



## Emotional Intelligence and Counterproductive Work Behavior - An Empirical Investigation for Asia

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### ABSTRACT

The presence of counterproductive conduct in the work environment is a sign that an employee's actions may be reduced by emotional intelligence to avoid harming other employees or the organization. This paper's main target is to investigate the relationships between emotional intelligence and unproductive conduct in various Bangladeshi enterprises. Adopting the purposive sampling method, 412 responses were gathered (for a survey) from different manufacturing, merchandising, financial, and other service institutions in Bangladesh using the purposive sampling method. Rahim et al. (2002) established the Emotional Quotient Index (EQ Index) to test the emotional competence of employees, and Rahman et al. (2012) produced a 22-item scale to assess counterproductive conduct. The quantitative findings of this investigation showed that every aspect of emotional intelligence had a negative correlation with counterproductive work behavior (self-awareness ( $r = -0.52, p < .001$ ), self-regulation ( $r = -0.55, p < .001$ ), motivation ( $r = -0.53, p < .001$ ), empathy ( $r = -0.51, p < .001$ ), and social skills ( $r = -0.54, p < .001$ ). Furthermore, a regression analysis showed that 35% of variations in counterproductive work conduct may be explained by aspects of emotional intelligence. After learning the findings, managers will receive thorough instructions on how to nurture emotional intelligence skills that can improve outcomes by lowering negativity in the workforce. The research's recommendations for future research directions will also help to better develop strategies for leadership.

**Keywords:** Self-awareness; Self-regulation; Motivation; Empathy; Social Skill; Counterproductive Work Behavior

### 1. INTRODUCTION

Unquestionably, an organization's human capital is key to its success and sustainability (Shukla & Srivastava, 2016). When dealing with unfair situations, human resources must deal with their emotions. Negative emotions like unhappiness, anger, failure, sorrow, frustration, disgust, dejection, bitterness, depression, fear, instability, loneliness, and stress can lead to counterproductive work behaviors (Singh, 2006; Khahtani, 2013; Biswas & Rahman, 2021). According to Khahtani (2013) and Biswas et al. (2022) failure to effectively manage these unproductive behaviors (bad emotions) at work could endanger any organization's sustainability. Employees that possess emotional intelligence skills can refrain from acting in ways that might harm the company, making emotional intelligence and its major components extremely useful in this situation. As per, the affective events theory (AET) (Weiss & Cropanzano, 1996) both positive and negative incidents can influence employees' emotions which are crucial to dealing with workplace circumstances. This theory stresses that there is a linkage between the employees' emotions and responses to incidents that affect their performance at work. Here, inference of emotional intelligence and its' key elements will become fruitful as employees having competencies in emotional intelligence can forgo themselves from participating in counterproductive manners that would hurt the

organization. Robinson, Persich, Stawicki, and Krishnakumar (2019) also analyzed the likelihood of taking part in counterproductive work behaviors by assessing differences in emotional intelligence and found that workers who received higher EI scores were less inclined to both interpersonal deviance and organizational deviance. Counterproductive work behavior is a prevalent issue in organizations, despite previous investigations offered little insight into to find out the root causes of counterproductive work behaviors. Again, regardless of the significance of emotional intelligence at workplace, few investigations have unveiled the influence of emotional intelligence on counterproductive behaviors at workplace in the developed regions, which is the main motive of undertaking this analysis. Besides, the key parts of emotional intelligence with other factors that might influence such behavior, particularly in Asia, have not been explored sufficiently. Therefore, the requirement for understanding employees' emotional intelligence toward this issue is strongly considered in this assessment.

Emotional intelligence (EI) is an influential psychological concept emerging in the field of psychology, and probably the most modern species of intelligence in the space of organizational behavior (Biswas, 2018; Biswas & Rahman, 2015; 2017; 2021a' 2021b; Biswas & Alam, 2022). Recent studies highlight the importance of EI as a predictor of

counterproductive work behaviors (Adhikari, 2020; Cuncic, 2022). Globally, many investigations unfolded that EI and its key aspects namely self-awareness (SA), self-regulation (SR), motivation (MO), empathy (EM), and social skill (SS) (Goleman, 1995; 1998; Rahim et al., 2002;2006; Biswas & Rahman, 2017; 2021) work in the reduction of counterproductive work behaviors in organizations (Nasir, Khaliq, & Rehman, 2017; Wang, Cao, Zhong, & Chen, 2021; Cuncic, 2022) by mitigating dissatisfaction and negative moods, in positive ways (Giao, Vuong, Huan, Tushar, & Quan, 2020).

