# The relationship between leaders' emotional intelligence and employee job satisfaction within a power utility


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# ABSTRACT

The ever-changing work environment within the 21st century is creating many challenges that threaten organisational success. These challenges have led to increased difficulty in sustaining employee job satisfaction (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). Organisations require effective leadership to address these challenges (Ahmad & Ibrahim, 2015; Anderson *et al.*, 2017; Eberhardt & Majkovic, 2016). Emotional intelligence has been identified as an imperative skill that enables effective leadership (Gale, 2017; Goleman, 2016; Ngang *et al.*, 2015). Therefore, the literature reviewed implies that emotional intelligence enables effective leadership and that effective leadership enables employee job satisfaction.

Organisations need to be more innovative to address new ways of ensuring employee job satisfaction, enabling positive organisational outcomes. This study aims to do just that, proposing that the development of leaders' emotional intelligence could result in higher employee job satisfaction.

The study set out on determining the relationship between leaders' emotional intelligence and employees' job satisfaction within a power utility. A total of 117 validated questionnaires were retrieved from the empirical research design. The Minnesota Satisfaction Questionnaire (MSQ, short-form) was used to measure the employees' job satisfaction levels. The Rahim Emotional Quotient Inventory (EQI) was used to measure the respective leaders' emotional intelligence. The correlation between these measures was determined.

The results from the Rahim EQI indicated an overall low to average leader-emotional intelligence score. The results from the MSQ indicated an overall low employee-job satisfaction score. The Pearson correlation coefficient indicated a distinct linear relationship between the constructs measured. Therefore, the study successfully proved that there is indeed a relationship between a leader's emotional intelligence and their employee's job satisfaction.



**Keywords:** Effective leadership, Job satisfaction, Emotional intelligence, Disruptive age, Organisational challenges, Organisational changes within the 21st century.

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# CHAPTER 1: NATURE AND SCOPE OF THE STUDY

This study investigates the impact of leaders' emotional intelligence on employee job satisfaction within a power utility. Chapter one includes a brief introduction towards the relevant literature, the problems statement, the research questions and objectives, the rationale and significance of the study, delimitations and assumptions and concludes with a brief overview of the chapters to follow.

## 1.1 INTRODUCTION

The constantly changing work environment within the 21st century is creating many challenges that threaten organisational success. It is the responsibility of the leaders within the organisation to address these challenges (Ahmad & Ibrahim, 2015; Eberhardt & Majkovic, 2016). One of these challenges is ensuring employee job satisfaction. Employee job satisfaction affects organisational success and has become more difficult to sustain within the changing work environment (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). Today's workforce is more inclined to leave their jobs if they do not feel satisfied within their work environment, therefore increased employee turnover has become a problem for many organisations (Anderson *et al.*, 2017). Low levels of job satisfaction have also been associated with lack of productivity and commitment, poor overall morale and job stress (Chung *et al.*, 2017; McFarlin, n.d.; Strömgren *et al.*, 2016). Employee job satisfaction is derived from multiple factors with superior relations being one of the most important, which emphasises the need and importance of effective leadership (Belias & Koustelios, 2014a; Munir & Rahman, 2016).

Leadership can be defined as the ability to motivate, communicate, influence and enable employees to contribute towards organisational success (Mosadeghrad & Ferdosi, 2013; Munir & Rahman, 2016). These elements are argued to coincide with emotional intelligence. Salovey and Mayer describe emotional intelligence as the ability to monitor one's own and others' feelings, to discriminate among them and to use this information to guide one's thinking and actions (Almatrooshi *et al.*, 2016; Miao *et al.*, 2016; Salovey & Mayer, 1990). The reviewed literature confirmed that emotional intelligence is a necessity for effective leadership and conducive to effective implementation of organisational change (Almatrooshi *et al.*, 2016; Ngang *et al.*, 2015). Leaders without adequate emotional intelligence cannot

manage and lead effectively as they lack the ability to engage, motivate and inspire their subordinates accordingly (Gale, 2017).

A significant amount of research has been conducted highlighting the importance of employee job satisfaction, effective leadership and emotional intelligence as enablers to organisational success (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). However, limited research is available identifying the relationship between leaders' emotional intelligence and their respective employees' job satisfaction and none within the framework of a state-owned power utility within South Africa (Han *et al.*, 2017; Meeks, 2017). Therefore, it is argued that the identification of this relationship should provide additional insight, not only towards the improvement of leadership skills but also employees' job satisfaction and ultimately organisational success.

## 1.2 PROBLEM STATEMENT

Increased organisational challenges within today's working environment include continuous technological change and innovation, cultural challenges and demographic diversities, all affecting organisational outcomes (Eberhardt & Majkovic, 2016; Mallikarjuna, 2012). These challenges need to be addressed through effective leadership, ensuring the future growth and success of organisations (Ahmad & Ibrahim, 2015; Anderson *et al.*, 2017; Eberhardt & Majkovic, 2016).

Effective leadership implies that leaders possess a specific set of skills that enables them to motivate, build rapport, and positively influence their employees, which ultimately contributes to organisational success (Landry, 2019; Ngang *et al.*, 2015). Many of these skills have been identified to be mostly derived from emotional and social intelligence (Almatrooshi *et al.*, 2016; Goleman, 2016; Miao *et al.*, 2016). Leaders who do not attest these skills will have difficulty when trying to build rapport, and lead their employees, especially when the majority of the workforce is criticised for also not possessing adequate emotional intelligence (Ngang *et al.*, 2015). All these factors can result in poor organisational performance as employees will feel disengaged, unvalued and overall dissatisfied (Meeks, 2017). Therefore, it is argued that emotional intelligence is essential for effective leadership especially within the ever-changing work environment of the 21st century (Gale, 2017; Goleman, 2016; Ngang *et al.*, 2015).

The changing technological landscape is drastically impacting the way organisations operate; changing organisational structures, the way employees and leaders interact with one another and is affecting employee job satisfaction (Anderson *et al.*, 2017; Eberhardt & Majkovic, 2016). Employees are demanding job satisfaction as it is seen more as a right than a privilege, which highlights the importance of job satisfaction and is becoming one of the most important priorities for today's organisations (Anderson *et al.*, 2017). Leaders within organisations have the greatest influence on their subordinates and it is their responsibility to ensure the wellbeing of their employees (Bassett, 1994; Wech, 2002). Employees who do not feel valued, motivated, engaged and part of something bigger, will not perform and eventually resign (Kaye & Williams, 2018). The continuous success and growth of any organisation will depend on how well they can adapt and maintain employee job satisfaction, especially within the ever-changing work environment (Ahmad & Ibrahim, 2015).

The literature reviewed concludes that emotional intelligence enables effective leadership (Gale, 2017; Miao *et al.*, 2016; Miao *et al.*, 2018; Ngang *et al.*, 2015; Rahim & Clement, 2005), also that effective leadership enables employee job satisfaction (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016); therefore, it can be argued that leaders' emotional intelligence does affect employee job satisfaction. This notion is supported by a few researchers, concluding that emotionally intelligent leaders will produce satisfied followers (Almatrooshi *et al.*, 2016; Miao *et al.*, 2016). Organisations need to be more innovative to address new ways of ensuring employee job satisfaction, enabling positive organisational outcomes.

Many of the challenges mentioned above have also become evident within South Africa's largest power utility. Many sources have indicated that the power utility is experiencing leadership issues, cultural problems and low levels of job satisfaction (Anon, 2015; De Jager, 2016; Groenewald, 2018; Khoza & Kanjere, 2014; Saunders, 2017; Toyana & Motsoeneng, 2017). These challenges have all contributed to dire organisational outcomes, with the organisation sitting with an accumulated debt of R419bn at the time of writing (Paton, 2019). Therefore, the study aims to highlight the importance and effect of leaders' emotional intelligence on employee job satisfaction within a power utility.

## 1.3 RESEARCH AIM, OBJECTIVES AND RESEARCH QUESTIONS

This research study aims to identify whether leaders' emotional intelligence affect employee job satisfaction. The study is conducted within South Africa's largest power utility and determines the emotional intelligence levels of a pre-defined subset of middle managers and the job satisfaction levels of their respective subordinates.

Limited research has been concluded, measuring the direct effect of leaders' emotional intelligence on their employees' job satisfaction. This study also aims to contribute to the broader fields of emotional intelligence and employee job satisfaction and to investigate the relationship between these two constructs. This study's research objectives and research questions follows:

### 1.3.1 Primary research objectives

- To determine the relationship between leaders' emotional intelligence and employee job satisfaction within a power utility.

### 1.3.2 Secondary research objectives

- To determine the job satisfaction levels of the engineers within the Generation division of the power utility.
- To determine the leaders' emotional intelligence (leaders located within the engineering environment) within the Generation division of the power utility.
- To identify patterns within the demographics of the power utility.
- To provide recommendation for further research and practices.

### 1.3.3 Research questions

- Does leaders' emotional intelligence affect employee job satisfaction?
- What are the engineers' levels of job satisfaction within the Generation division of the power utility?
- What are the engineering-leaders' emotional intelligence within the Generation division of the power utility?

- Are there perceived differences between demographics related to job satisfaction and emotional intelligence?

## 1.4 RATIONALE AND SIGNIFICANCE OF THE STUDY

The knowledge derived from the reviewed literature, highlights the importance of employee job satisfaction, especially within today's organisations, as the changing work environment impedes the retention of employees (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). Organisations will need to be more attentive in identifying all factors affecting employee job satisfaction in order to manage effectively. Identifying leaders' emotional intelligence as an enabler to employee job satisfaction will highlight additional focus areas for improvement that have previously not received much attention. Much research has been done identifying the significance of leaders' emotional intelligence and employee job satisfaction but all within isolated studies. Limited research has been done investigating the direct relationship between leaders' emotional intelligence and employee job satisfaction and none within the context of a power utility.

### 1.4.1 Significance of the study for individuals

Understanding how one's emotional intelligence can affect the individuals in one's surroundings can be very beneficial. The study will highlight the importance of emotional intelligence and create awareness of how one's emotional intelligence can affect others.

### 1.4.2 Significance of the study for organisations

If it is found that leaders' emotional intelligence does indeed influence employee job satisfaction, organisations can provide the necessary training to improve the relevant leaders' emotional intelligence. This will, in turn, then improve employee job satisfaction. This will not only improve the leaders' emotional intelligence, but also transfer these skills throughout the organisation's structures, improving subordinates' emotional intelligence and ultimately aiding positive organisational outcomes. Organisations can approach the development of emotional intelligence strategically, enabling a complete shift within the organisation's culture. Developing leaders' emotional intelligence, in combination with a mentorship programme, will allow leaders to develop their emotional intelligence even further while transferring that knowledge to their subordinates. This will not only change the culture of an organisation for the better, but also save money, as less investment is required for employee development and growth.

### 1.4.3 Significance of the study for academic literature

The ever-changing work environment is forcing organisations to adapt through innovation and this is also the case with leadership (Ahmad & Ibrahim, 2015; Kaye & Williams, 2018). Organisations will need to change the way they approach the development of effective leadership, as the future success of organisations will depend on it. The findings, conclusions and recommendation of this study will contribute to the academic spectrum of leaders' emotional intelligence and employee job satisfaction. This will also add to the limited available research investigating the direct relationship between these two constructs.

## 1.5 DELIMITATIONS AND ASSUMPTIONS

The following delimitations and assumptions are described from a high-level perspective. The reviewed literature (Chapter 2) and the empirical research (Chapter 3) provide the necessary support and in-depth description of the delimitations and assumptions, respectively.

### 1.5.1 Delimitations (Scope)

This study is conducted within South Africa's largest state-owned power utility. A specific study population was identified for this study, which is located within pre-defined divisions and departments within the power utility. The required data is gathered within the power utility's Generation division and focuses only within the engineering departments. The study measures the job satisfaction levels of engineers and the perceived emotional intelligence of their respective leaders.

The study follows a quantitative research design. The quantitative data is gathered by using two 7-point Likert scale questionnaires and one general questionnaire, measuring demographic information. The identified questionnaires used within this study are the Minnesota Satisfaction Questionnaire (MSQ) and the Rahim EQI questionnaire. These questionnaires were explicitly chosen for this study and are further discussed in Chapter 3. Each of these questionnaires is validated questionnaires, which have all been used in previous research designs. All the required data was gathered within a period of one month by using an online survey tool.

The motivation and purpose behind the identified scope are described in detail within the empirical research (Chapter 3).

### 1.5.2 Assumptions

The following assumptions are all concluded based on the success and validity of the proposed study and are supported by the relevant reviewed literature and research design (Chapters 4 and 5).

- Emotional intelligence in the workplace is an important driver towards positive organisational outcomes.
- All questionnaires were answered truthfully based on each individual's objective experiences.
- The identified sample population is the best suited to aid the study.
- The proposed questionnaires are suitable for determining a leader's emotional intelligence and employee job satisfaction.
- The total sample population will be accessible through online surveys.
- The majority of the sample population answered the proposed questionnaire within the given time frame.
- This study will pose no harm to any of its participants.
- The findings of this study will not be generalised.

## 1.6 LAYOUT OF THE STUDY

The layout of the mini-dissertation starts with an abstract, which provides a summary of the whole study.

After the abstract, Chapter 1 commences and includes all the relevant information as presented within the headings above. Chapter 2 to Chapter 5 follows, providing subsequent information:

- **Chapter 2 (Literature Review)** contains a thorough literature review of the constructs in question. These constructs include; *Emotional intelligence, Job satisfaction, Organizational changes within the 21st century,* and *Effective leadership*. The literature highlights the importance of these constructs and how each relates to one another.

- **Chapter 3 (Empirical Research)** describes in detail the methodology of this study. The methodology highlights the measuring instruments used and the target sample population. The motivation for the chosen methodology is also provided.

- **Chapter 4 (Results and Discussion)** describes the results obtained from the study. The data analysis and findings are described in-depth, which also includes the validity and accuracy of the data.

- **Chapter 5 (Conclusion and Recommendations)** presents a conclusion based on the findings, addressing the research questions and objectives of this study. It also presents an objective critique and shortcoming of the study after which recommendations are provided for future research related to the topic.

# CHAPTER 2: LITERATURE REVIEW

## 2.1 INTRODUCTION

The purpose of this study is to determine the relationship between leaders' emotional intelligence and their employees' job satisfaction. The succeeding literature highlights the importance of emotionally intelligent leaders and employee job satisfaction within the ever-changing work environment of the 21st century. This literature includes associated elements of *Emotional intelligence, Job satisfaction, Organisational changes within the 21st century,* and *Effective leadership*. Much research has been conducted within each of these elements, but very few have examined these constructs in relation to one another. The literature concludes with a summary highlighting the connection between all these elements. The literature reviewed is obtained from a combination of sources that includes: dissertations, academic journals, periodicals, books, and electronic resources. These sources all focus on emotional intelligence, effective leadership and employee job satisfaction within the framework of an ever-changing work environment. The chapter concludes with a summary of all the constructs mentioned above, proposing a theory based on the reviewed literature.

## 2.2 DEFINITIONS OF KEY TERMS

The following key terms are used throughout the document; therefore, the understanding and conceptualisation thereof are essential:

*Base-load Power Stations*: A power station that provides a continuous supply of electricity throughout the year.

*Emotional Intelligence:* Salovey and Mayer defined emotional intelligence as "The ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990). Goleman (1998) aligns with their definition but adds to the concept that emotional intelligence relates to leadership characteristics, theories and social behaviours that can be defined within five core elements: Emotional Self-awareness, Self-regulation, Internal motivation, Empathy and Social skills (Boyatzis *et al.*, 2000).

*Ever-changing work environment:* Can be described as a period of transformative change (Officer, 2017). In the context of this study, an ever-changing work environment refers to the transformative changes experienced within the organisational environment within the 21st century, which is affecting all areas of operations.

*Effective Leadership*: Is to successfully achieve a desired result or outcome through the use of leadership skills (Landry, 2019; Ngang *et al.*, 2015). In the context of this study, effective leadership refers to the ability of successfully leading employees to achieve organisational outcomes.

*Job Satisfaction:* Adams *et al.* (1995) and Spector (1997) defined job satisfaction as the collection of feelings one holds towards her or his job, whereas Andresen *et al.* (2007) defines jobs satisfaction as a positive or pleasant emotional state induced when an individual's needs are satisfied through one's work experience.

## 2.3 EMOTIONAL INTELLIGENCE

### 2.3.1 Theories, developments and definitions

Mayer and Salovey introduced emotional Intelligence in 1990 to provide a framework that can be used to organise an individual's emotional responses. This framework was used to create the first ability-based test for emotional intelligence (Salovey & Mayer, 1990). Salovey and Mayer defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990:189). At the time when Salovey and Mayer introduced the concept of emotional intelligence, Thorndike and Gardner already explored the concepts of social, interpersonal and intrapersonal intelligence. Thorndike (1920) defined the idea of social intelligence as the ability to observe and control humans in human relations. In 1983 Gardner also introduced the idea that humans had both intrapersonal and interpersonal intelligence (Salovey & Mayer, 1990). Today Salovey and Mayer are mostly credited for forming the concept of emotional intelligence even though Salovey and Mayer first considered emotional intelligence as a subset of Thorndike's social intelligence (Salovey & Mayer, 1990; Thorndike, 1920).

Emotional intelligence has continuously been evolving since its "official" introduction, in 1990 by Salovey and Mayer, from where researchers have been developing their own definitions

and theories. Many researchers have helped to expand emotional intelligence into what it is today. Goleman in 1995, was the first to evolve further and popularise the concept of emotional intelligence with his book; *Emotional Intelligence: Why it can matter more than IQ* (Goleman, 1995). His definition of emotional intelligence aligns with that given by Salovey and Mayer, but adds to the concept that emotional intelligence relates to leadership characteristics, theories and social behaviours. He also proclaimed that emotional intelligence matters twice as much as IQ and further defines emotional intelligence within five core elements (Boyatzis *et al.*, 2000:4; Goleman, 1998):

- **Self-awareness** – Identifying one's emotions at any given time while recognising the impact those emotions have on others.
- **Self-regulation** – Control, manage or redirect one's emotions, reflecting before taking action.
- **Internal motivation** – Utilizing one's emotions in such a way as to achieve goals despite circumstances.
- **Empathy** – Sensing and understanding the emotions/feelings of others, especially when making decisions.
- **Social skills** – Managing others' emotions in such a way as to redirect them in the desired direction.

