

**EMPLOYEES' PERCEPTIONS ON THE RELATIONSHIP BETWEEN  
EMOTIONAL INTELLIGENCE AND JOB-SATISFACTION: A STUDY  
WITHIN A SOUTH AFRICAN FMCG COMPANY**

By

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## DECLARATION

'I declare that this dissertation entitled "Employees' perceptions on the relationship between emotional intelligence and job satisfaction: A study within a South African FMCG company" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis/dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at University of South Africa (UNISA) for another qualification or at any other higher education institution.'



22.02.2022

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**SIGNATURE**

Ms S. Naicken

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**DATE**

# CONFIDENTIALITY CLAUSE

Date: 22 February 2022

To whom it may concern

RE: CONFIDENTIALITY CLAUSE

Due to the strategic importance of this research, it would be appreciated if the company that formed part of the population remains confidential.

Yours sincerely



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Ms S. Naicken

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## **DEDICATION**

To my Lord and Saviour, for meeting my needs along this journey.

- Jeremiah 29:11-

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future”.

## ABSTRACT

While emotional skills may be innate to some individuals, there are options at a person's disposal that can be utilised to increase their ability to comprehend and reason with their own emotions. This can be beneficial in the workplace where commercial agreements and the establishment of relationships that are dependent on collaboration and cooperation are pivotal. Emotional intelligence (EI) has become very beneficial in the current working environment as it highlights contemporary ways to assess skills, managerial styles and capabilities, whereas, job satisfaction (JS) refers to the feeling obtained when one experiences contentment in their jobs. The purpose of this study was to ascertain employees' perceptions on the relationship between EI and JS within a South African fast-moving consumer goods (FMCG) company. A quantitative survey research design was employed and 112 employees were requested to participate in the online survey. Previously established questionnaires that include the Wong and Law Emotional Intelligence Scale (WLEIS) and Minnesota Satisfaction Questionnaire (MSQ) were adopted for this research study. The data obtained was analysed using descriptive and inferential statistical analysis to achieve the results and findings that addressed the primary and secondary objectives of the study. The time dimension of this study featured a cross-sectional method that explored the responses of participants only once.

The data analysis in this study highlighted the measures of descriptive statistics (central tendency), measuring instrument (various scales and internal consistency reliability), strength of the linear relationship (correlational analysis), type of relationship (regression) and interaction between the variables (moderation). The group differences between gender, age, duration of employment and job grading were also explained. The findings of the study indicated that the correlations between EI and JS are all in the medium to large range, suggesting that higher EI is associated with higher JS. Furthermore, higher job grades are associated with higher scores on JS\_E and JS, as it is a key factor in retaining employees. It was ascertained that job grading is a significant predictor of EI ( $\beta = 0.440$ ,  $p = 0.005$ ) and moderates the relationship between EI and JS. In the instance of JS\_I, it can be deduced that EI\_UOE is a significant predictor, while EI\_ROE is a significant positive predictor of JS\_E.

Additionally, the outcome of the ANOVA tests disclosed that EI plays a significant role in the findings of middle-level managers. The results of the study confirm that, in the instance of the FMCG under consideration in the research, a significant positive relationship exists between emotional intelligence and job satisfaction.

The implications of this study contribute to the existing body of knowledge as the study includes both managerial and non-managerial employees and the perceptions of all the respondents without omitting any employees on the basis of their field of expertise. The enhancement of skills should be prioritised for all employees, which can be examined during performance appraisal. This would not only assist organisations in building efficient teams, but also in encouraging staff to learn and adapt to change.

## INGQIKITHI YOCWANINGO

Nxa amakhono angokomoya engaba yinto esegazini kwabathile, zikhona ezinye izindlela okungakhethwa kuzo ezikumuntu ezingasetshenziswa ukuba kukhuliswe amandla okuqonda kanye nokuchachisela umoya wabo. Lokhu kungasiza emsebenzini lapho okusuke kunezivumelwano zezohwebo nokwakha ubudlelwane okweyame ekubambisaneni nasekusizaneni okuyizinto ezisemqoka. Ubuhlakani bangokomoya (EI) sekube lusizo olukhulu ezindleleni zamanje zokusebenza njengoba buthinta kancane izindlela zesimanjemanje zokuhlola amakhono, izindlela eziphathelene nokuphatha, namandla okwenza okuthile, ngakolunye uhlangothi ukugculiseka ngokomsebenzi (okwaziwa nge-JS) kusho umuzwa otholakala kumuntu nxa ezizwa egculisekile ngomsebenzi wakhe. Inhloso yalolu cwaningo kwakuwukwazi izimvo zabasebenzi mayelana nobudlelwano obuphakathi kwe-EI ne-JS ngaphakathi ohlelweni oluhamba ngokushesha lwezinkampani zezimpahla zabathengi (i-FMCG). *Ukukhulisa kwendlela yokwenza ucwaningo ngokwenholovo ephathelene nokuveza ulwazi oluyizibalo yasetshenziswa, futhi abasebenzi abawu-112 bacelwa ukuba babambe iqhaza kwinkhululekile eyenzeka kwi-intanethi. Amaphepha amahlelo emibuzo aphambilini abandakanya i-Wong ne-Law Emotional Intelligence Scale (WLEIS) ne-Minnesota Satisfaction Questionnaire (MSQ) asetshenziswa kulolu cwaningo. Ulwazi olungahlungiwe olwatholakala lwasetshenziswa kulolu cwaningo kusetshenziswa uhlahliyo lwangokwezibalo oluchazayo noluqondisayo ukuze kutholakale imiphumela edingida izinjongo zokuqala nezesibili zalolu cwaningo. Ukuvela kwezikhathi zalolu cwaningo kusebenzise indlela yokwenza ucwaningo ehlukana kabili isikhathi eyabheka kanye izimpendulo zababambiqhaza. Uhlaziyo lolwazi olungahluziwe lwalolu cwaningo luthinte izindlela ezimayelana nezibalo ezichazayo (okuyizejwayezi eziwumgogodla), indlela yokukala (izikali ezinhlobonhlobo nobuqotho bokuhambisana nesimo), amandla obudlelwano obuncikene (uhlaziyo oluhambisanayo), uhlobo lobudlelwane (ukubuyela emuva) kanye nokuxhumana phakathi kwezinhlobonhlobo (okunciphisayo). Umehluko phakathi kwamaqoqo ngokobulili, ngokweminyaka, nangokwesikhathi abasisebenzile kanye nangokubeka amazanga umsebenzi nakho kwachazwa. Imiphumela yocwaningo ikhomba ukuthi kunokuqondana phakathi kwe-IE ne-JS konke kwakwenza umehluko oqala phakathi komkhulu, ephakamisa ukuthi i-IE iyalingana neJS. Ukwengeza nje, amaphuzu aphezulu okubeka ngokwamazanga*



ahlobene namaphuzu aphezulu akwi-JS\_E ne-JS kwazise iyona nombolo enkulu kubasebenzi abasaqhubeka nokusebenza. Kwaziwa ukuthi ukubeka amazinga emsebenzini kwakungumqaguli osemqoka we-EI ( $\beta = 0.440$ ,  $p = 0.005$ ) kanye nobudlelwane obufanele phakathi kwe-EI and JS. *Ukwengeza nje, umphumela ovela ezivivinyweni ze-ANOVA yaveza ukuthi i-EI idlala indima esemqoka emiphumeleni evela kubaphathi abasezingeni eliphakathi nendawo. Imiphumela yalolu cwaningo iyakuqinisekisa ukuthi odabeni lwe-FMCG ngaphansi kwalolu cwaningo, ubudlelwano obukhulu obuhle bukhona phakathi kobuhlakani obuthinta umphefumulo kanye nokugculiseka. Okukulolu cwaningo kuphosa itshe esivivaneni solwazi, kwazise kubandakanya abasebenzi abangabaphathi nokungebona abaphathi bese kuthi izimvo zabo bonke abaphendulayo ngaphandle kokushiya noma ngabe yimuphi umsebenzi ngaphansi kwesisekelo somunxa wamakhono abo. Ukukhulisa amakhono akumele kuthathwe njengokubalulekile kubo bonke abasebenzi, okuyinto engahlolwa ngesikhathi kuqagelwa ukusbenza komuntu. Lokhu kuzosiza izinhlangano ekutheni zingakhi amathimba asebenzayo kuphela kodwa zikhuthaze abasebenzi ukuba bafunde futhi bahambisane noshintsho. Mayelana ne-JS\_I, kungafumaniseka ukuthi i-EI\_UOE yayingumqaguli osemqoka bese kuthi i-EI\_ROE yayingumqaguli omuhle osemqoka we-JS\_E.*

# KAKARETŠO

Bokgoni bja maikutlo go batho ba bangwe ke tlhago, le ge go le bjalo, go na le ditsela tšeo motho a ka di kgethago tšeo di ka šomišwago go oketša bokgoni bja gagwe go kwešiša le go laola maikutlo a gagwe. Se se ka ba mohola lefelong la mošomo moo ditumelelano tša kgwebo le go dirwa ga dikamano tšeo di theilwego godimo ga tirišano le thekgano di lego bohlokwa. Bohlale bja maikutlo (EI) bo bohlokwa kudu nakong ya bjale ya go šoma ka ge bo tšweletša ditsela tša sebjale tša go lekola bokgoni, mehuta ya taolo le bokgoni, mola e le gore go kgotsofala mošomong (JS) ke maikutlo ao a fihlelelwago ke mošomi ge a kgotsofala mošomong wa gagwe. Maikemišetšo a nyakišišo ye ke go laetša maikutlo a bašomi mabapi le kamano ya EI le JS ka gare ga khamphani ya Afrika Borwa ya dithoto tše di rekwago ka pela (FMGC). Sebopego sa nyakišišo ya tekolo ya khwanthithethifi se šomišitšwe gomme bašomi ba 112 ba kgopetšwe go kgatha tema mo tekolong ya inthanete. Matlakalapotšišo a nako ye e fetilego a šomišitšwe mo go nyakišišo ye, ao a akaretšago sekala sa Bohlale bja Maikutlo sa Wong le Law (WLEIS) le Letlakalapotšišo la Kgotsofalo la Minnesota (MSQ), a šomišitšwe mo go nyakišišo ye. Datha ye e fihleletšwego e sekasekilwe le go hlalošwa ka go šomiša mokgwa wa dipalopalo go hwetša dipoelo le diphihlelelo tšeo di sekasekilego maikemišetšo a nyakišišo. Nyakišišo ya thuto ye e šomišitše mokgwa wa go sekaseka datha ya batšeakarolo gatee fela. Tshekatsheko ya datha ka dinyakišišong ye e laeditše dikelo tša tlhalošo ya dipalopalo (go ruma taba morago ga go sekaseka datha), sedirišwa sa kelo (dikala tša go fapanafapana le botshepegi bja go se fetoge bja ka gare), maatla a kamano (tshekatsheko ya kamano), mohuta wa kamano (poetšomorago) le kamano gare ga divariyebole (tekanetšo). Go fapanafapana ga dihlopha ka bong, mengwaga, lebaka la go šoma, le go hlatha mešomo ka maemo le gona go hlalošitšwe. Diphihlelelo tša nyakišišo di laeditše gore dikamano gare ga EI le JS ka moka di be di le pakeng ya magareng go ya go ya godimo, e lego seo se šišinyago gore EI ya godimo e na le kamano le JS ya godimo. Go feta mo, maemo a godimo a mešomo a amantšhwa le moputso wa godimo ga JS\_E le JS ka ge e le ntlha ya bohlokwa mo go swareleleng bašomi. Go laeditšwe gore go hlatha mešomo ka maemo ke sešupo se bohlokwa sa EI ( $\beta = 0.440$ ,  $p = 0.005$ ) gape go lekaneditše kamano ya EI le JS. Mo go JS, go ka bontšhwa gore EI\_UOE e be e le sešupo se bohlokwa mola EI\_ROE e be e le sešupo se se botse kudu sa JS\_E.

Go tlaleletša, dipoelo go tšwa ditekong tša ANOVA di laeditše gore EI e raloka karolo e bohlokwa mo diphihlelong go tšwa go balaodi ba maemo a magareng. Dipoelo tša nyakišišo di tiišeditše gore, ge go bolelwa ka FMCG ye e fiwago šedi ka nyakišišong, gona le kamano ye botse gare ga bohlale bja maikutlo le go kgotsofala mošomong. Diphihlelo tša nyakišišo ye di tlaleletša go tshedimošo ye e le go gona ya tsebo, ka ge di akaretša balaodi le bašomi bao e sego balaodi le dikgopolo tša batšeakarolo ka moka ntle le go tlogela bašomi bafe goba bafe go ya ka lekala la bona la tsebo. Tlhabollo ya bokgoni e bohlokwa go bašomi ka moka, gomme bokgoni bjo bo ka lekolwa ka nako ya tekolo ya mošomo wa mošomi. Se se ka thuša mekgatlo go se age dihlopha tša go šoma gabotse fela, eupša go hlohleletša bašomi go ithuta le go amogela diphetogo.

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## LIST OF ACRONYMS

ANOVA	-	Analysis of variance
CI	-	Cognitive intelligence
COVID-19	-	Coronavirus disease 2019
E	-	Extrinsic
EI	-	Emotional intelligence
EQ	-	Emotional Quotient
EQ-i	-	Emotional Quotient-inventory
FMCG	-	Fast-moving consumer goods
I	-	Intrinsic
IBM SPSS	-	IBM Statistical Package for the Social Sciences
IQ	-	Intelligence quotient
JCM	-	Job Characteristics Model
JS	-	Job satisfaction
M	-	Mean
MSQ	-	Minnesota Satisfaction Questionnaire
OEA	-	Others-Emotional Appraisal
PO	-	Primary objective
ROE	-	Regulation of Emotions
RQ	-	Research question
SEA	-	Self-Emotional Appraisal
SD	-	Standard deviation
SO	-	Secondary objective
UNISA	-	University of South Africa
UOE	-	Use of Emotions
WLEIS	-	Wong and Law Emotional Intelligence Scale

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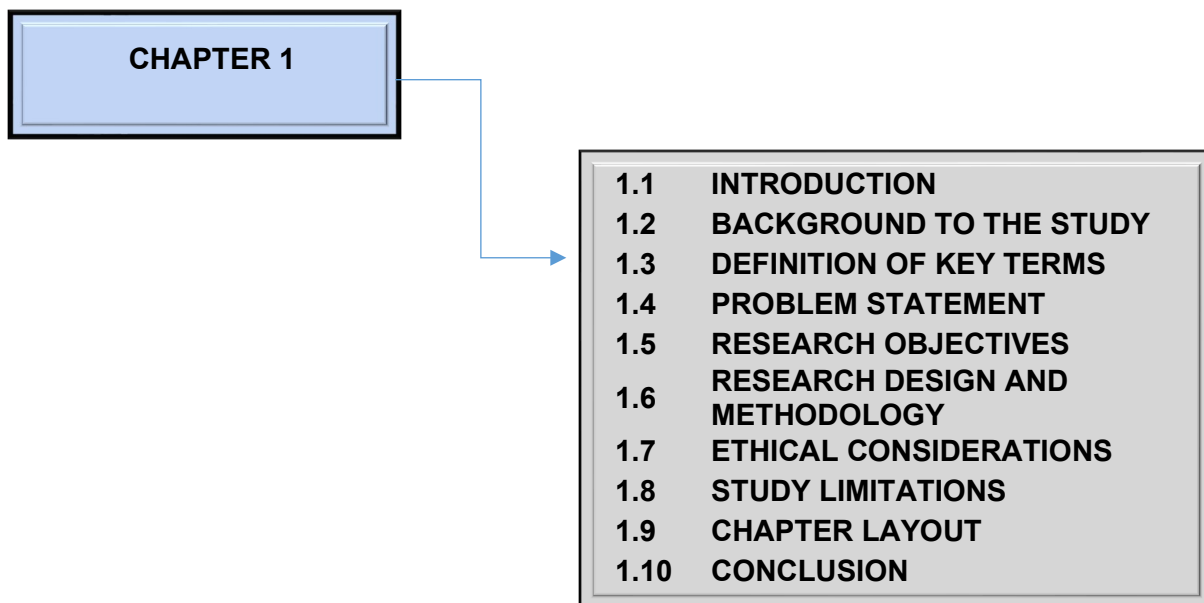
# CHAPTER ONE

## RESEARCH ORIENTATION

### 1.1 INTRODUCTION

For most people, emotional intelligence (EI) is more significant a factor in attaining success in their lives and careers than their intelligence quotient (IQ). As individuals, overall success and success within a person's profession largely depends on one's ability to interpret and respond appropriately to the signals of other people. EI, which is also referred to as emotional quotient (EQ), is one of the most appealing subject matters to business leaders and research experts who believe that the world is at a brink of scientific development that will require new and improved skills sets (Schwab, 2016). Emotions occur instantaneously in response to various conditions and actions. Singh and Sharma (2016) believe that an individual can be regarded as emotionally intelligent when they exercise a level of self-control, demonstrate sociability and therefore maintain a level of well-being. Previous research has revealed that EI has substantial influence on employment possibilities and leadership roles, and it is the primary factor in achieving success in life, which contributes to improved employee performance as well as psychological well-being (Adewale & Ghavifekr, 2019).

According to Taheri, Miah and Kamaruzzaman (2020), individuals who display increased levels of commitment in their jobs enjoy the learning within their roles, are content with the incentives offered and generally perform better. These authors further assert that job satisfaction (JS) is thus a critical element for organisational behaviour. This study analyses employees' perceptions on the relationship that may exist between EI and JS, specifically within a South African fast moving consumer goods (FMCG) company. This introductory chapter presents the background to the area of research, the motivation that prompted the research and the contribution that the study may offer to organisations, employees, government and scholarly literature. An outline of Chapter One is depicted in Figure 1.1 on the next page.



**Figure 1.1: Outline of Chapter One** (Source: *Researcher's own compilation*)

## **1.2 BACKGROUND TO THE STUDY**

Xu, David and Kim (2018) deduced that the overall success of any organisation is largely determined by its role in instilling qualities in employees such as critical thinking, creativity and people management. EI is thought to play a significant role within the work environment and is considered to be a fundamental recruiting practice in any profession as it forms the foundation of human relations. EI is thus the ability for a person to understand their own emotions and feelings as well as that of others in close social proximity so that they are able to take control of and manage their tasks effectively. EI may also play a role in transforming the interlanguage pragmatics and consequently an individual's politeness in response to social interaction (Danquah, 2014).

Amundsen and Martinsen (2015) posit that some people may encounter challenges in perceiving and responding to the feelings of others. In the current state of affairs, the biggest fear in most organisations is maintaining a dynamic workforce. According to Kassim, Bambake and Jakada (2016), it is imperative that an EI test be implemented in the workplace to drive employees to provide staff reviews to assess their relationship with management and peers. A leader who possesses the knowledge to determine the reason for change in emotions is more likely to provide an alternate perspective of a specific situation. 'Management of emotions' is reliant on an

employee's EI which can be enhanced through ongoing training, as well as development programmes that will ultimately lead employees to be more intuitive and tactful (Alzyoud, 2018).

Latif, Majoka and Khan (2017) take a similar stance to Ealias and George (2012) in pointing out that a strong correlation emanates between EI and JS. Due to globalisation and evolving industry demands, companies must embrace fresh approaches and novel strategies in an innovative way to achieve organisational effectiveness and a sustainable advantage. The use of EQ programmes may assist to widen engagement, confidence, communication skills and empowerment to build powerful teams and retain talented employees. Danquah (2014) elaborates that the higher the employee's EI score, the greater the commitment and satisfaction towards their job. Organisations, in return, should supply economic compensation, offer opportunities for career progression and foster a culture where honesty and trust is forged with management (Burnett & Lisk, 2019). Prezerakos (2018) believes that in the healthcare fraternity in particular, EI exerts a significant impact on JS and turnover as hospital staff are also required to cope with feelings caused by birth, death, ailments and transplants. Staff are required to manage these demanding situations with professionalism. It is thus pertinent that healthcare professionals possess a high level of psychological qualities to fulfil the responsibilities of their patients' treatments. The study also provides an outline of the effects that the COVID-19 pandemic has had in the workplace which has influenced emotions, performance levels, human behaviour and a threat to physical health.

The aim of this study is to examine employees' perceptions on the relationship between EI and JS within a South African FMCG company. With this in mind, the manner in which employees behave and take action within an organisation is a key constituent that influences JS directly. As previous research has shown, a positive relationship between EI and JS does indeed exist. This study therefore aims to investigate whether the same is true within an FMCG company in the South African context, by determining whether the findings coincide with those from previous research, or whether any contradiction may exist in the company under consideration.



### **1.3 DEFINITION OF KEY TERMS**

The variables that are fundamental to this research will be defined and explained in the following sub-sections.

#### **1.3.1 Emotional intelligence (EI)**

Salovey and Mayer (1990) define EI as the ability for a person to monitor their own and others' emotions and feelings, to be able to distinguish between them and to use this information to direct their thinking and actions. EI is intangible in nature and if an individual participates in a research study to test EI, the possibility exists that questions may not be answered honestly. Emotions such as irritation, contentment and preferences influence the way individuals make decisions and accomplish goals (Edelman & van Knippenberg, 2018). However, Cherniss, Goleman, Emmerling, Cowan and Adler (1998) argue that EI has the capacity to strengthen organisational effectiveness, foresee successful workplace behaviours and provide maintenance to health and relationships. Employees with improved levels of EI, in Lee's (2018) point of view, are less likely to experience job burnout because they would have higher self-esteem, would display positive moods and would be able to adapt to emotional pressure. In addition, Lee (2018) mentions that employees who exhibit EI are more likely to be successful as it is a prerequisite for maximising performance. The current study aims to determine employees' perceptions on this identified relationship between EI and JS at a South African FMCG company.

#### **1.3.2 Job-satisfaction (JS)**

Mousavi, Yarmohammadi, Nosrat and Tarasi (2012: 781) define JS as a "pleasing emotional state from the appraisal of one's job or experience". According to Sahito and Vaisanen (2017) and Zaman, Ali and Ahemad (2014), JS is not only dependent on the nature of the work but is also determined by factors such as the level of optimism, financial security and mental peace within a workplace. The authors further elaborate that a strategic link is eminent between JS, personality and employee productivity. Barling and Frone (2016) propose that one specific element of personality that reflects on the job is optimism. Optimistic individuals have higher JS irrespective of the nature of their work or the workplace that they may be employed in.

### **1.3.3 Fast-moving consumer goods (FMCG)**

The Corporate Finance Institute (2020) refers to a FMCG industry as one where staple goods are produced as they are in high demand, are sold at a relatively affordable price and have minimal shelf life. These commodities are acquired by individuals from a store or supermarket as they are regarded as a necessity for daily consumption. Examples of these types of goods include packaged foods, personal care items and beverages.

### **1.3.4 South Africa**

South Africa is a country that is located at the southernmost tip of the African continent. The country has a diverse ecosystem consisting of abundant wine-lands, blossoming wetlands, safari parks and thriving beaches (Aliyu, Modu & Tan, 2018). The nation is recognised for its growth in minerals, copper, grains and cultivation.

## **1.4 PROBLEM STATEMENT**

In pursuit of technological advancements in the Fourth Industrial Revolution, the demand of work in organisations requires employees to continuously perform and develop, which could ultimately lead to job insecurity and lack of commitment (Babalola, 2016). The negative psychological responses that may emanate due to conditions in the workplace include depression, distress, hypertension and absenteeism (Liu, 2017). Schäfer (2018) states that organisations must be able to recognise the pre-requisites for change, minimise obstacles and foresee the opportunities to implement and drive new initiatives. When employees are aware that their contribution towards the organisation is meaningful, this ultimately enhances job performance (Guoping, Yun & Aizhi, 2017). It remains unclear the extent to which a statistically significant relationship may exist between EI and JS based on employees' perceptions within FMCG companies within South Africa as there is a shortage of literature that reports on this relationship in this specific industry. However, there is widespread research available that examines the association between EI and JS in other environments (Latif *et al.*, 2017; Toprak & Savas, 2020). Difficulties such as high staff turnover, non-attendance and burnout may be minimised by recruiting employees with higher EI to fulfil positions within a company or by implementing initiatives to improve the EI of current staff (Lee, 2018). It is thus imperative that recommendations be made for future researchers to conduct studies within the FMCG industry. The

ability to display high competence in distinguishing and understanding the emotions of employees will undoubtedly provide an increased level of JS.

The problem of the study was formed methodically based on the following question:

What is the extent to which a statistically significant relationship exists between EI and JS based on employees' perceptions within an FMCG company in South Africa?

## **1.5 RESEARCH OBJECTIVES**

The primary and specific objectives of this study are provided below.

### **1.5.1 Primary objective (PO)**

To examine employees' perceptions on the relationship between EI and JS within a South African FMCG company.

### **1.5.2 Secondary objectives (SOs)**

In order to achieve the primary objective, the following secondary objectives have been devised:

SO 1: To measure the levels of EI and JS using the adopted scales;

SO 2: To identify statistical differences in levels of EI and JS amongst selective demographic groups (gender, age, tenure, job grading);

SO 3: To determine the statistical relationship between EI as the independent variable and JS as the dependent variable; and

SO 4: To investigate the moderating effects of selective demographic factors in the statistical relationship between EI and JS.

## **1.6 RESEARCH DESIGN AND METHODOLOGY**

This study focuses on utilising a quantitative approach through a non-experimental survey design. Quinlan, Babin, Carr, Griffin and Zikmund (2019) posit that a quantitative approach consists of the examination of the relationship between two or more variables functioning in a harmonised manner that is evaluated or expressed in terms of quantity using arithmetical measures. The researcher was able to denote the differences between what has been established in the existing literature and employees' perceptions about the relationship between EI and JS in the FMCG

industry based on the statistical evidence obtained from the responses to the questionnaire used in this study.

### **1.6.1 Nature of the study**

Quinlan *et al.* (2019) suggest that an exploratory study does not intend to offer conclusive evidence; instead its key objective is to acquire new approaches and insights and to maximise the researcher's awareness of the phenomenon. Hence, a deductive approach was considered for this study. Exploratory studies are particularly useful especially if the researcher wishes to adjust their mind-set and fulfil their curiosity due to the disclosure of new data. This approach was best suited to execute this study, as it lays the foundation for future research and allowed ground-breaking information on employees' perceptions of the relationship between EI and JS in the FMCG industry to be discovered. The benefits of utilising this design were that it is dynamic, provides flexibility of sources, supports the researcher in ascertaining why some events occur and determines the motives behind particular challenges (Cooper & Schindler, 2014).

### **1.6.2 Time scale**

A time scale underlines the time that is dedicated to a research project (Quinlan *et al.*, 2019). Cooper and Schindler (2014) state that there are two forms of developmental research methods that exist, namely cross-sectional and longitudinal studies. A cross-sectional method allows for the observation of various groups of respondents more than once, it is relatively inexpensive, and also has a minimal dropout rate, all of which are major advantages. Longitudinal studies, on the other hand, assess the transformation in behaviour of a specific group over an extensive period and facilitate a great level of attention to detail during the stages of development (Cooper & Schindler, 2014).

This study employed a cross-sectional approach because different age groups were included in the sample; thus, a cross-sectional approach allowed for extensive comparability amongst these varied age groups. The benefits of cross-sectional studies are that they guarantee that comprehensive examination of the population's overall condition can be made, and this type of study allows the ability to prove or

disprove theories at a specific point in time. The limitations of cross-sectional studies are that they tend to be prone to biasness, the researcher may not be able to make accurate observations about the direction of change between variables and they often do not assist in ascertaining whether a cause and effect association exists (Quinlan *et al.*, 2019).

### **1.6.3 Population and sample selection**

The target population considered for this study consisted of employees within a South African FMCG organisation. These vital role-players were an ideal choice for inclusion in the study because of their direct exposure to the rapid changes occurring in the macro-environment. The sampling strategy chosen for this study was non-probability sampling. Convenience sampling was employed to select employees of this particular company from different provinces in South Africa and was based on individuals' availability and willingness to complete questionnaires. The company's policies were strictly adhered to regarding the distribution of correspondence and the specific procedures to be followed.

### **1.6.4 Data collection**

Data was obtained through the use of semi-structured questionnaires. Questionnaires are not only very effective but also provide useful reporting, quick turnaround, save time and money in formulating and administration with the objective of targeting a vast number of respondents within a short period (Creswell & Creswell, 2018). An online web-based questionnaire administered by Lime Survey® was distributed to the respondents through a link included in an email correspondence. Chapter Three provides a detailed discussion on the steps followed to collect data for this study.

### **1.6.5 Measuring instrument**

To ascertain employees' perceptions on the extent of the relationship between EI and JS within a South African FMCG environment, this investigation entailed the use of established questionnaires on EI and JS that were adapted for the specific purposes of the study. Two constructs have been emphasised namely: EI management from the Wong and Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002) and JS from the Minnesota Satisfaction Questionnaire also referred to as MSQ by Weiss, Dawis, England and Lofquist (1967). A long and short version of the MSQ is available

and this study utilised the latter, making it more applicable to determine the level of JS amongst employees within the participating company. By utilising questionnaires, a vast number of researchers endeavour to examine the frequency and the relation between the attitudes and convictions of a population (Cooper & Schindler, 2014). Questionnaires are a feasible option as they are able to connect with a broad geographical region, are cost effective, can be accomplished without the support of a researcher and the local community are more likely to be honest in their responses because privacy is guaranteed.

Survey research has thus acquired popularity because of its versatility and also in instances when generalisability becomes a fundamental research goal (Quinlan *et al.*, 2019). The disadvantages related to this method are that can be quite time-consuming, requires hard work, occurs in an unnatural setting and may become subject to working with irrelevant sources of variance that are challenging to manage. In this study, the question did arise as to whether the research instrument, namely a questionnaire comprising only closed-ended questions, would have permitted the researcher to adequately address the primary and secondary objectives. Thus, open-ended questions were also included as part of the questionnaire with the intention of obtaining information from the respondents so that comparisons could be made between variables, leading to greater accuracy, apparent focus and eliminating biasness. This allowed respondents the option to provide additional information which might be of value to the study, as suggested by Creswell and Creswell (2018) in their thought on questionnaire design.

This research study made use of nominal and ordinal scales of measurement. According to Cooper and Schindler (2014), a nominal scale is categorical in nature and classifies individuals into mutually exclusive groups and not necessarily in a particular order. It is the lowest level of measurement, provides counted data that does not have numerical importance and subjects vary in terms of quality rather than quantity. The advantages of this scale is that it can be generated from closed questions and provides increased reliability. The parameters comprising the nominal scales that assisted in conducting inferential statistics in this study included the number of years of experience that respondents' have in the company, their age, gender, qualifications and position.

Quinlan *et al.* (2019) indicate that an ordinal scale, on the other hand, involves a representation when variables are ranked as more or less based on some sort of continuum. Variables are thus measured either through magnitude or direction. The ordinal scale is renowned for its ease in collation and rankings. A seven-point Likert scale for section B and a five-point Likert scale for section C was employed to determine the levels of agreement, satisfaction or influence, depending on the type of questions, so that respondents' perceptions could be determined in the current study. The language used in the questionnaire was English as all respondents are familiar with this language. According to Creswell and Creswell (2018), the benefits of an online questionnaire are that it is fairly economical as it does not involve postage costs, the margin of error is greatly minimised, and respondents have the choice to omit questions that are not applicable to them. Due to COVID-19 restrictions, the researcher did not have to obtain data using methods that would have involved face-to-face interaction with respondents.

#### **1.6.6 Reliability and validity**

As mentioned in section 1.6.5, an established questionnaire was employed in the study and thus deemed reliable and valid for a Masters study. A statistician was engaged to ensure that the final questionnaire, as adapted from existing questionnaires, adhered to all the necessary requirements. To test the degree of reliability and validity a pilot test was first performed (Welman, Kruger & Mitchell, 2012). Cooper and Schindler (2014) point out that a pilot test is a small-scale test to establish the validity of the questionnaire and to ascertain whether sufficient resources might be available for completion of the study. A pilot test provides extensive feedback in order for researchers to make adjustments to their final draft before publication and avoids falsified work from being received within the area of the study.

#### **1.6.7 Data analysis**

The software program that was used to perform data analysis after collecting the raw data was IBM SPSS (Statistical Package for the Social Sciences) version 27, by first downloading the responses into a Microsoft Excel spreadsheet. IBM SPSS version 27 provides efficient data management, ensures the output generated is distinguished from the data received, provides techniques to ensure in-depth data analysis, ensures variables are easily recorded (Charry, Coussement, Demoulin & Heuvinck, 2016) and

was thus suitable for this study. Descriptive and inferential statistical analysis was used to test the relationship between existing theory and feedback received based on respondents' answers to the measuring tool. Furthermore, the Pearson correlation coefficient was used to evaluate whether a relationship between EI and JS manifested from the data (Cooper & Schindler, 2014). Content analysis allowed the researcher to determine trends arising from the open-ended questions.

## **1.7 ETHICAL CONSIDERATIONS**

Ethics focuses on moral values and beliefs and subsequent constructive choices that a researcher makes when conducting any type of research. Despite the fact that a researcher may be passionate about their endeavours and efforts, the self-respect, dignity and sensitivity of all respondents participating in a study must always be maintained (Cooper & Schindler, 2014). All stipulated guidelines and policies of UNISA's Ethics Review Committee were strictly adhered to at all phases of the research undertaken. These procedures will be outlined in the sub-sections to follow.

### **1.7.1 Requesting permission to conduct the study**

The questionnaire that allowed the researcher to collect data in the study involved accessing human respondents to obtain primary data to be analysed. Thus, permission to proceed with the study and the granting of ethical clearance was first ensured by applying to UNISA's Ethics Review Committee and a certificate was issued upon approval. The study was granted approval to commence by the Department of Business Management Research Ethics Review Committee. The ethics certificate with reference number 2021\_CEMS\_BM\_116 can be seen in Annexure A. It must be highlighted that permission from the gatekeeper was included in the ethics application (Annexure B). It was vital to make sure that resources used in conducting the research were accepted by the ethics committee. By adhering to ethical procedures, trustworthy relationships can be fostered in a study, and the results of a study can also be considered more valid and reliable (Leedy & Ormrod, 2015; Welman *et al.*, 2012).

