

Impact of Emotional Intelligence on Counterproductive Work Behavior and Machiavellianism among University Teachers

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Abstract. The study seeks to check the relationship and impact of emotional intelligence on Machiavellianism and Counterproductive Work Behavior among university teachers. For that, participants comprising of 158 university teachers approached in private and public institutes of Islamabad and Rawalpindi. All information is collected through informed consent. The data is collected keeping in mind the inclusion and exclusion criteria, using three different instruments viz., Wong and Law Emotional Intelligence, 10-items short version of Counterproductive Work Behavior and Machiavellian Personality Scale to find out the Machiavellian tendencies. The results of the study found that there is an impact of emotional intelligence on Machiavellianism and counterproductive work behavior in university teachers. This study suggests the qualitative analysis to further check the relationship among study variables.

Key words: Counterproductive Work Behavior, Machiavellianism, Emotional Intelligence

1 Introduction

Wechsler (1949), in early 1940 gave the concept of intelligence. It includes both of its element as cognitive and non-cognitive but the cognitive gained more attention. The non-cognitive aspects in term of “emotional intelligence” didn’t get prominence until about 1990, but the interest in it had been increased dramatically. In the past 30 years, Psychologist Thorndike and Stein (1937), explained it as concept of social intelligence as “the ability to understand and manage men and women, boys and girls, and to act wisely in human relations” (Thorndike and Stein, 1937). Therefore, the elements of definition explain the idea was related to both the cognitive (the capacity to comprehend others) and practical elements (the capacity to interact with and respond to them). Similarly, some other researchers like Moss et al. (1949) also defined social intelligence as capability to get along with others Moss et al. (1949). Vernon (1933).also explained the social intelligence in wide aspects as the “ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers” Vernon (1933).

Kornhaber (2002) explored the concept of intelligence as intelligence theorist. He proposed the multiple intelligence which includes interpersonal and intrapersonal capacities, and he also

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refined the emotional intelligence as a part of social intelligence [Crowne \(2009\)](#). On the basis of early works, [Salovey and Mayer \(1990\)](#) played their role to collect the term Emotional Intelligence (EI). Later, [Goleman and Boyatzis \(2008\)](#), established it as a valid and legitimate term of intelligence. [Goleman and Boyatzis \(2008\)](#) is father of Emotional Intelligence and gave his best-selling book, *Emotional Intelligence: Why it can matter more than IQ* [Goleman and Boyatzis \(2008\)](#), [Goleman and Boyatzis \(2008\)](#), explained that our achievements are showed by our actions, and they are driven by both cognitive and non-cognitive capabilities. It means that capabilities act as partners and then shows our actions. Although [Goleman and Boyatzis \(2008\)](#)'s book gave more value to emotional intelligence, but many sceptics refused this claim and highlighted the fact that there was insufficient scientific research for his theories and gave more worth to IQ.

2 Review of Literature

2.1 Emotional Intelligence

In 1990, emotional intelligence concept became wider in different domains by [Mayer and Salovey \(2007\)](#) as, "the ability to handle one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Academic writing and emotional intelligence relationship began in the [Mayer and Salovey \(2007\)](#) work. They were the first who gave the relationship in their findings among educational institutes [Averill \(1992\)](#). Later, [Mayer and Salovey \(2007\)](#) again defined the emotional intelligence as "the ability to detect emotions, to enter and create emotions that help thinking, to understand emotions and emotional knowledge acquired, always thought to control emotions to promote emotional and intellectual development." They found that emotions make our thought process more effective that lead towards the combination of ideas. In [Mayer and Salovey \(2007\)](#), stated that some human beings are more capable as compared to others to process perceived information related to feelings and their related stimuli and further use it as an experience to behave according to situation [Mayer and Salovey \(2007\)](#). This statement indicated that individuals with low emotional intelligence have not much sharp capabilities to use their own and others' emotions and understand them and these less capabilities create problem to adjust in environment. According to [Joshi et al. \(2022\)](#), it performs its major role to detect overall performance of individual in various fields.