Counterproductive Work behaviors (CWB) are those voluntary or discretionary actions of employees that damage the organization's legitimate interest (Spain, 2019; Spector, 2021; Jackson, 2022). Besides, employees' wishful behavior that goes against the interest of an organization can be recognized as CWB at work (Pati & Dhal, 2021). CWB is one of the most pressing problems in the workplace that may damage reputation (Nair & Bhatnagar, 2011) as well as organizations' profitability in long run (Spector, 2021; Jackson, 2022). The study by Sypniewska (2020) mentioned CWB as the opposite type of employees' behavior as organizational citizenship behavior. However, CWB is not always hateful though it is the conscious activities of employees that go against the goal of an organization.

Present research has plentiful contributions. This exploration will add to the literature by extending the proficiency on EI and CWB. As an added contribution, it explicitly incorporates five antecedents (SA, SR, MO, EM, and SS) of EI to explore how each dimension of EI impact CWB. This study can bestow the business professionals with unique guidelines on how they can extend their emotional competence by understanding the causes and the impact of CWB. Subsequently, there is a thoughtful need to examine the CWB-related aspects in non-western nation like Bangladesh, as maximum exploration is carried out in the European setting so far (Wesselmann, Bagg, & Williams, 2009; Nasir et al., 2017; Biswas & Alam, 2022). Thus, this inquiry will add to the development and improvement of different associations in Bangladesh. Subsequently, the prime research question of this investigation is:

**What is the impact of EI on CWB perceived by the employees in different organizations in Bangladesh?**

## 2. RESEARCH PURPOSES

The research has sought into how EI influences employees' counterproductive behavior in diverse organizations in Bangladesh. To identify this relationship, the accompanying objectives are drawn:

1. To find out the link between SA and CWB perceived by the respondents.
2. To examine the linkage between SR and CWB perceived by the respondents.
3. To identify the association between MO and CWB perceived by the respondents.
4. To explore the relation between EM and CWB perceived by the respondents.
5. To unearth the connection between SS and CWB perceived by the respondents.

## 3. LITERATURE REVIEW

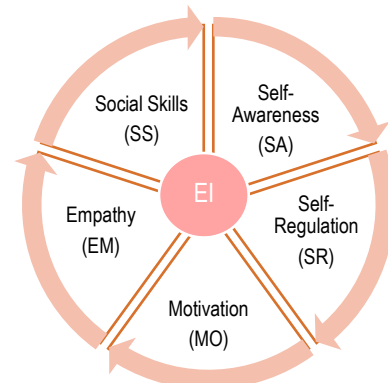
### 3.1 EI

In the last few decades, EI has got the eye of scholars and become an elegant subject to study (Coetzee & Harry, 2014; Giao et al., 2020; Biswas & Rahman, 2019; 2021). The unexplored treasure of EI has been a growing number of explorations in recent days in order to identify its antecedents and impact on work-related outcomes (Suifan, Abdallah, & Sweis, 2015; Biswas & Alam, 2022). Salovey & Mayer (1990) first introduced the term 'EI' and described it as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p. 189). Morrison (2007) illustrated it as a lost additive that distinguishes the traditional performance of workers from extraordinary performance (Noureen, Ahmad, & Chaudhry, 2020). Numerous studies have highlighted that day by day, EI is turning into an essential subject of study to encourage an individual's potential for success as well as overall attainment in the workplace (Dhankar, 2015; Biswas, Alam, & Akhter, 2022).

#### 3.1.1 Components of EI

Goleman's mixed model (Goleman, 1995; 1998; Rahim et al., 2002;2006; Biswas, 2018; Biswas & Rahman, 2021) has enlisted 5 key elements of emotional intelligence.

