THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONGST WESTCOL FET LECTURERS

by

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ABSTRACT

The main objective of any service organisation should be to make a profit. This objective can only be achieved by increasing the employees' performance, which is subsequently related to Emotional Intelligence (EI) and Job Satisfaction. The studies on the relationship between EI and Job Satisfaction are becoming prevalent in the academic literature. Currently, a debate is on as to determine the extent of the relationship between EI and Job Satisfaction amongst different demographics. Westcol FET, is seen as one of the top performing colleges in South Africa and it claims to make use of Job Satisfaction as part of a business strategy in order to increase performance.

The purpose of this study was to determine the relationship between EI and Job Satisfaction amongst Westcol FET lecturers, while taking into consideration the organisation’s demographic characteristics. One hundred lecturers at Westcol FET were asked to complete the Genos Emotional Intelligence Inventory (short version) and the Job Diagnostic Survey (JDS). The sample consisted of 56 participants across different ages, genders, qualifications and lecturing fields. A convenience sampling method was used. All the participants completed the Genos EI in order to measure EI whereas the JDS was used in order to measure Job Satisfaction. The research results show that there was a statistically significant relationship between EI and Job Satisfaction among the Westcol FET lecturers and more specifically in relation to race, gender, years of service and qualifications. Recommendations were made with regard to EI, Job Satisfaction and demographics.
DECLARATION OF ORIGINAL WORK

I, Wentzel C Coetzer, student number 920400876 declare that this dissertation is my own unaided work. Any assistance that I have received has been duly acknowledged in the dissertation. It is submitted in partial fulfilment of the requirements for the degree Master’s of Commerce (Business Management) at the University of Johannesburg. It has not been submitted before for any degree or examination at this or any other university.

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            (Name)         (Date)
            (Day, Month, Year)
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“If I have seen further it is by standing on the shoulders of giants”
– Isaac Newton (1675)

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CHAPTER 1: BACKGROUND AND PROBLEM STATEMENT

1.1 Introduction

This study investigates the relationship between Emotional Intelligence (EI) and Job Satisfaction amongst Westcol FET lecturers in order to form an better understanding of the demographic variables that influence the relationship.

In this chapter, the background to the problem, the problem statement, and an outline are provided of the research objectives, research methods and chapter division.

1.2 Background to the problem

It has been stated that the main goal for any organisation should be to maximise profits (Porter, 1998:89). In achieving this main goal the employees need to increase their performance. In the past decade research has revealed that employee performance is related to the management practices such as optimising resources such as the organisations strategy, training, and managing a culture in the organisation (Pass, Lowes, Pendleton, Chadwick, O'Reilly & Afferson, 2005:117-118). In the Further Education and Training (FET) arena, for the organisation to optimise resources it needs to optimise its human resources as the organisation is merely a service organisation (Coetzer, 2011). Therefore it needs hardworking, committed individuals, it needs to provide favourable working conditions, and employ talent. However, finding FET lecturers with sufficient qualifications, knowledge and experience is a demanding task, therefore the necessity to motivate these lecturers has become increasingly important.

In the past decade motivation and jobs have been issues that have been very much investigated and dealt with (Metle, 2001:311). To achieve the main goals of the organisation, specific conditions needs to be provided in order for the lecturers to perform their assigned tasks with commitment and satisfaction (Strydom & Roodt, 2006:15; Pass et al., 2005:117-118). Job Satisfaction is a “positive feeling about a job resulting from an evaluation of its characteristics” (Robbins, Judge, Odendaal &
Contemporary researchers list numerous factors as affecting Job Satisfaction of employees, namely: leadership, supervision, the nature of the work, promotion, relations with co-workers, job safety, organisational structure, and the physical conditions of the job (Mousavi, Yarmohammadi, Nosrat & Tarasi, 2012:785). However, Tett and Meyer (1993:261) indicate that Job Satisfaction can be divided into two factors namely external aspect and internal aspects. External aspects can be distinguished as organisational influences (such as the organisational culture, job safety and management practices) and internal aspects (such as personality, affective, and emotional characteristics). In other words, Job Satisfaction is not affected only by the management practices, but rather by emotions and personality traits, or other internal contributions that have a close relationship with the employees’ Job Satisfaction. Personality characteristics can be taken into account as they affect the nature or outcome of the employee’s job motivation. Salovey and Sluyter (1997:10) posit that one of the personality characteristics of an individual is their emotional or affective intelligence. Gignac (2010:1) defines EI as “the ability to purposely adapt, shape, and select environments through the use of emotionally relevant processes”.

Hamil Penrod (2010:1) and Liebenberg and Barnes’ (2004:9) research indicated that Job Satisfaction is related to two factors namely the organisational factors and EI. Afolabi, Awosola and Omole (2010:151) and Mousavi et al. (2012:785) indicate that EI with other demographic factors (gender and educational degree) affect the lecturers’ Job Satisfaction. From the above it appears that the personality and personal characteristics of the lecturers, including their EI, must be taken into consideration along with other factors in studying the Job Satisfaction of lecturers. The results of Ealias and George (2012:30), Mousavi et al. (2012:785) and Salim et al. (2012:125) concluded that the EI of employees has a significantly positive relationship with their Job Satisfaction. Contradicting evidence indicates that there is no relationship between EI and Job Satisfaction (Mandip, Ali, Barkha, Godulika & Kamna, 2012:37). Furthermore, Ealias and George (2012:30), Mousavi et al. (2012:785) and Afolabi et al. (2010:151) postulate that demographic variables that are associated with EI and Job Satisfaction are contradicting. Chapter 2 makes an in-depth investigation into these relationships. In order to place the information
mentioned in perspective of FET institutions, an industry background needs to be provided.

1.2.1 History of FET colleges in South Africa

According to Ayres (2003:1), Coetzer (2008:2) and Koch (1994:26) the South African Further Education and Training (FET) colleges date back to 1883, making it one of the most established industries in South Africa. The need for these FET colleges started when gold was discovered on the Witwatersrand and diamonds were discovered in Kimberley (Ayres, 2003:2). These mining activities led to the development of a transport infrastructure by the South African Railway Industry, which laid rails to the inlands of South Africa (Ayres, 2003:2; Koch, 1994:26).

The result of these infrastructure developments led to an increase in the demand for trained artisans for both the mining and the railway industry (Koch, 1994:27). The mining industry offered their first training at the SA Mining School in Kimberley (1896) and later expanded to Potchefstroom and the East and West Rand. The South African Railways offered its first training in Durban during 1884, and expanded their training to Salt River in 1890, to Uitenhage in 1895, and to East London in 1902 (Coetzer, 2008:2).

As the South African industries grew, the demand for training and educational services from different industries increased (Ayers, 2003:2). This resulted in an increase of technical establishments in South Africa (Koch, 1994:28), and an increase in financial investments for the purposes of educating the South African nation.

1.2.2 Current FET scenario

Currently, FET colleges are providing free vocational education up to Grade 12 (standard 10) (Act 70 of 1955). The implications of free vocational training accounts for 20% of the South African total government expenditure, which is seen as one of the highest public investments worldwide (Information and Communications Technology Developmental Associates, 2011:3). Although the public investment is used, the percentage of students who are passing is worrisome as research by Gewer (2010:11) has indicated that only 18% of the 26 451 students who originally
enrolled for a FET qualification in 2009 succeeded in writing the final examination. According to theory as indicated in paragraph 1.2, profits need to be maximised by performance; in the FET college case it is not achieved. However, one FET college has shown that its performance and pass rate is above average, this FET College is Westcol FET (Coetzer, 2011).

1.2.3 Westcol FET College

Westcol FET is known to have one of the highest pass rates in South Africa and in 2011 it made a profit of R14.4 million (Westcol FET, 2011:4), compared to 2007 when the organisations started its operations, the profits increased by 26% (Westcol FET, 2007). According to paragraph 1.2 Westcol’s FET therefore optimises on the human resources and satisfies their employees. Westcol’s FET CEO states that it makes use of Job Satisfaction strategies that are related to job characteristics and the Job Characteristics Model (JCM) (see Chapter 2 for more information) (Coetzer, 2011). With regard to EI, no formal EI has been reported (Coetzer, 2011). For the management team, the latter and the relationship with Job Satisfaction is important, because research in the field of EI has shown that EI is related to the lecturer’s performance and pass rate (De Klerk & Le Roux, 2003:19). In establishing this relationship between EI and Job Satisfaction, Westcol FET management can enhance their organisational behaviour model. More formally, if the employees can be identified who present this relationship, Westcol FET can focus on developing these employees as they are of the top performers in the organisation an can create more profits in the future. Therefore the management team asks, should EI form part of Job Satisfaction and should EI be incorporated as part of their organisational behaviour model, and if so, what are the demographic characteristics on which this relationship can be based? (Coetzer, 2011).

1.3 Problem statement

With reference to the background to the problem, the general objective of this research is to determine the relationship between EI and Job Satisfaction with specific reference to the demographic variables. Therefore the problem statement is to determine whether there is a relationship between EI and Job Satisfaction amongst Westcol FET lecturers and amongst the demographic variables of Westcol FET lecturers.
1.3.1 Purpose and importance of the study

This study is deemed important as it would firstly contribute to the research field of organisational behaviour. It will secondly contribute to a greater understanding of the human resources affecting people at work and more specifically, the Westcol FET lecturers. Furthermore, this study acts as a basis to develop performance models that incorporate EI and Job Satisfaction for Westcol FET and the Department of Education.

1.4 Research objectives

The primary objective of this study is to determine the relationship between the independent variable (EI) and the dependent variable (Job Satisfaction) amongst Westcol FET lecturers. In order to attain this objective the research hypotheses were formulated.

1.4.1 Research Hypothesis

To give effect to the problem statement, a number of null hypothesis were formulated, stating that no relationship exists. Alternative hypothesis were formulated stating that the relationship does exist.

The null hypothesis and alternative hypothesis are:

$H_0^1$: There is no statistical significant relationship between EI and Job Satisfaction amongst Westcol FET lecturers.

$H_a^1$: There is a statistical significant relationship between EI and Job Satisfaction amongst Westcol FET lecturers.

1.4.2 Secondary Objectives

To give effect to the secondary objectives of the problem statement, a number of null hypothesis were formulated, stating that no relationship exist. Alternative hypothesis were formed stating that the relationship does exists.

$H_0^2$: There is no significant relationship between EI and Job Satisfaction based on the demographics amongst Westcol FET lectures.
There is a significant relationship between EI and Job Satisfaction based on the demographics amongst Westcol FET lectures.