Highly emotional intelligent people paid more focus towards their physical and mental processes. For instance, the individuals who are high in EI skills have more detecting capabilities to determine their own physical conditions [Schneider et al. \(2005\)](#). These individuals are also better able to find out and justify about the emotional consequences of events. For instance, people who are more accurate about their feelings have more chances to predict their level of feelings in future like the outcome of a U.S presidential election [Dunn et al. \(2007\)](#).

2.2 Emotional Intelligence in Academic Settings

[Mayer and Salovey \(2007\)](#) model also explained their importance in different academic settings like personal and social functioning as well as in various domains such as education, workplace performance, and mental health [Tice and Bratslavsky \(2000\)](#). It gave a pathway for understanding and developing emotional competencies that help to manage wellbeing and overall success in life. They are further impressed by changes in three important aspects of life like

biological, social and psychological e.g., familial, educational and cultural [Zhou et al. \(2022\)](#). Educational aspect is one of the important sphere because mostly students spend most of their time period in these settings, learn new skills and make new relationship with surroundings ([Alford and Head, 2017](#)). These learning skills plays role in their academic performance. Prior research analysed that personal and other environmental dimension like teacher student relationship and peer conflict play a crucial role in academic performance ([Carmona-Halty et al., 2019](#); [Deighton et al., 2021](#); [Zhou et al., 2022](#)).

Reviewing literature, it was suggested that the teachers who are emotionally intelligent have better psychological adjustment, good emotional skills (e.g., self-esteem, happiness, optimism, social support, and less depression, [Lopez-Zafra et al. \(2019\)](#); [Tejada-Gallardo et al. \(2022\)](#)), and higher levels of satisfaction, well-being, and flourishing in life [Lopez-Zafra et al. \(2019\)](#); [Salavera et al. \(2020\)](#); [Sánchez-Álvarez et al. \(2016\)](#). In educational context, findings revealed that people who are emotionally developed competent have more improved psychological adjustment and interpersonal relationships ([Martínez-Martínez et al., 2023](#); [Rey-Martí et al., 2021](#); [Trigueros et al., 2019](#)). Moreover, it was showed that the academic performance and emotional intelligence both have average linkage ([Martínez-Martínez et al., 2023](#); [Rey-Martí et al., 2021](#); [Trigueros et al., 2019](#)).

A significant studies showed that highly emotional intelligent teachers are more conscious to understand the emotions of students and their colleagues as compare to those who have low emotional intelligent (e.g., peer pressure, frustration from overwork, or exam anxiety), and such type of abilities also helps to improve their relationship ([Sánchez-Álvarez et al., 2016](#)). Thus, previous studies exposed many underlying processes such as positive emotions, emotional management, or self-directed learning ([Carmona-Halty et al., 2019](#); [Deighton et al., 2021](#); [Zhou et al., 2022](#)). It might shows the significant association between academic performance and emotional intelligence. It was explored that low emotionally intelligent students and teachers may show counterproductive work behaviour at workplace [Sánchez-Álvarez et al. \(2016\)](#).

2.3 Counterproductive Work Behaviour

Counterproductive Work Behavior are intentionally harmful actions that violate significant social and organizational standards and rules and threatening the satisfaction of employees and organizations [Bennett et al. \(2013\)](#). It is derived from workplace and organizational psychology [Sackett and Walmsley \(2014\)](#). They are significantly present in organizational settings due to diversion of attention from achievements and it threatens the long-term goals of organization [Searle and Rice \(2024\)](#). It may eliminate the well-being and reduce their life satisfaction and impact their attendance and productivity and causes burnout [Fox \(2013\)](#); [O'Boyle Jr et al. \(2011\)](#); [Samnani et al. \(2014\)](#). Researchers of counterproductive work behavior may lead towards workplace deviant, revenge, protest or aggression [Douglas and Martinko \(2001\)](#). For instance, revenge and protest create negative emotions such as anger and frustration. It can affect the workplace conditions and other injustices at setting. It might result in financial, personal, and organizational costs [Douglas and Martinko \(2001\)](#).