After Goleman, Mayer, Salovey and Caruso redefined their earlier model of emotional intelligence with a four-branch model that consists of four essential emotional competencies (Mayer *et al.*, 1999):

- **Emotional perception and expression** – The ability to accurately identify and express feelings within oneself and others.
- **Using emotions to facilitate thought** – The ability to allow your emotions to drive your thoughts as to what is good for you and others around you.
- **Emotional understanding** – The ability to understand and reason the meaning of your emotions.

- **Emotional management** – The ability to manage, control and regulate emotions for personal and social growth.

Mayer, Salovey and Caruso structured the model in such a way that it can be viewed as a hierarchical structure, where the first (highest) "branch" indicates the conscious, reflective regulation of emotions while the last (lowest) "branch" indicates relatively simple abilities of perceiving and expressing emotions (Mayer *et al.*, 1999; Mayer *et al.*, 2001).

Reuven Bar-On was the next researcher that made significant development within the field of emotional intelligence when he introduced the concept of social intelligence as a part of emotional intelligence. He defined emotional intelligence as a "cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (Bar-On, 2006). His thinking was influenced by Darwin's early work related to the importance of emotional expression for survival and adaptation, also by the work of Thorndike where he describes the importance of social intelligence on human performance (Bar-On, 2006). Bar-On's model of emotional intelligence can be broken down into five key components, each including a set of sub-components (Bar-On, 2006):

- **Intrapersonal skills** – Assertiveness, self-actualization, self-regard, independence and emotional self-awareness.
- **Interpersonal skills** – Interpersonal relationships, social responsibility and empathy.
- **Stress management** – Impulse control and stress tolerance.
- **Adaptability** – Flexibility, problem-solving and reality-testing.
- **General mood** – Self-motivation, happiness and optimism.

Since these developments, much more research and theories into emotional and social intelligence have been emphasised, explored and criticised, especially within the leadership environment (McCleskey, 2014). Despite these developments, a general agreement in the academic literature attests that there exist only three main emotional intelligent models, the Goleman (1995) model, the Bar-On (2006) model and the Salovey and Mayer (1990) model (Khalili, 2012; McCleskey, 2014).

Table 2.1 below offers a summarised collection (partial list) of additional researchers who helped to develop the theory of emotional intelligence to what it is known today. The table identifies the researcher and their respective view/theory related to emotional intelligence.

**Table 2.1: Researchers' proposed views/theories related to emotional intelligence**

| Researcher | Researcher's view/theory |
|---|---|
| Thorndike (1920) | Defines social intelligence as the ability to observe and control humans in human relations. |
| Gardner (1993) | Introduces the idea that humans had both intrapersonal and interpersonal intelligence. |
| Jordan *et al.* (2002) | Proposes that emotional intelligence contains four concepts, namely, perception, assimilation, understanding and management of emotions. |
| Petrides *et al.* (2004) | Emotional intelligence is "a constellation of behavioural dispositions and self-perceptions concerning one's ability to recognise, process, and utilise emotion-laden information" (Petrides *et al.*, 2004:278). |
| Petrides (2010) | Emotional intelligence is a personality trait. |
| McCleskey (2014) | Interpersonal and Intrapersonal intelligence is foundational components of emotional intelligence. |
| Miao and Chao (2018) | Emotional intelligence includes elements routed in mindfulness. |

Note that the concept of emotional intelligence is not limited to the theories and models mentioned above. These concepts and models help to form a clear understanding of the evolution and development of emotional intelligence and to justify the discussions that follow in the succeeding paragraphs.

### 2.3.2 Measuring emotional intelligence

The construct emotional intelligence has received much attention and growth within the research community within the past 25 years, with researchers trying to add and further develop the concept. Because of this, many researchers have developed their own emotional intelligent measuring instruments (many not empirically evaluated), leading to the construct (emotional intelligence) becoming one of the most critiqued and controversial topics within the academic environment (Davies *et al.*, 1998; Spector, 2005).

Today there exists a multitude of different measuring instruments, developed by various academics (based on their research and theories), which measure emotional intelligence in their unique way. Table 2.2 below offers a partial listing of some of the more practical and popular emotional intelligence measuring instruments.

**Table 2.2: Emotional intelligence measuring instruments and their respective characteristics**

| Researcher | Instrument | Measuring items/Method |
|---|---|---|
| Salovey *et al.* (1995) | Trait Meta-Mood Scale (TMMS) | Three subscales, 48-items, self-report |
| Mayer *et al.* (2002) | Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) | Four branches, 141-items, ability-based |
| Bar-On (2006) | Emotional Quotient Inventory (EQ-I) | Five factors, 133-items, self-report |
| Schutte *et al.* (1998) | Schutte Self-Report Emotional Intelligence Test (SSEIT) | Four subscales, 33-items, self-report |
| Goleman (1998) | Emotional Competence Inventory (ECI) | Four clusters, 110-items, multi-rater |
| Wong *et al.* (2007) | Wong's Emotional Intelligence Scale (WEIS) | Two parts, 20 scenarios and 20 ability pairs with multiple choice answers to each, forced-choice |
| Rahim *et al.* (2002) | Rahim Emotional Quotient Inventory (Rahim EQI) | Five dimensions, 22-items, self-report |

The Trait Meta-Mood Scale (TMMS) was developed by Salovey, Mayer, Goldman, Turvey and Palfai (1995) with the intent to measure an individual's ability to understand, regulate and attend to his/her moods. The TMMS claims to measure three components associated with the construct emotional intelligence, namely, attention (being aware of your feelings and emotions), clarity (capable of understanding and discriminate among feelings) and repair (ability to control and repair moods). The TMMS consists of 48-items rated on a 5-point Likert scale and is reported to have adequate validity and reliability (Fernández-Berrocal *et al.*, 2004; Giromini *et al.*, 2017; Salguero *et al.*, 2010).

The Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) is an ability-based measure of emotional intelligence, routed within the four-branch model of Mayer, Salovey and Caruso (1999). The MSCEIT is based on the idea that emotions can be used to solve problems. The test consists of 141-items and attests adequate internal consistency and validity (Brackett *et al.*, 2006; Mayer *et al.*, 2012).

The Bar-On (2006) Emotional Quotient Inventory (EQ-I) is another measuring instrument, assessing the five main components of emotional and social intelligence presented in Bar-On's model, namely, interpersonal, intrapersonal, adaptability, stress management and general mood (Bar-On, 2006). The EQ-I consists of 133-items rated on a 5-point Likert scale and have received mixed reactions related to its validity, Dawda and Hart (2000) and Van Zyl Casper (2014) confirms acceptable levels of validity, while Conte (2005) identified some limitations with discriminant efficacy.

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general emotional intelligence, structured off of Salovey and Mayer's model of emotional intelligence (Schutte *et al.*, 1998). The SSEIT consists of 33-items (self-report) rated on a 5-point Likert scale, categorised within four sub-scales, namely, utilising emotions, managing others' emotions, emotional perception and managing self-relevant emotions. Many researchers have validated the SSEIT, supporting its validity and reliability (Jonker Cara & Vosloo, 2008; Moon & Hur, 2011; Rashid *et al.*, 2016; Ricardo & Joaquín, 2008; Schutte *et al.*, 1998).

The Emotional Competence Inventory (ECI) is a 360-degree emotional intelligence assessment tool. The ECI is based on the work of Goleman (1998), assessing emotional intelligence within four clusters, namely, self-awareness, social awareness, relationship management and self-management. The ECI consists of 110-items rated on a 6-point Likert scale and have shown mixed reactions related to its validity (Boyatzis *et al.*, 2000; Byrne *et al.*, 2007).

Wong's Emotional Intelligence Scale (WEIS) is a self-report measuring instrument, measuring emotional intelligence within two parts. The first part contains 20 scenarios in which the participant chooses his/her most likely reaction. The second part includes 20 ability pairs in which the participant selects one out of the two types of abilities best

representing their strengths (Wong *et al.*, 2007). The WEIS has shown acceptable reliability and validity (Conte, 2005; Yefei *et al.*, 2014).

Rahim developed the Rahim Emotional Quotient Inventory (EQI) with the intent to accurately measure subordinates' perceptions of their respective supervisors' emotional intelligence. The Rahim EQI measures perceived levels of emotional intelligence within Goleman's emotional intelligence framework of self-awareness, self-regulation, motivation, empathy and social skills (Rahim *et al.*, 2002). It consists of 22-items rated on a 7-point Likert scale and attests good validity and reliability (Afzalur Rahim & Psenicka, 2005; Nel *et al.*, 2015; Rahim *et al.*, 2002).

It is, however, essential to note that even with the continuous development and improvement of all the different emotional intelligent measuring instruments, there are also many researchers raising concerns about these instruments. Waterhouse (2006) emphasised the sheer amount of contradictory models, definitions, and measuring instruments, which all challenge the validity of emotional intelligence as a definite construct. In a more recent study, Schlegel and Mortillaro (2018) agree with Waterhouse, noting that the contrasting approaches to measuring and defining emotional intelligence have produced somewhat unreliable findings.

### 2.3.3 Emotional intelligence and effective leadership

Considering the competencies associated with emotional intelligence, as defined by the models of Goleman, Bar-On, and Salovey and Mayer, it is clear to see why emotional intelligence has been identified as an important skill for leaders within the 21$^{st}$ century (Dollard, 2018; Goleman, 2016; Landry, 2019). The competencies identified within the respective emotional intelligence models overlap with the skills effective leaders are expected to attest, which includes self-awareness, self-regulation, motivation, empathy and social skills (Gale, 2017; Miao *et al.*, 2016; Ngang *et al.*, 2015). These skills enable leaders to effectively manage, communicate, motivate and engage their employees (Landry, 2019; Ngang *et al.*, 2015).

Multiple studies have been conducted, investigating the effect that emotionally intelligent leaders have on their subordinates and overall business outcomes. Batool (2013) conducted a study that included 50 managers and found a positive relationship between effective leadership and a leader's emotional intelligence. Other studies also confirmed

that leaders' emotional intelligence aids business success and project outcomes (Doe *et al.*, 2015; Rezvani *et al.*, 2016). More recent studies confirmed that companies with emotionally intelligent leaders will have employees who are less likely to leave the organisation and who are more engaged within their work environment (Hosain, 2018; Miao *et al.*, 2018). Studies have also shown a direct relationship between emotional intelligence and positive leadership styles. Miao and Chao (2018) conducted a study in which their results indicated a definite positive relationship between emotional intelligence and authentic leadership.

Overall the literature supports the notion that emotional intelligence aids leadership effectiveness; however, Antonakis (2003) points out that this is not a necessity, since there may be many successful leaders with low emotional intelligence.

## 2.4 JOB SATISFACTION

### 2.4.1 Theories, developments and definitions

The construct, job satisfaction has been (and remains) a topic of great interest within the research community. This is mainly because it has been proven that employee job satisfaction plays a crucial role in organisational success (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016).

Throughout years of research, the definition of job satisfaction has been highly debated, with most scholars reaching a consensus that job satisfaction is mostly rooted within an individual's perceived emotional state associated with their work. Adams *et al.* (1995) and Spector (1997) defined job satisfaction as the collection of feelings one holds towards one's job. Andresen *et al.* (2007) define job satisfaction as a positive or pleasant emotional state induced when an individual's needs are satisfied through his/her work experience. In contrast, Weiss (2002) proposes that job satisfaction is a personal evaluation of one's job situation as opposed to an emotional reaction/feeling. He defines job satisfaction as a positive evaluative judgement an individual makes about his/her work situation, introducing the notion that effects and beliefs are both different causes of job satisfaction (Weiss, 2002). Another, more recent definition from the online Cambridge dictionary, defines job satisfaction as the sensation of pleasure and accomplishment which you experience in your job when you know that your work is worth doing (Anon, 2018). In more recent years scholars have presented job satisfaction from a different perspective, proposing that job satisfaction is not only determined by external factors but also directly relates to an

individual's personality (Judge & Klinger, 2008; Judge & Larsen, 2001). Considering all the factors mentioned in the literature above it is clear to see that there is a wide array of factors perceived to influence an individual's level of job satisfaction, including, work-related environment, supervision, beliefs, personality and personal fulfilment.

Today there exist a multitude of job satisfaction theories and models, developed by a diverse group of researchers, which mostly overlap with the theories explaining human motivation. The most popular theories/models explaining human motivation are those of Maslow's (1943) needs theory, Herzberg's (1959) motivator-hygiene (also known as the two-factor) theory, Hackman and Oldman's (1975) job characteristics model, and the dispositional approach. All these theories and models highlight important factors related to job satisfaction, each from a different perspective, therefore providing a broad and objective overview of essential factors perceived to influence job satisfaction.

It is believed that job satisfaction, as a construct and research-concept within the organisation environment, began with the introduction of Maslow's (1943) hierarchy of needs. His hierarchy of needs presents a motivational theory in psychology that encompasses a 5-tier model of human needs. This 5-tier model is often described within hierarchical levels, where the lower levels first need to be satisfied before the next can be fulfilled. These levels/needs, presenting the needs from the bottom of the hierarchy upwards, are (Maslow, 1943):

- **Physiological needs** – Food, warmth, rest, and water.
- **Safety needs** – Personal security and safety.
- **Belongingness and love needs** – Intimate relationships and friends.
- **Esteem needs** – Prestige and feelings of accomplishments.
- **Self-actualisation needs** – Achieving one's full potential.

It is clear to see how these needs can directly relate to one's work environment and why some have used this model to explain job satisfaction. Within an organisation, physiological needs refer to the basic needs of compensation, healthcare and overall good working conditions. Safety needs can directly translate to employees feeling safe and protected or as job security in their work environment. Belongingness refers to employees feeling as

though they belong and have good relationships with their colleagues. Esteem needs translate to employees being respected and receiving recognition and approval. The last need is self-actualisation, which is fulfilled when employees have the freedom to become the most that they can be.

In the late 1950s, Herzberg (1959) presented his motivator-hygiene theory in which he states that certain factors within the workplace affect job satisfaction and a completely different set of factors affect dissatisfaction (Herzberg *et al.*, 1959). He proposed that job satisfaction is dependent on the presence of specific job characteristics/incentives (motivating factors), and it is the same for dissatisfaction (hygiene factors), which is dependent on a different set of job characteristics/incentives. He describes his theory in terms of 'motivating' and 'hygiene' factors, namely:

- **Motivating factors** – Factors enabling positive outcomes and motivation, namely, challenging work, achievement, benefits and pay, responsibility, etc. Satisfaction results from the presence of these factors within the work environment.

- **Hygiene factors** – Factors enabling negative outcomes or demotivation, namely, job security, work conditions, company policies, quality of management, etc. Dissatisfaction results from the absence of these factors within the work environment.

Because these factors are viewed as completely independent, it is possible for employees to feel satisfied and dissatisfied at the same time (presence of hygiene factors and motivating factors). Therefore, for employees to be satisfied, the presence of hygiene factors needs to be high and the presence of motivating factors needs to be high. Viewing Herzberg's theory from a management perspective, satisfaction can be increased by focusing on and increasing motivating factors while also increasing hygiene factors. Thus, poor hygiene factors decrease employee job satisfaction while motivating factors to increase employee job satisfaction.

After Herzberg, Hackman and Oldham (1975) introduced the job characteristics model, which is based on the idea that work-related tasks are crucial to employee motivation. Hackman and Oldman's (1975) model identifies five main job characteristics that are predicted to benefit an individual's psychological state, resulting in personal and career outcomes. These five characteristics can be described as follows (Hackman & Oldham, 1975):

- **Skill variety** – The variety of tasks within the relevant job.
- **Task identity** – The degree to which a task can be completed from start to finish.
- **Task significance** – The degree to which the task presents meaning to the relevant employee.
- **Autonomy** – The degree to which an employee has freedom and independence within his/her everyday tasks.
- **Feedback** – The degree to which employees receive feedback.

The identified job characteristics are believed to influence three psychological states of an individual, which includes, meaningfulness of work, the responsibility of outcomes and knowledge of results (Hackman & Oldham, 1975). Meaningfulness of work is directly influenced by the first three job characteristics (skill variety, task identity and task significance), whereas the responsibility of outcomes depends on the levels of autonomy, and knowledge of results depends on the feedback received (Hackman & Oldham, 1975). The last part of Hackman and Oldman's (1975) job characteristic model describes that when all five core characteristics are present, resulting in the three psychological states, the following outcomes can be expected: high internal motivation, high-quality work performance, high work satisfaction and low absenteeism and turnover.

The dispositional approach suggests that job satisfaction is not only influenced by factors found within one's work environment, but that an individual's personality also has a direct influence. In preceding years, scholars have mostly researched job satisfaction from the perspective of cause and effect, proposing that external stimuli affect job satisfaction. Only since the late 1980s have scholars started to research job satisfaction from a dispositional standpoint, providing strong evidence that it is indeed, partially, dispositionally based (Judge & Klinger, 2008; Judge & Larsen, 2001). In a meta-analysis done by Judge and Larsen (2001), evidence substantiating the dispositional approach is provided and presented within two categories, namely:

- **Indirect studies** – Provides evidence that does not directly measure personality as an enabler to job satisfaction.

- **Direct studies** – Provides evidence where personality traits and job satisfaction are directly correlated.

In another study completed by Judge *et al.* (2008), additional evidence is provided, supporting the dispositional approach toward job satisfaction. The study aimed to link three personality taxonomies (the five-factor model, positive affectivity and negative affectivity, and core self-evaluation) to job satisfaction and found that traits from all three taxonomies were meaningfully related to job satisfaction (Judge *et al.*, 2008).

Table 2.3 below provides a summarised collection (partial list) of additional researchers who contributed to the development of the construct job satisfaction. The table identifies the researcher and their respective view/theory related to job satisfaction.