### **1.7.2 Right to privacy and confidentiality**

A researcher must guarantee that the information disclosed by a respondent is treated with confidentiality in mind and the respondent's right to privacy must be valued at all stages of the research process (Cooper & Schindler, 2014). A confidentiality



agreement with the statistician, online survey research consultant and language editor involved in the research process was signed to ensure that information regarding the nature of the research and the data obtained was not divulged to outside parties (Annexure C). Respondents were informed that their answers would remain completely confidential and that their privacy would be guaranteed. The questionnaire did not require any personal information from the respondents, and it was thus not necessary to anonymise the data.

### **1.7.3 Informed consent**

According to Cooper and Schindler (2014), a letter of consent is one of the most crucial instruments in guaranteeing that ethical processes are followed, which seeks permission from respondents to contribute to the research. An email containing the consent letter was sent to employees, which enlightened them about the fact that the researcher was undertaking the research at the chosen organisation. The informed consent letter contained information about the nature and purpose of the study, the aim of the research, the benefits and shortcomings, as well as contact details should employees be faced with uncertainty and require clarification. It was of paramount importance that honest and credible information was provided so that transparency between the respondents and the organisation was ensured, as stipulated by Welman *et al.* (2012).

The raw data obtained from the questionnaires in this study was stored in a secure location only accessible to the researcher. The statistician also had access to the data to be able to analyse it, however a confidentiality agreement was signed, and the statistician understood that the nature of the study or the data was not to be divulged to other people. Electronic versions of the questionnaire responses will be stored in a password-protected folder for a period of five years for future academic purposes; thereafter all data will permanently be deleted from any archives and the hard drive of the researcher's computer. The researcher will also keep all information provided in this dissertation confidential and has endeavoured to report on the findings from the perspective of respondents and not from the perspective of an individual.

## **1.8 STUDY LIMITATIONS**

To determine the internal and external validity of the results of the study the researcher must explore the limitations that may affect research outcomes. The research design employed in this study was cross-sectional; thus it is not possible for causal inferences to be ascertained (Cooper & Schindler, 2014). Future studies could embrace the use of a longitudinal design approach. Whilst respondents may have been reluctant or hesitant to share data, management on the other hand may not have wanted to share their views on the topic. To combat this challenge, it was necessary that the researcher ensured that the instructions of the questionnaire were understandable, and that the benefits of the study and the confidentiality of responses was emphasised to all respondents. In addition, the choice of utilising a quantitative method can be viewed as a limitation as it requires an extensive amount of accuracy and precision when working with figures in comparison to a qualitative approach that provides increased depth and interpretation of results. The researcher engaged the assistance of a statistician to ensure that all statistical analyses were conducted with the utmost degree of accuracy. The study was conducted drawing upon a sample of individuals in a single FMCG company and thus does not represent the entire industry. The results of the study may thus not be generalisable to other companies in the FMCG industry and may only be restricted to the division in which the research was conducted.

## **1.9 CHAPTER LAYOUT**

The dissertation comprises of five chapters. A brief evaluation follows of the subject matter covered in each chapter of the dissertation and is presented on the following page.

<p><b>Chapter 1:</b> <b>Introduction to the study</b></p>	<p>Chapter One provides a background to the study and an outline of the research problem to be addressed. The key variables are described, the research objectives are indicated, and the research methodology will be discussed.</p>
<p><b>Chapter 2:</b> <b>Literature review</b></p>	<p>This chapter presents the literature that will be examined regarding how EI and JS have been conceptualised by scholars, and the models and theories pertaining to each. The measures used to determine levels of EI and JS were assessed. Furthermore, the chapter also provides an outline of the effects that the COVID-19 pandemic has had in the workplace.</p>
<p><b>Chapter 3:</b> <b>Research methodology</b></p>	<p>Chapter Three presents a detailed explanation of the methodology used in the study. The chapter incorporates the research methodology used to gather data. In addition, it examines the research design, sampling and data collection method chosen, the measuring instrument utilised and the statistical analyses conducted.</p>
<p><b>Chapter 4:</b> <b>Research results and findings</b></p>	<p>This chapter explains the results that were derived from the descriptive and inferential statistical analysis of the data collected from the questionnaire. The findings obtained that will be presented in Chapter Four will allow the researcher to draw conclusions and make recommendations in Chapter Five in relation to the research objectives identified.</p>
<p><b>Chapter 5:</b> <b>Conclusion and recommendations</b></p>	<p>The final chapter discusses the conclusion and recommendations based on findings in Chapter 4. It aids to summarise the analyses throughout the study.</p>

## **1.10 CONCLUSION**

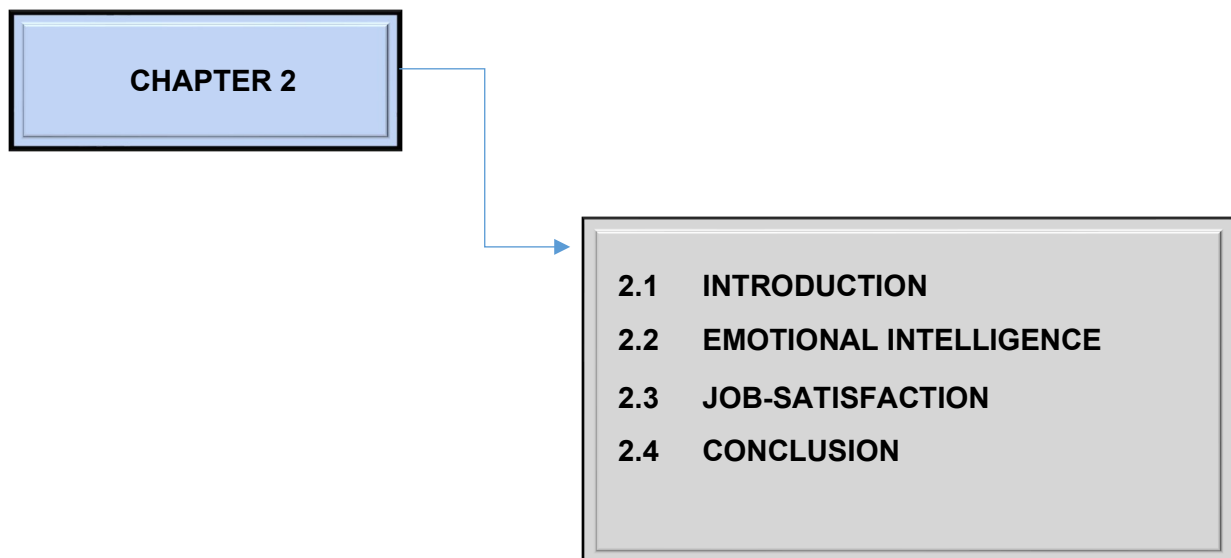
The introductory chapter provided the research orientation that guided the study and the entire research process. The background to the issue of EI and its impact on JS was outlined to justify the need for this study, as there is a dearth of scholarly literature on this topic, particularly in the FMCG industry in South Africa. Thereafter, the main research problem and the primary and secondary objectives that were formulated to enable the researcher to address the research problem were presented. A brief overview of the quantitative research methodology employed in the study was also given, which will be expanded upon in some depth in Chapter Three. Finally, the ethical procedures followed during the course of the research, as well as the limitations of the study, were addressed. Chapter Two to follow presents a review of the existing literature on EI and JS.

# CHAPTER TWO

## UNRAVELLING EMOTIONAL INTELLIGENCE AND JOB SATISFACTION

### 2.1 INTRODUCTION

Chapter One provided an overview of the study. The aim of this chapter is to critically analyse and evaluate theories and frameworks to provide an in-depth understanding of the key variables examined in the study, which will provide the groundwork for this research. The vital constructs underpinning the study include EI and JS. EI is considered to be a subject matter that has provoked continuous awareness and has a substantial role to play in recent times (Kumar, 2018; Lee, 2019). In the discussion to follow, a review of the existing literature on the topic of EI and JS is offered to orient the reader to the theory that will be explored further. Figure 2.1 below encapsulates the structure that this chapter will follow. The chapter concludes with a summary of the pertinent topics addressed.



**Figure 2.1: Outline of Chapter Two** (Source: Researcher's own compilation)

## **2.2 EMOTIONAL INTELLIGENCE (EI)**

Revolutionary phenomena are moving at unprecedented speed and the value of EI serves as an evident differentiator that has been heralded as an essential characteristic of an efficient leader. From a research perspective, EI serves as a criterion for assessing and evaluating an employee, thus maximising output and trust within the organisation (Jung & Yoon, 2016; Lumpkin & Achen, 2018). The following sub-sections provide a definition of EI and an overview of how the concept of EI has evolved over time. Thereafter, the models that have been used to understand the significance of EI for the efficient functioning of organisations will be explored.

### **2.2.1 Emotional intelligence (EI) defined**

Salovey and Mayer (1990) define EI as an individual's ability to sense and appreciate the power of emotions in oneself and that of others, knowing the difference and ensuring the information assists in directing their thoughts and actions. Historically, the term "emotion", also referred to as "*motus*", and "intelligence" that is annotated as "*intelligentia*" in Latin were viewed as being opposite to each other and offered in a way to understand the correlation between affect and cognition (John & Niyogi, 2019: 112). Emotions such as anger, contentment, anxiety, thoughts and frame of mind influence how individuals reflect on actions, make choices and engage in various tasks (Downey, Roberts & Stough, 2011; Maslach, 2017). Lee (2018) advocates the view that people with a high level of EI are able to resolve organisational difficulties and cope with work stresses more effectively, and they are usually in a better position for agility and adaptability especially in the current period of change management. Goleman (1998) states that an emotion is one of the most influential constituents of personality, mental health and well-being. The author further asserts that the management of emotions is an essential facet of life satisfaction and human adjustment, which can be strengthened over time.

### **2.2.2 Evolution of emotional intelligence (EI)**

The concept 'emotional intelligence' was unknown to most researchers and associates until Goleman (1995) composed one of his best-selling books titled '*Emotional intelligence: Why it can matter more than IQ*'. The book gained recognition and eminence within the media, as well as among researchers and the wider community. In Goleman's (1995) book, an analysis of how researchers revealed a relationship

amongst emotional competencies and performance is provided. Goleman (1998) illustrated the concept of EI as an array of positive characteristics, which consist of self-assurance, political responsiveness and ambitious qualities, rather than concentrating merely on intelligence, which assists individuals in solving setbacks effectively. EI comprises elements such as relationship management, social awareness, self-awareness self-management, which takes form when a person is confronted with an emergency or calamity (Goleman, 1998).

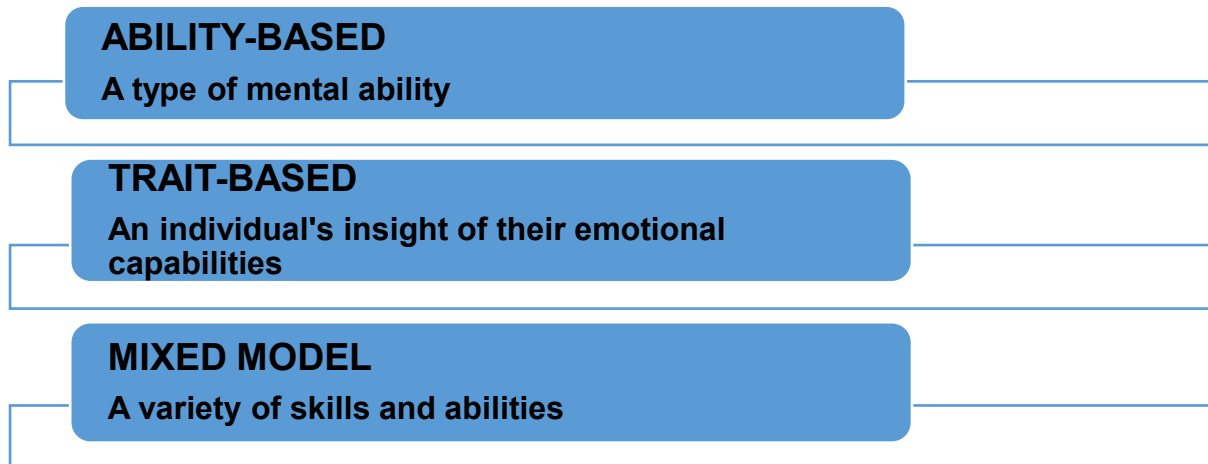
However, taking an opposing stance, Li, Gupta, Loon and Casimir (2016) argue that EI is a marketing concept, is not an accurate source of true intelligence but is merely a brand name for a collection of long-established capabilities that should be re-labelled and identified as a skill. These authors further elaborate that EI offers lower levels of creativity and cannot only be seen as an instrument for achieving one's goals but can also serve as a weapon that influences others and their capacity to reason. It therefore becomes evident that there must be a clear line concerning manipulation and motivation when it comes to how EI is actioned. Jha and Bhattacharya (2020) caution that individuals with a higher EQ, while they may have a tendency to foster relationships, may also lack the required levels of nonconformity to challenge the status quo. Moreover, EI has generated assessment devices that are supported by self-reported measures whereby respondents are tasked to communicate directly on their principles and intentions rather than investigating an individual's actual emotional ability (Rodriguez & Walters, 2017).

The following section provides insight on the models and frameworks that have been developed in order to understand EI as it is conceptualised as an ability. The primary aim is to provide an overview of the research that has attempted to describe the constructs of EI, the assessment tools that have been created to measure the construct and to establish why and how the construct of EI has come to be significant in both the academic sphere as well as within the broader workforce.

### **2.2.3 Emotional intelligence (EI) models**

EI models have gained a heightened level of attention and popularity in research. Dhani and Sharma (2016) state that there are various theories that endeavour to recognise the attributes and skills associated with EI. These authors further explain

that the theoretical frameworks of EI can be illustrated from three perspectives namely the ability-based (Salovey & Mayer, 1990), trait-based (Bar-On, 1997) and mixed models of EI (Goleman, 1998). Figure 2.2 below outlines in brief the main tenet of each of the three models of EI.



**Figure 2.2: Models of emotional intelligence (EI)** (Source: Adapted from Riopel, 2020)

The first model, Salovey and Mayer's ability-based model, suggests that emotions are beneficial sources of information that can assist a person to comprehend and navigate within the social environment. The model suggests that individuals differ in the manner in which they process information of an emotional nature. Petrides, Pita and Kokkinaki (2007: 273) define the second model of EI, the trait-based model, as "a constellation of emotional self-perceptions located at the lower levels of personality". Self-report items are often utilised to assess the overall EI in this model of EI. The Bar-On model is one representation of trait-based EI, which understands EI as a structure of interconnected behaviour that is derived from emotional and social capabilities. The third model of EI, the mixed model, consists of the EI performance model that concentrates on four capabilities namely relationship management, social awareness, self-awareness self-management that when combined with an individual's personality leads to examining their corresponding effects in the work environment. In the mixed model, emotional competencies are thus not considered to be innate talents but must be improved over time to achieve maximum results.



Each model consists of a representation of scales to test EI (Evans, Hughes & Steptoe-Warren, 2020). For this study, these models need to be investigated to obtain a thorough understanding of each and how they may be similar or different to the others. The sub-sections to follow will explore these models and the frameworks that they inform in greater depth.

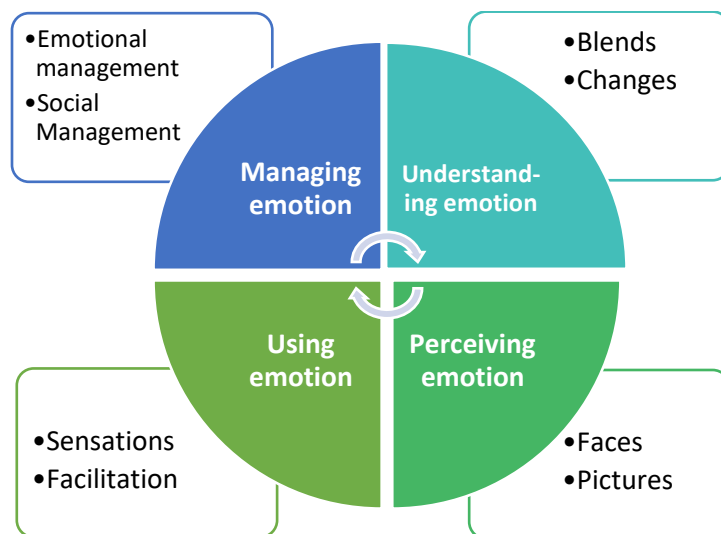
### **2.2.3.1 The ability-based model of EI**

Mayer and Salovey (1997) define EI as the ability to accurately gauge emotions, to access and generate emotions and thereby assist thought, to correctly interpret emotions and emotional knowledge, and to reflect on and regulate emotions to promote emotional as well as intellectual growth. Sarkar and Ray (2018) emphasise that the ability-based model identifies emotions as informative sources that allow an individual to obtain awareness and guidance in the social environment. Furthermore, supporters of this particular model are able to measure EI using performance assessments with complicated grading algorithms. Salovey and Mayer's (1990) model of EI describes the connection between emotion and cognition on the basis of four concepts. These concepts are positioned hierarchically where the ability to react to constant demands alongside an array of emotions in a way that is tolerable and adaptable is at the peak and the process to perceive emotions is situated at the base level.

Mayer, Salovey and Caruso (2004) developed a test known as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which is the flagship test of EI and best suited to categorise individuals at the lower end of the hierarchy. The test itself has been modified and has undergone several iterations. The current configuration consists of a four-branch model that is structured in a hierarchical layout with one fundamental factor, namely EI, and four abilities or branches: Perceiving Emotions; Using Emotions to Facilitate Thinking; Understanding Emotions; and Managing Emotions (Mayer *et al.*, 2004). MSCEIT tests can be conducted either through the use of paper and pencil or online and the test consists of 141 questions. MSCEIT offers 15 major scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are also three supplemental scores. MSCEIT may be associated more toward crystal intelligence (the ability to utilise one's expertise and knowledge) in comparison to fluid intelligence (the method of thinking

rationally and demonstrating problem-solving skills). These tests are deemed performance tests of certain skills such as expressing an emotion and the capacity to normalise emotions in real time, which would necessitate highly sophisticated technological systems or experimental circumstances (Fiori, Antonietti, Mikolajczak, Luminet, Hansenne & Rossier, 2014).

Helleman, Green, Kern, Sitarenios and Nuechterlein (2017) argue that the MSCEIT’s consensus-based rating method makes it complicated to interpret the scoring system as the observed scores portray variations in EI. These discrepancies may result as the test may be unable to measure a person’s innate EI because there are many factors that may influence his/her environment which can be considered subjective. Across the four EI measures, the MSCEIT reveals the least face validity because several questions are not linked to intelligence, work relationships or organisational phenomena. In other words, there seems to be a disconnection between the model and what the test actually quantifies. If these are regarded significant competencies in a position, the MSCEIT may not be able to provide management and human resources with the information they need to assess and develop EI among employees (Maul, 2012). MSCEIT is one of the most recognised instruments that assesses the four main markers using two tests to measure emotional social intelligence. These four abilities or branches are depicted in Figure 2.3 below.



**Figure 2.3: Graphical representation of the Mayer-Salovey-Caruso model of emotional intelligence (EI) (Source: Mayer, Caruso & Salovey, 2016)**

As illustrated in Figure 2.3 on the previous page, the adult version of MSCEIT consists of eight tasks (two for each of the four branches). Each branch is assessed by conducting two tasks. The test takes approximately 30-45 minutes for completion and yields a final score. The main branches and their corresponding tasks will be discussed more fully below.

*i. Perception of emotion*

'Perceiving emotions' consists of discovering emotions expressed through facial movement and abstract images. This construct includes the ability to recognise and differentiate emotions through bodily expressions in oneself and those of others. The skill to differentiate between truthful and fictitious expressions is believed to be a sophisticated observing ability (Cabello, Sorrel, Fernández-Pinto, Extremera & Fernández-Berro, 2016; Sanchez-Garcia, Extremera & Fernandez-Berrocal, 2016).

*ii. Using emotions to facilitate thought*

'Using emotions' comprises items that assist in assessing how certain moods may in fact facilitate thinking processes and the contrast of emotions to one's consciousness that includes shades of colour, brightness, luminosity and heat. The utilisation of emotions to facilitate thinking refers to controlling one's emotions to support cognitive activities, which includes problem-solving and analysis. The basis of this ability is directing one's thinking on the basis of relevant information pertaining to the environment or people (Cabello *et al.*, 2016; Sanchez-Garcia *et al.*, 2016).

*iii. Understanding and examining emotions*

'Understanding emotions' encompasses two sub-scales that make reference to joining emotions and admitting how emotions may transform and be modified over time. The variable involves understanding the meaning of an emotion and the reason for its origin is vital. For example, the feeling of being elated can follow from one achieving their set goals (Cabello *et al.*, 2016). Individuals stronger in this area are able to assess the complex and transitional relationships among emotions and are able to distinguish emotional cues ascertained from prior experience that allows them to foretell the expression of others in the coming years (Sanchez-Garcia *et al.*, 2016).

#### *iv. Managing emotions*

The fourth branch, 'managing emotions' comprises acceptance, being exposed to an emotional response, managing one's own emotions and that of others, and in the process staying open to pleasing and unpleasant moods to stimulate growth and development. Recouping quickly from being furious or providing support and encouragement to a friend before a significant event are representative of an individual with high-level emotion management (Sanchez-Garcia *et al.*, 2016). Managing emotions involves two sub-scales that convey the question of which emotional strategy would be appropriate to controlling emotions for oneself and maintaining admiration and reverence when using emotions in interpersonal relationships (Cabello *et al.*, 2016).

#### **2.2.3.2 Goleman's performance model of EI**

In the second EI model, the performance model, Goleman (1998: 317) describes EI as "abilities such as being able to motivate oneself and survive in the face of frustrations, to control impulse and delay gratification, to manage one's moods and keep distress from swamping the ability to think, to empathize and to hope". The current study draws upon this model of EI as skills and capabilities make a significant input to the performance of supervisors and leaders in the work environment, while certain emotional reactions may occur in highly-charged situations despite the logical and personal traits necessitated by their occupation. Goleman (1998) places great emphasis on the impact of internal motivation in which professionals perform better in their positions and have an immeasurable thirst for learning that exceeds the fulfilment obtained from external rewards. Goleman's (1998) performance model outlines four key characteristics as depicted in Table 2.1 on the following page. He argues that these emotional competencies are not inherent talents; rather they are learned capabilities that must be cultivated and improved over time to maximise performance.

**Table 2.1: Goleman’s emotional intelligence (EI) competencies**

	<b>SELF</b>	<b>OTHER</b>
	<b>Personal competence</b>	<b>Social competence</b>
<b>RECOGNITION</b>	<u><b>Self-awareness</b></u> Emotional self-awareness Accurate self-assessment Self-confidence	<u><b>Social awareness</b></u> Empathy Service orientation Organisational awareness
<b>REGULATION</b>	<u><b>Self-management</b></u> Self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	<u><b>Relationship management</b></u> Developing others Influence Communication Conflict management Leadership Change catalyst Building bonds Teamwork and collaboration

(Source: Adapted from Goleman, 1998: 319; Zhou, 2017: 346)

These four key characteristics of the performance model of EI are as follows:

*i. Self-awareness*

Self-awareness refers to the process of being mindful of emotions and the influence that emotions may have on others, and using instincts to make informed decisions. Balanced emotions results from possessing stable emotions in spite of the routine tensions that may occur in the workplace. The most frequent trademarks include sensible evaluation of one’s conduit and a healthful dosage of self-confidence (Goleman, 1998; Zhou, 2017).

*ii. Self-management*

Self-management is perceived to be handling one’s emotions and adjusting to the changes in the external environment that requires the need to master and display

qualities such as flexibility, endurance, openness to change and integrity (Goleman, 1998; Zhou, 2017).

*iii. Social awareness*

Social awareness refers to one's capability to sense, make good judgments, empathise with others, to understand and respond efficiently to the ethical norms and practices of diverse cultures. Acquiring empathic traits does not necessarily imply that a person has to display compassion to others but rather they should become insightful of others' emotional make up and handle them according to subsequent reactions (Goleman, 1998; Zhou, 2017).

*iv. Relationship management*

Relationship management entails the ability to inspire, persevere with meaningful partnerships, resolve differences and to maintain an ongoing level of interaction with others. The characteristics of this factor include managerial skills, effective leadership capabilities and articulacy (Goleman, 1998; Zhou, 2017).

**2.2.3.3 Bar-On's mixed model of EI**

Bar-On (2010) introduced the terminology 'Emotional Quotient' (EQ) as an analogue to 'Intelligent Quotient' (IQ). The author posits that the mixed model of EI is process-orientated and comprises Cognitive Intelligence (CI), areas of behaviour, health and welfare. The mixed model hypothesises that persons with higher than normal EQ's are more likely to flourish and meet the demands and pressures of the global market (Bar-On, 2006). Bar-On (1997: 14) defines EI as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". A study conducted by Bar-On (2010) illustrated that EI and CI are equally responsible for an individual's intelligence and accomplishment in life. As shown in Table 2.2 on the next page, the Emotional Quotient-inventory (EQ-i) is a self-reporting measure that has assisted in the progression of Bar-On's mixed model and produces an estimation of emotional-social intelligence thereby preventing any form of response bias and giving rise to more accurate results.

**Table 2.2: Emotional Quotient-Inventory (EQ-i) scales**

<b>Components</b>	<b>Sub-components</b>
<b>Intrapersonal</b>	Self-regard Emotional self-awareness Assertiveness Independence Self-actualisation
<b>Interpersonal</b>	Empathy Social responsibility Interpersonal relationship
<b>Adaptability</b>	Reality testing Flexibility Problem solving
<b>Stress Management</b>	Stress tolerance Impulse control
<b>General Mood Components</b>	Optimism Happiness

*(Source: Bar-On, 2010: 59)*

#### **2.2.4 Measures of emotional intelligence (EI)**

The manner in which EI is measured is of as much significance as the process with which final results are deciphered. EI can be measured in three ways: the first consists of utilising a self-report measure; the second entails informant measures as to how others may recognise an individual; and the last approach adopts performance measures. With these considerations in mind, Table 2.3 below presents the prevalent EI measures and a short description of each according to the development timeline of these measurement instruments.

**Table 2.3: Different measures of emotional intelligence (EI)**

Measures	Narrative	Model of measure	Theorist and year published
The Levels of Emotional Self Awareness Scale (LEAS)	A self-report measure that is built on hierarchical generalisation of EI such as tangible sensations and individual sentiments	Self-report	Lane <i>et al.</i> , 1990
Self-Report EI Test (SREIT)	Contains a 33-item measure of Mayer and Salovey's unique concept of EI	Self-report	Schutte <i>et al.</i> , 1998
Emotional Quotient Inventory	A total of 133 self-report items assess total EQ and each of the constituents of the Bar-On model	Self-report	Bar-On, 1998
Emotional Competency Inventory	A multi-rater mechanism that reinforces ratings on a sequence of behavioural indicators of EI	Self-report	Goleman, 1999
Emotional Intelligence Appraisal	Consists of a seven minute test that determines the existence of Goleman's four factors of EI	Self-report	Goleman, 2001
Mayer-Salovey-Caruso Emotional Intelligence Test	Certain tasks are utilised to measure the level of ability for each branch of EI	Performance-based	Mayer & Salovey, 2002
Geno's EI Inventory	This is a 360 degree measure that quantifies EI behaviour in the work environment	Multi-rater or Self-assessment	Gignac, 2002
Wong's Emotional Intelligence Scale	WEIS can be categorised from two standpoints: the first entails 20 scenarios in which respondents are compelled to choose one option that displays their reaction in a given situation; the second comprises of 20 ability pairs and respondents are required to select one out of the two groups of abilities that best relates to their strengths	Self-report	Wong <i>et al.</i> , 2002

(Source: Dhani & Sharma, 2016: 195-196)



### **2.2.5 Characteristics of emotionally intelligent individuals**

Schäfer (2018), in agreement with the thought of Bozionelos and Singh (2017), argues that with an open, vibrant and flexible communication system an organisation can create a production model that maximises efficiency and supports employees' innovative ideas. Maslach (2017) advocates the view that when an increasing level of organisational identification is manifested, employees are able to adopt positive attitudes and a sense of personal growth, and also gain recognition by the company. According to Jenaibi (2010), the social skills component of EI is essential for energising and directing behaviour, inciting team achievement and improving a management-employee relationship. Goleman (2004) remarks that increasing the EI capacity in employees will provide an understanding of their own emotions and the skill to convey these feelings in a harmonious and pleasing manner.

Xu *et al.* (2018) agree with Liu (2017) that a challenging business environment features various adversities and only certain individuals who are able to adopt the correct skills will be successful. This contradicts the view of Singh and Sharma (2016) that alongside EI, self-awareness and self-regulation are elements that can assist in dealing with these adversities. Anari's (2012) findings confirm that EI acts as a moderator between an individual's reaction to job insecurity and the ability to manage existing stress. Research findings indicate that the association between employee satisfaction and job performance emanates when feelings of employee engagement, empowerment and contentment is founded within an organisation (Schäfer, 2018). Furthermore, cooperative norms become significant, when applied, as members of a team work in agreement to attain a common goal and in the process morale, collaboration, equity and trust are fostered, which lays the foundation for performing well at an organisation (Park & Kim, 2021). Organisations are able to increase EI in their employees through coaching lessons in negotiation, team-building exercises and networking (Liu, 2017). These constructs benefit the organisation by promoting flexibility, collaboration, synergy and an environment conducive to effective learning.

Employees from different levels within an organisation must guide the enterprise's approaches and make calculated decisions, including operations, with the intention to accomplish economic, environmental and social performance (Applegate, Austin &

Soule, 2009). To function efficiently during challenging times, it is pertinent that on-going training is maintained and cognitive models be utilised to direct the thinking of managers (Lee, 2018). Cognitive thinking, behaviourism and humanistic psychology are schools of thought widely addressed in literature. Walinga (2019) suggests that behaviourism focuses on one perspective of learning, that is, that a shift in external behaviour can be achieved through reinforcement. This approach will be employed in in this study to understand employees' responses and actions. It is imperative to determine whether human behaviour can be understood by establishing whether a positive relationship exists between events in the environment and an individual's reaction towards these stimuli.

Employees in leadership positions should possess EI to ensure operational success. Goleman (2019) mentions that the following key elements should be visible in the behaviour of employees: motivation, empathy, social skills, self-regulation and self-awareness. A manager who is self-aware consistently knows how they themselves may feel and how certain emotions and actions may affect co-workers. Furthermore, leaders who regulate themselves effectively do not make emotional decisions, do not attack others verbally, and refrain from stereotyping people or compromising their values; thus they ensure that they always stay in control (Kannaiah & Shanthi, 2015). What differentiates an inspirational leader is the degree of EI that they are able to draw on and it is these abilities that assist in creating an environment with a compelling vision. An employee who is self-motivated has high standards to guarantee the quality of their own work and their fellow team members, and they possess the ability to consistently work towards their goals (Rathi & Lee, 2016). It is critical for managers to have empathy towards their co-workers, which leads to trust and ultimately the success of their organisations. Leaders who do well in the social skills of EI possess effective communication skills. These leaders are also successful when managing teams and resolving conflicts in a diplomatic manner (Goleman, 2019; Wondra & Ellsworth, 2015).

On a daily basis individuals make emotionally charged decisions and at times are faced with choices that are based on their gut feelings. When the source of these emotions is realised, the process of working in a team becomes simple as there is harmony, group efficacy, a solid foundation of trust and coherence amongst each

other. As a result of diverse working environments, EI has become more crucial especially due to the complexity of interactions, the manner in which emotions are articulated and the drive to make room for new technologies (Kannaiah & Shanthi, 2015). The effectiveness of EI begins with the individual. It is impossible to place emphasis on the well-being of others when one is unable to understand one's own emotional level; hence an in-depth introspection is required. Identifying one's own thought processes and feelings can aid in making well-rounded decisions. Realising the potential and aptitude of an employee can furthermore make a significant difference in organisational success. Thus, the value of EI is that it can support enterprises to enhance participative management, collaboration, optimism, responsibility, emotional competence, group rapport, empathy for colleagues and flexibility. Companies can incorporate the theories of EI into their hiring, promotion and appointment processes. Proactively selecting these candidates for their increased level of EI may assist organisations towards maximising contribution and acquiring development investments (Kannaiah & Shanthi, 2015).

#### **2.2.6 Relationship between EI and demographic variables**

Emotions are a vital tool for success and leading a satisfying life when utilised in an efficient manner. Demographic variables discussed in this section are related to both EI and its impact on work values. Gender consists of a classification of interconnected cultural ideas that knowingly or unknowingly influence a person's behaviour. According to Patel (2017), who is in agreement with Joseph and Newman (2010), the stereotype that women are reported to have higher EI than men is due to their motherly connections with their child. However, Ahmad, Bangash and Khan (2009) argue that men are also able to display more assertiveness, individuality and management in certain conditions than women and the possible thinking pattern behind this is that men have powerful roles in society. Meshkat and Nejat (2017) support this notion, that is, there are no significant gender differences in EI between males and females, as this is what they found in their research with undergraduates in Iran.

A study by Geng (2018) indicated that older individuals are more likely to possess higher levels of EI as it is a developing capability, and their understanding is that it is collected life experiences that promote EQ. However, age may be only one predicting factor as there are numerous younger individuals who may have acquired heightened

levels of self-awareness whereas elders may not have been able to establish these proficiencies. The age group that demonstrated increased levels of EI in Geng's (2018) study were those older than 40 years of age. This finding was contrary to research conducted by Nightingale, Spiby, Sheen and Slade (2018) where it was found that age group, position and length of service in the organisation did not have an impact on EI, and it was recommended that further research needs to be explored in this area. Furthermore, research by Gautam and Khurana (2019) denotes that there is a significance in the score of EI between female and male managers as more recently female managers are entering the workplace in huge numbers and are being promoted to senior management and executive roles due to dedication, hard work and self-worth. They also have improved their aptitude due to experience. It is thus imperative when companies are competing in an aggressive environment that challenges associated with diversity management such as demographic variables be construed and taken into consideration effectively.

