The Role of Emotional Intelligence in Enhancing Employee Performance: Mediating Effect of Organizational Citizenship Behaviour and Moderating Role of Workplace Spirituality Among University Faculty in Pakistan

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This research article investigates the critical role of Emotional Intelligence (EI) on Employee Performance (EP) among faculty members at universities in Pakistan. The study aims to explore how Organizational Citizenship Behavior (OCB) serves as a mediator that elucidates the relationship between EI and EP, emphasizing the significance of positive voluntary behaviors exhibited by employees. Data were collected from various universities in Pakistan, targeting faculty members to gain insights into their experiences and perceptions. The study employed quantitative methods to analyze the relationships among EI, OCB, WS, and EP. The sample size was 304. The results reveal a positive correlation between EI and EP, with OCB playing a vital role in mediating this connection. Furthermore, Workplace Spirituality (WS) significantly strengthens the impact of EI on EP, suggesting that a supportive spiritual work environment amplifies the benefits of EI. The findings highlight that EI, coupled with spontaneous behaviors and a nurturing spiritual atmosphere, substantially enhances the performance of faculty members in higher education institutions. This research contributes to the understanding of how emotional and spiritual dimensions can influence professional effectiveness, offering valuable implications for university management in fostering a productive academic environment.

1. Introduction

Employee performance is very crucial for the success of any organization, especially in knowledge-based sectors such as higher education. In fact, faculties of higher institutions play critical roles in society through research, teaching, and providing community services. In this regard, faculty performance is particularly crucial. Not only do they teach students, but they also assist in research activities and other administrative work within their respective institutions. Thus, it is quite essential for these universities to know what influences faculty performance so that they can improve their effectiveness (Asrar-ul-Haq et al., 2017). With the rising demands placed on academics in an increasingly complex workplace, attention has turned to psychological factors, including Emotional Intelligence and behaviors such as Organizational Citizenship Behavior and Workplace Spirituality, which have significant impacts on employee performance. According to Daniel Goleman, emotional intelligence is the ability of a person to recognize, understand, and regulate their own and others' emotions. He popularized the concept and postulated that emotional intelligence predicts success in the job and in life better than the standard intelligence tests.

According to the research, the individual succeeds significantly in an organization because of emotional intelligence. The people with higher EI are also more likely to have better relationships with colleagues, to cope better with stress, and to communicate better. Such skills are especially more important for faculties to teach, do their research, and perform a range of administrative tasks (Tabatabaei et al., 2013). There has been much research establishing a beneficial association between emotional intelligence and employee performance in almost every industry, including education. Employees with stronger emotional intelligence, for example, are better able to deal with job stress, resulting in better performance. This is particularly relevant in academic environments, where faculty members often face pressure from students, administrative responsibilities, and research objectives (O'Boyle et al., 2011). Emotionally intelligent staff can cultivate stronger relationships with both students and colleagues, fostering a more productive and supportive academic atmosphere. In Pakistan, emotional intelligence becomes even more indispensable due to resource limitations faced by faculty and the increasing workload. The study of Iqbal et al. (2025) highlights the need for policymakers to adopt a multi-strategy approach that includes green finance, technological innovation, low-carbon energy, and supportive government programs. The participation of women in economic activities contributes to increased FDI. Furthermore, empirical evidence reinforces this positive relationship, indicating that industries with a higher concentration of female labor are more attractive for foreign direct investment Shaheen et al. (2024).

The study of Ullah and Shaheen (2024) explores the relationship between sustainable finance and technological innovation, integrating the governance index and other economic indicators to assess their impact on sustainable development, particularly in reducing greenhouse gas emissions. The findings of Hussain et al. (2024) indicate that certain economies efficiently managed their health-oriented outputs, such as quality of life and mortality rates, while the majority exhibited strong economic performance. The study of Mahmood et al. (2024) utilized regression analysis to explore the relationship between dividend yield and air pollution, aiming to identify correlations between the variables and assess the impact of air

pollution on dividend yield. The study seeks to examine the social and behavioral factors influencing the adoption and usage of digital banking apps among Pakistani citizens during the pandemic (Tariq et al., 2024). The study aimed to explore the impact of advertising on children's attitudes, behaviors, and lifestyles (Norin et al., 2024). In response to the increasing threat of global warming, academics and policymakers are examining the relationship between economic growth and environmental protection more closely (Mehroush et al., 2024). This interdisciplinary study primarily explores the impact of institutional quality, particularly corruption levels, on the commercialization of innovation, as measured by high-tech product exports (Akbar et al., 2024). The study by Bilal and Shaheen (2024) indicates that technological innovation and natural resources support the adoption of energy efficiency strategies and environmental regulations, while green financial indicators significantly promote the transition to renewable energy sources. This study fills a gap in the existing literature by examining how demographic trends may affect the environmental impact of international trade (Shaheen et al., 2025). This study examines sustainability considerations, including environmental, social, and governance (ESG) factors, along with governmental policies and regulations that influence capital budgeting decisions (Shaheen et al., 2025).

