

**Determining the impact of emotional intelligence and psychological contract violation
on work wellness**

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COMMENTS

The reader is reminded of the following:

- The editorial style as well as the reference style in this dissertation follows the format prescribed by the Publication Manual of the American Psychological Association (6th Edition). This is in line with the policy of the program in Labour Relations Management of North-West University (Potchefstroom Campus) to use APA style in all scientific documents since January 1999.

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DECLARATION

I, Clarise Goudriaan, hereby declare that “Determining the impact of emotional intelligence and psychological contract violation on work wellness” is my own work and that the views and opinions expressed in this work are those of the author, and that relevant literature references are as cited in the manuscript.

I further declare that the content of this research was not and will not be submitted for any other qualification at any other tertiary institute.

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January 2016



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CHAPTER 1

SUMMARY

Title: Determining the impact of emotional intelligence and psychological contract violation on work wellness

Keywords: *Psychological contract violation, Psychological contract, Emotional intelligence, Work wellness.*

From previous literature it becomes evident that a link can exist between emotional intelligence (EI) and psychological contract violation (PCV), as both these constructs are linked to work wellness, which includes job satisfaction, satisfaction with life, affective wellbeing, irritation, and intention to leave. When the psychological contract is breached it triggers an emotional intelligence response, thus indicating a link between emotional intelligence and psychological contract violation.

The general objective of this study was to determine the relationship between emotional intelligence and psychological contract violation. Furthermore, the study aimed at determining whether emotional intelligence has a moderating effect on psychological contract violation and work wellness.

A cross-sectional approach was followed with a sample of N=224 from mining and engineering companies. The measurement instruments used included the Psychological Contracts Across Employment Situations (Psycones) and the Schutte Self Report Emotional Intelligence Test (SSEIT). A correlation approach was followed in order to establish the relationships of the three constructs with one another and structural equation modeling (SEM) with a view to examine the predictive statistics, as well as to examine the structural and causal model in Article 1 and Article 2.

In Article 1 the objective was to determine whether a link exists between psychological contract violation and emotional intelligence. It also aimed at determining whether emotional intelligence could be a predictor of psychological contract violation. These objectives were achieved in Article 1. The results indicated that a small correlation exists between the two constructs. Furthermore, the results indicated that emotional intelligence predicts psychological contract violation.

Article 2 aimed at determining whether emotional intelligence is a moderator of psychological contract violation and work wellness. It further aimed at establishing the impact of these three constructs on each other. The results indicated that emotional intelligence is not a moderator of psychological contract violation and work wellness. Fortunately, another model emerged that indicated that emotional intelligence is a partial mediator of the relationship between psychological contract violation and work wellness.

Recommendations were made for practice, and future research.

CHAPTER 1

Title

Determining the impact of emotional intelligence and psychological contract violation on work wellness

Keyword

Psychological contract violation, Psychological contract, Emotional intelligence, Work wellness

1. Introduction

The interest in the psychological contract framework has grown significantly since Argyris (1960) first stated, “(w)e hypothesize two resultants from the passive or ‘understanding’ foreman leadership styles. The first is an employee-management relationship dominated by something we shall call the ‘psychological work contract’ (p. 96). Argyris (1960) argued that the productivity level of employees within an organization will increase if management refrains from obstructing the group norms; in return the employees would then assist the organization in reaching its full potential.

Levinson, Price, Munden, Mandl and Solley (1962) then further elaborated on the concept *psychological contract* by defining it as a psychological or unwritten conclusion of mutual expectations which are primarily implicit and unspoken. When these expectations are positively balanced with obligations and expectations that have been met, they advance the relationship between the employee and the organization. It is the anticipations of the mutual obligations that motivate the relationship to continue (Levinson et al. 1962).

Schein (1965) added to the definition of the psychological contract with a similar approach, but emphasized the matching of expectations between the employee and the organization. Matching these expectations and the fulfilment is essential to attain positive outcomes such as job satisfaction, organizational commitment or optimal performance; therefore it is crucial for understanding the perspectives of both parties (Schein, 1965). Schein (1965) also characterizes individual perceptions regarding the terms of the transactional relationship between these parties as a psychological contract. These characteristics include, but are not limited to, beliefs about required performance, training, compensation and career development (Rousseau, D., 1989).

Rousseau's (1989) article, *Psychological and implied contracts in organizations*, was highlighted by Coyle-Shapiro and Parzefell (2008) as "very influential in guiding contemporary research" (p. 2). Rousseau (1989) defined the psychological contract as the mutual beliefs, perceptions and informal obligations between the employee and the employer. Although the expectations formed in earlier research were emphasised, Rousseau emphasises the obligations that arise from the perception that promises consist of (Rousseau, 1989). Rousseau (1989) also made the individual's perception more dominant than the mutual perception shared by the parties; thus arguing that the psychological contract contains a mental model according to which obligations are exchanged, therefore influencing the contributions of the individuals. Rousseau (1989) thus rather focuses on the 'psychological' aspect of the psychological contract. Researchers such as Bellou (2009) and Rousseau (1995) then agreed that the psychological contract is subjective and depends on the perceptions of both parties concerning the needs and obligations that need to be met. Rousseau (1989) confirmed that the psychological contract therefore develops an essential component of the employment relationship, as it affects the employee's job outcomes.

Within the psychological contract the motive of the promises and subjective beliefs are essentially either based on building a relationship or of an economic nature (Meckler, Drake, & Levinson, 2003). The psychological contract forms a mental portrayal of mutual obligations since it assists individuals in understanding a complex relationship in the organization (Shore & Tetrick, 1994), as well as the likely consequences should these expected obligations not be met (Sels, Janssens, & Van den Brande, 2004). Various components such as policies, documents, discussions and practices form a part of the psychological contract, which then contributes to the promises that individuals perceive (Shore & Tetrick, 1994). This leads to the conclusion that the psychological contract is subjected to cognitive and perceptual deviations, including the personal information individuals have within their reach.

The obligations that form part of the contract are not necessarily clearly stated (Morrison & Robinson, 1997); therefore it is conceptualized based on the actions of both parties (Rousseau, 2001). The psychological contract was developed in a subjective view that the applicant for a certain position may believe that it is within their reach to be signified and that there will be compensation once the organization hires them (Hess & Jepsen, 2009). *Reciprocal obligations* or *reciprocal exchange agreement* are terms used in the psychological contract for explaining

the concepts *rendering a service* and *receiving compensation*, but what remains unclear is whether the exchange between the parties occurs on a general level or whether it is a specific reward offered for a specific contribution (Coyle-Shapiro & Parzefall, 2008).

As the organization is then offering a compensation for the services of the employee, the organization develops a set of expectations the employee has to meet, while the employee also fosters expectations based on the first few days or weeks as part of the organization (Rousseau, 1995). Rousseau (1989) stated that during the early development of a psychological contract between the two parties, the organization offers remuneration in order for the employee to repay the organization by offering a service and loyalty.

Conway and Briner (2009) understood that a fundamental feature to distinguish between the psychological contract and a legal contract is that the psychological contract can be implicit; thus meaning that the promises can be unwritten and unspoken, being formed from the actions of both parties. For example, the employee may perceive that the organization has promised to provide an allowance for training and development because the organization implied it by paying for another employee's studies. The psychological contract is based on a broader nature and it includes perceptual or implicit terms that are not incorporated in a legal contract (Pavlou & Gefen, 2005). The psychological contract is the basis for understanding the relationship between the employee and the employer, as people are rarely aware of all the explicit rules of a legal contract, therefore even if the contract is not breached, the employee can feel violated (Pavlou & Gefen, 2005).

Psychological contract breach and violation was used as one concept until Morrison and Robinson (1997) created the distinction between cognition and emotion. The response to the violation is more intense than the breach as the organization's code of conduct is questioned when these expectations or promises are broken; thus making it more personal (McGuire, 2007).

Martin and McGoldrick (2003) understand the breach of contract to be the identification of obligations that are perceived to not have been met, which can either result in a short-term abnormality that will return to normal, or it can alternatively result in a full violation experience. Contract violation includes emotional distress and negative emotions that resulted from the one party breaking the perceived promises. A breach of contract can take place without

feelings of violation, although one cannot experience feelings of violation without the psychological contract being breached (Coyle-Shapiro & Parzefall, 2008).

Gakovic and Tetrick (2003) conceptualised the psychological contract as the perception that the organization has failed to fulfill the promises made to the employee. Rousseau (1989) then further argued that actions that are not consistent with the beliefs or expectations of the employee will hold the potential of creating the illusion that the psychological contract has been breached. Various outcomes the employee can experience because of the breach of the psychological contract can range from attitudinal to behavioral reactions towards the organization (Kickul & Lester, 2001). The attitudinal effect employees could experience can be attributed to the fact that the trusting relationship that was built between the employee and the organization is now broken (Rousseau, 1989). The attitudinal effect mostly researched is job satisfaction (Hess & Jepsen, 2009) as findings show that there is a strong correlation between the breach of contract and a lower job satisfaction (Gakovic & Tetrick, Psychological contract breach as a source of strain for employees, 2003). Research also revealed that the psychological contract breach has an influence on turnover intention to turnover (Suazo, 2009). According to Hess and Jepsen (2009), the most researched behavioral job outcome of psychological contract breach is organizational citizenship. Organizational citizenship is a term also linked to the psychological contract breach used to describe the behaviors that are beneficial to the organization, and might not be part of the formal job descriptions of the employee (Zhao, Wayne, Glibkowski, & Bravo, 2007). Robinson and Morrison (2000) presented an example of psychological contract breach, namely if a recruiter at an organization had stated that employees are promoted within their first three years at the organization, a person might perceive a breach of psychological contract when this promotion does not take place.

The violation experience of the psychological contract, for purposes of this study hand, refers to the emotional or affective reaction the employee experiences because the organization had failed to meet its obligations which the employee perceived to exist (Morrison & Robinson, 1997). Contract violation is more than the failure to meet the expectations; the response is more intense and personal, since the trust is broken and the respect is lost (Rousseau, 1989). Anderson and Schalk (1998) point out that the obligations in a psychological contract are not necessarily openly discussed, but are implied; therefore the employee's understanding of the relationship may vary from that of the organization (Robinson, 1996; Morrison & Robinson,

1997). The perception of the employee that the organization has failed to deliver the promises within the psychological contract is linked to the cognitive aspect of violation. However, an emotional state is connected, such as the feelings of betrayal, anger, a sense of injustice, distress, resentment, and wrongful harm (Wolfe Morrison & Robinson, 1997).

Psychological contract violation is usually due to a lack of confirmation regarding the specific components of the contract, and can be either due to reneging or incongruence (Pavlou & Gefen, 2005). According to Morrison and Robinson (1997), reneging can be explained as, when one party knowingly fails to meet the obligations because of opportunism or mere incompetence, or when the individual is unwilling to meet the obligation, while incongruence takes place when the two parties simply have different understandings of their obligations. Pavlou and Gefen (2005) stated that violation can be caused by either reneging or incongruence, but employees are more likely to experience more intense feelings of violation when the breach they perceive is linked to reneging rather than to incongruence. The consequences of the violation can be damaging for both parties, as personal consequences for the employees that perceive violation can include lower psychological wellbeing, as well as other negative emotions (Conway & Briner, 2002). More severe consequences of violations can include sabotage (Nadin & Williams, 2012); these emotions impact the behavior and attitudes of the employee in various forms.

A distinction can be drawn between attitudinal and behavioral responses linked to psychological contract violation (Guest et al., 1996). Attitudinal responses include decreasing organizational commitment, lower job satisfaction and development of cynicism (Robinson & Morrison, 1995). The violation of an individual's psychological contract will also lead to behavioral changes such as absenteeism and a lower organizational citizenship (Guest & Conway, 1997). Pate (2005) distinguished three elements from one another that influence one's experience during the psychological contract violation. Firstly, the person on the receiving end; secondly, the source of the breach which is related to the cost of the individual through the actions of the company; and thirdly, the extent to which the organization's actions can be explained by broader macro-economic factors.

The higher the degree of the perceived psychological contract violation, the less committed the employee will be to the organization; hence the lower their job performance will be (Lester et

al., 2002). Personal consequences for an employee that perceives violation will include a lower psychological wellbeing and negative emotions (Conway & Briner, 2005).