The above-mentioned discussion places EI into perspective, especially as it is understood in this study. Firstly, the section explored the origins of EI and the models that are deeply entrenched in the literature, namely the ability-based, trait-based and mixed models. The most popular measures of EI based on each of these models were also outlined. The characteristics of emotionally intelligent individuals as well as the associated demographic variables were briefly considered.

### **2.3 JOB-SATISFACTION (JS)**

Guoping *et al.* (2017), in a similar vein to Seligman (2004), point out that positive psychology is about identifying one's strengths and virtues and using them as frequently as possible to obtain gratification. When employees enter an organisation they possess certain necessities and obligations that could impact their performance and their satisfaction with their role in the organisation. Understanding the process in which these needs stimulate effort to perform and how rewards for their execution is recognised is indispensable for supervisors. This next section of the chapter will provide a definition of JS, followed by an overview of the conceptualisation and theoretical frameworks and models that can be used to understand the subject. Thereafter the novel coronavirus of 2019 (COVID-19) pandemic and the implications

it has had on organisations and personal livelihoods, specifically in terms of EI and JS, will also be addressed.

### **2.3.1 Job-satisfaction (JS) defined**

According to Kammeyer-Mueller, Simon and Judge (2016), JS can be defined as an attitude or emotional response to one's job functions, physical and social conditions of the working environment. Employees with increasing levels of JS are more likely to perform well due to their emotional experiences and drive to maximise performance (Park, 2018). On the other hand, how happy an employee feels about their job is referred to as 'employee satisfaction' and its source of measurement is an employee satisfaction survey. Factors that shape employee satisfaction that are addressed in this type of survey may be flexible hours, workload, career growth, company culture, perks, opinions of management, and so forth. The concept of employee satisfaction differs from JS as it is concerned with the basic needs and concerns of staff members and the extent to which they are content, whereas the latter focuses on continuous effort by an employee by displaying dedication, drive and working overtime to meet tight deadlines as an attempt to meet their personal and organisational goals (Kumar, 2016).

### **2.3.2 Job-satisfaction (JS) conceptualised**

Every employee possesses inner strengths and these, together with the support of management, shape an individual's character. Furthermore, staff with a high level of EI are generally more resilient and are most likely able to encounter higher levels of JS as they can utilise their skills and talents to evaluate and control the emotions of others. This ability becomes valuable in group settings where individuals with high EI are able to draw on their aptitude to enhance their own self-confidence and that of others, thereby contributing positively to JS (Sun, Chen & Jiang, 2017). The three dimensions identified by Neog and Barua (2014) of JS are highlighted below:

- JS cannot be viewed but is rather inferred. It focuses on an individual's attitude and emotional response to their jobs.
- JS is often influenced to the point where outcomes meet and surpass expectations.

- The term JS and job attitudes are often used concurrently. An optimistic attitude towards one's job is deemed as JS and improves individual performance, whilst displaying an unenthusiastic behaviour is regarded as job-dissatisfaction. Whereas attitudes are ever-lasting, satisfaction is known for its dynamic nature which means that it can transform over time.

The following section discusses different theories on JS in detail to establish the concept as variable in the study.

### 2.3.3 Theories on job satisfaction (JS)

Theories are an arrangement of significant beliefs and concepts around which knowledge in a particular field can be organised. A synopsis of JS theories presented by authors throughout the decades since the concept first emerged is illustrated in Table 2.4 below.

**Table 2.4: Evolution of job satisfaction (JS) theories**

Type of job-satisfaction theory	Author	Year of publication
<b><i>Physical, cognitive and social needs</i></b>		
Hierarchy of Five Level Needs	Abraham Maslow	1943
Two-Factor Theory	Frederick Herzberg	1959
Achievement Theory	David McClelland	1961
ERG Theory	Clayton Alderfer	1969
<b><i>Intrinsic and extrinsic rewards</i></b>		
Scientific Management	Frederick W. Taylor	1911
Reinforcement Theory	Burrhus F. Skinner	1953
Perceived Equity Theory	John S. Adams	1963
Porter and Lawler Model	Lyman Porter and Edward Lawler	1968
<b><i>Personal characteristics</i></b>		
Attribution Theory	Fritz Heider	1958
Theory X and Y	Douglas McGregor	1960

Type of job-satisfaction theory	Author	Year of publication
Expectancy Theory	Victor H. Vroom	1964
<b>Job characteristics</b>		
Job Characteristics Model	Richard J. Hackman & Greg R. Oldham	1976
<b>Environmental characteristics</b>		
Hawthorne Theory	Henry A. Landsberger	1950
<b>Organisational management characteristics</b>		
Goal-setting theory	Edwin Locke	1968
Control theory	Scott A. Snell	1992

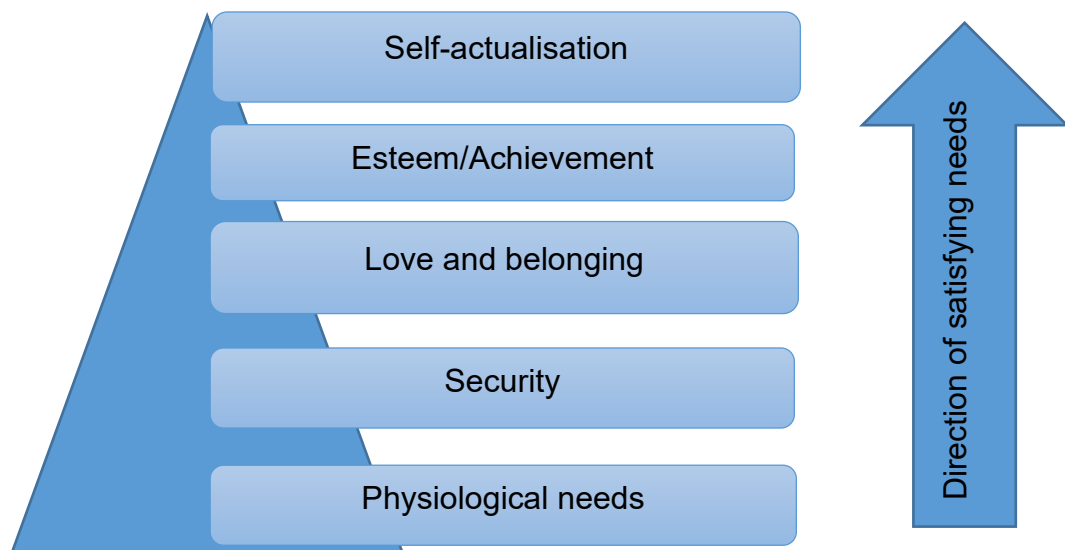
(Source: Adapted from Moynihan & Pandey, 2007; Newstrom, 2007)

Chen and Wang (2019) and Lloyd and Mertens (2018) assert that the theories of JS are divided into two dimensions namely: content and process. Content theories examine what motivates employees in the working environment and this begins by identifying their needs, goals, incentives and promotion opportunities to maximise efficiency. Conversely, process theories indicate how motivation occurs and the process of rewarding employees for their efforts and dedication. It is pertinent to note that there seems to be a considerable overlap between the theories and models of JS that explain human motivation. In certain instances these concepts are used interchangeably, which to a certain extent may confuse the reader (Kumar, 2016). The following sub-sections will highlight some of the most prominent motivation theories of JS in literature.

### **2.3.3.1 Maslow's theory of motivation/satisfaction**

Maslow's hierarchy of needs, established in the year 1943, is one of the most universally accepted and renowned theories for explaining both inspiration and JS, and focuses primarily on humanistic psychology in which an individual's needs are satisfied. Figure 2.4 below illustrates the five different levels of needs identified by Maslow represented in the form of a pyramid that evaluates the sequence in which human motivations generally transcend. The most vital needs at the bottom layer of

the pyramid, in Maslow's (1943) thinking, should be fulfilled first. The direction of the arrow represents the lower-most to the highest level of satisfaction.



**Figure 2.4: Maslow's hierarchy of needs** (Source: Maslow, 1943)

Once one level of need has been satisfied, the following level of needs are required to be activated to motivate a person. The specific needs in each of Maslow's (1943) five levels of his hierarchy are:

- **Physical needs:** food, clothing, shelter, sex;
- **Safety needs:** physical security;
- **Social needs:** opportunities to establish close connections with others;
- **Esteem/achievement needs:** prestige established from others; and
- **Self-actualisation:** opportunities for self-fulfilment and success through personal growth.

Feyerabend, Herd and Choi (2018) state that a person's need for satisfaction is dependent on the importance attached and the degree to which various phases of their lives meet these needs. Maslow's hierarchy was actually the first theory that formed the platform for 'job-satisfaction theory' and provided researchers the opportunity to formulate subsequent JS theories.

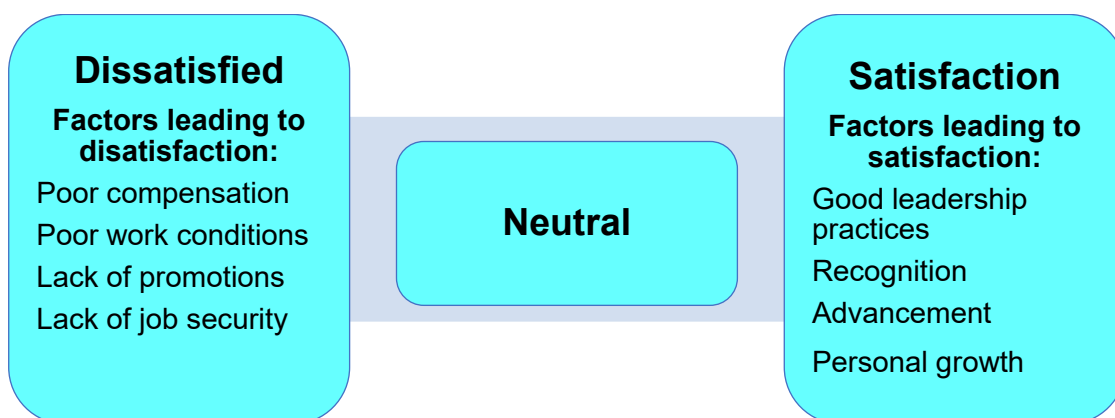
However, Maslow's hierarchy of needs has also come under much scrutiny. Bridgman, Cummings and Ballard (2019) dispute Maslow's theory and these authors argue that



not all people experience the satisfaction of these needs in a chronological order but that it is based on cultural and individual differences. Maslow's theory is also critiqued as it lacks the ability to scrutinise the cognitive awareness of staff. In addition, it can be argued that the attainment of needs can be regarded as physiological feelings, which at times an individual may not even be conscious of. As a result, the cause and effect relationship between a need and behaviour is greatly reduced as the impact it may have on others may differ from one instance to another.

### 2.3.3.2 Herzberg's two-factor theory

The two-factor theory espoused by Frederick Herzberg is one that describes to managers what motivates the workforce. According to Herzberg, Mausner and Synderman (1959), the two-factor theory states that JS is influenced by hygiene factors and motivators. The theory is premised on the philosophy that JS and job-dissatisfaction are not two opposing, discrete ends of a continuum but rather are two independent entities. Hygiene factors refer to aspects such as compensation, leadership and relationships established, while motivators consist of attributes such as achievement, responsibility and recognition. Since motivational and hygiene factors function as separate units, there is a possibility that employees are neither satisfied nor unsatisfied; they may in fact be neutral, as portrayed in Figure 2.5.



**Figure 2.5: Graphical representation of Herzberg's description of satisfiers and dissatisfiers** (Source: Kumar, 2016: 202)

In addition, retaining employees by offering a competitive salary is not a long-term solution to job-satisfaction whilst maintaining an environment that fosters team spirit

and camaraderie is attractive. This does not suggest that the absence of JS results in dissatisfaction or that the absence of dissatisfaction entails satisfaction (Kannaiah & Shanthy, 2015; Naz & Liaquat, 2015). Critics of the two-factor theory suggest that an oversimplification of the relationship between motivation and dissatisfaction is espoused, yet one factor may in fact represent a satisfaction to one person but a dissatisfaction to another. Even though Herzberg's theory has accelerated interest, researchers have not been capable of reliably proving the tenets that it suggests. Hackman and Oldham (1974) (refer to section 2.3.3.4 below) propose that the theory has been criticised in light of the fact that it does not take into account the differences between individuals and it tends to prophesise how employees will respond to changes in either motivating or hygiene factors. The classification system can also be viewed as complicating the two levels of analysis: events (what really happened) and agents (who made it happen).

### **2.3.3.3 Equity theory**

The equity theory was initially developed in the 1960's by Stacy J. Adams and is based on the notion that employees evaluate their inputs and outcomes against those of others and take action to resolve any inequities (Adams, 1963). Equity is measured by comparing the percentage of costs against the rewards received for each individual. To maximise the benefits of a person, systems are created whereby resources can be equally distributed among the team. The principle is that individuals value fair and impartial treatment which permits them to become more motivated and improves the relationship between co-workers and the company (Clarke & Mahadi, 2017). Increased performance results in the acknowledgment of incentives, both Intrinsic (I) and Extrinsic (E), which ultimately results in employee satisfaction and is thus recognised as equitable.

In organisations, the equity theory initiates the view of social comparison in which employees are able to assess their own input/output ratios in contrast to the input or output ratios of other members (Davlembayeva, Papagiannidis & Alamanos, 2021). However, O'Connor and Crowley-Henry (2019) argue that the simplicity of the model needs to be questioned because there are factors such as psychological and demographic aspects that influence an individual's sense of perception and their engagement with others. In an organisational setting, an employee might regard

his/her compensation as equitable to other employees but on the other end of the spectrum a different employee would regard the compensation as being unfairly calculated. Moreover, research investigating the applicability of equity theory has been carried out in laboratory settings; hence its appropriateness to be extended to real life situations can be critiqued.

### 2.3.3.4 Job Characteristics Model (JCM)

Hackman and Oldham (1974) state that the original version of the Job Characteristics Model (JCM) disputes that the end result of job redesign is manipulated by various moderators. As illustrated in Figure 2.6 the main crux of the JCM is based on the premise that it is rewarding tasks that boost employee motivation and that this cannot be refuted. Mundane tasks result in a workforce being less stimulated and stifles their motivation so that they become less constructive and lack the impetus appropriate to any job function. Tasks that contain motivating attributes broaden a person’s organisational knowledge and initiate psychological states that raise the possibility of desired outcomes. Such examples include responsibility and awareness of the outcome. The model stipulates that there are five characteristics that lead to certain psychological states in employees. These are: task identity; skills variety; task autonomy; task significance; and job feedback, all of which are utilised by HR and management for job creation and review (Hackman & Oldham, 2010).

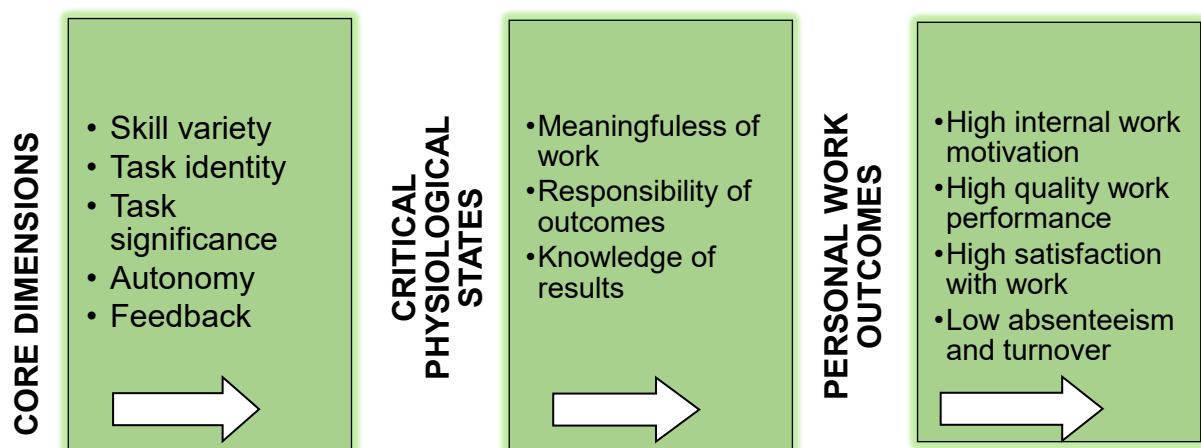


Figure 2.6: Job Characteristics Model (Source: Hackman & Oldham, 1980)

From the perspective of the JCM, the method that must be used to procure primary data is none other than the Job Diagnostic Survey (JDS) that has been drafted to

ascertain how employees respond to their jobs. The purpose of the JDS is to identify current jobs prior to these jobs being redesigned and to assess the consequences of work redesign (Hackman & Oldham, 1976; 2010).

In contrast to the models developed by Maslow and Herzberg, the JCM has obtained further empirical support. However, it has been argued that the use of this model examines the influence that core dimensions may have on one's private results (innate work motivation) and work results (work effectiveness) thereby ignoring the key emotional states. It is believed that the reason for overemphasis on these aspects could be because it is intricate to assess performance and productivity. O'Brien (1982) confirmed that the model does not meet standards when predicting individual productivity and many problems emanate due to psychological states.

#### **2.3.3.5 Theory X and Y**

Theory X and Y was formulated in the 1960's by Douglas McGregor. The assumptions of the theory, described below, are a reminder of the regulations that are in place when managing people, which can so easily be overlooked because of everyday pressures (Aithal & Kumar, 2016; McGregor, 1960). According to Theory X and Y, a supervisor's insight of the nature of subordinates is reliant on a category of contrasting assumptions that is used to shape one's behaviour. McGregor (1960) and Umoinyan (2016) distinguish between the assumptions pertaining to Theory X and Theory Y, namely:

##### **Theory X assumptions**

- An average employee has an intrinsic dislike for work and will at all costs keep away from work.
- Many people must be threatened, intimidated, persuaded and coerced to work towards the company intent.
- An average employee aspires not to take responsibility, prefers dictatorship and is not goal-orientated, however, seeks safety and refuge.

## **Theory Y assumptions**

- The drive to achieve results and maximise performance are equal as play and relaxation.
- Employees are not only accountable but apply self-direction instead of resorting to warnings and dismissals.
- A great emphasis is placed on the capacity to focus on resourcefulness, ingenuity and originality when in an organisational dilemma.

The theory can be understood as a means by which organisations can contribute positively to their workers and understand the transition of their employees. This is a paradigm shift from indolent and aimless processes and instead proposes a key focus on understanding workers' reasons for wanting to make meaningful impact. Whilst multiple managers prefer to lean towards the assumptions of Theory X, which results in a poor outcome, others instead use Theory Y assumptions that yield exceptional results and maximise growth and development of the employee (Umoinyan, 2016). McGregor (1960) argues, however, that the beliefs of Theory Y are not universally applicable, and Theory X is appropriate to countries defined by high power owing to global cultural convergence. Whilst Theory X focuses on menial job positions with low wages, employees are able to search for opportunities that embrace Theory Y only if they are driven and inspired to by management and exposed to personal development programs. The consequences are that workers are of the perception that they require direction; however, this progression does not happen overnight, and both the efforts of senior management and staff are required to conquer this obstacle. Presently, McGregor's theory is perceived as outdated according to the literature reviewed for this study.

### **2.3.3.6 Achievement theory**

In the achievement theory of motivation originated by David McClelland in 1961 (refer to section 2.3.3 above), the needs identified are difficult to measure, are regarded as subconscious and may be possessed by individuals without them even realising it. Demerouti, Bakker and Leiter (2014) argue that a few people strive for personal recognition rather than compensation as they are single-minded, ambitious and have a strong desire to work smarter and more efficiently. These candidates are high

achievers irrespective of their race, creed or culture and are motivated by tasks that are meaningful and present a challenge. McClelland (1961) identified three types of motives:

- **Achievement:** The drive to excel, make a positive contribution to society, and take calculated risks at standards that are linked to excellence.
- **Power:** The need for power is associated with being influential and making a significant difference in the lives of others.
- **Affiliation:** People with a high level of affiliation build strong relationships, longing for acceptance and companionship, and they value the emotions of others.

Werdhiastutie, Suhariadi and Partiw (2020) agrees with Wakabi (2016) that it is normal for organisations to recruit workers on the basis of their expertise and competence. Nonetheless, the levels of efficiency may decline should the motivational needs of staff not be fulfilled. Employees that are not stimulated show evidence of low quality of work and achievement. However, Bhattacharya and Mittal (2020) argue that these basic drivers of motivation namely: achievement, power and affiliation (refer to the statement by McClelland 1961 above) are not only required to motivate individuals but are regarded as the most vital human goals and distresses which are developed through life experiences. The author further assets that the theory focuses on the need for achievement, power and affiliation but does not take into account to firstly satisfy the essential needs of people such as food and shelter.

### **2.3.3.7 Goal-setting theory**

Embarking upon challenging tasks prepares individuals to work harder, promotes skills and enhances creativity. Edwin Locke's goal-setting theory devised in 1968 provided organisations with the blueprint for an understanding of current workplace motivation that makes the association between objectives, output and engagement more evident and apparent. The revelation around the theory consists of setting measurable and detailed goals. Positive feedback from management and reliable follow-ups on key performance indicators assist in identifying differences between what has been achieved and tasks that employees wish to learn to improve their skills matrix (Locke, 1968; Locke & Latham, 2019; Min, 2014). The notion of intensity and the value of

checking with employees on their method of reaching a goal highlights the need for autonomy. By pushing staff to move out of their comfort zone, their self-confidence is boosted and accomplishment will be promoted (Mudor, 2011; Stegen & Wankier, 2018).

#### **2.3.4 Measurement of job-satisfaction (JS)**

JS has been linked to several variables such as performance, throughput and absenteeism. JS becomes a vital component when assessing a person's attitude and having an understanding of the implications it may have on one's behaviour. One's outlook and belief system cause an individual to work harder or work less. A number of techniques have been adopted and serve as well-validated measures to gauge a person's JS (Lee & Chelladurai, 2018; Neog & Barua, 2014). Undoubtedly, the most popular methods and measures involve the use of questionnaires. The subsequent section discusses the measures of JS and instruments used to collect relevant information from employees, as identified by Unutmaz (2014) and Parvin and Kabir (2011).

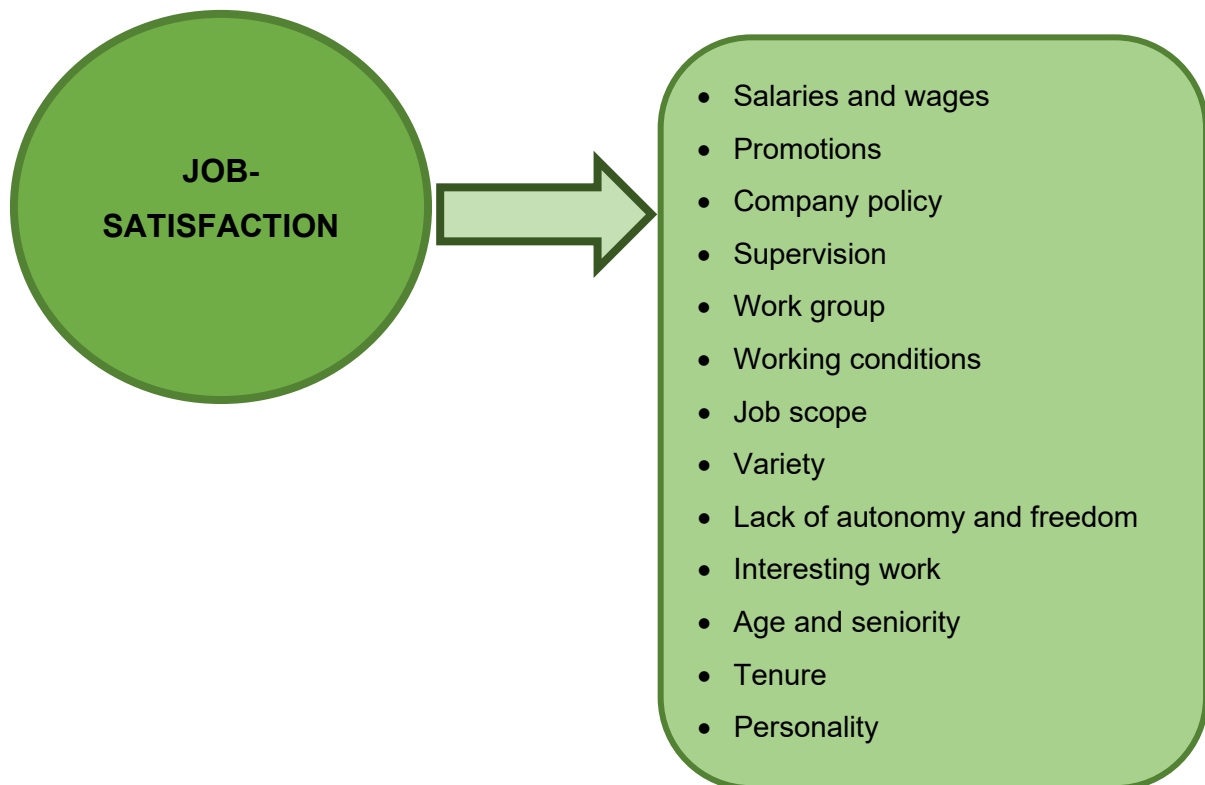
- **Job Descriptive Index (JDI):** This instrument was initially formulated by Smith, Kendall and Hulin (1969) to measure JS. The index comprises approximately 72 items that analyse five areas of JS namely: remuneration, work, promotion, command and team players, to provide a combined measure of JS. The JDI was updated in 1989 to include work environment, gratification and expertise. Transformations to the index have also been made to identify issues such as changes in technology that have transpired since the original scale was created.
- **Minnesota Satisfaction Questionnaire (MSQ):** The MSQ was created by Weiss, Dawis, England and Lofquist in 1967. The long version of this survey comprises 100 questions whereas the short form of the MSQ contains 20 items. The long and short versions are both divided into two sub-scales pertaining to intrinsic and extrinsic satisfaction and have each proven to be reliable measures of JS.
- **Overall Job-Satisfaction:** Cammann, Fichman, Jenkins and Klesh (1979) developed this measure of JS as part of the Michigan Organisational Assessment Questionnaire (OAQ). This questionnaire comprises an 18 item

version and is classified as trustworthy. Three items are utilised to assess an employee's reaction towards a specified profession or corporation.

- **Job Satisfaction Survey:** This tool was developed by Spector (1985) and encompasses 36 items that are grounded on nine job components. These features involve: contingent rewards, compensation, incentives, description of work and engagement. In the initial iteration of the Job Satisfaction Survey, the measure placed emphasis on human service and non-profit-making institutions; however it has subsequently been modified to include the aforementioned features such as compensation and incentives.
- **Job-Satisfaction Index:** This measure was created by Schriesheim and Tsui (1980) and explores six items that underpin overall JS. The items consist of work, pay, co-workers, supervision, the job in general and promotion opportunities.

### 2.3.5 Factors influencing job-satisfaction (JS)

Within the workplace several elements have some bearing on JS. Figure 2.7 is a graphical representation of influences towards an employee's overall satisfaction and performance. These influences will be discussed more fully below.



**Figure 2.7: Factors impacting job satisfaction (JS)** (Source: Valaei & Rezaei, 2016)



- **Salaries and wages:** Awan and Tahir (2015) are in agreement with Valaei and Rezaei (2016) who suggest that there are several working conditions in a company that play a pivotal role in influencing employee satisfaction. Money is regarded as a major instrument that satisfies the basic essential needs of individuals. From an organisational point of view, a company's monetary value discloses management's concern for workers and can be regarded as a representation of accomplishment, as the higher the income the more dedicated staff will be to perform their duties and ensure successful and smooth operation. Non-monetary allowances are also vital; however, employees' importance to an organisation must not be undervalued. Employees inevitably prefer a paying arrangement that is uncomplicated, reliable and in line with their prospects. Reimbursements are the first rank that drive JS in comparison to the other determinants.
- **Promotions:** A promotion denotes an employee's importance in an employment setting due to merit, improvement in the skills matrix and consistency. When this is realised it boosts the employee's morale and results in positive changes, which includes minimal supervision, deadline-driven tasks, opportunities for self-growth and authority. Furthermore, if an employee is unable to utilise their knowledge and skills in the workforce this will reduce the feeling of JS (Awan & Tahir, 2015; Ilham, 2018; Valaei & Rezaei, 2016).
- **Company policy:** A dominating structure in an organisation may initiate bitterness and anger amongst employees in comparison to one that has a democratic description. Structural policies impact human behaviour and when an organisation initiates fair and rewarding procedures it allows for enhanced JS. Motivated employees will then foster devotion and responsibility to the organisation which ultimately improves productivity and results in lower turnover rates (Awan & Tahir, 2015; Kianto, Vanhala & Heilmann, 2016; Valaei & Rezaei, 2016).
- **Supervision:** Managers who allow their team members to contribute towards decisions that influence their occupation assist in creating a work culture that is meaningful and reassuring. A leadership style that supports employee-centredness and individual interest preserves long lasting relationships. When

employees feel that they are being heard, cared for and receive encouragement they will be satisfied with their jobs (Awan & Tahir, 2015; Valaei & Rezaei, 2016).

- **Work group:** A team that serves as a foundation for support, ownership, dedication and perseverance is confronted with the least amount of friction on a daily basis. The unit size and the quality of the existing social relationships are crucial for the development of worker satisfaction. Amiable working relationships and friendship engagements with others assists employees to perform their duties in a professional and acceptable manner (Awan & Tahir, 2015; Karuhanga & Werner, 2013).
- **Working conditions:** A working environment that is conducive to healthy and operational functioning contributes considerably towards JS. Adequate ventilation, hours of work, sanitation, workstations, chairs and furnishings are examples of motivators that employees aspire to. When a person is hired, they require an environment that will contribute positively to their performance (Awan & Tahir, 2015; Ilham, 2018; Valaei & Rezaei, 2016).
- **Job scope:** This factor indicates that in an organisation there should be accountability in all actions and decisions, speed in which transformations emanate and continuous feedback provided to employees. Having a clear understanding of one's job description should provide a path that indicates the skills still required to be developed to meet the targeted expectations of the organisation (Awan & Tahir, 2015; Valaei & Rezaei, 2016).
- **Variety:** A reasonable level of variety is required in a workplace as it reduces misunderstandings and dreariness that are regarded as dis-satisfiers. When employees are unable to manage their tasks in addition to their own personal obligations, this would become an impediment in their quest for achieving maximum performance (Awan & Tahir, 2015; Valaei & Rezaei, 2016).
- **Lack of autonomy and freedom:** The effect of role uncertainty may also influence employees, as they would be unaware of what is expected of them and of the ways in which they can improve through cross-skilling (Awan & Tahir, 2015; Valaei & Rezaei, 2016).
- **Interesting work:** Tasks that are stimulating and thought-provoking enhance JS compared to those that are repetitive and uninteresting. When employees receive a workload that is manageable and for which they hold the necessary

knowledge, this leads to improved JS (Awan & Tahir, 2015; Murphy & Callaway, 2004).

- **Age and seniority:** As workers become more open-minded and advanced in their careers, they will feel accepted in the organisation, its resources and awards. Employees who are not promoted are more likely to be frustrated with their positions and the organisational climate (Awan & Tahir, 2015; Pawirosumarto, Sarjana & Muchtar, 2017; Valaei & Rezaei, 2016).
- **Tenure:** Job tenure promotes reassurance to employees that their future is secured and that they possess a stable opportunity, which maximises JS (Awan & Tahir, 2015; Valaei & Rezaei, 2016).
- **Personality:** A number of personality attributes are associated with JS namely: self-confidence, appreciation, wisdom and resoluteness. Organisations must ensure employees are satisfied with their working environments and have an optimistic outlook towards life (Awan & Tahir, 2015; Valaei & Rezaei, 2016).

### **2.3.6 COVID-19 pandemic**

The following section deals with the impact of the COVID-19 pandemic in the workplace, and the possible effects on EI and JS of employees as documented in literature since the beginning of the outbreak in 2020. A thorough literature search, however, yielded limited research conducted on the effect of the pandemic on EI and JS. Nevertheless, several studies that have been conducted on this topic will be explored below.

#### **2.3.6.1 Background**

COVID-19, as confirmed by the World Health Organisation, is a communicable respiratory disease that has triggered international chaos in all industries, sectors, world trade and technological realms. The specific socio-economic impacts, however, differ from country to country. In March 2020, President Cyril Ramaphosa confirmed a national state of disaster in South Africa, following which a number of measures had to be implemented to reduce the transmission of the virus. A nationwide lockdown was imposed, the purpose of which was to 'flatten the curve' and restrict the movement of people, enforce social distancing practices and trace those who were infected with the virus so that they could be placed in isolation from others. People became anxious

that they would lose their jobs due to elongated lockdown periods and volatile economic conditions (Ehui, 2020). The impact of COVID-19 on the nature of work, workers, and organisations worldwide has been dramatic. This section briefly covers emergent changes in work practices such as working from home (remote working) and recent changes for workers namely social distancing measures, loneliness, stress and unemployment.

### **2.3.6.2 Implications of COVID-19 pandemic on the work environment**

The outbreak of the COVID-19 pandemic has triggered a general worldwide transformation of the work environment. With the recent COVID-19 context, organisations are now venturing into the 'unknown unknowns' and experiencing challenges that are incomparable in nature to any previous context, one which compels them to control an unparalleled territory and modify their labour force. To ensure the safety of employees, organisations had to implement remote working arrangements during the initial lockdowns that were enforced at the beginning of the pandemic (Feng & Savani, 2020). Upon returning to the workplace after several months, safe working measures had to be established and workstations reassessed to ensure compliance with social distancing guidelines (Hamilton, 2020). To eliminate physical interaction, virtual meetings had to be arranged to allow for communication between individuals in different geographical areas and to minimise the presence of third parties on site. Change, flexibility and learning are by-products of the pandemic and both employees and employers have been forced to adapt to the demands of the changed work arrangements. Kniffin *et al.* (2021) conducted an extensive literature review and agree with Hamilton's (2020) findings with regard to the implications of the COVID-19 pandemic for the working environment. De Lucas Ancillo, del Val Núñez and Gavrila (2021) warn that companies have to rethink their corporate culture and values to be compatible with the changed ways of working. The specific impacts that COVID-19 has on the EI and JS of employees will be considered in the section to follow.