**Table 2.3: Researchers' proposed views/theories related to job satisfaction**

| Researcher | Researcher's view/theory |
|---|---|
| Fisher and Hanna (1931) | Determined that job dissatisfaction could be traced to emotional instability. |
| Hoppock (1935) | Concluded that questions measuring emotional adjustment separated dissatisfied and satisfied individuals. |
| McClelland (1961) | Acquired needs theory – Individuals attest three types of needs that is acquired over time and is shaped by one's experiences. These needs are: the need for affiliation, need for achievement and the need for power. |
| Alderfer (1969) | Alderfer further developed Maslow's hierarchy of needs theory, proposing his ERG theory. The theory refers to three basic needs, namely, existence needs, relatedness needs and growth needs. |
| Locke (1976) | Job satisfaction is derived from "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976:1304). |
| Gruneberg (1979) | Job satisfaction extends to factors beyond the workplace. |
| Youssef and Luthans (2007) | Hope, self-efficacy, optimism and resilience are associated with higher levels of job satisfaction. |

Note that job satisfaction is not limited to the theories and models mentioned above. These theories and models help to form a clear objective understanding of the evolution of job satisfaction and to validate further the discussions that follow in the succeeding paragraphs.

### 2.4.2 Measuring job satisfaction

Accurately measuring job satisfaction can be very difficult and challenging for many organisations as each individual perceives job satisfaction within their unique way. There are varied factors that influence an individual's perceived level of job satisfaction, as highlighted in the preceding literature, and these factors can also easily change over time. Many researchers have proposed a measuring instrument that accurately captures an individual's levels of job satisfaction. A partial list of the most practical and popular measuring instruments are listed in Table 2.4 below.

**Table 2.4: Job satisfaction measuring instruments and their respective characteristics**

| Researcher | Instrument | Measuring items/Method |
|---|---|---|
| Smith (1969) | Job Descriptive Index (JDI) | Five facets, 72-items, self-report |
| Weiss *et al.* (1967) | Minnesota Satisfaction Questionnaire (MSQ), short-form | Three subscales, 20-items, self-report |
| Brayfield and Rothe (1951) | Overall Job Satisfaction Measure | 18-items, self-report |
| Warr *et al.* (1979) | Global Job Satisfaction | Two subscales, 15-items, self-report |
| Spector (1997) | Job Satisfaction Survey (JSS) | Nine facets, 36-items, self-report |

Smith (1969) developed the Job Descriptive Index (JDI), which assesses job satisfaction within five facets, namely, pay, co-worker relations, supervision, promotional opportunities and the work itself. This instrument has been revised several times (1985, 1997 and 2009) to address changes within the organisational environment and attests good reliability (Kinicki *et al.*, 2002). The JDI consists of 72-items, which is completed through a self-assessment, rating answers as either *yes* (agreement), *no* (disagreement) or *cannot decide*.

The Minnesota Satisfaction Questionnaires (MSQ), short-form, was developed by Weis, Dawis, England and Fofquist in 1967 (Weiss *et al.*, 1967). The short-form consists of 20 questions and comprise of three subscales, namely, intrinsic satisfaction, extrinsic satisfaction and general satisfaction (Spector, 1997). The questionnaire utilises a 5-point Likert scale and attests great reliability and validity (Buitendach Johanna & Rothmann, 2009; Hirschfeld, 2000; Khunou & Davhana-Maselesele, 2016).

Considering the measure of job satisfaction from a broad perspective, Brayfield and Rothe (1951), and Warr, Cook and Wall (1979) each developed an overall job satisfaction measuring instrument. Brayfield and Rothe's instrument measures job satisfaction through an 18-item questionnaire, whereas Warr, Cook and Wall's instrument measures 15-items within two subscales, intrinsic and extrinsic job-related factors. Both of these measuring instruments have shown adequate reliability (Brayfield & Rothe, 1951; Heritage *et al.*, 2015; Pillai *et al.*, 1999).

In 1997, Spector proposed a job satisfaction-measuring instrument, the Job Satisfaction Survey (JSS). This instrument consists of nine facets, namely, pay, supervision, promotion, benefits, procedures, contingent rewards, co-worker relations, communication and the nature of work, measured through a 6-point Liker scale, ranging from "strongly disagree" to "strongly agree". The JSS attests good overall validity and reliability (Gholami-Fesharaki *et al.*, 2012; Spector, 1997).

It must be noted that there are many more measuring instruments available for assessing job satisfaction. The instruments mentioned above are only identified to provide a broad overview of the most popular job satisfaction measuring instruments used within the research community.

### 2.4.3 Job satisfaction and effective leadership

Job satisfaction has been proven a strong driver towards organisational outcomes; therefore, much research has been done, exploring enablers of employee job satisfaction (Amissah *et al.*, 2016; Eberhardt & Majkovic, 2016; Mallikarjuna, 2012). Throughout multiple empirical research studies, scholars have identified a few key factors as enablers to employee job satisfaction. Munir and Rahman (2016) recognised work conditions, managerial and co-worker support, and career growth as enablers to employee job satisfaction, whereas Amissah *et al.* (2016) identified remuneration, career growth, and

supervision. Another study conducted by Mafini (2014), highlighted work conditions, ability utilisation, creativity and teamwork as factors contributing to job satisfaction. Each scholar identified their own perceived list of essential factors; some recognised to matter more than others did. This could be expected as most studies are performed within different settings, each affecting employee perceptions differently (Boroumand & Abaadi, 2013).

In addition to the factors mentioned in the literature above, scholars have also identified specific actions/strategies that can serve as possible enablers of employee job satisfaction. The implementation and management of these actions/strategies are the responsibility of the organisation's leaders and are as follows (Belias & Koustelios, 2014a; Lee, 2019):

- Implementation of strategic leadership programmes aimed explicitly at cultivating employee job satisfaction and improving employee and leader relationships (Amissah *et al.*, 2016).
- Create a more flexible work culture and encourage autonomy, creativity and innovation within organisational structures (Mafini, 2014).
- Improving employees' work-life-balance and increase employee development programmes (Pandey & Sharma, 2016; Sony & Mekoth, 2016).
- Implement emotional intelligence training programs (Miao *et al.*, 2016).
- Create a challenging and engaging work environment (Anderson *et al.*, 2017).

Furthermore, Bassett (1994) and Wech (2002) also claims that leaders' behaviours directly influence their subordinates' levels of job satisfaction. Many other scholars agree with this notion, identifying several leadership skills that could aid employee job satisfaction, namely:

- Supportive, conflict management and communication skills (Amissah *et al.*, 2016).
- Social and emotional intelligence (Miao *et al.*, 2016; Pandey & Sharma, 2016; Sony & Mekoth, 2016).
- Delegation and motivational skills (Mallikarjuna, 2012).

When considering these wide ranges of factors affecting employee job satisfaction, it is evident that leaders do play a significant role, affecting their subordinates' job satisfaction

levels. Leaders are either perceived as being direct influencers or are expected to successfully manage and implement factors affecting subordinates' job satisfaction (Belias & Koustelios, 2014a; Lee, 2019). Studies investigating the relationship between leadership styles and subordinate job satisfaction also found a positive correlation, stating that positive leadership styles enable subordinates' job satisfaction (Boamah *et al.*, 2018; Loganathan, 2013). Therefore, one can argue that leaders are part of the equation that enables employee job satisfaction. It is the responsibility of organisations to ensure their leaders have the necessary skills to lead effectively, ensuring employee job satisfaction and organisational success (Ahmad & Ibrahim, 2015; Gale, 2017; Kaye & Williams, 2018).

## 2.5 ORGANISATIONAL CHANGE WITHIN THE 21ST CENTURY

The work environment has seen rapid change in preceding years and will continue to change; organisations that cannot adapt to these changes will not survive (Ahmad & Ibrahim, 2015; Kaye & Williams, 2018). Many of these changes are caused by a variety of factors, with technological advances and cultural diversity being some of the most evident (Eberhardt & Majkovic, 2016; Mallikarjuna, 2012).

Technological changes within preceding years have caused much disruption within the organisational environment. Organisations are becoming more dependent on technology as they improve proficiency and effectiveness. Therefore, adopting these technologies is essential for maintaining a competitive advantage (Ahmad & Ibrahim, 2015; Kaye & Williams, 2018). The technological advancement is not only altering an organisation's technical base, but every aspect related to its operations (Eberhardt & Majkovic, 2016). Technical jobs are being replaced by technologies that can accomplish the same tasks more efficiently, creating the need for higher-skill jobs that require creativity and social skills (Davenport & Kirby, 2016; Thompson, 2015). Organisations have realised that employees' basic technical skills are not enough and require employees to exhibit proficient soft skills, which has led to organisations investing much more into the development of their employees (Gale, 2017; Kaye & Williams, 2018). A meta-analysis of 15 different studies, assessing technology and employee attitudes, found that technological advances within the work environment do affect employee attitudes, referring to motivation and jobs satisfaction (UKEssays, 2018). It was also noted that the way in which organisations manage and implement technological changes also affect employee attitudes (Korunka & Vitouch, 1999).

Employee job satisfaction has become more challenging to sustain and directly affects organisational success (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). Today's workforce is more inclined to leave their jobs if they do not feel satisfied within their work environment, therefore increased employee turnover has become a problem for many organisations (Anderson *et al.*, 2017). Low levels of job satisfaction have also been associated with lack of productivity and commitment, poor overall morale and job stress (Chung *et al.*, 2017; McFarlin, n.d.; Strömgren *et al.*, 2016). Employee job satisfaction is derived from multiple factors with superior relations being one of the most important, which emphasises the need and importance of effective leadership (Belias & Koustelios, 2014a; Munir & Rahman, 2016).

Organisational structures are also being affected by the changing global landscape. Technology and innovation are changing the conventional pyramid structures of organisations, delayering them as they are argued to become obsolete and redundant (Ashkenas *et al.*, 2015; Cummings & Worley, 2014). Even where these structures remain, employees are expected to interact across boundaries, communicating with individuals in higher and lower ranks (Anderson *et al.*, 2017; Meeks, 2017). The way in which organisations conduct business is also changing; organisations are implementing technical solutions that drive communication, supervision and performance; these solutions include software programs, dashboards, social media and many more.

Another factor influencing organisational behaviour is the increased cultural diversity within the workplace (Eberhardt & Majkovic, 2016; Mallikarjuna, 2012). As of 2020, millennials will be the largest generation within the workforce and managing them has become a challenge in itself (Blancero *et al.*, 2018). It has been argued that millennials exhibit traits of narcissism, lack of work ethic, instant gratification, and demanding work live balance (Anderson *et al.*, 2016; Stewart *et al.*, 2017). These are all traits that have been limited within previous generations; therefore, leaders require extensive skills to adequately manage these challenges (Karakas *et al.*, 2015; Kaye & Williams, 2018). Millennials are vastly different especially in the way they think and approach problems, this can be seen as an advantage to many organisations, but will only be beneficial when millennials are directed, managed and trained effectively (Anderson *et al.*, 2017). Millennials place much value in their supervisors as they expect constant interaction and communication from which they can learn, also appreciating accountability, continuous feedback and recognition

(Anderson *et al.*, 2017; Karakas *et al.*, 2015). Therefore, the increased millennial workforce has created many opportunities, but also challenging conditions for today's leaders and requires that organisations adapt and improve their leadership programs as to ensure employee support, growth, engagement and satisfaction (Blancero *et al.*, 2018; Karakas *et al.*, 2015; Kaye & Williams, 2018).

Leadership is another area that has experienced change within the preceding years. Leadership has always been a popular research topic and is becoming even more so as organisations are depending now, more than ever, on their leaders for organisational success (Ahmad & Ibrahim, 2015; Eberhardt & Majkovic, 2016). The reviewed literature emphasises the importance of effective leadership, providing much evidence that leaders' behaviours directly affect organisational outcomes and employee job satisfaction (Bassett, 1994; Boamah *et al.*, 2018; Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016; Wech, 2002). Scholars have indicated that many older models of leadership are becoming insufficient in dealing with the rapid and constant changes within the work environment. Therefore, maintaining effective leadership has become a challenge for many organisations (Almatrooshi *et al.*, 2016; Dumas & Beinecke, 2018; Kaye & Williams, 2018). Organisations will need to invest in their leadership programs, ensuring the continuous improvement of their leaders, and the future growth and success of their organisation (Amissah *et al.*, 2016; Deepa & Seth, 2013; Ngang *et al.*, 2015). Leaders will be required to attest the necessary skills that enable them to overcome and manage these challenges. These skills include, but are not limited to, empathy, communication, positivity, rapport, confidence, motivation and social skills (Ahmad & Ibrahim, 2015; Almatrooshi *et al.*, 2016; Anon, 2016a; Gale, 2017). The identified skills can all be categorised within Goleman's five core elements of emotional intelligence; therefore, it can be argued that leaders need to develop and improve their emotional intelligence (Boyatzis *et al.*, 2000:4; Goleman, 1998). Mohammed Issah (2018) agrees with this notion, stating, "In view of the challenges confronting leaders in the 21st century, I believe that training future leaders towards the development of emotional intelligence will go a long way to adequately prepare them to provide effective leadership" (Issah, 2018:5).

In conclusion, it is clear to see how the age of disruption is causing many challenges for today's organisations, which have not been previously experienced. The management of these challenges is the responsibility of the organisation's leaders, emphasising the need

for effective leaders that can proactively manage these challenges as they are here to stay (Ahmad & Ibrahim, 2015; Gale, 2017; Kaye & Williams, 2018). It is, therefore, essential for organisations to recognise and embrace the changes within the ever-changing work environment, these changes might present new challenges, but with that, it also brings opportunities for growth and innovation (Dumas & Beinecke, 2018). One of the most important skills required for leaders to proactively manage these changes is emotional and social intelligence (Goleman, 2016; Issah, 2018; Roger, 2018). Emotional and social intelligence enables leaders to communicate effectively, motivate and provide career development to their subordinates while being innovative, conscious and resourceful (Dabke, 2015; Gale, 2017; Kaye & Williams, 2018).

## 2.6 SUMMARY

The literature reviewed highlights the importance of emotionally intelligent leaders, employee job satisfaction and effective leadership, also how each of these constructs can affect organisational outcomes (Ahmad & Ibrahim, 2015; Boroumand & Abaadi, 2013; Eberhardt & Majkovic, 2016; Mallikarjuna, 2012; Munir & Rahman, 2016). Scholars have concluded that employee job satisfaction and effective leadership is a necessity for the future success of organisations, especially now with the increased challenges faced within the ever-changing work environment (Amissah *et al.*, 2016; Eberhardt & Majkovic, 2016; Mallikarjuna, 2012). These are facts organisations need to accept. Effective leadership is required that can innovate, adapt, and effectively lead the operations of the organisation. Leadership has not seen much innovation in preceding years but will become crucial for future organisational growth and success (Gale, 2017; Kaye & Williams, 2018; Meeks, 2017).

Employee job satisfaction is becoming increasingly difficult to sustain, which is a problem for many organisations today (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). Therefore, the purpose of this study is to investigate and identify the relationship between leaders' emotional intelligence and employee job satisfaction. The study will be beneficial in terms of highlighting the importance of the relationship between these two constructs. Proposing that organisations should place more focus on the improvement of their leaders' emotional intelligence that will not only improve leaders' effectiveness, but also employee job satisfaction and ultimately aid organisational outcomes. This notion is also supported by Bassett (1994) and Wech (2002) assertions, in that leaders'

behaviour influences subordinates' perceived levels of job satisfaction, also highlighting the importance of leaders' emotional and social intelligence.

Empirical research provides sufficient evidence, concluding that emotional intelligence enables effective leadership skills and that effective leadership is essential for managing the challenges presented within the 21st century. There is, however, limited literature exploring the direct relationship between leaders' emotional intelligence and their respective employees' job satisfaction and none within the context of a power-utility.

The literature reviewed throughout the document is visually concluded within the figure below. Figure 2.1 emphasises the importance and necessity of the study, proposing the theory that organisational outcomes can be aided with the single investment within leaders' emotional intelligence.

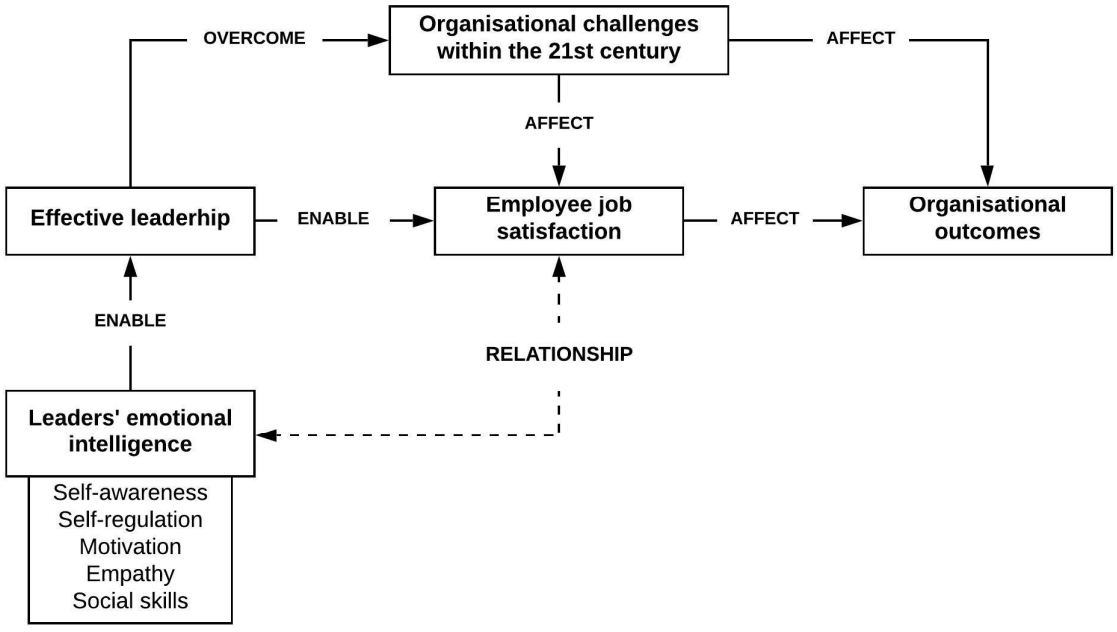


**Figure 2.1: Proposed theory of leaders' emotional intelligence affecting organisational outcomes**

Figure 2.1 above suggests that adequate leader emotional intelligence enables effective leadership. Effective leadership helps overcome organisational challenges and enables employee job satisfaction. Employee job satisfaction and the effective management of organisational challenges enable positive organisational outcomes.

Within the scope of this study, only the relationship between leaders' emotional intelligence and employee job satisfaction will be investigated. Organisations need to be more innovative when it comes to leadership, and this study aims to do just that.