- i) **Self-Awareness:** Indicates the ability to know one's emotions, self-worth, and limitations and understand their impact on performance.
- ii) **Self-Regulation:** Person's ability to control own distressful feelings and emotions, and to act in positive ways even under pressure.
- iii) **Motivation:** Includes a person's strong drive, desire, expectations, or confidence to attain challenging objectives.
- iv) **Empathy:** Reflects an individual's understanding and managing of the desire, needs, and emotions of other people as well as supporting their concerns.
- v) **Social skills:** Skills that are essential for cultivating human relationships, negotiating and solving disputes, encouraging public consciousness, and establishing cooperative work environment.



**Figure 3.1-** Elements of EI

Source: Goleman, 1995; 1998; Rahim et al., 2002; 2006

### 3.2 CWB

Counterproductive work behaviors (CWB) are intentional conduct that violates organizational standards and practicality, threatens the prosperity of an organization or its employees (Robbins, Judge, & Sanghi, 2009; Spector, 2021; Jackson, 2022). Researchers gave various names to this conduct, like workplace deviance (Bennett & Robinson, 2003); gender discrimination (Landy, 2008); sexual harassment (Lim & Cortina, 2005), and; anti-social behavior (Giacolone & Greenberg, 1997). Likewise, the study of Robbins et al. (2009) stated different kinds of CWB: such as production deviance (wasting resources, leaving early); property deviance (lying, sabotage, stealing); political deviance (blaming coworkers, showing favoritism), and; personal deviance (verbal abuse, sexual harassment) (Uddin et al., 2017). The paper of Martinko, Gundlach and Douglas (2002) enlisted many situational variables responsible for counterproductive work behavior like strict policies, competitive environment, harsh leadership style, rules and procedures, economic conditions, reward management systems, hostile working conditions, task difficulty, personal life, organizational culture, etc. Five general categories of CWB are withdrawal (includes absenteeism and tardiness), abuse (bullying and harassment), theft, sabotage, and production deviance (Jackson, 2022). Spector (2021) stated that some CWB can be directed to insiders like coworkers or employers, while some might occur towards customers, patients, or the public.

## 4. DEVELOPMENT OF RESEARCH HYPOTHESES

### 4.1 Relationship among the key aspects of EI and CWB

In today's competitive world, organizations need to emphasize employees' soft skills like EI (including self-awareness, self-regulation, motivation, a sense of empathy, and social skill) besides physical competency (hard skill development). Through few theoretical keystones, following inquiry has provided evidence that concentrates on the linkage among the key aspects of EI and CWB.

#### 4.1.1 SA and CWB

SA (self-awareness) is the skill of realizing one's self-worth, emotions, limitations, and understanding their influence on performance (Biswas & Alam, 2022). Self-aware employees know what they have to do and what they are doing that is jeopardizing the goal in return (Kashyap, 2021). In the study conducted by Rahman et al. (2012) it is confirmed that EI includes recognition of the emotional state of self as well as others, and self-regulated employee shows lower CWB. Overall pleasant or unpleasant evaluation of one's own emotion should be related to CWB (Ferris, Brown, Lian, & Keeping, 2009). Emami (2014) inspected the association between EI and CWB and found that SA was negatively correlated to CWB. Therefore, the absence of SA can influence employees' CWB immensely which might turn as harmful to the organization.

**Hypothesis 1: There is a negative relationship between SA and CWB perceived by the respondents.**

#### 4.1.2 SR and CWB

SR (Self-Regulation) is an essential factor for regulating one's distressful feelings and emotions to remain positive under

pressure (Biswas & Alam, 2022). A number of SR strategies (like mindfulness, and cognitive reappraisal) can bring positive results for any individual (Cuncic, 2022). Team members' SR instigates their performance even in an adverse or challenging situation, which works vice versa in CWB. A person's lack of SR skill often results in unexpected consequences at the workplace which can hamper the work environment as well as the company itself. SR failure prompts employees to impulsively engage in CWB (Wang et al., 2021). Several explorations stressed that employees' negative experiences may raise the probability of SR failure, thereby, inducing them to avoid moral norms as well as to engage in counterproductive or unethical behaviors (Christian & Ellis, 2014; Wang et al., 2021). Previous empirical evidence also confirms that the ability to control the SR impairment is negatively associated with CWB (Marcus & Schuler, 2004; Baumeister, DeWall, Ciarocco, & Twenge, 2005). Therefore, the second hypothesis establishes that:

**Hypothesis 2: There is a negative relationship between SR and CWB perceived by the respondents.**

#### 4.1.3 MO and CWB

Motivation (MO) is one's strong drive, desire, expectations, or confidence to attain challenging objectives (Biswas & Alam, 2022). CWB can be an outcome of the demotivation of a team member. Research by Bawa (2017) described people believes towards fairness and unfairness affect one's motivation, attitudes, and behaviors which in return influence to mitigate the CWB. Besides, Diefendorff and Mehta (2007) examined the linkage of MO with deviant conduct in the workplace. They found that avoidance of MO was positively linked to organizational CWB and constraints to anticipate inter-relational deviance. Robinson et al. (2019) stated that workers with higher MO scores were less inclined to deviant behavior. Thus, it can be said that MO may be a vital factor in minimizing CWB of human resources.

**Hypothesis 3: There is a negative relationship between MO and CWB perceived by the respondents**

#### 4.1.4 EM and CWB

EM (Empathy) is related to understanding and managing the needs, desires, and emotions of other people as well as supporting their concerns (Biswas & Alam, 2022). Empathic managers, being more supportive; pave the way for satisfying employees by ensuring active human resources to lift the total output level. This is reflected in the Empathy Index (2016) which showed that the top ten most empathic companies outperformed the bottom ten by at least 50% in productivity, earnings, and growth (Jordan, Amir, & Bloom, 2016). Being empathetic a team member acts responsibly towards the team, the organization, and the environment. All these reduce the CWB at large.

**Hypothesis 4: There is a negative relationship between EM and CWB perceived by the respondents.**

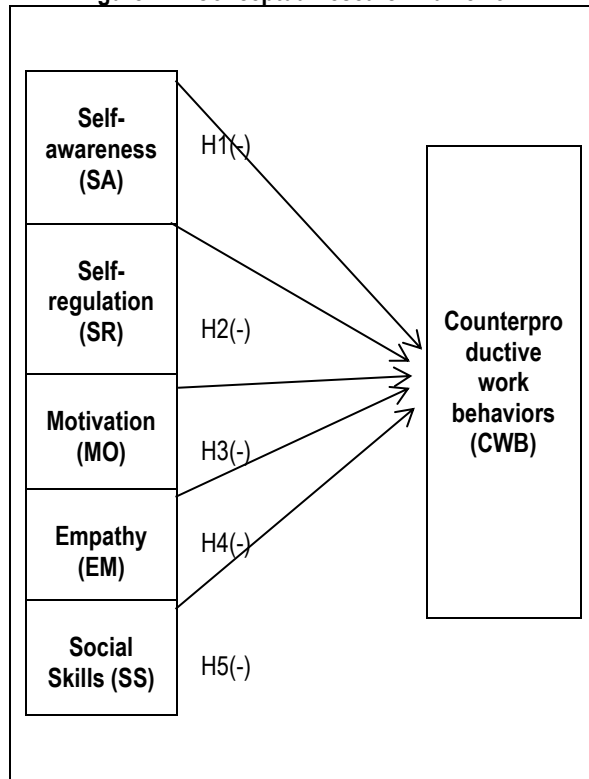
#### 4.1.5 SS

Social skills (SS) are essential for understanding human relations, managing disputes, persuading public awareness,

and demonstrating collaborative performance (Goleman, 1995, 1998a, 1998b; Biswas & Rahman, 2021). A study by Deming (2015) describes those managers who have SS can boost their team member's performance compared to those who lack such skill. On the contrary, the absence of SS can instigate team members' CWB within the workplace causing disadvantages for the organization. Similarly, Ying and Ting (2013) investigated the impact of EI on CWB and citizenship behavior and found that emotionally smart employees display a lower level of CWB. In light of the above conversation, it is likewise speculated that there would be a negative connection between SS and CWB:

**Hypothesis 5: There is a negative relationship between SS and CWB perceived by the respondents.**

**Figure 4.1: Conceptual research framework**



Authors' contribution, 2022

## 5. RESEARCH METHODS

The present study is an exploratory study, where the deductive research approach was followed under the positivism philosophy, to run the analysis by accumulating data from the informants (Hair, Howard, & Nitzl, 2020; Uddin, 2021; Biswas & Rahma, 2021; Biswas & Alam, 2022). In this study, independent variables are the aspects of EI (SA, SR, MO, EM, and SS), and the dependent variable is CWB.