### **2.3.6.3 Implications of COVID-19 pandemic on the EI and JS of employees**

Millions of people's lives across the world have been affected, not only physically, but also emotionally as a result of the uncertainties surrounding the COVID-19 pandemic. Many people increasingly are experiencing panic attacks, nervousness, obsessive

behaviours and uneasiness. The absence of verified facts, insufficient medical information and rumours regarding the pandemic are some of the reasons for the panic that has been created, which has resulted in a range of negative psychological effects for many people around the world. Forced lockdowns and global confusion have recently prompted individuals to face their fears. It can be argued that these increased levels of fear have resulted in lower job-satisfaction (JS) and increased job turnover (Ratshisusu & Mncube, 2020). The role of EI in being able to endure and survive in this new environment cannot be underestimated. Self-awareness, empathy and personal management are not negotiable during the chaos that has resulted due to the pandemic and the drastic changes that it has prompted in all workplaces (MacFeely, Me & Fu, 2020; Wondra & Ellsworth, 2015).

Adapting to the 'new normal' and developing contingency plans has demonstrated people's ability for adaptation as well as the impact of emotional states of mind. The catastrophe has pressurised both the personal and professional life of individuals and has influenced the need for adequate measures for people to cope with anxiety, and fear of embracing the future where certainty is low and safety is greatly challenged (Mahler & Lakner, 2020). Management in the workplace needs to find suitable ways to deal with employees' mental health issues and to identify when employees are experiencing emotional difficulties, which can be addressed through on-site counselling. In this turbulent state where negative emotions are dominant and consequently their effect is recognised as intense, the requirement for mental health care is crucial. In order to achieve an organisation's strategic goals, creating an employment culture that values the management of emotions and emotional well-being is pivotal. Employees require continuous efforts to instil EI during a calamity, as depicted in Figure 2.8 on the next page. The requirement of self-control, composure, bio-empathy, dilemma flipping, smart mob organising, humble strength and swift prototyping are leadership skills that serve as positive change agents that need to be mastered during these complex times (Pande, 2020).



**Figure 2.8: Impact of COVID-19 on the emotional intelligence (EI) of professionals** (Source: Pande & Penkar, 2020: 284)

This section has provided a clear understanding of the development and viewpoints of JS over the years and the manner in which it will continue to improve perspectives of how individuals collaborate within the workplace. The literature review was brought closer to the specific objectives of the study. The chapter sought to assess whether a relationship between EI and JS exists, and it was established that there is indeed a strong relationship between these two elements in any workplace.

## 2.4 CONCLUSION

The literature review provided a detailed understanding of the theories and frameworks that have been developed to conceptualise EI and JS. The underpinning theories of this study from the perspective of EI entails Goleman's performance model and for JS are Herzberg's two-factor theory. These not only has supported the theory but describes as to why the research problem under study exists. The strategy of an organisation needs to be flexible and dynamic, and must also remain in line with what is happening in the industry and economy, while bearing in mind the challenges that have emanated in the current global working environment namely downsizing, restructuring, and competition in the labour market. JS is not only influenced by

external variables such as perks and wages but is also extended to feelings and personality traits. To be able to ensure that a secure and long-term partnership is maintained, it is the responsibility of management to create an environment that will allow employees to perform consistently. Managing of emotions in oneself and that of influencing others is an important attribute of EI.

EI is a vital competency in sustaining organisational performance. Reinforcing EI would probably be associated with improved teamwork, morale, cohesion and the likelihood of enhanced employee JS outcomes. This chapter also explored the impact of COVID-19 on organisational life and its contribution to EI and JS. The challenges that human beings are currently facing are far from over, but they constitute a new reality and adjustment. Existing companies are now required to steer their organisations during these unprecedented times in various areas of their operations. The following chapter provides a transparent outline of the research methodology employed for this study.

# CHAPTER THREE

## METHODOLOGY: A THEORETICAL REFLECTION

### 3.1 INTRODUCTION

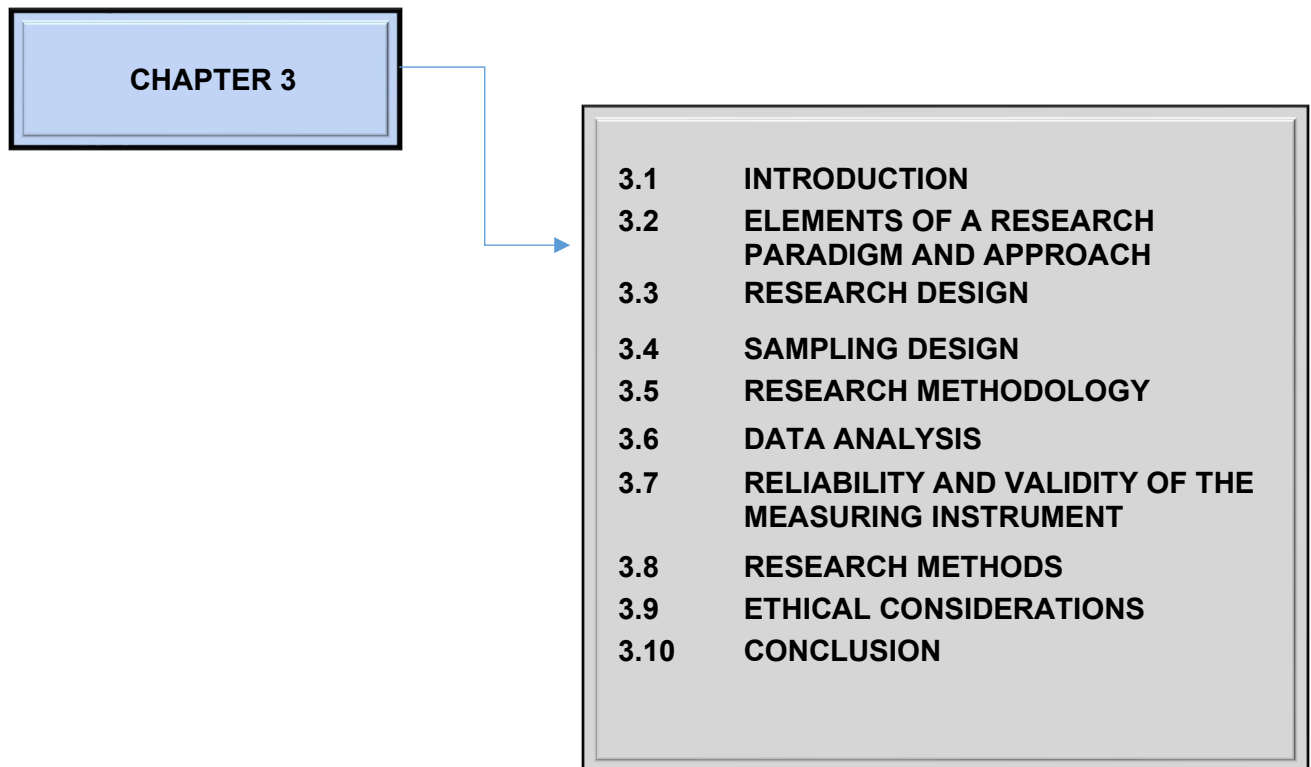
Chapter Two presented the theoretical lens that forms the foundation of this research study. Research can be identified as a systematic process for gathering, evaluating and translating data in order to comprehend the phenomenon of interest. The research outcomes must be communicated in accordance with current guidelines and conventional frameworks (Creswell & Creswell, 2018). Table 3.1 below illustrates and recaps the research objectives that guided this study, as developed on the basis of the review of pertinent literature presented in Chapter Two. An outline of Chapter Three is then depicted in Figure 3.1 on the next page.

**Table 3.1: Research objectives of the study**

<b>RESEARCH QUESTION (RQ)</b>
What is the extent to which a statistically significant relationship exists between EI and JS based on employees perceptions within an FMCG company in South Africa?
<b>PRIMARY OBJECTIVE (PO)</b>
To examine employees' perceptions on the relationship between EI and JS within a South African FMCG company.
<b>SECONDARY OBJECTIVES (SOs)</b>
To measure the levels of EI and JS using the adopted scales.
To identify statistical differences in levels of EI and JS amongst selective demographic groups (gender, age, tenure, job grading).
To determine the statistical relationship between EI as independent variable and JS as dependent variable.
To investigate the moderating effects of selective demographic factors in the statistical relationship between EI and JS.

*(Source: Researcher's own compilation)*





**Figure 3.1: Outline of Chapter Three** (Source: Researcher's own compilation)

This chapter presents a detailed account of the methodology that was employed in conducting the study in order to address the research objectives. The chapter begins with an overview of the research paradigm employed in the study, which then informed the research and sampling design, and the overall research methodology. Thereafter the data analysis methods used to interpret the data collected from the questionnaire are outlined, and the particular techniques used to ensure the validity and reliability of the results will be explained. The chapter concludes with a discussion of the ethical considerations that were borne in mind during the study, and the specific processes that were followed to guarantee the respondents' privacy and confidentiality throughout.

### **3.2 ELEMENTS OF A RESEARCH PARADIGM AND APPROACH**

The features that are relevant to the research paradigm and approach of this research study are reflected in Table 3.2 on the following page.

**Table 3.2: Classification of the paradigm and approach**

Research characteristic	Attributes relevant to the study
Research paradigm	Philosophy of positivism
Research approach	Deductive

*(Source: Saunders, Lewis & Thornhill, 2019)*

Saunders, Lewis and Thornhill (2019) introduced the concept of the ‘research onion’ as a means of illustrating the stages that a researcher must undergo when developing an applicable methodology. When observed from the outside, each layer of the onion defines a thorough phase of the research process. According to Creswell and Creswell (2018), philosophical assumptions that strengthen the dynamics of a research paradigm incorporate positivism, realism, critical theory and constructivism, depending on the nature and purpose of a study. A scientific paradigm denotes a basic belief system and theoretical framework within which a researcher may work (Creswell & Creswell, 2018). When research commences, there are three components that a researcher needs to be mindful of namely:

- Ontology
- Epistemology
- Common methodologies

Whereas ontology refers to a state of reality, epistemology signifies the deep-rooted association between realism and the academic researcher. A methodology stipulates the procedures and methods used by an investigator to determine this reality (Leedy & Ormrod, 2015; Sobh & Perry, 2014). The comparisons of the aforementioned research paradigms and elements are further explored in Table 3.3 on the next page.

**Table 3.3: Summation of the methodological paradigms**

PARADIGM				
Element	Positivism	Constructivism	Critical Theory	Realism
Ontology	Reality is real and apparent	Various local and comprehensive realities	A reality that is outlined by factors such as economical, cultural and gender differences that become engrained over a period in time	Reality is considered real and triangulation from various sources is required to apprehend it
Epistemology	The findings are considered valid and the researcher is objective to the data	The researcher is enthusiastic about the research being examined	The research makes a meaningful contribution and provides changes to the social world in which the respondents live	The findings are probably genuine and the researcher is required to triangulate any perceptions received
Common methodologies	Predominantly concerns testing a theory and employs a quantitative method, for example, a survey or experiments	Thorough interviews (unstructured), action research and grounded theory	Participant observation and action research	Embraces qualitative techniques such as convergent interviews and case studies

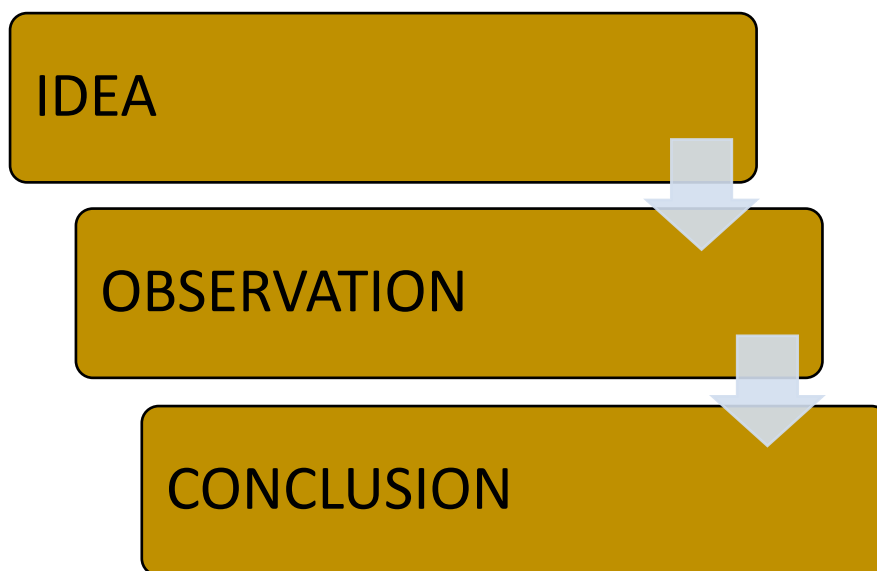
*(Source: Adapted from Sobh & Perry, 2014)*

A positivist epistemology and ontology underpinned this study and guided all aspects of the research process. Positivism is based on the view that the information gained through the senses is truthful, acceptable and accurately represents reality. The findings of the research are generally perceptible and quantifiable. Furthermore, the body of research produced by positivist studies is such that the study can be duplicated by other academic researchers with equivalent or comparable results obtained from

the statistical analysis process (Leedy & Ormrod, 2015; Saunders *et al.*, 2019). Quantitative studies therefore aim for generalisability of the research results, which is then applicable in other contexts or locations.

### 3.2.1 Research approach

The present research study is of deductive orientation and was centred on the premise that the research strategy was designed based on a pre-existing theory gathered from literature that was then subjected to thorough rigorous analysis to test the theory. The approach utilises questionnaires that allows for a better insight and comparison between the different behaviours and understandings of individuals by means of empirical data. This method can also be referred to informally as the ‘top down’ approach, as depicted in Figure 3.2 below, and is generally narrow and precise in nature (Azungah, 2018).



**Figure 3.2: Flow of a deductive approach** (Source: Trochim, 2020: online)

Deductive reasoning is thus conducted when a conclusion can be obtained on the basis of assumptions. The outcome will only be deemed successful if the assumptions are proven to be correct. The aim of the deductive method is to ascertain relevant findings that thoroughly address the research question. In the deduction process, theories are reviewed in relation to the research question. Data is obtained and collated to ultimately confirm or reject the research question (Creswell & Creswell, 2018). The study focusses on the ‘investigative onion’, as put forth by Creswell and

Creswell (2018), is often linked with the deductive approach. This allows the researcher to collect information in the research undertaken. During the research process, a researcher will be able to gather relevant authentic information using this methodology (Creswell & Creswell, 2018). Deductive research can also be regarded as 'concept-driven' as it moves from general ideas or theories to particular, specific situations: the particular is deduced based on the general, for example, from broad theories (Graneheim, Lindgren & Lundman, 2017). There are three categories of methodologies, known as quantitative, qualitative and mixed methods that can be employed in the research process, which are reviewed in the next section.

### 3.3 RESEARCH DESIGN

The characteristics of the research design that are applicable to this study are condensed in Table 3.4 below:

**Table 3.4: Characteristics of the research design**

Research characteristic	Attributes relevant to the study
Research method	Quantitative method
Nature of research	Exploratory in nature
Research strategies	Survey strategy
Time horizon	Cross-sectional

(Source: Saunders *et al.*, 2019)

There are three overall research approaches that can be employed in a study namely quantitative research, qualitative research or a mixed method approach (Quinlan *et al.*, 2019; Saunders *et al.*, 2019). Pure quantitative research generates or utilises numerical data for the data analysis procedure. This form of research is often described as one with a narrow angle lens as it is only able to focus on a few casual elements at a time and investigate the phenomenon at a hand from a distance (Saunders *et al.*, 2019). Quantitative researchers function under the notion of objectivity and this type of research is based on the assumption of determinism whereby events are understood as being controlled by one or more causes. In addition, this approach can be used to assess differences between groups, relationships between variables and to test hypotheses scientifically. Quantitative

studies do not recognise widespread or unchanging laws of human behaviour; hence researchers are accustomed to search for evidence in pursuit of probabilistic causes (Barnham, 2015; Yin, 2016; Zyphur & Pierides, 2017).

Conversely, a qualitative research approach is used when a researcher has very little prior knowledge of the phenomenon at hand and would want to discover or gain more information, such as individuals' experiences or standpoints. Qualitative researchers are of the opinion that human behaviour can be regarded as fluid and ever-changing in nature, and the findings of qualitative research are usually not able to be generalised beyond their applicability to the respondents that are being investigated in a particular study (Barnham, 2015; Zyphur & Pierides, 2017). Behaviour is assessed holistically and realistically. Researchers who use a qualitative approach aim to assess the social reality of cultures, people and groups as close as possible to which respondents would live and feel it (Creswell & Creswell, 2018; Yin, 2016). Table 3.5 below displays a synopsis of key differences between the quantitative and qualitative approaches to research.

**Table 3.5: Distinguishing among quantitative and qualitative approaches**

<b>Orientation</b>	<b>Quantitative approach</b>	<b>Qualitative approach</b>
Paradigm/Worldview (assumption about world)	Positivism/Realism	Interpretivism/Idealism
Research purpose (rationale)	Numerical description, causal explanation, prediction	Subjective description, Empathetic understanding, exploration
Epistemology (theory of knowledge)	Dualist/Objectivist	Subjectivist
Methodology (aims of scientific investigation)	Experimental/Manipulative	Hermeneutical/Dialectical
Research methods (techniques and tools)	Hypothesis testing, blinding structured protocols, questionnaires	Ethnographies, case studies, field notes, recordings

<b>Orientation</b>	<b>Quantitative approach</b>	<b>Qualitative approach</b>
Method (role of theory)	Deductive approach, testing of theory	Inductive approach, generation of theory
Nature of data	Variables	Images, categories
Instruments	Structured variables and validated data collection instruments	Participant observation, in-depth interviews and open-ended questions
Data analysis	Identify statistical relationships among variables	Use descriptive data, search for patterns, themes and holistic features
Results	Generalised findings	Particularistic findings, insider viewpoint essential
Final report	Formal statistical report with observations, a comparison of the meaning and value of findings	Informal narrative report

*(Source: Adapted from Antwi & Hamza, 2015)*

For this study, a quantitative approach was used which implies the use of statistical data as an instrument for saving time and minimising resources. Daniel (2016) points out that quantitative research encompasses 'researcher detachment', as the issue of the researcher being biased will be eliminated due to indirect interaction with the respondents. The foremost reason for selecting this method can be attributed to the fact that the researcher maintains objectivity and does not conform to subjectivity in the research process. The data collected from the respondents in a quantitative study are geared to support or discard the predetermined paradigms. In this study, the strength of the relationship between EI and JS could only be ascertained once sufficient data was available to prove this theory. Due to COVID-19 restrictions, a quantitative approach was deemed safe and viable, as the researcher did not have to obtain data using methods that would have involved face-to-face interaction with respondents.

### **3.3.1 Research design**

There are three research designs that a researcher can incorporate when conducting research. These three designs are briefly outlined below.

- **Exploratory study**

An exploratory study assists in tackling a problem with varying levels of depth for which limited research has been previously conducted, and to assess the phenomena with a fresh perspective. This form of research has no predefined structure, can save time and resources, and lays the foundation for future studies (Leedy & Ormrod, 2015; Saunders *et al.*, 2019).

- **Descriptive study**

The aim of descriptive research is to obtain an exact profile of the occurrences, individuals and conditions in a particular setting. It is designed to cast light on present problems through the data collection process that enables the researcher to assess the situation more thoroughly than it has previously been considered. Descriptive studies do not address questions pertaining to the 'how', 'when' and 'why' of the characteristics that have occurred, but rather the 'what' question, that is what can be observed in a research context (Leedy & Ormrod, 2015; Saunders *et al.*, 2019).

- **Explanatory study**

The objective of this type of study can be implemented when a researcher wishes to investigate whether causal relationships between particular variables may exist (Leedy & Ormrod, 2015; Saunders *et al.*, 2019).

The current investigation employed an exploratory research design as it did not follow a standard process; instead, the research process was flexible and was approached innovatively by the researcher to obtain the highest amount of depth and acumen.

### **3.3.2 Research strategies**

A strategy is a plan of action required to achieve an objective. A research strategy is thus the footsteps that a researcher has to take in order to answer the research



question. The main research strategies that can be used in a study will be discussed briefly below.

- **Experimental**

The purpose of an experiment is to observe the influence that the independent variable will have on a dependent variable. A null hypothesis is first verified statistically. As an alternative to answering the research question, an experimental strategy focuses on predictions (Creswell & Creswell, 2018; Leedy & Ormrod, 2015).

- **Archival**

An archival strategy utilises administrative records and paperwork as its core source of data. Both historic and current data are collected and assessed when following an archival approach (Leedy & Ormrod, 2015).

- **Case study**

With a case study strategy, there is no clear distinction between what is being studied and the context of how it is perceived in the real world. This approach is particularly beneficial when a researcher wishes to discover a present theory (Creswell & Creswell, 2018; Leedy & Ormrod, 2015).

- **Ethnography**

The ethnography strategy can be used when a researcher wishes to explore a specific group of people. These individuals are able to share the same space and engage with one another, so that the researcher develops an in-depth understanding of the perceptions and viewpoints of the participants as well as the physical contexts that they may occupy (Creswell & Creswell, 2018; Leedy & Ormrod, 2015).

- **Survey**

A survey strategy is often supplemented by a deductive approach. This type of research design has become accepted and well-liked as it is easy for individuals to comprehend and grasp (Creswell & Creswell, 2018).

This study encompassed the use of a survey strategy as the data obtained could be analysed quantitatively using both descriptive as well as inferential statistics to objectively meet the goals of the research. This strategy is generally associated with a deductive approach and is commonly used to respond to the ‘who’, ‘what’, ‘where’ and ‘how many’ types of questions. Survey strategies embrace questionnaires that are well-accepted and a survey permits the collection of standardised data to measure how a group of individuals think or conduct themselves. The data obtained can be used to establish the most likely reasons for relationships between constructs to occur (Creswell & Creswell, 2018; Leedy & Ormrod, 2015; Saunders *et al.*, 2019).

### 3.3.3 Time horizon

Two basic developmental research methods have progressed over the past hundred years to express transformations or disparities in behaviour within a framework. When research is viewed as a ‘snapshot’ conveyed at a particular time, then it is referred to as cross-sectional (Creswell & Creswell, 2018). These types of studies utilise a survey strategy where the occurrence of a phenomenon can be expressed or the explanation can be provided of how various aspects in different institutes are associated. A longitudinal method, on the other hand, evaluates behavioural changes in one group of subjects repeatedly over time (Saunders *et al.*, 2019). Table 3.6 below portrays the benefits and shortcomings of cross-sectional and longitudinal research strategies.

**Table 3.6: Advantages and disadvantages of cross-sectional and longitudinal methods**

Research strategy	Advantages	Disadvantages
<b>Cross-sectional method</b>	Inexpensive to perform and does not require a lot of time	Provides no indication as to the direction of change that the group will undertake
	Comprises several variables at the time of a data snapshot	Restricts comparability of groups
	Minimal dropout rate	Does not assist with ascertaining a cause and effect

Research strategy	Advantages	Disadvantages
	The findings of the study can be used to create new theories or a recommendation for further research	Cannot examine behaviour over a period in time
	Can be utilised to prove/reject a theory	Considers individuals that are of a similar chronological age but who maybe on different maturity levels
<b>Longitudinal method</b>	High comparability of groups	Requires a large sample size
	Permits for a modified cause-and-effect speculation about the relationship among variables	Involves a high cost
	Highly flexible	
	Effective when carrying out research pertaining to development trends	
	Provides clear focus and validity	

*(Source: Adapted from van Zyl, Salkind & Green, 2014)*

This study entailed the use of a cross-sectional method. The motive behind this choice of research strategy is that a cross-sectional analysis, or a transverse study as it is commonly referred to, assesses the data of several groups of individuals at a specific point in time. The following section discusses the sampling design in detail.

### **3.4 SAMPLING DESIGN**

A sampling design can be referred to as a roadmap whereby a researcher is in search of acquiring information of interest that can be executed through a sample that is selected from a given population. This technique is executed before the data collection process and plays a pivotal role in statistical analysis (Creswell & Creswell, 2018; Leedy & Ormrod, 2015). The sampling design indicates the number of items that the researcher intends to include in the sample such as the sample size, source list,

method, parameters of interest and monetary limitations (Leedy & Ormrod, 2015). Table 3.7 on the next page provides a summary of the sampling design used in this study. The subsequent sections provide a fuller account of how sampling was carried out in this study.

**Table 3.7: Overview of the sampling design**

Research characteristic	Attributes relevant to the study
Population	Employees of a South African FMCG organisation (N = 112)
Sampling method	Non-probability
Sampling technique	Convenience sampling
Sample size	65 (n = 65)

(Source: Adapted from Saunders et al., 2019)

### 3.4.1 Sampling method

A research population represents a comprehensive group of persons, institutions and recipients that share similar characteristics. The overall research population of the organisation selected for consideration in this study consisted of 242 employees. Due to the COVID-19 pandemic and minimal engagement of employees across departments compared to the traditional approaches of in-person data collection, it was taken into account that 130 employees are operational staff from the selected division of the company and do not have access to the internet. Thus, the population utilised for this study comprised the remaining 112 employees from the participating organisation who did have access to the internet. Engagements with the statistician were compulsory and it was determined that the estimated number of completed questionnaires would be sufficient to allow meaningful conclusions to be drawn. The regions in which the research was conducted are distribution centres based in Vryheid, Bethlehem, Estcourt, Wadeville, and Atlantis as well as off-site warehouses based in Gauteng, all of which are situated in the Republic of South Africa. In order to understand sampling one must be able to discern between the two forms of sampling methods, namely probability and non-probability, the characteristics of which are depicted in Table 3.8 on the following page.

**Table 3.8: Summary of the different types of probability and non-probability methods**

Type of sampling	When to be used	Advantages	Shortcomings
<b>Probability strategies</b>			
Simple random sampling	When the members of the population are identical to one another on key variables	Assures a high degree of representativeness	Time consuming and repetitive
Systematic sampling	When the members of the population are identical to one another on key variables	Assures a high degree of representativeness and there is no requirement to use a table of random numbers	Less random than simple random sampling
Stratified random sampling	The population is heterogeneous and encompasses various diverse groups of which a few are related to the study	Assures a high degree of representativeness of all the strata or layers of the population	Time consuming and repetitive
Cluster sampling	When the population comprises of units rather than individuals	Simple and convenient	There is a great possibility that members of units differ from one another thereby decreasing the method's effectiveness
<b>Non-probability strategies</b>			
Convenience sampling	The members of the population are accessible to sample	Economical and suitable	Degree of generalisability is questionable
Quota sampling	When the strata are present and the stratified sampling is unattainable	Provides some degree of representativeness of all the strata in the population	Degree of generalisability is questionable

(Source: Van Zyl et al., 2014: 104)

This study utilised a non-probability sampling method as the sample to be included was based on subjective judgment used by the researcher and the probability of selecting an individual is unknown. Saunders *et al.* (2019) acknowledged five main non-probability techniques which are: convenience sampling, quota sampling, snowball sampling, purposive sampling and consecutive sampling. Convenience sampling, also referred to as haphazard or accidental sampling, is pursued when the members of a population possess a certain criterion such as availability, geographical proximity to the researcher and eagerness to participate (Saunders *et al.*, 2019; Sharma, 2017). By utilising this technique, the researcher would be able to observe habits, viewpoints and behaviour in the most accessible manner. Thus, convenience sampling was used in this study to select respondents who would best be able to provide relevant data to address the research objectives, that is, employees at the FMCG company who had internet access and were thus able to communicate with the researcher, despite working remotely.

### 3.5 RESEARCH METHODOLOGY

This section highlights the process that was used to collect data in this study, the respondents contacted and the instrument employed to gather the data. In addition, a breakdown of the data analysis method used to allow for the interpretation of results and meaningful deductions to be acquired is presented. The features of research methodology that are applicable to the study are summarised in Table 3.9 below.

**Table 3.9: Summary of the research methodology**

Research characteristic	Attributes relevant to the study
Source of data	Primary
Data collection method	Questionnaire
Measuring instrument	Self-completed (online) questionnaire
Data analysis	Descriptive and inferential statistics

(Source: Adapted from Saunders *et al.*, 2019)

The following section addresses each of these research characteristics and their applicability to this study in more depth.

### 3.5.1 Data collection

According to Saunders *et al.* (2019), for any research that may be undertaken it is pertinent to ascertain the most feasible method of collecting data. There are three main data collection methods that can be utilised in a study namely observation, research interviews and questionnaires.

- **Observation** has traditionally been regarded as a neglected method for business and management research. However, scientific and volatile demands in the environment have aided it in becoming an accepted research method that focuses on watching what individuals do and the manner in which they interact. Observation therefore includes: systematic viewing, video recording, audio recordings and static visual images. The importance is to annotate the significance that people attach to their conduct and societal networks (Creswell & Creswell, 2018).
- **Research interviews** consist of a purposeful discussion that includes two or more persons in which the interviewer poses brief, unambiguous questions and carefully listens to the responses of the interviewee. An equal amount of understanding is required by the interviewer and interviewee to discover points of interest and clarify meanings. This method is viewed as uncomplicated provided that access to appropriate respondents who will provide relevant information is obtained in a study (Creswell & Creswell, 2018).
- **Questionnaires** involve the process of requesting respondents selected for participation in a study to answer an identical schedule of questions in a sequential order. The choice of the questionnaire can be influenced by the research objectives and available resources. Questionnaires must be presented cautiously to respondents to ensure a high response rate (Saunders *et al.*, 2019).

As previously stated, a structured questionnaire was used in this study to collect relevant data. Formal approval to conduct the study was first acquired from UNISA's Research Ethics Committee. A request was then made to senior management of the participating organisation to provide a report on the personnel headcount of employees from all the units, which was only used to ascertain the population and calculate the sample size. A pilot study was initially conducted with 12 individuals

(experts) in the organisation as a form of practice exercise to assess the feasibility of the questionnaire. A pilot study is a small-scale test executed to ascertain the feasibility, duration, technicalities and areas of concern in a study, and uncovers any issues that may arise with the data being collected (Hazzi & Maldaon, 2015).

The researcher did not distribute the request to participate in the study to the respondents herself, but instead forwarded the request to the unit supervisors within the company via email. The email communication to the unit supervisors included the link to the online questionnaire (Annexure E) and also contained the following:

- A cover letter highlighting the goal of the research study (participation information letter);
- Assurance that the information provided will only be used for research purposes and that all responses provided would be anonymous (letter of consent); and
- Confirmation that the study was approved by the Supply Chain Executive of the organisation partaking in the study.

An online web-based questionnaire (Annexure F) administered by Lime Survey® was distributed to the respondents by the unit supervisors through a link included in an email correspondence. Primary data was then collected for a window period of three weeks from respondents who agreed to participate in the study. By clicking on the link contained in the email, the respondents had the option to continue by providing consent to access to the research questionnaire and could anonymously submit their responses. When the required number of approximately 112 completed questionnaires was not received for the purpose of conducting inferential statistical tests, a follow-up request was sent to increase the response rate (Annexure G).

The researcher is an employee of the company and did not have direct contact with the respondents. It may have occurred that a power relationship existed between the unit supervisors and respondents; however, the unit supervisors' role was merely to act as a medium for communication between the researcher and respondents. The researcher emphasised when interacting with the unit managers via email (Annexure E) that all the data collected will be kept completely anonymous and that employees' participation in the study was strictly voluntary. A confidentiality agreement was signed



with the statistician and research consultant specialising in designing, scripting and hosting of the online questionnaires and the subsequent data analysis (Annexure C).

### **3.5.2 Measurement tool**

Measurement tools are instruments that are used by practitioners and researchers to assist in the examination of patients, subjects or clients. The instruments are used to collect data from an array of variables ranging from scales and indexes to questionnaires and interviews (Pallant, 2016). Two established questionnaires on EI and JS were adopted for the purpose of this investigation. These questionnaires were borrowed and obtained from the public domain. Two constructs have been emphasised namely: EI management (WLEIS by Wong & Law, 2002) and JS (MSQ by Weiss *et al.*, 1967). According to Saunders *et al.* (2019), there are two types of questionnaires that can be constructed which are: 1) self-completed questionnaires that are completed by a respondent over the internet, intranet, via postal service or delivered; and 2) interviewer-completed questionnaires that are recorded by the interviewer which are conducted either over the telephone or face-to-face with the respondents. The layout of the questionnaire has a key role as it influences response rate, reliability and validity when data collection commences. These aspects can be capitalised by:

- Cautiously outlining each question;
- Carefully giving attention to the design of the questionnaire;
- Providing a clear description of the goal of the questionnaire;
- Pilot-testing; and
- Attention being paid to the planning, distribution and submission of finished questionnaires.

Creswell and Creswell (2018) emphasise that questionnaires are able to offer the researcher only one opportunity to pose questions relevant to the subject matter as there is no guarantee that a respondent wishes to provide additional information thereafter. According to Saunders *et al.* (2019), there are three data variables that can be accumulated with a questionnaire:

- Opinion variables which relate to what the respondents think are true or false;

- Behaviour variables which assess the conduct of respondents in the past, presently and in the future; and
- Attribute variables which pertain to data collected about a respondent's traits.

When outlining the items for a questionnaire a researcher is able to adopt, adapt or create their own questions to answer the objectives of the research study. It is imperative to keep in mind that questionnaires offer open, closed or forced-choice questions. Other options include list, rating, ranking, self-coded and matrix questions. An unbiased title, subtitle, graphics and logos should be used to generate awareness (Saunders *et al.*, 2019). To construct the questionnaire and to necessitate if adjustments would be necessary, an exercise was executed whereby a Microsoft Excel spreadsheet was created to ascertain its direction, which comprises of:

- Secondary-order construct - Column 1;
- First-order construct - Column 2;
- Original version of the statement/item - Column 3; and
- Adaptation of the statement/item (if no change, then indicate) - Column 4.

The breakdown of the questionnaire, which comprises of rating questions in which respondents would be asked as to how strongly they may agree or disagree with a statement, is featured in Table 3.10 below.