In a study done by Robinson and Morrison (2000) it was found that 55% of their sample MBA students that had just started a full-time job perceived that the organization had failed to meet one or more promised obligations within the first two years of the employment relationship. This sample comprised 147 individuals. These perceptions the individual might develop will reduce the trust, job satisfaction, intentions to remain in the organization, sense of obligation and role performance (Robinson & Morrison, 2000).

As mentioned earlier, Morrison and Robinson (1997) distinguished between the psychological contract breach and the perception of violation, which includes an affective (or emotional) state. As soon as the employee perceives the psychological contract as being breached, employees enroll in a cognitive process to make sense of the situation and the meaning thereof (Wong & Weiner, 1981). Ortony, Clore and Collins (1988) emphasise that the interpretation process of each person varies and will determine the intensity of negative emotions the employee might experience; the basis of the interpretation process will be for the employee to assess why the situation had occurred (Morrison & Robinson, 1997). When a person experiences negative emotions, they tend to search for an explanation of a reason for the outcome (Wong & Weiner, 1981). The employee's interpretation of fairness is also important during the breach, as it can result in the employee feeling that they are not respected or valued in the employee-organization relationship and this can then intensify the feelings of anger or betrayal (Brockner & Wiesenfeld, 1996).

Goodrick and Meindl (1995) stated that a potential link can be found between the psychological contract and the influence of emotional intelligence on how violation is experienced, since the psychological contract operates on a mental schema. Researchers such as Payne and Cooper (2004) and Lord, Klimoski, and Kanfer (2002) also explain that a strong relationship can exist between emotions in the workplace and violations of the psychological contract. A significant number of components can link emotional intelligence to psychological contracts, even though research on the correlation is still limited. Yazbek also researched the link between the psychological contract and emotional intelligence. This study established that a strong correlation does indeed exist between these two constructs (Yazbek, 2009).

Mayer and Salovey (2007) define emotional intelligence as “the ability to monitor one’s own, and others’ feelings and emotions, to distinguish them and to use this information to guide one’s thoughts and actions, and to promote emotional and intellectual growth’. Mayer and Salovey (1997) developed an ability model which refers to emotional intelligence as the ability one uses to process information about one’s own emotions and the emotions of others. This ability model consists of four “branches” that illustrate that the abilities are arranged in a hierarchical order from the least psychologically complex to the most psychologically complex; thus they named it The Four Branch Model of Emotional Intelligence (Mayer & Salovey, 1997).

The four branches of the ability model are emotional perception, emotional integration, emotional understanding and emotional management. The first of the four branches is emotional perception, which is the ability one has to recognize one’s feelings, as well as the feelings of those around you (Mayer, Salovey, & Caruso, Mayer-Salovey-Caruso Emotional Intelligence Test, 2006). The second branch is emotional integration, which is the ability to generate emotions and then reason with it. The third branch is emotional understanding, which is the ability to understand complex emotions and how the emotions transform between various stages. The fourth and final branch is emotional management, which is the ability to manage one’s own emotions effectively (Mayer, Salovey, & Caruso, 2006).

Since Morrison and Robinson (1997) stated that the concept of breach and violation can be distinguished by cognition and emotion, this implies that emotional intelligence can have an impact on the response of the individual experiencing violation. Negative reactions can be linked to emotions, indicating that if one has control over one’s emotions, the reactions resulting from having experienced violation will be dealt with more effectively. Emotional intelligence is more relevant in organizational effectiveness as individuals with a higher emotional intelligence are more likely to reach their outcomes and are considered better leaders (Rosete & Ciarochi, 2005). If the psychological contract can be better communicated and managed by both parties understanding it clearly, it will likely reduce the violations that might be experienced by the employees (Yazbek, The relationship between emotional intelligence and the psychological contract: An exploratory study, 2009). Rousseau and Tijoriwala (1999) consider the psychological contract to be an important construct that captures the feelings or experiences of the employee in the workplace.

Emotions within the workplace have recently received a substantial amount of attention, and it has been proven to contribute positively to organizational effectiveness (Rosete & Ciarrochi, 2005). Emotions of the employees and the employer, when managed effectively, can steer an organization in a direction of trust, loyalty and greater accomplishments. However, if these emotions are not managed effectively it could generate low work morale, stress, poor performance and uncertainty (Cooper, 1998).

Emotional intelligence has been linked to job commitment (Abraham, 1999; Poon, 2004), job satisfaction (Abraham, 1999; Kafetsios & Zampetakis, 2008), job security (Smithson & Lewis, 2000; Jordan, Ashkanasy & Hartel, 2002), wellbeing (de Cuyper & de Witte, 2006; Gallagher & Brodrick, 2008; Conway & Briner, 2002) and trust (Cooper, 1998; Downey, Roberts & Stough, 2011). Emotional intelligence can also influence job performance (Cooper, 1998; Abraham, 1999, Carmeli, 2003), organizational behavior and attitudes (Payne & Cooper, 2004; Jordan & Schraeder, 2007) and turnover (Turnley & Feldman, 1999).

The psychological contract framework is linked to job commitment (McDonald & Makin, 2000), job satisfaction (Mc Donald & Makin, 2000; Hess & Jepsen, 2009, Gakovic & Tetrick, 2003), job security (Robinson, Kraatz & Rousseau, 1994; de Cuyper & de Witte, 2006), wellbeing (de Cuyper & de Witte, 2006; Conway & Briner, 2005), trust (Robinson, 1996; Robinson & Rousseau, 2006) , job performance (Turnley, Bolino, Lester & Bloodgood, 2003; Lester et al., 2002) and organizational behavior and attitudes (de Cuyper & de Witte, 2006).

A link between the emotional intelligence and the psychological contract violation is clear, since the psychological contract operates as a mental schema that can trigger an emotional response (Goodrick & Meindl, Evolutionary building: The ideological transformation of the nursing profession, 1995).

Jonker (2002) pointed out that the development of a higher emotional intelligence in the workplace by presenting a development program programmers showed assuring results. This can contribute to an advantage for organizations that consider training their employees to possess a higher emotional intelligence. When the organization can use emotional intelligence to positively influence the outcomes of contract violations, it can give lead to an increased success rate and to the efficiency of the organization. Stephan and Finlay (1999) also revealed

the importance of fostering emotional intelligence in work teams, seeing that it has a positive effect on behaviors and attitudes.

2. Problem Statement

From the literature review above it becomes evident that a link exists between emotional intelligence and psychological contract violation (Yazbek, 2009) as both these constructs are linked to work wellness factors such as job satisfaction, job insecurity, organizational commitment and so forth (Yazbek, 2009). It has also been established that the psychological contract operates on a mental schema which can trigger an emotional response, which also indicates a link between these two constructs (Goodrick & Meindl, 1995).

Emotional intelligence is conceptualised as the ability which an individual possesses to, on a mutual basis, recognize and monitor his or her own feelings, including the feelings of the other party(ies) (Mayer & Salovey, 1997). The psychological contract is considered to be a set of mutual beliefs, perceptions and informal obligations among the employers and the employees (Rousseau, 1989).

A result of psychological contract violation includes emotional distress, negative emotions, feelings of betrayal and lower degree of work wellness in general (Coyle-Shapiro & Parezfall, 2008; Rousseau, 1989), which links emotional intelligence to psychological contract violation as well as to work wellness. It is therefore essential for companies to pay attention to both these constructs – the experience that a breach of the psychological contract has given lead to a perception of violation having taken place – in order to measure the impact it has on the work wellness factors of the individual.

Although a link can be found between emotional intelligence and psychological contract violation, as well as with work wellness, it has currently not yet been established how each of these constructs impact one another and how to apply them effectively in an organization. Firstly, this study will attempt to establish how the link between emotional intelligence and psychological contract violation is formed, as well as the consequences of that impact; and secondly, to investigate the moderating influence emotional intelligence will have on the link between psychological contract violation and work wellness factors.

3. Research Objectives

3.1. General objective

To determine the impact of the link between emotional intelligence and psychological contract violation, as well as whether emotional intelligence has a moderating effect on psychological contract violation and work wellness.

3.2. Specific objectives

Article 1

- To determine the relationship between psychological contract violation and the construct emotional intelligence.
- To develop a structural model that will establish the link between emotional intelligence and psychological contract violation.
- To determine whether emotional intelligence is the predicting variable between emotional intelligence and psychological contract violation.
- To make recommendations for future research on emotional intelligence and psychological contract violation.

H1: Emotional intelligence and psychological contract violation are related.

H2: Emotional intelligence is the predicting variance on psychological contract experience.

Article 2

- To determine the moderating effect emotional intelligence has on the link between psychological contract violation and work wellness.
- To determine the relationship of emotional intelligence, psychological contract violation and work wellness with one another.
- To develop a model that illustrates the relationship of emotional intelligence, psychological contract violation and work wellness with one another.

H1: Emotional intelligence moderates the relationship between psychological contract violation and work wellness.

H2: Emotional intelligence does have an impact on psychological contract violation.

4. Research Design

4.1. Research Approach

This was a quantitative study with a cross-sectional study approach for Article 1 and Article 2. Quantitative research can be defined as an explanation of a phenomenon whereby numerical data is collected and analyzed by using a mathematically based method, such as statistics (Given, 2008). The same population was used for both articles but with different approaches. A randomized cross-sectional survey design was used for Article 1 and Article 2. A randomized cross-sectional survey design is descriptive of nature, therefore in these studies several individuals will be examined at one point in time. This design can typically be used to establish certain problems among a group of people (de Vos, Strydom, Fouche, & Delport, 2011), therefore it is relevant to this specific study.

4.2. Research Method

The first step of the research process will be to seek permission from the management of the organizations, for which a letter of request will be sent mentioning the objective of the study and ensuring that the data will not be disclosed to any other parties, that they will also receive a report of the findings at their organization. If permission is granted, employees will be contacted personally with a union representative present if needed. The participants were informed about the purpose of the questionnaire and assured that it would remain anonymous. This questionnaire was then distributed through various companies within the mining sector of the North West Province. The results were then revealed in the form of two research articles; (1) The link between emotional intelligence and psychological contract violation, (2) The moderating effect of emotional intelligence on the relationship between psychological contract violation and the work wellness of employees.

The following models are proposed:

Figure 1: Structural Model

Figure 1: Structural Model

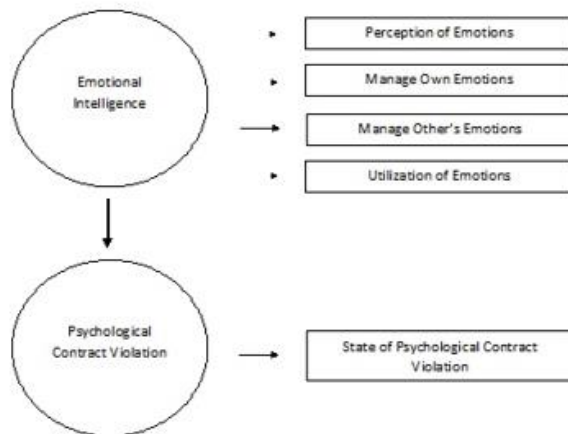


Figure 1. Proposed model for Article 1.