Research indicates that faculty members with higher emotional intelligence are more likely to adopt innovative teaching practices and achieve greater satisfaction levels among their students. Although EI has direct effects on employee performance, it often mediates the latter through other factors like OCB. Broadly, OCB refers to any behaviors beyond the formal job requirements of an employee that he or she performs for the good of the organization as a whole or to enhance its achievement. Such behaviors can include and encompass helping coworkers, punctuality, proactive problem-solving, and participation in research activities without expecting direct benefits to oneself. In academic terms, OCB might involve encouraging lecturers to volunteer for additional duties, coaching students out of the classroom, and participating in research tasks that are not rewarded (Donglong et al., 2020).

Organizational Citizenship Behavior builds a good work environment, therefore enhancing employee performance. Evidence shows that people with high levels of OCB perform better as they get involved in the social and operating activities of their organization. Professors, therefore with OCB play an important role in improving education and training more effectively in academic setups. Apart from this, EI has been highly correlated with OCB; the higher the EI of the employee, then the person will have greater the capability to control one's and others' emotions, thus the greater the possibilities of OCB behavior in the university setting (Ludwikowska et al., 2024). Research findings have indicated that individuals with high EI are much more cooperative and empathetic for, say working beyond what is officially expected of them at their posts, and account for the said levels of OCB. It is, therefore, expected that the faculty members in Pakistani universities who exhibit higher traits in emotional intelligence will have a greater degree of OCB and thus positively influence their overall performance (Nurjanah et al., 2020).

Workplace Spirituality is another important factor that can affect Emotional Intelligence (EI), Organizational Citizenship Behaviors (OCBs), and employee performance. It refers to the sense of purpose and meaning that people derive from their job by feeling linked to something

larger than themselves. In Pakistan, where religious and spiritual values are deeply rooted in the culture, many faculty members may experience higher job satisfaction and performance through Workplace Spirituality. Research shows that spirituality at work is linked to higher motivation and engagement, which is especially important for faculty members who seek meaning in their teaching and research roles. (Paul & Jena, 2022) Spirituality brings both individual and organizational outcomes: apart from contributing to human well-being, it generates organizational benefits by encouraging community and shared values. Studies can reveal that the more spiritually the workers view their workplace, the higher the possibility of them having OCB and increasing their levels of performance (Trachsler & Jong, 2020)

In Pakistan, Islamic values have significant importance in the workplace. Hence, Workplace Spirituality could interact with EI to modify its positive effects on performance. Faculty members who feel spiritually attached to their work are likely to perform better as their intrinsic motivation is high (Aboramadan & Dahleez, 2021). Moreover, the relationship of EI with OCB may be strengthened by Workplace Spirituality because spiritual fulfilment increases the tendency of employees to behave altruistically and cooperatively. Apart from the over-burdened number of students and meagre availability of resources, the faculty members face many challenges. Their extra load of responsibilities not only includes teaching and research work but also bureaucratic hurdles and administrative tasks. Understanding the psychological and organizational factors that are influencing faculty performance is the key to improving educational outcomes. In contrast, according to some research, faculty members here in Pakistan tend to be under a lot of stress and exposed to burnout factors that impinge upon their performance (Rehman et al., 2017). Hence, how factors such as EI, OCB, and Workplace Spirituality impinge on faculty performance may be pertinent, but it is also very necessary if the right strategies are to be evolved to help improve academic success. The performance of faculty at the institutes of higher education plays a very important role in achieving quality in academia and institutional success.

Unfortunately, most faculty members at Pakistani universities experience problems, such as heavy workloads, resource scarcity, and bureaucratic red tape, that often prevent them from realizing their effectiveness (Haq et al., 2020). In turn, knowing what enhances employee performance is of prime importance. EI is an important ability that has proven to be a significant competency for enhancing performance; however, in Pakistani universities, it hasn't been extensively examined (Khassawneh et al., 2022). Faculty members need EI to deal with stress and make better interactions with colleagues and students and to negotiate workplace complications. There is mediation of OCB, which connects EI with performance, where those people who have high EI are more likely to provide more OCB. As such, boosting their job outcomes. EI is additionally related to Workplace Spirituality, deeply rooted in the Pakistani culture and would strengthen the aforementioned positive impact on performance, though empirical research work on the topic is scanty. This study seeks to address these gaps by investigating the direct association between EI and performance, the mediation function of OCB, and how Workplace Spirituality may influence this relationship in Pakistani institutions. This study has immense importance for Pakistan's higher education institutions as faculty performance has a significant impact on the quality and success of higher education. Studying the relationship between EI and OCB, Workplace Spirituality, and Employee Performance

makes this research extremely relevant for scholars and administrators at the university level. Though there has been substantial research on EI in the corporate world, little information is available in the academic context especially in Pakistan. Teachers face different stresses and therefore, EI is an important source of facilitating stress management and effective work input. This research will also fill in this gap because it demonstrates how EI could be developed for faculty through university programs and what implications it would have for the performance of the faculty (Khassawneh et al., 2022).