Counterproductive work behavior (CWB) is such a big problem that found in almost at every setting, this is somehow also connected to the academic settings [Hu et al. \(2017\)](#). Many researchers had been found the relationship between counterproductive work behavior and organizational citizenship behavior that indicates significant association [Dalal \(2005\)](#). There was direct role of Organizational Citizenship Behavior in academic settings [Belogolovsky and Somech \(2010\)](#). Teachers also show tendencies of counterproductive acts because they are also normal

human beings and indicates similar behaviors as of the employees [Meier and Spector \(2013\)](#). Nevertheless, Counterproductive Work Behavior considered harmful to both the person who conduct it and the organization [Gruys and Sackett \(2003\)](#); [Robinson and Bennett \(1995\)](#). so there is need to check this behavior and determine the reason in order to control these conducts in educational settings [Bayram et al. \(2009\)](#).

Prior researchers found that negative behaviors are controlled by high emotional intelligence [Mayer and Salovey \(2007\)](#) explained that if individual emotional intelligence is better than their deviant acts then it will decrease their chances of counterproductive actions and it exhibits negative association among them. In addition, [Spector \(2011\)](#), found that the counterproductive work behavior are actually results of clash in relationships of human and lack of authority in some factors at workplace, while [Glomb](#) argued that different personality type like cold or furious type of individual were main cause of counterproductive acts. It was further explored that self-control finds itself as critical element of Counterproductive Work Behavior and emotional intelligence is the capacity to hold one's own emotions, so it shows that those who have control on itself have more ability to perform emotional task and impact counterproductive acts negatively.

Furthermore, [Salgado and Calvo \(1992\)](#), noted that the employees' emotional stability and their intentions toward counterproductive actions are negatively associated. In the literature, it was also found that emotional stability and deviant behaviors were not only show negative associations but also lead towards antisocial behaviors, whereas [Salgado and Calvo \(1992\)](#), explored the cause-and-effect relationship between emotional intelligence and negative behaviors. At the end, it concludes that when employees cannot control their emotions, it enhances their chances towards bad social relationships and result in negative emotions which results in Counterproductive Work Behavior. Researchers also attempted to check the association between Counterproductive Work Behavior and Emotional Intelligence among university teachers which was practically significant [Fox \(2013\)](#). The teachers are actually role model for students and even other members of society, so their counterproductive work behaviors can impact their own and others personality. It is obviously a hurdle for effective education in both students and teachers. Institutes couldn't select low emotionally intelligent teachers if significant relationship is found [Robinson and Bennett \(1995\)](#). Moreover, impact of gender on both Emotional Intelligence and Counterproductive Work Behavior has been tested later in this research. People who show tendencies of counterproductive work behavior had more probability towards the dark triad of personality so this study will check its relationship with Machiavellianism.

2.4 Machiavellianism

In early 20s, the field of psychology had gained fame in dark personality constructs. Among them, the most useable were the Dark Triad constructs and it was given by [Paulhus and Williams \(2002\)](#). It consists of three distinct traits: Narcissism, Machiavellianism and Psychopathy. People who have these characteristics are being cold, cynical, and manipulative and exhibiting very little concern for the emotions of others. Narcissistic tendencies often includes grandiosity in self-perception, a sense of entitlement, and a propensity to react aggressively when their self-image is challenged. Machiavellians typically indicate very low moral values and use cunning tactics as instruments to achieve their targets. Psychopathic individuals have deficient impulse control, habitual lying, and a disregard for remorse regarding wrongdoing. While all three traits of the Dark Triad played their role in field of psychology but this study primarily concentrate on Machiavellianism due to its interpersonal manipulative tendencies.

In sixteenth century, Machiavellianism concept originate from the book, *The Prince* (1531/1961) which was written by [Machiavelli \(2021\)](#). He guided the new leader of Florence in his book and told him how to gain political and military power. In 1970, it was initially introduced by [Vleeming \(1979\)](#) in the field of psychology. Machiavelli gave different tactics to keep their surroundings around them by changing their behaviour. Furthermore, he explained that any individual used cunningness and deceit in positive way for effective leadership.