### 1.4.3 Literature review

To become familiar with the context of the research problem a literature study regarding what constitutes as EI and Job Satisfaction will be conducted. The literature study gives attention to:

- Providing a history of EI and Job Satisfaction by conducting a literature review on the origins of EI and Job Satisfaction
- Providing a description of EI and Job Satisfaction by describing theories, models and definitions of EI and Job Satisfaction
- Selecting an appropriate EI and Job Satisfaction model by providing relevant measuring instruments to EI and Job Satisfaction
- Conceptualising the relationship between EI and Job Satisfaction by conducting a literature review on the relationship between EI and Job Satisfaction
- Establishing the demographic difference between EI and Job Satisfaction by conducting a literature review
- Establishing demographic differences in the relationship between EI and Job Satisfaction: by conducting a literature review

### 1.5 Research methodology

A research strategy is a general approach used by the researcher to gain answers from the study (Gravetter & Forzano, 2006:134), and which links the research objectives to the research implementation (Terreblanche & Durrheim, 2002:29). Two research strategies exist, namely the phenomenological and positivistic research paradigms. The phenomenological paradigm views reality as subjective and focuses on understanding human behaviour (Hussey & Hussey, 1997:52) whereas the positivistic paradigm views reality as objective and quantitative in nature. In this study the positivistic paradigm is used as this is a quantitative study. The main reason for choosing this perspective can be attributed to the fact that the researcher
remains objective in nature and does not accommodate any subjectivity of any nature (Babbie, 2010:23).

Furthermore, this quantitative research strategy is based on correlation research, where two separate variables are firstly identified, where the variables are secondly measured, and where the variables are thirdly reviewed to identify a specific pattern in the relationship. The strength of the relationship is measured when found. Therefore, the purpose of a correlation study is to establish if there is a relationship between variables and to describe the nature of the relationship between the variables (Gravetter & Forzano, 2006:308). More attention is given to this section in Chapter 5.

1.5.1 Sample

In order to establish the relationships between the variables, a sample needs to be researched. According to Gravetter and Forzano (2006:117), a sample is a small fraction of the population who participate in the study. The sample for this study is limited to 100 Wescol FET lecturers. The sampling method that is used is a non-probability sampling method and more specifically, convenience sampling. This section is discussed in more detail in Chapter 5.

1.5.2 Data collection

From the sample data needs to be collected. In this study self-administered questionnaires are used to obtain the necessary data. The questionnaire that is used is a demographic questionnaire, the Genos Emotional Intelligence Inventory (short version) and the Job Diagnostic Survey (JDS). The JDS was chosen as Westcol FET makes use of the JCM. This section is discussed in detail in Chapter 5.

1.5.3 Data analysis

After the data had been collected by the sample, an analysis (correlation) needed to be performed. The programme SPSS was used to determine the correlation between the dependent and independent variable. Descriptive statistics were used for reporting research findings. Pearson’s correlation coefficient test was applied.
1.5.4 Limitations of the study

The above study and strategy have specific limitations. The researcher has identified four limitations of the study. Firstly, the study cannot be generalised to all FET colleges, thus primarily focuses on Westcol FET. Secondly, the aim of this research is to establish a relationship between EI and the organisation’s Job Satisfaction model. Therefore, a Global EI questionnaire is used. This is considered a limitation, because a greater level of depth and understanding can be ascribed with subscale intercorrelations. Thirdly, the organisation requested that the JCM model is used, this is a limitation as other models could be better suited. Fourthly, the research methodology used is quantitative, which is considered a limitation because a greater level of depth and understanding can be achieved with qualitative methods.

1.5.5 Ethical considerations

Ethical issues are concerned with the proper way of conducting research. The researcher must always consider physical or psychological harm to the participant (Gravetter & Forzano, 2006:90). De Vos, Strydom, Fouché and Delport (2002:63) indicate that the following aspects must be important in any research study: informed consent and confidentiality. Therefore this study provided participants with an informed consent form, and the researcher explained to each participant that the results would remain confidential.

1.5.6 Chapter outline

In order to conduct this study it needs to follow a logical structure, and therefore the study is presented in seven chapters. Chapter 1 introduces the research problem, purpose and a research mythology. Chapter 2 covers the aspects on EI, Job Satisfaction and demographics. Chapter 3 looks at the research methodology and gives cognisance to the type of research approach followed. Chapter 4 presents and interprets the research findings. The presentation of the findings primarily includes results that support or refute the hypotheses. Chapter 5 concludes with recommendations.
CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In this chapter a deliberate attempt is made emanating from the literature study regarding the concept of EI and Job Satisfaction, to investigate the relationship to each other and the demographic characteristics influencing the relationship.

Knowledge regarding how EI relates to Job Satisfaction in a service organisation where M&As are part of the business strategy may lead to significant advances in the field of organisational behaviour. The aim of this study is to explicitly examine the relationship between EI and Job Satisfaction and the demographic influences affecting the relationship. In order to accomplish this the research regarding EI and Job Satisfaction needs to be addressed respectively.

2.2 Emotional Intelligence

Before EI can be understood, a distinction needs to be made between emotions and intelligence. Paragraphs 2.2.1 and 2.2.2 provide this distinction.

2.2.1 Emotions

There is considerable confusion regarding the definition of emotions. According to Kalat (2004:359) emotions are seen as part of a physiological experience that stems from the brain. Rosaldo (1984:143) states that emotions can be seen as flushes, pulses, ‘movements’ of our livers, minds, hearts, stomachs or skin. As these descriptions are vague in nature, Russell and Barchard (2002:356) define emotions by subdividing them into five components.

i. Objectless affect

Objective affect is seen as “Primitive affective feelings … not necessarily associated with a particular object” (Russell & Barchard, 2002:365).

ii. Attributed affect

Attributed affect is seen as “Objectless affect that has been linked to a specific object” (Russell & Barchard, 2002:365). This is seen as a feeling or a reaction to a specific event such as feeling angry after a fight.
iii. Emotional behaviour

Emotional behaviour is seen as “any overt activity (instrumental, expressive, physiological) associated with objectless affect or attributed affect” (Russell & Barchard, 2002:365). A hand movement and body language can, for example reflect appropriate emotional behaviour.

iv. Perception of affective quality

Perception of affective quality is seen as the ability of a specific or situation to cause a particular feeling (Russell & Barchard, 2002:356).

v. Emotional episode

Emotional episode is seen as the “co-occurrence of the above-listed events: Objectless affect attributed to an object (constituting attributed affect) with the object perceived in terms of affective quality and with emotional behaviour directed at the object” (Russell & Barchard, 2002:365).

According to Brown, Gregory-Curran and Smith (2003:380), these emotions are presented in a specific context, they are related to the situation, and to one’s goals, needs and wants. In the work context, there are three reasons why emotions are important. Firstly, emotions motivate a person to act, secondly, emotions control one’s actions, and thirdly, emotions play a role in the employees’ career development (Brown et al., 2003:380).

2.2.2 Intelligence

There is considerable relations regarding the definition of Intelligence. One of the first scholars to define intelligence was Wechsler by stating intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment” (Wechsler, 1958:7). Wade and Tavris (2006:321) define intelligence as “the ability to profit from experience, acquire knowledge, think abstractly, act purposefully, or adapt to changes in the environment“. The definition of intelligence has been widely applied. Research by Ganzach (1998:535) indicated that people with high cognitive intelligence (IQ) experience higher Job Satisfaction. One can therefore not deny the fact that IQ is
related to Job Satisfaction, but the question remains whether IQ is the only intelligence that is related, or are there any additional components such as EI that are related to Job Satisfaction?

Tsaousis (2008:201) states that as EI forms part of intelligence, it needs to encompass three criteria for EI to be regarded as intelligence, namely it firstly needs to be conceptual (a description of a set of abilities), secondly correlated (the measurement relates with other measurements which reflect similar skills and abilities), the third is developmental (the concept must develop with age and experience). A study by Mayer, Caruso and Salovey (2000:267) found that EI meets all three the above criteria and therefore it is seen as an appropriate construct.

In order to understand EI, a history of the construct needs to be provided. Paragraph 2.2.3 discusses the historical development of EI.

**2.2.3 Historical development of Emotional Intelligence**

There seems to be confusion regarding the historical development of EI. It seems that EI forms part of evolution theories, Social Intelligence, and/or intelligence. EI dates back to 1837 as the father of evolution, Darwin, stated that human beings’ adapting abilities are effected the their emotions (Bar-on, 2005:3). According to Bar-on (2005:3), EI has it roots in Social Intelligence, and in 1909 Dewy stated that Social Intelligence could be seen as a power of observing as well as understanding and interpreting social situations (Boydston & Hahn, 2008:285). In 1920, Thorndike provided the first definition of Social Intelligence, Thorndike stated that Social Intelligence is “the ability to understand and manage men and women, boys and girls – to act wisely in human relations” (Thorndike, 1920:228).

In 1939 Wechsler developed one of the first intelligence measurement tools which succeeded in measuring Social Intelligence (Bar-on, 2005:1). Wechsler (1940) stated that Social Intelligence is a non-intellective intelligence, which can be applied in social situations, and in turn, can help an individual to be successful in life (Gryn, 2010:17; Cherniss, 2000:3). Despite Wechsler’s definition and measurement tool, Mayer and Salovey (1990:188) stated that that Thorndike’s original definition created confusion in this time between scholars such as Sternberg, Conway, Ketron and
Bernstein (1981) and Ford (1982) as Social Intelligence correlated highly with subscales of other intelligence tests. In turn for the next half a century Thorndike and others such as Cronbach (1960:23), Sternberg et al. (1981) and Ford (1982) each tried to define and develop a measurement tool for Social Intelligence, but did not prevail (Mayer & Salovey, 1990:188).

However, in 1983 Gardner introduced a framework which links Social Intelligence with the other intelligences (Gardner, 1983:239) namely interpersonal (understanding of others emotions) and intrapersonal (understanding of one’s own emotions) cognitive factors (Martin, 2001:28).

By 1995 Goleman used Gardner’s concept of interpersonal and intrapersonal cognitive factors and described it as EI (Goleman, 1995:83). Goleman developed a unique model as it was the first to look at EI in the workplace and EI as a predictor for Job Satisfaction. His theory suggested that Social and Emotional Intelligence need to be develop as they comprise a crucial component when it comes to Job Satisfaction (Goleman, 1998:265; Goleman, 1995:152).

Since Goleman’s model, the knowledge regarding EI has drastically increased in the scientific field over the last two decades (Gryn, 2010:17; Petrides & Furnham, 2001:425). Mayer and Caruso (2008:503) indicate that the EI models that are currently used are too wide as they take in too many variables. A detailed description of the different models of theories and studies is discussed in paragraph 2.3.