The research further reveals the mediating effect of OCB between EI and Employee Performance. OCB encompasses discretionary acts that help organizations thrive though these acts are not part of the job tasks. Understanding whether OCB moderates the EI-performance relationship may enable universities to establish how they should foster an environment in which work is conducted collaboratively and supportively, thus enhancing good mentoring and institutional commitment by the employees. The study also explores whether Workplace Spirituality is a moderator of this relationship. Spiritual and religious value orientations are relatively more impactful in Pakistan daily life, leading the rise of Workplace Spirituality as an influential determinant of attitudes and behaviors of faculty members towards the university (Rathee & Rajain, 2020). Thus, this research will guide university administrators on how to elevate faculty motivation and performance through the integration of spiritual values with the workplace.

2. Literature Review

Recently, emotional intelligence (EI) and other related concepts have been widely discussed among scholars and practitioners. Interest has been great in this subject because there appears to be rational evidence of the fact that emotional, behavioral, and spiritual elements significantly improve the performance of employees, especially in educational institutions. This literature review will try to clarify the concepts which are highly relevant to this study, which include Emotional Intelligence, Organizational Citizenship Behavior, Workplace Spirituality, and Employee Performance. The descriptions of each concept will then be done with regard to their theoretical basis, empirical support, and applicability in the higher education sector, more so in the Pakistani context.

2.1 Emotional Intelligence (EI)

EI refers to the perception, understanding, regulation, and management of emotion in oneself and others (Goleman, 1995). Daniel Goleman's pioneering work on EI built up this construct as an important determinant of many measures of workplace outcomes, including job performance, leadership, and organizational commitment (Carmeli, 2003). EI can be summarized by the five subdomains: self-awareness, self-regulation, motivation, empathy, and social skills (Salovey, 1997); all these would likely provide better interpersonal and choice-making skills.

2.2 Theoretical Basis of Emotional Intelligence

Emotional Intelligence (EI) has become a highly discussed topic in various spheres of activity, including education, where emotions play a very important role in communication with people and in obtaining efficiency in teaching. This chapter outlines the most fundamental

theories that substantiate the existence of Emotional Intelligence, and how these theories are expected to be used within the environment of university employees.

2.2.1 The Ability Model

The Ability Model, proposed by Mayer and Salovey in 1997, views Emotional Intelligence (EI) as a cognitive ability. This model suggests that emotionally intelligent individuals can accurately perceive, understand, and regulate both their own and others' emotions. Key abilities include understanding emotions in oneself and others for better communication, using emotions to guide decisions (such as improving the learning environment), interpreting emotional cues from others, and managing emotions to reduce stress and create supportive atmospheres. For faculty members, applying these abilities can lead to a more positive and effective academic experience for their students.

2.2.2 The Mixed Model

The Mixed Model of Emotional Intelligence, developed by Daniel Goleman in 1995, is distinguished from the Ability Model as the mixed model includes emotional and social competencies with personality traits. This model extends EI to the integration of other critical factors such as motivation and empathy which is essential for creating and sustaining relationships. Goleman opines that the Mixed Model involves several critical fields, including Self-Awareness, an ability that allows a faculty member to recognize their feelings, strength, and weaknesses; Self-Regulation, the control over such negative feelings; Motivation, whereby faculty members are driven by passion for teaching rather than rewards; Empathy, through which educators understand and address the concerns of their students; and Social Skills, through which teachers handle relationships and create a positive academic atmosphere. This model stresses that EI is more than emotional control provides the social skills that are necessary to enable the faculty member to take care of his emotions while taking care of the needs of the students and colleagues.

2.3 Application of Emotional Intelligence in Education

Faculty members in the education sector face various emotional challenges, particularly in a university setting. These include stress from managing teaching, research, and administrative duties, which can be overwhelming. Faculty members with higher Emotional Intelligence (EI) are more effective in handling stress and performing well at work. They also navigate interpersonal conflicts more smoothly, resolving tensions among faculty, students, or administrators. Additionally, educators with higher EI are more attuned to students' emotional needs, enhancing student satisfaction and retention. Research supports this, with (Schutte et al., 2001) finding that faculty members with higher EI manage stress better and engage students more effectively. Similarly, Wan Sulaiman (2015) showed that teachers with higher EI demonstrate better teaching quality and job performance. The development of EI among faculty members not only improves their well-being but also enhances academic outcomes for students.

2.4 Emotional Intelligence and Employee Performance

Substantive research has been made of the relationship that EI has with Employee Performance. Employees with healthy levels of EI have commonly been successful to deal with

workplace stress, build stronger communication practices with colleagues, and efficiently solve problems. All these have contributed to an increase in performance (Carmeli, 2003). Different meta-analyses have illustrated that EI is significantly and perfectly related to performance of job in most business industries (O'Boyle et al., 2011). Until now, few researches have been carried out in the academic realm and even fewer focusing on Pakistani Universities. There is immense pressure on faculty members in Pakistan's higher education sector because of high workloads, resources shortage, and administrative problems. If these pressures are not controlled, then the results are negative and harm the performance (Khan et al., 2014) Hence, EI could be very significant in augmenting effectiveness among the staffs to build effective relationships with students and colleagues and coping better with stress. The current research intends to fulfil the lacuna prevailing in the previous research by looking into the direct relationship of EI and Employee Performance in Pakistani universities.