Figure 2: Causal Model

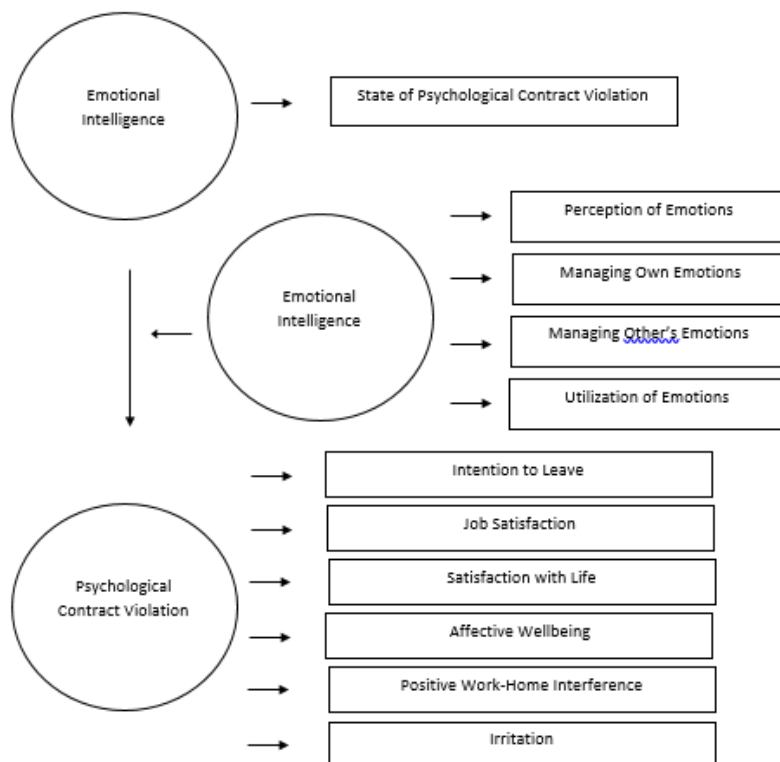


Figure 2. Proposed for Article 2

4.3. Literature review

In Article 1 regarding emotional intelligence and the psychological contract violation will be reviewed in full, and in Article 2 the moderating effect of emotional intelligence on psychological contract and work wellness will be reviewed.

Standard reference materials in this article will include abstracts, an index and a bibliography of articles and books still being published. Because the information needed is very specific and limited, the abstracts will be more detailed, and in so doing the sources will be of more value. Sources such as Sage Publications, SAE Publications and JSTOR will be used in order to increase understanding.

This research will mostly be internet based, as it is easily accessible and the information can be found more effectively; thus increasing the validity of the information gathered. Accredited journals will still be essential for information as it contains recent developments in this field, as well as important opinions on this topic. Dissertations and research reports will also form part of this study, as it can provide a guideline of previous findings.

The literature review will focus on exploring emotional intelligence and the psychological contract, while also establishing a possible relationship between the two constructs based on theories of individuals such as Rousseau, Guest, Morrison, Robinson, Yazbek and Jonker. The purpose of this literature review will be to establish the potential link between emotional intelligence and the psychological contract by using the following terms: psychological contracts, emotional intelligence, wellbeing and psychological contract violation.

4.4. Research participants

The population of this study will range between various levels of employees and members of management within the mining and engineering sector of various organizations. Although biographical information is not essential for the study, it will be included.

The aim will be to have an extremely diverse population sample, as this will be a true interpretation of the data then. Management and employees of all ages, race and job levels will be used. The convenience sampling technique will be applied for purposes of this study. This

is a non-probability sampling technique which means that the participants are selected due to their convenient accessibility to the researcher.

The study population will consist of 240 (N=240), this sample give the researcher access to a wide variety of data interpretations. Management will include individuals in a higher position of authority such as office managers, general managers and the employees will include staff such as general workers, office clerks, and assistants. The study will aim to include as many individuals as possible in order to obtain a realistic view of the data that has been collected. The questionnaires will be distributed throughout various organizations using Survey Monkey, as well as paper questionnaires.

4.5. Measuring instrument(s)

For purposes of this study the following measuring instruments will be used:

The Psychological Contracts Across Employment Situations (Psycones; Kirsten 2002) will be used to measure the individual's perception of violation in the work environment. The main objective of this will be to investigate the relationship between the psychological contract violation and employee wellbeing (Kirsten, 2002). This questionnaire will consist of one section, State of psychological contract, which will be measured using questions such as:

- "Do you feel you are fairly paid for the work you do?"

A six-point rating scale will be used with 0 being NO and 1 to 5 being YES (1= Promises not kept at all and 5= Promises completely kept) as well as on a Lickert scale (1= Strongly disagree and 5= Strongly agree).

Referring to the dimension mentioned above, NO (0) and YES (1-5) refer to the measurement of the psychological contract violation. The scale from 1-5 will imply that the psychological contract content exists; 1 will indicate high psychological contract violation and 5 will indicate low psychological contract violation. For purposes of this study the items to which the individual answers NO (0) will be excluded in the statistical analysis as this paper aims to measure the state of the contents of the psychological contract.

The Schutte Self Report Emotional Intelligence Test (SSEIT) will be used in his study to measure the emotional intelligence of employees within a company. The SSEIT is a method used to measure the general emotional intelligence using four sub-scales; emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. The SSEIT is structured from the EI model designed by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence. This questionnaire consists of 33 items which include questions such as:

- Perception of Emotion will be measured using statements such as “I find it hard to understand the non-verbal messages of other people”.
- Managing Own Emotions will be measured using statements such as “When I am faced with obstacles, I remember times I faced similar obstacles and overcame them”.
- Managing Others' Emotions will be measured using statements such as “I present myself in a way that makes a good impression on others”.
- Utilization of Emotion using statements such as “Some of the major events of my life have led me to re-evaluate what is important and not important”.

A Lickert scale (1= Strongly disagree and 5= Strongly agree) will be used in this questionnaire.

The Psychological Contracts Across Employment Situations (PSYCONES; Kirsten 2002) will be used to measure employee work wellness will be measured on five different scales; job satisfaction, satisfaction with life, affective wellbeing, positive work-home interference and irritation.

- Job satisfaction will be measured using statements such as “I find enjoyment in my work”.
- Satisfaction with life will be measured using questions such as “How satisfied do you currently feel about your life in general”.
- Affective wellbeing will be measured using two dimensions, work-related depression and work-related anxiety. This will be measured be using questions such as “In the past few weeks, how often have you felt uneasy regarding your work”.
- Positive work-home interference will be measured using questions such as “How often does it happen that you manage your time at home more efficiently as a result of the way you do your job”.
- Irritation will be measured using statements such as “I get angry easily”.

A Lickert scale (1= Strongly disagree and 5= Strongly agree) will be used in this questionnaire.

4.6. Research procedure

The researcher will contract a company's management in order to ask for permission for the employees to partake in the study. Thereafter a meeting will be set up where the aim of the study will be explained. Once an agreement has been established all participants will be notified and informed about the aim of the study.

The researcher will ensure that all the participants are correctly prepared to partake in this study, and most importantly the researcher will establish trust among the employees. The researcher will explain to the employees that all information will be kept confidential. Once this is done, the researcher will enter the premises and start with the necessary research. After the questionnaires have been distributed and completed they will be collected at a certain location that will be made clear on arrival.

In order for this study to remain ethical, anonymity is crucial. The information gathered from the data will be used solely for purposes of the study. Each person will be given a unique code; therefore it will not be possible to trace it back to them. By agreeing to participate in this study the participants give consent for the researcher to use the data for purposes of this study. The biographical information of the participants will also not be necessary, although it will be included for statistical purposes.

4.7. Statistical analysis

For purposes of this study the SPSS-program (SPSS 17.0) will be applied to complete the statistical analysis with the assistance of a statistician.

ARTICLE 1

Article 1 is a correlation approach and will attempt to establish a structural model.

SPSS will be used to carry out the statistical analysis to indicate inferential statistics (correlations) and descriptive statistics (means, standard deviation, kurtosis and skewness). The Cronbach's alpha coefficient will be used in order to assess the reliability and validity of the

data. Should the analysis indicate that the validity and reliability are low, the factor analysis of the variables will be utilized.

The Pearson's product-moment will be calculated in order to assess the relationship between the two variables. This will indicate the relationship between emotional intelligence and psychological contract violation; practically significant differences will then be reported. The values of 0.03 and higher will indicate practically significant correlation with a medium effect, and 0.5 and higher to indicate practically significant correlations with a large effect.

Structural Equation Modeling (SEM) methods will also be applied with Mplus in order to establish the predicting factor. A confirmatory factor analysis (CFA) will be applied with a view to establish the factor loadings for individual items.

Goodness-of-fit for the model will be indicated by dividing the Chi-square test statistic by the degrees of freedom (CMIN/DF). Interpretation representing a good model fit will be a value between 3 and 5. Furthermore, to evaluate the reliability of the fit for the model, Standard Root Mean Square (SRMR), Comparative Fit Index (CFI), Standard Root Mean Square Error of Approximation (RMSEA), χ^2 -statistic and the Tucker-Lewis Index (TLI) will be used. For the TLI and CFI a value of 0.90 will be satisfactory, for the RMSEA a value of 0.8 or lower will be significant and the SRMR's cut-off point will be 0.6.

ARTICLE 2

Article 2 will aim at developing a causal model.

SPSS will be used to carry out the statistical analysis to indicate inferential statistics (correlations) and descriptive statistics (means, standard deviation, kurtosis and skewness). The Cronbach's alpha coefficient will be used in order to assess the reliability and validity of the data. Should the analysis indicate that the validity and reliability is low, the factor analysis of the variables will then be utilized.

The Pearson's product-moment will be calculated to assess the relationship between the two variables. This will indicate the relationship between emotional intelligence and psychological contract violation; practical significant differences will then be reported. The values of 0.03

and higher will indicate practically significant correlation with a medium effect, and 0.5 and higher to indicate practically significant correlations with a large effect.

Structural Equation Modeling (SEM) methods will also be applied with Mplus in order to establish the predicting factor. A confirmatory factor analysis (CFA) will be applied in order to establish the factor loadings for individual items.

Goodness-of-fit for the model will be indicated by dividing the Chi-square test statistic by the degrees of freedom (CMIN/DF). Interpretation representing a good model fit will be a value between 3 and 5. Furthermore, to evaluate the reliability of the fit for the model Standard Root Mean Square (SRMR), Comparative Fit Index (CFI), Standard Root Mean Square Error of Approximation (RMSEA), χ^2 -statistic and the Tucker-Lewis Index (TLI) will be applied. For the TLI and CFI a value of 0.90 will be satisfactory, for the RMSEA a value of 0.8 or lower will be significant and the SRMR's cut-off point will be 0.6 (Mueller, 1996).

4.8. Ethical considerations

For this study to be done in an ethical manner the researcher must ensure that ethics is considered throughout the research process so as to ensure that it is valid and trustworthy. The American Psychological Association has recommendations on their website on how to ensure that your research is done ethically. This study will adhere to all ethical considerations amongst others the following: respect confidentiality and privacy, there must be no harm done to the participants of the study, there can be no violation of the consent given by the participant, there can also only be participants that do this voluntarily (Smith, 2003).

For the individual to be respected at all times the participants will be granted the opportunity of deciding what they are willing to participate in. Obtaining informed consent implies that all information will be given regarding the study, as well as the advantages and disadvantages. By completing the study the researcher will assume that the individual is comfortable and has given consent for the data obtained to be used. Afterwards the researcher will offer a debriefing to discuss any problems that might have been encountered by the individuals. When the articles are published at a later stage the researcher will also mention the names of the persons who contributed to making this study possible.

5. Chapter Division

The chapter division in this dissertation is as follows:

Chapter 1: Introduction

Chapter 2: Research Article 1

Chapter 3: Research Article 2

Chapter 4: Conclusions, limitations and recommendations

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CHAPTER 2

Article 1: Establishing the link between psychological contract violation and emotional intelligence

Abstract:

The objective of this article was to determine whether a relationship exists between psychological contract violation and emotional intelligence, as well as whether emotional intelligence is a predicting variance of psychological contract violation. A sample of 224 individuals was used within the mining and engineering field. Two questionnaires were then combined, namely Psycones and SSEIT. SPSS was then used to analyse the descriptive statistics and SEM to then analyses the predictive statistics in order to develop a structural model. The results indicated a link between the two constructs, and furthermore that emotional intelligence is a predictor of psychological contract violation.

1. Introduction

When a commitment is broken by an organization, an employee can experience psychological contract violation (Tomprou, Rousseau & Hansen, 2015). The psychological contract represents the mutual perceptions or beliefs, and informal obligations between an employee and an employer (Rousseau, 1989).

Psychological contract violation refers to the affective or emotional reaction experienced by the employee when believing that the organization has failed to meet the perceived obligations (Morrison & Robinson, 1997). The employee could experience negative emotions such as distress or anger (Morrison & Robinson, 1997); hence violation can be understood to be a highly significant breach that leads to strong negative emotional reactions (Robinson & Rousseau, 1994). A breach of contract can take place without feelings of violation being present. However, one cannot experience feelings of violation without the psychological contract being breached (Coyle-Shapiro & Parzefall, 2008).