2.3 Models of EI

EI models have received a lot of attention, and debate has arisen on the correct models as some models are based on a theoretical framework and others are not. According to Petrides, Frederickson, and Furnham (2004a:575), EI models can be separated into two groups, namely ability-based EI and trait-based EI. Some may see this as confusing as there are multiple theories describing one construct, while others might see it as stimulating as one can explore other characteristics that EI holds (Gryn, 2010:18). For this research both perspectives of EI need to be discussed in order to gain greater understanding of the concepts. The first section will cover the ability-based EI theory.
2.3.1 Ability-based EI

Mayer and Salovey (1990) formally defined ability-based EI as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Salovey & Sluyter, 1997:10). This definition lead to the development of the ability-based EI theory.

The ability-based EI theory links emotion and cognition with the use of four constructs. These four constructs can be listed in a hierarchical manner and are characterised by progressive developmental stages. The higher part of the hierarchy gives cognisance to the conscience expression of emotions, whereas the lower part consists of preserving and expressing emotions (Salovey & Sluyter, 1997:10). These levels are listed from the lowest to the highest part of the hierarchy:

i. Perceiving Emotions

Perceiving emotions is known as an individual’s ability to perceive emotions in oneself and in others (Mayer, Caruso & Salovey, 2000:274).

ii. Facilitating Thought

Facilitating thought is known as the development of a specific emotion in oneself, in order to transfer this emotion to someone else, and consequently changing their cognitive processes (Mayer et al., 2000:275).

iii. Understanding Emotions

Understanding emotions can be seen as the ability to understand emotions (personal emotions and relationship emotions) and utilising the emotional knowledge (Mayer et al., 2000:276).

iv. Managing Emotions

Managing emotions is seen as the ability to be open to any kind of feelings, and to cope with your own emotions and the emotions of others so as to encourage a personal understanding and growth (Mayer et al., 2000:277).
The basis of these four levels were used to construct ability-based EI tests with the aim to measure the subjective nature of emotions. According to Stys and Brown (2004:9), the test was normed on 5 000 respondents from 50 research sites worldwide. The majority of the normative sample were white females under the age of 30 years of age. The test’s internal consistency (in the form of split half reliability) was reported as ranging from $r = .80$ to $.91$ for the four branches and $r = .91$ for the entire test (Stys & Brown, 2004:9).

**a. Critique Against Ability Based Emotional Intelligence**

However, Petrides (2010:137) and Petrides and Furnham (2001:426) argue that subjectivity plays a role in the measurements of the construct (EI), therefore the reliability of the ability-based EI tests was questioned and a new theory that incorporates subjectivity was developed. The new theory was called trait-based EI. The latter theory is discussed fully in the next section.

**2.3.2 Trait-based EI**

According to Petrides and Furnham (2006:554), trait-based EI can be defined as “a constellation of emotion-related self-perceptions and dispositions”. In other words it includes concepts such as emotion perception, managing emotions, empathy, and impulsivity. Petrides, Frederickson and Furnham, (2004b:278) posit that these traits are based on a mixture of concepts, and the term mixed model was brought forward. However, Pérez, Petrides and Furnham (2005:126) argue that one of the major problems with mixed models and trait-based EI is to develop a trait-based EI instrument. This is mainly because trait-based EI does not have a clear theoretical or empirical foundation. This is in contrast with test instrument developers’ recommendations, as Foxcroft and Roodt (2007:48) state that in order to develop a powerful instrument a detailed plan needs to be followed for instrument developers, where it is advised that the instrument developer provides a detailed plan (Foxcroft & Roodt, 2006:47). During the first steps of the plan, the theory needs to be discussed as it forms the foundation for the instrument (Foxcroft & Rood, 2007:48).

With the various definitions and philosophies of EI, no clear theoretical or empirical foundation is set (Pérez et al., 2005:126), with the result being that thousands of EI measurement theories exist, and their reliability and validity are questioned (Peltier,
Currently, researchers are struggling to recognise appropriate workplace EI measurements (Peltier, 2010:228; Pérez et al., 2005:126). Nonetheless, Zampetakis and Moustakis (2011:81) indicate that if a researcher uses a trait-based EI theory, the sample is more likely to have a higher Job Satisfaction. This is due to the fact that the samples find it easier to identify their emotions or to change their emotions. As this research makes use of Job Satisfaction, it makes use of a trait-based EI model and not an ability-based EI model. Paragraph i to ix discuss the trait-based EI models.

### i. Bar-on

The first model that is discussed is the Bar-on model. The Bar-on model is mostly influenced by Darwin’s works, as it “stresses the importance of emotional expression and views the outcome of emotionally and socially intelligent behaviour in Darwinian terms of effective adaptation” (Bar-on, 2005:3). The other influences that Bar-on experienced came from Thorndike’s concept of Social Intelligence and its relationship with performance, as well as Wechsler’s concept of intelligence (intellective and non-intellective) (Bar-on, 2007a: para.3).

Bar-on defines Emotional Intelligent people in terms of their ability to understand, communicate and relate to their or others’ emotions, in order to cope with the change in the environment (Petrides & Furnham, 2001:428).

The Bar-on EI instrument is also known as the Emotional Quotient Inventory (EQ - I), and was developed in the 1980s to examine the emotional and social functioning of the population. The main intent of this instrument was to indicate that effective social and emotional functioning will lead to an increase in psychological wellbeing. The secondary aim of the instrument was to give an indication about Emotional and Social Intelligence (Bar-on, 2005:5). However, over the last two decades the EQ – I has been refined as it went through the following six stages:

- **Stage 1:** Identifying and grouping the competencies that affect psychological wellbeing
- **Stage 2:** Defining the key competencies and skills
- **Stage 3:** Developing a 1 000-item, psychometric tool based on definitions in stage 2
- **Stage 4:** Narrowing the items down to 5 higher order scales, 15 scales and 133 items
Stage 5: Developing norms for the USA adult population and
Stage 6: Developing international norms and validation studies (Bar-on, 2007a:para.7).

Bar-on (2005:21) indicates that in the revised edition of the EQ – I has the following five meta-factors each with their own subdivisions which predict EI as indicated in Table 3.1 and defined in paragraphs ii to 2.3.2vi.b.

**Table 2.1: Bar-on EI Theory**

<table>
<thead>
<tr>
<th>Meta-factors</th>
<th>Sub Scales</th>
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<tbody>
<tr>
<td>• Intrapersonal</td>
<td>• Emotional self-awareness</td>
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<td></td>
<td>• Assertiveness</td>
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<td></td>
<td>• Self-regard</td>
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<td></td>
<td>• Self-actualisation</td>
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<td>• Independence</td>
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<td>• Interpersonal relationships</td>
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<td>• Interpersonal</td>
<td>• Empathy</td>
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<td></td>
<td>• Social responsibility</td>
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<td>• Stress management</td>
<td>• Stress tolerance</td>
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<td></td>
<td>• Impulse control</td>
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<td>• Adaptation</td>
<td>• Problem solving</td>
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<td></td>
<td>• Reality testing</td>
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<td></td>
<td>• Flexibility</td>
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<tr>
<td>• General mood</td>
<td>• Happiness</td>
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<tr>
<td></td>
<td>• Optimism</td>
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</tbody>
</table>

Source: Bar-on (2007b)

**ii. Intrapersonal**

The first metafactor is intrapersonal, and can be defined as the “ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves non-destructively”. (Bar-on, 2007b: par 9) This indicates that the intrapersonal metafactor determines how in touch we are with our feelings, our ability to feel good about ourselves, as well as to feel positive about what we are doing in our lives and with our lives. Furthermore, Bar-on (2007b: par 9) states that the intrapersonal metafactor relates to self-regard,
emotional self-awareness, assertiveness, independence and self-actualisation as defined in the next section.

a. **Self-regard**

Self-regard is defined as “the ability to accurately perceive, understand and accept ourselves” (Bar-on, 2007b: par 10). This indicates that self-regard is the employees ability to respect and accept them self as basically good.

b. **Emotional self-awareness**

Emotional self-awareness is defined as “the ability to be aware of and understand our emotions” (Bar-on, 2007b: par 11). This indicates that emotional self-awareness is the employees ability to recognize their emotions and and to differentiate between emotions.

c. **Assertiveness**

Assertiveness is defined as “the ability to constructively express our feelings and ourselves in general” (Bar-on, 2007b: par 12). This indicates that assertiveness is firstly the employees ability to express their feelings; secondly the ability to express their personal beliefs and opinions; and thirdly the ability to stand up for their rights and not to allow others to bother or take advantage of them.

d. **Independence**

Interdependence is defined as “the ability to be self-reliant and free of emotional dependency on others.” (Bar-on, 2007b: par 13). This indicates that interdependence is the employees ability to self-directed their own reasoning and actions.

e. **Self-actualisation**

Self-actualisation is defined as “the ability to set personal goals and the drive to achieve them in order to actualize our potential.” (Bar-on, 2007b: par 14). This indicates that Self-Actualisation is the employees the ability to realise their potential strong points and capacities.
iii. Interpersonal

The second metafactor is interpersonal and is defined as “our ability to be aware of others’ feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships” (Bar-on, 2007b: par 15). This indicates that the interpersonal metafactor is concerned with the employees' responsibility and dependability. Furthermore, Bar-on states that the interpersonal metafactor relates to empathy, social responsibility and interpersonal relationship as defined next.

a. Empathy

Empathy is defined as “the ability to be aware of and understand how others feel.” (Bar-on, 2007b: par 16). This indicates that the employee needs to be sensitive to what, how and why other people feel the way they do.

b. Social Responsibility

Social Responsibility is defined as “the ability to identify with our social group and cooperate with others” (Bar-on, 2007b: par 17). This implies that social responsibility is the employees’ ability to demonstrate themselves as cooperative, contributing and constructive members of a social group such as in a team.

c. Interpersonal Relationship

Interpersonal relationship is defined as “the ability to establish and maintain mutually satisfying relationships and relate well with others.” (Bar-on, 2007b: par 18). This indicates that interpersonal relationships is the employees’ meaningful relationships with social interactions that are potentially rewarding and enjoyable.

iv. Stress Management

The third metafactor is Stress Management which is defined as “emotional management and control and governs our ability to deal with emotions so that they
work for us and not against us” (Bar-on, 2007b: par 19). This implies that the employee should be able to withstand and effectively cope with stress without losing control. Furthermore, Bar-on (Bar-on, 2007b: par 19) indicates that Stress Management forms part of Stress Tolerance and Impulse Control as defined next.

a. Stress Tolerance

Stress tolerance is defined as “the ability to effectively and constructively manage emotions.” (Bar-on, 2007b: par 20). This implies that the employees’ tolerance towards stress is the ability to withstand and deal with events and situations that are stressful without getting overwhelmed.