# CHAPTER 3: EMPIRICAL RESEARCH

The literature reviewed highlighted the importance of effective leadership, employee job satisfaction and emotional intelligence within today's organisations; therefore, also supports the importance and benefits of this study. The following chapter provides a detailed description of the study's methodology and provides the necessary motivation for each of the methodological choices. This chapter elaborates on the following topics, aimed towards reaching the objectives of the study; the research paradigm, research method, research design, study population, data collection instruments, sampling strategy/technique, data collection, data analysis, research ethics and concludes with a summary.

## 3.1 RESEARCH PARADIGM

The construct, research paradigm refers to a specific research culture which is determined by the set of beliefs, assumptions and values of the research community regarding the conduct and nature of the research (Kuhn & Epstein, 1979).

The paradigm that foregrounds this study is that of a positivist approach.

The positivist paradigm is grounded on the philosophies of Auguste Comte (Kaboub, 2008). He concluded that reason and observation are the only acceptable means of understanding and interpreting human behaviour. Reason and observation are supported and based on the experience of one's senses and experimental science. Positivism follows a structured and well-defined research approach to ensure that the study's results yield internal validity. (Dash, 2005; Kaboub, 2008)

This study aligns with the description of a positivistic paradigm as the basis, and driving factors of this study were gathered from previous research, which was based upon emotional intelligence and employee job satisfaction. The reviewed literature concludes (through experimentation and observation) that leaders' emotional intelligence does affect their effectiveness and that effective leadership affects employee job satisfaction (Boamah *et al.*, 2018; Dollard, 2018; Goleman, 2016; Landry, 2019; Loganathan, 2013). Therefore, it argues that leaders' emotional intelligence affects employee job satisfaction. Very few studies have been conducted, highlighting the direct relationship between these two constructs. This study aims to broaden the field of knowledge within this relationship,

through the interpretation of the collected data. The approach and reason behind the study motivate further why positivism is the paradigm that foregrounds this study.

The results from this study were objectively analysed and compared with historical literature after which conclusions and recommendations were given. No subjective assumptions or generalisations were made from the perceived results.

## 3.2 RESEARCH METHOD

The research method of a study refers to the tools used to conduct the research, which can either be quantitative, qualitative or mixed methods. A quantitative research method examines numerical data and mostly requires statistical tools to do data analysis. A qualitative research method analyses non-numerical data and is mainly used to establish/understand patterns, reasoning and motivation. A mixed-method approach is a combination of both quantitative and qualitative data. (Bryman & Bell, 2014)

This study follows a quantitative research method.

The study aims to identify a relationship between two constructs through objective observations and measurements; therefore, the best approach will be a quantitative research approach (Bryman & Bell, 2014; Struwig & Stead, 2001). Two questionnaires were used as measuring instruments, collecting the necessary data to draw relationships between the two constructs, leader emotional intelligence and employee job satisfaction. Both of these questionnaires are validated questionnaires that have previously been used in other studies and are numerical in nature (ordinal variables). These questionnaires are:

- **Minnesota Satisfaction Questionnaire (MSQ)** – Measuring employee job satisfaction (ordinal variables).
- **Rahim EQI** – Measuring perceived levels of leaders' emotional intelligence (ordinal variables).

## 3.3 RESEARCH DESIGN

The research design refers to the overall framework, methods and planning of the study, and is aimed towards answering the research questions.

The study follows a non-experimental, descriptive, cross-sectional design.

A non-experimental study entails that the researcher cannot control, alter or manipulate the predictor variable, and therefore only relies on interpretation and observation for making conclusions (Bryman & Bell, 2014). The same applies to this study, where conclusions are derived from the analyses and observations of the collected data.

Bryman and Bell (2014) defines a cross-sectional research design as, "The collection of data on more than one case and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of associations" (Bryman & Bell, 2014:376). The research design for this study aligns with the definition that the research data was gathered within a short period of time, within a defined population and was used to identify a correlation between two or more variables.

This study can also be described as following a descriptive design as it attests the following characteristics and will be used to identify patterns and relationships within the power utility (Anon, 2016b):

- The findings of the study highlighted additional areas for future research.
- The data were analysed within different clusters, identifying characteristics within these clusters.
- The study indicated the leaders' emotional intelligence levels within the power utility.
- The study indicated the employees' job satisfaction levels within the power utility.

## 3.4 STUDY POPULATION

The scope of this study was conducted within South Africa's largest power utility within its Generation division. The utility's Generation division consists of all the base-load power stations within the organisation. The employees in the respective engineering departments, within this division, were the research population for this study. The aim was to generalise the research results to this population.

The research population was explicitly focused within the engineering departments as these departments are seen as the most important and influential departments within the utility (Reh, 2018). The utility's base-load power stations encompass a total of 16 power stations,

of which two are newly built power stations, each inclusive of eight engineering departments (i.e., Electrical, Control and Instrumentation, Turbine Mechanical, Boiler Mechanical, Auxiliary, Process, Performance and Civil). Each of these departments has, on average, four engineers; thus, totalling an estimated research population size of 512 employees (16 x 8 x 4 = 512). The research population can also be described as the sampling frame as all the engineers are included in the sample for this study. Table 3.1 below indicates the research population, the constructs measured and the measuring instruments used.

**Table 3.1: Research population and data collection instruments used**

| Whom will be studied | What will be studied/measured | Measuring Instruments used |
|---|---|---|
| Engineering employees | 1. Demographic information | General demographic questionnaire |
| | 2. Job Satisfaction | Minnesota Satisfaction Questionnaire (MSQ) |
| | 3. Employee's perceived levels of their respective leader's emotional intelligence | Rahim EQI |

The location of the identified research population was found within the respective power stations. There are a total of 16 base-load power stations, located all across the country, as shown in Figure 3.1 below.


**Figure 3.1: The geographic location of the identified research population**

The majority of the power stations are located within the province of Mpumalanga. The research population is situated in a wide geographic area within multiple power stations; therefore, includes varied perspectives that limit biased results. The exact location and name of the respective power stations are indicated in Table 3.2 below.

**Table 3.2: The name, location and energy source of the identified power stations**

| Name | Province | Energy source |
|---|---|---|
| Arnot Power Station | Mpumalanga | Coal-fired |
| Camden Power Station | Mpumalanga | Coal-fired |
| Duvha Power Station | Mpumalanga | Coal-fired |
| Grootvlei Power Station | Mpumalanga | Coal-fired |
| Hendrina Power Station | Mpumalanga | Coal-fired |
| Kendal Power Station | Mpumalanga | Coal-fired |
| Komati Power Station | Mpumalanga | Coal-fired |
| Kriel Power Station | Mpumalanga | Coal-fired |
| Kusile Power Station | Mpumalanga | Coal-fired (newly built) |
| Lethabo Power Station | Free State | Coal-fired |
| Majuba Power Station | Mpumalanga | Coal-fired |
| Matimba Power Station | Limpopo | Coal-fired |
| Matla Power Station | Mpumalanga | Coal-fired |
| Medupi Power Station | Limpopo | Coal-fired (newly built) |
| Tutuka Power Station | Mpumalanga | Coal-fired |
| Koeberg Power Station | Western Cape | Nuclear |

Note that the data analysis of the study was conducted on the data retrieved from the sampling frame. The appropriate conclusions and recommendations were made within the framework of the collected data and generalisations were made on the research population.

## 3.5 DATA COLLECTION INSTRUMENT

The necessary data for this study were collected through an online survey questionnaire. The survey questionnaire consisted of three sections; the first section measured demographic information, section two measured job satisfaction, and section three measured the perceived levels of the leader's emotional intelligence. The demographic information was collected using a self-developed questionnaire; job satisfaction was

measured using the Minnesota Satisfaction Questionnaire (MSQ), and leaders' emotional intelligence was measured using the Rahim EQI questionnaire. The survey questionnaire is attached within Appendix A.

Balzer (1997) noted that it is essential to choose the correct research instruments that complement the literature and goal of the study and to provide reasoning for the chosen instruments. The questionnaires mentioned above were strategically chosen to achieve the objective of this study successfully. Before the respective questionnaires were identified for this study, the following factors were considered, in addition to the reviewed literature.

- **Questionnaire duration** – The duration of the whole survey had to be considered. If the duration of the individual questionnaires were too long, the participants would potentially become discouraged and not complete the survey. Therefore, the MSQ (only 20-items) and Rahim EQI (only 22-items) were chosen because participants would be capable of completing these questionnaires in less than 7 minutes.

- **Questionnaire complexity** – Individuals tend to shy away from questionnaires if they find that the questionnaire is difficult to understand. The identified questionnaires are both Likert scale questionnaires, which are completed by identifying a scale that most accurately describes the user's perception related to the statement.

- **Questionnaire validity and reliability** – The identified questionnaires are validated questionnaires that have been used in a wide array of different studies and contexts.

- **Available resources** – The researcher had to consider the resources available to him that would enable the best possible result from the study. Factors like cost, duration and access to the sample population had to be considered. Because the study population was spread over a vast geographic area, electronic resources had to be utilised for the delivery of the measuring instruments. The questionnaires were structured in an online survey and distributed to the participants through email.

- **Multiple perspectives** – The demographic questionnaire was used to differentiate the sample population within different clusters. These clusters were used as groups from which the correlation between the relevant construct could be determined. This enabled data analysis from multiple perspectives, improving the likelihood of reaching the objective of this study.

The identified questionnaires were duplicated within Google Forms (an online survey tool) and sent to the relevant participants through email. The invitation-email consisted of a cover letter that contained all the information related to the study, including; the aim of the study, the researcher's information, the duration of the survey, the nature of the data, the confidentiality of the information, and the feedback and availability of the study's information (Appendix B). Table 3.3 below provides a brief description of the structure of the survey questionnaire.

**Table 3.3: Google Forms survey structure and description**

| **Online survey questionnaire structure** | |
|---|---|
| **Participants** | Engineering employees |
| **Questionnaires included (sections)** | 1. Demographic information questionnaire (6 questions) |
| | 2. Minnesota Satisfaction Questionnaire (20 questions) |
| | 3. Rahim EQI (22 questions) |

A brief description and validity of each of the identified questionnaires are described below. It must be noted that for the MSQ, the scoring method was altered from a 5-point Likert scale to a 7-point Likert scale. This was explicitly done to include a broader scoring range for participants to reflect their views.

- **Demographic information questionnaire** – Measured the following data; age, gender, task grade, engineering department, employee location (power station) and tenure.

- **Minnesota Satisfaction Questionnaires (MSQ)** – The MSQ, short-form, consists of 20 questions and comprise of three subscales; intrinsic satisfaction, extrinsic satisfaction and general satisfaction (Spector, 1997). Intrinsic satisfaction refers to the satisfaction derived from the work itself (indicate by Q1-20). Factors associated with intrinsic satisfaction are achievement, recognition, responsibility, growth and job design (De Jager, 2016). Extrinsic satisfaction refers to the pleasure derived from one's working conditions. Factors associated with extrinsic satisfaction are remuneration, promotion, company policies, supervisors' roles, job security, quality of work and co-worker relations (De Jager, 2016). General satisfaction refers to the overall perceived levels of job satisfaction (indicate by Q1-20). The questionnaire

utilises a Likert scale scoring system that when totalled gives an indication of the degree of job satisfaction (the higher the score, the more satisfied within the work environment). The scoring metric used for the MSQ is described below.

1. *Very dissatisfied* – means I am very dissatisfied with this aspect of my job.
2. *Dissatisfied* – means I am dissatisfied with this aspect of my job.
3. *Somewhat dissatisfied* – means I am somewhat dissatisfied with this aspect of my job.
4. *Neutral* – means I cannot decide whether I am satisfied or not with this aspect of my job.
5. *Somewhat satisfied* – means I am somewhat satisfied with this aspect of my job.
6. *Satisfied* – means I am satisfied with this aspect of my job.
7. *Very satisfied* – means I am very satisfied with this aspect of my job.

The MSQ is a validated questionnaire that has been used within a multitude of studies (Afif, 2018; Akdol & Arikboga, 2015; Ouyang *et al.*, 2015), with an alpha coefficient of greater than 0.80 and a test-retest reliability of 0.70 to 0.80 (Buitendach Johanna & Rothmann, 2009; Hirschfeld, 2000; Khunou & Davhana-Maselesele, 2016). Each of the 20 questions of the MSQ is shown in Table 3.4 below; also, the subscale measured by each question is indicated. The respondents indicate to what degree they relate to each of the question statements (7-point Likert scale).

**Table 3.4: MSQ layout and structure**

| **Question statement -** *On my present job, this is how I feel about:* | **Measuring Scale** |
|---|---|
| 1. Being able to keep busy all the time | Intrinsic Satisfaction |
| 2. The chance to work alone on the job | Intrinsic Satisfaction |
| 3. The chance to do different things from time to time | Intrinsic Satisfaction |
| 4. The chance to be “somebody” in the community | Intrinsic Satisfaction |
| 5. The way my boss handles his/her workers | Extrinsic Satisfaction |
| 6. The competence of my supervisor in making decisions | Extrinsic Satisfaction |
| 7. Being able to do things that don’t go against my conscious | Intrinsic Satisfaction |

| **Question statement -** *On my present job, this is how I feel about:* | **Measuring Scale** |
|---|---|
| 8. The way my job provides for steady employment | Intrinsic Satisfaction |
| 9. The chance to do things for other people | Intrinsic Satisfaction |
| 10. The chance to tell people what to do | Intrinsic Satisfaction |
| 11. The chance to do something that makes use of my abilities | Intrinsic Satisfaction |
| 12. The way company policies are put into practice | Extrinsic Satisfaction |
| 13. My pay and the amount of work I do | Extrinsic Satisfaction |
| 14. The chances for advancement on this job | Extrinsic Satisfaction |
| 15. The freedom to use my own judgement | Intrinsic Satisfaction |
| 16. The chance to try my own methods of doing the job | Intrinsic Satisfaction |
| 17. The working conditions | General Satisfaction |
| 18. The way my co-workers get along with each other | General Satisfaction |
| 19. The praise I get for doing a good job | Extrinsic Satisfaction |
| 20. The feeling of accomplishment I get from the job | Intrinsic Satisfaction |

- **Rahim EQI** – The Rahim EQI, short-form, consists of 22 questions designed to capture how supervisors' levels of emotional intelligence are perceived. The Rahim EQI measures emotional intelligence within the framework of, self-awareness, self-regulation, motivation, empathy and social skills (Goleman's five components of emotional intelligence). The questionnaire utilises a Likert scale scoring system, that when totalled, indicates the degree of emotional intelligence (the higher the score, the more emotionally intelligent the perceived supervisor/leader). The scoring metric used for the Rahim EQI is described below.

    1. *Strongly disagree* – means I strongly disagree with the statement.
    2. *Disagree* – means I disagree with the statement.
    3. *Somewhat disagree* – means I somewhat disagree with the statement.
    4. *Neutral* – means I neither disagree nor agree with the statement.
    5. *Somewhat agree* – means I somewhat agree with the statement.

6. *Agree* – means I agree with the statement.
7. *Strongly agree* – means I strongly agree with the statement.

The Rahim EQI is a validated questionnaire that has been used within a multitude of studies and researched within the context of South Africa, with internal consistency and reliability of greater than 0.71 (Afzalur Rahim & Psenicka, 2005; Nel *et al.*, 2015; Rahim *et al.*, 2002). Each of the 22 questions of the Rahim EQI is shown in Table 3.5 below; also, the subscale measured by each question is indicated. The respondents indicate to what degree they relate to each of the question statements (7-point Likert scale).

**Table 3.5: Rahim EQI structure and layout**

| **Question statement -** *My manager/leader:* | **Measuring Scale** |
|---|---|
| 1. Keeps his/her distressing emotions in check | Self-regulation |
| 2. Accepts rapid change to attain the goals of his/her group or organisation | Motivation |
| 3. Is well aware of which emotions he/she is experiencing and why | Self-awareness |
| 4. Is well aware of the effects of his/her feelings on others | Self-awareness |
| 5. Is well aware of his/her moods | Self-awareness |
| 6. Confronts problems without demeaning those who work with him/her | Social Skills |
| 7. Sets aside emotions in order to complete the task at hand | Social Skills |
| 8. Is well aware of his/her impulses | Self-awareness |
| 9. Understands the feelings transmitted through non-verbal messages | Empathy |
| 10. Remains calm in potentially volatile situations | Self-regulation |
| 11. Keeps his/her disruptive impulses in check | Self-regulation |
| 12. Has high motivation to set and attain challenging goals | Motivation |
| 13. Maintains composure irrespective of his or her emotions | Self-regulation |
| 14. Understands the link between employees' emotions and what they do | Empathy |

| Question statement - *My manager/leader:* | Measuring Scale |
|---|---|
| 15. Does not allow his or her own negative feelings to inhibit collaboration | Social Skills |
| 16. Handles emotional conflict with tact and diplomacy | Social Skills |
| 17. Operates from hopes of success rather than fear of failure | Motivation |
| 18. Stays focused on goals despite setbacks | Motivation |
| 19. Does not hesitate to make sacrifices to achieve important organisational goals | Motivation |
| 20. Manages his or her stress well | Self-regulation |
| 21. Provides useful and timely feedback | Empathy |
| 22. Understands the feelings transmitted through verbal messages | Empathy |

## 3.6 SAMPLING STRATEGY / TECHNIQUE

The sampling strategy for this research follows that of a multi-stage cluster sampling strategy. This method was chosen since the study was focused within the following sub-sections, shown in Table 3.6 below.

**Table 3.6: Multi-stage cluster sampling**

| Cluster level | Cluster Description |
|---|---|
| 1 | Power utility |
| 2 | Generation division |
| 3 | 16 selected power stations |
| 4 | Engineering departments |

A multi-stage cluster sampling strategy was purposely chosen for the following reasons:

- The sampling strategy limits the sample population and focus area (homogeneity), ensuring less variation in the data received.
- The sampling strategy enables a good platform from which descriptive analysis can be conducted.

- The identified base-load power stations have similar departmental structures.
- Time and cost need to be considered for gathering accurate and reliable data.
- The multi-stage clustering within the engineering departments will also ensure the least non-responses from the distributed surveys.
- The sampling strategy enables multiple perspectives that can be used for determining the correlation between the relevant construct.

Through utilising a multi-stage sampling strategy, the data retrieved was analysed and interpreted from many levels (i.e. data was compared among different power stations). The multi-stage sampling strategy enabled accurate data analysis which leads to credible feedback and recommendations.