**Table 3.10: Breakdown of the questionnaire**

Section	Question	Subject matter
A	Item 1-6	Demographic Information
B	Item 1-4	Self-Emotional Appraisal
	Item 5-8	Others Emotional Appraisal
	Item 9-12	Use of Emotion
	Item 13-20	Regulation of Emotion
C	Item 1-12	Intrinsic - Factors that act from within an individual such as: motivation and personal fulfilment
	Item 13-20	Extrinsic - Factors that influence from the outside which include cultural, environmental changes and driven by external rewards
	Open-ended questions	Questions relating to the COVID-19 pandemic

(Source: Researcher's own compilation)

The content that was addressed in each of these sections will be discussed in the following sub-sections.

### **3.5.2.1 Section A: Demographic information**

The questionnaire included demographic questions that would allow the researcher to determine the composition of employees. This section was used to gather information relating to the gender, age, race, tenure and management levels (junior, middle and supervisory) of the respondents within the participating organisation of the study. To obtain this information regarding the sample included in the study there was no option to omit any questions in this section as each one was compulsory for respondents to complete.

### **3.5.2.2 Section B: Emotional intelligence (EI)**

In this study, EI was measured using the WLEIS scale (Wong & Law, 2002). This instrument is one of the most widely used in the world for analysing EI and features 16 items that are grouped into four subscales: 1) Self-emotional appraisal; 2) Emotional appraisal of others; 3) Use of emotion; and 4) Regulation of emotion. The scale has been directed on a 7-point Likert scale extending from 1 (Strongly Disagree) to 7 (Strongly Agree). The scale has been regarded as a measure of belief that enables the respondents to tap into their knowledge regarding their emotional abilities rather than competence (Wong & Law, 2002).

The components of the WLEIS self-report questionnaire consist of four sub-dimensions namely:

#### *Self-Emotional Appraisal (EI\_SEA)*

This refers to an individual's ability to identify their deep emotions and the process of expressing these emotions logically. People who possess this skill are regarded as sensible and particularly discerning with their emotions when working with others (Wong & Law, 2002).

#### *Others-Emotional Appraisal (EI\_OEA)*

This refers to the ability of an individual to recognise and distinguish the emotions of others. The 'mind-reading' ability is crucial when understanding emotions in a workable manner (Wong & Law, 2002).

### *Use of Emotions (EI\_UOE)*

This refers to the capability of a person to utilise their emotions to maximise productivity and to regulate their emotions to engage in beneficial work endeavours (Wong & Law, 2002).

### *Regulation of Emotions (EI\_ROE)*

This can be regarded as an anti-stress ability that assists people to regulate their emotions especially when managing difficulties (Wong & Law, 2002).

### **3.5.2.3 Section C: Job-satisfaction (JS)**

The MSQ is a widely-used measure that is well-accepted in JS research and was one of the developments emanating from the 'Work Adjustment Project' from the University of Minnesota (Weiss *et al.*, 1967). The MSQ makes use of the 5-point Likert scale, that is, very dissatisfied, dissatisfied, neither (neither satisfied nor dissatisfied), satisfied, and very satisfied, rated as 1, 2, 3, 4, and 5 respectively. A key attribute of the shortened version of the questionnaire is that it is able to measure two distinctive components namely intrinsic and extrinsic JS factors. The questionnaire is grounded on the base assumption that work fit is dependent on the alignment between a person's skills and the reinforcements that exist in the work setting (Hirschfeld, 2000; Weiss *et al.*, 1967).

There are two key elements that are addressed in the MSQ. Employee motivation can be described as follows:

#### *Intrinsic JS (JS\_I)*

This a form of JS that originates from personal value or the enthusiasm one obtains in the position itself, exists within oneself and cannot be achieved through an external source (Han, Kim & Kang, 2015).

#### *Extrinsic JS (JS\_E)*

This factor relates to a person being motivated on the basis of external sources such as promotion or incentives (Han *et al.*, 2015).

Two open-ended questions were created in this study to allow respondents to answer in their own way and the replies to these questions offer insightful data regarding their attitudes, thought processes and reactions, which could be a meaningful contribution to the study.

### 3.6 DATA ANALYSIS

Data analysis refers to a systematic procedure of modelling and transforming data that provides meaningful insight, draws conclusive evidence, identifies patterns and strengthens decision-making (Quinlan *et al.*, 2019; Sharma, Mithas & Kankanhalli, 2014). The data that is collected and examined by a researcher can be utilised to support or disapprove theories and answer questions. In this study, IBM SPSS version 27 that was used by the statistician is an effective statistical software platform to offer essential statistical functions that incorporates frequencies, coding and cross tabulation, and bivariate statistics. These measures assisted in examining the profile of each respondent and their reaction to each item of the questionnaire. Apart from the extensive statistical services that the package offers, data management and data documentation are base features provided as part of IBM SPSS version 27 (IBM, 2015).

Two types of statistical analysis were executed on the data obtained from the questionnaire to enable conclusions to be drawn. Descriptive statistical analysis consists of expressing and summarising numerical data (Cooksey, 2020). This form of analysis can be calculated using three measures namely: central tendency, frequencies and measure of dispersion. On the other hand, inferential statistical analysis is a technique that enables the researcher to draw assumptions about the population based on the information acquired from samples. In this study, the focus is on the use of central tendency which, according to Saunders *et al.* (2019) can be quantified using the mean statistic as it can be regarded as the building block for various tests that explore relationships and provides an overall representation of the sample.

For the data analysis plan, the steps that were undertaken, as confirmed with the statistician, included correlation and regression analysis to determine the estimation of the relationship between the independent variable (EI) and the dependent variable (JS). The Pearson's product-moment correlation coefficient was a measure that provided information regarding the magnitude and association of this statistical relationship. Group differences features the use of t-tests and analysis of variance (ANOVA) to ascertain whether there is a statistically significant difference among a

range of groups (Saunders *et al.*, 2019). Finally, a moderation analysis was also conducted. According to Bonnyventure, Cheluget and Ngala (2022) and Liu and Yuan (2021) moderation happen when one variable affects a second variable and in turn influences a third variable. In other words, where the relationship between two variables is dependent on a third. The results of the statistical analysis undertaken in this study are presented in Chapter Four. The following section discusses the reliability and validity of the measuring instrument.

### **3.7 RELIABILITY AND VALIDITY OF THE MEASURING INSTRUMENT**

Being able to critique quantitative research is an important skill and consideration must be given not only to the outcome of the study but the accuracy of the research. With this mind, measuring instruments must be regarded as valid and reliable which serves to protect any research that is conducted against erroneous or inauthentic conclusions being drawn (Saunders *et al.*, 2019). Validity refers to the extent to which a concept would be precisely measured by the research instrument. The results of a test are not merely valid or invalid, but the extent of this measure progresses in stages of low validity to high validity. According to Saunders *et al.* (2019), there are three types of validity that are used to evaluate the trustworthiness of the results obtained in a study namely:

- Content validity, which denotes the degree to which a research instrument actually quantifies all aspects comprising a construct;
- Construct validity, which refers to the degree to which a research tool assesses the intended construct; and
- Criterion validity, which describes the extent to which a research instrument can be associated with other instruments that aim to measure the same variables.

In using the 'judgement by experts' method in this study, both the statistician and online survey research consultant provided their thorough evaluation, scrutinised the instrument and provided an informed opinion regarding the validity of the questionnaire for measuring the constructs under investigation, as suggested by Leedy and Ormrod (2015) as a vital aspect in a quantitative study. A pilot test was then performed on a sample of 12 staff members with the relatable knowledge of the proposed research. The pilot test invitation and link can be located in Annexure D. Respondents in the

division of the company under investigation in the study were randomly chosen to complete the questionnaire. Individuals were requested to provide their feedback on the content of the questions examining EI and JS. According to Leedy and Ormrod (2015), this technique can play a crucial role to ensure that the value and precision of survey instruments are assessed to recognise and probe sources of response error. The respondents were required to indicate any ambiguous or insensitive wording so that these criticisms would assist in addressing the design of the questionnaire. The pilot test provides an understanding of the following questions:

- Are all words clearly understood?
- Have all the questions been construed accurately by all respondents?
- Do all the questions have an answer that can be marked off by every respondent?

Minimal changes were made to the questionnaire from the initial pilot test and only slight revisions were made according to the responses from the 12 selected respondents. Hence, the original versions of the established questionnaire were deemed sufficient to continue with. Overall, respondents were enthusiastic about the research topic and contributing towards the study. The pilot test therefore assisted immensely in confirming the coding of questions and had a direct influence on the initial research.

It was evident that validity of quantitative data is influenced by the structure of the questions in the questionnaire and the manner in which they are applicable to the research area. Reliability communicates the consistency of a measure. Although it is impossible to provide a meticulous calculation of reliability, it can be achieved through various measures. The three attributes of reliability are homogeneity (internal consistency), stability and equivalence. Convincing correlations show high reliability whereas weak correlations might not be reliable. An inter-rater reliability estimate can be ascertained whereby the same test is conducted by different people to determine whether identical judgements are achieved (Leedy & Ormrod, 2015). The instrument used in this investigation was adopted from previously established questionnaires. Nevertheless, to assess its reliability Cronbach's alpha coefficient was used to test the internal consistency of the constructor variables measured in this study. An acceptable reliability score is one that is 0.70 and higher (Saunders *et al.*, 2019). The Cronbach alphas for the original version of the WLEIS and MSQ questionnaires must be brought

to attention. For the WLEIS the Cronbach alpha coefficient of the subscales were EI\_SEA=0.89; EI\_OEA=0.89; EI\_UOE=0.80 and EI\_ROE=0.89. Furthermore, for the MSQ the Cronbach alpha coefficient were JS\_I=0.86 and JS\_E=0.88. These results will be presented in detail in Chapter Four to follow.

### 3.8 RESEARCH METHODS

For ease of access to present the research methods used in this study, Table 3.11 below provides an overview of the preferred methods that were selected, in line with the quantitative research approach.

**Table 3.11: Review of the research methodology used in study**

<b>Research approach</b>	Deductive				Inductive
<b>Research aim</b>	Exploratory		Explanatory		Descriptive
<b>Research strategy</b>	Experiment	Survey	Case study	Ethnography	Archival
<b>Data collection category</b>	Qualitative				Quantitative
<b>Data collection type</b>	Observation		Interview		Questionnaire
<b>Questionnaire types</b>	Telephone questionnaire	Structured Interview	Postal questionnaire	Pencil and paper questionnaire	Internet based questionnaire
<b>Type of sampling</b>	Non-probability				Probability
<b>Design of questionnaire</b>	Adapting		Adopting		Developed
<b>Sampling technique</b>	Convenience sampling	Quota sampling	Snowball sampling	Purposive sampling	Consecutive sampling
<b>Type of questions</b>			5 and 7 point Likert scale with open - ended questions		
<b>Validity and reliability</b>			Descriptive and inferential statistics		

(Source: Researcher's own compilation)



This concludes the overview of the data collection and analysis processes. The following section underlines the ethical considerations that were taken into account in the study, and explains the ethical procedures that were followed in conducting the research.

### **3.9 ETHICAL CONSIDERATIONS**

A great level of awareness on ethical conduct, which consists of acts that are either personal or professional, especially during the research process, has intensified due to public expectation for greater accountability (van Zyl *et al.*, 2014). Fleming (2018) points out that a culture of openness must be evident to sustain a positive relationship between the researcher and respondents. The most vital ethical issues in research are obtaining permission to conduct the study, maintenance of privacy and confidentiality and voluntary participation with informed consent. To ensure that ethical principles were sustained in this study, permission to conduct the study was first applied for from the Department of Business Management Research Ethics Committee. Once the Ethics Committee had approved the study, a certificate was issued in accordance with UNISA's ethical policies (Annexure A). In addition, gatekeeper's permission from the company under investigation was incorporated in the ethics application (Annexure B).

Great attention was paid by the researcher to ensure that good ethical behaviour was implemented throughout the course of the research, by making certain that the permission of respondents was obtained and that their anonymity was protected. A consent letter was drafted and sent to the 12 respondents who participated in the pilot study. Once the responses to the pilot study had been received and the critique of the questionnaire items had been taken into consideration, a further consent letter (Annexure E) was drafted and emailed with a link to the unit supervisors to convey to the 112 respondents included in the final sample. This participation information letter explained in detail the nature and purpose of the research and assured respondents that their participation was completely voluntary, that their personal information would not be revealed at any stage of the research and that they would not incur any negative consequences from participating in the study. This study was categorised as low risk, and the only risk of harm to respondents that was anticipated was the potential inconvenience of the time taken to complete the questionnaire. The study was also

not considered to lead to any adverse events, injuries or social harm. The data that was collected from the questionnaires was conveyed to the statistician for analysis and held confidential. The data will be kept for five years for audit purposes where after it will be permanently destroyed. In adhering to the processes outlined above, the researcher ensured that the study was conducted with all ethical protocols in place.

### **3.10 CONCLUSION**

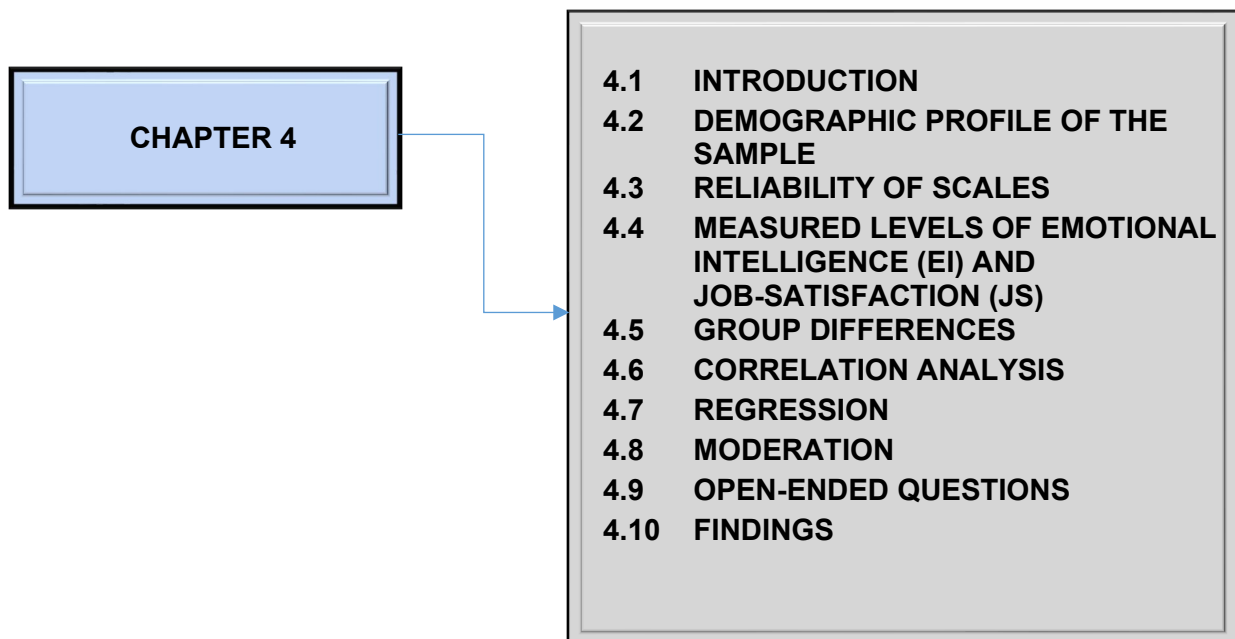
This chapter provided a detailed overview of the theory underpinning the quantitative research design and the research methodology employed in the study, namely the positivist paradigm which advocates for objective research methods to be used where the researcher remains distanced from the data that may be generated. The research design chosen was an exploratory, cross-sectional approach. This design was selected based on the context and aim of the research, as established in Chapters One and Two. A non-probability, convenience sample was used to select the respondents included in the study, as certain restrictions had to be adhered to due to COVID-19 protocols. The research instrument was developed by drawing on existing measures of EI and JS, the sections of the questionnaire developed for this study were outlined above, and the instrument was deemed valid and reliable in terms of measuring what it was intended to measure. All ethical procedures were duly followed throughout the entire research process. The results and findings of this study based on the statistical analyses conducted will be discussed in Chapter Four to follow.

# CHAPTER FOUR

## RESEARCH RESULTS AND FINDINGS

### 4.1 INTRODUCTION

The preceding chapter outlined the quantitative methodology used in conducting this study. This chapter presents the results that were obtained from the statistical analyses carried out on the data obtained from the questionnaire, and the findings that were established based on these results. An outline of Chapter Four is presented below in Figure 4.1. Statistical data analysis is the process by which data is modelled and transformed with the purpose of extracting valuable information and drawing conclusions. Statistical analysis offers probabilistic assessments of numerical values that can be enormously valuable in decision-making and understanding the research results of the study. The statistical differences can assist in identifying the existence or nonexistence of mathematical associations (Albers, 2017; Pallant, 2016).



**Figure 4.1: Outline of Chapter Four** (Source: Researcher's own compilation)

The data analysis in this chapter will focus on reporting and discussing the measures of descriptive statistics (central tendency), measuring instrument (various scales and internal consistency reliability), strength of the linear relationship (correlational analysis), type of relationship (regression) and interaction between variables

(moderation). The group differences associated with gender, age, duration of employment and job grading will also be addressed. Table 4.1 below provides a recap of the aim, primary and secondary objectives pertaining to this research study, and identifies the sections of the chapter that addresses each of these.

**Table 4.1: Outline of Chapter Four**

<b>Research question (RQ)</b>	
What is the effect of EI on JS among employees within a South African FMCG company?	
<b>The primary objective of the study (PO)</b>	
To examine employees' perceptions on the relationship between EI and JS amongst employees within a South African FMCG company.	
<b>Secondary objectives (SOs)</b>	<b>Section</b>
SO 1: To measure the levels of EI and JS using the adopted scales.	4.4
SO 2: To identify statistical differences in levels of EI and JS amongst selective demographic groups (gender, age, tenure, job grading).	4.5
SO 3: To determine the statistical relationship between EI as independent variable and JS as dependent variable.	4.6 and 4.7
SO 4: To investigate the moderating effects of selective demographic factors in the statistical relationship between EI and JS.	4.8

*(Source: Researcher's own compilation)*

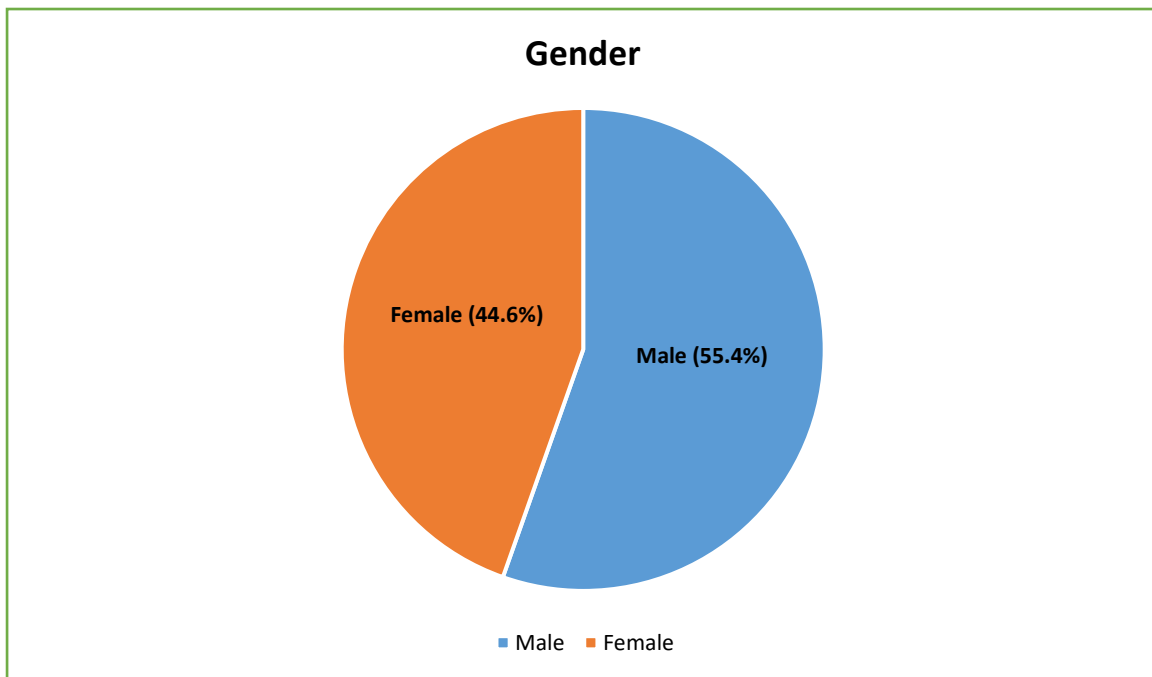
## **4.2 DEMOGRAPHIC PROFILE OF THE SAMPLE**

The statistical analysis that was performed focused on the sample (n = 65). The respondents consisted of employees from all management levels in the company under investigation, ranging from junior skilled to senior management. There was no option to skip questions in this first segment of the questionnaire as each of the items were mandatory to complete. The reason for this decision was to ensure that there were no missing values but also to prevent non-engagement whereby employees

randomly select options. A total of 112 questionnaires were distributed and 65 questionnaires were completed, which therefore resulted in a response rate of 58%. The demographic characteristics of the study population are detailed in each of the following sub-sections.

#### 4.2.1 Gender

Figure 4.2 below presents the gender composition of the respondents.

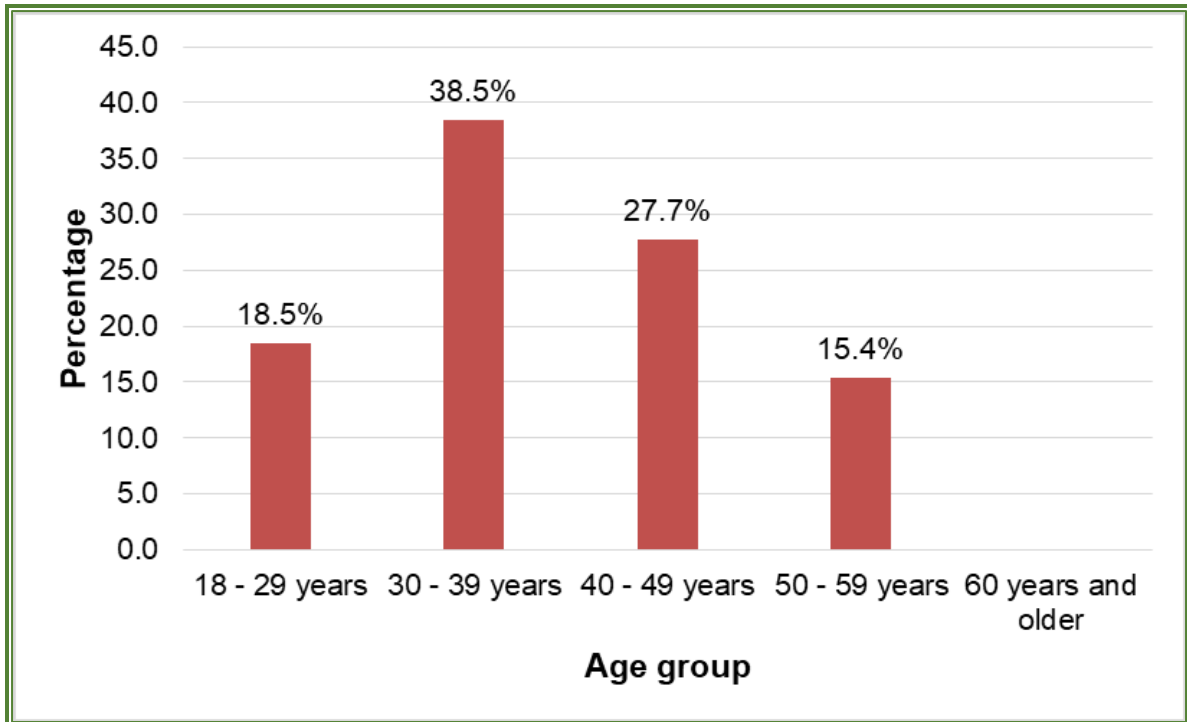


**Figure 4.2: Gender composition of the respondents (n = 65)**

Based on the above figure, 65 respondents responded to this question. The respondents comprised a majority of males (n = 36, 55.4%) followed by females (n = 29, 44.6%).

#### 4.2.2 Age

Figure 4.3 on the next page provides an outline of the employee age distribution of the 65 respondents in the company under investigation.

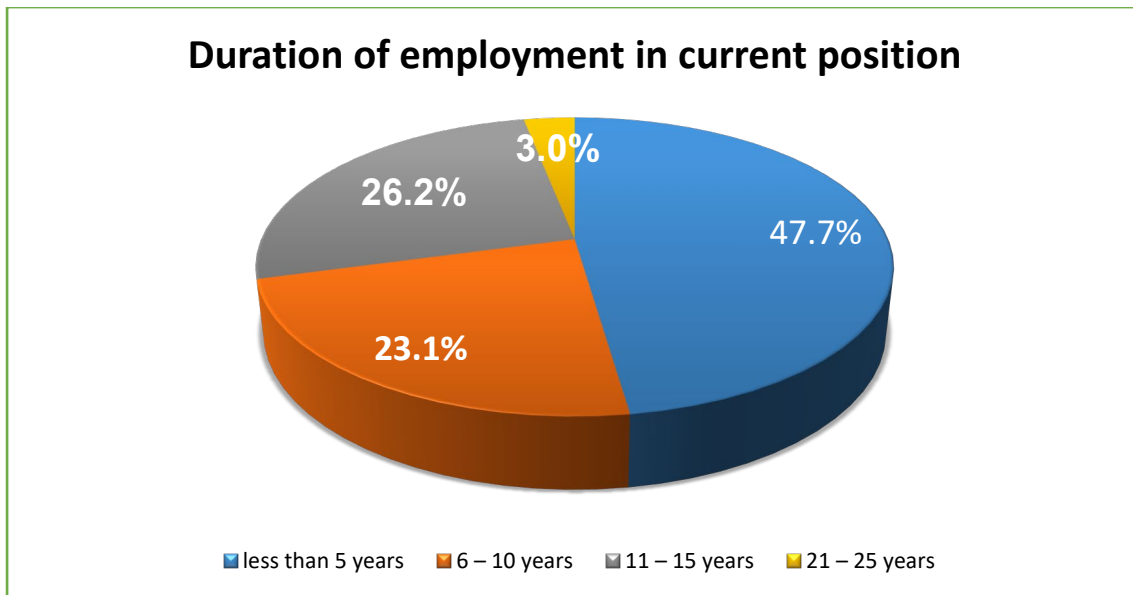


**Figure 4.3: Age of the respondents (n = 65)**

The largest proportion, 38.5% (n = 25), of the respondents were within the 30 to 39 year old age range, followed by 27.7% (n = 18) between 40 to 49 years, 18.5% (n = 12) were between the ages of 18 to 29 and lastly 15.4% (n = 10) between the ages 50 to 59. There was an option for employees to indicate whether they are over the age of 60 but there were no employees in the sample who fall within this age group.

#### **4.2.3 Duration of employment**

Figure 4.4 on the following page reports the categories of respondents by years of service within the company.



**Figure 4.4: Duration of employment in current position (n = 65)**

Of the 65 respondents who indicated the number of years that they have been in their current position, 47.7% (n = 31) represents the largest proportion of the respondents who are fairly new to the company and have only worked there for less than 5 years; 23.1% (n = 15) indicated that they have worked at the company between 6 to 10 years; 26.2% (n = 17) of the staff have worked 11 to 15 years; and 3.0% (n = 2) have worked for longer than 21 years.

#### 4.2.4 Race

The summary of the different racial groups that respondents belong to is reflected in Table 4.2 below.

**Table 4.2: Race composition of the respondents (n = 65)**

Race	Frequency	Percent
Black African	31	47.7%
Coloured	16	24.6%
Indian	9	13.8%
White	9	13.8%
<b>Total</b>	<b>65</b>	<b>100.0%</b>

Of the 65 respondents, the largest proportion, 47.7% (n = 31), are Black Africans. The second largest group, 24.6% (n = 16), are Coloured respondents, while 13.8% (n = 9) are Indians and Whites respectively.

#### 4.2.5 Job grading

Figure 4.5 below represents an outline of the job grading amongst the respondents who participated in the study.

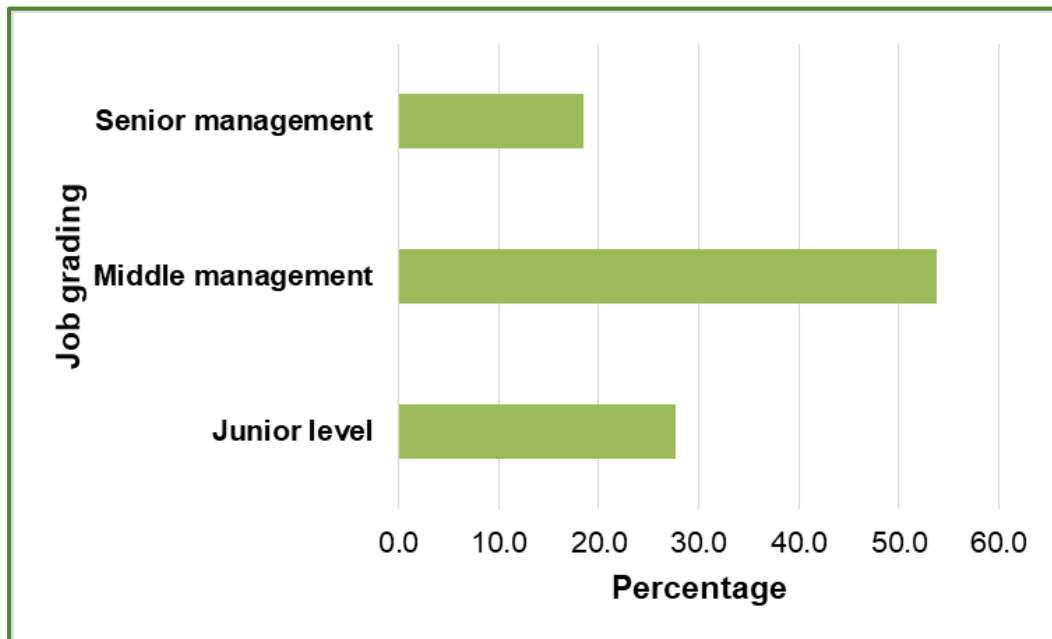


Figure 4.5: Job grading composition (n = 65)

In the above graph it can be seen that 18 (27.7%) of the respondents are within junior positions or occupy entry-level roles. The majority of the employees (n = 35; 53.8%) are employed in middle management positions and report to senior management, which accounts for 12 (18.5%) of the respondents.

### 4.3 RELIABILITY OF SCALES

Pallant (2016) suggests that to assess an acceptable internal consistency a minimum value of 0.7 or above is generally noted as acceptable. The Cronbach's alpha coefficient can be expressed within a range between a value of 0 and 1. Table 4.3 on the next page provides a refined breakdown of the Cronbach's alpha coefficient parameters used in this study.



**Table 4.3: Guidelines in reference to the Cronbach's alpha coefficient**

Alpha coefficient range	Reliability of the construct in the scale
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very good
> 0.9	Excellent

(Source: Hair, Black, Babin & Anderson, 2018: 760)

The section that follows provides an overview of the descriptives for the EI and JS scales. To revise once again, EI evaluates the manner in which one is able to handle their emotions and is thus a self-reported measure. This study utilised the WLEIS scale that consists of four sub-constructs namely: EI\_SEA (Self-Emotional Appraisal), EI\_OEA (Others-Emotional Appraisal), EI\_UOE (Use of Emotions) and EI\_ROE (Regulation of Emotions). On the other hand, JS indicates the degree to which an employee feels content with their job. It must be emphasised that JS is usually a combination of Intrinsic (JS\_I) and Extrinsic (JS\_E) factors. The EI scale will be assessed in Table 4.4 below.

**Table 4.4: Summary of the measures of reliability for the emotional intelligence (EI) scale**

Emotional Intelligence (EI) scale	Number of items	Cronbach's alpha coefficient
EI_Self-Emotional Appraisal (SEA)	4	0.92
EI_Others-Emotional Appraisal (OEA)	4	0.86
EI_Use of Emotions (UOE)	4	0.86
EI_Regulation of Emotions (ROE)	4	0.90
<b>EI (Alpha = 0.92)</b>	<b>16</b>	<b>0.92</b>

The results indicate that the Cronbach's alpha coefficient of the four EI sub-constructs yielded an overall reliability of 0.92 as outlined in Table 4.3 above. The outcome

denotes acceptable reliabilities with EI\_SEA = 0.92; EI\_OEA = 0.86; EI\_UOE = 0.86 and EI\_ROE = 0.90. Table 4.5 below summarises the values for the JS scale.

**Table 4.5: Summary of the measures of reliability for the job-satisfaction (JS) scale**

JS scale	Number of items	Cronbach's alpha coefficient
JS_Intrinsic (I)	12	0.91
JS_Extrinsic (E)	8	0.91
<b>JS (Alpha = 0.81)</b>	<b>20</b>	<b>0.81</b>

The reliability of JS only comprised two items, namely JS\_I and JS\_E. This is in contrast to EI where all 16 items were used to calculate Cronbach's alpha. The reason for this is that JS\_I was made up of 12 items and JS\_E of 8 items and was therefore unbalanced. The Cronbach's alpha coefficient of the JS sub-scales generated an acceptable reliability of 0.81, JS\_I = 0.91 and JS\_E = 0.91, which implies that all items contributed well to the total reliability of the instrument. Accordingly, it can be confirmed that each scale served the objective significantly according to the guidelines of Hair *et al.* (2018).

#### **4.4 MEASURED LEVELS OF EMOTIONAL INTELLIGENCE (EI) AND JOB-SATISFACTION (JS)**

This section is dedicated to addressing the first secondary objective (SO1) to analyse the measured levels of EI and JS on the basis of approved scales.