b. Impulse Control

Impulse control is defined as “the ability to effectively and constructively control emotions.” (Bar-on, 2007b: par 21). This indicates that impulse control is the employees’ ability to be composed and able to control aggression, hostility as well as irresponsible behaviour.

v. Adaptability

The fourth metafactor is adaptability. This is applicable as it takes into consideration how the employee copes during personal and interpersonal change and change in their immediate environment. This indicates that the employee needs to be able to cope with daily demands. Furthermore Bar-on states that adaptability comprises of reality testing, flexibility and problem solving as defined next (Bar-on, 2007b: par 22).

a. Reality Testing

Reality testing is defined as “the ability to objectively validate our feelings and thinking with external reality.” (Bar-on, 2007b: par 23). This indicates that the employees need to be in tune with the current situation where they attempt to keep things in perspective and experience things as they really are without fantasising about them.
b. **Flexibility**

Flexibility is defined as “the ability to adapt and adjust our feelings, thinking and behaviour to new situations.” (Bar-on, 2007b: par 24). This indicates that the employees need to be flexible in their emotions, thinking and behaviours.

c. **Problem Solving**

Problem Solving is defined as “the ability to effectively solve problems of a personal and interpersonal nature” and have “the ability to identify and define problems as well as to generate and implement potentially effective solutions” (Bar-on, 2007b: par 25). This indicates that the employee needs to firstly sense a problem, and feeling confident as well as motivated to deal with it effectively. Secondly, the employee needs to define and formulate the problem as clearly as possible by gathering relevant information. Thirdly, the employee needs to generate effective solutions as far as possible. Fourthly, the employee needs to implement one of the solutions.

vi. **General Mood**

The fifth metafactor is General Mood and is defined as “our ability to enjoy ourselves, others and life in general, as well as influence our general outlook on life and overall feeling of contentment” (Bar-on, 2007b: par 26). This implies that the employee needs to be cheerful, hopeful, positive and well motivated. Bar-on (2007: par 11) states that this general mood therefore comprises of optimism and happiness as defined in the next section.

a. **Optimism**

Optimism is defined as “the ability to maintain a positive and hopeful attitude towards life even in the face of adversity.” (Bar-on, 2007b: par 27). This indicates that the employee needs to have a positive approach to daily living.
b. Happiness

Happiness is defined as “the ability to feel content with ourselves, others and life in general.” (Bar-on, 2007b: par 28). This implies that the employees need to feel satisfied with their life, enjoy others and have fun.

c. Research Supporting and Rejecting the Bar-on Model

The Bar-on model has received positive and negative critique. The Bar-on instrument is one of the most widely used EI measures in literature (Cherniss, 2000:8). The Bar-on EI instruments validity is reported to be .59, which is seen as a good EI predictive indication (Bar-on, 2005:12). The reliability of the EQ-I has been examined by a number of researchers over the past 2 decades (Bar-on, 2006:17). It has been found by agreement of studies that the Bar-on conceptual and assessment model is consistent, stable and reliable (Bar-on, 2006:17). More specifically, the overall internal consistency coefficient of the EQ-I is .97 (Bar-on, 2006:17), which well exceeds the .90 minimum for total scores suggested by Nunnally (1978:245).

Despite its popularity, validity and reliability, the theoretical background of the Bar-on is based on Bar-on the wellbeing theory, and can be viewed as somewhat vague (Cherniss, 2000:8). Furthermore, the Bar-on EI instrument has unnecessary scales such as problem solving, reality testing and independence. In addition to the latter, the Bar-on EI instrument neglects relevant variables such as emotion reasoning, emotion expression, and emotion management (Pérez et al., 2005:129). As it is deducted from paragraph 2.3.2 the only model incorporating these variables is the Genos EI. Therefore the this research will not make use of this Bar – on instrument.

vii. Goleman

The second model that is discussed is Goleman’s model. Goleman (1995) could be viewed as the current inspiration of EI as he brought forth the concept of EI in the public literature. With his book ‘Emotional Intelligence - Why it can matter more than IQ’ (Mayer & Caruso, 2008:504), Goleman describes EI as a combination of interpersonal (understanding of others’ emotions) and intrapersonal emotions (understanding of one’s own emotions) (Martin, 2001:28, Goleman, 1995:83), in other words, Goleman’s EI as a combination of Social and Emotional competencies.
Goleman (1998:317) therefore defines EI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”.

According to Mayer and Caruso (2008:504), Goleman used Salovey and Mayer's ability-based EI model (developed in 1990) as a basis when he developed a trait-based EI model. Goleman (1998:318) states that his model contains the following five factors:

a. **Self-awareness**
Self-awareness is seen as understanding our current feelings, and using the preferences to guide our decisions, as well as having a realistic understanding of our own abilities and a good basis for self-confidence (Goleman, 1998:318).

b. **Self-regulation**
Self-regulation is seen as the ability to handle our emotions in such a way that it would contribute and not neglect the current task, as well as being high principled and delaying gratification to pursue goals, and lastly to be resilient (Goleman, 1998:318).

c. **Motivation**
Motivation is seen as using our personal judgment to steer us towards our goals, as well as help us to be innovative and strive for improvements and continue with the course of action despite the difficulty (Goleman, 1998:318).

d. **Empathy**
Empathy is seen as the ability to sense others’ feelings or being able to relate or understand their perspective and harmonise with a diverse population (Goleman, 1998:318).

e. **Social skills**
Social skills are seen as the ability to manage emotions in relationships as well as having a social intuition and using these skills to interact, lead, negotiate, persuade either within a team, or for the purpose of cooperation (Goleman, 1998:318).
The Emotional Competency Inventory (ECI) was originally developed by Goleman and Boyatsi (Peltier, 2010:229). The theoretical background is based on Goleman’s theory of EI and other competencies that were identified by Hay/McBer and Boyatsi’s Self Assessment Questionnaire (Wolff, 2005:3). The ECI has 110 items, takes 30 minutes to complete and has 18 competencies that are clustered into 4 subscales (Wolff, 2005:3). These 4 subscales are self-awareness, self-management, social awareness and relationship management (Peltier, 2010:229).

**f. Research Supporting and Rejecting Goleman’s Model**

The ECI has received positive and negative critique. The ECI instrument can be used in organisational settings (Wolff, 2005:2). The overall reliability is reported as .63 and the overall validity is reported as good (Wolff, 2005:1). On the other hand, Mathews, Zeidner and Roberts (2002:217-218) indicate that the ECI reliability and validity are not according to standard as the subscales reliability can be seen as “marginal” and the validity of the ECI is “difficult”. Despite these contradicting findings, critics such as Mayer and Caruso (2008:504) indicate that Goleman’s (1995, 1998) books referenced their original theory, with the result being that “some investigators wrongly believed” that they endorsed his theory on EI. This was not the case. Mayer and Caruso (2008:504) therefore postulate that Goleman’s theory has no foundation and is seen as a complex and haphazard interpretation of EI (Mayer & Caruso, 2008:504). As this theory does not have a clear basis, the instrument cannot be viewed as valid and therefore this research does not make use of the ECI instrument.

**viii. Palmer and Stough**

The third model that is discussed is Palmer and Stough’s model. According to the Australian Industrial and Organisational Psychology Conference (2003:1), research and theory struggled to develop EI models that were purely related to the work environment. Therefore Bailie (2005:61) indicates that Palmer and Stough (1991) determined the most effective EI dimensions through the overabundance of different EI models. These overabundant models included six EI related models (Moss, 2009, para. 38). With the use of a preliminary factor analysis, it was concluded that five dimensions stood out. These dimensions later became the basis of the Swinburne Emotional Intelligence Test (SUEIT). The SUEIT consists of a 64-items
questionnaire and was developed with a 5-point Likert scale (Gignac, 2010:14). The SUEIT measures the following dimensions (Downey, Papageorgiou & Stough, 2005:253):

**a. Emotional Recognition and Expression**
Emotional Recognition and Expression is defined as the employees' ability to identify their own emotions and feelings and the ability to express these feelings and emotions towards others (Bailie & Ekermans, 2006:38, Bailie, 2005:5).

**b. Understanding Emotions External**
Understanding Emotions External is defined as the employees' ability to understand and identify others’ emotions, as well as emotions that manifest in external stimuli (Bailie & Ekermans, 2006:38, Bailie, 2005:5).

**c. Emotions Direct Cognition**
Emotional Direct Cognition is defined as the extent to which emotions and knowledge of these emotions are incorporated into problem-solving practices by the employee (Bailie & Ekermans, 2006:38, Bailie, 2005:5).

**d. Emotional Management**
Emotional Management is defined as the employees’ ability to manage positive emotions within others and within themselves (Bailie & Ekermans, 2006:38, Bailie, 2005:5).

**e. Emotional Control**
Emotional Control is defined as the way in which the employee effectively deals with emotional stats at work; these emotional states can include anger, stress, anxiety and frustration (Bailie & Ekermans, 2006:38, Bailie, 2005:5).

**f. Research Supporting and Rejecting SUEIT**
The SUEIT has received positive and negative critique. The SUEIT has been found to be reliable in measuring the EI of persons in top management as well as middle management positions. It has been reported that the SUEIT is correlated with Job Satisfaction as four of the five EI subscales are positively correlated with Job Satisfaction. Emotional recognition and expression was reported as .447; understanding emotions was reported as .594; emotions direct cognitions were reported as -.052; emotional management was reported as .541; and emotional
control was reported as .470. (Downey, Roberts & Stough, 2011:34-35). However, research by Gignac (2010:1) concluded that the five factors of the SUEIT are not sufficient. As this instrument does not have sufficient subscales, this research does not make use of the SUEIT instrument.

ix. Genos EI

The fourth model that is discussed is Genos model. The Genos model stems from the Palmar and Stough model, and the SUEIT (Kumar & Muniandy, 2012:63). With the use of a factor analysis it was concluded that seven fields are primarily related to EI in the workplace and not five as the SUEIT indicates. This lead to the development of the seven-factor model which views EI from seven aspects in the workplace. This subsequently lead to the development of a new definition for EI in the workplace, which is “as the ability to purposely adapt, shape, and select environments through the use of emotionally relevant processes” (Gignac, 2010:1).