### 5.1 Participants

The target informants of our study cover citizens of Bangladesh who are working in different organizations (like manufacturing, merchandising, financial, services, and others) at the upper, middle, and lower management levels in the Chattogram region. Of 510 feedbacks, 412 (81%) were accepted, where 19% were female, and 81% were male. A

large portion of the participants (49%) were between 31-40 years. There were 12% top-level executives, 78% middle-level executives, and 10% lower-level executives. The majority of respondents 87.4% (n=310) had completed master's degrees, and 12% (n=42) had completed bachelor's degrees. In terms of organizational units, 38% belonged to services, 24% to manufacturing, 12.4% to merchandising, 23% to finance, and 2.2% to other industries.

### 5.3 Sampling design

A non-probability sampling design was used, based on the purposive method (well-known as selective or judgmental sampling) to accumulate responses from particular branches after acquiring permission from a higher authority. This technique is exceptionally cost-effective; hence a lesser amount of investment is required to arrive at a designated sample quickly (Crossman, 2020; Biswas & Alam, 2022). Similarly, specific branches were chosen by using the quota sampling technique.

### 5.2 Sample Size

Sample size 321 is perfect if the general population size of any examination is somewhere around at least 100000, with a 95% certainty level, and a 5% error margin (Zikmund, 2013; Biswas & Rahman, 2021). The sample size of our present study is 412.

### 5.3 Survey Instruments

A scale consisting of 40-items was obtained from the EQ Index by Rahim et al. (2002) and was utilized to evaluate the aspects of EI like SA, SR, MO, EM, and SS suggested by Goleman (1998a). The respondents were asked to provide their reactions on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The higher score exposed the higher EI of the respondents. The sample item for this scale was: "My supervisor keeps his or her anger in check."

CWB was estimated with a 22-item obtained from a scale designed by Rahman et al (2012). Items were selected from the study of Robinson and Bennett (1995) and Appelbaum, Iaconi, and Marousek (2007). The items were measured on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The sample item for this scale was: "My colleagues sabotage office equipment" (property deviance). The higher the score of employees was, the more deviant the employees were.

### 5.6 Data Collection Procedure

The printed questionnaires were distributed among 600 employees working in different organizations at various levels to acquire primary data. We embraced the purposive sampling method to gather inputs because this method may be the only suitable selection as the total populace may not be accessible under definite situations (Cooper & Schindler, 2011). By visiting the respondents' office for several weeks, participants were invited after obtaining consent from the respected upper management. Due to inadequate responses, 98 responses were rejected after the screening, hence 412 (80.78%) proper reactions were retained. Afterward, through the SPSS Statistics 23.0, the raw data was used for hypothesis testing.

**Table 5.1: Survey Responses**

Questionnaire sent	Responses received	Response rate	Suitable responses
600	510	80.78	412

Source: Authors' contribution, 2022

### 5.7 Reliability and Validity

Reliability differs from validity, as it does not relate to what should be measured, rather how it is measured (Hair Jr, Hult, Ringle, and Sarstedt, 2014). Cronbach's alpha was calculated in this research. Cronbach's alpha is the broadly utilized technique for assessing the reliability of the scale (Hair, Anderson, Tatham, & Black, 2003; Biswas et al., 2017; Biswas & Rahman, 2021). The value of this scale ranges from 0 to 1; however, for the scale to be reliable, a satisfactory value must be greater than 0.60 (Malhotra, 2002; Cronbach, 1951; Biwas & Rahman, 2017; 2021). The results of the Cronbach's alpha coefficients of different tools have shown in Table 5.2 where it is clear that both tools are profoundly reliable for collecting data