SO 1: To measure levels of EI and JS using the adopted scales

##### **4.4.1 Emotional intelligence (EI)**

In this study the scale of WLEIS developed by Wong and Law (2002) was used to measure levels of EI amongst the sample of respondents. The WLEIS scale comprises 16 items that measure four sub-constructs, namely EI\_SEA, EI\_OEA, EI\_UOE and EI\_ROE. A Likert-scale of 1 to 7 was used with 1 = Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Neither agree nor disagree, 5 = Slightly agree, 6 = Agree

and 7 = Strongly agree (refer to Section B of the questionnaire). It can be deduced that scores towards 7 indicate strong agreement towards EI and conversely scores towards 1 highlight strong disagreement as it is a self-reported measure. The item analysis results are presented in Table 4.6 below.

**Table 4.6: Emotional Intelligence\_Self-Emotional Appraisal item descriptives (n = 65)**

Statements	Mean	Standard Deviation
B1. I have a good sense of why I feel certain feelings most of the time	6.23	0.656
B2. I have a good understanding of my own emotions	6.37	0.741
B3. I really understand what I feel	6.35	0.694
B4. I always know whether I am happy or not	6.49	0.616
<b>EI_SEA (Cronbach's alpha coefficient = 0.92)</b>	<b>6.36</b>	<b>0.608</b>

As seen from Table 4.6, the mean scores of the items in the sub-scale ranged from 6.49 to 6.23 which implies that employees strongly agree that they have insight as to whether they are happy or not and agree that they have a good understanding of their feelings. The highest standard deviation ranged from 0.741 (item B2) and the lowest was 0.616 (item B4) which suggests that there is a consistency in responses. The descriptives for the sub-construct EI\_OEA are examined in Table 4.7 below.

**Table 4.7: Emotional Intelligence\_Others-Emotional Appraisal item descriptives (n = 65)**

Statements	Mean	Standard Deviation
B5. I always know my friends' emotions from their behaviour	5.82	0.882
B6. I am a good observer of others' emotions	5.89	0.868
B7. I am sensitive to the feelings and emotions of others	5.98	0.857

Statements	Mean	Standard Deviation
B8. I have a good understanding of the emotions of people around me	5.97	0.790
<b>EI_OEA (Cronbach's alpha coefficient = 0.86)</b>	<b>5.92</b>	<b>0.717</b>

The recorded mean scores in Table 4.7 for the four items range from 5.98 to 5.82, which seems to be lower on the scale compared to the assessment of the previous sub-construct. The highest measured standard deviation is item B5 and the lowest is item B8. Given the original scale of 0 to 1, the Cronbach's alpha coefficient denotes acceptable internal consistency reliability. The next segment evaluates the descriptives for the sub-construct EI\_UOE as described in Table 4.8 below.

**Table 4.8: Emotional Intelligence\_Use of Emotions item descriptives (n = 65)**

Statements	Mean	Standard Deviation
B9. I always set goals for myself and then try my best to achieve them	6.38	0.550
B10. I always tell myself I am a competent person	6.43	0.529
B11. I am a self-motivating person	6.49	0.534
B12. I would always encourage myself to try my best	6.55	0.501
<b>EI_UOE (Cronbach's alpha coefficient = 0.86)</b>	<b>6.47</b>	<b>0.444</b>

Items B9, B10, B11 and B12 in Table 4.8, which were obtained from the original questionnaire, imply that the manner in which individuals use their emotions directly impacts the success of the team (Wong & Law, 2002). The means in the sample ranged from 6.38 to 6.55 and standard deviation from 0.501 to 0.550. The differences in mean can be linked to the characteristics of the samples or sampling bias. The Cronbach's alpha coefficient for this construct totals to 0.86, which is an indication that the instrument was reliable. The descriptives for the sub-construct EI\_OEA are addressed in Table 4.9 on the following page.

**Table 4.9: Emotional Intelligence\_Regulation of Emotions item descriptives****(n = 65)**

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>
B13. I am able to control my temper so that I can handle difficulties rationally	6.23	0.745
B14. I am quite capable of controlling my own emotions	6.17	0.651
B15. I can always calm down quickly when I am very angry	6.15	0.690
B16. I have good control of my emotions	6.20	0.666
<b>EI_ROE (Cronbach's alpha coefficient = 0.90)</b>	<b>6.19</b>	<b>0.601</b>

The scale of 0 to 1 for the Cronbach's alpha coefficient of EI\_ROE is 0.90, which provides excellent internal consistency. This proves that the design of the measuring instrument was well-comprehended by all the employees. The means and standard deviations in Table 4.9 above show that responses received from the respondents did not differ significantly when the items revolved around regulating and controlling positive or negative emotions in a given situation. The descriptive statistics for the EI scale are summarised in Table 4.10 below.

**Table 4.10: Summary of Emotional Intelligence (EI) construct descriptives****(n = 65)**

<b>Scale</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Skewness</b>	<b>Std. Error of Skewness</b>	<b>Kurtosis</b>	<b>Std. Error of Kurtosis</b>
EI_SEA	6.36	0.608	-1.20	0.30	2.63	0.59
EI_OEA	5.92	0.717	-0.66	0.30	0.74	0.59
EI_UOE	6.47	0.444	0.15	0.30	-1.79	0.59
EI_ROE	6.19	0.601	-0.98	0.30	3.14	0.59
EI	6.23	0.465	-0.12	0.30	0.70	0.59

In Table 4.10 the mean scores (M) in the sample ranged from 5.92 to 6.47 and standard deviation from 0.601 to 0.717. The highest mean value accounts for EI\_UOE (M = 6.47, SD = 0.444) whilst the lowest values are for EI\_OEA (M = 5.92, SD = 0.717). The skewness and kurtosis values indicate that the data (all values between -2 and +2) has a normal distribution.

#### 4.4.2 Job-satisfaction

The scales of the MSQ (Weiss *et al.*, 1967) consist of 20 items which were used to measure levels of JS amongst the sample of respondents. The scale consists of two sub-scales namely: Intrinsic (I) and Extrinsic (E). A Likert-scale of 1 to 5 was used with 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neither Satisfied or Dissatisfied, 4 = Satisfied, 5 = Very satisfied (refer to Section C of the questionnaire). It can be inferred that scores towards 5 indicate that employees are very satisfied and scores towards 1 conclude that they are very dissatisfied. In this scope, both JS\_I and JS\_E play a vital role in personnel satisfaction and serve as organisational inputs to attain the desired vision of the company. Table 4.11 below provides a synopsis of both these sub-constructs including the mean and standard deviation of each.

**Table 4.11: Job-Satisfaction\_Intrinsic item descriptives (n = 65)**

Statements	Mean	Standard Deviation
C1. Being able to keep busy all the time	4.40	0.607
C2. The chance to work alone on the job	4.32	0.615
C3. The chance to do different things from time to time	4.42	0.610
C4. The chance to be "somebody" in the community	4.28	0.673
C5. Being able to do things that don't go against my conscience	4.17	0.840
C6. The chance to do things for other people	4.42	0.610
C7. The chance to tell people what to do	4.17	0.651
C8. The chance to do something that makes use of my abilities	4.42	0.583
C9. The freedom to use my own judgment	4.31	0.635
C10. The chance to try my own methods of doing the job	4.37	0.575

Statements	Mean	Standard Deviation
C11. The praise I get for doing a good job	4.26	0.713
C12. The feeling of accomplishment I get from the job	4.38	0.578
<b>JS_I (Cronbach's alpha coefficient = 0.91)</b>	<b>4.33</b>	<b>0.459</b>

Statements C1 to C12 in Table 4.11 pertain to JS\_I and generated an excellent reliability of 0.91. The mean remains consistent at 4.33 and standard deviation at 0.459, which lies on the higher end of the 5-point Likert scale. The total mean score exhibits a fairly positive level of JS. Table 4.12 that follows depicts the descriptives for the sub-construct JS\_E.

**Table 4.12: Job-Satisfaction\_Extrinsic item descriptives (n = 65)**

Statements	Mean	Standard Deviation
C13. The way my boss handles his/her workers	4.17	0.840
C14. The competence of my supervisor in making decisions	4.11	0.850
C15. The way my job provides for steady employment	4.28	0.673
C16. The way the policies are put into practice	4.22	0.696
C17. My pay and the amount of work I do	3.74	1.094
C18. The chances for advancement on this job	3.95	0.959
C19. The working conditions	4.25	0.708
C20. The way my co-workers get along with each other	4.03	0.829
<b>JS_E (Cronbach's alpha coefficient = 0.91)</b>	<b>4.09</b>	<b>0.660</b>

Items C13 to C20 were positioned at an alpha coefficient of 0.91 which are coherent with that of JS\_I illustrated in Table 4.11 and provides an excellent level of consistency. The mean value of 4.09 and standard deviation of 0.660 are representative of the fact that respondents consider extrinsic factors a constituent in their career paths. The mean and standard deviations of the two sub-constructs of JS, namely JS\_I and JS\_E, are outlined in Table 4.13 on the next page.

**Table 4.13: Summary of Job-satisfaction (JS) item construct descriptives (n = 65)**

Scale	Mean	Standard Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
JS_I	4.33	0.459	0.19	0.30	-1.09	0.59
JS_E	4.09	0.660	-0.14	0.30	-0.76	0.59
JS	4.21	0.520	0.22	0.30	-0.88	0.59

The skewness and kurtosis values indicate that the data (all values between -2 and +2) has a normal distribution. The total mean score exhibits a fairly positive level of JS. The results of the sub-constructs show that JS\_I acquired a mean score of 4.33 with a SD of 0.459 and JS\_E had a mean score of 4.09 with a SD of 0.660. The overall mean score is 4.21 (SD = 0.520). These suggest a high level of job satisfaction perceived by the respondents.

#### **4.5 GROUP DIFFERENCES**

This section will feature the use of t-tests to ascertain the differences between the means of two independent groups. This evaluation contributes to secondary objective two of the research study, which is to identify the statistical differences in the levels of EI and JS amongst demographic groups namely: gender, age, duration of employment and job grading with support from literature. Each of these variables will be reported on.

SO 2: To identify statistical differences in levels of EI and JS amongst selective demographic groups (gender, age, duration of employment and job grading)

##### **4.5.1 T-test for differences between gender groups**

The respondents had to indicate whether they were male or female. Table 4.14 on the following page illustrates whether significant differences exist between the gender groups and the levels of EI and JS.



**Table 4.14: Summary of the independent samples t-test - Gender group**

Scale	Gender	n	Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
EI_SEA	Male	36	6.41	0.616	0.10	0.710	63	0.481
	Female	29	6.30	0.603	0.11			
EI_OEA	Male	36	5.85	0.750	0.12	-0.764	63	0.448
	Female	29	5.99	0.680	0.13			
EI_UOE	Male	36	6.50	0.447	0.07	0.698	63	0.488
	Female	29	6.42	0.444	0.08			
EI_ROE	Male	36	6.24	0.594	0.10	0.709	63	0.481
	Female	29	6.13	0.615	0.11			
EI	Male	36	6.25	0.496	0.08	0.332	63	0.741
	Female	29	6.21	0.430	0.08			
JS_I	Male	36	4.34	0.483	0.08	0.194	63	0.847
	Female	29	4.31	0.436	0.08			
JS_E	Male	36	4.05	0.724	0.12	-0.544	63	0.588
	Female	29	4.14	0.579	0.11			
JS	Male	36	4.19	0.550	0.09	-0.259	63	0.797
	Female	29	4.23	0.490	0.09			

The t-test for equal variances assumed was used. Table 4.14 above demonstrates that the average means range between 4.05 and 6.50 between males and females with regard to the way EI and JS was considered. In addition, the outputs indicate that males have slightly higher mean scores than females. Males have demonstrated higher mean scores for EI, EI\_SEA, EI\_UOE and EI\_ROE and JS\_I (highlighted in blue) except for EI\_OEA, JS\_E and JS where the females scored slightly higher than the male respondents (highlighted in orange). A study carried out in India by Chandra, Gayatri and Devi (2017) attained the opposite outcome, where it was found that in medical graduates, females have higher EI than males in addition to higher mean EI scores. Their findings are in agreement with the results of a study by Joshi and Dutta (2014), where it was also revealed that the EI of female scholars was higher when compared to their male counterparts. Marasinghe and Wijayratne (2018) remark that

the mean level for JS in females is higher than that of males, which supports the results of this study. When assessing the difference between groups the t-test did not show any significant differences between males and females on any of the scales ( $p > 0.05$ ).

#### 4.5.2 T-test for the differences between age groups

For the purpose of statistical analysis, the four age categories (18 to 29 years, 30 to 39 years, 40 to 49 years and 50 to 59 years) from the questionnaire were collapsed into two categories namely: 18 to 39 years and 40 to 59 years due to small n-values within some groups. By increasing the sample size per group, group differences testing was able to be conducted. Table 4.15 shows the results of the independent sample t-test that explores the age differences.

**Table 4.15: Summary of the Independent samples t-test: Age group**

Scale	Age (Years)	n	Mean	Std Deviation	Std Error Mean	T	df	Sig, (2-tailed)
EI_SEA	18 - 39	37	6.43	0.530	0.09	0.978	63	0.332
	40 - 59	28	6.28	0.698	0.13			
EI_OEA	18 - 39	37	6.01	0.711	0.12	1.185	63	0.241
	40 - 59	28	5.79	0.720	0.14			
EI_UOE	18 - 39	37	6.46	0.443	0.07	-0.123	63	0.903
	40 - 59	28	6.47	0.453	0.09			
EI_ROE	18 - 39	37	6.25	0.626	0.10	0.948	63	0.347
	40 - 59	28	6.11	0.567	0.11			
EI	18 - 39	37	6.29	0.443	0.07	1.054	63	0.296
	40 - 59	28	6.16	0.491	0.09			
JS_I	18 - 39	37	4.40	0.436	0.07	1.535	63	0.130
	40 - 59	28	4.23	0.478	0.09			
JS_E	18 - 39	37	4.17	0.644	0.11	1.029	63	0.308
	40 - 59	28	4.00	0.680	0.13			
JS	18 - 39	37	4.28	0.500	0.08	1.330	63	0.188
	40 - 59	28	4.11	0.539	0.10			

Table 4.15 indicates that the average means range between 3.9 and 6.5 for both age groups (18 to 39 and 40 to 59 respectively) with reference to EI and JS. From the mean values calculated, the 18 to 39 year category seems to have a marginally higher level relating to EI and JS. These results contradict the results of research conducted by Sergio, Dungca and Ormita (2015), who found that elder members are presumed to have undergone more experiences and established agility in their daily engagements, are more reliable and are better at controlling their own emotions. It is however noteworthy that both the mentioned age groups scored the same for the construct EI\_UOE with a mean score of 6.50. The t-test for equal variances assumed was used. None of the differences between the age groups on any of the EI and JS scales are significant ( $p < 0.05$ ). The next section displays an independent sample t-test that investigates the differences in the duration of employment of employees.

#### 4.5.3 T-test for the differences between the duration of employment

Figure 4.3 above reported on the duration of employment of the respondents within the company under investigation. Once again, for the purpose of statistical analysis the six intervals from the questionnaire (less than 5 years, 5 to 10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years and above 26 years) were collapsed into two intervals, namely 'less than 5 years' and '6 to 25 years' due to small n-values within some groups. Table 4.16 below reveals the results of the sample t-test that investigates the differences between the duration of employment and the EI and JS scales.

**Table 4.16: Summary of the Independent samples t-test: Duration of employment**

Scale	Duration of employment (years)	n	Mean	Std Deviation	Std Error Mean	T	Df	Sig (2-tailed)
EI_SEA	Less than 5	31	6.32	0.665	0.12	0.358	44	0.722
	6 – 25	15	6.25	0.598	0.15			
EI_OEA	Less than 5	31	5.77	0.839	0.15	-0.285	44	0.777
	6 – 25	15	5.83	0.506	0.13			
EI_UOE	Less than 5	31	6.51	0.440	0.08	0.900	44	0.373

Scale	Duration of employment (years)	n	Mean	Std Deviation	Std Error Mean	T	Df	Sig (2-tailed)
	6 – 25	15	6.38	0.442	0.11			
EI_ROE	Less than 5	31	6.14	0.670	0.12	0.192	44	0.849
	6 – 25	15	6.10	0.471	0.12			
EI	Less than 5	31	6.18	0.518	0.09	0.281	44	0.780
	6 – 25	15	6.14	0.355	0.09			
JS_I	Less than 5	31	4.28	0.459	0.08	0.126	44	0.901
	6 – 25	15	4.27	0.470	0.12			
JS_E	Less than 5	31	4.01	0.680	0.12	-0.080	44	0.936
	6 – 25	15	4.03	0.652	0.17			
JS	Less than 5	31	4.15	0.533	0.10			
	6 – 25	15	4.15	0.526	0.14	0.004	44	0.997

Table 4.16 above indicates that the average means range between 4.01 and 6.51 for both duration of employment groups. From the mean values calculated, the employees that have worked at the company for less than 5 years seem to have a marginally higher level of EI and JS. According to Pooja and Kumar (2016), EI and JS increase with the number of years working experience an employee possesses in comparison to those who are novices to the particular occupation. This statement is in agreement with the results obtained in this study. The t-test for equal variances assumed was used. The differences in the duration of employment are not significant on any of the EI and JS scales as the Sig (2-tailed) values of all the t-tests are larger than 0.05.

#### 4.5.4 Analysis of Variance (ANOVA)

ANOVA, also referred to as the analysis of variance, provides a comparison of two or more groups. In this study, the differences between the three groups, namely Junior management, Middle management and Senior management and the constructs of EI and JS will be explored accordingly. Table 4.17 below provides a comparison of the means and standard deviation for the individual groups.

**Table 4.17: Group statistics - Level of management**

Scale	Management level	n	Mean	Standard Deviation
EI_SEA	Junior level	18	6.29	0.666
	Middle management	35	6.31	0.607
	Senior management	12	6.6	0.494
	<b>Total</b>	<b>65</b>	<b>6.36</b>	<b>0.608</b>
EI_OEA	Junior level	18	5.74	0.710
	Middle management	35	5.84	0.667
	Senior management	12	6.4	0.719
	<b>Total</b>	<b>65</b>	<b>5.92</b>	<b>0.717</b>
EI_UOE	Junior level	18	6.5	0.429
	Middle management	35	6.4	0.442
	Senior management	12	6.6	0.470
	<b>Total</b>	<b>65</b>	<b>6.47</b>	<b>0.444</b>
EI_ROE	Junior level	18	6.1	0.728
	Middle management	35	6.12	0.533
	Senior management	12	6.52	0.505
	<b>Total</b>	<b>65</b>	<b>6.19</b>	<b>0.601</b>
EI	Junior level	18	6.16	0.426
	Middle management	35	6.17	0.443
	Senior management	12	6.53	0.500
	<b>Total</b>	<b>65</b>	<b>6.23</b>	<b>0.465</b>
JS_I	Junior level	18	4.23	0.383
	Middle management	35	4.29	0.459
	Senior management	12	4.58	0.509
	<b>Total</b>	<b>65</b>	<b>4.33</b>	<b>0.459</b>
JS_E	Junior level	18	3.83	0.547
	Middle management	35	4.06	0.680
	Senior management	12	4.57	0.529
	<b>Total</b>	<b>65</b>	<b>4.09</b>	<b>0.660</b>

Scale	Management level	n	Mean	Standard Deviation
JS	Junior level	18	4.03	0.423
	Middle management	35	4.18	0.518
	Senior management	12	4.57	0.519
	<b>Total</b>	<b>65</b>	<b>4.21</b>	<b>0.520</b>

Table 4.17 attests that the mean range between 4.03 and 6.53 and the standard deviation between 0.423 and 0.717 existed in terms of the different levels of management with regard to the way EI and JS was considered. The results are summarised in Table 4.18 below.

**Table 4.18: ANOVA for job grading: Emotional Intelligence (EI)**

ANOVA					
Scale		df	Mean Square	F	Sig
EI_SEA	Between Groups	2	0.44	1.188	0.312
	Within Groups	62	0.37		
	<b>Total</b>	<b>64</b>			
EI_OEA	Between Groups	2	1.77	3.728	<b>0.030</b>
	Within Groups	62	0.47		
	<b>Total</b>	<b>64</b>			
EI_UOE	Between Groups	2	0.20	1.022	0.366
	Within Groups	62	0.20		
	<b>Total</b>	<b>64</b>			
EI_ROE	Between Groups	2	0.82	2.355	0.103
	Within Groups	62	0.35		
	<b>Total</b>	<b>64</b>			
EI	Between Groups	2	0.66	3.258	<b>0.045</b>
	Within Groups	62	0.20		
	<b>Total</b>	<b>64</b>			

ANOVA					
JS_I	Between Groups	2	0.49	2.410	0.098
	Within Groups	62	0.20		
	<b>Total</b>	<b>64</b>			
JS_E	Between Groups	2	2.01	5.213	<b>0.008</b>
	Within Groups	62	0.39		
	<b>Total</b>	<b>64</b>			
JS	Between Groups	2	1.11	4.553	<b>0.014</b>
	Within Groups	62	0.24		
	<b>Total</b>	<b>64</b>			

Table 4.18 indicates that statistically significant differences were found between the job grading groups on the following scales: on the EI\_OEA subscale  $F(2.62) = 3.728$ ,  $p = 0.030$ ,  $\eta^2 = 0.107$ ; and the overall EI scale  $F(2.62) = 3.258$ ,  $p = 0.045$ ,  $\eta^2 = 0.095$ . Furthermore, on the JS\_E scale statistically significant differences were discovered at  $F(2.62) = 5.213$ ,  $p = 0.008$ ,  $\eta^2 = 0.144$  and the overall JS scale  $F(2.62) = 4.533$ ,  $p = 0.014$ ,  $\eta^2 = 0.128$ . The ANOVA Effect sizes ( $\eta^2$ ) can be located in Annexure H. Post hoc tests of pairwise differences on the EI scales (Annexure I) display that significant differences were found on the EI\_OEA scale between Junior management ( $M = 5.74$ ;  $SD = 0.710$ ) and Senior management ( $M = 6.40$ ;  $SD = 0.719$ ),  $p = 0.038$ . On the total EI scale, significant differences were found between Junior management ( $M = 6.16$ ;  $SD = 0.426$ ) and Senior management ( $M = 6.53$ ;  $SD = 0.500$ ),  $p = 0.057$ . On the JS\_E scale Junior management ( $M = 3.83$ ;  $SD = 0.547$ ) and Senior management ( $M = 4.57$ ;  $SD = 0.529$ ),  $p = 0.007$  differed significantly from one another and the same pattern was found on the JS scale whereby Junior management ( $M = 4.03$ ;  $SD = 0.423$ ) and Senior management ( $M = 4.57$ ;  $SD = 0.519$ ),  $p = 0.013$ . No differences between demographic groups were found with the exception of job grading.

#### 4.6 CORRELATION ANALYSIS

Secondary objective three sought to examine the statistical relationship between EI as the independent variable and JS as the dependent variable. A statistical analysis was performed to determine the linear association between EI and JS. Pallant (2016)

stipulates that the bivariate Pearson product-moment correlation is represented by the letter  $r$  followed by symbols annotating the variables that are being correlated to quantify the strength of these relationships. These correlations are aligned between the numerical -1.00 and +1.00 and can employ any value between these two extremes. A value of +1 depicts a perfect positive correlation and, by contrast, a value of -1 can be characterised as a perfect negative correlation. A correlation of 0 results in no association between variables (Hair *et al*, 2018; Pallant, 2016; Saunders *et al.*, 2019).

SO 3: To determine the statistical relationship between EI as independent variable and JS as dependent variable.

The correlations pertaining to secondary objective three of the research study are displayed in Table 4.19 below.

**Table 4.19: Pearson Correlation matrix for Emotional intelligence and Job-satisfaction constructs**

Scale		EI_SEA	EI_OEA	EI_UOE	EI_ROE	EI	JS_I	JS_E	JS
EI_SEA	Pearson Correlation	1	.504**	.449**	.476**	.783**	.491**	.393**	.466**
	Sig. (2-tailed)		0	0	0	0	0	0.001	0
EI_OEA	Pearson Correlation	.504**	1	.340**	.561**	.813**	.451**	.406**	.456**
	Sig. (2-tailed)	0		0.006	0	0	0	0.001	0
EI_UOE	Pearson Correlation	.449**	.340**	1	.530**	.688**	.540**	.388**	.484**
	Sig. (2-tailed)	0	0.006		0	0	0	0.001	0
EI_ROE	Pearson Correlation	.476**	.561**	.530**	1	.822**	.410**	.502**	.499**
	Sig. (2-tailed)	0	0	0		0	0.001	0	0
EI	Pearson Correlation	.783**	.813**	.688**	.822**	1	.596**	.540**	.605**



Scale		EI_SEA	EI_OEA	EI_UOE	EI_ROE	EI	JS_I	JS_E	JS
	Sig. (2-tailed)	0	0	0	0		0	0	0
JS_I	Pearson Correlation	.491**	.451**	.540**	.410**	.596**	1	.720**	.898**
	Sig. (2-tailed)	0	0	0	0.001	0		0	0
JS_E	Pearson Correlation	.393**	.406**	.388**	.502**	.540**	.720**	1	.952**
	Sig. (2-tailed)	0.001	0.001	0.001	0	0	0		0
JS	Pearson Correlation	.466**	.456**	.484**	.499**	<b>.605**</b>	.898**	.952**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

It is established in Table 4.19 that significant positive linear bivariate correlations were found between the EI and JS scales overall. The total EI scale and the total JS scores showed a strong positive correlation of  $r = 0.605$ . Correlations between EI and JS were all in the medium to large range, suggesting that higher EI is associated with higher JS.

It is pivotal to note that statistically significant, yet practically small positive correlations were found, as indicated in Table 4.20 below, between Job grading and EI\_OEA ( $r = 0.289$ ,  $p = 0.020$ ) and the total score on EI ( $r = 0.246$ ,  $p = 0.048$ ), which suggests that higher job gradings are associated with marginally higher scores on EI\_OEA and EI. In addition, statistically significant correlations are evident between Job grading and JS\_E ( $r = 0.364$ ,  $p = 0.003$ ) and the total JS score ( $r = 0.337$ ,  $p = 0.006$ ).

**Table 4.20: Pearson Correlation for job grading**

Scale	Pearson Correlation	Job grading
EI_SEA	Pearson Correlation	0.158
	Sig. (2-tailed)	0.209
EI_OEA	Pearson Correlation	0.289*
	Sig. (2-tailed)	0.020
EI_UOE	Pearson Correlation	0.054
	Sig. (2-tailed)	0.669
EI_ROE	Pearson Correlation	0.216
	Sig. (2-tailed)	0.084
EI	Pearson Correlation	0.246*
	Sig. (2-tailed)	0.048
JS_I	Pearson Correlation	0.240
	Sig. (2-tailed)	0.054
JS_E	Pearson Correlation	0.364**
	Sig. (2-tailed)	0.003
JS	Pearson Correlation	0.337**
	Sig. (2-tailed)	0.006

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

Higher job grades are associated with higher scores on JS\_E and JS as it is an influential factor in keeping staff or stakeholders engaged, draws talent and attains compliance.

#### **4.7 REGRESSION**

In this section, the regression analysis will be presented in two phases to address secondary objective three. In step one, a multiple regression was conducted with the EI sub-scales as the independent variable and JS total as the dependent variable. Table 4.21 on the following page provides an outline of the model summary.

**Table 4.21: Model Summary when JS is the dependent variable**

Model	R	R Square
	.613 <sup>a</sup>	<b>0.375</b>
<sup>a</sup> Predictors: (Constant), EI_ROE, EI_SEA, EI_UOE, EI_OEA		
<sup>b</sup> Dependent Variable: JS		

The above summary shows that the combination of EI scales, namely EI\_ROE, EI\_SEA, EI\_UOE and EI\_OEA, contributes a total of 37.5% of the variance in JS. As shown in Table 4.22 below, an ANOVA test was also conducted to establish whether the model worked in explaining the relationship between the variables.

**Table 4.22: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	6.505	<b>4</b>	1.626	9.012	.000 <sup>b</sup>
	Residual	10.827	<b>60</b>	0.180		
	Total	17.332	64			
<sup>a</sup> Dependent Variable: JS						
<sup>b</sup> Predictors: (Constant), EI_ROE, EI_SEA, EI_UOE, EI_OEA						

Table 4.22 indicates that the model is significant  $F(4,60) = 9.012, p < 0.001$ . Table 4.23 on the next page illustrates the regression coefficients for each of the sub-constructs (EI\_SEA, EI\_OEA, EI\_UOE and EI\_ROE).

**Table 4.23: Regression coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
		B	Std Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-0.377	0.818		-0.461	0.646	-2.013	1.258		
	EI_SEA	0.151	0.109	0.177	1.392	0.169	-0.066	0.369	<b>0.645</b>	<b>1.550</b>
	EI_OEA	0.131	0.095	0.181	1.384	0.171	-0.058	0.32	<b>0.612</b>	<b>1.633</b>
	<b>EI_UOE</b>	0.289	0.146	0.246	1.974	<b>0.053</b>	-0.004	0.581	<b>0.669</b>	<b>1.495</b>
	EI_ROE	0.158	0.12	0.183	1.323	0.191	-0.081	0.398	<b>0.544</b>	<b>1.838</b>

<sup>a</sup> Dependent Variable: JS

When assessing the regression coefficients, none of the predictors reached significance with the exception of EI\_UOE as demonstrated in Table 4.23. In step two, a multiple regression was performed with the EI sub-scales as the independent variable and the JS\_I and JS\_E totals as the dependent variable, respectively. According to Pallant (2016) multicollinearity describes the relationship between independent variables and occurs when they are highly correlated ( $r = 0.9$  and above). As depicted in Table 4.19 there was no indication of multicollinearity as values (highlighted in purple) are less than 0.9. Tolerance serves as a guide to indicate the level of variability of a particular independent variable which is not described by other independent variables. The probability of multicollinearity exists if this value is less than 0.10. Whereas VIF (Variance inflation factor) is the contrary to the Tolerance value. VIF values that are above 10 discloses multicollinearity (Pallant, 2016). In Table 4.23 there is no indication of multicollinearity as values are not greater than 10 (highlighted in pink). Table 4.24 on the following page reveals the results of the model summary.

**Table 4:24: Model Summary when Job-satisfaction\_Intrinsic (JS\_I) is the dependent variable**

Model	R	R Square
1	.635 <sup>a</sup>	<b>0.403</b>
<sup>a</sup> Predictors: (Constant), EI_ROE, EI_SEA, EI_UOE, EI_OEA		
<sup>b</sup> Dependent Variable: JS_I		

When predicting JS\_I the model summary indicates that the combination of EI scales explained a total of 40.3% of the variance in JS\_I. Table 4.25 on the following page illustrates the results of the ANOVA.

**Table 4.25: ANOVA**

Model		Sum of Squares	F	Sig.
1	Regression	5.441	10.132	.000 <sup>b</sup>
	Residual	8.055		
	Total	13.496		
<sup>a</sup> Dependent Variable: JS_I				
<sup>b</sup> Predictors: (Constant), EI_ROE, EI_SEA, EI_UOE, EI_OEA				

The model above is significant  $F(4, 60) = 10.132, p < 0.001$ . Table 4.26 on the next page displays the regression coefficients for each of the sub-constructs (EI\_SEA, EI\_OEA, EI\_UOE and EI\_ROE).

**Table 4.26: Regression coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig	95% Confidence Interval for B		Collinearity Statistics	
		B	Std Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	0.004	0.705		0.006	0.995	-1.407	1.415		
	EI_SEA	0.165	0.094	0.218	1.759	0.084	-0.023	0.353	<b>0.645</b>	<b>1.550</b>
	EI_OEA	0.143	0.082	0.223	1.751	0.085	-0.02	0.306	<b>0.612</b>	<b>1.633</b>
	<b>EI_UOE</b>	0.389	0.126	0.376	3.082	<b>0.003</b>	0.136	0.641	<b>0.669</b>	<b>1.495</b>
	EI_ROE	-0.014	0.103	-0.019	-0.137	0.891	-0.221	0.192	<b>0.544</b>	<b>1.838</b>

<sup>a</sup> Dependent Variable: JS\_I

The coefficients indicate that only EI\_UOE was a significant positive predictor of JS\_I ( $p < 0.05$ ). In Table 4.26 there is no indication of multicollinearity as values are not greater than 10 (highlighted in pink). A model summary was explored when JS\_E is the dependent variable (refer to Table 4.27 below).

**Table 4.27: Model Summary when Job-satisfaction\_Extrinsic (JS\_E) is the dependent variable**

Model	R	R Square
1	.550 <sup>a</sup>	<b>0.303</b>
<sup>a</sup> Predictors: (Constant), EI_ROE, EI_SEA, EI_UOE, EI_OEA		
<sup>b</sup> Dependent Variable: JS_E		

When predicting JS\_E the model summary above shows that the combination of EI scales explain a total of 30.3% of the variance in JS\_E as indicated in Table 4.27. The findings of the ANOVA are described in Table 4.28 below.

**Table 4.28: ANOVA**

Model		Sum of Squares	F	Sig.
1	Regression	8.445	6.517	.000 <sup>b</sup>
	Residual	19.438		
	Total	27.884		
<sup>a</sup> Dependent Variable: JS_E				
<sup>b</sup> Predictors: (Constant), EI_ROE, EI_SEA, EI_UOE, EI_OEA				

The model above is significant  $F(4, 60) = 6.517, p < 0.001$ . The regression coefficients will be addressed in Table 4.29 below.

**Table 4.29: Regression coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig	95 % Confidence Interval for B		Collinearity Statistics	
		B	Std Error				Beta	Lower Bound	Upper Bound	Tolerance
1	(Constant)	-0.758	1.095		-0.692	0.491	-2.95	1.433		
	EI_SEA	0.138	0.146	0.127	0.946	0.348	-0.154	0.429	<b>0.645</b>	<b>1.550</b>
	EI_OEA	0.119	0.127	0.129	0.939	0.351	-0.135	0.373	<b>0.612</b>	<b>1.633</b>
	EI_UOE	0.189	0.196	0.127	0.963	0.34	-0.203	0.581	<b>0.669</b>	<b>1.495</b>
	<b>EI_ROE</b>	<b>0.331</b>	<b>0.16</b>	<b>0.302</b>	<b>2.064</b>	<b>0.043</b>	<b>0.01</b>	<b>0.652</b>	<b>0.544</b>	<b>1.838</b>
<sup>a</sup> Dependent Variable: JS_E										

The coefficients confirm that only EI\_ROE was a significant positive predictor of JS\_E ( $p < 0.05$ ). In Table 4.29 there is no indication of multicollinearity as values are not greater than 10 (highlighted in pink).