Gignac’s model is known as the Genos EI model and will be used in this research study as this model has been found to correlate with other models and has the least limitations (Gignac, 2010:58;61). More information is provided in the next paragraph.

h. The seven factors that the Genos EI model incorporates are:

a. Emotional self-awareness

Emotional self-awareness is known as the frequency of the conscious identification of employees’ emotions at work as well as the representation of the employees’ awareness that their emotions can motivate or affect their cognition and behaviour at work (Gignac, 2010:11).

b. Emotional expression

Emotional expression is known as the frequency of the employees’ emotions that are expressed in an appropriate way at work, in the right way, at the right time, and to the right people (Gignac, 2010:12).

c. Emotional awareness of others

Emotional awareness of others is known as the frequency with which the employees recognise that they expressed their emotions to other employees in the workplace.
Hence, here they will look at verbal and non-verbal expressions of their personal emotions (Gignac, 2010:12).

d. Emotional reasoning
Emotional reasoning is known as the frequency with which the employees incorporate relevant emotional information in their decision-making process (Gignac, 2010:12).

e. Emotional self-management
Emotional self-management is known as the frequency with which the employees successfully manage their own emotions at work (Gignac, 2010:12).

f. Emotional management of others
Emotional management of others is known as the frequency with which the employees manage other’s emotions at work successfully (Gignac, 2010:13).

g. Emotional self-control
Emotional self-control is known as the frequency with which the employees’ control their strong emotions appropriately in the workplace (Gignac, 2010:13).

Genos examined the factor structure associated with the SUIET, and concluded that the SUIET needed to be revised as seven out of the nine factors were strongly associated with EI. Before the SUEIT test was revised, Genos conducted qualitative research for the new test. The qualitative research concluded that a simple measurement is a necessity (not a complex model) and the test must take up to 15 minutes to complete (Gignac, 2010:14).

With the above in mind the test was developed late in 2006. The new test was called the Genos EI inventory. It has 70 items, it is known as one of the few instruments that have a Global EI score, and subscales. The following EI subscales / dimensions are measured: emotional self-awareness; emotional expression; emotional awareness of others; emotional reasoning; emotional self-management; emotional management of others and emotional self-control.
h. Research Supporting and Rejecting Genos EI

The Genos EI has received critique. The Genos Emotional Intelligence Inventory is firstly based on Palmers and Stough’s model, and the SUEIT (Kumar & Muniandy, 2012:63). Gignac (2010:1) found that seven factors indeed contribute to the EI, and not five as the SUEIT indicated. This indicates that the Genos EI model was determined through a combination of different EI models. Secondly, two Genos EI instruments were created, one long instrument (70 items) and a short instrument (14 items). According to Gignac (2010:45), in a study amongst South Africans it was reported that the long instrument was Cronbach’s α = .94, which well exceeds the .90 minimum for total scores suggested by Nunnally (1978:245). The correlation between the long instrument and the short instrument was reported to be $r = .94$. and the internal consistency was reported to be $\alpha = .87$ (Palmer, Stough, Hamer & Gignac, 2009:21). This indicates that the Genos EI model and the short version are reliable for this study as this study makes use of diverse culture setting in South Africa. Thirdly, in an Australian study it was found that Genos EI correlates at 0.75. with Job Satisfaction and has a reliable variance of 53% in Job Satisfaction (Gignac, 2010:67). Due to the factors given above, this research therefore makes use of the Genos EI Inventory.

2.4 EI and demographics

Demographically, some employees are more inclined to have a higher EI than other employees. A study by Shipley, Jackson and Segrest (2010:1) indicates that EI is related to work experience, but not to age. In a study by Bissessar (2011:1) it was found that EI and age are related, and that males present a higher EI than females. Kumar and Muniandy (2012:67) found that age, academic experience and work experience influence EI, but gender does not.

Although the physical variables are related to EI, the results do not seem to be constant, therefore they need to be researched. Furthermore, the concept regarding EI has been debated for the last decade. EI has received negative and positive critique. Paragraph 2.5 focuses on these aspects.
2.5 Emotional Intelligence critics

EI has received negative and positive critique. Murphy (2006:xii) provides negative critique by stating that there are three main reasons why EI is not an appropriate construct. The first reason is because EI is not properly defined, the second reason is because EI is seen as a combination of old constructs (social intelligence and emotions) that is being recognised under a new name. The third reason is that the results from studies are not easily documented and therefore the construct is not accurate. Saari and Judge (2004:404) provide positive critique by stating that HR professionals needs to understand the interrelationships that emotions have on the employees’ job, as effective training programmes, and measurements must be developed and implemented in order to contribute to the competitive nature of the business.

The abovementioned arguments place EI in perspective. The question that however remains is what is Job Satisfaction and what are the demographic variables affecting it? Job satisfaction is discussed in paragraph 2.6.

2.6 Job Satisfaction

In order to understand Job Satisfaction, the concept of non-work related satisfaction, or in other words, satisfaction in life must be understood first. There is considerable confusion regarding the definition of life satisfaction. Theorist such as Shin and Johnson (1978:477) believe that life satisfaction can be seen as a global subjective evaluation of satisfaction with own life. Ealias and George (2012:41) state that life satisfaction spills over into the satisfaction with owns job. Therefore, if the employees reflect life satisfaction, they are more likely to be satisfied with their job in general.

2.6.1 Development of Job Satisfaction

There seems to be confusion regarding the concept of Job Satisfaction, as it has been defined as employee morale, job attitudes, and motivation. The first studies on Job Satisfaction were undertaken in the 1900s (Hersey, 1929:289; Strong, 1925:85). Wright (2006:66) states that studies during the 1900s confused Job Satisfaction with employee morale, work satisfaction, and job attitudes as the researchers did not agree on a common theme (Wright, 2006:266). Contemporary researchers indicate
that Job Satisfaction’s central theme is based on motivation theories (Wright, 2006:263; Robbins, 2003:55). Job Satisfaction is seen as one of the most widely studied motivational concepts as more than 3 000 studies have been conducted on the topic (Metle, 2001:311). In this study, specific reference is made to motivating theories, and paragraphs 2.6.2 to 2.6.6 discuss the theories related to motivation in full.

### 2.6.2 Maslow’s Hierarchy of Needs

Maslow was one of the first scholars to define motivation (Oosthuizen, 2007:9). Maslow originally defined motivation as human needs which arrange themselves in hierarchies of pre-potency. That is to say, "the appearance of one need usually rests on the prior satisfaction of another more pre-potent need" (Maslow, 1943:371). This implies that employees will be motivated should a specific need be met. Should the needs not be met, they will experience dissatisfaction (Du Toit, Erasmus, & Strydom, 2008:235)

Maslow expressed the needs on the basis of a process theory, known as the hierarchy of needs. The hierarchy of needs is based on five needs, namely physiological needs, safety needs, love and affiliation, esteem and self-actualisation (Oosthuizen, 2007:9) as seen in Figure 2.1.

![Maslow’s Hierarchy of Needs](source)

**Figure 2.1 Maslow’s Hierarchy of Needs**

Source: Du Toit *et al.* (2008:234)
The hierarchy starts with physiological needs, such as the need for food, and more specifically, the need for income to purchase the food. When the physiological needs are satisfied the need for safety and security emerges. Safety and security needs can be seen as the need for safety in the work environment or security regarding aspects like pension fund. After these basic needs have been fulfilled, the next level of satisfaction, usually the level of love and affiliation needs emerges. The employee has a need for close relationships and being affiliated with other employees at work. Relative satisfactions are followed by the level of esteem needs, which can be seen as the feeling of respect, and prestige in one’s work. The last need is the need for self-actualisation, which can be seen as the need for fulfilment in life (Bergh & Theron, 2010:132).

Each of the employees in the organisation operates at different levels of Maslow’s hierarchal needs (Robbins et al., 2009:145). Management cannot therefore consider a uniform motivator for all employees (Oosthuizen, 2007:9). Bergh and Theron (2010:132) indicate that some employees in organisations will always have a need for love and affiliation, while others might always have a need for self-actualisation. Self-actualisation is seen as a continuous growing process that is never fully achieved.

2.6.3 McGregor’s Theory X and Theory Y

McGregor built on the theme of Maslow’s theory after viewing how managers interact with employees. McGregor postulated that human beings are grouped into specific assumptions, and that the managers mould their behaviours according to these assumptions (Robbins, 2003:50). McGregor concluded that managers should group employees into two categories namely: a positive (Theory Y) and negative (Theory X) category.

Theory Y indicates that the managers perceive that the employees are satisfied with the work as they are natural, restful, playful, practice self-control and self-direction, display innovation, learn and are responsible. In relation to Maslow’s hierarchy, this is seen as the higher order needs (Robbins et al., 2009:146).
Theory X indicates that the manager basically perceives that the employees are dissatisfied with the work and would avoid their tasks. The employees must therefore be directed to perform their work. In relation to Maslow’s hierarchy this is seen as the lower order needs (Robbins, 2003:50).

**a. Theory X and Theory Y Critique**

Theory X and Y has received critique. Firstly, critics indicate that if one of the theories is alternated, the employees will move to a satisfied or dissatisfied state in the work environment and that it is not very likely to experience mild or moderate Job Satisfactions. Secondly, McGregor’s theory has however not been empirically proven (Robbins *et al.*, 2009:146). Therefore this research does not make use of Theory X and Y.

**2.6.4 Hertzberg’s Two-Factor Theory**

Hertzberg developed a two-factor theory, known as the motivational hygiene theory. His research showed that there are good and bad feelings related to jobs. The research is in contrast with the traditional view of satisfaction and dissatisfaction. In turn Hertzberg, indicated that the opposite of “satisfaction” is “no satisfaction” and the opposite of “dissatisfaction” is “no dissatisfaction” (Robbins *et al.*, 2009:146). Hertzberg therefore proposed a dual continuum that informs the factors which lead to Job Satisfaction and job dissatisfaction, namely motivational factors and hygiene factors.

**i. Motivating factors**

Motivating factors make the employees feel satisfied with their job, namely experiencing achievement, recognition, responsibility, challenging work, as well as growth and development (Robbins, 2003:51).

**ii. Hygiene factors**

Hygiene factors are the environment or working conditions that contribute to the employees not feeling satisfied in their job, namely remuneration, status, job security, working conditions, policies and procedures, quality subordinates, supervisors and peers (Du Toit *et al.*, 2008:237).
iii. Two-Factor Theory Critique

The two-factor theory has received positive and negative critique. Firstly, when a manager wants to increase Job Satisfaction, emphasis should be placed on promotion opportunities, opportunities for personal growth, recognition, responsibility, and achievement (Du Toit et al., 2008:238). Critics however indicate that should the factors that cause Job Satisfaction be removed, job dissatisfaction is prevalent and if job dissatisfaction factors are removed, Job Satisfaction is prevalent (Robbins, 2003:52). Due to the latter description, this research does not make use of the two-factor theory.