2.5 Organizational Citizenship Behavior (OCB)

OCB is such an effective behavior that goes further than strict job descriptions but is necessary for the success of an organization. These behaviors include helping others, more than the work assigned, and production. OCB has been defined to consist of five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Podsakoff et al., 2000).

2.5.1 Theoretical Framework of OCB

OCB theory is founded on social exchange theory, meaning that employees exhibit extra-role behaviors if they feel that their organization delivers value for them (Gong et al., 2010). When employees perceive equity in the organization, they go beyond their formal work and perform behaviors that promote organizational effectiveness. In higher education, this may occur when faculty contribute to mentoring students, involve their colleagues in research, or help develop academic programs.

2.5.2 OCB and Employee Performance

There's always a strong correlation between OCB and Employee Performance as identified in the studies. Employees engaged in OCBs tend to contribute to a positive organizational context; hence, there will be teamwork and an increase in organizational efficiency that all add up to increase performance outcome. In educational contexts, OCB tends to add up to improve teaching outcomes, increase student satisfaction, and even increase the rate of productivity in research work (Hong et al., 2022). Despite the growing interest in OCB, relatively few studies have been done to examine its role in higher education, particularly within Pakistani universities. Faculty members take on multiple roles in universities, Mahmood and Shakil highlighted in 2017, as they engage in extra-role behaviors such as mentoring and serving on the academic committees that support institutional success. Through this study, the mediating role of OCB in the relationship between EI and Employee Performance is studied to determine how voluntary behaviors of academic staff influence their performance.

2.6 Workplace Spirituality

Workplace Spirituality is one measure through which an individual finds meaning, purpose, and belonging in the work context (review & 2003, 2003). It is an acknowledgment that employees are not just economic agents but also spiritual beings seeking fulfilment and

congruence with their values at work. Workplace Spirituality is linked to various organizational outcomes, including job satisfaction, commitment to the organization, and overall employee well-being (Giacalone & Jurkiewicz, 2003).

2.6.1 Theories and Theoretical Perspectives in Workplace Spirituality

The theoretical foundation for Workplace Spirituality stems from human motivation and well-being concepts, which highlight that employees seek more than just material rewards at work. According to Maslow (1943), individuals aim for self-actualization, seeking fulfilment and personal growth. A workplace that promotes ethical behavior, personal development, and community can foster a sense of spirituality at work. In Pakistani universities, where religious and spiritual values are deeply rooted, Workplace Spirituality could significantly impact employees' attitudes and behaviors. Faculty members who feel a spiritual connection to their work may experience higher motivation and commitment, leading to improved performance. This study examines how Workplace Spirituality moderates the relationship between Emotional Intelligence (EI), Organizational Citizenship Behavior (OCB), and Employee Performance within the diverse cultural context of Pakistani universities.

2.6.2 Workplace Spirituality and Employee Performance

According to empirical evidence, there is a positive correlation between Workplace Spirituality and many organizational outcomes, including Employee Performance (Eliyana & Sridadi, 2020). The more attachment employees feel about their work, the more likely they are to be higher performers in their job roles due to feeling stronger engagement, motivation, and commitment. In an educational institution, spiritually connected employees will probably spend much more in their teaching, research, and service activities and become better performers. Given the deep influence of spirituality and religion in Pakistan, Workplace Spirituality may be particularly relevant for university faculty. Research has indicated that workplace spirituality can improve employee well-being, job satisfaction, and organizational commitment (De Carlo et al., 2020) There is also a lack of research on the role of Workplace Spirituality in Pakistani universities related to Employee Performance. To bridge this gap, this research provides insights into the effect of spiritual values on performance in an academic setting.

2.7 Employee Performance

Employee Performance demonstrates the efficiency and success of employees in an organization to carry out their duties and contribute to the organization. Most of the time, in the assessment of faculty performance in higher-learning institutions, teaching effectiveness, research productivity, and institutional service are employed (Cai & Lin, 2006). In this regard, several factors affect Employee Performance. Some of the factors include the individual abilities, motivation, support from the organization, and workplace surroundings.

2.7.1 Factors that Influence Employee Performance

Several models explain what determines Employee Performance. The JD-R model illustrates that performance is based on the balance of job demands (like workload and time pressure) in relation to job resources such as organizational support and autonomy (Barbier et

al., 2013). Faculty members have to balance numerous demands, such as teaching, research, and administrative work, in a context with resource limitations and organizational challenges.

2.7.2 Employee Performance in Higher Education

In academic institutions, Employee Performance is often measured in terms of quality of teaching, research output, and services to the institution (Decramer et al., 2013). Meeting excellence standards in any of these areas can be very challenging given the workload involved. Research studies show that emotional intelligence, organizational support, and workplace spirituality drive higher faculty performance through better motivational levels, decreased stress factors at workplaces, and an encouraging atmosphere at work (Decramer et al., 2012).

2.8 Interrelating Emotional Intelligence, OCB, Workplace Spirituality, and Employee Performance

The extant literature suggests that all three: Emotional Intelligence, Organizational Citizenship Behaviour, and Workplace Spirituality are effective predictors of Employee Performance. However, there is a dearth of research that would study how the variables interact with each other to affect the levels of outcome performance in the academic sector, more so for Pakistani universities. This study will attempt to fill this lacuna by inspecting the direct and indirect relationships among the variables, where OCB acts as a mediator and Workplace Spirituality as a moderator.