This study sample includes all the individuals identified in the research population (i.e. the complete study population was surveyed; therefore, no sampling was needed). Email surveys' response rates typically range from 15% to 30% (Bryman & Bell, 2014:177); therefore, the whole research population was included in the study's sample to retrieve as many responses as possible. The research design aimed to include a minimum of 20% of the research population (512 x 0.2 = 103 sample units), ensuring an accurate representation of the research population.

The identified sample population is most suitable to address the research objectives and questions because of the following;

- Considering all the different departments within the power utility, the engineering departments have the most significant relationship and interactions among employees and their respective leaders.
- The engineering departments within the utility is seen as the most significant and influential, with middle management carrying the greatest responsibilities (Reh, 2018).
- The sample population is relatively homogeneous, ensuring less variable data for proper analysis.

- From subjective experience, the research questions are most relevant within the engineering department as many engineers are very unsatisfied with their jobs.
- When considering time, cost and response rate, the chosen sample population will be the easiest to access.
- Each power station has its own set of cultures and believes; thus, the sample population includes a wide variety of ideologies, minimising biased results.

Some of the crucial factors that ensured the quality and rigour of the research design are repeated below.

- The identified sample population was purposely chosen to ensure the quality and rigour of the study. An alternative sample population within the power utility would impede the quality and rigour of the study; i.e. one can make use of a random sampling population and distribute the survey throughout the entire power utility. This approach will retrieve data, but will be heterogeneous, and the focus of the study would be divided, resulting in data that cannot be accurately analysed. Using a different unit of analysis would make the gathering of information much more difficult, unreliable, timeous and costly.
- The chosen questionnaires gathered data that could be analysed within different clusters. This provided additional insights for better analysis and conclusions, also giving evidence for suggested future research.

It must be noted that the identified sample size is limited within the clusters identified; therefore, this study only provided recommendations and conclusions that could be generalised throughout the utility's engineering departments. This study also aimed to add to the general field of emotional intelligence and job satisfaction, adding additional insight to existing literature.

## 3.7 DATA COLLECTION

Approval to conduct this study within the identified power utility was received in writing from the relevant Group Executive; therefore, all the required resources were made available on request.

The written approval provided the permission needed to conduct the research within the power utility and also served as additional motivation for employees to participate. The direct line of contact with the relevant individuals was through email. The email addresses of the sample population were available to anyone working within the utility as all employees share an address-book on Outlook. To further ease the accessibility to the identified sample population, the relevant human resources departments provided grouped email-lists and telephone numbers, as indicated by the cluster levels.

The required data was gathered through an online survey questionnaire. The link directing the participants to the survey was attached within an email that was sent to each participant. Within this email, the purpose and description of the study were presented with the necessary ethical clearance, as described in section 3.9 below. Google Forms is a free online survey tool and was used to capture the required data, after which the data was exported for further analysis. The identified questionnaires were duplicated within Google Forms using check-boxes (nominal variables), drop-down lists (nominal variables) and Likert scales (ordinal variables). The questionnaire layout was designed such that the participants can complete it in the least amount of time and was also completely anonymous so that responders feel more comfortable to provide open and honest feedback. The data was retrieved from the participants within a time frame of one month.

The following steps describe the high-level process that was followed, ensuring effective data collection and interpretation:

- The final population size was concluded; this data was collected from the relevant human resources departments, providing the respective contact details of the employees.
- The survey questionnaires were duplicated onto Google Forms.
- The email-addresses were grouped according to the identified clusters.
- The official email, inviting the participant to partake in the survey, was sent to the sample population.
- Once the invites were sent, frequent reminders were sent to encourage participation.
- After the identified closing date, the retrieved data was exported for data analysis.

- The survey was removed from the internet.
- The data analysis started.
- The findings were interpreted.
- Conclusions and recommendations were made from the findings.

## 3.8 DATA ANALYSIS

The collected data consisted of quantitative data, forming the basis of this research. The data collected through the online survey questionnaires (Google Forms) was exported to excel after which it was imported into the Statistical Package for the Social Sciences (SPSS) programme (IBM, 2018). The SPSS programme is a statistical analysis software package that enables advanced data analytics and was predominantly used to analyse the quantitative data (IBM, 2018). The Statistical Consultation Services of the North-West University, Potchefstroom Campus, completed the data analysis.

The types of variables that were analysed within the SPSS programme (IBM, 2018) consisted of nominal variables (demographic information) and ordinal variables (MSQ and Rahim EQI). Ordinal data can be defined as data that can be ranked based on some order of magnitude, meaning the distance between the scales is not equal. Thus, some writers argue that when analysing ordinal data, only the median can be calculated and not the mean (Bryman & Bell, 2014:313; Wu & Leung, 2017). Therefore, a 7-point Likert scale, rather than a 5-point Likert scale was used for the MSQ. A 7-point Likert scale provided the user with a wider scale for feedback and therefore enabled for more accurate data analysis. Both of the research instruments used in this study were designed so that the sum of each sub-section indicates the overall employee job satisfaction and leaders' emotional intelligence respectively (the higher the sum, the higher the construct measured). The MSQ, however, provides the most meaningful results when interpreting the MSQ as a percentile score. A percentile score of 25 or lower indicates a low level of satisfaction; a score of 75 or higher shows a high degree of satisfaction and a score between 25 and 75 indicates average satisfaction (Weiss *et al.*, 1967).

All the nominal variables collected were categorised and analysed to indicate how many participants there are in each category (frequency tables). The mean and standard deviation

of the corresponding ordinal variables were calculated and used to provide insights between the different groups (descriptive analysis). This method was applied to multiple different combinations of nominal and ordinal variables (correlation analysis), highlighting insights and relationships into employee job satisfaction and leader emotional intelligence within the power utility. An example of this analysis is shown in Table 3.7 below.

**Table 3.7: Job satisfaction data analysis example**

| Category (nominal variables) | Sample size (n) | Intrinsic satisfaction (ordinal variables) | |
|---|---|---|---|
| | | Mean | Standard deviation |
| Majuba Power Station | 22 | 4.32 | 1.21 |
| Age 22-34 | 68 | 4.62 | 1.23 |

In addition to the descriptive analysis mentioned above, the reliability of each construct and correlations between all the relevant constructs were determined. The correlation analysis addressed the objective of this study.

Reliability refers to the uniformity of a measure of a concept and is concerned with issues of consistency of measures. In quantitative research, reliability looks at whether measures are valid in representing the concepts they are supposed to. A measure is said to have high reliability if it produces consistent results. The Cronbach alpha coefficient is a method used to measure the reliability of a measuring instrument. The Cronbach alpha coefficient varies between 0 and 1. The higher the Cronbach alpha coefficient, the higher the internal consistency. A reliability coefficient greater than 0.70 is considered acceptable. The SPSS programme (IBM, 2018) was used to measure the reliability of the constructs identified within each of the questionnaires. (Bryman & Bell, 2014:36-38)

Correlation coefficients are used in statistics to determine the relationship between two variables. A correlation is presented as a value between -1 and 1. A perfect positive relationship is indicated by a 1, a perfect negative relationship is indicated by a -1 and no relationship is indicated by a 0. The Pearson and the Spearman correlation coefficient are correlation measures frequently used in research studies. The SPSS programme (IBM, 2018) was used to measure both the Pearson and Spearman correlation coefficients, indicating the linear relationship (for Pearson) and monotonic relationship (Spearman) between employee job satisfaction and leader emotional intelligence. (Ganti, 2019)

## 3.9 RESEARCH ETHICS

### 3.9.1 Ethical principles

Concerns about ethical principles within business research and how they may be disobeyed can be classified within four main areas, namely, harm to participants, lack of informed consent, invasion of privacy and deception (Diener & Crandall, 1978). Each of these principles is briefly described below, indicating how they have been limited within this study.

- **Harm to participants** – This includes any harm inflicted onto the participants, for example, physical harm, harm to self-esteem or development and harm to career or prospects of employment (Diener & Crandall, 1978:19).

  The research design of his study ensures no harm to its participants in the following manner; no sensitive data is asked from the participants, the individual data captured from this study was not made available to anyone, the research is quantitative in nature; therefore, no data can be misinterpreted or altered, the survey questionnaires are entirely anonymous.

- **Lack of informed consent and privacy** – This refers to the fact that all participants should be fully informed about the research process and that they agree to partake in the study. Also, the data retrieved from the participants should be handled with care and not be abused or made public. (Bryman & Bell, 2014)

  The research design ensures the necessary ethical requirements, in that it respects the privacy and willingness of all identified participants. Each participant had the free will to terminate his/her participation anytime throughout the questionnaire, also choosing not to answer some questions if they do not feel comfortable. The informed consent form that was used for this study was attached within the email sent to the participants when inviting them to partake in the survey (Appendix B). The consent form highlights additional statements that support the necessary ethical requirements and stipulates that when the participants complete and submit the online survey questionnaire, they offer the required consent to use the provided data for the completion of the study. The correct internal processes were followed in obtaining the required approval to conduct the research within the power utility.

- **Deception** – Deceptions, within the research context, arises when researchers characterise their research as something other than what it is (Bryman & Bell, 2014).

  The research design of his study ensures no deception in that it clearly states to the participants what the study aims to achieve with the retrieved data (presented at the beginning of the questionnaire). Also, the data analysis is openly presented (Chapter 4) from which objective observations and conclusions are given.

### 3.9.2 The nature of the data

The nature of the data acquired through this study was gathered within three categories and excluded any sensitive data from the participants. The data consists of ordinal and nominal variables and is quantitative in nature.

- **Demographic information** – This data was gathered to provide additional insights for descriptive analysis and to draw relationships between clusters. The nature of the data consists of the following: age, gender, task grade, engineering department, employee location (power station) and tenure. The data was captured in the form of drop-down lists and check-boxes, ensuring fast and reliable data.

- **Employees' job satisfaction** – This data was measured using the short-form of the Minnesota Satisfaction Questionnaire (MSQ). The MSQ consists of 20 questions specifically designed to measure the most relevant factors that indicate and influence employees' job satisfaction (intrinsic, extrinsic and general satisfaction).

- **Leaders' Emotional Intelligence** – This data was measured using the Rahim EQI questionnaire. The Rahim EQI consists of 22 questions designed to capture perceived supervisors' levels of emotional intelligence within the framework of self-awareness, self-regulation, motivation, empathy and social skills.

## 3.10 SUMMARY

This chapter provided an in-depth description of the empirical research methodology of this study and provided the necessary motivation for each of the methodological choices. The paradigm that foregrounds this study is that of a positivist approach and is quantitative in nature. The study followed a non-experimental, descriptive, cross-sectional research design.

The sample population and location was identified and described, also the motivation and purpose of the identified sample population. The process and manner in which the sample population was accessed, were also represented.

The measuring instruments used for this study consisted of a single survey questionnaire with three separate sections. The survey questionnaire was directed towards the employees in the engineering departments (within the power utility's Generation division) and measured demographic information, employee job satisfaction (MSQ), and the perceived levels of the leaders'/managers' emotional intelligence (Rahim EQI). Each of these measuring instruments, as well as how the data was captured and analysed, was described in detail.

Lastly, the ethical considerations were discussed, highlighting how this study conforms to the necessary ethical requirements.

# CHAPTER 4: RESULTS AND DISCUSSION

## 4.1 INTRODUCTION

The data presented in this chapter was gathered through the empirical study, as described in Chapter 3 and was analysed with the aim of reaching the objectives of this study. The empirical study consisted of a survey questionnaire with three separate sections: section one captured the respondents' demographic information, section two measured the respondents' job satisfaction (MSQ) and section three measured the respondents' perceived levels of their leaders' emotional intelligence (Rahim EQI). The results of the survey questionnaire are discussed and analysed in the succeeding chapter.

The population size (N) consisted of 498 engineering employees. The sample size (n) was determined by the purposive sampling method and consists of 117 engineers from the Generation division of a power utility. The response rate of participants was 23.5%, which is an expected response rate for email surveys (Bryman & Bell, 2014:177). The data analysis was completed using the SPSS programme (IBM, 2018) and was conducted by the Statistical Consultation Services of the North-West University, Potchefstroom Campus.

The chapter includes a description of the demographic information, the reliability measures, a descriptive analysis of the constructs measured, the correlation between the constructs and concludes with a summary. Only the data relevant to the objective of this study is presented in this chapter.

## 4.2 DEMOGRAPHIC INFORMATION

The empirical study gathered certain demographic information of the research population. Only the respondents' age and work location were used to address the research questions and objectives of the study. The empirical study was designed to retrieve demographic information within different clusters (age and work location). These clusters were used for descriptive analysis and to achieve the objective of this study.

### 4.2.1 Respondents' age

The data retrieved from the survey questionnaire consists of 117 valid questionnaires, of these, 58% (68) were between the ages of 22 and 34 (millennial generation), 33% (39) were between the ages of 35 and 50 (generation X), leaving 8% (10) of the respondents being 51

years of age or older (baby boomer generation). The respondents' age representation is graphically depicted in Figure 4.1 below.

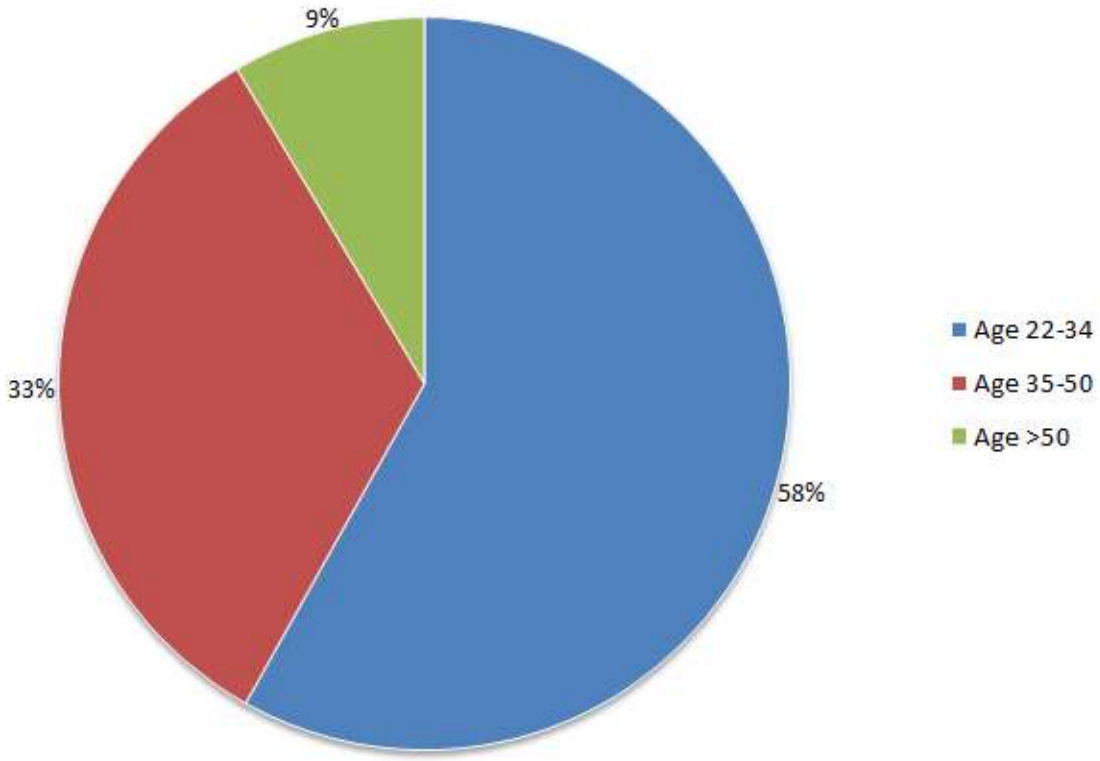


**Figure 4.1: Age distribution of the sample population**

These results present an accurate image of the workforce employed within the Generation division of the power utility. Currently, 56% of the employees in the Generation division are between the ages of 20 and 39, 22% are between the ages of 40 and 49, and 22% are 50 years of age or older. (Eskom, 2019)

### 4.2.2 Respondents' work location

Figure 4.2 below indicates the respondents' work location (power stations). The sample includes engineers from each of the 16 different power stations; therefore, providing a good framework from which to do a comparative analysis.

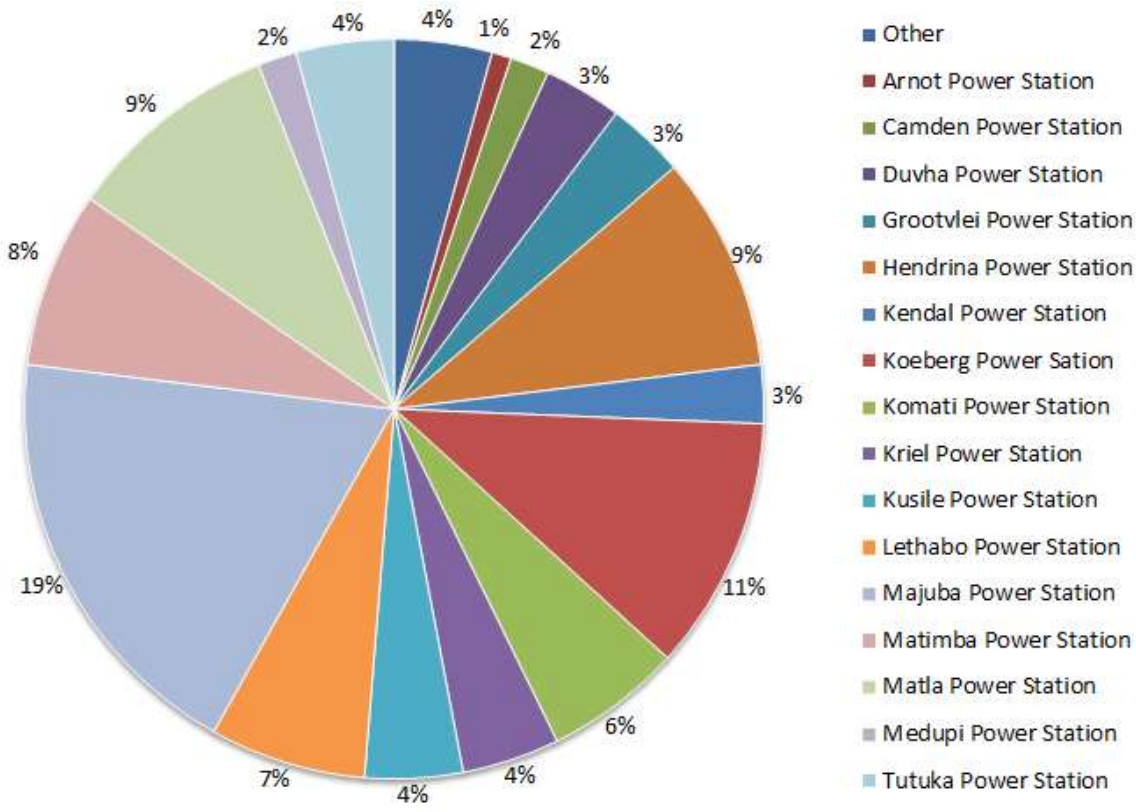


**Figure 4.2: Work location of the sample population**

A total sample size of 117 engineers was retrieved from the survey questionnaire; 5 of these individuals were not located in a power station. The power station with the least participants was Arnot power station with one respondent (1%), followed by Camden and Medupi power station each with two respondents (2%). The power station with the most participants was Majuba power station with 22 respondents (19%).