2.6.5 McCelland’s Theory of Needs

McCelland’s (1975) theory is derived from the hypothesis that needs are learned and reinforced. According to Robbins (2003:52), there are three relevant needs in the workplace, namely:

i. The need for achievement

The need for achievement (nAch) is known as the drive to excel, the need to achieve in relation to a set of standards (Robbins et al., 2009:148). People who conform to the need wish to “set goals, strive to take moderate risks, prefer individual activities, prefer recreational activities during which a person can get a score, like golf, prefer occupations with performance data clearly available, like sales positions” (Boyatzis, 2000:2).

ii. The need for power

The need for Power (nPow) is known as the need to make others act in a way they would not usually act (Robbins, 2003:50). People who conform to the need wish of “leadership positions, gambling, drinking alcoholic beverages, and committing aggressive acts, have high blood pressure, prefer interpersonally competitive sports, such as football, like to collect prestige possessions, and prefer occupations in which they can help or have impact on others, like teachers, ministers, or managers” (Boyatzis, 2000:3).
iii. The need for affiliation

The need for affiliation (nAff) is known as the need for friendly and interpersonal relationships (Robbins et al., 2009:148). People who conform to the need wish “to spend time with close friends or significant others, write letters or telephone friends or family, prefer to work in groups, are sensitive to others reactions, prefer collaborative activities, and prefer occupations in which they work closely with others, such as elementary school teachers and counsellors” (Boyatzis, 2000:4).

iv. McColland’s Theory Critique

McColland’s theory has received critique. Research has proven that these three needs do exist as nAch are high achievers, and entrepreneurs (Du Toit et al., 2008:238; Hansemark, 1998:43). nPow individuals on the other hand strive to being in control and influencing other people. nAff people make good managers as they strive for relationships and cooperative circumstances (Robbins, 2003:53). From all the early theories on Job Satisfaction, the latter seems to be the most viable as it has been empirically proven (Robbins et al., 2009:148).

2.6.6 Locke’s Goal-Setting Theory

Locke (1976) contributed with the philosophy of motivational theories. Locke’s motivational theory mainly focused on cognitive goal settings, such as the personal goals of employees (Greenberg & Baron, 2000:139). Locke therefore implies that Job Satisfaction is a result of the employees’ perception regarding the concept of personal fulfilment in the work (Kreitner & Kinicki, 2001:2260). Therefore, for the employees to be committed to the goal, they firstly need to believe that they will achieve the goal and secondly, they must have a desire to achieve the particular goal (Robbins et al., 2009:151). Feedback in achieving these set goals is seen as an important contribution as it gives the employees a report on how well they are progressing (Robbins, 2003:54). There are two methods of feedback, namely self-regulated feedback and feedback from external parties. Self-regulated feedback has shown to be more effective than if feedback is given from an external party (Robbins, et al., 2009:151).
2.6.7 Motivational theories critique

The scholars Mazlow, McGregor and Hertzberg touched on the important aspects such as how to motivate people at work (Robbins, 2003:55). However, these theories lack an understanding of the job design as the job itself decreases and increases Job Satisfaction (Du Toit et al., 2008:244-245). Paragraph 2.7 discusses job design.

2.7 Job Design

Du Toit et al. (2008:244-245) state that job design provides strong evidence in support of increasing or decreasing Job Satisfaction (Du Toit et al., 2008:244-245). According to Robbins (2003:78), if the employee’s job is redesigned, the employee’s quality of work, performance, turnover and overall Job Satisfaction could increase. Robbins et al. (2009:172) posit that by redesigning a job, two concepts can be employed; the first is job enrichment and the second is ability and opportunity, each is discussed respectively.

2.7.1 Job enrichment

Job enrichment refers to the “vertical expansion” of the current job, i.e. job enrichment increases the employees’ capability to plan, execute and evaluate their work (Robbins, 2003:74). The basic assumption of an enriched job is that it will allow the employee to organise the job tasks, complete activities, have freedom and independence, increase responsibility and feedback (Robbins et al., 2009:172).

2.7.2 Ability and opportunity

According to Robbins, et al. (2009:175), Job Satisfaction is linked to an employee’s ability and the opportunity to perform. The interdynamics of this philosophy is useful as one can pinpoint why an employee is struggling to perform, e.g. the employee might have the ability (cognitive functions) to perform, but he might not have the correct tangible (tools, equipment or supplies) or intangible aspects (working conditions or supportive co-workers) to perform.

2.8 Redesigning jobs

Robbins (2003:78) indicates that if the job is redesigned in accordance to the mentioned, principles desirable outcomes such as Job Satisfaction, employees’
quality of work, performance, and turnover could increase. To accomplish these desirable outcomes, Robbins (2003:78) posits that one needs to consider specific characteristics in the job. Turner and Lawrence (1965) conducted research on the characteristics of Job Satisfaction as it is applied in work design. They explored the relationship between specific task attributes, and the employees’ reactions to these tasks in the work environment. The research concluded that the following six attributes are related to the employees Job Satisfaction: variety, autonomy, required interaction, optional interaction, knowledge and skills required and responsibility (Hackman & Oldham, 2010:466). However Cooper (cited in Ayodeji, 2000:n.p.) states that variety, discretion, contribution and goal characteristics need to be considered as well as all these attributes that contribute to the job as well. Despite these different opinions, Ayodeji, (2000:n.p.) indicates that integrating autonomy, desecration, self-control, responsibility variety use of skills and abilities, feedback and task significance provide a meaningful job. Hackman and Oldham (1974:7) developed the Job Characteristics Model (JCM) that integrates the above attributes in order to create a meaningful job. Paragraph 2.8.1 discusses the JCM.

2.8.1 Job characteristic model

The JCM’s main focus is to establish enriched jobs and to motivate the employees internally. This is done by making use of a variety of skills, identification of whole tasks, interpretation of the task as meaningful or important, making their own decisions and gaining feedback on the job that has been completed. Researchers such as Robbins et al. (2009:77) ad to this and give Job Satisfaction a broad definition such as: “a positive feeling about a job resulting from an evaluation of its characteristics”.

Hackman and Oldham (1974:7) state that the characteristics can be summed up in the JCM. The JCM is a key to understanding Job Satisfaction as it describes five core dimensions when predicting Job Satisfaction. The five dimensions are skill variety, task identity, task significance, autonomy and feedback.

i. Skill variety

Skill variety is known as the extent to which a job requires a variety of different activities in carrying out the tasks that involve the different talents and skills of the employee (Hackman & Oldham, 1974:9).
ii. Task identity

Task identity is known as the degree to which the job requires completion of a whole and identifiable piece of work, i.e. doing the job from the beginning to the end and being able to identify the work (Hackman & Oldham, 1974:9).

iii. Task Significance

Task significance is known as the degree to which a job has a substantial impact on the lives or work of other people. This prevails in or outside the work environment (Hackman & Oldham, 1974:9).

iv. Autonomy

Autonomy is known as the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in executing it (Hackman & Oldham, 1974:9).

v. Feedback

Feedback is known as feedback from the job itself, and more specifically, direct and clear information about the effectiveness of the employee’s performance in completing work activities (Hackman & Oldham, 1974:9).

The employee’s overall Job Satisfaction can be determined by combining all of the above characteristics into a critical psychologically state (motivation). This is indicated in Figure 2.2. Hackman and Oldham (1974:9) postulate that if the first three dimensions namely skill variety, task identity, and task significance are combined, the employee will experience the meaningfulness of his work. This will give an indication as to how motivated the employee is at work. The fourth dimension, autonomy, gives an indication of the employee’s personal responsibility. Finally, the last dimension namely feedback, gives an indication of how effective the employee was in his performance. To conclude, the stronger the JCM dimensions, the higher the employees critical psychological states (motivation), the higher quality and lower absenteeism will be experienced in the work environment (Robbins et al., 2009:170).
Hackman and Oldham (1974:76) state that if all the dimensions are calculated together, a predictive index or a motivating potential score (MPS) can be calculated. The MPS is discussed in Chapter 4.

Research in the field of career dilemmas for higher education institutions has indicated that age, race and gender play an important role with regard to feedback, as white and black females feel that they receive little positive feedback from management. Furthermore, people who are new in an organisation need to receive
strong and more frequent feedback as it would help them adapt better to the organisation (Pienaar & Bester, 2006:591).

It is thus clear that the JCM incorporates characteristics that lead to Job Satisfaction. The question that remains is: how are the demographic variables related to Job Satisfaction? Paragraph 2.9 discusses the demographic variables.

2.9 Job Satisfaction and demographics

Demographically, some employees are more inclined to be satisfied with their job than other employees. A study by Weaver (1978:831-840) found that white-collar workers are more satisfied with their job than blue-collar workers. Furthermore, a study by Rhodes (1983:225) found that older employees are more satisfied with their job than younger employees. Surrette and Harlow (1992:92-113) indicated that employees are more satisfied with their job if they had the option to choose the current job from other alternative jobs. Pond and Geyer (1987:552-557) found the opposite, as employees indicate that if they do not have other alternatives, they are satisfied. Oshagbemi (2003:1210) opines that the employee’s Job Satisfaction is positively related to age and job status, and negatively related to years of service, which basically implies that the longer the employee has worked for the organisation, the less Job Satisfaction he will experience.

Although the physical variables are related to Job Satisfaction, the results do not seem to be constant, therefore it needs to be researched. However, the main question remains: how does Job Satisfaction relate to EI? Paragraph 2.9.1 focuses on this previous studies on the relationship between EI and Job Satisfaction.

2.9.1 Previous studies on the relationship between EI and Job Satisfaction

It seems that there is considerable confusion regarding the relationship between EI and Job Satisfaction. Researchers indicate that it is related through stress, others indicate that it is related through personality characteristics, interpersonal interaction and some through personal characteristics.
Ismail, Yao, Yeo, Lai-Kuan and Soon-Yew (2010:24) posit that EI and Job Satisfaction are related through stress. According to Ealias and George (2012:30), employees with a higher EI develop strategies to counteract the consequences of stress, whereas those with a lower EI can not develop strategies. This implies that the employee with a high EI, successfully copes with stress and presents emotional self management. Furthermore, Ealias and George (2012:30) indicate that the employee with a higher EI is able to boost his own and the group’s morale. This implies that employees with a high EI are able to have emotional self-control and emotional management of others.

Research by Tett and Meyer (1993:261) indicates that Job Satisfaction is divided into two driving factors namely external aspect and internal aspects. External aspects can be seen as organisational cultural characteristics and internal aspects are personality, affective, and emotional characteristics. From this it can be deduced that the employees’ Job Satisfaction is not affected only by the organisational influences, but rather by emotions and personality. When one looks only at personality characteristics it seems that it can be taken into account as it affects the nature or outcome of the employees’ Job Satisfaction (Mousavi et al., 2012:781).