3. Methodology

This chapter highlights the methodologies used to examine the relationships of Emotional Intelligence (EI), Organizational Citizenship Behavior (OCB), Workplace Spirituality, and Employee Performance amongst faculty members at Pakistani universities. It will include all the in-depth details about the research design, sample selection, data collection tool, measuring instruments, data analysis techniques, and ethical considerations. A study with a quantitative design based on a correlational approach was adopted to analyze the core variables: Emotional Intelligence, Organizational Citizenship Behavior, Workplace Spirituality, and Employee Performance. A quantitative approach was adopted as the nature of research, which is statistical in its analysis, hence making it possible to have the case of hypothesis testing and drawing an appropriate conclusion (Sartori et al., 2014). The correlational design was particularly useful where direct and indirect relationships between the variables could be established, with OCB as a mediator and Workplace Spirituality as a moderator. This helped in generating insight into how these factors interact to determine Employee Performance within the higher education context. The target population of this research was faculty members in both public and private universities of Pakistan. To ensure a representative cross-section from different disciplines of academics and different regions, a stratified random sampling technique was followed. Such a sampling technique leads to an increase in the generalizability of the findings. A sample size of 304 faculty members was chosen considering them to be sufficient for any strong statistical analyses. Email invitations outlining the purpose and the research study with the assurance of keeping all responses confidential were sent to participants.

3.1 Data Collection Methods

The structured online questionnaire was carried out, developed using Google Forms; the questionnaire contained standardized scales to measure Emotional Intelligence, Organizational Citizenship Behaviour, Workplace Spirituality, and Employee Performance. Some of the advantages of this structured online questionnaire included easy access for respondents to complete the survey from any place and at any time they wanted. Data collection was done over four weeks, and follow-up reminders were made to encourage respondents to participate. Informed consent was obtained from all the respondents to ensure that they understood their rights concerning confidentiality and that participation was voluntary.

3.2 Measurement Instrument

For each variable, the validated and reliable measurement scale was used to measure it. The following instruments were used.

3.2.1 Emotional Intelligence

We used Bar-On's 1997 Short Form of the Emotional Quotient Inventory (EQ-i) to measure Emotional Intelligence. The EQ-i is a 16-item scale, targeting important dimensions of EI - self-awareness, empathy, and social skills. A five-point Likert scale was applied; the response set ranged from "strongly disagree" (1) to "strongly agree" (5). It has proven to be reliable in previous studies.

3.2.2 Organizational Citizenship Behavior

Organisational Citizenship Behavior was operationalised using the shortened Organisational Citizenship Behaviour Scale (OCB Scale) developed by Podsakoff, Mackenzie, Moorman, and Fetter (1990). This version used in the current study consisted of 16 items that assessed behaviors that included helping teammates, organizational citizenship, civic virtue, sportsmanship, and conscientiousness. The respondents indicated on the five-point Likert scale from 1 (never) to 5 (always) to what extent they enact their respective behaviors. The reliability of this scale has been reported high in previous literature.

3.2.3 Spirituality at work

Workplace Spirituality was measured through a shortened Workplace Spirituality Scale by Ashmos and Duchon (2000). The shortened version contained 16 items that measure some dimensions of meaning and connection at the workplace. For each of the items, respondents were given a five-point Likert scale to respond with ranging from 'strongly disagree' to 'strongly agree'. The scale has established good reliability in researches already done.

3.2.4 Employees' Performance

Employee Performance was rated on a self-report scale by a short form of the Job Performance Scale developed by Williams and Anderson (1991). It consisted of 16 items that measured different facets of faculty performance such as teaching effectiveness and contributions to research. Ratings were rated on a five-point Likert scale with poor as 1 and excellent as 5. There are a number of good reliability studies in earlier research.

3.5 Data Analysis Techniques

Data analysis was conducted by SPSS and AMOS. The steps involved in the process of analyzing are as follows:

- Descriptive Statistics: Descriptive statistics were applied to summarize data concerning demographic variables, which consisted of age, sex, rank, and years since the degree was awarded.
- Reliability Analysis - To measure the reliability analysis, Cronbach's Alpha has been used for determining the internal consistency of the measurement instrument used. Any Cronbach's alpha of .70 or higher was considered appropriate (Nunnally & Bernstein, 1994).
- Confirmatory Factor Analysis the third step, CFA has also been performed to cross-validate the validity of the measurement scales of the applied constructs and to ensure that the measurements are carried out accurately in terms of their intents.
- Structural Equation Modelling (SEM): The interactions between the variables were analyzed using SEM. SEM facilitated the assessment of direct and indirect effects simultaneously, making it possible to understand by what mechanisms Emotional Intelligence affects the Employee Performance through Organizational Citizenship Behavior, and how Workplace Spirituality moderates these relationships.
- Mediation and Moderation Analyses: These analyses were conducted to check the specific roles of OCB and Workplace Spirituality between relationships EI and Employee Performance. The significance of indirect effects was tested via the bootstrapping techniques of Preacher and Hayes (2004).