Machiavellianism, as defined by the Oxford English Dictionary, refers to the use of cunning tactics in strategies or overall behaviour [Rizal et al. \(2021\)](#). Machiavellianism tendencies include social conduct strategy that told how to manipulate others for their gain, often on the basis of the other party's self-interest and manipulating them for personal benefit [Wilson \(2005\)](#). Machiavellian individual promotes strategies that impact interpersonally as use of exploitation, deception and manipulation. They are further explained as aloof, domineering, cynical attitudes [McHoskey et al. \(1998\)](#).

According to [Vleeming \(1979\)](#), such individuals are successful manipulators which are described as manipulators don't empathize with their victims. It was further explained that the one who is more empathetic have less chances to manipulate others and vice versa. Manipulator don't show any concern with the morality like lying and cheating and just try to gain their profits. It found that manipulators usually use the world as instrument which exhibited the lack of psychosis or other mental impairments. Christie stated that manipulators show their more attention towards things done pragmatically rather than focus on ideological allegiances while they are different in their ideals at workplace. They paid more focus on such type of tactics that achieved individual ends rather than means. Machiavellianism and Emotional Intelligence are significant topic nowadays due to the amoral behavior of the Machiavellian individual towards other individuals, groups and organizations. [Côté \(2014\)](#) found that there is mixed evidence related to the association among Emotional intelligence and Machiavellianism. According to [Côté \(2014\)](#), there is an interactive impact found between Emotional-Regulation knowledge and Machiavellianism. Individuals who obtained high marks in both Emotional Regulation knowledge and Machiavellianism had more opportunity to involve in interpersonal deviances as compare to those who scored high only in Machiavellianism. It was exposed that there are only few groups of Machiavellians who have ability to regulate their emotions. These sorts of people have more capacity to perceive emotions of others and manipulated them interpersonally and took benefit of situation. In our educational institutes, it allows to manipulate the emotions of colleagues and students and reach their goals easier than those who don't have these characteristics. It shows how it is important to analyze the relationship of emotional intelligence and Machiavellianism. In a review of extent literature, [Wu and Lebreton \(2011\)](#) focused on different aspects of personality to predict counterproductive work behavior. It was found that dark triad constructs of personality gave a chance to expand the amount of variance explained in counterproductive work behavior [Wu and Lebreton \(2011\)](#). [Wu and Lebreton \(2011\)](#) highlighted that Machiavellian individuals have more chances to involve in counterproductive work behavior as compare to non-Machiavellian individuals. They showed more tendencies when their personal benefit involved like aggressive actions as destruction of property and interpersonal problems with colleagues and students. Machiavellians involved in covert form of counterproductive work behaviors like spreading rumors and gossips. Furthermore, it was exposed that time would average the association among counterproductive work behavior and Machiavellianism but there was no any authentic data on these sorts of relationships that encourages the researchers to analyze them and it is relevant to current study.

2.5 Rationale

This study aims to explain how emotional intelligence enhance or reduce the Counter-productive work behaviour and Machiavellianism. Emotional Intelligence gained prominence [Mayer and Salovey \(2007\)](#) published a defining paper. It consists of four main sections as the ability to perceive, understand and manage emotions and the ability to use these emotions to facilitate thought [Mayer and Salovey \(2007\)](#). This study aims to explore the behaviour of individuals with high or low emotional intelligence in the workplace, focusing on its association with Machiavellianism and counterproductive work behavior.

Researchers have noticed that five factor model of personality traits predicts counterproductive work behavior. Although there is bundle of literature on the said variables but dark triad traits are under-researched with respect to work productivity. The aim of this research is to examine the one side of dark triad which is Machiavellianism with counterproductive work behavior among the university teachers to check how interpersonally manipulative nature of employees influence their work.