According to Jadhav and Mulla (2010:250), jobs that are designed to incorporate the emotional self-awareness and awareness of others emotions are centralised around interpersonal interaction. It has been found that these interpersonal interaction jobs require a specific personality type that relates to the subscale of job characteristics namely autonomy. Secondly, Jadhav and Mulla (2010:249) furthermore indicate that jobs that require interpersonal interaction specifically need a variety of skills as the employee needs to display emotional awareness of others and managing others’ emotions by responding with empathy. Zeithaml, Bitner and Gremler (2009:356) indicate that emotional expression is a skill that plays an important role in the interpersonal reaction as the employees’ emotional ‘labour’ requires the occasional smile, maintaining eye contact, showing courtesy, and displaying responsiveness.

Cobb (2004:46) states that there is a significant relationship between EI and Job Satisfaction amongst teachers. A study by Mehdi, Habib and Salah (2012:80) postulated that a relationship between EI and Job Satisfaction also exists amongst
football coaches. Others such as Mousavi et al. (2012:785) concluded that in an educational setting there is a significant relationship between EI and Job Satisfaction with respect to the teachers’ years of experience as well as their qualification. Afolabi et al. (2010:151) postulated that gender influences the relationship between EI and Job Satisfaction amongst policemen. Salim et al. (2012:125) stated that gender has no effect on the relationship between EI and Job Satisfaction. A study by Ealias and George (2012:37) found that marital status and experience affect the relationship, furthermore it was found that the employees’ designation does not affect the relationship. However, a study by Mandip et al. (2012:37) concluded that no relationship exists between EI and Job Satisfaction.

It is clear that stress, personality, job characteristics (autonomy and skill variety) are related to EI (emotional expression, awareness of others, self management, managing of others, self-awareness, and self-control). Furthermore, it seems that EI and Job Satisfaction can be related according to specific demographic variables. However, as the latter paragraph indicates, the results reporting on the relationship of EI and Job Satisfaction do not seem to be constant; therefore the relationship needs to be researched.

2.10 Summary

This chapter placed the concepts of EI and Job Satisfaction in perspective. The history, definitions, models and measurements of EI and Job Satisfaction have been highlighted.

The literature firstly indicated that EI is based on the subjective experience of understanding own emotions, interpreting the emotions of others and the dynamics of the perception of other lecturers. EI seems to correlate with older age, females, males. The literature also indicates that Job Satisfaction is based on the subjective understanding of skills, identifying with one’s job and finding the tasks in one’s job significant, as well as experiencing freedom in one’s job and receiving feedback from ones supervisors. Job Satisfaction seems to be related to age and years of service.

The literature also indicates that EI and Job Satisfaction are related amongst demographics (years of experience, qualifications, gender and marital status).
The main focus of this study is to determine a relationship between EI and Job Satisfaction amongst Westcol FET lecturers. The research methodology that conceptualises relationship studies is discussed in the next chapter.
CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses the research methodology, which consist of five sections. Section one discusses the objective of the study, while section two explains the research strategy to be used. Section three focuses on the sampling design, followed by the data collection method and the procedures to be followed in order to obtain and interpret the data.

3.2 Objective of the study

Following the literature review, the primary objective of the study is:

- To determine if there is a statistical significant relationship between the EI and Job Satisfaction amongst Westcol FET lecturers.

The secondary objective of this study is as follows:

- To determine if there is a statistical significant relationship between EI and Job Satisfaction based on the demographics amongst Westcol FET lecturers.

3.3 Research strategy

A research strategy is a general approach used by the researcher to gain answers from the study (Gravetter & Forzano, 2006:134), and links the research objectives to the research implementation (Terreblanche & Durrheim, 2002:29). The research strategy of this study is based on correlation research, where two separate variables are firstly identified, where the variables are secondly measured, and where the variables are thirdly reviewed to identify a specific pattern in the relationship. The strength of the relationship is measured when found. Therefore, the purpose of a correlation study is to establish if there is a relationship between variables and to describe the nature of the relationship between the variables (Gravetter & Forzano, 2006:308). To describe the relationship between two variables, an independent and
dependent variable need to be identified (Robbins et al., 2009:20). In this study the independent variable is EI and the dependent variable is Job Satisfaction.

In order to perform a correlation analysis between variables, Pallant (2010:126-126) states that a number of assumptions are common to relationship studies. These assumptions are necessary as one needs to refer back to them when making an analysis. The first assumption is that interval or ratio scales should be used as part of Pearson correlation. The second assumption is that each participant must provide a score on the X and Y variable. The third assumption is that the data must be independent of each other, and must not be influenced by any other measurement or variable. The fourth assumption is that the scores must be normally distributed by making use of a histogram. The fifth assumption is that homoscedasticity (the variance for the dependent variable is uniform) should be found as the scores in one variable should be similar to the other variable. The researcher refers back to these assumption as the data is analysed in Chapter 4.

3.4 Sampling design

Sampling can be seen as a process that selects a fraction of a population to obtain information in order to draw conclusions about the population (Gravetter & Forzano, 2006:117). The sampling design includes the population that is being targeted as well as a sampling method to be used.

3.4.1 Population and sample

A population comprises of a group of people whom the researcher wants to investigate (Gravetter & Forzano, 2006:117). This population can be seen as a group who share a set of common characteristics (Zikmund, 2003:369). These common characteristics are described making use of descriptive research. The main aim descriptive research is to answer questions about “who, what, when and how”, as it would give an understanding of the research problem (Zikmund, 2003:55).

In this study the research population is Westcol FET lecturers. The population is a total of 182 lecturers. The sample is 100, which comprises 55% of the population. The descriptive research will take on the form of demographic data.
3.4.2 Sampling technique

According to Gravetter and Forzano (2006:120), sampling techniques can be divided into two philosophies, namely probability sampling and non-probability sampling. This research will work from a non-probability sampling philosophy.

3.4.3 Non-probability sampling

In this study a non-probability sampling is used. Non-probability sampling differs from probability sampling as the theoretical basis for non-probability sampling is not based on probability theories. Probability sampling is expected to be more accurate, but it is not always possible. There are four non-probability sampling techniques available namely (1) convenience (2) judgment (3) quota and (4) snowball (Zikmund, 2003:392).

In this study a convenience sampling technique is used. Convenience (available or haphazard) sampling techniques are most commonly used in behavioural social sciences (Zikmund, 2003:380). The technique enables the researcher to select the sample on the basis of convenience (economic viability and easy accessibility) (Zikmund, 2003:392). Participants may be selected using the least expensive methods, as well as their availability and willingness to participate in the study (Gravetter & Forzano, 2006:172; Zikmund, 2003:380). An example of convenience sampling would be to sample employees at a company located close to the researcher (Zikmund, 2003:380). In this study a company located close to the researcher (Westcol FET) was researched. Furthermore, convenience sampling is used as it is economic viability and easy accessibility.

3.5 Data collection method

Data was collected over a period of 6 weeks by administering a paper and pencil questionnaires. Prior to the study, the approval was obtained from the company’s CEO. The lecturers were furthermore informed in detail about the purpose and importance of the study. During these discussions participants gave verbal and written consent.
Three questionnaires were used to obtain data, namely a demographic questionnaire, the Genos EI, and the Job Diagnostic Survey (JDS). The questionnaires can be found in addendum A.

### 3.5.1 Measuring instruments

Behavioural science is known to make use of surveys to obtain large amount of information. Surveys take the form of carefully constructed questions that gives recognition to the attitudes, opinions and characteristics of a particular group. The questions may be open ended, restricted or rated (Gravetter & Farzano, 2006:331). This research makes use of one restricted (Biographical Questionnaire) and two rated measuring instruments (Genos EI and Job Diagnostic Survey).

### 3.5.2 Demographic questionnaire

The demographic questionnaire was designed to obtain personal information concerning the participants. This information identifies specific features of the sample. The demographic questionnaire extrapolates age, gender, marital status, specialisation field of lecturing, highest level of education and years of service. A copy of the demographic information questionnaire is included in Addendum A.

### 3.5.3 Genos EI Instrument-short version

#### i. Aim and Structure of the Genos EI

The Genos EI instrument was developed by Gignac as part of a revision of the Swinburne University Emotional Intelligence Test (SUEIT) (Gignac, 2010:14),

Three versions of the Genos EI instrument have been developed; firstly a 70-item instrument, secondly 31-items and thirdly 14-items. Each of these instruments incorporates the seven subdivisions of EI – emotional self-awareness, emotional expression, emotional awareness, emotional reasoning, emotional self-management, emotional management, and emotional self-control.

#### ii. Administration and Interpretation of the Genos EI

The questionnaire can be administered to male and female employees between the age of 18 and 76, and it takes 5 - 15 minutes to complete (Gignac, 2010:2).
Participants are required to complete 14 items on a five point-Likert scale where 1 = “Almost Never”, 2 = “Seldom” 3 = “Sometimes” 4 = “Usually” and 5 = “Almost Always” (Palmer et al., 2009:21).

A scoring key is used to calculate the global EI score. The Global EI score is calculated by applying a positive and negative keying system, after which the total sum of the score is calculated.

iii. Reliability of the Genos EI

The Genos EI instrument has been used in developing countries (including South Africa), and in professions such as the education arena. It was reported that the 70-item instrument Cronbach’s α = .94 amongst all South Africans (Gignac, 2010:45). The correlation between the long version and short version was reported to be r =.94. with an internal consistency of α = .87 (Palmer et al., 2009:21). The short version is thus suitable for use in the South African context. The short version of the Genos EI can be found in Addendum A.

3.5.4 Description of the JDS

i. Aim and Structure of the JDS

The Job Diagnostic Survey (JDS) was developed by Hackman and Oldham (1974) and is based on the JCM, which is based on the job design theory in order to achieve Job Satisfaction (Robbins et al., 2009:171). The JDS has 23 items that are subdivided into five characteristics: skill variety, task significance, task identity, feedback and autonomy (Leonard & Hilgert, 2004:122).

ii. Administration and Interpretation of JDS

Participants are required to complete all of the 23 items on a five-point Liker scale, where 1 = “Very non descriptive”, 2 = “Mostly non descriptive”, 3 = “Somewhat descriptive”, 4 = “Mostly descriptive” en 5 = “Very descriptive”. (Leonard & Hilgert, 2004:122).

A scoring key is used to interpret each of the subscales. All five these subscales were integrated to form a Job Satisfaction score (Leonard & Hilgert, 2004:122). High scores are associated with high Job Satisfaction. Oliver, Bakker, Demerouti,
and De Jong (2005:64) indicated that a participant’s lowest MPS can be 1 and the highest 125. Low MPSs are associated with low Job Satisfaction, while high MPSs are associated with high Job Satisfaction.

iii. Reliability of the JDS

The JDS has been found to be reliable in the South African context. The overall reliability was found to be .70, and an acceptable internal reliability that ranges between .59 to .78. (Vorster, Olckers, Buys & Schaap, 2005:36). The construct validity has shown to be acceptable as it ranges from .46 to .63 (Oliver et al., 2005:64). The JDS can be found in Addendum A.

