberation on this matter, the employee will accept the task with an open mind and he is able to figure out how to meet the requirements and expectations of the job.

Other strategies as suggested by many authors and researchers are training, coaching and mentoring. According to Davis and Nichols (2016) and Hodzic (2015), EI can be developed via training so that it could satisfy the management in terms of EI abilities in the workplace. Thus, proper training on EI should be conducted and special attention should be considered in addressing the lacking abilities so that management can help their employees achieve their performance goals. A coaching and mentoring program with service employees will help clarify their personal and career goals, plan strategies to achieve these goals, monitor the achievement of these goals, and take corrective actions if there are deviations from the identified goals. Lee and Chelladurai (2018) suggested that coaching would facilitate the employees in coping strategies dealing with different emotional situations.

4.9 Limitation and Recommendation of the Research

There are a few limitations in this study. First, this is a study about the job performance of three different groups of service providers which are professional service, service shop and mass service. The respondents work as lecturers (professional service), frontline bankers (service shop) and insurance agents (mass service). In terms of the response rate in collecting data, service shop group showed the lowest response rate. Due to the hectic workload for this group, it is not easy to reach them and to complete the survey. They are busy attending customers during working hours. While, after service counter is closed, their time is occupied with all the administration work. For this reason, the study used both methods of distributing questionnaires which are online questionnaire and personally administered questionnaire. Second, since this study involved those working in specific nature of business, the limitation in terms of occupation exists. For example, there are many occupations under professional service, however, this study only focused on those working as lecturers. The same goes to service shop and mass service employees. Using this approach limits the generalizability of the study.

It is recommended that the next research involve different occupations but in the same service categories. At least three occupations should be involved under each group of service categories. If this can be materialized, future research should emphasize a proper sample size in order to reduce the unexplained variance due to sampling error. By doing this, the possibility to get accurate finding will be high. It is also recommended that future studies should use different dimensions of job performance to match up with the performance evaluation of the organizations. In addition, conducting the study in the public and the private sectors could enrich the findings pertaining to the influence of EI on job performance because these two sectors have different nature of service to customers. Last but not least, it is also suggested to expand the research using a mixed method such as a combination of qualitative and quantitative methods. A mixed method research would provide better results as the findings could be supported by participants' experiences on emotion management and their job performance.

5. Conclusion

Emotion is contagious as it affects others working around the employee. Therefore, EI abilities are required to ensure that employees can leverage their emotional states to achieve high performance. Realizing the importance of emotional management in affecting job performance especially of those working in the service industry, the present study was undertaken to establish the missing link between EI and job performance from the perspective of different service settings. Two important findings emerged from the study; first, use of emotion is an important predictor for service employee job role, career role, and team role; second, self-emotion appraisal is required for service shop and mass service employees to perform effectively in their job role. Based on the findings, a few emotion management strategies were suggested for service employees to leverage their current emotional states and achieve high job performance.

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