In summary, despite a significant overall model, in the case of JS\_I, EI\_UOE was a significant predictor (refer to Table 4.26), while EI\_ROE was a significant positive predictor of JS\_E (refer to Table 4.29).

## 4.8 MODERATION

In order to assess the relationship between EI and JS on the basis of demographic factors, a moderating analysis was utilised. Moderating variables transform the strength and direction of the X and Y constructs (Hair *et al.*, 2018; Hayes, 2018; Liu & Yuan, 2021). A potential explanation for each demographic variable will now be discussed.

SO 4: To investigate the moderating effects of selective demographic factors in the statistical relationship between EI and JS.

### 4.8.1 Gender

Gender was examined as a moderator of the relationship between EI and JS as described in Table 4.30 below.

**Table 4.30: Moderation analysis of the relationship between EI and JS by gender**

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.630	0.397	0.171	13.392	3.000	61.000	0.000
Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	-3.401	2.099	-1.620	0.110	-7.599	0.797
EI	1.207	0.336	3.597	0.001	0.536	1.878
Gender	2.444	1.437	1.701	0.094	-0.429	5.318
Int_1	-0.383	0.230	-1.663	0.101	-0.843	0.077
Product terms key: Int_1: EI x Gender						
Test(s) of highest order unconditional interaction						
	$\Delta R^2$ - chng	F	df1	df2	p	
X*W	0.027	2.766	1.000	61.000	0.101	
* Predictor: EI (X)						



\* Moderation variable: Gender (W)

Considering Table 4.30 above, it can be observed that the interaction between JS and gender did not lead to a significant increase in explained variance  $\Delta R^2 = 0.027$ ,  $F(1.61) = 2.766$ ,  $p = 0.101$  and did not moderate the association between EI and JS.

#### 4.8.2 Age

In exploring the above outcome, age will now be scrutinised as a moderator of the relationship between EI and JS. Table 4.31 below displays the analysis.

**Table 4.31: Moderation analysis of the relationship between EI and JS by age**

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.619	0.383	0.175	12.609	3.000	61.000	0.000
Model						
	Coeff	se	t	P	LLCI	ULCI
Constant	2.967	3.064	0.969	0.337	-3.159	9.094
EI	0.227	0.492	0.462	0.646	-0.757	1.211
Age	-0.075	0.077	-0.986	0.328	-0.228	0.078
Int_1	0.011	0.012	0.925	0.359	-0.013	0.036
Product terms key:						
Int_1: EI x Age						
Test (s) of highest order unconditional interaction						
	$\Delta R^2$ -chng	F	df1	df2	p	
X*W	0.009	0.855	1.000	61.000	0.359	
* Predictor: EI (X)						
* Moderation variable: Age (W)						

In Table 4.31 on the previous page, the interaction between JS and age did not lead to a significant increase in explained variance  $\Delta R^2 = 0.009$ ,  $F(1.61) = 0.855$ ,  $p = 0.359$ . It can thus be inferred that age did not moderate the relationship between EI and JS.

### 4.8.3 Employment duration

Employment duration was analysed as a moderator of the relationship between EI and JS as depicted in Table 4.32 below.

**Table 4.32: Moderation analysis of the relationship between EI and JS by duration of employment**

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.624	0.389	0.174	12.949	3.000	61.000	0.000
Model						
	Coeff	se	t	P	LLCI	ULCI
Constant	2.762	2.132	1.296	0.200	-1.501	7.024
EI	0.218	0.342	0.636	0.527	-0.467	0.902
Employ2	-1.950	1.432	-1.361	0.178	-4.813	0.914
Int_1	0.321	0.229	1.404	0.165	-0.136	0.779
Product terms key: Int_1: EIxEmploy2						
Test (s) of highest order unconditional interaction						
	$\Delta R^2$ -chng	F	df1	df2	p	
X*W	0.020	1.972	1.000	61.000	0.165	
*Predictor: EI (X)						
*Moderation variable: Employment duration (W)						

In Table 4.32 on the previous page, employment duration was examined as a moderator of the relationship between EI and JS. Table 4.32 conveys that the interaction between JS and employment duration did not lead to a significant increase in explained variance  $\Delta R^2 = 0.020$ ,  $F(1.61) = 1.972$ ,  $p = 0.165$ . It may thus be concluded that employment duration did not moderate the relationship between EI and JS.

#### 4.8.4 Job grading

Lastly, job grading was examined as a moderator of the relationship between EI and JS as explored in Table 4.33 below.

**Table 4.33: Moderation analysis of the relationship between EI and JS by job grading**

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.690	0.475	0.149	18.422	3.000	61.000	0.000
Model						
	Coeff	se	t	p	LLCI	ULCI
Constant	5.601	2.037	2.750	0.008	1.528	9.637
EI	-0.264	0.326	-0.810	0.421	-0.915	0.387
Age	-2.629	0.968	-2.717	0.009	-4.564	-0.694
Int_1	0.440	0.153	2.884	0.005	0.135	0.745
Product terms key: Int_1: EI x Job Grading						
Test (s) of highest order unconditional interaction						
	$\Delta R^2$ -chng	F	df1	df2	p	
X*W	0.072	8.316	1.000	61.000	0.005	
* Predictor: EI (X)						

**Outcome variable: Job-Satisfaction (JS)**

\* Moderation variable: Job grading (W)

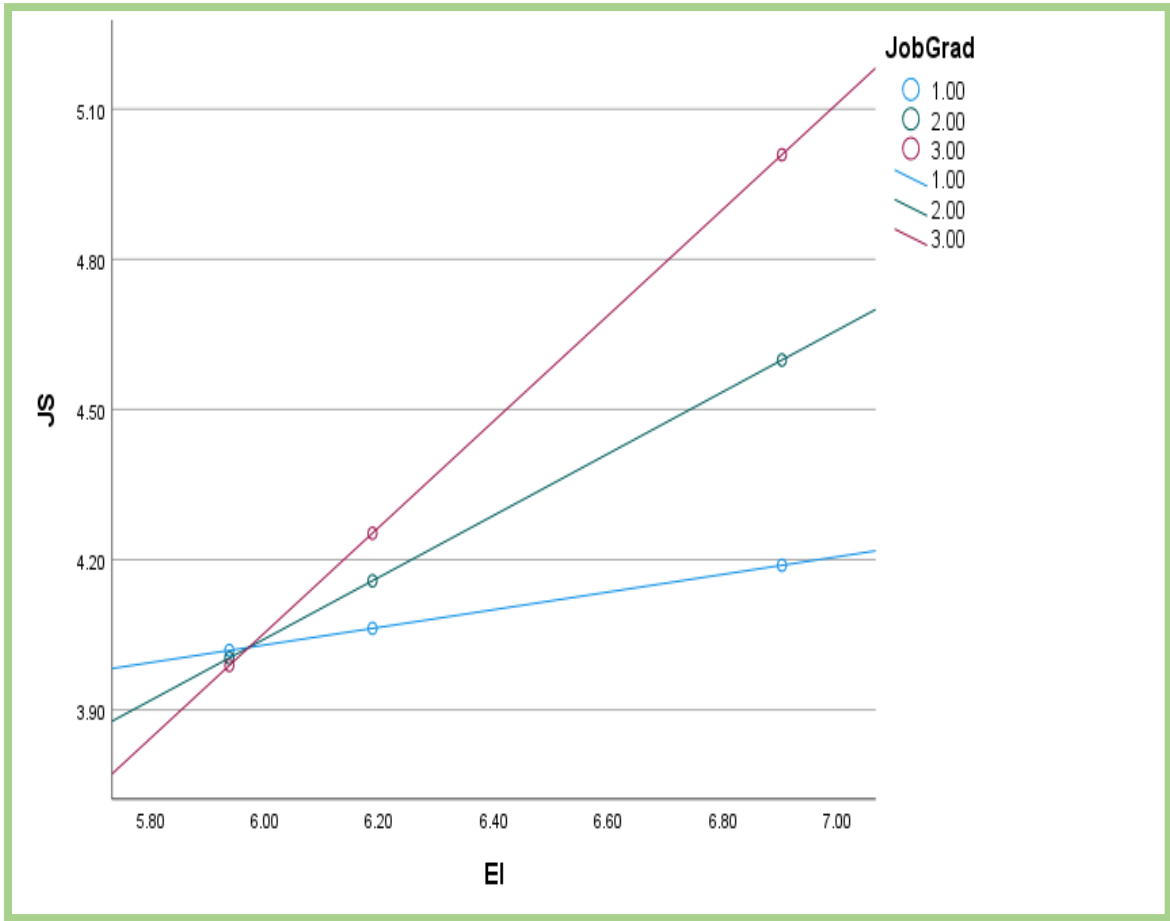
Results in Table 4.33 indicate that the interaction between JS and job grading was significant ( $p = 0.005$ ) and the addition of the interaction term to the model added a significant amount of variance  $\Delta R^2 = 0.072$ ,  $F(1.61) = 8.316$ ,  $p = 0.005$ . It can be established that job grading was a significant predictor of EI ( $\beta = 0.440$ ,  $p = 0.005$ ) and moderated the relationship between EI and JS.

Conditional effects exemplified in Table 4.34 below suggest that the relationship between EI and JS was significant for Middle (group 2) and Senior management (group 3) ( $p < 0.001$ ) but not for Junior management (group 1) ( $p > 0.05$ ).

**Table 4.34: Conditional effects of the focal predictor at values of the moderator(s)**

CONDITIONAL EFFECTS						
Job Grading	Effect	se	t	p	LLCI	ULCI
1	0.176	0.188	0.937	0.352	-0.200	0.553
2	0.617	0.107	5.754	0.000	0.402	0.831
3	1.057	0.185	5.720	0.000	0.687	1.426

It must be highlighted from the above that Job Grading 1 makes reference to Junior management, 2 is Middle management and 3 Senior management. The relationship between EI and JS is significantly positive for Middle and Senior management but not significant for Junior management. In other words, under the condition of Job Grade = 3, the linear relationship between EI and JS is the strongest. The interaction is portrayed graphically in Figure 4.6 on the following page.



**Figure 4.6: Moderation analysis of the relationship between EI and JS by job grading**

It must be highlighted from the above that job grading 1 makes reference to Junior management, 2 is Middle management and 3 Senior management. This section covered the moderation analysis of the various demographic variables examined in the questionnaire items. The section that follows encompasses the responses to the open-ended questions of the questionnaire that were mandatory for the respondents to complete.

#### **4.9 OPEN ENDED QUESTIONS**

Open-ended questions do not provide a ‘yes’ or ‘no’ response but are formulated to allow respondents to further elaborate on their opinions and points of view (Saunders *et al.*, 2019). Two questions were posed in the questionnaire on EI and JS that required the respondents to provide some elaboration of the responses that they had given in the closed-ended questions. Content analysis was performed on this data to identify

the themes that emerged. The information conveyed in the open-ended questions is discussed below, and excerpts that have been extracted verbatim from the responses to the open-ended questions will be presented in the sub-sections to follow.

➤ **In your opinion, what role do emotions and feelings have regarding job-satisfaction in your organisation?**

Respondents mentioned that aspects such as training and development, commitment, morality, personal growth, stimulation, communication, output, motivation, meaningfulness and enthusiasm are key drivers that maximise their performance. In light of the review of literature that was conducted for this study, it is evident that these dimensions describe an individual's general satisfaction. The statements that follow support these above-mentioned aspects:

- **Training and development:** "Emotions and feelings has a direct relationship on job-satisfaction in that a happy and committed employee will derive great job-satisfaction from his or her task at hand. A happy and committed employee will also execute his or her tasks in an extremely efficient and effective manner, takes pride in his or her job and fosters teamwork in the organisation; hence it is imperative that employees' emotions and feelings are considered by managers or leaders in their daily interactions with employees. Employees with positive emotions and feelings are also more safety conscious thereby mitigating the chances of accidents or lost time in the organisation". "Proper training is also important for job satisfaction. Employees need to feel qualified to do their jobs, and they need to feel as though they are accomplishing something at work to display positive emotions in the workplace".
- **Commitment:** "The role my emotions and feelings regarding my job satisfaction in my organisation play a critical role in making to understand and listen to my superior and understand my co-workers and people who works under me to achieve one goal which is to make a company big and be the number one brand local and international". "In order to be satisfied in your job, one needs to be calm and be able to handle all the pressures that come with the job".
- **Morality:** "It links to Honesty to be honest to yourself and honest you will show greater happiness. With Greater Happiness you will be happy and committed

to your working environment which will lead to greater job-satisfaction. Thus, emotions and feelings play an important role and must not be underestimated". "Job satisfaction is typically directly linked to an employee's emotions and overall morale. If an employee is displaying negative emotions in the workplace, chances are she is either going through a difficult personal period or may be dissatisfied with her job".

- **Personal growth:** "Unmotivated employees may feel adrift and may not display positive emotions. It is important for managers to provide proper motivation for their employees. Goals should be made clear, and the steps to achieve these goals should be laid out". "Positive emotions help staff obtain favorable outcomes such as achievement and enrichment".
- **Stimulation:** "When you have a good attitude towards you job, always finding reason to strive for being better then yesterday. Always learning, you will always be happy at work. You always find reason to be at work". "Passion! That is what I believe if the employees have the passion to do the work emotions and feelings can lead to Job-satisfaction".
- **Communication:** "For me personally, I believe emotion plays a huge role in your working environment. Which I think could be improved at my current work place. I gave birth last year and did not receive a bouquet of flowers (which is a tradition that the company does to all staff that was in hospital). I think such small gestures makes staff feel valuable". "Supervisors need to make sure that employees are recognized and thanked regularly for performing their tasks or for going above and beyond to complete their tasks".
- **Output:** "Emotions are important to the team's productivity and ensuring they celebrate wins and successes". "Job satisfaction is typically directly linked to an employee's emotions and overall morale".
- **Motivation:** "Good relationships are made when we act in accordance and ensure that our emotions and feelings make an impact on talent. One of the values within the company 'voice your opinions fearlessly' allows us to speak up in a way that allows for positive change to happen and not hurt anyone's feelings". "It has a huge impact, because we work as a team so if one is not ok then you feel like the chain is breaking".

- **Meaningfulness:** “The role that the emotions and feeling in my job satisfaction are to be always on my toes and doing my best to make sure that I do the right thing and to be a team leader”. “I am satisfied at the moment with what I'm doing even though it comes with emotions at times”.
- **Enthusiasm:** “Emotions and feelings plays a very big role in job satisfaction. If you happy in your job and pay, you will do the utmost to protect it. Meaning you will go the extra mile, you will ensure the job is done 100% correctly”. “If a person is engaged to their job emotionally, they are most likely to own their job and put more effort because the work will have a personal meaning”.

➤ **In your current position how has the COVID-19 pandemic impacted your emotions?**

For this question respondents provided their observations. It was apparent to note that the respondents were very expressive in their statements. On the basis of the literature reviewed in Chapter Two, it is clear that management of emotions and adaptability are constituents as far as EI is concerned. The responses obtained from the questionnaire are highlighted below:

- “Significantly, as it challenged us to think out of the box and achieve within a constrained environment”.
- “The pandemic has caused what he calls an emotional tsunami, People’s feelings are exacerbated to the extremes at the moment, especially because of the uncertainty of what’s going to happen”.
- “We must effort fully prevent panic contagion and create periods when we can be screen-free and calm, engaging our attention in normal daily activities. Seize opportunities to share lightness and humour. Laughter right now is a relief for all of us”.
- “These are unprecedented times. We need to work extra hard to manage our emotions well, expect to have a lot of mixed feelings. Naturally we feel anxiety, and maybe waves of panic, particularly when seeing new headlines”.
- “Our anxiety is helping us cope, bond together from a physical distance, and slow the spread of the virus. So our anxiety - while uncomfortable - is a good thing right now, especially if we manage it well”.



- “Anxiety was found to impair critical work (goal progress), home (family engagement) and health (somatic complaints) outcomes due to increased emotion suppression and lack of psychological need fulfilment”.
- “It is actually challenging my emotions very much, because of the decrease in school days my kids attend. There's a lot of homework, price inflation also has not been kind to us”.
- “As a checker the COVID-19 pandemic came in as a surprise at a time where we must face reality and the truck drivers coming from different countries and provinces but I am always following the safety precautions like wearing a mask and washing my hands each and every five minutes”.
- “As an essential worker, who was required to be at work every single day since the pandemic started I was very scared, I could bring the virus home and endanger my family”.

This section presented the results based on respondents’ answers to the open-ended questions. The next section provides an overview of the research findings.

#### 4.10 FINDINGS

In light of the above presentation and discussion of the results pertaining to the closed and open-ended questions in the questionnaire, the key findings of the study are presented in Table 4.35 below. This summation of the findings will be utilised in Chapter Five where the conclusions that can be derived from the study will be outlined.

**Table 4.35: Summary of the findings**

Key findings	
1	The sample profile comprised a majority of males (55.4%).
2	The majority of the participants who completed the questionnaire are within the 30-39 year age range (38.5%).
3	The values obtained from the Cronbach’s alpha coefficient are indicative that the variables (EI, JS and associated sub-constructs) are reliable and consistent (refer to Table 4.4 and 4.5). The results are in agreement with the Cronbach alpha coefficients of the original measuring instrument.

<b>4</b>	When assessing gender, the t-test did not show any significant differences between males and females on any of EI and JS scales.
<b>5</b>	None of the differences between the age groups on any of the EI and JS scales are significant.
<b>6</b>	The group differences on the duration of employment are not significant on any of the EI and JS scales, as the Sig values of all the t-tests are larger than 0.05. The conclusion obtained from this study is contrary to the outcome by (Pooja and Kumar, 2016).
<b>7</b>	No differences between demographic groups were found, with the exception of job grading. Job grading, however, was not considered an influencing factor in Gautam and Khurana's (2019) and Vivek (2018) investigation regarding demographic variables. As a result, this study can therefore be deemed unique.
<b>8</b>	At $r = 0.605$ , a positive correlation between EI and JS is distinct. Small positive correlations were found between Job grading and EI_OEA. This was not the case with sub-constructs EI_SEA; EI_UOE and EI_ROE.
<b>9</b>	EI_UOE proved to be a significant predictor of JS_I. This finding is in conformity with the study by (Mfikwe & Pelser, 2017).
<b>10</b>	EI_ROE was a significant predictor of JS_E. This result is in accord with the study by (Sergio, Dungca & Ormita, 2015).
<b>11</b>	Age, gender and employment duration did not moderate the relationship between EI and JS. However, job grading was considered a significant predictor.
<b>12</b>	Training and development, commitment, morality, personal growth, stimulation, communication, output, motivation, meaningfulness and enthusiasm are vital elements when assessing the role of emotions and its impact on JS in the company.
<b>13</b>	The COVID-19 pandemic has dampened the spirits of employees where change management and controlling of emotions are demonstrative of an employee with high levels of EI.

*(Source: Researcher's own compilation)*

#### **4.11 CONCLUSION**

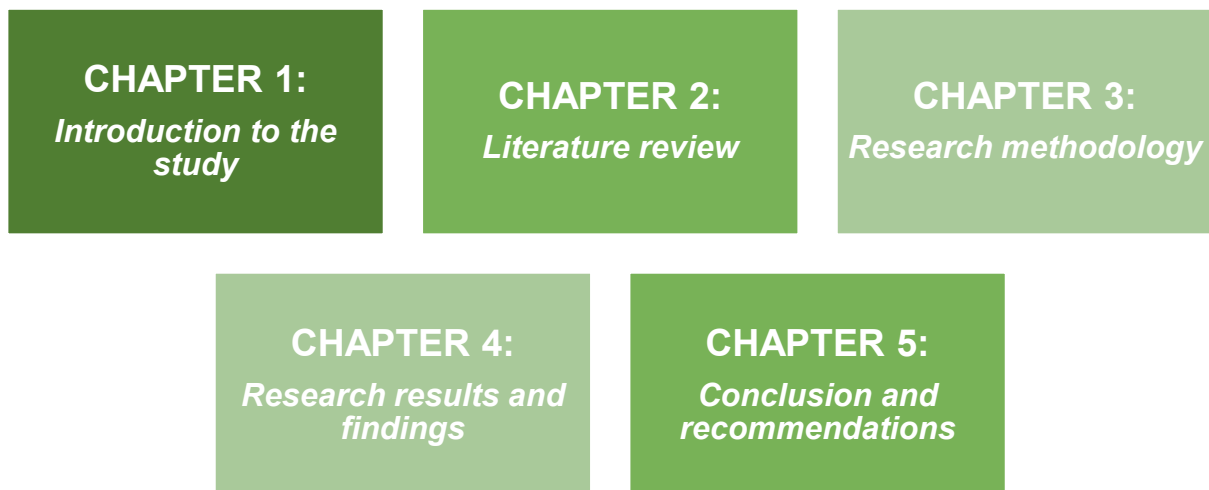
This chapter reported on the empirical results of the analysis undertaken in the study and the statistical methods used to analyse the data obtained from the questionnaire were clarified. This enabled the researcher to ascertain the significant associations or lack thereof, as well as the differences between the key demographic factors investigated in the study. The theoretical objectives communicated for this study have thus been accomplished. Chapter Five to follow presents the final conclusions that can be drawn in relation to each objective, suggests recommendations for future research and draws the study to a close.

# CHAPTER FIVE

## CONCLUSION AND RECOMMENDATIONS

### 5.1 INTRODUCTION

This research study consisting of five chapters concentrated on investigating employees' perceptions regarding the relationship between EI and JS within a South African FMCG company. In this chapter, the results obtained in Chapter Four will be interpreted and a summary of the findings will be presented, situating the findings in context of the literature review and statistical analyses conducted to address the secondary objectives (SOs) that derived from the primary objective (PO) to ultimately answer the research question (RQ). The final chapter revisits the research objectives, provides a summary of the research study, discusses the limitations of the research, makes recommendations for future research, and emphasises the overall contribution of the study. Finally, the researcher will reflect on the research journey before concluding the study. Figure 5.1 below provides a synopsis of the research study.



**Figure 5.1: Synopsis of the study** (Source: Researcher's own compilation)

A brief review of the preceding chapters that were included in the study will be outlined below:

### **Chapter One: Introduction**

Chapter One provided a background to the study and an outline of the research problem to be addressed. The key variables were defined, the research objectives were stated, and the research methodology was briefly discussed.

### **Chapter Two: Literature review**

This chapter presented the literature that was reviewed regarding how EI and JS have been conceptualised by scholars, and the models and theories pertaining to each. The measures used to determine levels of EI and JS were explored and critiqued. The chapter also provided an overview of the effects that the COVID-19 pandemic has had in the workplace.

### **Chapter Three: Research methodology**

In this chapter, the research methodology that was implemented in this study was emphasised. The chapter outlined the quantitative research approach and the exploratory research design that was utilised as well as the reasons for their selection as most appropriate to address the research objectives guiding the study. The population, sampling technique and sample size chosen were investigated and motivated. Additionally, the data collection instrument, data analysis methods, ethical considerations, reliability and validity of the research was scrutinised.

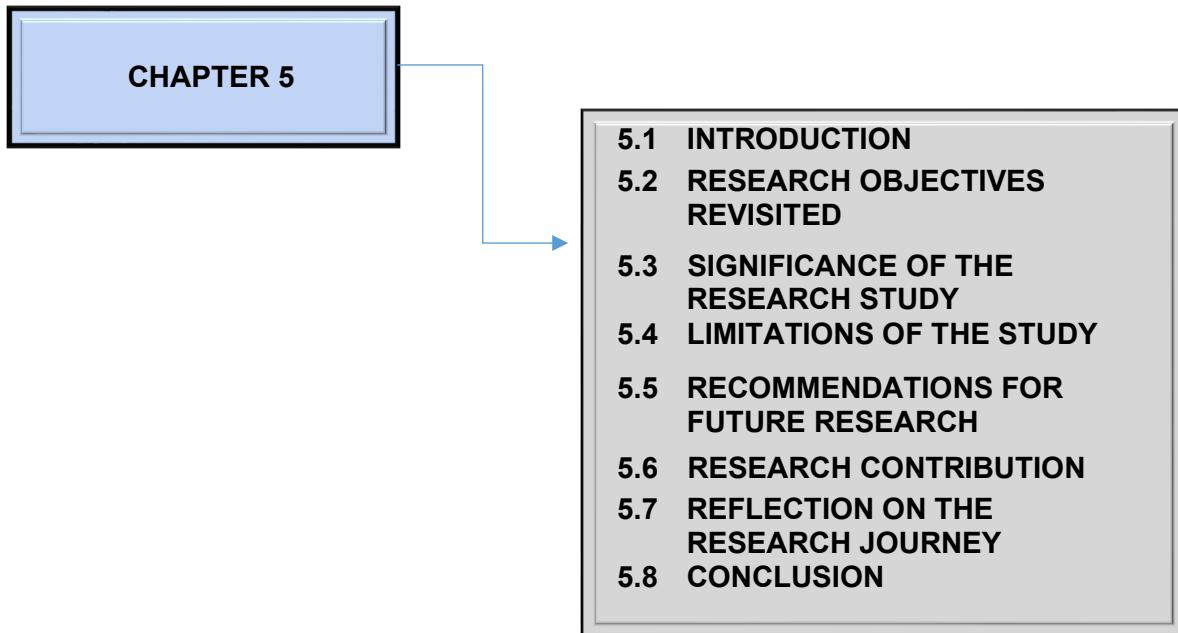
### **Chapter Four: Research results and findings**

This chapter presented the results that were derived from the descriptive and inferential statistical analysis of the data collected from the questionnaire. The findings that were presented in Chapter Four have lead to the formulation of the conclusions to be provided in Chapter Five.

### **Chapter Five: Conclusion and recommendations**

In this chapter, an overview of the research investigation is drawn. An outline of Chapter Five is depicted in Figure 5.2 on the next page. The findings pertaining to the secondary objectives are discussed as well as conclusions made in order to address

the primary objective. A summary of the study is provided, possible limitations are highlighted and recommendations for future research is suggested. The chapter ends with an overview of the research journey, which concludes the study.



**Figure 5.2: Outline of Chapter Five** (Source: Researcher's own compilation)

The next section deliberates on how the primary and secondary objectives were achieved by summarising the relevant findings, discussions and conclusions.

## **5.2 RESEARCH OBJECTIVES REVISITED**

The main purpose of this study was to examine employees' perceptions on the relationship between EI and JS within a South African FMCG company. The primary and secondary objectives outlined for this research study have been met. The four secondary objectives lay the foundation for achieving the primary objective and the findings and conclusion pertaining to each objective are summarised in the section that follows.

### **5.2.1 Secondary objectives**

The four secondary objectives are discussed below, and conclusions are provided.

### **5.2.1.1 SO 1: To measure the levels of EI and JS using the adopted scales**

As elaborated upon in Chapter Three, the measuring instrument was designed by incorporating two existing questionnaires, namely: (1) Wong and Law Emotional Intelligence Scale (WLEIS) (refer to Section B of the questionnaire – Annexure F); and (2) an adapted version of the Minnesota Job-Satisfaction questionnaire (MSQ) (refer to Section C of the questionnaire – Annexure F). The achievement of this objective was accomplished through an in-depth literature review (Chapter Two) and an empirical investigation (Chapter Four). Firstly, the Cronbach's alpha coefficients were evaluated to determine internal consistency (reliability). The Cronbach's alpha coefficients for the EI and JS constructs and sub-constructs exceeded the acknowledged threshold of 0.70 as highlighted by Hair *et al.* (2018) in section 4.3 of Chapter Four, indicating that the scales utilised in this study were consistent and reliable. The findings of this study are congruent with research conducted by Gong, Wu, Huang, Yan and Luo (2020) where the internal consistencies of the measured variables ranged from 0.801–0.892.

**Conclusion:** It can be concluded that each item served the objective significantly according to the guidelines provided by Pallant (2016).

### **5.2.1.2 SO 2: To identify statistical differences in the levels of EI and JS amongst selective demographic groups (gender, age, duration of employment and job grading)**

Concerning this secondary objective of the study, it was found that there were no significant differences with regard to gender, age and duration of employment on any of the EI and JS scales, except for job grading. However, a study by Gautam and Khurana (2019) determined that the results obtained from the t-test indicate that age and gender are positively related with both EI and JS. The outcome from the ANOVA disclosed that EI plays a significant role in the findings from middle level managers. Job grading, however, was not considered a contributing factor in Gautam and Khurana's (2019) investigation regarding demographic variables. The researcher further confirmed that the levels of EI increase with experience and position of the respondents within the company under investigation in this study.

**Conclusion:** In contradiction to other research studies, job grading was the only demographic variable that was positively related to both EI and JS. Statistically

significant differences were found between the job grading groups on the EI, EI\_OEA, JS and JS\_E scales, as highlighted in section 4.5.4 in Chapter Four.

**5.2.1.3 SO 3: To determine the statistical relationship between EI as independent variable and JS as dependent variable**

The Pearson's product-moment coefficient was used to determine the correlation between EI and JS. Based on the key observations noted in section 4.6, a significant relationship between EI and JS exists in this research study ( $r = 605$ ). Two other studies have confirmed that there is a positive relationship between EI and JS (Emdady & Bagheri, 2013; Tagoe & Quarshie, 2017). Furthermore, the findings of research by Park and Kim (2021) also emphasise that JS was positively and significantly related with EI.

**Conclusion:** The findings related to this objective correlate with previous research that has been conducted to determine the relationship between EI and JS as supported by literature cited above.

**5.2.1.4 SO 4: To investigate the moderating effects of selective demographic factors in the statistical relationship between EI and JS**

Age, gender and duration of employment did not moderate the relationship between EI and JS in this study. This finding contradicts the results from previous studies conducted by Vivek (2018), Muhammad (2018) and El Badawy and Magdy (2015). These authors found that the moderation effect of gender and age between EI and JS are significant. The demographic variable dealing with job grading was not taken into consideration in their studies. However, in this study job grading was considered a significant predictor that moderated the relationship between EI and JS as opposed to the other demographic variables (gender, age and the duration of employment). Whilst the conditional effects in Table 4.34 reflect that the association between EI and JS are positive for middle and senior management, a study by Thiruchelvi and Supriya (2009) revealed contradictory findings, as the level of EI and JS was higher for junior level management than middle level management. This is indicative of the fact that as employees are promoted they may not find the role to be challenging, which affects their level of satisfaction.

**Conclusion:** It can be assumed that employees grow with regard to their experience and responsibilities in the company under investigation and move into higher positions



and they may no longer find their tasks challenging, which directly affects their level of JS. Employees in higher positions are more likely to be satisfied with their jobs as they are trusted with more responsibilities such as decision-making and problem solving, and have more autonomy, among others. They might also feel more valued, more loyal and more likely to stay with the company and to produce higher quality work.

### **5.2.2 Primary objective**

The discussions and conclusions of the four secondary objectives assisted in answering the primary research objective, namely to examine the employees' perceptions on the relationship between EI and JS within a South African FMCG company. Conclusions drawn from the empirical research study that was conducted determined that there is a relationship between EI and JS, which coincides with the findings from previous research to some extent, except for job grading which was the only demographic variable that was positively associated to both EI and JS.

## **5.3 SIGNIFICANCE OF THE RESEARCH STUDY**

Table 5.1 below summarises the significance of the research study and the unique contribution to the scholarly body of knowledge (refer to Table 4.1 in Chapter Four to see how the study evolved). There has been much questioning regarding the correlation between EI and JS. It is noteworthy to report that through a literature search (Google Scholar, ProQuest and databases available from UNISA's Library) using the search term 'relationship between emotional intelligence and job satisfaction', only five studies on the relationship between EI and JS could be found. Table 5.1 on the next page presents a summary of these studies that are drawn from several fields and listed in chronological order from the period 2010 to 2020.

**Table 5.1: Research on the relationship between EI and JS**

Author/s and date	Title of the study	Unit of analysis	Findings
Gopinath & Chitra, 2020	Emotional intelligence and job-satisfaction of employees at SAGO companies in Salem District: A correlational study	Employees	The attributes of EI, that is, self-awareness, self-management, social awareness and relationship contribute positively to JS. The demographic profile of respondents is significantly different with the attributes of EI and JS.
Haleem & Rahman, 2018	On the relationship between emotional intelligence and job-satisfaction	Workers in the tele-communication sector	A positive connection between EI and JS emanates. Managers should be able to provide training programs to employees to improve their EI skills and ultimately enhance their gratification and positively influence the bottom line of the organisation.
Kassim <i>et al.</i> , 2016	Emotional intelligence and job-satisfaction among lecturers of Universities in Kano State: Empirical evidence	Academic lecturers	There are gaps that are prevalent regarding the relationship between EI and JS among the lecturers at Universities in the Kano State region. Previous studies have not

			highlighted the relationship between the two variables at university level. There is no significant relationship between emotional appraisal and JS. The test was rejected.
Tagoe & Quarshie, 2017	The relationship between emotional intelligence and job-satisfaction among nurses in Accra	Nurses	A positive relationship between EI and JS exists. There is no significant difference between female and male JS scores.
Mousavi <i>et al.</i> , 2012	The relationship between EI and JS of physical education teachers	Physical education teachers	The correlations between EI and JS of physical education teachers are positive. The greater the EI of PE teachers the more they will be content with their jobs. However, it seems that PE teachers require a high level of EI as they are constantly interacting with students and play a pivotal role in the transformation of their attitudes, behaviour and expertise of physical activity.