[Mayer and Salovey \(2007\)](#) found that there is negative association between emotional intelligence and Machiavellianism but further study is necessary to check the dark side of emotional intelligence. This study aims to check the association among elevated emotional intelligence (EI) and the likelihood of engaging in counterproductive work behaviour among individuals with Machiavellian tendencies. This study will also investigate the role of gender in the context of emotional intelligence, Machiavellianism, and counterproductive work behaviour to provide valuable insights into the complexities of workplace dynamics and aid to enhance organizational functioning and individual's well-being. Education, especially universities, plays a pivotal role in reinforcing emotional intelligence, therefore, contributing to reduce the violence and extremist ideas in university [Ghosh et al. \(2022\)](#). The purpose to choose teachers as a population is to determine how the association of [Elfenbein et al. \(2017\)](#) impacts the attitude of the students towards academia and their career in a long run.

2.6 Objectives

Objectives of the study are as follows:

- To find the relationship between Emotional Intelligence, Machiavellianism and Counter-productive work behaviour.
- To check the impact of EI on Machiavellianism and Counterproductive Work Behaviour.
- To identify gender differences in EI, CWB and Machiavellianism.
- To aware people about how Machiavellianism and emotional intelligence impacts their work productivity.

2.7 Hypothesis

- There is a relationship between Emotional Intelligence, Machiavellianism and Counter-productive work behaviour in University Teachers.
- There is an impact of EI on Counterproductive work behaviour among University Teachers.
- There is an impact of EI on Machiavellianism among University Teachers.

- There are gender differences in EI, CWB and Machiavellianism among University Teachers.

3 Method

This section included the participants, instruments, procedure, and statistical analysis.

3.1 Participants

For this study, the teachers were taken from public and private universities of Rawalpindi and Islamabad. Total sample of 158 teachers were selected. Sample was calculated using Rao soft sample calculator. Teachers were of 21 to 65 years of age.

3.2 Instruments

3.2.1 Wong and Law Emotional Intelligence Scale

Wong et al. (2007) developed the Wong and Law Emotional Intelligence Scale. It consisted of four domains and based on theoretical model of emotional intelligence. It included self-awareness, self-management, social awareness, and relationship management. It had 0.88 reliability value. The scale was made up of sixteen items that assess four domains of emotional intelligence and each domain contained four items. It was also used at workplace for the research purpose. Respondents rate their responses of every statement on seven-point Likert scale, ranging from 1 “strongly disagree” to 7 “strongly agree”. The score for each domain is calculated from their relevant items. The total score has been calculated by summing all the 16 items.

3.2.2 10-Item Short Version of the Counterproductive Work Behaviour Checklist (CWB-C)

10-Item Short Version of the Counterproductive Work Behaviour Checklist (CWB-C) was developed by Spector and Rodopman (2011), along with his colleague Nathan J. This shortened version was introduced in their research work titled “An Insidious Problem: The Prevalence of Negative Work Behaviour” published in the Journal of Organizational Behaviour in 2012. Its reliability was .68. It had 10 items that assess the general counterproductive work behaviour at workplace. They are consisting of half person focused and half organization focused items. It was made on five-point Likert scale as Never, Once or Twice, Once or Twice per month, Once or Twice per week, Every day.

3.2.3 Machiavellian Personality Scale

Machiavellian Personality Scale was developed by Dahling et al. (2009). It was a newer measure to assess Machiavellian tendencies in the workplace. The reliability of this scale is .79. It was made up of sixteen items and had four facets. The facets were desire for wealth, amoral manipulation, desire for power, and cynical attitude towards other. It measured responses in five-point Likert scale with options ranging from 1 “Strongly Disagree” to 5 “Strongly Agree” for each item.