## 4.3 RELIABILITY

Cronbach's alpha was used to determine the internal consistency and reliability of the job satisfaction questionnaire (MSQ), and the emotional intelligence questionnaire (Rahim EQI). The results for both of these questionnaires are presented in the succeeding paragraphs.

### 4.3.1 Reliability test for the MSQ

The Cronbach's alpha was obtained for the different subscales measured within the MSQ, which includes *intrinsic satisfaction*, *extrinsic satisfaction* and *general satisfaction*. The results of the reliability test are shown in Table 4.1 below.

**Table 4.1: Reliability test results for the MSQ**

| Subscale | Questions | Sample size (n) | Cronbach's alpha |
|---|---|---|---|
| Intrinsic satisfaction | Q1-4, Q7-11, Q15-16, Q20 | 117 | 0.92 |
| Extrinsic satisfaction | Q5-6, Q12-14, Q19 | 117 | 0.80 |
| General satisfaction | Q1-20 | 117 | 0.93 |

All the constructs measured within the MSQ tested greater than 0.8 (Cronbach's alpha coefficient); therefore, indicating acceptable levels of internal consistency.

### 4.3.2 Reliability test for the Rahim EQI

The Cronbach's alpha was obtained for each of the different subsections measured within the Rahim EQI, which includes *self-awareness*, *self-regulation*, *motivation*, *empathy* and *social skills*. The results of the reliability test are shown in Table 4.2 below.

**Table 4.2: Reliability test results for the Rahim EQI**

| Subscale | Questions | Sample size (n) | Cronbach's alpha |
|---|---|---|---|
| Self-awareness | Q3-6 | 116 | 0.95 |
| Self-regulation | Q1, Q10-11, Q13, Q20 | 116 | 0.95 |
| Motivation | Q2, Q12, Q17-19 | 116 | 0.92 |
| Empathy | Q9, Q9, Q21-22 | 116 | 0.93 |
| Social skills | Q5, Q7, Q15-16 | 116 | 0.95 |

All the constructs measured within the Rahim EQI tested greater than 0.9 (Cronbach's alpha coefficient); therefore, indicating acceptable levels of internal consistency.

## 4.4 DESCRIPTIVE ANALYSIS OF CONSTRUCTS MEASURED

Emotional intelligence and employee job satisfaction are the two major constructs measured in this study. The Rahim EQI was used to measure the perceived levels of the leaders' emotional intelligence and the MSQ was used to measure the employees' levels of job satisfaction. The results of each questionnaire are presented and discussed in the

succeeding paragraphs. Each construct is analysed from three different perspectives. The first perspective analyses the sample group as a whole, the second perspective analyses the sample group categorised within the different age groups and the last perspective analyses the sample group, categorised within the various power stations (work locations). These perspectives highlight the information required to reach the objective of the study.

Both the MSQ and the Rahim EQI questionnaire made use of a 7-point Likert scale. Therefore, a mean value of less than 4 is considered a tendency of the respondents to disagree with the relevant statement. A mean value of greater than 4 indicates a tendency that the respondents do agree with the applicable statement. In the data presented below, the mean value represents the overall measure of the relevant subscale, the higher the mean ($\bar{x}$), the higher the consensus within the respective scale. The standard deviation ($\sigma$) represents the amount of variation from the mean. A low standard deviation indicates that the values measured tend to be close to the mean, while a high standard deviation indicates that the values measured tend to be spread out over a broader range from the mean.

### 4.4.1 Employee job satisfaction

The results from the MSQ are presented from three different perspectives: the first perspective indicates the overall satisfaction levels of all respondents; the second perspective suggests the satisfaction levels within the different age groups and lastly the satisfaction levels of the respondents grouped within the various power stations (work locations). The results presented in this section are used to address the study's research objectives and questions.

#### 4.4.1.1 Total sample size results

Table 4.3 below presents the mean scores and the standard deviation of each of the subscales measured in the MSQ. These scores give an insight into the satisfaction levels of all the respondents and will also be used to reach the objective of this study.

**Table 4.3: Employee job satisfaction measures**

| Subscale | Questions | Sample size (n) | Mean ($\bar{x}$) | Std. Deviation (σ) |
|---|---|---|---|---|
| Intrinsic satisfaction | Q1-4, Q7-11, Q15-16, Q20 | 117 | 4.79 | 1.20 |
| Extrinsic satisfaction | Q5-6, Q12-14, Q19 | 117 | 3.91 | 1.25 |
| General satisfaction | Q1-20 | 117 | 4.52 | 1.12 |
| **Total Satisfaction** | **Q1-20** | **16** | **4.53** | **0.63** |

The *general satisfaction* levels (based on the mean) of the sample (n = 117) is calculated as relatively neutral, a bit more satisfied than dissatisfied (*general satisfaction*: $\bar{x}$=4.52, σ=1.12). The *intrinsic satisfaction* is measured to be the highest of the three satisfaction scales. Also, the *total satisfaction* is presented, which was calculated on the sample grouped within the respective power stations (n = 16). The *total satisfaction* is perceived as a more accurate measure as the standard deviation is much less, indicating the data-points are more tightly spread around the mean.

These scores, however, are relatively meaningless when considered on its own. Weiss *et al.* (1967) proved that satisfaction scores vary significantly between different industries and propose that the satisfaction levels be compared against the industry group in which the sample falls. In the MSQ-manual, the normative data for the engineering industry is provided; this data was used for a comparative metric (Weiss *et al.*, 1967:113).

Table 4.4 below provides the percentile ranking metric used for the MSQ. The table also includes the percentile mean scores calculated for this study (shown in **bold**), and the percentile mean scores identified within the engineering industry (shown in *italic*). The percentile mean scores are calculated using the mean scores of each subscale. The percentile mean scores of each subscale indicate the percentage of the maximum obtainable score within the respective subscales. The mean scores measured for each question are shown in Appendix C.

**Table 4.4: Job satisfaction percentile ranking metric, adapted from Weiss *et al.* (1967)**

| | Percentile satisfaction subscales | | |
|---|---|---|---|
| | **Intrinsic** | **Extrinsic** | **General** |
| *Engineering industry's percentile mean scores* | *48.5* | *21.3* | *77.9* |
| **This study's percentile mean scores** | **41.1** | **16.8** | **64.6** |
| **Percentile ranking metric used for engineers** | | | |
| 1 | 16 | 8 | 29 |
| 10 | **40** | 14 | **64** |
| 20 | 44 | **17** | 70 |
| 30 | 46 | 19 | 73 |
| 40 | *48* | 20.5 | 77 |
| 50 | 49 | *21.5* | *78* |
| 60 | 51 | 22.5 | 81 |
| 70 | 52 | 23.5 | 83 |
| 80 | 54 | 24.5 | 86 |
| 90 | 55 | 26 | 90 |
| 99 | 60 | 29 | 98 |

The satisfaction levels measured in this study is lower than the satisfaction levels measured for individuals in the engineering industry. Also, the scores measured are below the 25 percentile level, which indicates low levels of job satisfaction (Weiss *et al.*, 1967). The results are conclusive with the results obtained by a study conducted by De Jager (2016). In his research study, he measured the satisfaction levels (MSQ) of young engineers within the same power utility. His study measured an *intrinsic percentile mean* scores of 39.2, *extrinsic percentile mean* scores of 17.6 and *general percentile satisfaction* mean scores of 63.5 (De Jager, 2016:56).

Considering all the measures identified in the preceding section, it is clear that the overall job satisfaction levels of the engineering employees are low. These results indicate a cause for concern, as low levels of job satisfaction have been associated with lack of productivity and commitment, poor overall morale, high employee turnover and job stress (Chung *et al.*, 2017; McFarlin, n.d.; Strömgren *et al.*, 2016).

#### 4.4.1.2 Age group results

Table 4.5 presents the job satisfaction levels of all the respondents (mean and standard deviation), categorised within the different age groups. These results are used to address the study's research questions.

**Table 4.5: Employee job satisfaction measures within different age groups**

| Sample group | n | Intrinsic satisfaction | | Extrinsic satisfaction | | General satisfaction | |
|---|---|---|---|---|---|---|---|
| | | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ |
| Age 22-34 | 68 | 4.63 | 1.23 | 3.79 | 1.17 | **4.37** | 1.11 |
| Age 35-50 | 39 | 5.08 | 1.17 | 4.13 | 1.39 | **4.77** | 1.15 |
| Age >51 | 10 | 4.81 | 1.01 | 3.90 | 1.11 | **4.55** | 0.99 |

The results show that the different age groups attest different levels of job satisfaction. These results can be expected as different age groups (different generations) perceive factors related to job satisfaction differently (Marasinghe & Wijayaratne, 2016). Figure 4.3 below provides a graphical view of these differences.

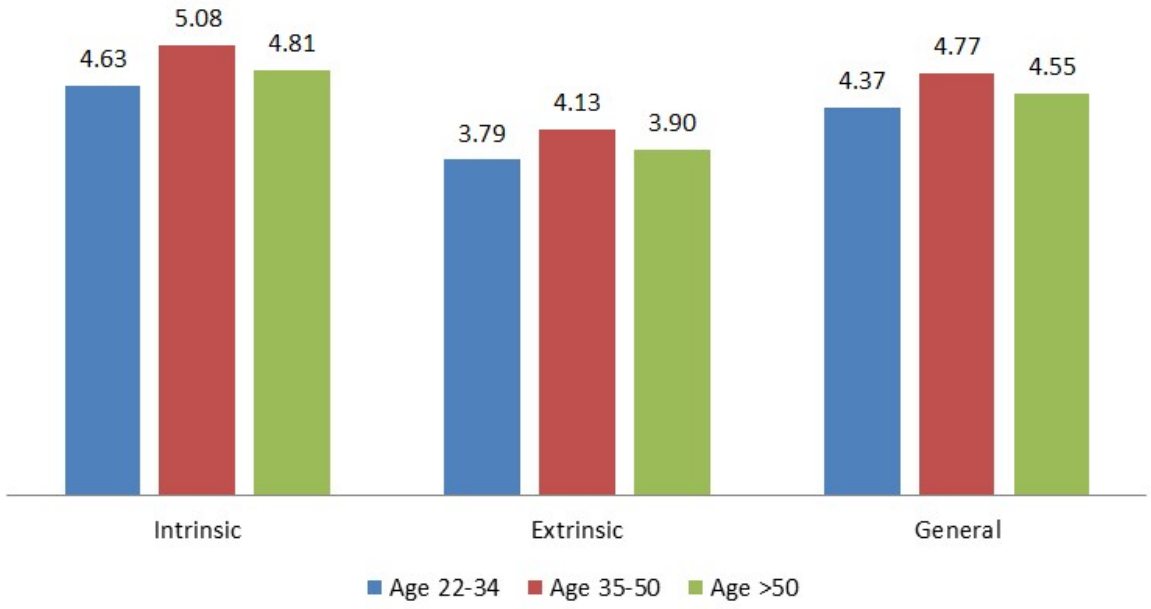


**Figure 4.3: Satisfaction levels per age group**

From Figure 4.3 it is clear to see that the “millennial” age group (age 22-34) attest the lowest levels of job satisfaction, followed by the “baby boomers” (age>50) and “generation X” (age 35-50), respectively. These results indicate that the power utility's youngest engineering employees are the least satisfied in their work.

It is also interesting to note that the *extrinsic satisfaction* for all age groups is the lowest. Therefore, it can be argued that the factors associated with the power utility's working conditions are failing, resulting in low employee satisfaction. These factors are remuneration, promotion, company policies, supervisors’ roles, job security, quality of work and co-worker relations (De Jager, 2016).

#### 4.4.1.3 Location group results

Table 4.6 presents the job satisfaction levels of all the respondents, categorised within the different location groups (power stations). The mean and standard deviation of each of the power stations are displayed, indicating whether there is a significant difference between the satisfaction levels within the different power stations. These results are used to address the study’s research objectives and questions.

**Table 4.6: Employee job satisfaction measured within the different work locations**

| Sample group | n | Intrinsic satisfaction | | Extrinsic satisfaction | | General satisfaction | |
|---|---|---|---|---|---|---|---|
| | | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ |
| Arnot PS | 1 | 3.92 | NA | 3.33 | NA | **3.70** | NA |
| Camden PS | 2 | 5.96 | 1.12 | 3.33 | 2.36 | **5.10** | 1.63 |
| Duvha PS | 4 | 4.77 | 2.11 | 4.13 | 1.95 | **4.61** | 2.01 |
| Grootvlei PS | 4 | 5.50 | 0.20 | 4.79 | 0.37 | **5.25** | 0.24 |
| Hendrina PS | 11 | 5.46 | 0.81 | 5.02 | 0.85 | **5.32** | 0.75 |
| Kendal PS | 12 | 5.14 | 0.99 | 4.94 | 0.98 | **5.03** | 0.99 |
| Komati PS | 7 | 4.64 | 1.46 | 4.02 | 1.12 | **4.48** | 1.18 |
| Kriel PS | 5 | 3.70 | 1.08 | 3.03 | 1.16 | **3.43** | 1.12 |
| Kusile PS | 5 | 4.88 | 0.84 | 4.53 | 0.85 | **4.80** | 0.77 |
| Lethabo PS | 8 | 5.06 | 1.29 | 4.23 | 1.41 | **4.79** | 1.27 |
| Majuba PS | 22 | 4.32 | 1.22 | 3.23 | 1.17 | **4.01** | 1.10 |
| Matimba PS | 9 | 5.53 | 0.88 | 4.65 | 0.96 | **5.29** | 0.79 |
| Matla PS | 11 | 5.11 | 1.28 | 3.55 | 1.12 | **4.56** | 1.07 |
| Medupi PS | 2 | 4.17 | 1.53 | 3.25 | 0.35 | **3.93** | 1.24 |
| Tutuka PS | 5 | 3.85 | 0.86 | 2.73 | 1.33 | **3.51** | 0.87 |
| Koeberg PS | 13 | 4.87 | 1.14 | 3.95 | 1.00 | **4.60** | 0.97 |

Table 4.6 indicates that there is indeed a difference between job satisfaction levels within the different power stations. Figure 4.4 below provides a graphical representation of the *general satisfaction* scores of each power station.

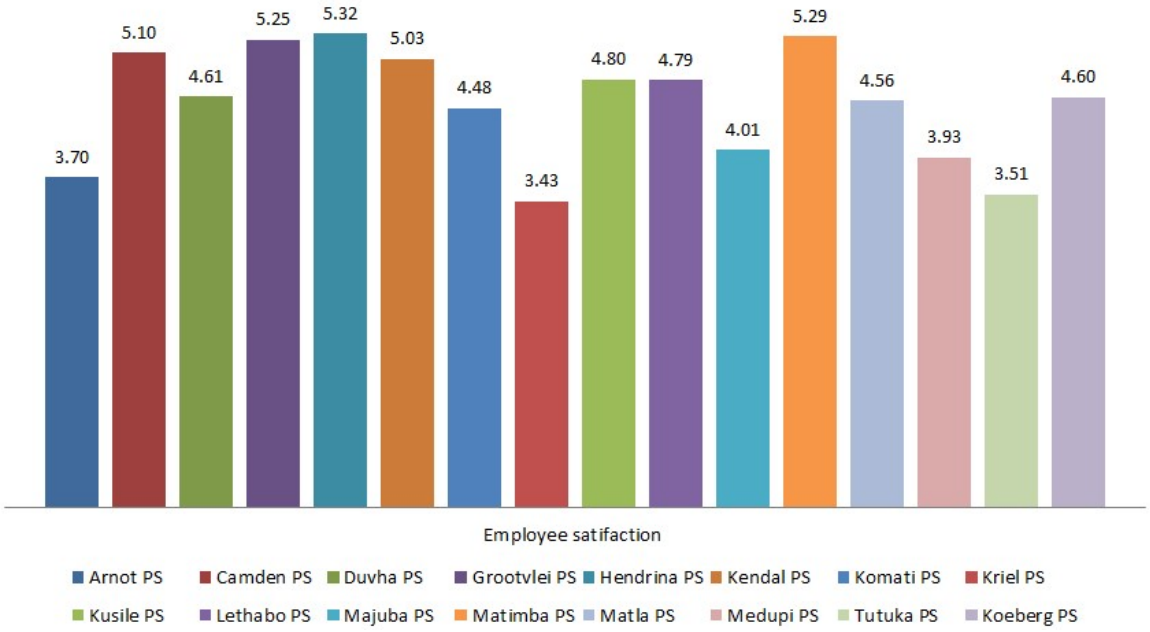


**Figure 4.4: Satisfaction levels per power station**

Figure 4.4 exposes the different levels of job satisfaction of the engineering employees within the respective power stations. Each power station attests different levels of job satisfaction. These differences can possibly be explained by the different cultures within each power station. Belias and Koustelios support this notion, stating, "job satisfaction can be not only influenced, but also predicted by employees' perceptions of organizational culture, especially leadership and social support" (Belias & Koustelios, 2014b:143). Other studies have also shown that there is indeed a relationship between employee job satisfaction and organisational culture (Belias *et al.*, 2015; Girma, 2016; Tong *et al.*, 2015). Another possible explanation might be the leadership styles of the leaders within the respective power stations. Many researchers have indicated that employee job satisfaction is directly affected by leadership style (Bassett, 1994; Boamah *et al.*, 2018; Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016; Wech, 2002).