As soon as employees perceive a psychological contract breach, they begin working through the process to make sense of the situation (Wong & Weiner, 1981). The interpretation of this process will differ for each individual and this will then determine the intensity of emotions experienced (Ortony, Clore, & Collins, 1988).

The psychological contract framework is linked to work wellness factors such as job commitment (McDonald & Makin, 2000), job satisfaction (Mc Donald & Makin, 2000; Hess & Jepsen, 2009, Gakovic & Tetrick, 2003), job security (Robinson, Kraatz & Rousseau, 1994; de Cuyper & de Witte, 2006), affective wellbeing (de Cuyper & de Witte, 2006; Conway & Briner, 2005), trust (Robinson, 1996), job performance (Turnley, Bolino, Lester & Bloodgood, 2003; Lester et al, 2002) and organizational behavior and attitudes (de Cuyper & de Witte, 2006). (De Cuyper & De Witte, 2006).

The concepts *breach* and *violation* were divided by Morrison and Robinson (1997) as *cognition* and *emotion* which implies that emotional intelligence can have an impact on the psychological contract violation experience. According to Morrison and Robinson (1997), the perception that the employer failed to follow through on the promises perceived within the contract is linked to the cognitive aspect of violation. However, there is an emotional reaction as a result thereof which is linked to the emotional aspect, such as betrayal, resentment, distress or a sense of injustice. The psychological contract must be understood in order to capture the feelings or experiences of employees in the workplace (Rousseau & Tijoriwala, 1998). Yazbek (2009) suggested that if the psychological contract can be better communicated and managed by both parties, it will likely reduce the violations perceived by the employees. Psychological contract violation leads to emotional distress and negative emotions. Lemire and Rouillard (2005) argued that psychological contract violation has an impact on the attitude and behavior of employees. When an employee feels appreciated, fulfilment and a feeling of being valued is experienced, which leads to positive effects (Coyle-Shapiro & Kessler, 2000).

Yazbek (2009) presented an example of these circumstances. When an employer fails to keep a scheduled appointment with an employee, the employee could experience psychological contract violation. Should the employee however establish that the employer missed the appointment due to a family emergency, the breach may then be excused and the experience of violation will be minimized. However, should the employee establish that the employer had missed the appointment due to negligence the employee could experience strong feelings of violation.

Robinson (1996) stated that since globalization, organizations are restructuring and downsizing, which results in an impact on the psychological contract relationships. This has led organizations and employees to have a negative perception. The psychological contract

offers stability, security and predictability to the employment relationship, which has dramatically changed in the past decade (Hiltrop, 1995).

Goodrick and Meindl (1995) stated that a potential link can be found between psychological contracts and emotional intelligence as the psychological contract is operated on a mental schema. Even though the link between emotional intelligence and the psychological contract is still not thoroughly researched, research articles have been published relating the two constructs. Such researchers are Payne and Cooper (2001), Lord, Klimoski, and Kanfer (2002) and Yazbek (2009). They have however not measured the impact of these two constructs on each other.

Emotional intelligence can be defined as the ability to identify, assess, manage and control one's own emotions, as well as one's reaction to others' emotions (Mayer, Salovey & Causo, 2008). Mayer and Salovey (1997) emphasize that one needs to understand two components in order to understand emotional intelligence, being intelligence and emotion. This implies that emotional intelligence can influence how an individual reacts to psychological contract violation.

Emotional intelligence has further been linked to job commitment (Abraham, 1999; Poon, 2004), job satisfaction (Abraham, 1999; Kafetsios & Zampetakis, 2008), job security (Smithson & Lewis, 2000; Jordan, Ashkanasy & Hartel, 2002), wellbeing (de Cuyper & de Witte, 2006; Gallagher & Brodrick, 2008; Conway & Briner, 2002) and trust (Downey, Roberts & Stough, 2011). Emotional intelligence can also influence job performance (Abraham, 1999; Carmeli, 2003), organizational behavior and attitudes (Payne & Cooper, 2001) and turnover (Turnley & Feldman, 1999).

Although a link can be formed between emotional intelligence and psychological contract violation, it is not yet established how these constructs are linked one to the other and how to effectively use them in combination. From the literature above it becomes evident that a link exists between emotional intelligence and psychological contract violation as both these constructs are linked to work wellness factors such as job satisfaction, job security, organizational commitment and wellbeing (Yazbek, 2009). It has also been established by Goodrick and Meindl (1995) that the psychological contract operates on a mental scheme

which can trigger an emotional response. This can also indicate a link between these two constructs (Goodrick & Meindl, 1995).

A result of psychological contract violation includes emotional distress, negative emotions, feelings of betrayal and lower work wellness in general (Coyle-Shapiro & Parezfall, 2008; Rousseau, 1989; Conway & Briner, 2005), which also indicates a link between emotional intelligence and psychological contract violation. Hence it is essential for companies to pay attention to both these constructs.

Employees with a higher emotional intelligence are able to develop strategies to overcome the consequences that could arise from stressful situations (Ealias & George, 2012).

Strong evidence from the literature referred to above shows that a link does exist between emotional intelligence and psychological contract. This article will therefore aim at measuring the relationship between emotional intelligence and psychological contract violation.

2. Research Objectives

2.1 General objective

- To develop a structural model that will establish the link between emotional intelligence and psychological contract violation.

2.2 Specific objectives

- To determine whether emotional intelligence is the predicting variance between emotional intelligence and psychological contract violation.
- To make recommendations for future research regarding emotional intelligence and psychological contract violation.

H0: Emotional intelligence and psychological contract violation has no relationship.

H1: Emotional intelligence is the predicting variance on breach of psychological contract experience.

3. Method

3.1. Research design and participants

This article was a quantitative study with a cross-sectional approach. Quantitative research can be defined as an explanation of a phenomenon by collecting numerical data analyzed by applying a mathematically based method, such as statistics (Given, 2008). A randomized cross-sectional survey design is descriptive of nature; thus in these studies several individuals will be examined at one point in time. This design can typically be used to establish certain problems among a group of people (de Vos, Strydom, Fouche, & Delport, 2011); therefore it is relevant to this specific study.

The following model will be tested in this study:

Figure 1: Structural Model

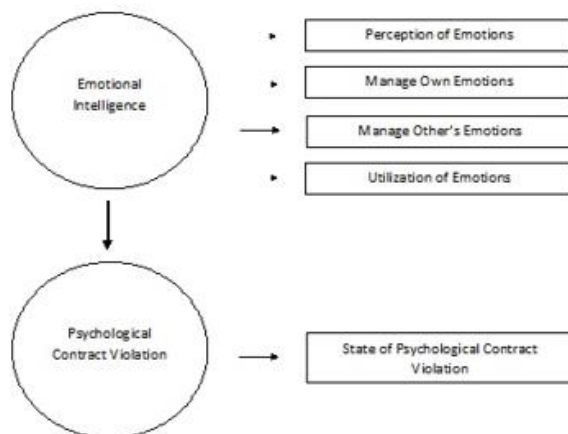


Figure 1. Proposed model for Article 1.

The participants for this study will range between various levels of employees, from shop floor employees to management within the mining and engineering sector of various organizations. For purposes of this study the following definitions will be used:

The aim will be to gather data from a diverse population sample as this will be a true representation of the data. Management and employees of all ages, race and job levels will be. For purposes of this study a convenience sampling rate will be used. This is a non-probability

sampling technique which means that participants are selected due to their convenient accessibility to the researcher.

The study population consisted of 224 (N=224) individuals, this is a large population size which will give the researcher access to a wider variety of data interpretation.. The questionnaires were distributed with hard copy questionnaires as well as electronic questionnaires on Survey Monkey.

The table below presents a breakdown of the participants:

Table 1: Characteristics of the participants (N=224)

Item	Category	Frequency	Percentage (%)
Gender	Male	167	74.6%
	Female	57	25.4%
Age	25 and younger	43	19.20%
	26 to 35 years	72	32.14%
	36 to 45 years	64	28.57%
	46 to 55 years	34	15.18%
	56 to 65 years	11	4.91%
Education	Matric	134	59.8%
	3-Year Degree	12	5.4%
	Honors Degree	8	3.2%
	Master's Degree	4	1.8%
	National Diploma	21	9.4%
	National Certificate	21	9.4%
	No formal qualification	14	6.3%
	Other	10	4.5%
Years in the Company	1 – 5 years	127	56.70%

5- 10 years	56	25%
10 – 15 years	21	9.38%
15 – 20 years	7	3.13%
More than 20 years	13	5.80%

From the table above it becomes evident that the majority of the participants were Male (74.6%), and between ages 26 and 35 years (32.1%). Most of the participants have been employed by the Company for 1 to 5 years (56.70%) and numerous participants for 5 to 10 years (25%). Although the majority of the participants matriculated (59.8%), 6.3% of the population had no formal qualification.

3.2. Measuring Instruments

In this article the Psychological Contracts Across Employment Situations (Psycones; Kirsten 2002) will be used to measure the degree to which the individual perceives a feeling of violation in the work environment. The main objective of this questionnaire was to investigate the psychological contract violation and the work wellness constructs (Kirsten, 2002). This questionnaire consisted of the following sections:

- State of psychological contract, which will be measured posing questions such as “Do you feel you are fairly paid for the work you do?”
- Intention to leave, which will be measured by making statements such as “These days, I often feel like quitting”.
- Job satisfaction which will be measured by means of statements such as “Most days I am enthusiastic about my job”.
- Satisfaction with life which will be measured by posing questions such as “How satisfied do you currently feel about your state of health and well-being?”
- Affective work wellness which will be measured by posing questions such as “In the past week, how often have you felt worried?”
- Positive work-home interference which will be measured by posing questions such as “How often does it happen that you come home cheerfully after a successful day at work positively affecting the atmosphere at home?”
- Irritation will be measured by making statements such as “Even at home I often think of my problems at work”.

- Employability will be measured by making statements such as “I could easily switch to another employer, even if I wanted to”.
- Emotions concerning the psychological contract will be measured by making statements such as “I feel happy”

A five-point rating scale will be used with 0 being NO and 1 to 5 being YES (1= Promises not kept at all and 5= Promises completely kept) as well as on a Lickert scale (1= Strongly disagree and 5= Strongly agree), for the psychological contract violation and work wellness section.

Referring to the dimensions mentioned above NO (0) and YES (1-5) refer to the measurement of the psychological contract violation and the work wellness content. The scale from 1-5 (YES) will imply that the psychological contract content is existent. For purposes of this study the items to which the individual answers NO (0) will be excluded in the statistical analysis as this paper aims to measure the state of the contents of the psychological contract.

The Schutte Self Report Emotional Intelligence Test (SSEIT) will be used in his study to measure the emotional intelligence of employees within a company. The SSEIT is a method applied to measure the general emotional intelligence using four sub-scales, namely emotion perception, utilizing emotions, managing self-relevant emotions, and managing others’ emotions. The SSEIT is structured from the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence. This questionnaire consists of 33 items which includes questions such as:

- Perception of Emotion will be measured by making statements such as “I find it hard to understand the non-verbal messages of other people”.
- Managing Own Emotions will be measured by making statements such as “When I am faced with obstacles, I remember times I faced similar obstacles and overcame them”.
- Managing Others’ Emotions will be measured by making statements such as “I present myself in a way that makes a good impression on others”.
- Utilization of Emotion will be measured by making statements such as “Some of the major events of my life have led me to re-evaluate what is important and not important”.

A Lickert scale (1= Strongly disagree and 5= Strongly agree) was used in this questionnaire.

4. Statistical Analysis

SPSS will be used to conduct the statistical analysis to indicate inferential statistics (correlations) and descriptive statistics (means, standard deviation, kurtosis and skewness). The Cronbach's alpha coefficient will be used in order to assess the reliability and validity of the data. Should the analysis indicate that the validity and reliability is low, the factor analysis of the variables will then be utilized.