3.6 Ethical Considerations

Concerns for ethics were always in the front line of conducting human participant research. The study observed the concerns set forth by the Institutional Review Board (IRB) and the American Psychological Association (APA). Included in some of the most important considerations are:

- Informed Consent: Participants were given comprehensive descriptions of the nature of the study, steps used, and potential risks and rewards. Informed consent was obtained before observing participation to ensure that the respondents understood their rights and had a chance to leave without undue penalty.
- Confidentiality: All identities of respondents are confidential, and data collected here were anonymous for the sake of confidentiality. Data were preserved and accessible to a limited number of researchers involved in such research.
- Voluntary Participation: The study included voluntariness in participation, and thus the participants were free to decline to answer whatever questions they wished or withdraw from the study at any time.
- No Harm: The design of the study resulted in assuring that no form of harm either physical or psychological happened to the participants. Members were further encouraged to be comfortable through creating an environment, especially in answering questions that were related to workplace experiences and may be seen as sensitive.

4. Data Analysis

It reports the results of analyses performed in the attempt to explore the interplay between EI, OCB, Workplace Spirituality and Employee Performance among faculty members of universities in Pakistan. The overall analysis plan comprised descriptive statistics, reliability tests, confirmatory factor analysis, and structural equation modelling. In this manner, these methods have clarified some fundamental relationships and hypotheses of the research into the variables dynamics.

4.1 Descriptive Statistics

The population considered for this study was 304 faculty members of different public and private universities from Pakistan. The demographic characteristics of the respondents have been analyzed to ascertain what the sample looks like. The overall outline of this is found in table 1.

Table No 1: Demographic Characteristics of Respondents

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	152	50
	Female	152	50
Age	25-30	60	20
	31-40	122	40
	41-50	92	30
	51 and above	30	10
Academic Rank	Lecturer	102	33.3
	Assistant Professor	82	26.7
	Associate Professor	70	23.3
	Professor	50	16.7
Years of Experience	0-5 years	122	40
	6-10 years	92	30
	11-15 years	60	20
	16 years and above	30	10

The sample was balanced along gender as 50 percent males and females, thus bringing in an unskewed sample in terms of gender. More than half were between 31-40 years (40%), suggesting a relatively experienced group. The faculty belonged mostly to lecturers at 33.3 percent. Most had 0-5 years of experience, at 40 percent, thus forming a mix of fresh and experienced educators in the sample.

4.2 Reliability Analysis

Reliability analysis was performed to evaluate the internal consistency of the measurement tools utilized in the study. Cronbach's alpha was calculated for each scale, and the findings are presented in Table 2.

Table No 2: Reliability Analysis Results

Variable	Number of Items	Cronbach's Alpha
Emotional Intelligence (EI)	16	0.83
Organizational Citizenship Behavior (OCB)	15	0.81
Workplace Spirituality	13	0.9
Employee Performance	12	0.87

The reliability analysis indicated that all scales demonstrated strong reliability, with Cronbach's alpha values ranging from 0.81 to 0.90. These values suggest that the measurement instruments used in this study were consistent and reliable, affirming their appropriateness for the sample and the constructs being measured (Nunnally & Bernstein, 1994).

4.3 Confirmatory Factor Analysis (CFA)

To validate the factor structure of the measurement scales, Confirmatory Factor Analysis (CFA) was performed. The CFA was conducted to confirm that the data fit the proposed model and to assess the distinctiveness of each construct.

The overall model fit indices indicated an adequate fit: Chi-square = 250.35, degrees of freedom = 140, CFI = 0.91, TLI = 0.90, and RMSEA = 0.05. These indices suggest that the measurement model adequately represents the data and supports the validity of the constructs.

4.4 Structural Equation Modelling (SEM)

Structural Equation Modelling (SEM) was employed to test the hypothesized relationships among the variables in the study. SEM allows for simultaneous examination of multiple relationships, which is essential for understanding complex interdependencies. The model was structured with Emotional Intelligence as the independent variable, Organizational Citizenship Behavior as the mediator, and Employee Performance as the dependent variable, while Workplace Spirituality was treated as a moderator. The SEM results are summarized in Table 3

Table 3: Structural Equation Modelling Results

| Hypothesis	Path	Standardized Coefficient	p-value
H1	EI → OCB	0.42	0.001
H2	OCB → EP	0.38	0.002
H3	EI → EP	0.32	0.005
H4	WS moderates EI → OCB	0.25	0.03
H5	WS moderates OCB → EP	0.3	0.01

The results demonstrated that Emotional Intelligence (EI) has a significant positive effect on Organizational Citizenship Behavior (OCB) ($\beta = 0.42$, $p < 0.001$), confirming Hypothesis 1. This implies that faculty members with higher EI are more likely to engage in

helpful behaviors that support the organization, such as going beyond their formal job duties. Additionally, OCB was found to positively influence Employee Performance ($\beta = 0.38$, p < 0.002), supporting Hypothesis 2. Faculty members who actively participate in OCB are perceived as performing better in their roles, emphasizing how these extra-role behaviors contribute to better overall performance.