### 4.4.2 Perceived levels of emotional intelligence

The results from the Rahim EQI are reviewed from three different perspectives: the first perspective indicates the overall perceived levels of the leaders' emotional intelligence, the second perspective suggests the emotional intelligence levels perceived within the different age groups and lastly the perceived emotional intelligence levels grouped within the various power stations (work locations). The results presented in this section are used to address the study's research objectives and questions.

#### 4.4.2.1 Total study population results

Table 4.7 presents the leaders' perceived emotional intelligence levels. The Rahim EQI measures the respondents' perceived levels of their leaders' emotional intelligence within five different subscales, namely, *self-awareness, self-regulation, motivation, empathy, and social skills*. The mean and standard deviation of each of these subscales are shown in the table below. In addition, the *total EI* is presented, which is a measure of all the subscales combined.

**Table 4.7: Leader emotional intelligence measures**

| Subscale | Questions | Sample size (n) | Mean ($\bar{x}$) | Std. Deviation (σ) |
|---|---|---|---|---|
| Self-awareness | Q3-6 | 117 | 4.73 | 1.53 |
| Self-regulation | Q1, Q10-11, Q13, Q20 | 117 | 4.89 | 1.54 |
| Motivation | Q2, Q12, Q17-19 | 117 | 4.76 | 1.42 |
| Empathy | Q9, Q9, Q21-22 | 117 | 4.65 | 1.54 |
| Social skills | Q5, Q7, Q15-16 | 117 | 4.83 | 1.57 |
| **Total EI** | **Q1-20** | **117** | **4.77** | **1.44** |

Table 4.7 indicates that the perceived emotional intelligence (*total EI*) of the leaders within the power utility is relatively average (*total EI*: x̄=4.77, σ=1.44). The *total EI* score is measured, combining the mean scores calculated for each individual (n=117). Figure 4.5 provides a graphical representation of all the perceived emotional intelligence scores.

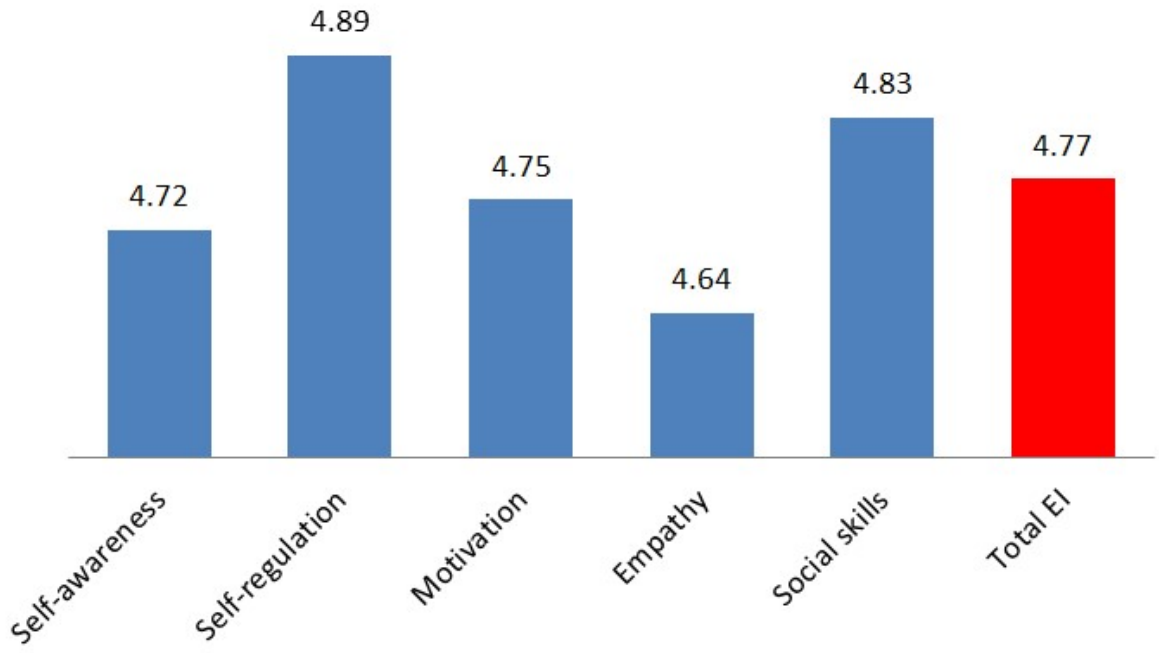


**Figure 4.5: Emotional intelligence subscale scores measured**

*Total EI* represents the average perceived emotional intelligence levels of the leaders within the engineering environment. When assessing the *total EI* score ($\bar{x}$=4.77) based on the 7-point Likert scale, 68% of the total scale is measured. Therefore, concluding an average to low emotional intelligent score. The higher the score, the greater the emotional intelligence of the leader (Rahim *et al.*, 2002). These measures are also significantly lower when compared to other studies which also measures emotional intelligence with the Rahim EQI (Abas, 2010; Rahman & Uddin, 2016). Of the five emotional intelligent subscales, *empathy* is perceived as being the lowest emotional intelligent subscale, with *self-regulation* being the highest. It must be noted that the Rahim EQI measures an accurate general factor of emotional intelligence (*total EI*), but it is argued that the individual subscales cast doubt about its usefulness as each subscale overlap significantly with one another (Nel *et al.*, 2015). Therefore, Nel *et al.* (2015) argue that it is better to use the general factor (*total EI*) as an indication of emotional intelligent levels.

#### 4.4.2.2 Age group results

Table 4.8 presents the leaders' perceived emotional intelligence levels, categorised within the different respondents' age groups. These results are used to address the study's research questions.

**Table 4.8: Emotional intelligence measured per age group**

| Sample group | n | Self-awareness | | Self-regulation | | Motivation | | Empathy | | Social skills | | Total EI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ |
| Age 22-35 | 68 | 4.7 | 1.5 | 4.9 | 1.6 | 4.8 | 1.5 | 4.7 | 1.6 | 4.9 | 1.6 | **4.80** |
| Age 36-50 | 39 | 4.7 | 1.6 | 4.7 | 1.6 | 4.7 | 1.4 | 4.5 | 1.6 | 4.7 | 1.6 | **4.64** |
| Age >50 | 10 | 4.7 | 1.3 | 5.1 | 1.3 | 4.8 | 1.3 | 5.0 | 1.4 | 4.9 | 1.4 | **4.90** |

The *total EI* measured for each age group shows a slight difference in the perceived emotional intelligence of their supervisors. The oldest generation ("baby boomers") perceive their leader's emotional intelligence to be the highest, followed by the "millennials" and "generation X", respectively. These scores are, however, very close to one another; therefore, no presumptions are made based on these score differences.

#### 4.4.2.3 Location group results

Table 4.9 presents the leaders' perceived emotional intelligence levels, categorised within the different power stations. The mean and standard deviation of each of the power stations are shown to indicate whether there is a significant difference between the perceived emotional intelligent levels within the different power stations. These results are used to address the study's research objectives and questions.

**Table 4.9: Emotional intelligence measured per power station**

| Sample group | n | Self-awareness | | Self-regulation | | Motivation | | Empathy | | Social skills | | Total EI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ | σ | $\bar{x}$ |
| Arnot PS | 1 | 3.0 | NA | 3.2 | NA | 3.2 | NA | 3.3 | NA | 2.8 | NA | **3.08** |
| Camden PS | 2 | 3.4 | 1.6 | 4.1 | 3.3 | 4.0 | 0.8 | 3.6 | 2.7 | 4.9 | 2.7 | **4.00** |
| Duvha PS | 4 | 5.0 | 1.2 | 4.8 | 1.5 | 4.9 | 1.1 | 4.4 | 2.0 | 4.8 | 1.5 | **4.78** |
| Grootvlei PS | 4 | 6.4 | 0.4 | 5.6 | 1.2 | 5.7 | 0.6 | 5.8 | 0.6 | 6.1 | 0.8 | **5.90** |
| Hendrina PS | 11 | 5.5 | 0.7 | 5.7 | 0.9 | 5.6 | 0.8 | 5.6 | 0.8 | 5.6 | 0.8 | **5.61** |
| Kendal PS | 12 | 5.2 | 1.2 | 5.6 | 0.5 | 5.7 | 0.6 | 5.4 | 1.0 | 5.8 | 0.9 | **5.52** |
| Komati PS | 7 | 4.8 | 1.1 | 4.8 | 1.2 | 4.3 | 1.4 | 4.3 | 1.3 | 4.5 | 1.3 | **4.53** |
| Kriel PS | 5 | 3.8 | 2.0 | 4.0 | 2.3 | 4.0 | 1.8 | 4.2 | 1.9 | 4.1 | 2.2 | **3.99** |
| Kusile PS | 5 | 5.9 | 1.0 | 6.0 | 0.7 | 5.8 | 1.3 | 5.9 | 1.0 | 6.3 | 0.6 | **5.99** |
| Lethabo PS | 8 | 4.0 | 1.3 | 4.2 | 1.5 | 4.9 | 0.6 | 3.9 | 1.4 | 4.1 | 1.4 | **4.20** |
| Majuba PS | 22 | 4.3 | 1.7 | 4.5 | 1.7 | 4.0 | 1.5 | 4.1 | 1.5 | 4.4 | 1.6 | **4.24** |
| Matimba PS | 9 | 5.5 | 1.5 | 5.6 | 1.6 | 5.6 | 0.7 | 5.7 | 1.2 | 5.6 | 1.6 | **5.62** |
| Matla PS | 11 | 4.3 | 1.7 | 4.6 | 1.4 | 4.5 | 1.4 | 4.2 | 1.4 | 4.3 | 1.5 | **4.37** |
| Medupi PS | 2 | 5.0 | 1.8 | 4.8 | 2.5 | 4.2 | 3.4 | 4.8 | 2.8 | 4.8 | 2.5 | **4.70** |
| Tutuka PS | 5 | 3.2 | 1.8 | 3.4 | 1.3 | 3.5 | 1.2 | 3.2 | 1.8 | 3.2 | 1.5 | **3.29** |
| Koeberg PS | 13 | 5.3 | 1.1 | 5.7 | 1.0 | 5.4 | 1.4 | 5.4 | 1.3 | 5.6 | 1.3 | **5.47** |

The table indicates that there is indeed a difference between the perceived emotional intelligence levels within the different power stations. Figure 4.6 provides a graphical representation of the *total EI* scores of each power station.

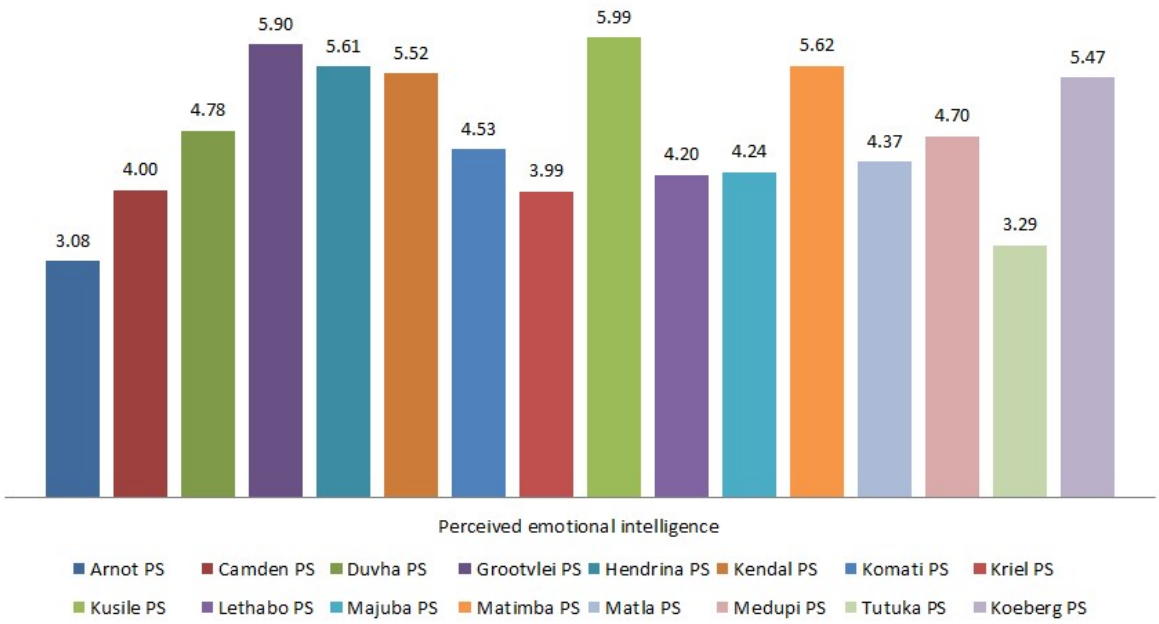


**Figure 4.6: Emotional intelligence scores measured per power station**

Figure 4.6 exposes the different levels of perceived emotional intelligence (*total EI*) of the respective leaders within the various power stations. These differences can possibly be due to the different cultures within each power station. Subramaniam and Chaw support this notion, stating, "Leaders with high emotional intelligence will contribute to positive perceptions of organizational culture among employees" (Subramaniam & Chaw, 2013:882). Other studies have also shown that there is indeed a correlation between leaders' emotional intelligence and organisational culture (Lee & Yazdanifard, 2013; Ugoani, 2015). Another possible explanation might be the leadership styles of the leaders within the respective power stations as it has been proven that emotional intelligence and leadership style are correlated (Maamari & Majdalani, 2017; Miao & Chao, 2018).

## 4.5 CORRELATIONS

The data presented in the preceding paragraphs provided all the information required to determine the relationship between the constructs, emotional intelligence and employee job satisfaction. The relationship between these constructs is measured from various perspectives, providing an accurate correlation measure.

The correlation was measured using the Spearman correlation coefficient as well as the Pearson correlation coefficient. However, only the Pearson correlation (i.e. linear

relationship) is reported as both measures yielded similar results. The guidelines as set out by Cohen (2013) were used to interpret the results of the relationship measured. A correlation (Rho-value), measuring 0.5 or higher can be viewed as a large correlation (or good linear relationship).

The first perspective measures the correlation between the constructs using the mean scores calculated for each of the subscales within the respective measuring instruments (Rahim EQI: five subscales and MSQ: three subscales). The second perspective measures the correlation between the constructs using the total mean scores for each of the measuring instruments.

The results of both of the perspectives mentioned are presented in the succeeding paragraphs.

### 4.5.1 Correlation measured using subscale mean scores

Table 4.10 indicates the Pearson correlation coefficient (Rho-value) measured between the different subscales.

**Table 4.10: Correlations measured between subscales (n=117)**

| Subscale | | Self-awareness | Self-regulation | Motivation | Empathy | Social skills |
|---|---|---|---|---|---|---|
| **Intrinsic satisfaction** | Rho | 0.46 | 0.42 | 0.54 | 0.53 | 0.49 |
| **General satisfaction** | Rho | 0.58 | 0.52 | 0.64 | 0.64 | 0.60 |
| **Extrinsic satisfaction** | Rho | 0.67 | 0.59 | 0.69 | 0.72 | 0.67 |

The table shows the there is a correlation between all the subscales and therefore a linear relationship between the leaders' emotional intelligence and employee job satisfaction. The lowest correlation coefficient is 0.42, measured between *intrinsic satisfaction* and *self-regulation*. The highest correlation coefficient is 0.72, measured between *extrinsic satisfaction* and *empathy*. All correlation values (Rho-values) are greater than 0.42; therefore, indicating a good linear relationship between the respective subscales.

The subscale, *extrinsic satisfaction*, attests the highest correlation coefficient (Rho>0.59) between each of the subscales measured. This can be expected as *extrinsic satisfaction* indicates the satisfaction derived from work conditions, which include the employee's leader. Therefore, it suggests that a leader's emotional intelligence has a greater effect on their employees' *extrinsic satisfaction* as compared to their *intrinsic satisfaction*.

Note that the correlation based on the mean scores measured within each power station (n=16) was also calculated and yielded similar results (attached in Appendix C).

### 4.5.2 Correlation measured using total mean scores

Table 4.11 indicates the measured Pearson correlation coefficient (Rho-value). The correlation was measured using the mean score values of each construct measured (total satisfaction mean score and total emotional intelligence mean score).

**Table 4.11: Total correlation measure (n=117)**

| Subscale | | Emotional intelligence |
|---|---|---|
| **Job satisfaction** | Rho | 0.63 |

The table shows that there is a definite correlation between the leaders' emotional intelligence and employee job satisfaction. The Pearson correlation value is 0.63 (Rho-value), which indicates a strong linear relationship between the constructs measured. Therefore, indicating that the higher a leader's emotional intelligence, the higher the job satisfaction levels of their employees. It must be noted that the relationship measured can also be viewed from the opposite perspective.

Note that the correlation based on the mean scores measured within each power station (n=16) was also calculated. The Pearson correlation value measured 0.74 (Rho-value), indicating an even stronger correlation (attached in Appendix C).

## 4.6 SUMMARY

The results reviewed in this chapter were gathered through the identified research procedure (Chapter 3). The total sample size consisted of 117 validated responses, which were used for the data analysis. The results presented were analysed using the SPSS programme

(IBM, 2018) and was conducted by the Statistical Consultation Services of the North-West University, Potchefstroom campus.

The demographic information was presented and used as the groundwork for determining the objective of this study.

The reliability measures (Cronbach's alpha) of each of the measuring instruments were also presented. Each of the research instruments attests acceptable levels of internal consistency (MSQ > 0.8, Rahim EQI > 0.9).

A descriptive analysis was presented on the two different constructs measured within this study (job satisfaction and emotional intelligence). The constructs were analysed from different perspectives, which gave great insights into the job satisfaction levels of employees and the emotional intelligence levels of the leaders within the power utility. It was found that the overall satisfaction levels of the engineering employees were very low and that the leaders' levels of emotional intelligence were average to low. It was also noted that each power station attests different levels of employee satisfaction and leader emotional intelligence.

The correlation analysis was presented, measuring the relationship between the relevant constructs. The Pearson correlation coefficient identified a distinct linear relationship between the employees' job satisfaction levels and their respective leaders' emotional intelligence (Rho=0.63).