The Pearson's product-moment will be calculated in order to assess the relationship between the two variables. This will indicate the relationship between emotional intelligence and psychological contract violation; practically significant differences will then be reported. The values of 0.03 and higher will indicate practically significant correlation with a medium effect, and 0.5 and higher to indicate practically significant correlations with a large effect.

Structural Equation Modeling (SEM) methods will also be applied with Mplus in order to establish the predicting factor. A confirmatory factor analysis (CFA) will be applied in order to establish the factor loadings for individual items.

Goodness-of-fit for the model will be indicated by dividing the Chi-square test statistic by the degrees of freedom (CMIN/DF). Interpretation representing a good model fit will be a value between 3 and 5. Furthermore, to evaluate the reliability of the fit for the model Comparative Fit Index (CFI), Standard Root Mean Square Error of Approximation (RMSEA) and the Tucker-Lewis Index (TLI) will be used. For the TLI and CFI a value of 0.90 will be satisfactory, and for the RMSEA a value of 0.8 or lower will be significant (Mueller, 1996).

5. Results

The CFA results depicted that the model for psychological contract violation and emotional intelligence was a good fit to the data (CMIN/DF = 3.298, TLI = 0.897, CFI = 0.919, RMSEA = 0.102). This result supported H1. The tables below present more explanation.

Table 2: Goodness-of-fit statistics

Model	CMIN/DF	TLI	CFI	RMSEA
Psychological Contract Violation <- Emotional Intelligence	3.298	0.897	0.919	0.102

The CFA results indicated that the measurement model that shows emotional intelligence predicting psychological contract violation was a good fit to the data (CFI = 0.919; TLI = 0.897; RMSEA = 0.102; CMIN/DF = 3.298). This result supports H₂ that stated that emotional intelligence is a predictor of psychological contract violation, thus indicating a structural model.

Table 3: Standardized Regression Weights

Items			Estimate
Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?	<---	PC	.837
To what extent do you trust senior management to look after your best interest?	<---	PC	.707
Do you feel that organizational changes are implemented fairly in your organization?	<---	PC	.777
In general, how much do you trust your organization to keep its promises or commitments to you and other employees?	<---	PC	.797
Do you feel you are fairly paid for the work you do?	<---	PC	.801
To what extent do you trust your immediate manager to look after your best interests?	<---	PC	.679
Do you feel fairly treated by managers and supervisors?	<---	PC	.659
Perceptions of Emotions	<---	EI	.529

Managing Own Emotions	<---	EI	.845
Utilizing Emotions	<---	EI	.648
Managing others' Emotions	<---	EI	.846

From the table above it becomes evident that all factor loadings are statistically significant.

Table 4: Descriptive statistics and Cronbach's alpha coefficients

Item	M	SD	Skewness	Kurtosis	α
Psychological Contract Violation	3.39	1.07	-0.29	-0.94	0.90
Perception of Emotions	3.72	0.55	0.02	1.19	0.70
Managing Own Emotions	4.05	0.59	-0.70	0.86	0.79
Managing Others' Emotions	3.80	0.08	-0.66	1.16	0.77
Utilization of Emotions	3.52	0.52	-0.76	1.25	0.50
Emotional Intelligence Total	3.79	0.46	-0.30	1.65	0.79

Nunnally and Bernstein (1994) consider all Chronbach's alpha coefficients higher than $\alpha > 0.70$ to be acceptable. From Table 4 it is evident that all variables were distributed normally, except for Utilization of Emotions, which is $\alpha = 0.50$. The Psychological contract factor yielded $\alpha = 0.90$ which is acceptable. The Emotional Intelligence factors in total is $\alpha = 0.79$, and the constructs yielded the following Cronbach Alpha coefficients: Perception of Emotions $\alpha = 0.70$, Managing Own Emotion $\alpha = 0.79$, Managing others' Emotions $\alpha = 0.77$ and Utilization of Emotions $\alpha = 0.50$.

Table 5: Spearman's Rank Correlation Coefficient

Item	1	2	3	4	5	6
1. Psychological Contract Violation	1	-	-	-	-	-
2. Perception of Emotions	0.06	1	-	-	-	-
3. Managing Own Emotions	0.23	0.46*	1	-	-	-
4. Managing Others' Emotions	0.19	0.46*	0.67**	1	-	-
5. Utilization of Emotions	0.17	0.32*	0.54**	0.51**	1	-
6. Emotional Intelligence	0.21	0.69**	0.86**	0.84**	0.68**	1
Total						
+Correlation statistically significant (p <0.05)						
* Correlation is practically significant r >0.30 (medium effect), ** Correlation is practically significant r > 0.50 (large effect).						

The Spearman's Rank Correlation Coefficient between Emotional Intelligence (EI) and Psychological Contract Violation (PCV) are illustrated in the table above. From the descriptive statistics it becomes evident that all constructs were distributed normally, meaning that it is possible to calculate correlations.

The interpretations from Tabel 4 are presented from the Schutte Self Report for Emotional Intelligence (SSEIT) and Psycones. Psycones included one component, State of psychological contract, and SSEIT included four components, namely Perceptions of Emotion, Managing Own Emotions, Managing Others' Emotions and Utilization of Emotions.

Relationships with Psychological contract:

Although there are no practically significant relationships with any of the components of emotional intelligence, a small correlation exists between psychological contract violation and Managing Own Emotions, Managing Others' Emotions, Utilizing Emotions and Emotional Intelligence in total. The strongest correlation was with Managing Own Emotions.

Relationships with Perception of Emotions:

Perception of Emotions showed a practically significant positive relationship (with a large effect) with Emotional Intelligence. It also showed a practically significant relationship (with a medium effect) with Managing Own Emotions, Managing Others' Emotions and Utilization of Emotions.

Relationships with Managing Own Emotions:

Managing Own Emotions showed a practically significant positive relationship (with a large effect) with Managing Others' Emotions, Utilization of Emotions and Emotional Intelligence.

Relationships with Managing Others' Emotions:

A practically significant positive relationship (with large effect) existed with Utilization of Emotions and Emotional Intelligence.

Utilization of Emotions:

Utilization of Emotions showed a practically significant positive relationship (with large effect) with Emotional Intelligence.

Table 6: Regression results for the structural model

Structural path	Standardized Regression Weight (Estimate)	P
Psychological Contract Violation <- Emotional Intelligence	0.249	0.002
Psychological Contract Violation <- Perception of Emotions	-0.194	0.187

Psychological Contract Violation <- Managing Own Emotions	1.323	0.154
Psychological Contract Violation <- Managing Others' Emotions	-0.378	0.452
Psychological Contract Violation <- Utilization of Emotions	-0.587	0.294

It becomes evident from Table 5 that Emotional Intelligence is a predictor of Psychological Contract Violation ($p \leq 0.05$). Although emotional intelligence is a predictor of psychological contract violation, when measuring the constructs individually against psychological contract violation, none of these act as a predicting variance for psychological contract violation ($p \geq 0.05$).

6. Discussion

The general objective of this study was to identify the relationship between psychological contract violation and emotional intelligence, and to furthermore establish the predicting variable between emotional intelligence and psychological contract violation. Psychological contract violation was measured using Psychological Contracts Across Employment Situations (Psycones), but by only using one component thereof, namely the State of Psychological Contract Violation. Emotional Intelligence was measured using Schutte Self-Report Emotional Intelligence Test (SSEIT), which measures four components; Perception of Emotions, Managing Own Emotions, Managing Others' Emotions and Utilization of Emotions.

SPSS was used to conduct the statistical analysis that indicates the inferential statistics (correlations) as well as the descriptive statistics (means, standard deviation, kurtosis and skewness). Furthermore, Structural Equation Modeling (SEM) methods were applied to establish the predicting variable between the two constructs. Goodness-of-fit for the model was also established in order to test the structural model.

No practically significant links were found between psychological contract violation and emotional intelligence. Slight correlations prevailed which indicated that a link can exist between the two constructs.

The most significant correlation found was between Managing Own Emotions and the State of Psychological Contract. This indicates that if one can manage one's own emotions, one will then be capable of managing the feelings elicited by psychological contract violation more effectively.

This can further indicate that when individuals possess a higher emotional intelligence they will be capable of not only understanding their emotions and managing them more effectively, but will also have a better perception of how these emotions can be used to result in a positive outcome after having experienced violation. Since psychological contract violation is recognized as the feelings that develop after psychological contract breach, it can be assumed that persons with high emotional intelligence will be more in control of their feelings and will understand the origin of the feelings they experience, therefore they will manage it more effectively. This could then potentially decrease the risk of extreme reactions to psychological contract violation such as sabotage or strike among employees who have perceived a psychological contract to have been violated.

A study performed by Yazbek (2009) confirmed a link between psychological contracts and emotional intelligence. The results in the study by Yazbek (2009) yielded a much stronger correlation between the two constructs – the reason possibly being that he measured psychological contracts as a whole, whereas in this study the focus was exclusively on the state of psychological contract (violation), thus using only one construct of psychological contracts. Different emotional intelligence questionnaires were also used in these two studies.

Yazbek (2009) found that emotional intelligence is strongly linked to control of emotions; thus indicating that if one can control one's emotions, it will have a significant impact on the emotional response linked to psychological contracts which will then affect the state of psychological contracts (violation). This finding is similar to the finding in this current study which indicated that if one can manage one's emotions, one will then be capable of managing feelings evoked by psychological contract violation more effectively.

The correlations of the four components of Emotional Intelligence with one another were mostly significant; these constructs included Perceptions of Emotions, Managing Own Emotions, Managing Others' Emotions and Utilizing Emotions. This implies that the components in Emotional Intelligence all correlate with one another.

I can thus assume that if an individual possesses higher emotional intelligence, these four constructs will be present in the person. Perception of emotions will indicate the competence and ability of recognizing and identifying emotions in others. This is how individuals experience their own emotions and how accurate their perception thereof is. They will also be able to manage their own emotions, as well as the emotions of others, which indicates that they will understand these emotions and how to reason with such emotions. They will finally be able to then apply these emotions to generate a positive outcome based on their experience. This was confirmed by Mayer, Salovey and Caruso (2006) who developed the ability model stating that a person with high emotional intelligence will possess emotional perception, emotional integration, emotional understanding and emotional management.

The dimensions of emotional intelligence which correlate least with psychological contract violation are Perception of Emotions and Utilizing Emotions. This indicates that these two dimensions have no direct link with psychological contract violation; thus feelings of psychological contract violation will not be significantly affected by either one of these constructs.

Further to this, the study aimed at determining whether emotional intelligence is a predictor of psychological contract violation. Looking individually at the four components of emotional intelligence, they do not have an influence on psychological contract violation, but when looking at emotional intelligence in total it is a predicting variable of psychological contract violation. This could imply that the emotional intelligence of a person will influence the experience of violation, for example a person with high emotional intelligence within all four dimensions of emotional intelligence will be able to perceive, manage and utilize their emotions to generate a positive outcome and minimize the feelings generated by perceived psychological contract violation.

Although none of the components of emotional intelligence can function as a predictor of psychological contract violation individually, the construct *emotional intelligence*, which has

the strongest impact as a predictor, is managing own emotions. This indicates that if individuals are able to control their own emotions, it will minimize the feelings elicited by psychological contract violation. This was also confirmed in a study by Yazbek (2009), as mentioned earlier.

Wolfe Morrison and Robinson (1997) stated that psychological contract violation is an emotional state which is connected to feelings such as betrayal, resentment and distress; thus supporting the statement that emotional intelligence can be a predictor of psychological contract violation. This is because the emotional outcome of the psychological contract violation experience is based on emotions. Researchers such as Payne and Cooper (2004) also found that a strong link exists between emotions in the workplace and psychological contract violations.

Furthermore, this indicates that when one can control one's emotions, one will then be more adaptable to the emotions that are elicited by the state of psychological contract violation. This implies that when feelings of psychological contract violation surface, the individual will overcome negative feelings easier and adapt to the situation in a way that will promote personal growth.

Because psychological contracts are highly flexible and it includes a set of unwritten expectations, psychological contract violation is inevitable; thus even with the best intentions from both parties involved, the relations can break down. Psychological contract violation can be potentially damaging both to the Company and the employee, but when the individual that perceives violation can develop higher emotional intelligence, these feelings can be minimized.