The study also revealed that EI directly impacts Employee Performance ($\beta = 0.32$, p < 0.005), supporting Hypothesis 3, showing that emotionally intelligent faculty members achieve better teaching and professional outcomes. Furthermore, Workplace Spirituality was found to moderate the relationship between EI and OCB ($\beta = 0.25$, p < 0.03), confirming Hypothesis 4. This suggests that a spiritually supportive environment enhances the positive influence of EI on OCB. Moreover, Workplace Spirituality also moderated the link between OCB and Employee Performance ($\beta = 0.30$, p < 0.01), supporting Hypothesis 5. This indicates that OCB has a stronger effect on performance in environments where spirituality is valued, reinforcing the significance of nurturing spiritual well-being at work.

Figure No 1: Structural Model
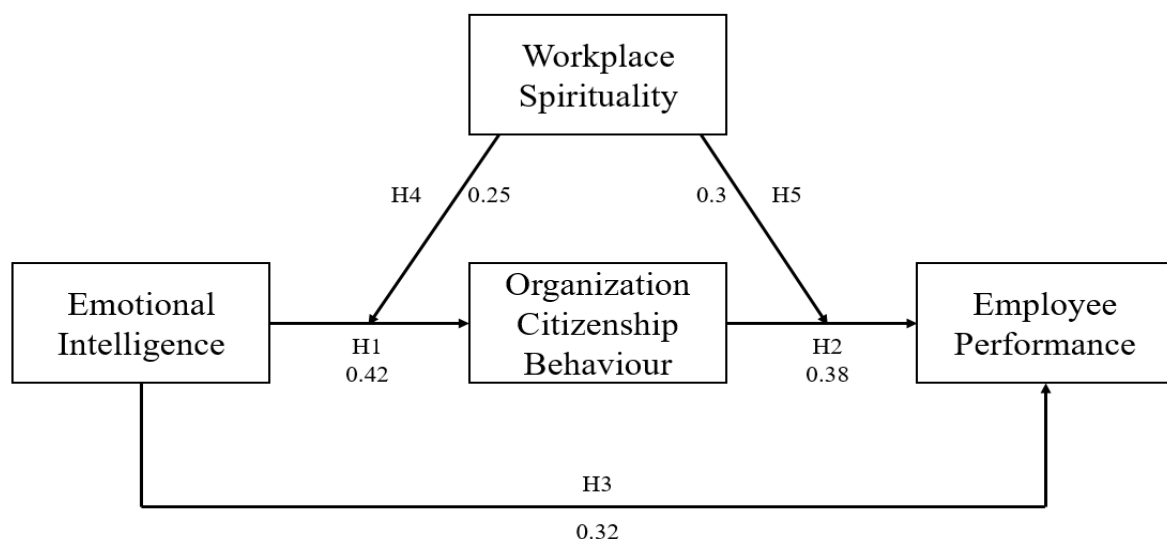
4.5 Mediation Analysis

To further explore the mediating role of Organizational Citizenship Behavior between Emotional Intelligence and Employee Performance, a bootstrapping method was employed. The results of the mediation analysis are presented in Table 4.

Table No 4: Mediation Analysis Results

Direct Effect	Indirect Effect	Total Effect	p-value
EI → EP	EI → OCB → EP	EI → EP	0.001
Standardized Coefficient	0.14	0.46	

The mediation analysis proved a significant indirect effect of Emotional Intelligence on Employee Performance through Organizational Citizenship Behavior ($\beta = 0.14$, $p < 0.001$). In other words, this is showing that part of the relationship between EI and Employee Performance will be mediated by OCB since higher Emotional Intelligence augments the presence of OCB, which further contributes to better Employee Performance.

4.6 Summary of Findings

The data analysis demonstrated notable relationships among Emotional Intelligence, Organizational Citizenship Behavior, Workplace Spirituality, and Employee Performance. The main findings are as follows:

1. Emotional Intelligence significantly impacts Organizational Citizenship Behavior.
2. Organizational Citizenship Behavior positively influences Employee Performance.
3. Emotional Intelligence has a direct effect on Employee Performance.
4. Workplace Spirituality moderates both the relationship between Emotional Intelligence and Organizational Citizenship Behavior, as well as the relationship between Organizational Citizenship Behavior and Employee Performance.
5. Organizational Citizenship Behavior serves as a mediator between Emotional Intelligence and Employee Performance.

These findings suggest that enhancing Emotional Intelligence among faculty members can lead to improved Organizational Citizenship Behavior and, consequently, better Employee Performance. Moreover, fostering a spiritually supportive workplace can strengthen these relationships, highlighting the importance of both emotional and spiritual dimensions in higher education.

5   Discussion And Conclusion

This chapter summarizes the major findings of the study, discusses these implications for higher education in Pakistan, and brings out the conclusions drawn from the research. The attempt is to understand how EI, OCB, Workplace Spirituality, and Employee Performance interact in the context of faculty members at universities.