(Source: Researcher's own compilation)

**Table 5.2: Summary of the research study**

Research problem	Research question	Objectives	Significance of the research study
<p>Possible psychological responses that may emerge in the workplace include depression and absenteeism. This research study explored the relationship between EI and JS among employees in the participating FMCG company under investigation.</p>	<p>What is the relationship between EI and JS among employees within a South African FMCG company?</p>	<p><b>Primary objective:</b></p> <p>To examine employees' perceptions on the relationship between EI and JS within a South African FMCG company.</p> <p><b>Secondary objectives:</b></p> <p>In order to achieve the primary objective, the following secondary objectives were devised:</p> <ul style="list-style-type: none"> <li>• To measure the levels of EI and JS by using the adopted scales.</li> <li>• To identify statistical differences in levels of EI and JS amongst selective demographic groups (gender, age, tenure, job grading).</li> <li>• To determine the statistical relationship between EI as</li> </ul>	<p>This study has disclosed that an individual with high EI will understand their own emotions as well as those of others, which is required for maximising productivity.</p> <p>The findings provide additional information to the current literature on the valuable relationships between the two constructs namely EI and JS and how those manifests in demographic characteristics.</p> <p>A void in literature exists as only five research studies conducted during the past 10 years could be found where the focus was on the relationship between EI and JS in different industries (telecommunication, education, nursing and manager/clerk relationship) and</p>

		<p>independent variable and JS as dependent variable.</p> <ul style="list-style-type: none"><li>• To investigate the moderating effects of selective demographic factors in the statistical relationship between EI and JS.</li></ul>	<p>none could be found that concentrate on the FMCG industry.</p>
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*(Source: Researcher's own compilation)*

Table 5.2 summarised the study with regard to the problem statement, research questions, primary and secondary objectives and the significance of the study in terms of the contribution towards the scholarly body of knowledge. The limitations of the study will now be provided and recommendations for future research that might add value to this research focus area will be outlined.

#### **5.4 LIMITATIONS OF THE STUDY**

This study is not without its limitations. Firstly, for the purpose of this research the targeted respondents were employees from the logistics division and not the entire FMCG company. Thus, generalisation is restricted to this division that was sampled in the organisation and the findings may not be applicable to other divisions. The negative impact of the COVID-19 pandemic on the selection of the population and sample size must also be acknowledged. It would have been desirable to include the entire population (N = 242) through a census sampling approach, however more than half of the potential respondents did not have internet access. A paper and pencil questionnaire was then considered but due to possible contamination and strict cross-departmental restrictions at the FMCG company under analysis, the last option was to include only employees with access to the internet (N = 112) to participate in the study.

Moreover, the respondents' involvement was regarded as voluntary and the results must be construed with discretion as their views cannot be generalised to the entire FMCG industry within South Africa. As only one division from the company was involved in this study, the findings thus cannot be generalised to the industry at large. In addition, a cross-sectional research approach was utilised in this study. Lastly, even though the researcher has assured anonymity of the responses there is a possibility that respondents were extremely cautious in terms of the information that was provided due to the nature and sensitivity of the questions. Therefore, some respondents may have been less forthcoming in their responses to the questionnaire.

#### **5.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

It is proposed that engagements with various leaders from diverse organisations should be undertaken to develop more awareness of the role of EI and JS and ways in which EI is being utilised to ensure employees are content and are provided with a favourable working environment. This might assist in ascertaining the distinctive and common effects

of EI and JS dimensions for future research projects. The probable reasons for this can be explored in future research. A longitudinal research study could be considered to assess employees' behaviour over a period of time, which could possibly have an impact on the outcome of the study. Bearing in mind that this study aimed to assess the relationship between EI and JS with the moderating effects of gender, age, duration of employment and job grading, it is proposed that further demographic factors that will serve as moderators, such as designation, pay bracket and qualifications, be taken into consideration in future research. From the above findings it must be noted that not many studies encouraged the use of job grading in their demographic analysis; hence it is recommended that researchers provide further insight into this.

Based on the results of this study; it is evident that the respondents in the company under investigation have been affected emotionally and morally by the COVID-19 pandemic. It is thus advised that research into EI and its impact on mental health should also be considered to shed light on how employees are being affected in their working environment. It is also recommended that similar studies be conducted in the public sector to determine whether the perceptions from employees on the relationship between EI and JS discover the same outcome, or whether differences in results can be established. In addition, other instruments designed to measure the perceptions of employees on EI and JS can be utilised in exploring this area of interest. The discussion above was intended to uncover suggestions for future research, which was articulated on the basis of the findings of this study.

## **5.6 RESEARCH CONTRIBUTION**

The following contributions were made based on the findings of the study.

### **5.6.1 Theoretical implications**

There are numerous studies that focus predominantly on EI and JS in the workplace that also place emphasis on the issue of leadership (e.g. Alotaibi, Amin & Winterton, 2020; Bernarto, Sudibjo, Bachtiar, Suryawan, Purwanto & Asbari, 2020; Crowne, Young, Goldman, Patterson, Krouse & Proenca, 2017; Moon, 2021). This is what makes this study unique as leadership as a variable was not included. The titles of the studies on EI and JS were analysed and it was noted that many concentrated mainly on leadership within organisations. It must be emphasised that this study contributes to the existing

body of knowledge as it includes both managerial and non-managerial employees and the perceptions of all the respondents without excluding any employees based on their area of specialisation.

### **5.6.2 Managerial implications**

The findings obtained in this study have revealed that a positive relationship is evident between EI and JS. Both variables have not only received wide appreciation but serve as core components in stimulating the management-employee relationship in an organisation. Accordingly, Gray (2016) indicates that EI is among the top 10 skills needed by people in the Fourth Industrial Revolution. Based on the conclusions drawn in this study, another contribution would be for other organisations or environments to encourage the use of EI training programmes to be put in place to develop EI skills in employees, which will ultimately establish powerful interpersonal relationships and enhance decision-making in the workforce. This would assist organisations to build efficient teams, manage adaptability and retain dedicated employees.

In addition, an EI test can be performed by the human resources department when recruiting and screening applicants for a position. A key JS strategy can include implementing a soft skill session that places emphasis on improving EI\_UOE, EI\_ROE and the manner in which individuals interact with others. The development of skills such as logical skills, resourceful skills and conception skills should be given priority for all employees, which can be assessed during performance appraisal. Managers who possess a high level of EI can assist in improving their employees' creativity through engagement and productivity. Furthermore, management can create positive interactions among staff, which would lead to increased cooperation, performance and satisfaction (Mfikwe & Pelser, 2017).

## **5.7 REFLECTION ON THE RESEARCH JOURNEY**

The section that follows provides an overview of the reasons for the selection of the specific areas of focus in the study and the overall research process.



## **Why I chose this topic**

EI and JS have been very critical and controversial focus areas during the last few decades. The value of EI lies in its contribution to the manner in which individuals think, adapt, plan and allow for effective decision-making so that they can become productive in the roles they perform. This topic has been extremely invigorating to research as EI has become a high demand skill and a requirement for leading change in different sectors of the economy. In addition, the value of JS cannot be underestimated as it is pivotal to ensure that employees remain within a company for a longer period of time and are self-motivated and happy in their current roles. Change is always accompanied by an amendment in emotions as most individuals prefer familiarity, reassurance and comfort. The topic of the relationship between EI and JS became more meaningful when the COVID-19 pandemic emerged causing mental health conditions, stress, anxiety and panic across the globe. The uncertainty faced has surely impacted people's emotions where social distancing and regular sanitising must be adhered to, and many people are also coping with the loss of loved ones on a daily basis.

## **My research experiences**

My experience as a postgraduate student has been a rewarding element in my research journey. Research has indeed proven to provide a fundamental supplement in my education and learning. In addition, it has allowed me to reinforce my basic knowledge of the field of research and to adopt new techniques and build confidence for a research area that I am so passionate about. I have also been well-oriented into the guidelines of the Department of Business Management at UNISA and working with tight deadlines. The journey has involved sacrifices, late nights and early mornings but it would have not been possible without the support of a team of individuals that has made it so blissful and one that I will appreciate in the years to come.

## **5.8 CONCLUSION**

This research study has discovered and documented that individuals with high EI will realise and control their own and other's emotions, which is a vital contributor for productivity and organisational commitment in the workplace. EI offers optimism and by incorporating emotional resilience this can assist an employee when handling

interpersonal conflicts. In addition, emotionally intelligent persons are flexible and willing to make efforts by concentrating on resolutions rather than fault-finding. This study may assist management to pay attention to these dynamics by building employment relationships, strengthening communication, shaping team norms, sparking passion and maximising performance, which ultimately leads to improved JS. It is suggested that EI testing be involved in the selection and hiring phases, which would ultimately support an organisation in realising their vision and can promote healthier work environments (Johnstone, 2021). The findings of this study provide additional information to add to the current literature on the valuable relationships between the two constructs, namely EI and JS, and how that manifest in demographic characteristics. This study contributes to the knowledge base of the research focus area regarding the relationship between EI and JS. The objectives have been met and the research question answered.

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# ANNEXURE A: ETHICAL CLEARANCE CERTIFICATE



## UNISA ETHICS REVIEW COMMITTEE

Date 19 May 2021

NHREC Registration # : N/A  
ERC Reference # 2021\_CEMS\_BM\_116  
Name : Ms Sureshnee Naicken  
Student #46190694  
Staff #N/A

Dear Ms Sureshnee Naicken

**Decision: Ethics Approval from  
May 2021 to May 2024**

**Researcher(s): Name:** Ms Sureshnee Naicken  
E-mail address: 46190694@mylife.unisa.ac.za  
Telephone # 084 750 5173

**Supervisor (s): Name:** Prof S Van Antwerpen  
E-mail address # vanans@unisa.ac.za  
Telephone # (012) 429-4988

### Working title of research:

**Employee perceptions on the relationship between emotional intelligence and job-satisfaction: A study within a South African FMCG company**

**Qualification:** M Com

Thank you for the application for research ethics clearance by the Unisa Ethics Review Committee for the above-mentioned research. Ethics approval is granted for 3 years.

*The **low risk application** was **reviewed** by a Sub-committee (Department of Business Management Ethics Review Committee) of URERC on 11 May in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on 19 May 2021.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.



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2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the ethics Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
8. No field work activities may continue after the expiry date of 19 May 2024. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

**Note:**

*The reference number 2021\_CEMS\_BM\_116 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature



Chairperson : Prof S Rudansky-Kloppers  
Department of Business Management  
E-mail: E-mail: rudans@unisa.ac.za  
Tel: (012) 429- 4689

Signature



Executive Dean : Prof Thomas Mogale  
Economic and Management Sciences  
E-mail: mogalmt@unisa.ac.za  
Tel: (012) 429-4805

## ANNEXURE B: GATEKEEPER'S LETTER



28th December 2020

Prof. S van Antwerpen

Request for permission to conduct study at Pioneer Foods

Approval for Sarehnee Naicken to conduct research is granted based on the following conditions:

- \* Questionnaire only to be distributed within PFLS (Pioneer Foods Logistics Services)
- \* Employees responses to be handled as anonymous
- \* Outcome only to be used for academical purposes

Regards

**Tertius Barnard**

**PFLS Executive**

+27 22 482 7268

[tertius.barnard@pioneerfoods.co.za](mailto:tertius.barnard@pioneerfoods.co.za) [www.pioneerfoods.co.za](http://www.pioneerfoods.co.za)

28 Bokomo Street  
Malmesbury  
7299

### **ESSENTIAL FOODS**

Glacier Place, 1 Sportica Crescent, Tyger Valley, 7530 |

T: +27 21 974 4000 | F: +27 86 407 0044

Essential Foods (a division of Pioneer Foods  
(Pty) Ltd) | Reg. No. 1957/000634/07 Directors  
TA Carstens, Ms J Jacobs, F Lombard | Ms J  
Jacobs (Company Secretary)

[www.pioneerfoods.co.za](http://www.pioneerfoods.co.za)

## ANNEXURE C: CONFIDENTIALITY AGREEMENTS



### Confidentiality Agreement: Statistician

This is to certify that I, **Dr Dion van Zyl** the statistician of the research project '**Employees perceptions on the relationship between emotional intelligence and job-satisfaction: A study within a South African FMCG company**' agrees to the responsibilities of the statistical analysis of the data obtained from participants (and additional tasks the researcher(s) may require in my capacity as statistician).

I acknowledge that the research project is/are conducted by:

**Name of researcher: Sareshnee Naicken**

**Institution: University of South Africa**

**College: Department of Economic and Management Sciences**

I understand that any information (written, verbal or any other form) obtained during the performance of my duties must remain confidential and in line with the UNISA Policy on Research Ethics. This includes all information about participants, their employees/their employers/their organisation, as well as any other information. I undertake to comply with the provisions of the POPI Act (2013), as well as all applicable legislation as amended or substituted from time to time. This include treating all Personal Information strictly as defined within the parameters of POPI, and to process Personal Information only in accordance with the consent it was obtained for and for the purpose agreed to.

I agree to:



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Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

- i. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format with anyone other than the researcher(s).
- ii. Keep all research information in any form or format (e.g., documents, tapes, transcripts) secure while it is in my possession.
- iii. Return all research information in any form or format to the researcher(s) when I have completed the research tasks.
- iv. After consulting with the researcher(s), erase or destroy all research information in any form or format regarding this research project that is not returnable to the researcher(s) (e.g., information stored on computer hard drive).

I understand that any unauthorised release or carelessness in the handling of this confidential information is considered a breach of the duty to maintain confidentiality.

I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal and/or possible liability in any legal action arising from such breach.

Full name of statistician: DION VAN ZYL



Signature of statistician:


Date: 2021/02/05

Address of statistician: 888 29<sup>th</sup> AVENUE, RIETFONTEIN, PRETORIA

Statistical Company: PRETORIA

Any Job/reference number: RA405

Full Name of Primary Researcher: Sareshnee Naicken

Signature of Primary Researcher:  Date: 05.02.2021





## **Confidentiality Agreement: Online survey research consultant**

This is to certify that I, **Erik van Zyl** the online survey designer of the research project '**Employees perceptions on the relationship between emotional intelligence and job-satisfaction: A study within a South African FMCG company**' agrees to the responsibilities regarding online data management, scripting, hosting, extraction and compilation of data obtained from participants (and additional tasks the researcher(s) may require in my capacity as online survey designer).

I acknowledge that the research project is/are conducted by:

**Name of researcher: Sareshnee Naicken**

**Institution: University of South Africa**

**College: Department of Economic and Management Sciences**

I understand that any information (written, verbal or any other form) obtained during the performance of my duties must remain confidential and in line with the UNISA Policy on Research Ethics.

This includes all information about participants, their employees/their employers/their organisation, as well as any other information.

I undertake to comply with the provisions of the POPI Act (2013), as well as all applicable legislation as amended or substituted from time to time. This include treating all Personal Information strictly as defined within the parameters of POPI, and to process Personal Information only in accordance with the consent it was obtained for and for the purpose agreed to.

I agree to:

- i. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format with anyone other than the researcher(s).
- ii. Keep all research information in any form or format (e.g., documents, tapes, transcripts) secure while it is in my possession.
- iii. Return all research information in any form or format to the researcher(s) when I have completed the research tasks.
- iv. After consulting with the researcher(s), erase or destroy all research information in any form or format regarding this research project that is not returnable to the researcher(s) (e.g., information stored on computer hard drive).

I understand that any unauthorised release or carelessness in the handling of this confidential information is considered a breach of the duty to maintain confidentiality.

I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal and/or possible liability in any legal action arising from such breach.

Full name of designer: Erik van Zyl

Signature of designer: 


Date: 2021/02/08

Address of designer: 900A, 22<sup>nd</sup> Ave Rietfontein Pretoria

Research & Statistical Consultancy: Solution Research

Any Job/reference number: SN/2020/131

Full Name of Primary Researcher: Sareshnee Naicken

Signature of Primary Researcher:  \_\_\_\_\_ Date: 05.02.2021

## Confidentiality Agreement: Language Editor

This is to certify that I, **Serrenta Naidoo** the language editor of the research project '**Employees' perceptions on the relationship between emotional intelligence and job-satisfaction: A study within a South African FMCG company**' agrees to the responsibilities in the editing of the masters dissertation, protection of data obtained from participants (and additional tasks the researcher(s) may require in my capacity as language editor).

I acknowledge that the research project is/are conducted by:

**Name of researcher: Sareshee Naicken**

**Institution: University of South Africa**

**College: Department of Economic and Management Sciences**

I understand that any information (written, verbal or any other form) obtained during the performance of my duties must remain confidential and in line with the UNISA Policy on Research Ethics.

This includes all information about participants, their employees/their employers/their organisation, as well as any other information.

I undertake to comply with the provisions of the POPI Act (2013), as well as all applicable legislation as amended or substituted from time to time. This includes treating all Personal Information strictly as defined within the parameters of POPI, and to process Personal Information only in accordance with the consent it was obtained for and for the purpose agreed to.

I agree to:



- v. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format with anyone other than the researcher(s).
- vi. Keep all research information in any form or format (e.g., documents, tapes, transcripts) secure while it is in my possession.
- vii. Return all research information in any form or format to the researcher(s) when I have completed the research tasks.
- viii. After consulting with the researcher(s), erase or destroy all research information in any form or format regarding this research project that is not returnable to the researcher(s) (e.g., information stored on computer hard drive).

I understand that any unauthorised release or carelessness in the handling of this confidential information is considered a breach of the duty to maintain confidentiality.

I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal and/or possible liability in any legal action arising from such breach.

Full name of language editor: Serrenta Naidoo

Signature of language editor: 


Date: 10 February 2021

Address of language editor: 6 Harold Lane, Malvern, 4093

Language and Editing Company: The Writing Place

Any Job/reference number: Naicken03/2021

Full Name of Primary Researcher: Sareshnee Naicken

Signature of Primary Researcher:  Date: 09.02.2021



## ANNEXURE D: PILOT TEST INVITATION



Dear respondent

Thank you for your interest to participate in the pilot questionnaire.

### WHAT IS A PILOT STUDY?

A pilot study is a preliminary study to test the entire questionnaire process, at a stage when the data collection instruments are almost finalised. The test has been designed to replicate what will actually be happening in the main stage as closely as possible.

### WHY IS A PILOT TEST NECESSARY?

- To determine the feasibility of the study.
- Discover problems that might compromise the data.
- Highlight areas of concern or weaknesses which are analysed.
- Establish the cost and time factors of the study.

### Kindly take note and comment on:

- Any questions that were confusing, recurring, unclear, requires clarity, spelling errors and constructive and provide recommendations.
- The Survey URL is as follows:

<http://www.solutionresearch.co.za/limesurvey/index.php/899521?lang=en>

Thank you for your time and assistance.

Kind regards

Miss Sareshnee Naicken

Mobile number: +27847505173

Email: [sarshneenaicken1@yahoo.com](mailto:sarshneenaicken1@yahoo.com)



## ANNEXURE E: EMAIL SENT TO THE UNIT MANAGERS



(CONFIDENTIAL)

Dear Unit Managers,

I welcome you to my research questionnaire.

The success of a company is reliant on transparent business goals, dynamic culture and job satisfaction. In line with this, we have created an online questionnaire for employees asking them about their opinion. What is required? We know your time is valuable and we want to make it worthwhile. However, please note as unit managers your role is of paramount importance in this process by participating and circulating the questionnaire to all employees only within your area of jurisdiction that are on email and have internet access. No incentives will be provided.

Herewith the Survey URL to continue:

<http://www.solutionresearch.co.za/limesurvey/index.php/973971?lang=en>

Closing date: 18th June 2021.

I do suggest you sit comfortably, make a cup of coffee and enjoy every minute!

Thank you!

Kind regards

Miss Sareshnee Naicken

Mobile number: +27847505173

Email: [sareshneenaicken1@yahoo.com](mailto:sareshneenaicken1@yahoo.com)



# ANNEXURE F: INFORMED CONSENT AND ONLINE QUESTIONNAIRE



## EMPLOYEES' PERCEPTIONS ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB-SATISFACTION: A STUDY WITHIN A SOUTH AFRICAN FMCG COMPANY

Dear Prospective Participant,

You are invited to participate in an online web questionnaire conducted by Miss Sareshnee Naicken, under the supervision of Professor Sumei van Antwerpen, a professor in the Department of Business Management, towards a Master's degree at the University of South Africa.

The questionnaire you have received has been designed to examine the relationship between emotional intelligence and job-satisfaction within a South African fast-moving organisation.

You are invited to participate in this study as you are an employee in a leading FMCG corporate in South Africa. By completing this questionnaire, you agree that the information you provide may be used for research purposes, including dissemination through peer-reviewed publications and conference proceedings. It could also be shared in conference presentations, the publication of academic articles and other communication.

It is anticipated that the information we gain from this questionnaire will help us to will help us to understand employee's perceptions on emotional intelligence and job-satisfaction. You are, however, under no obligation to complete the questionnaire and you can withdraw from the study prior to submitting the questionnaire. The questionnaire is developed to be anonymous, meaning that we will have no way of



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connecting the information that you provide to you personally. Consequently, you will not be able to withdraw from the study once you have clicked the send button based on the anonymous nature of the questionnaire. If you choose to participate in this questionnaire it will take up no more than 20 minutes of your time. You will not benefit from your participation as an individual, however, it is envisioned that the findings of this study will be used in a Masters dissertation. We do not foresee that you will experience any negative consequences by completing the questionnaire. The researcher(s) undertake to keep any information provided herein confidential, not to let it out of our possession and to report on the findings from the perspective of the participating group and not from the perspective of an individual.

The records will be kept for five years for audit purposes where after it will be permanently destroyed (electronic versions will be permanently deleted from the hard drive of the computer). You will not be reimbursed or receive any incentives for your participation in the questionnaire.

The research was reviewed and approved by the Department of Business Management Research Ethics Review Committee. A copy of the approval letter can be obtained from the researcher if you so wish. The primary researcher, Sareshnee Naicken can be contacted during on [sarshneenaicken1@yahoo.com](mailto:sarshneenaicken1@yahoo.com) or 0847505173. The study leader, Professor Sumei van Antwerpen, can be contacted during office hours at [vanans@unisa.ac.za](mailto:vanans@unisa.ac.za) or 012 429 4988. Alternatively, should there be any anomalies or questions regarding the ethical aspects of the study, kindly contact the Colleges Research Ethics and Integrity advisor; Marianne Engelbrecht on [engelm1@unisa.ac.za](mailto:engelm1@unisa.ac.za) or 012 429 4502. Alternatively, you can report any serious unethical behaviour at the University's Toll Free Hotline 0800 86 96 93.

I agree to the recording of the online questionnaire and by clicking on "next" I am giving my consent to participate in this study.





## SECTION A: DEMOGRAPHIC INFORMATION

Please indicate the most appropriate option with an X in the space provided.

1. How would you describe yourself in terms of your gender?

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female
<input type="checkbox"/>	Other

2. a Age in years (example 25 years)

2. b What is your age group?

<input type="checkbox"/>	18-29 years
<input type="checkbox"/>	30-39 years
<input type="checkbox"/>	40-49 years
<input type="checkbox"/>	50-59 years
<input type="checkbox"/>	60 < years

3. Duration of employment in current position?

<input type="checkbox"/>	less than 5 years
<input type="checkbox"/>	6 – 10 years
<input type="checkbox"/>	11 – 15 years
<input type="checkbox"/>	16 – 20 years
<input type="checkbox"/>	21 – 25 years
<input type="checkbox"/>	26 < years

4. How would describe yourself in terms of a population group?

<input type="checkbox"/>	Asian
<input type="checkbox"/>	Black-African
<input type="checkbox"/>	Coloured

	Indian
	White
	Other

### 5. Job grading

	Junior level
	Middle management
	Senior management
	Executive management

## SECTION B: EMOTIONAL INTELLIGENCE

This section consists of a list of descriptive statements. In responding to these you will provide us with information about the way you see yourself typically dealing with emotions (EI) in the workplace. Indicate your level of agreement with each statement with an X next to each statement. Please do not skip a question.

ITEM	Strongly disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a good sense of why I feel certain feelings most of the time.	1	2	3	4	5	6	7
2. I have a good understanding of my own emotions.	1	2	3	4	5	6	7
3. I really understand what I feel.	1	2	3	4	5	6	7
4. I always know whether I am happy or not.	1	2	3	4	5	6	7
5. I always know my friends' emotions from their behaviour.	1	2	3	4	5	6	7
6. I am a good observer of others' emotions.	1	2	3	4	5	6	7
7. I am sensitive to the feelings and emotions of others.	1	2	3	4	5	6	7
8. I have a good understanding of the emotions of people around me.	1	2	3	4	5	6	7
9. I always set goals for myself and then try my best to achieve them.	1	2	3	4	5	6	7
10. I always tell myself I am a competent person.	1	2	3	4	5	6	7
11. I am a self-motivating person.	1	2	3	4	5	6	7
12. I would always encourage myself to try my best.	1	2	3	4	5	6	7
13. I am able to control my temper so that I can handle difficulties rationally.	1	2	3	4	5	6	7
14. I am quite capable of controlling my own emotions.	1	2	3	4	5	6	7
15. I can always calm down quickly when I am very angry.	1	2	3	4	5	6	7
16. I have good control of my emotions.	1	2	3	4	5	6	7



## SECTION C: JOB SATISFACTION

This section relates to your general views regarding how satisfied you are with your current job. Indicate the level of agreement/disagreement of each statement with a X. Please do not skip a question.

ITEM	Very dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very satisfied
1. Being able to keep busy all the time.	1	2	3	4	5
2. The chance to work alone on the job.	1	2	3	4	5
3. The chance to do different things from time to time.	1	2	3	4	5
4. The chance to be "somebody" in the community.	1	2	3	4	5
5. Being able to do things that don't go against my conscience.	1	2	3	4	5
6. The chance to do things for other people.	1	2	3	4	5
7. The chance to tell people what to do.	1	2	3	4	5
8. The chance to do something that makes use of my abilities.	1	2	3	4	5
9. The freedom to use my own judgment.	1	2	3	4	5
10. The chance to try my own methods of doing the job.	1	2	3	4	5
11. The praise I get for doing a good job.	1	2	3	4	5
12. The feeling of accomplishment I get from the job.	1	2	3	4	5
13. The way my boss handles his/her workers.	1	2	3	4	5
14. The competence of my supervisor in making decisions.	1	2	3	4	5
15. The way my job provides for steady employment.	1	2	3	4	5
16. The way the policies are put into practice.	1	2	3	4	5
17. My pay and the amount of work I do.	1	2	3	4	5
18. The chances for advancement on this job.	1	2	3	4	5
19. The working conditions.	1	2	3	4	5
20. The way my co-workers get along with each other.	1	2	3	4	5



**Please reflect on the following questions:**

1) In your opinion, what role does emotions and feelings have regarding job-satisfaction in your organisation?

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2) In your current position how has the Covid-19 pandemic impacted your emotions?

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# **ANNEXURE G: FOLLOW-UP EMAIL TO UNIT MANAGERS**

**(CONFIDENTIAL)**

Hi Team,

A kind reminder that completion of the questionnaire is voluntary and that is for academic purposes only. Please take note of the closing date.

The link is below.

Thanks

Kind regards

Miss Sareshnee Naicken

Mobile number: +27847505173

Email: [sareshneenaicken1@yahoo.com](mailto:sareshneenaicken1@yahoo.com)

## ANNEXURE H: ANOVA Effect Sizes<sup>a,b</sup>

Scale		Point Estimate	95% Confidence Interval	
			Lower	Upper
EI_SEA	Eta-squared	0.037	0	0.143
	Epsilon-squared	0.006	-0.032	0.115
	Omega-squared Fixed-effect	0.006	-0.032	0.114
	Omega-squared Random-effect	0.003	-0.016	0.06
EI_OEA	Eta-squared	0.107	0	0.245
	Epsilon-squared	0.079	-0.032	0.221
	Omega-squared Fixed-effect	0.077	-0.032	0.218
	Omega-squared Random-effect	0.04	-0.016	0.123
EI_UOE	Eta-squared	0.032	0	0.133
	Epsilon-squared	0.001	-0.032	0.105
	Omega-squared Fixed-effect	0.001	-0.032	0.104
	Omega-squared Random-effect	0	-0.016	0.055
EI_ROE	Eta-squared	0.071	0	0.197
	Epsilon-squared	0.041	-0.032	0.171
	Omega-squared Fixed-effect	0.04	-0.032	0.169
	Omega-squared Random-effect	0.02	-0.016	0.092
EI	Eta-squared	0.095	0	0.23
	Epsilon-squared	0.066	-0.032	0.205
	Omega-squared Fixed-effect	0.065	-0.032	0.203
	Omega-squared Random-effect	0.034	-0.016	0.113

Scale		Point Estimate	95% Confidence Interval	
			Lower	Upper
JS_I	Eta-squared	0.072	0	0.199
	Epsilon-squared	0.042	-0.032	0.173
	Omega-squared Fixed-effect	0.042	-0.032	0.171
	Omega-squared Random-effect	0.021	-0.016	0.093
JS_E	Eta-squared	0.144	0.011	0.289
	Epsilon-squared	0.116	-0.02	0.266
	Omega-squared Fixed-effect	0.115	-0.02	0.263
	Omega-squared Random-effect	0.061	-0.01	0.151
JS	Eta-squared	0.128	0.005	0.27
	Epsilon-squared	0.1	-0.027	0.247
	Omega-squared Fixed-effect	0.099	-0.026	0.244
	Omega-squared Random-effect	0.052	-0.013	0.139
a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.				
b. Negative but less biased estimates are retained, not rounded to zero.				



## ANNEXURE I: POST HOC TESTS

Dependent Variable		(I) 5. Job grading	(J) 5. Job grading	Mean Difference (I-J)	Std. Error	Sig.
EI_SEA	Bonferroni	Junior level	Middle management	-0.023	0.176	1
			Senior management	-0.313	0.226	0.514
		Middle management	Junior level	0.023	0.176	1
			Senior management	-0.29	0.203	0.473
		Senior management	Junior level	0.313	0.226	0.514
			Middle management	0.29	0.203	0.473
EI_OEA	Bonferroni	Junior level	Middle management	-0.107	0.2	1
			Senior management	-.65972*	0.257	0.038
		Middle management	Junior level	0.107	0.2	1
			Senior management	-0.553	0.23	0.058
		Senior management	Junior level	.65972*	0.257	0.038
			Middle management	0.553	0.23	0.058
EI_UOE	Bonferroni	Junior level	Middle management	0.1	0.129	1
			Senior management	-0.104	0.165	1
		Middle management	Junior level	-0.1	0.129	1
			Senior management	-0.204	0.148	0.522
		Senior management	Junior level	0.104	0.165	1
			Middle management	0.204	0.148	0.522

Dependent Variable		(I) 5. Job grading	(J) 5. Job grading	Mean Difference (I-J)	Std. Error	Sig.
EI_ROE	Bonferroni	Junior level	Middle management	-0.024	0.171	1
			Senior management	-0.424	0.219	0.174
		Middle management	Junior level	0.024	0.171	1
			Senior management	-0.399	0.197	0.141
		Senior management	Junior level	0.424	0.219	0.174
			Middle management	0.399	0.197	0.141
EI	Bonferroni	Junior level	Middle management	-0.013	0.13	1
			Senior management	-0.375	0.167	0.086
		Middle management	Junior level	0.013	0.13	1
			Senior management	-0.362	0.15	0.057
		Senior management	Junior level	0.375	0.167	0.086
			Middle management	0.362	0.15	0.057
JS_I	Bonferroni	Junior level	Middle management	-0.064	0.13	1
			Senior management	-0.35	0.167	0.123
		Middle management	Junior level	0.064	0.13	1
			Senior management	-0.286	0.15	0.186
		Senior management	Junior level	0.35	0.167	0.123
			Middle management	0.286	0.15	0.186

Dependent Variable		(I) 5. Job grading	(J) 5. Job grading	Mean Difference (I-J)	Std. Error	Sig.
JS_E	Bonferroni	Junior level	Middle management	-0.227	0.18	0.633
			Senior management	-.73958*	0.231	0.007
		Middle management	Junior level	0.227	0.18	0.633
			Senior management	-.51220*	0.208	0.049
		Senior management	Junior level	.73958*	0.231	0.007
			Middle management	.51220*	0.208	0.049
JS	Bonferroni	Junior level	Middle management	-0.146	0.143	0.941
			Senior management	-.54456*	0.184	0.013
		Middle management	Junior level	0.146	0.143	0.941
			Senior management	-0.399	0.165	0.056
		Senior management	Junior level	.54456*	0.184	0.013
			Middle management	0.399	0.165	0.056

\*. The mean difference is significant at the 0.05 level.

# ANNEXURE J: LANGUAGE EDITING CERTIFICATE

23 February 2022

To Whom It May Concern:

**Re: Editing of Masters dissertation – Ms Sareshnee Naicken**

This letter serves to confirm that I have indeed edited Ms Sareshnee Naicken's Master of Commerce dissertation titled 'Employees' perceptions on the relationship between emotional intelligence and job-satisfaction: a study within a South African FMCG company'. Ms Naicken's supervisor is Prof Sumei van Antwerpen. The specific areas that I paid attention to in the dissertation were:

- **Language:**  
Sentence structure, correction of grammar, coherence, clarification of expression, syntax, spelling and punctuation;  
Logical flow of ideas within and between paragraphs and sections;
- **Referencing:**  
Cross-checking in-text with Reference List entries;  
Looking up of missing references;  
Correction of format of in-text and Reference List entries;
- **Formatting:**  
Spacing between headings and paragraphs, consistency of size and style of fonts used throughout the thesis;  
Correction of numbering of sections and subsections;  
Correction of format of table and figure headings;  
Formatting of Table of Contents, List of Figures, List of Tables & List of Acronyms;  
Correction of page layouts and overall appearance of thesis;

Please do contact me if you require clarification regarding any of the above matters pertaining to Ms Naicken's dissertation.

Yours sincerely,



Ms Serrenta Naidoo  
Tel: 031 260 2121/ Email: [naidooserrenta@gmail.com](mailto:naidooserrenta@gmail.com)

# ANNEXURE K: TURNITIN DIGITAL RECEIPT



## Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Sareshnee Naicken  
Assignment title: Complete dissertation/thesis for examination  
Submission title: 46190694\_NAICKEN\_S\_Masters Examination\_DFMNG92 Chap...  
File name: NAICKEN\_S\_Masters\_Examination\_DFMNG92\_Chapters\_23\_Fe...  
File size: 410.87K  
Page count: 127  
Word count: 34,997  
Character count: 191,672  
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Submission ID: 1769325515