From the data collected above, it becomes evident that psychological contract violation and emotional intelligence are not only linked to each other, but emotional intelligence is also a predicting variance of psychological contract violation; thus confirming the general objective of Article 1.

The results from Article 1 yielded interesting discoveries with regard to psychological contract violations and emotional intelligence. In Chapter 4, these discoveries will be used to make recommendations for future studies.

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CHAPTER 3

Article 2: The moderating effect of emotional intelligence on psychological contract violation and work wellness

1. Introduction

Employees tend to respond with reduced performance, poor attitudes and withdrawal behaviors when they experience a breach or violation of their psychological contract (Zhao, Wayne, Glibkowski & Bravo, 2007). Earlier, breach and violation were viewed as being one construct until Morrison and Robinson (1997) distinguished between the two concepts indicating that breach was linked to cognition, and violation was linked to emotion.

Because negative reactions can be linked to emotions, this shows that if emotions are managed more effectively the reactions that result after violation will be dealt with more effectively; thus leading to an increase in work wellness. Yazbek (2009) suggested that if psychological contracts can be better communicated and managed by both parties in order to understand it clearly, it could minimize the violation perceived by employees.

The experiences of contract violation also elicit feelings of anger, frustration and betrayal (Eckerd, Hill, Boyer, Donohue, & Ward, 2013). In previous literature by Robinson and Morrison (1995), the impact of violation has been examined at the construct level where violation has an impact on attitudinal outcomes, such as reduced civic virtue, job satisfaction as well as behavioral outcomes such as job performance. Psychological contract violation can lead to either attitudinal or behavioral responses (Guest et al., 1996). Attitudinal responses to psychological contract violation include decreasing organizational commitment, development of cynicism and lower job satisfaction (Robinson & Morrison, 1995). Behavioural changes linked to psychological contract violation include absenteeism and lower organizational citizenship (Guest & Conway, 1997). Lower psychological wellbeing and negative emotions only are a few of the likely personal consequences experienced by an individual (Conway & Briner, 2005).

Consequences of psychological contract violation can be damaging to both the employee and the organization as personal consequences for the employees experiencing it can include lower work wellness as well as other negative emotions (Conway & Briner, 2002), which can in turn impact the organization adversely. More extreme consequences can include sabotage or strikes (Nadin & Williams, 2012).

The higher the degree of the perceived psychological contract violation, the less committed the employee will be to the organization; consequently their job satisfaction and performance will decrease. Personal consequences for an employee experiencing violation will include a lower psychological wellbeing accompanied by negative emotions (Conway & Briner, 2005).

Because negative reactions can be linked to emotions, this indicates that if emotions are managed more effectively the reactions resulting from violation will be dealt with more effectively. Yazbek (2009) suggested that if psychological contracts can be better communicated and managed by both parties in order to understand it clearly, it could reduce the violation perceived by employees.

Psychological contract violation usually occurs due to a lack of confirmation regarding the specific components of the contract, and can be ascribed to either reneging or incongruence (Pavlou & Gefen, 2005). Morrison and Robinson (1997) explain the meaning of renege to be an act of a party knowingly failing to meet the obligations (the organization reneged on the psychological contract) due to opportunism or mere incompetence, or if the individual is unwilling to meet the obligation, while incongruence occurs when the two parties simply have different understandings of their obligations. Pavlou and Gefen (2005) stated that employees are more likely to experience intense emotions linked to violation when the breach they perceive is linked to reneging rather than to incongruence.

Rousseau (1995) asserts that the psychological contract represents perceived promises that employees believe the organization is obligated to fulfill in exchange for their efforts. When these expectations are not met the employee could experience psychological contract breach and in more serious cases, psychological contract violation (Morrison & Robinson, 1997). Earlier, breach and violation were viewed as being one construct until Morrison and Robinson (1997) distinguished between the two concepts, indicating that breach was linked to cognition, and violation was linked to emotion.

Breach leads to violation, and it has been prevalent since the 1980's, and it is still a problem today, it can thus be argued that preventing breach is extremely difficult (Rousseau, 1995; Zagenczyk, Gibney, Kiewitz & Restubog, 2009; Zhao, Wayne, Glibkowski, Bravo, 2007).

Various researchers (Dulac, Coyle-Shapiro, Henderson, & Wayne, 2008; Kiewitz, Restubog, Zagenczyk, & Hochwarter, 2009) suggest that more focus be placed on developing more

complex models that will isolate the circumstances that lead to more damaging perceived violation. Restubog, Zagencyk, Bordia, and Tang (2013) stated that it will be practically impossible to eliminate psychological contract violation, but by understanding the dynamics thereof one might be able to limit the negative consequences.

While a link is established between emotional intelligence and work wellness, as well as psychological contract violation, it is not yet established what the impact of these three constructs are on one another and how to use them effectively in organizations. This study will therefore attempt to investigate the moderating influence that emotional intelligence will have on the link between psychological contract violation and each of the work wellness factors.

2. Research Objectives

2.1 General Objective

To determine the moderating effect emotional intelligence has on the link between psychological contract violation and work wellness.

2.2 Specific Objectives

- To determine the moderating effect that emotional intelligence has on the link between psychological contract violation and work wellness.
- To investigate the impact that emotional intelligence, psychological contract violation and work wellness have on each other.

H0: Emotional intelligence does not moderate the relationship between psychological contract violation and work wellness.

H1: Emotional intelligence moderates the relationship between psychological contract violation and work wellness.

3. Method

3.1 Research design and participants

This article will be a quantitative study with a study population of (N=224) within the mining and engineering field. Quantitative research can be defined as an explanation of a phenomenon by collecting numerical data that is analyzed by using a mathematical based method, such as statistics (Given, 2008).

The study will aim to prove the following causal model:

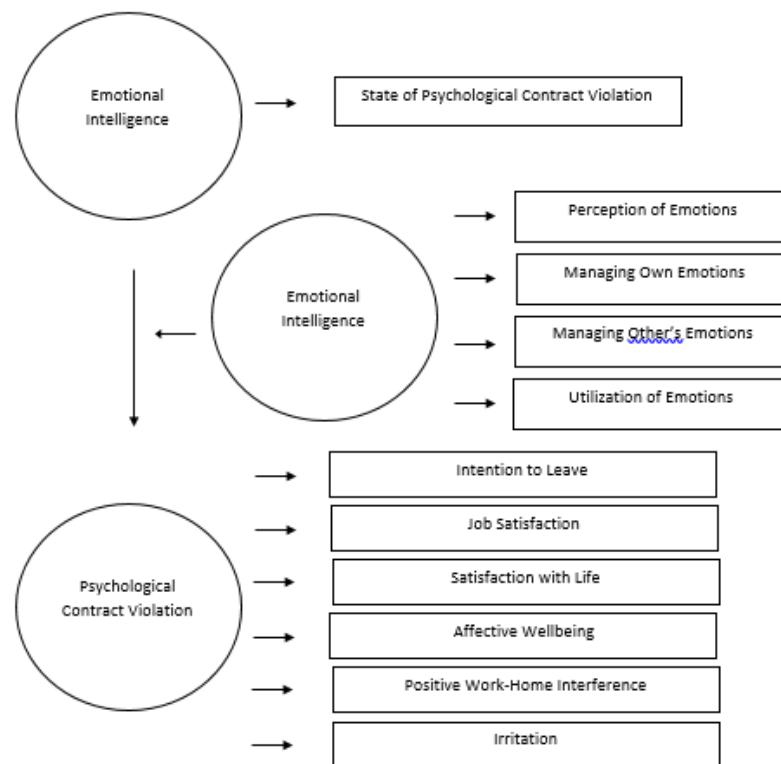


Figure 2. Proposed for Article 2

The participants for this study ranged between various levels of employees, from shop floor employees to management within the mining and engineering sector of various organizations.. For the purpose of this study the following definitions will be used:

Employees was be defined as individuals who are hired and compensated in order to deliver a certain service and is on a lower level within the organization.

Management was be defined as the individuals who are responsible for controlling or administrating a group of employees.

The aim will be to gather data from a diverse population sample as this will be a true representation of the data. Management and employees of all ages, race and job levels will be used. For the purpose of this study a convenience sampling rate will be used. This is a non-probability sampling technique which means that participants are selected because of their convenient accessibility to the researcher.

The study population consisted of 224 (N=224), this is a large population size which will give the researcher access to a wider variety of data interpretation. The participants consisted of a sample of 224 individuals. The questionnaires were distributed in the form of hard copies as well as electronically on Survey Monkey.

Table 7: Characteristics of the participants (N=224)

Item	Category	Frequency	Percentage (%)
Gender	Male	167	74.6%
	Female	57	25.4%
Age	25 and younger	43	19.20%
	26 to 35 years	72	32.14%
	36 to 45 years	64	28.57%
	46 to 55 years	34	15.18%
	56 to 65 years	11	4.91%
Education	Matric	134	59.8%
	3 Year Degree	12	5.4%
	Honors Degree	8	3.2%
	Master's Degree	4	1.8%
	National Diploma	21	9.4%
	National Certificate	21	9.4%
	No formal qualification	14	6.3%
	Other	10	4.5%
Years in the Company	1 – 5 years	127	56.70%
	5- 10 years	56	25%
	10 – 15 years	21	9.38%
	15 – 20 years	7	3.13%
	More than 20 years	13	5.80%

In the table above it becomes evident that the majority of the participants were Male (74.6%), and between the age of 26 and 35 (32.1%). Most of the participants has been within the Company for 1 to 5 years (56.70%) and numerous participants has been within the Company for 5 to 10 years (25%). Although majority of the participants has Matric (59.8%), 6.3% of the population had no formal qualification.

4. Measurement Instruments

The Psychological Contracts Across Employment Situations (PSYCONES; Kirsten 2002) will be used to measure the feeling of violation that the individual perceives in the work environment. The main objective of this will be to investigate the relationship between the psychological contract violation and employee wellbeing (Kirsten, 2002). This questionnaire will consist of four sections:

- State of psychological contract which will be measured using questions such as “Do you feel you are fairly paid for the work you do?”

A five point rating scale will be used with 0 being NO and 1 to 5 being YES (1= Promises not kept at all and 5= Promises completely kept) as well as on a Lickert scale (1= Strongly disagree and 5= Strongly agree).

Referring to the dimensions mentioned above NO (0) and YES (1-5) refer to the measurement of the psychological contract content. The scale from 1-5 (YES) will imply that the psychological contract content is existent. For the purpose of this study the items to which the individual answers NO (0) will be excluded in the statistical analysis as this paper aims to measure the state of the contents of the psychological contract.

The Schutte Self Report Emotional Intelligence Test (SSEIT) will be used in his study to measure the emotional intelligence of employees within a company. The SSEIT is a method used to measure the general emotional intelligence using four sub-scales; emotion perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. The SSEIT is structured off of the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence. This questionnaire consists of 33 items which includes questions such as:

- Perception of Emotion will be measured using statements such as “I find it hard to understand the non-verbal messages of other people”.
- Managing Own Emotions will be measured using statements such as “When I am faced with obstacles, I remember times I faced similar obstacles and overcame them”.
- Managing Others’ Emotions will be measured using statements such as “I present myself in a way that makes a good impression on others”.
- Utilization of Emotion using statements such as “Some of the major events of my life have led me to re-evaluate what is important and not important”.

A Lickert scale (1= Strongly disagree and 5= Strongly agree) will be used in this questionnaire.

The Psychological Contracts Across Employment Situations (PSYCONES; Kirsten 2002) will be used to measure employee work wellness will be measured on five different scales; job satisfaction, satisfaction with life, affective wellbeing, positive work-home interference and irritation.

- Job satisfaction will be measured using statements such as “I find enjoyment in my work”.
- Satisfaction with life will be measured using questions such as “How satisfied do you currently feel about your life in general”.
- Affective wellbeing will be measured using two dimensions, work-related depression and work-related anxiety. This will be measured be using questions such as “In the past few weeks, how often have you felt uneasy regarding your work”.
- Positive work-home interference will be measured using questions such as “How often does it happen that you manage your time at home more efficiently as a result of the way you do your job”.
- Irritation will be measured using statements such as “I get angry easily”.