5.1 Summary of Key Findings

The objective of this study was to study the interrelationship between Emotional Intelligence, Organizational Citizenship Behaviour, Workplace Spirituality and Employee performance among faculty staff in universities across Pakistan. The key findings are presented as follows:

1. Emotional Intelligence and Organizational Citizenship Behavior: As per the result, emotional intelligence was found to be positively related to organizational citizenship behavior $\beta = 0.42$, $p < 0.001$. The aforementioned behavioral outcomes indicate that an employee who carried higher performance on emotional intelligence was perceived to carry higher performance and behaviors which support his colleagues and general organizational environment. This result would convey a message towards the contribution of emotional skills to create a supportive and cooperative academic atmosphere.

2. Organizational Citizenship Behavior and Employee Performance: There was also a highly significant positive relationship between Organizational Citizenship Behavior and Employee Performance ($\beta = 0.38$, $p < 0.002$). Highly supportive teachers who contribute meaningfully to their peers' work environment and act in a manner that strengthens it often work very effectively in academia. It follows then that institutions of learning that cultivate a supporting and collective environment will prosper together.

3. Direct Effect of Emotional Intelligence on Employee Performance: Emotional Intelligence had a direct positive influence on Employee Performance ($\beta = 0.32$, $p < 0.005$). That emotionally intelligent teachers may serve as effective teachers and other professionals illustrates the critical role emotional skills play in terms of academic effectiveness.

4. Intermediate Moderation of Work Spirituality: Work Spirituality significantly moderated both EI and OCB ($\beta = 0.25$, $p < 0.03$), as well as OCB and EP ($\beta = 0.30$, $p < 0.01$). Such findings indicated the positive effect on the performance outcome effects of EI and OCB in a supportive and spiritually nurturing work environment. The bottom line is that the organizational work environment valuing spirituality can be a good way to enhance the emotional intelligence and citizenship behaviors of its faculty.

5.Organizational Citizenship Behavior Mediates the Relationship: The results of the mediation analysis revealed that Organizational Citizenship Behaviour partially mediates the relationship between the Emotional Intelligence and Employee Performance ($\beta = 0.14$, $p < 0.001$). This is because part of the positive influence of Emotional Intelligence on performance flows through increase in OCB. Thus, variables become interdependent as citizenship behavior plays an important role in increasing the impact of emotional intelligence.

5.2 Implications of the Study

There are several very important implications of this study for universities and educational institutions in Pakistan:

1. Training and Development: Emotional Intelligence should be developed in the minds of teachers in institutions. Targeted training can be provided to build skills like empathy, self-awareness, and even relationship management and so on. These will ultimately create a better environment of interaction within the faculty member circle and enhance performance. Workshops, seminars, and peer-coaching models might help achieve that.

2. Organisational Citizenship Behavior - The universities would encourage their faculty members to adopt Organisational Citizenship Behaviour and then reward these behaviors as long as they enhance the academic community. Some recognition programs for collaboration, support, and community involvement will encourage a whole culture of OCBs that will help the institution in general.

3. Workplace Spirituality: A faculty-friendly workplace spirituality can contribute significantly to well-being and performance. Programs promoting a sense of purpose, values-based behaviour, and relations at work may strengthen the strength of positive effects of Emotional Intelligence and OCB. Some examples of these programs may be mindfulness programs, community service, reflection time, etc.

4. Employee Performance: The research study puts a strong case forward for the fact that the performance of faculty members needs to be promoted. In a work environment that incubates both Emotional Intelligence and OCB, faculty members will be more positively effectual at work. Further development for the faculty can be offered by including feedback means and performance management systems that nurture emotional and relationship skills.

5.3 Limitations of the Study

Although this study has elicited meaningful information, there are a few limitations which need to be identified:

1. Sample Size and Generalizability: The paper was based on a sample of 304 faculty members in selected universities. The findings may therefore not be generalized to the universities of Pakistan or any other educational settings. Future research should include a larger and diversified sample in order to obtain generalization.

2. Cross-Sectional Design: The study utilized a cross-sectional design that measures data at a particular point in time. This type is normally retrospective and limits its ability to follow the trend or change over time. Future studies could look into using longitudinal designs to observe the changing dynamics on how these interplays evolve in terms of their relationships, hence yielding a dynamic picture for the constructs.

3. Self-Report Measures: There is always a chance for biased information because self-report questionnaires may be based on overreporting rather than an accurate reporting of abilities or engagement in specific behaviors. In further research, it could be supplemented with multiple data sources, including peer evaluations or performance reviews, that can give a clearer picture of the relations between variables.

5.4 Conclusion

In the light of these findings, this research work has added a lot to our understanding regarding the inter-play relationship between Emotional Intelligence, Organizational Citizenship Behaviour, Workplace Spirituality, and Employee performance among faculty members in Pakistani universities. The findings of the research support the fact that Enhanced Emotional Intelligence leads towards better Organizational Citizenship Behavior and Employee performance. However, this is only when faculties are working in environments supporting and spiritually enriching. Focusing on these dimensions, the universities may establish a healthy and productive environment that may yield a positive effect on faculty members and the institution at large. The above-mentioned relationships should be further researched and then utilized for designing effective mechanisms to foster Emotional Intelligence and Organizational Citizenship Behavior in academic settings. This, in turn, will bring about the development of higher education in Pakistan.

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