3.3 Procedure

The sample was chosen based on inclusion or exclusion criteria. University teachers from the private and public institutes of Rawalpindi and Islamabad were selected. Informed consent was taken from the participants before data collection, and they gave information about the study and questionnaire used. It was made up of two parts. The first one was based on demographic questions and the second part was composed of the measures as Wong and Law emotional intelligence scale, Counterproductive Work Behaviour Checklist and Machiavellian Personality Scale. Emotional intelligence was assessed by Wong and Law Emotional Intelligence Scale. Counterproductive work behaviour checklist helped to identify the counterproductivity at workplace. Machiavellian personality scale was used to find out the Machiavellian tendencies of teachers. The required corrections and modifications were carried out accordingly. The questionnaire was administered on them to collect data for the analysis within a specified time.

3.4 Statistical Analysis

Raw data was coded, entered, and analyzed using Statistical Packages of the Social Sciences (SPSS) software for Windows (SPSS package version 25). It was described using frequency distribution, mean, median and standard deviation. Kolmogorov–Smirnov test was used to check the normality of data. Relationship between variables were analyzed by Pearson Correlation Test and Simple Linear Regression Analysis helped to check the impact of emotional intelligence on counterproductive work behavior and Machiavellianism. Independent sample t-test used to check the mean comparison of gender differences among study variables.

4 Results

Table 4.1 indicates the demographic characteristics of age, gender, education and designation. There were 130, 21, and 1 university teachers found in range of 21-35, 36-50 and 51-65 age with a mean and standard deviation of 1.18 and .404. Based on gender, female teachers were more in number as 88 out of 158 and males were 70 out of 158 with a mean and standard deviation of 1.56 and .498. In the education level, it was found that there were 28 graduated teachers, 113 post-graduated, 17 doctorate with a mean and standard deviation of 1.93 and .531. On the basis of designation, there were 22 junior lecturer, 102 lecturer, 19 senior lecturer, 12 assistant professor, 2 associate professor and 1 professor with a mean and standard deviation of 2.20 and .863.

Table 4.2 shows the psychometric properties of scales and subscales by using reliability analysis. It is used to check the reliability of scales. The total Cronbach's Alpha value of Wong and Law Emotional Intelligence Scale was .885 which shows the high reliability of scales. Similarly, its subscales also showed high reliability as .876, .850, .848, .791 respectively. In 10 items Counterproductive Work Behaviour Checklist and Machiavellian Personality Scale, Cronbach's Alpha value was .780 and .857 that was highly reliable.

Table 4.3 shows the Pearson Correlation analysis which is used to check the relationship among study variables. There was negatively weak relationship exist between emotional intelligence and counterproductive work behaviour and statistically significant ($r = -.195$, $p < .05$). It was found that there was statistically insignificant and negatively weak relationship between emotional intelligence and Machiavellianism ($r = -.069$, $p > .05$). At the end, highly significant

Table 4.1: Demographic characteristics of study variables

Variables		N	%	M	SD
Age	21-35	130	82.3		
	36-50	27	17.1	1.18	.404
	51-65	01	06		
Gender	Male	70	44.3		
	Female	88	55.7	1.56	.498
Education	Grad.	28	17.7		
	Post Grad.	113	71.5	1.93	.531
	Doc.	17	10.8		
Designation	Junior Lec.	22	13.9		
	Lec.	102	64.6		
	Senior Lec.	19	12	2.20	.863
	Assistant Pr.	12	7.6		
	Associate Pr.	02	1.3		
	Professor	01	06		

Note: N=Population, %=Percentage, M=Mean, SD=Standard Deviation.

Table 4.2: Psychometric properties of subscales and scales

Scales	Subscales	M	SD	R	α
WLEIS		87.44	13.7	16-448	.885
	SEA	5.41	1.485	4-28	.876
	ROE	5.54	1.417	4-28	.850
	UOE	5.55	1.324	4-28	.848
	OEA	5.25	1.557	4-28	.791
CWB		15.37	4.833	10-50	.780
MPS		42.94	9.703	16-80	.857

Note: M= Mean, SD= Standard Deviation, R=Range, WLEIS=Wong and Law Emotional Intelligence Scale, SEA= Self-Emotion Appraisal, ROE= Regulation of Emotions, UOE= Use of Emotions, OEA= Others Emotion Appraisal, 10CWB-Checklist=10 items Counter-productive Work Behaviour Checklist, MPS=Machiavellian Personality Scale

relationship found between counterproductive work behaviour and Machiavellianism. It was moderately positive relationship between them ($r=.358$, $p<.01$).