A Lickert scale (1= Strongly disagree and 5= Strongly agree) will be used in this questionnaire.

5. Statistical Analysis

In this article Structural Equation Modeling (SEM) will be used with Mplus in order to examine the moderation model. The Tucker-Lewis Index (TLI), Standard Root Mean Square (SRMR),

χ^2 -statistic, the Root Mean Square Error of Approximation (RMSEA) and the Comparative Fit Index (CFI) will be used to evaluate the integrity of the fit for the model.

For the TLI and CFI a value of 0.90 and will be sufficient, for the RMSEA a value of 0.8 or lower will be significant and the SRMR's cut off point will be 0.6.

The reliability and validity of the data constructs will be determined with a reliability analysis where the Cronbach's alpha coefficient of the already established sub-constructs of the measurements, should this analysis indicate that the validity and reliability is low, factor analysis of the variables will be used.

To assess the internal consistency and homogeneity of the measurement instruments Cronbach's Alpha coefficients and inter-item correlation will be used. The Pearson's product-moment will be used to specify the strength of a linear association between the two variables, this is done to set the statistical significance to the value of $P < 0.05$ and then to determine the practical significance of the results, effect sizes will be used. In order for the results to be practically significant the correlations will be set to a medium effect ($0.30 > r < 0.50$).

6. Results

The CFA results depicted that the model for psychological contract violation and emotional intelligence was a good fit to the data (CMIN/DF = 3.948, TLI = 0.621, CFI = 0.686, RMSEA = 0.115). This result supported H0, thus emotional intelligence is not a moderator of psychological contract violation. Further research indicated that it does have a mediating effect. The tables below present more information.

Table 8: Goodness-of-fit statistics for Moderation Causal Model

Model		CMIN/DF	TLI	CFI	RMSEA
Emotional Intelligence, Psychological Contract Violation and Work Wellness		3.948	0.621	0.686	0.115

The CFA results indicate that the measurement of the model shows that Emotional Intelligence is not a moderator of Psychological Contract Violation and Work Wellness, thus it is not a good fit (CFI = 0.686; TLI = 0.621; RMSEA = 0.115; CMIN/DF = 3.948). This supports the

hypothesis that stated that emotional intelligence does not have a moderating effect on psychological contract violation and work wellness.

Table 9: Goodness-of-fit statistics for Mediation Causal Model

Model	CMIN/DF	TLI	CFI	RMSEA
Mediation Model	2.644	0.880	0.897	0.086

The CFA results indicate that the model tested showed partial mediation. It yielded a Minimum Sample Discrepancy divided by Degrees of Freedom (CMIN/DF) value of 2.644. A value for 0.9 indicates a good overall fit when looking at the Comparative Fit Index (CFI) (Mueller, 1996), the result yielded a value of 0.897. Furthermore, the Root Mean Square Error of Approximation (RMSEA) must not be accepted if the results are a value of higher than 10 (Blunch, 2008) and the results showed a value of 0.086.

Table 10: Descriptive statistics and Cronbach's alpha coefficients

Item	M	SD	Skewness	Kurtosis	α
Psychological Contract Violation	3.39	1.07	-0.29	-0.94	0.90
Job Satisfaction	3.66	0.78	-0.22	-0.47	0.85
Satisfaction with life	3.68	0.88	-0.50	-0.32	0.60
Affective Wellbeing	3.41	0.61	-0.07	-0.05	0.84
Positive Work-Home Interference	3.47	0.84	-0.29	-0.18	0.79
Irritation	3.33	0.84	-0.06	-0.48	0.74
Intention to Leave	3.80	1.06	-0.58	-0.57	0.85
Perception	3.72	0.55	0.02	1.19	0.70
Manage_Own	4.05	0.59	-0.70	0.86	0.79

Manage_Others'	3.80	0.08	-0.66	1.16	0.77
Utilization	3.52	0.52	-0.76	1.25	0.50
EI_total	3.79	0.46	-0.30	1.65	0.79

According to Nunnally and Bernstein (1994), all Cronbach's alpha coefficients higher than $\alpha > 0.70$ will be acceptable. In the table above it is evident that all the variables are distributed normally, with the exception of Satisfaction with Life which is $\alpha = 0.60$ and Utilization of Emotions which is $\alpha = 0.50$. The Psychological Contract factor yielded $\alpha = 0.90$ which is very reliable. The Work Wellness factors produced the following: Job Satisfaction $\alpha = 0.85$, Satisfaction with Life $\alpha = 0.60$, Affective Wellbeing $\alpha = 0.84$, Positive Work-Home Interference $\alpha = 0.79$, Irritation $\alpha = 0.74$ and Intention to Leave $\alpha = 0.85$. The Emotional Intelligence factors in total was $\alpha = 0.79$, and the constructs yielded the following Cronbach Alpha coefficients: Perception of Emotions $\alpha = 0.70$, Managing Own Emotion $\alpha = 0.79$, Managing others' Emotions $\alpha = 0.77$ and Utilization of Emotions $\alpha = 0.50$.

Table 11: Nonparametric Correlations with regards to all constructs

Item	1	2	3	4	5	6	7	9	10	11	12	13
1. Psychological Contract Violation	1	-	-	-	-	-	-	-	-	-	-	-
2. Job Satisfaction	0.49*	1	-	-	-	-	-	-	-	-	-	-
3. Satisfaction with Life	0.48*	0.37*	1	-	-	-	-	-	-	-	-	-
4. Affective Wellbeing	0.52**	0.50**	0.48*	1	-	-	-	-	-	-	-	-
5. Positive Work-	0.40*	0.40*	0.42*	0.39*	1	-	-	-	-	-	-	-

Home Interference													
6.	0.26	0.36	0.3	0.56	0.3	1	-	-	-	-	-	-	-
Irritation		*	9*	**	1*								
7. Intention to Leave													
7.	0.56	0.66	0.4	0.62	0.4	0.4	1	-	-	-	-	-	-
Intention to Leave	**	**	7*	**	2*	5*							
8. Perception of Emotions													
8.	0.06	0.09	0.1	0.23	0.2	0.2	0.1	1	-	-	-	-	-
Perception of Emotions			9		5	1	5						
9. Managing Own Emotions													
9.	0.23	0.28	0.3	0.40	0.4	0.3	0.3	0.46	1	-	-	-	-
Managing Own Emotions			2*	*	2*	9*	8*	*					
10. Managing Others' Emotions													
10.	0.19	0.19	0.3	0.27	0.3	0.2	0.2	0.46	0.67	1	-	-	-
Managing Others' Emotions			0*		9*	5	8	*	**				
11. Utilization of Emotions													
11.	0.17	0.13	0.3	0.18	0.3	0.1	0.2	0.32	0.54	0.51	1	-	-
Utilization of Emotions			1*		0*	1	1	*	**	**			
12. Emotional Intelligence Total													
12.	0.21	0.24	0.3	0.35	0.4	0.3	0.3	0.69	0.86	0.84	0.68	1	1
Emotional Intelligence Total			4*	*	1*	1*	4*	**	**	**	**		

⁺ Correlation statistically significant ($p < 0.05$)

* Correlation is practically significant $r > 0.30$ (medium effect), ** Correlation is practically significant $r > 0.50$ (large effect).

The Nonparametric Correlations of Emotional Intelligence, Psychological Contract Violation and Work Wellness with one another are depicted in the table above. The descriptive statistics show that all constructs are distributed normally, therefore making it possible to calculate correlations. The SSEIT and Psycones were included in the correlation process, where the Psycones was used to determine the State of psychological contract violation, and Work Wellness. Work Wellness consists of six different constructs; Job Satisfaction, Satisfaction with Life, Affective Wellbeing, Positive Work-Home Interference, Irritation and Intention to Leave. SSEIT measures the Emotional Intelligence which includes four different constructs; Perception of Emotions, Managing Own Emotions, Managing Emotions of Others and Utilization of Emotions.

Relationships with Psychological Contract Violation:

The State of Psychological Contract Violation showed a practically significant positive relationship (with a large effect) with Affective Wellbeing and Intention to Leave. Furthermore, Job Satisfaction, Satisfaction with Life and Positive Work-Home Interference showed a practically significant positive relationship (with a medium effect) to Psychological Contract Violation.

Relationships with Work Wellness:

Job Satisfaction showed a practically significant positive relationship (with a large effect) with Affective Wellbeing and Intention to Leave, as well as (with a medium effect) with Satisfaction with Life and Irritation. Satisfaction with Life also showed a practically significant positive relationship (with a medium effect) with Affective Wellbeing, Positive Work-Home Interference, Irritation, Intention to Leave, Managing Own Emotions, Managing Others' Emotions, Utilization of Emotions and Emotional Intelligence.

Relationships with Affective Wellbeing:

Practically significant positive relations with Affective Wellbeing (with medium effect) included Positive Work-Home Interference, Managing Own Emotions and Emotional Intelligence, as well as (with a large effect) Irritation and Intention to Leave.

Relationships with Positive Work-Home Interference:

Positive Work-Home Interference showed practically significant positive relationships (with medium effect) with Irritation, Intention to Leave, and Managing Own Emotions, Managing Others' Emotions, Utilization of Emotions and Emotional Intelligence.

Relationships with Irritation:

Irritation showed practically significant positive relationships (with medium effect) with Intention to Leave, Managing Own Emotions and Emotional Intelligence.

Relationships with Intention to Leave:

Intention to leave showed practically significant positive relationships (with medium effect) with Managing Own Emotions and Emotional Intelligence.

Perception of Emotions:

Perception of Emotions showed practically significant positive relationships (with medium effect) with Managing Own Emotions, Managing Others' Emotions and Utilization of Emotion. Furthermore, it also show practically significant positive relationships (with large effect) with Emotional Intelligence.

Managing Own Emotions:

Managing Own Emotions showed practically significant positive relationships (with large effect) with Managing Others' Emotions, Utilization of Emotions and Emotional Intelligence.

Managing Others' Emotions:

Managing Others' Emotions showed practically significant positive relationships (with large effect) with Utilization of Emotions and Emotional Intelligence.

Utilization of Emotions:

Utilization of Emotions showed practically significant relationships (with large effect) with Emotional Intelligence.

Table 12: Nonparametric Correlations with regards to all constructs in total for Moderation

Item	1	2	3	4
1. Work Wellness	1	-	-	-
2. State of Psychological Contract	0.524**	1	-	-
4. Emotional Intelligence	0.348**	0.213	1	-
3. Emotional Intelligence and Psychological Contract Interaction	-0.109	0.011	-0.109	1

⁺ Correlation statistically significant ($p < 0.05$)

^{*} Correlation is practically significant $r > 0.30$ (medium effect), ^{**} Correlation is practically significant $r > 0.50$ (large effect).

The Nonparametric Correlations of Emotional Intelligence, Psychological Contract Violation and Work Wellness in total with one another are depicted in Table 6. This is done to establish the impact of the interactions these constructs have on one another.

Relationships with Work Wellness

Work Wellness showed practically significant positive relationships (with large effect) with the State of Psychological Contract Violation and Emotional Intelligence, it has no correlation with the Interaction between Emotional Intelligence and Psychological Contract Violation.

Other than the relationships that are formed with Work Wellness there are no other practically significant relationships that are formed.

Table 13: Regression results for the causal model (Moderation)

Structural path			Standardized Weight (Estimate)	Regression <i>P</i>	
Work	Wellness	<-	0.523	0.003	
Psychological	Contract				
Violation					
Work	Wellness	<-	Emotional	0.314	0.008
Intelligence					
Work	Wellness	<-	Emotional	-0.013	0.836
Intelligence and Psychological					
Contract	Violation				
Interaction					

In the table above it becomes evident that Psychological Contract Violation has an impact on Work Wellness ($p \leq 0.05$), and that Emotional Intelligence has an impact on Work Wellness ($p \leq 0.05$). Although these three constructs are linked to each other, Emotional Intelligence is not a moderator of psychological contract violation and work wellness ($p \geq 0.05$).