**Table-5.2 Cronbach's Alpha**

Key factors of EI	Alpha
1. Self-awareness	0.82
2. Self-regulation	0.83
3. Motivation	0.84
4. Empathy	0.82
5. Social skill	0.79
6. Counterproductive Behavior	0.84

Note. N =412, Source: Authors' contribution, 2022

Validity is the degree to which a measure accurately represents what it is supposed to be (Hair, Black, Babin, Anderson, and Tatham, 2007; Uddin, 2021). The author assured the criterion validity, and the entire instruments were translated to Bangla. Later, the translated versions were contrasted with the original version to secure their validity (Kaur, Sambasivan, and Kumar, 2013; Uddin, 2021). Through extensive investigations in various countries alongside Bangladesh, the validity of the instrument was ensured (Rahim et al., 2002; 2006; Biswas & Rahman, 2017; 2022; Biswas & Alam, 2022).

## 6. RESULTS

Frequency distributions for demographic variables are shown in Table 6.1

**Table 6.1: Frequency Distributions for Socio-demographic Variables**

Demographic variables	Frequency	Percent
<b>Experience (in Year)</b>	1-4	60.2
	5-10	23.5
	11-14	9.7
	15-20	2.9
	21-25	1.9
	26-30	1.7

<b>Age (In Year)</b>	21-30	153	37.1
	31-40	203	49.3
	41-50	40	9.7
	51-60	16	3.9
<b>Organization</b>	Manufacturing	98	23.8
	Merchandising	51	12.4
	Financial	97	23.5
	Service	157	38.1
	Others	9	2.2
<b>Education</b>	Bachelor	42	11.8
	Master	310	87.4
<b>Gender</b>	Male	334	81.1
	Female	78	18.9
<b>Position</b>	Top	49	11.9
	Middle	322	78.2
	Low	41	10.0

Note. N = 412. Source: Authors' contribution, 2022

The mean (M) and standard deviation (SD) calculated for EI and CWB are presented in Table 6.2. The mean and standard deviation for EI were consistent with the previous research (Rahman et al., 2012; Rahim et al., 2002; 2006; Biswas & Rahman, 2017; 2022; Biswas et al., 2017 Biswas, 2018; Biswas & Alam, 2022).

**Table 6.2: Means (M), Standard Deviations (SD), and Correlations of Variables**

Variables	M	SD	α	Correlations						
				1	2	3	4	5	6	
<b>1. SA</b>	4.10	0.57	0.82	1						
<b>2. SR</b>	4.25	0.61	0.83	0.76**	1					
<b>3. MO</b>	4.36	0.62	0.85	0.68**	0.89**	1				
<b>4. EM</b>	4.39	0.60	0.82	0.67**	0.87**	0.89**	1			
<b>5. SS</b>	4.20	0.57	0.79	0.68**	0.82**	0.82**	0.80**	1		
<b>6. CWB</b>	1.94	0.75	0.93	-0.52**	-0.55**	-0.54**	-0.51**	-0.54**	1	

Source: Authors' contribution, 2022 (Note: N= 412; Correlation is significant at the 0.01 level (2-tailed); EI= Emotional intelligence, SA= Self-awareness, SR= Self-regulation, MO= Motivation, EM= Empathy, SS= Social skill, CWB= Counterproductive work Behavior)

**Examining Table-6.2** demonstrates that there are significant and negative correlation among the aspects of EI and CWB: a) SA ( $r = -0.52, p < .001$ ), b) SR ( $r = -0.55, p < .001$ ), c) MO ( $r = -0.053, p < .001$ ), d) EM ( $r = -0.51, p < .001$ ), e) SS ( $r = -0.54, p < .001$ ). The magnitude of the relation is moderate consistent with Evans's (1996) effect size classification. The direction of the relationship is negative which denotes that EI is not associated with CWB. The results are based on n= 412 cases.