Table 4.4 shows the simple linear regression analysis. It is used for predicting the counter-

Table 4.3: Pearson Correlation among study variables

Variables	EI	CWB	MACH
1.	-	-.196*	-.069
2.	-	-	.358**
3.	-	-	-

Note: EI=Emotional Intelligence, CWB=Counterproductive Work Behaviour, MACH= Machiavellianism, $p < .05$, $p < .01$

Table 4.4: Simple linear regression between Emotional Intelligence and Counterproductive work behaviour

Variables	β	SE β	β	t	p	95% CI
Constant	21.393	2.44	-	8.73	.000	[16.556, 26.230]
EI	-.069	.028	-.196	-2.49	.014	[-.124, -.014]

Note: EI=Emotional Intelligence, B= Unstandardized beta coefficient, SEB=Unstandardized error for beta, β =Standardized beta, t =t-statistics, $p < .05$

productive work behaviour from emotional intelligence. R2 value was .038 that indicates the emotional intelligence can predict 3.8% variance in counterproductive work behaviour with F (1,158) =6.202, $p < .05$). Findings revealed that emotional intelligence showed negatively significant ($\beta = -.196$, $p < .05$) impact on counterproductive work behaviour.

Table 4.5: Simple linear regression between Emotional Intelligence and Machiavellianism

Variables	β	SEB	β	t	p	95%CI
Constant	47.18	5.002		9.434	.000	[37.305, 57.064]
EI	-.049	.057	-.069	-.862	.390	[-.160, .063]

Note: EI=Emotional Intelligence, B= Unstandardized beta coefficient, SEB=Unstandardized error for beta, β =Standardized beta, t =t-statistics, $p < .05$

Table 4.5 indicates the simple linear regression analysis which is used to predict the Machiavellianism from Emotional Intelligence. R2 value was .005 which shows emotional intelligence can predict .5% variance in Machiavellianism with F (1, 158) =.743, $p < .05$). It was found that emotional intelligence had negatively insignificant ($\beta = -.069$, $p > .05$) impact on Machiavellianism.

Table 4.6 showed the independent sample t-test analysis which is used to compare the means of male and female among study variables. Significant small differences were found between male and female in Counterproductive work behaviour with $t(157) = 1.984$, $p < .05$. Male had higher mean difference with mean and standard deviation of (M=16.21, SD=5.247) as compared to female. Cohen's d value was .393 which indicated extremely small difference found between male and female in counterproductive work behaviour. In Machiavellianism, there was significant difference between male and female with $t(157) = 2.45$, $p < .05$. Highest mean difference was

Table 4.6: Mean comparison between male and female among study variables

	M	SD	M	SD			
EI	87.06	12.81	87.75	14.75	-.315	.754	-.049
CWB	16.21	5.24	14.69	4.39	1.98	.049	.314
MACH	45.01	9.263	41.26	9.77	2.45	.015	.393

Note: N=158, M=Mean, SD=Standard Deviation, t=t-statistics, Cohen's d=effect size, df =157, p<.05, EI=Emotional Intelligence, CWB=counterproductive work behaviour, Mach=Machiavellianism

found in male with mean and standard deviation of (M=45.01, SD=9.26) than females in Machiavellianism. Cohen's d value was .393 which showed there is extremely small difference exist between male and female in Machiavellianism.

5 Discussion

Reviewing literature, it was hypothesized that there is an association among emotional intelligence, counterproductive work behaviour and Machiavellianism. According to results, Table 4.3 finds that there is negatively weak found between counterproductive work behaviour, Machiavellianism and emotional intelligence. Prior studies support the expected result that there is negative correlation existed between the Emotional Intelligence, counterproductive work behaviour and Machiavellianism [Makkar and Basu \(2018\)](#). These results showed that Counterproductive Work Behaviour and Machiavellianism reduced when a person's Emotional Intelligence increased. It means that people with high Emotional Intelligence tend to have less Counterproductive Work Behaviour and Machiavellian traits. Table 4.3 also indicates that there is positive relationship existed among counterproductive work behaviour and Machiavellianism.