# CHAPTER 5: CONCLUSION

## 5.1 INTRODUCTION

The primary objective of this study was to investigate the relationship between leaders' emotional intelligence and employee job satisfaction. An in-depth literature review was conducted, providing a background that supports the necessity of this study. The findings of the literature reviewed suggest that leaders' emotional intelligence does affect employee job satisfaction and was presented in Chapter 2. In Chapter 3, the empirical research was presented, which described the methodology used to address the objective of this study. The results obtained from the empirical research provided the necessary information to address the objective of this study and was presented in Chapter 4.

In this final chapter the conclusions derived from the empirical study are presented. This chapter also addresses the following topics: recommendations, assessment of the research objectives and questions, limitations of the study and suggested future research.

## 5.2 CONCLUSION

The results presented in Chapter 4 were analysed from different perspectives; these perspectives provided the information required to address the objective of this study. The following conclusions could be made based on the results obtained from the MSQ and the Rahim EQI.

### 5.2.1 Job satisfaction

The results of this study conclude that the combined job satisfaction levels of the participants are very low. These results indicate reasons for concern as job satisfaction has been proven to affect organisational success (Boroumand & Abaadi, 2013; Mallikarjuna, 2012; Munir & Rahman, 2016). Therefore, it can be argued that the low employee satisfaction levels are a contributing factor affecting the poor performance of the Generation division within the power utility (Anon, 2015; De Jager, 2016; Groenewald, 2018; Khoza & Kanjere, 2014; Saunders, 2017; Toyana & Motsoeneng, 2017).

The results also showed that job satisfaction levels within the different power stations and age groups vary significantly. The different satisfaction levels within each power station might be indicative of culture or leadership styles affecting employee satisfaction (Bassett,

1994; Belias *et al.*, 2015; Boamah *et al.*, 2018; Boroumand & Abaadi, 2013; Girma, 2016; Mallikarjuna, 2012; Munir & Rahman, 2016; Tong *et al.*, 2015; Wech, 2002).

### 5.2.2 Emotional intelligence

The results from this study conclude that the combined emotional intelligence levels of the leaders are perceived as average to low. These results indicate reasons for concern as emotional intelligence enables leaders to effectively manage, communicate, motivate and engage their employees (Landry, 2019; Ngang *et al.*, 2015).

The results also show that the perceived emotional intelligence levels within the different power stations vary significantly. The different emotional intelligence within each power station might be indicative of culture or leadership styles. It has been proven that leaders' emotional intelligence affects organisational culture and leadership styles (Lee & Yazdanifard, 2013; Maamari & Majdalani, 2017; Miao & Chao, 2018; Ugoani, 2015).

### 5.2.3 Correlation between constructs measured

The primary objective of this study was to identify the relationship between a leader's emotional intelligence and employee job satisfaction within the power utility. The results obtained from the MSQ and the Rahim EQI were used to identify the correlation between the constructs measured. The Pearson correlation coefficient indicated a distinct linear relationship between leaders' emotional intelligence and employee job satisfaction. The highest correlation was identified between the leaders' emotional intelligence and the employees' extrinsic satisfaction levels. Therefore, the study concludes that a leader's emotional intelligence does affect their employee's jobs satisfaction levels, especially their extrinsic satisfaction levels.

## 5.3 RECOMMENDATIONS

The following recommendations are made to the power utility based on the results and conclusions:

It is recommended to investigate why certain power stations attest higher leader emotional intelligence and employee job satisfaction. The identification of this discrepancy will indicate what should be eliminated or improved at the respective power stations.

It is recommended to identify whether the measured satisfaction levels and emotional intelligence levels correlate to the performance of each power station. If so, the power utility can look at improving the emotional intelligence of their leaders, which should improve not only employee satisfaction but also organisational performance.

The results from this study suggest that the culture and leadership styles in each power station differ. This notion should further be investigated to determine if there is a negative leadership style or culture within each of the respective power stations. If so, the power utility should look at ways of addressing the leadership styles and cultures.

It is recommended to invest in leader development programmes, which are specifically aimed at improving emotional intelligence skills.

The jobs satisfaction levels of the utility's youngest engineers are the lowest. This could have dire consequences for the power utility and should be addressed. It is recommended that the power utility investigate why this is the case and address this issue.

It is recommended that the power utility create mentorship programmes where leaders teach their respective employees emotional intelligence skills. This will not only improve the leader's emotional intelligence but also the employees' and subsequently create better relationships between leaders and employees.

Leaders with the greatest interaction and relationship with their subordinates require the highest emotional intelligence. Therefore, it is recommended that these leaders be trained frequently, making them aware of how their actions and relevant skills can affect their employees.

## 5.4 ASSESSMENT OF THE RESEARCH OBJECTIVES AND QUESTIONS

The assessment of the research objective and research questions are presented in the succeeding paragraphs. Each of the objectives and questions identified in section 1.3 is assessed; this assessment will indicate the success of the study.

### 5.4.1 Primary research objective

The primary objective of this study was:

- To determine the relationship between leaders' emotional intelligence and employee job satisfaction within a power utility.

  The primary research objective of this study was successfully determined. There is a strong linear relationship (correlation) between leaders' emotional intelligence and employee job satisfaction within the power utility.

### 5.4.2 Secondary research objectives

The secondary objectives of this study were:

- To determine the job satisfaction levels of the engineers within the Generation division of the power utility.
- To determine the leaders' emotional intelligence (leaders located within the engineering environment) within the Generation division of the power utility.
- To identify patterns within the demographics of the power utility.
- To provide recommendation for further research and practices.

All of the objectives identified above have been addressed in this study. The job satisfaction levels of the employees were measured, as well as the leaders' emotional intelligence. The results indicated that there are indeed specific patterns within the power utility; satisfaction levels differ within the respective power stations and age groups; also, the emotional intelligence levels of the leaders differ within the respective power stations. Recommendations have been made to the power utility and future research recommendations follow in section 5.5 below.

### 5.4.3 Research questions

The research questions of this study were:

- Does leaders' emotional intelligence affect employee job satisfaction?
- What are the engineers' levels of job satisfaction within the Generation division of the power utility?

- What are the engineering-leaders' emotional intelligence within the Generation division of the power utility?
- Are there perceived differences between demographics related to job satisfaction and emotional intelligence?

According to the research objective achieved, the research questions could be answered.

## 5.5 LIMITATIONS

The study was conducted within the power utility's Generation division. The study was conducted on the sample size retrieved within the identified population (the sample size represented 23.5% of the population). Therefore, the findings of this study can only be generalised within the Generation division of the power utility.

The sample size within each of the respective power stations was limited; therefore, a vague representation of the constructs measured was obtained in some power stations.

The study measured the levels of the leaders' emotional intelligence with the Rahim EQI. The Rahim EQI measures the perceived emotional intelligence of the respondents' leader/supervisor; therefore, the correlation measured, was between perceived levels of leaders' emotional intelligence and employee job satisfaction. Scholars should, therefore, take note that the emotional intelligence levels measured in this study might differ when utilising other emotional intelligence measuring instruments.

The findings of the study indicate that job satisfaction and emotional intelligence levels measured within the different power stations vary. This could suggest that the culture and leadership styles within each of these power stations might also be a contributing factor affecting the constructs measured.

## 5.6 SUGGESTED FUTURE RESEARCH

It is suggested that future studies conducted within the identified population should aim to include a larger sample size. The sample should consist of enough samples per power station, which will give better/reliable results.

Future studies measuring the relationship between emotional intelligence and employee job satisfaction should look at utilising another measuring instrument, measuring self-perceived

emotional intelligence. This can then be compared to see how the different approaches fare against each other and if the correlation still exists. Additional research is also required to provide understanding as to why the constructs measured are correlated.

The results of this study suggest that the culture and leadership styles might also be a contributing factor affecting employee satisfaction and leaders' emotional intelligence. The correlation between these constructs should be investigated.

Lastly, the study suggested that if a correlation between the constructs measured were evident, then organisations could invest in the development of their leaders' emotional intelligence, which could potentially result in positive organisational outcomes. Future studies can, therefore, be designed to measure how the development of leaders' emotional intelligence affects organisational outcomes. For example, in the context of the identified population, leader emotional intelligence can be correlated to the performance of each of the power stations.

## 5.7 SUMMARY

This chapter provided a conclusion of the results presented in Chapter 4. The results indicated a distinct linear relationship between the construct measured, concluding that leaders' emotional intelligence affects employee job satisfaction. Recommendations were made to the power utility, which was based on the findings of this study. The study was also evaluated based on the research objectives and question. The limitations of the study were presented as well as suggested future research.

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# APPENDIX A – SURVEY QUESTIONNAIRE

The following section measures general employee information. Please mark the block that best fits your description.

**Section 1: Demographic Information**

| 1.1 | *How old are you?* | | |
|---|---|---|---|
| **22-34** | | **35-50** | **51-70** |
| | | | |

| 1.2 | *What gender are you?* | |
|---|---|---|
| **Male** | | **Female** |
| | | |

| 1.3 | *What is your task grade?* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **P13** | **P1** | **P16** | **P17** | **P18** | **G14** | **G15** | **M16** | **M17** | **M18** |
| | | | | | | | | | |

| 1.4 | *Years working within the power utility?* | | | |
|---|---|---|---|---|
| **0-5** | **6-15** | **16-25** | **26-35** | **36-45** |
| | | | | |

| 1.5 | *Which power station are you working at?* |
|---|---|

| Arnot Power Station | Camden Power Station | Duvha Power Station | Grootvlei Power Station | Hendrina Power Station | Kendal Power Station | Komati Power Station | Kriel Power Station | Kusile Power Station | Lethabo Power Station | Majuba Power Station | Matimba Power Station | Matla Power Station | Medupi Power Station | Tutuka Power Station | Koeberg Power Station |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | |

| 1.6 | *Which engineering department are you working for?* |
|---|---|

| Electrical Engineering | Control and Instrumentation Engineering | Turbine Mechanical Engineering | Boiler Mechanical Engineering | Auxiliary Engineering | Process Engineering | Civil Engineering | Performance and Testing Engineering |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

The following section measures employee job satisfaction. The purpose of this questionnaire is to give you a chance to tell how you feel in your present job, what things you are satisfied with and what things you are not satisfied with. Please mark the block that best describes how you feel about the statement by asking yourself; How satisfied am I with this aspect of my job?

1. *Very dissatisfied* – means I am very dissatisfied with this aspect of my job.
2. *Dissatisfied* – means I am dissatisfied with this aspect of my job.
3. *Somewhat dissatisfied* – means I am somewhat dissatisfied with this aspect of my job.
4. *Neutral* – means I can't decide whether I am satisfied or not with this aspect of my job.
5. *Somewhat satisfied* – means I am somewhat satisfied with this aspect of my job.
6. *Satisfied* – means I am satisfied with this aspect of my job.
7. *Very satisfied* – means I am very satisfied with this aspect of my job.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| *Very dissatisfied* | *Dissatisfied* | *Somewhat dissatisfied* | *Neutral* | *Somewhat satisfied* | *Satisfied* | *Very satisfied* |

**Section 2: Minnesota Satisfaction Questionnaire**

*On my present job, this is how I feel about:*

| *2.1* | *Being able to keep busy all the time* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.2* | *The chance to work alone on the job* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.3* | *The chance to do different things from time to time* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.4* | *The chance to be "somebody" in the community* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.5* | *The way my boss handles his/her workers* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.6* | *The competence of my supervisor in making decisions* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.7* | *Being able to do things that don't go against my conscious* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.8 | *The way my job provides for steady employment* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.9 | *The chance to do things for other people* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.10 | *The chance to tell people what to do* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.11 | *The chance to do something that makes use of my abilities* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.12 | *The way company policies are put into practice* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.13 | *My pay and the amount of work I do* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.14 | *The chances for advancement on this job* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.15 | *The freedom to use my own judgement* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 2.16 | *The chance to try my own methods of doing the job* |
|---|---|

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| | | | | | | |

| *2.17* | *The working conditions* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.18* | *The way my co-workers get along with each other* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.19* | *The praise I get for doing a good job* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *2.20* | *The feeling of accomplishment I get from the job* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

The following section measures the perceived levels of your manager's emotional intelligence. Emotional intelligence can be defined as the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking, feelings and actions. The purpose of this questionnaire is to give you a chance to tell how you perceive your managers level of emotional intelligence. Please mark the block that best describes how you perceive your manager within the following statements.

1. *Strongly disagree* – means I strongly disagree with the statement.
2. *Disagree* – means I disagree with the statement.
3. *Somewhat disagree* – means I somewhat disagree with the statement.
4. *Neutral* – means I neither disagree or agree with the statement.
5. *Somewhat agree* – means I somewhat agree with the statement.
6. *Agree* – means I agree with the statement.
7. *Strongly agree* – means I strongly agree with the statement.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

| *Strongly disagree* | *Disagree* | *Somewhat disagree* | *Neutral* | *Somewhat agree* | *Agree* | *Strongly agree* |
|---|---|---|---|---|---|---|

**Section 3: Rahim Emotional quotient index**

| *3.1* | *Keeps his/ her distressing emotions in check* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.2* | *Accepts rapid change to attain the goals of his/her group or organisation* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.3* | *Is well aware of which emotions is experiencing and why* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.4* | *Is well aware of the effects of his/her feelings on others* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.5* | *Is well aware of his/her moods* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.6* | *Confronts problems without demeaning those who work with him/her* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.7* | *Sets aside emotions in order to complete the task at hand* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.8* | *Is well aware of his/her impulses* |
|---|---|

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| | | | | | | |

| 3.9 | *Understands the feelings transmitted through non-verbal messages* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.10 | *Remains calm in potentially volatile situations* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.11 | *Keeps his/her disruptive impulses in check* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.12 | *Has high motivation to set and attain challenging goals* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.13 | *Maintains composure irrespective of his or her emotions* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.14 | *Understands the link between employees' emotions and what they do* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.15 | *Does not allow his or her own negative feelings to inhibit collaboration* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| 3.16 | *Handles emotional conflicts with tact and diplomacy* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

| *3.17* | *Operates from hopes of success rather than fear of failure* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.18* | *Stays focused on goals despite setbacks* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.19* | *Does not hesitate to make sacrifices to achieve important organisational goals* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.20* | *Manages his or her stress well* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.21* | *Provides useful and timely feedback* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

| *3.22* | *Understands the feelings transmitted through verbal messages* | | | | | |
|---|---|---|---|---|---|---|
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| | | | | | | |

# APPENDIX B – ETHICS INFORMED CONSENT FORM

**MBA STUDY:** **The relationship between leaders' emotional intelligence and employee job satisfaction within a power utility.**

**FIELD OF STUDY:** **HUMAN RESOURCES**

**NORTH-WEST UNIVERSITY**

**RESEARCHER: DUARD BATEMAN**

**CELL:** **0762174744**

**EMAIL:** **duard70@gmail.com**

Dear respondent

This **Informed Consent Statement** serves to confirm the following information as it relates to the MBA mini-dissertation on investigating; **The relationship between leaders' emotional intelligence and employee job satisfaction within a power utility**.

1. The sole purpose of this study is to obtain information from experts (such as yourself) employed within the power utility's engineering environment in an attempt to determine the nature of your everyday experience related to the research topic.
2. The procedure to be followed is a quantitative research design, which includes structured, controlled and prescriptive questions all gathered from validated questionnaires. General background information will be asked, e.g. your age, task grade, gender and subjective perceptions pertaining to emotional intelligence and job satisfaction.
3. No personal or sensitive data will be asked from you.
4. The duration of the online survey questionnaire will not take longer than 15 minutes.
5. If at any point during the online survey questionnaire, you should feel uncomfortable, you have the option to end your participation.
6. This survey questionnaire takes place voluntarily.
7. This survey questionnaire is entirely anonymous.
8. The confidentiality of the questionnaire data is guaranteed.
9. A brief description of the main concepts that form the basis of this study is presented at the start of the survey questionnaire as to familiarise and direct the respondent.
10. After the study has been concluded a copy of the final dissertation will be made available to the participant upon request.
11. The data gathered from the participant will only be used for research purposes.

**By completing the online survey questionnaire**, I, the participant declare that I have read and understood the contents of the Informed Consent Statement, and give my full consent to **Duard Bateman** to use the information communicated by myself, through the online survey questionnaire, to him in his MBA dissertation.

# APPENDIX C – ADDITIONAL DATA ANALYSIS RESULTS

- **Percentile mean scores - Measured mean score (7-point Likert scale) converted to a 5-point Likert scale measure:**

| Question | n | Measured mean score (7-point Likert Scale) | Converted mean score (5-point Likert scale) |
|---|---|---|---|
| MSQ1 | 117 | 5.38 | **3.85** |
| MSQ2 | 117 | 5.37 | **3.83** |
| MSQ3 | 117 | 4.68 | **3.34** |
| MSQ4 | 117 | 4.39 | **3.14** |
| MSQ5 | 117 | 4.89 | **3.49** |
| MSQ6 | 117 | 4.69 | **3.35** |
| MSQ7 | 117 | 5.11 | **3.65** |
| MSQ8 | 117 | 5.19 | **3.71** |
| MSQ9 | 117 | 4.98 | **3.56** |
| MSQ10 | 117 | 4.58 | **3.27** |
| MSQ11 | 117 | 4.71 | **3.36** |
| MSQ12 | 117 | 3.21 | **2.29** |
| MSQ13 | 117 | 3.93 | **2.81** |
| MSQ14 | 117 | 2.90 | **2.07** |
| MSQ15 | 117 | 4.50 | **3.21** |
| MSQ16 | 117 | 4.26 | **3.05** |
| MSQ17 | 117 | 4.15 | **2.97** |
| MSQ18 | 117 | 5.26 | **3.76** |
| MSQ19 | 117 | 3.86 | **2.76** |
| MSQ20 | 117 | 4.37 | **3.12** |

- **Correlations measured between subscales (n=16):**

| Subscale | | Self-awareness | Self-regulation | Motivation | Empathy | Social skills |
|---|---|---|---|---|---|---|
| **Intrinsic satisfaction** | Rho | 0.47 | 0.57 | 0.65 | 0.50 | 0.67 |
| **General satisfaction** | Rho | 0.64 | 0.72 | 0.80 | 0.67 | 0.78 |
| **Extrinsic satisfaction** | Rho | 0.79 | 0.81 | 0.90 | 0.81 | 0.78 |

- **Correlations measured between constructs (n=16):**

| Subscale | | Emotional intelligence |
|---|---|---|
| **Job satisfaction** | Rho | 0.74 |