Since the correspondents are the sample size, there is no missing value. In conclusion, the results indicate that the employees who score high on EI will score low on CWB. The results of linear regression analysis regarding the aspects of EI with CWB are shown in Table 6.3:

**Table-6.3: Summary of Regression Analysis in respect to the components of EI with CWB**

Predict or Variables	Unstandardized Coefficients		Value of t-statistic	Standardized Coefficients (Beta)	Value of R <sup>2</sup>	Value of F – statistic (ANOVA)
	B	Std. Error				
SA	-0.19	0.05	<b>-3.31**</b>	-0.21	0.346	42.90**
SR	-0.12	0.06	-0.90	-0.10		
MO	-0.11	0.06	-0.86	-0.09		
EM	-0.02	0.07	-0.22	-0.02		
SS	-0.27	0.04	<b>-2.98**</b>	-0.23		

Source: Authors' contribution, 2022. \*\* Correlation is significant at the 0.01 level; N =412; Independent Variables: SA = Self-awareness, SR = Self-regulation, MO = Motivation, EM = Empathy, and SS = Social skills. Dependent Variable: CWB = Counterproductive work Behavior

In Table 6.3, the result of the R<sup>2</sup> is 0.346 regarding EI and CWB. It reveals that 35% of changes in the CWB are explained by the aspects of EI (SA, SR, MO, EM, and SS), which denotes a weak effect size according to Evan's (1996) classification. The presence of unexplained variance suggests that there are other potential or implied variables that account for variations in CWB. It is observed that the unstandardized B coefficient is negative numbers for SA, SR, MO, and EM (higher EI is associated with lower CWB). The standardized beta value for the aspects of EI i.e., SA, SR, MO, EM, and SS are -0.21, -0.10, -0.09, -0.02, and -0.23 respectively, meaning that if there is an increase in EI, it is associated with a decline in CWB. The beta coefficient denotes how strongly the aspects of EI (independent variables) are linked with CWB (dependent variable). The standardized beta values for the aspects of EI i.e., SA, SR, MO, EM, SS, and CWB are: -0.19, -0.12, -0.11, -0.02, and -0.27 respectively, meaning that EI has a negative impact on CWB. The t-test claim that among the five predictors, only SA ( $\beta = -0.19, t = -3.31, p < .01$ ) and SS ( $\beta = -0.27, t = -2.98, p < .01$ ) were the vital factors for anticipating CWB. Thus, SR, MO, and EM are not significant factors for explaining the CWB. It is also seen in Table 6.3 that F-test is significant, which means that, overall, the model applied can

significantly predict the CWB. So, it is clear that EI and its all components could be vital factors for predicting CWB.

## 7. DISCUSSIONS

The impact of EI (including all the aspects of EI) on CWB perceived by the employees in various organizations of Bangladesh were analyzed in our study. The outcomes of this research demonstrated that self-aware employee shows lower CWB ( $r = -0.52, p < .001$ ). Numerous past researches also proved that employees with high SA scores were less inclined to deviant behavior (Ferris et al., 2009; Rahman et al., 2012; Emami, 2014; Adhikari, 2020). Current investigations also found that there is a negative relationship between SR and CWB perceived by the respondents ( $r = -0.55, p < .001$ ). Previous empirical evidence also confirmed that the ability to control SR impairment is negatively associated with CWB (Marcus & Schuler, 2004; Baumeister et al., 2005; Christian & Ellis, 2014; Wang et al., 2021; Cuncic, 2022). Besides, present research found that MO may be a vital factor in minimizing the CWB of employees ( $r = -0.053, p < .001$ ). Prior empirical data also support this assertion (Diefendorff & Mehta, 2007; Robinson et al., 2019; Bawa, 2017). Similarly, findings showed that empathetic employee displays lower CWB ( $r = -0.51, p < .001$ ). Earlier empirical findings also supported the claim (Jordan et al., 2016). In addition, the outcomes of this study proved that socially skilled employees display a lower level of CWB ( $r = -0.54, p < .001$ ). That claim was also supported by past investigations (Rahman et al., 2012; Ying & Ting, 2013; Deming, 2015). Thus, the findings of this examination confirmed that all aspects of EI namely SA, SR, MO, EM, and SS) are the most important traits in controlling CWB of employees. Henceforth, all the speculations were acknowledged. Thusly, the main subject of the examination is that emotionally smart employees are masters at handling the emotions of their own, their superiors as well as their colleagues by regulating their unpleasant emotions inside the workspace. In addition, regression analysis showed a significant negative relationship (moderate) between EI and CWB. Regression analysis revealed that only 35% of differences in CWB were clarified by EI. Moreover, the outcomes of this investigation resembled the prior research findings that EI and its' all aspects are superior traits in diminishing the CWB of workers (Rahman et al., 2012; Ying & Ting, 2013; Emami, 2014; Robinson et al., 2019; Adhikari, 2020; Cuncic, 2022). 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 regression analysis, demonstrated that among the five aspects of EI, only SA and SS are significant predictors whereas SR ( $\beta = -0.10, t = -0.90, p < .01$ ), MO ( $\beta = -0.09, t = -0.86, p < .01$ ), and EM ( $\beta = -0.02, t = -0.22, p < .01$ ) are not significant predictors of CWB. 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.