Table 14: Regression results for the causal model (Mediation)

Structural path			Standardized Weight (Estimate)	Regression <i>P</i>	
Work	Wellness	<-	0.523	0.003	
Psychological	Contract				
Violation					
Work	Wellness	<-	Emotional	0.314	0.008
Intelligence					
Work	Wellness	<-	Emotional	-0.013	0.836
Intelligence and Psychological					
Contract	Violation				
Interaction					

In the table above it becomes evident that Psychological Contract Violation has an impact on Work Wellness ($p \leq 0.05$), and that Emotional Intelligence has an impact on Work Wellness ($p \leq 0.05$). Although these three constructs are linked to each other, Emotional Intelligence is not a moderator of psychological contract violation and work wellness ($p \geq 0.05$).

7. Discussion

The general objective of this study was to determine the moderating effect of emotional intelligence on psychological contract violation and work wellness. The State of Psychological Contract which measures the psychological contract violation, was measured with Psycones. Furthermore, Psycones was also used to measure work wellness which consists of six constructs; Job Satisfaction, Satisfaction with Life, Affective Wellbeing, Positive Work-Home Interference, Irritation and Intention to Leave. Emotional Intelligence then measured with SSEIT which consists of four constructs; Perception of Emotions, Managing own Emotions, Managing others' Emotions and Utilizing Emotions.

The statistical analysis was done by using Structural Equation Modeling (SEM) in order to examine a moderation model. Goodness-of-fit will then be applied to evaluate the model and the Pearson Product Coefficient will be taken into account. Irritation and Intention to Leave were reversed for the statistical analysis. Descriptive and Inferential statistics will also be reported to see if links are existent.

There were numerous constructs that showed practical significant positive relationships. Psychological contract violation positively related (with medium effect) to Job Satisfaction, Satisfaction to Life, Positive Work-Home Interference, as well as (with large effect) to Affective Wellbeing and Intention to Leave. This confirms the link between psychological contract violation and work wellness. Psychological Contract Violation has been linked to Work Wellness factors in previous studies such as Job Satisfaction (Mc Donald & Makin, 2000) and Affective Wellbeing (de Cuyper & de Witte, 2006). This indicates that if one experiences feelings of psychological contract violation, it will have a direct impact on one's work wellness. This will lead to job satisfaction, organizational commitment, satisfaction with life and affective wellbeing being adversely affected. A person with decreased work wellness will also experience higher levels of irritation and exhaustion.

Work wellness factors are also related to emotional intelligence in total. Positive Work Home-Interference, Irritation and Intention to Leave related (with medium effect) to Emotional Intelligence. This indicates that a person with a high emotional intelligence will be able to manage these specific work wellness factors better.

Job Satisfaction has a practically significant positive relationship (with medium effect) with Satisfaction with Life, Positive Work-Home Interference and Irritation, as well as (with large effect) with Affective Wellbeing and Intention to Leave. This will indicate that a person who experiences high job satisfaction will be more satisfied with life in general and will be able to manage their work-life balance in a more effective manner. A very significant effect of job satisfaction is indicated with affective wellbeing and intention to leave, this could imply that a person who is satisfied at work will be more likely stay with a company than a person with lower job satisfaction. They will then also experience a high affective wellbeing which indicates that they will have a positive experience of work and therefore be more efficient and committed.

Satisfaction with Life is strongly related to work wellness factors, psychological contract violation and emotional intelligence. This shows that it has a strong relationship with all three constructs, which indicates that it has a substantial effect on the relationship among the three constructs. An assumption can therefore be made that a person who has a higher satisfaction with life tends to have a higher emotional intelligence, therefore they will be able to manage psychological contract violation more effectively, and as a result thereof they will be able to better manage their work wellness.

Affective Wellbeing is linked to work wellness factors such as Irritation, Positive Work-Home Interference and Intention to Leave, as well as with emotional intelligence, and more specifically Managing own Emotions.

Positive Work-Home Interference showed a strong correlation with Irritation, Intention to Leave, Managing own Emotions, Managing others' Emotions, Utilization of Emotions, and Emotional Intelligence as a whole.

Irritation was reversed for the sake of the analysis and showed a correlation with Intention to Leave, Managing own Emotions and Emotional Intelligence. Intention to Leave was also reversed and showed relations with Managing own Emotions and Emotional Intelligence. Emotional Intelligence is linked to all four of the constructs; Perception of Emotions, Managing own Emotions, Managing others' Emotions, Utilizing Emotions. Managing own Emotions was linked to Perception of Emotions, Managing others' relationships and Utilizing Emotions. Managing others' Emotions is related to Perception of Emotions and Utilizing Emotions. Furthermore, Utilizing Emotions is practically related to Emotional Intelligence, managing others' emotions, as well as one's own.

When looking at the three constructs in total, strong links were found between Work Wellness and the State of Psychological Contract Violation, as well as between Work Wellness and Emotional Intelligence. Emotional Intelligence correlated slightly with Psychological Contract Violation, as mentioned in Article 1. Hence it has been established that these three constructs are linked one to the other, but the moderating model that was proposed did not prove to exist. Although the three constructs are related, emotional intelligence does not seem to be a moderator of the relationship between psychological contract violation and work wellness. This indicates that emotional intelligence has no direct influence on the relationship between psychological contract violation and work wellness; therefore it cannot strengthen, weaken or change the interaction in any way.

Fortunately another model prevailed after further statistical analysis indicating that although emotional intelligence does not have a moderating effect, it is a partial mediator between psychological contract violation and work wellness.

The new model that prevailed indicates that emotional intelligence does not have a direct impact on the relationship, but it rather explains the relationship. With moderation emotional intelligence would change the relationship between psychological contract violations, whereas mediation affects or explains the relationship more clearly. It can indicate the reason for a certain trait of the relationship between psychological contract violation and work wellness.

For instance, when an individual experiences psychological contract violation, emotional intelligence will influence what the outcome thereof will be on work wellness. Therefore it can

facilitate a better understanding of the relationship between psychological contract violation and work wellness.

In conclusion the results found in this study were not as predicted, but it yielded interesting discoveries that could be used for future research. Recommendations will be made concerning these discoveries in Chapter 4.

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CHAPTER 4

In this chapter the conclusions of the study are presented. The conclusions are aligned with the general objectives of the study. Furthermore, this chapter discusses the limitations of the study and makes recommendations for practice and future research.

4.1 Conclusions

The general objective of this study was to determine the relationship between psychological contract violation and work wellness, and whether emotional intelligence is a moderator of psychological contract violation and work wellness. This was executed by means of statistical analysis of specific objectives in concurrence with the proposed hypotheses.

In Article 1 the study firstly aimed at determining whether a relationship exists between psychological contract violation and emotional intelligence. Secondly, the study aimed at developing a structural model that will indicate such a link between psychological contract violation and emotional intelligence. Lastly, it aimed at indicating whether emotional intelligence is the predicting variable of psychological contract violation. This was accomplished by firstly conducting a literature review to establish whether it is possible for such a link to exist. Statistical analysis was then performed which indicated that the three specific objectives indicated above were achieved.

The results indicated that emotional intelligence and psychological contract violation are linked to one another, and furthermore that emotional intelligence is a predictor of psychological contract violation. A structural model was then developed to illustrate these findings. The assumption made from these results was that emotional intelligence can influence psychological contract violation. The correlation between the two constructs did not prove practically significant. A reason for this could be that only the state of psychological contracts was included in the study; thus discarding the three other dimensions of psychological contracts, namely Employee obligations, Employer obligations and Emotions of psychological contracts.

In Article 2 the study aimed at developing a model that illustrates the impact of emotional intelligence on the relationship between psychological contract violation and work wellness. Furthermore it investigated whether emotional intelligence has a moderating effect on the link between psychological contract violation and work wellness. This was achieved by means of

statistical analysis of descriptive and inferential statistics, as well as by measuring the Goodness-of-fit and Structural Equation Modeling (SEM) of the proposed model.

The results indicated that the three constructs are linked to one another. However, emotional intelligence does not have a moderating effect on the relationship between emotional intelligence and psychological contract violation. Fortunately, after further research on the data, a different model presented itself that indicated that emotional intelligence is a partial mediator on psychological contract violation and work wellness. This implies that rather than a direct relationship between psychological contract violation and work wellness, emotional intelligence will explain the relationship. Hence a causal model was developed that indicates that emotional intelligence is a partial mediator on the relationship between psychological contract violation and work wellness. It can thus be assumed from this finding that when individuals experience psychological contract violation, they will apply their emotional intelligence to make sense of the event that had taken place, which will then result in how it affects their work wellness.

A person with higher emotional intelligence will therefore be able to minimize the negative effects of psychological contract violation that will then lead to a less extreme reaction to work wellness.

The objectives of this study were therefore reached and in the end represented the broader intention of this study. This study ultimately confirms that emotional intelligence can be linked to psychological contract violation, and that emotional intelligence is a predictor of psychological contract violation. Furthermore, the findings also suggest that emotional intelligence is a partial mediator psychological contract violation and work wellness.

The establishment of these relationships and the implications thereof hold many possibilities for future research. However, the study is not without limitations.

4.2. Limitations

Although this study presented interesting results, no research is without limitations. Subsequently a discussion follows concerning the limitations identified during the execution of this research.

The first limitation of the study was found within the population. As this study focused on individuals within the mining and engineering field, the lower-level employees are illiterate. Assistance was offered during this process. Nevertheless it cannot be established whether they interpreted the questions accurately. This leads to yet another limitation; the questionnaire was only available in English. This increases the risk regarding the validity of the results that were obtained from the questionnaires. One should also take caution to not generalize the results across all employees in all fields, as it was limited to a certain population sample.

A third limitation of this study was that only one component of the Psycones questionnaire was used. This was done in order to shorten the questionnaire as only the violation experience was measured. This limited the dimensions that could have indicated stronger correlations.

In addition, the SSEIT questionnaire was of a self-report nature. With a self-report questionnaire the probability increases that individuals would want to give socially desirable answers in the interest of attaining good scores during the measurement of their emotional intelligence.

Lastly, there are concerns regarding the use of a cross-sectional survey design. This indicates that the data was gathered at one point in time (Salkind, 2009). This made it difficult to prove the causality of the models.

3.3 Recommendations

The following recommendations are made for practice and future research.

Recommendations for practice:

The findings in this study will grant consultants and organizations within a company an opportunity of investigating these three constructs among their employees in order to gain a comprehensive understanding of emotional intelligence, psychological contract violation and work wellness and it's correlation with organizational outcomes.

The results the study signify the importance of these three constructs from an individual and a personal perspective. Organizations should be aware of the risks connected to these constructs and consider various strategies to neutralize negative effects on organizational outcomes.

Literature has pointed out the importance of understanding psychological contract violation, emotional intelligence and work wellness in the organization. Both constructs have received a large amount of attention lately, and this study supports the literature.

The relationship of these three constructs with one another can be used in organizations to ensure that employees can function optimally within a diverse workforce. Also, studies have shown that taking psychological contract violation and emotional intelligence into consideration during the recruitment and selection process can ultimately lead to improved work wellness.

Recommendations for future research:

Since the relationship of the three constructs with one another has been established, future research could focus on a longitudinal study while applying interventions. This can assist in establishing what interventions can be employed to reduce psychological contract violation, and whether developing the emotional intelligence will have an impact on the relationship between emotional intelligence and work wellness, as predicted in the results. Alternatively, future research can focus on what interventions can be employed to reduce employees' perceptions that psychological contract violation has taken place, which would in turn improve the work wellness of employees.

Another interesting proposal for future research can be to investigate the link between psychological contract violation and personality types. DelCampo (2007) has touched on the subject of psychological contracts and personalities, but it would contribute to the field if one could investigate various personality types while taking into account the Myers–Briggs Type Indicator (MBTI) and how they experience psychological contract violation.

Future studies could also focus on developing a mediation model using all dimensions of these constructs. All dimensions of psychological contracts could also then be included, more specifically the dimension of emotions in psychological contracts.

The data was also collected from only two sectors, mining and engineering; therefore future studies could also consider examining the phenomenon further within various other fields. One can also consider applying the questionnaires in other official languages of South Africa in order to ensure that all individuals who partake in the study have a thorough understanding of the questions. Another important recommendation is that the sample be considered more carefully. Within the mining and engineering sector, access was very difficult as the employees work at various locations and long hours. In the future research could perhaps focus on a wider variety of individuals.

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