The literature studies gave proves that the individual who have Machiavellian tendencies have more chances to engage in deviant behaviour. They don't rely on fair exchange policy in organizations and show inappropriate behaviour ([O'Boyle Jr et al., 2012](#)). It was also agreed in other studies as Machiavellians are more engaged in deceitful acts. Literature also found that the high dark side of emotional intelligence enhanced manipulation of emotions and it aids to manipulate emotions of others to achieve successfully their personal goals and lead towards deviant work at workplace [Smart Richman and Leary \(2009\)](#), and it alternates the consequences of the current study.

To check the impact of variables, it was hypothesized that there is impact of emotional intelligence on counterproductive work behaviour in University teachers. Table 4.4 results indicates that emotional intelligence can predict variance in counterproductive work behaviour. Prior research found that EI and its' all aspects are superior traits in diminishing the CWB of workers [Rahman et al. \(2015\)](#). Once again, the central theme of the findings are that emotionally intelligent superiors are experts at managing the emotions of employees by mitigating their negative emotions. Notwithstanding the outcomes of the current study, it was demonstrated that among the five aspects of EI, only Self Awareness and Social Skills are significant predictors whereas Self-Regulation are not significant predictors of CWB [Adler and Shper \(2015\)](#). This may be a direct result of the fact that few leaders fail to regulate their distressful emotions and remain calm under turmoil conditions regardless of emotions. They fail to motivate others around them to

overcome their negative emotions and fail to realize the necessity of building a strong relationship by handling the emotions of others at work.

From the previous empirical evidences, it was formulated that there is effect of emotional intelligence on Machiavellianism in University Teachers. Table 4.5 findings showed that emotional intelligence can predict variance in Machiavellianism. From the literature, it was revealed that the Emotional Intelligence contributes in predicting Machiavellianism. Emotional intelligence plays important role to predict Machiavellianism and it was noticed that they have strong relationship. They had inverse impact on each other. In contradictory, it was revealed that a small positive significant correlation of Mach with emotional intelligence was found and it was consistent with the significant Mach and EI correlation found in one previous study [Moss et al. \(1949\)](#).

Through the empirical look of literature, it was hypothesized that there are gender differences in EI, CWB and Mach among university teachers. Table 4.6 conclusion shows that there are small difference found between male and female among study variables. Males are highly involved in CWB and Mach tendencies than female. [Wechsler \(1949\)](#), noticed the association of some demographics like age, gender, education, position, and the tendency to engage in counterproductive work behavior or organizational citizenship behavior. The findings concluded that women are less involved in counterproductive acts and show more concern towards organizational citizenship behavior. Later on, it was reported their findings on sex differences. Their results were consistent with prior research. Females were more emotionally intelligent, males had higher levels of Machiavellianism and non-significantly higher Trait Emotionally Intelligent levels.

5.1 Limitations and Future Suggestion

This study was quantitative in nature and the responses may change over time. In future, it could be used as a guideline for qualitative study. In addition, this study used self-report measures which may be susceptible to different biases. This study included small sample size from university teachers only. This study can be elaborated taking into consideration employees from various public and private sector organizations. Furthermore, it will be applicable in other settings and increase the sample size to validate its generalizability.

6 Conclusion

It was concluded that there is impact of emotional intelligence on counterproductive work behaviour and Machiavellianism among university teachers so, it is important to highlight such factors especially in organizational settings. Studying these concepts would enhance their insight about their roles in the job performance. It may change their attitude towards the job and allows to understand how their role in setting impact the behaviour of their students and colleagues. It provides the clear image of employees in setting as how their role effects the short and long-term goals of institute.

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