## 8. IMPLICATIONS

Theoretically, the conceptual model executed in this study confirms that EI and its core components can significantly help to reduce employees' unproductive behavior at work and promote harmony. By using this methodology, managers can assess employees' performance even under urgent circumstances. The key managerial implication of this research is that this learning will make it easier for top management to build EI competencies at every managerial level, which will increase profitability. This research will primarily offer managerial guidance for managers as they develop the screening procedure for employee recruiting. The research results will also have a positive impact on talent management, employee advancement, and appraisal of performance. Finally, for employees' soft skill development and facilitating training programs, this research outcome will be implemented vastly. Once again, as present research has been undertaken in Bangladesh considering the diversified socio-demographic profile of workers of several organizations, this will satisfy the prerequisite of investigation of the Asian environment (Biswas & Rahman, 2021).

## 9. LIMITATIONS

There are certain limitations to this investigation. One constraint was the use of the purposive sampling technique for accumulating data than random sampling, which might hamper the generalizability of the survey. Samples were collected from various industries, like manufacturing, merchandising, financial, and services. For conducting this investigation, few samples were accumulated from every industry and only nine ty-seven participants (23% of total respondents) were from the financial sector; hence the responses were less conclusive. In addition, the sample size (n=412) had to be kept limited, to eliminate sampling disorders from several people. Moreover, samples were assembled from selected organizations in Bangladesh. Consequently, the results of this survey cannot be stretched out to the other organizational context. As a result, the statistical outcomes of this research cannot be applicable to the entire population. Further after, mediating/moderating factors that may deliver complete knowledge of EI and CWB, were not considered in the study.

## 10. DIRECTIONS FOR FUTURE RESEARCH

Management-related aspects are changing at the same time that business is evolving. By studying the various aspects of CWB (such as illegal vs. unlawful, whistleblowing, etc.), future academics may investigate CWB using the most recent literature. The relationship between EI and CWB can be evaluated through the use of a mediating variable (such as team cohesiveness, organizational commitment, etc.). Additionally, assessing employees' EI and CWB in relation to specific demographics (such as gender, social position, education, etc.) can be another intriguing area for further research.

## 11. CONCLUSIONS

This investigation's core objective was to look into the connections between EI and CWB in various Bangladeshi businesses. The research presented here that EI has a strong negative correlation with employees' hostile behavior and that EI can be used to manage employees' CWB. The results of the linear regression test also yielded results that were similar. Additionally, a thorough study of the results showed that every facet of emotional intelligence had a negative link with counterproductive work behavior namely self-awareness, self-regulation, motivation, empathy, and social skills. Furthermore, the regression test demonstrated that out of the five key aspects of EI, only self-awareness and social skills are significant predictors whereas self-regulation, motivation, and empathy are not predictors of CWB. The conclusion suggests that senior management should offer soft skills training to weed out CWB and improve their human capital in order to get more acceptable outcomes and less undesirable CWB in their firm. Again, rather than being subjected to punitive measures, individuals who have previously committed to CWB must eventually undergo counseling within the organization to improve their perceptions and behavior.

## 12. CONFLICT OF INTEREST

The authors declare that there is no conflict of interest to disclose.

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