3.5.5 Ethics

Ethical issues are concerned with the proper way of conducting research. The researcher must always consider physical or psychological harm to the participant (Gravetter & Forzano, 2006:90). De Vos et al. (2002:63) indicate that for proper research to succeed, the following aspects must be addressed - informed consent, confidentiality and participation anonymity.

i. Informed Consent

Informed consent is concerned with the provision of all available information regarding the study so that the participant can make a rational informed decision with regard to participation in the study (Gravetter & Forzano, 2006:507). In this study the participants were informed verbally and in writing before the questionnaires were distributed.

ii. Confidentiality

Confidentiality is seen as the practice of keeping information or measurements undisclosed and private during a research study (Gravetter & Forzano, 2006:503). In this study all the information was kept confidential.

iii. Participation Anonymity

Participation anonymity is seen as the practice of ensuring the individual’s name is not directly associated with any results of the study (Gravetter & Forzano, 2006:501). In this study the concept of participation anonymity can not be applied because the researcher was introduced to the FET lecturers (thereby eliminating the concept of
participation anonymity). The information obtained will be held confidential by the researcher.

3.5.6 Procedure

Westcol FET gave permission to conduct the study and the participants were informed (verbally and in writing) as to the objectives of the study and the confidentiality of the study. The participants were free to ask any questions prior to completing the questionnaire. The questionnaires were handed to the participants and were collected after six weeks.

3.5.7 Data processing

Computerised scoring was done after capturing the answers on the completed questionnaires in an Excel spreadsheet form. All the was made available for statistical analysis. In order to analyse the information, the programme SPSS was used.

In order to analyse the data, Pearson’s correlation coefficient statistical analysis was conducted to determine the correlation between global EI and Job Satisfaction in order to evaluate the statistical significance of the relationship between the EI and Job Satisfaction. In order to analyse the relationship between EI and Job Satisfaction amongst demographics, person correlation was applied among groups.

3.5.8 Descriptive statistics

Descriptive statistics can be defined as the method to classify and summarise numerical data. Descriptive statistics can take on three forms, namely frequencies, measures of central tendency and measures of dispersion (Gravetter & Forzano, 2006:504). In this study the measure of central tendency was used.

Measures of central tendency can be seen as a method that measures the average score for the sample. This study focused on the mean (arithmetic average) (Gravetter & Forzano, 2006:509), because it gives the overall representation of the sample.
3.5.9 Inferential statistics

To illustrate the relationship between EI and Job Satisfaction, the Pearson’s correlation coefficient was used. The Pearson’s correlation is a measurement of association for testing between interval and/or ratio variables. It focuses specifically on the linear relationships and ranges from -1 to +1 (a perfect negative and positive relationship) (Kranzler, 2003:95).

3.5.10 Reliability and validity

Reliability is defined as the degree to which the an instrument produces equivalent results for repeated testing. Furthermore, the instrument must always give the same score when applied in different settings. The reliability allows the researcher to calculate the internal consistency of any given measure in the sample (Zikmund, 2003:304).

A reliability analysis was performed on the first order factors for EI and Job Satisfaction and the second order factors for Job Satisfaction, as the Genos EI has only a Global EI score. The technique that was used is a measurement of internal consistency and determines if all the items measure the same construct. Alpha measurements can vary between 0 and 1, the closer to 1 the greater the internal consistency. There is no definitive interpretation as to what an acceptable Alpha is, but the rule of thumb is that 0.7 is sufficient (George & Mallery, 2007:231).

Validity is the ability of the scale to measure what the instrument is intended to measure (Zikmund, 2003:304). There are different types of methods that can be used to measure validity. In this study the focus will be on the simplistic way.

3.6 Summary

This chapter’s main aim was to explain the research methodology. The objectives of the study were formulated and identified, the dependent and independent variables were identified, the population, sample and sample design, method of collecting the data were discussed, and light was shed on the statistical method that was used to analyse the data. Chapter Four is presented next as it discusses the results.
4.1 Introduction

In this chapter, the results of the study are presented and discussed in detail. This includes the measures of central tendency, and the correlations analysis for the relationship between EI and Job Satisfaction as reported by the lecturers. The results are aligned to the methodology presented in Chapter 3 of the study.

4.2 Objectives

The main objective of this study was to determine if there is a statistical significant relationship between EI and Job Satisfaction amongst Westcol FET lecturers.

The chapter is constructed into four parts. Part one discusses the objectives, response rate, demographics, and descriptive results; part two discusses the means standard deviation, minimum and maximum scores; part three discusses the descriptive analysis, and part four the inferential statistics. As indicated in Chapter 3, the relationship is determined through the person correlation between EI and Job Satisfaction (and amongst demographics).

4.2.1 Response rate

The sample consisted of a non-random sample of convenience. The sample comprises of 100 Westcol FET lecturers. From the sample of 100 questionnaires distributed, a total of 56 were received, which represents a 56% response rate of the total sample. According to Babbie (2007:262), a response rate of 50% is adequate, 60% is considered good and 70% is considered very good. However, these are only seen as rough guidelines as there is no statistical basis. For this study, the response rate is seen as adequate to good for the analysis and report purposes.

4.2.2 Demographic profile

The demographic details from the respondents are reflected considering section A of the questionnaire.

From Table 4.1 it can firstly be seen that an even distribution of gender was reported as, 28 males (50%) and 28 females (50%) participated in this sample of N=56.
Table 4.1 secondly indicates 58.9% of the sample was married and 41.1% of the sample was single. 32.1% of the sample was between the ages 30-39, 32.1% was between the ages of 40-49, and 64.2% of the sample was between the ages 30-49. This is followed by the age group 50-59 as it represents 17.9% of the sample. Lastly, the age categories of 20-29 and 60+ are in the minority as they represent only a 10.7% and 7.2% of the sample. Table 4.1 thirdly indicates that 39.3% of the sample has a university degree followed by 25% of the sample who has a National Diploma and 14.3% who has a Technikon Diploma or an Honours degree. Lastly, only 5.3% of the sample has a Master’s degree. Furthermore, it must be indicated that one of the participants did not declare his/her qualifications. Table 4.1 fourthly indicates that the majority (62.5%) of the sample lecture in the field of Business Management, this is followed by 21.4% of the sample who lecture in the Engineering field, and 3.6% who lecture in the field of Accounting and Information Technology and 3.5% that lecture in the field of Practical Workshops. Table 4.1 fifthly indicates that the majority of the sample (76.8%) have been employed at Wescol FET College for 1-5 years. 10.7% indicated that they have worked at the Wescol FET College for 6-10, years and 10.8% indicated that they have worked at the Wescol FET for 11+ years. Lastly 1, participant did not indicate his/her years of employment.
<table>
<thead>
<tr>
<th>Demographics</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>28</td>
<td>50.0</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
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<td></td>
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<tr>
<td>Single</td>
<td>23</td>
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<tr>
<td>Married</td>
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<td>58.9</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
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<tr>
<td><strong>Age</strong></td>
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<td></td>
</tr>
<tr>
<td>20-29</td>
<td>6</td>
<td>10.7</td>
</tr>
<tr>
<td>30-39</td>
<td>18</td>
<td>32.1</td>
</tr>
<tr>
<td>40-49</td>
<td>18</td>
<td>32.1</td>
</tr>
<tr>
<td>50-59</td>
<td>10</td>
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</tr>
<tr>
<td>60+</td>
<td>4</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
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<tr>
<td>National N Diploma</td>
<td>14</td>
<td>25.0</td>
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<tr>
<td>Technikon Diploma</td>
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<td>14.3</td>
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<tr>
<td>University Degree</td>
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<td>39.3</td>
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<tr>
<td>Honours Degree</td>
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<td>14.3</td>
</tr>
<tr>
<td>Masters Degree</td>
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<td>5.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>98.2</strong></td>
</tr>
<tr>
<td>Missing</td>
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<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Lecturing Field</strong></td>
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<tr>
<td>Engineering</td>
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<td>21.4</td>
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<td>Accounting</td>
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<td>3.6</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>Business Management</td>
<td>35</td>
<td>62.5</td>
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<tr>
<td>Practical workshops</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>94.6</strong></td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>5.4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Years of Service</strong></td>
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<tr>
<td>1-5 yrs</td>
<td>43</td>
<td>76.8</td>
</tr>
<tr>
<td>6-10 yrs</td>
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<tr>
<td>11-15 yrs</td>
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<td>5.4</td>
</tr>
<tr>
<td>16+ yrs</td>
<td>3</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>98.2</strong></td>
</tr>
</tbody>
</table>
4.2.3 Descriptive results

Measures of central tendency were used to measure the average score for the sample. In this study, the mean was used to calculate the average score for the sample.

4.3 Means, standard deviation, minimum and maximum scores for measuring instruments

The descriptive statistics for the different instruments are reported. The mean, standard deviation (SD), skewness and kurtosis of the two questionnaires and the subscales for the JDS as well as the Coefficient alphas are computed for each of the questionnaires used in this study.

4.3.1 Genos EI responses of survey

The Genos EI questionnaire minimum EI score is 1 and the maximum score is 5 on a five-point Likert scale. The Global EI score between 1-13 is very low, 14-28 is low, 29-42 is average, 43-56 is high and 57-70 is very high (Gignac, 2010:24). In this study the range between the minimum and maximum total EI value is 41-65 respectively. In this study the mean value is 53.67 and the standard deviation is 6.469. as indicated in Table 4.2. This indicates that Westcol FET lecturers have a high EI.

Table 4.2: Genos EI Mean

<table>
<thead>
<tr>
<th>N of Items</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>41</td>
<td>65</td>
<td>53.67</td>
<td>6.469</td>
</tr>
</tbody>
</table>

i. Genos EI Reliability Testing

In terms of Cronbach's Alpha an acceptable reliability alpha of .7 or more is adequate. In this study the Genos EI is reliable as it measures at .757, which is seen as a good reliability as the sample is small. EI is negatively skewed (-.264) and flat (-.884), raising the question if the distribution is valid. Based on the Kolmgorov-Smiron, Sig. value of .032; histogram, Normal Q-Q plot and Normal Q-Q plot the distribution does not appear to be normal as the outliers are on the extremes.
However, if the difference between the mean score and the 5% trimmed mean is compared (53.78 and 53.67) they seem similar. The researcher therefore decided to use all the questionnaires.

Table 4.3: Genos EI Cronbach's Alpha

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach’s Alpha based on standard Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.757</td>
<td>.764</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 4.4: Genos EI Median

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% Trimmed Mean</td>
<td>53.78</td>
</tr>
<tr>
<td>Median</td>
<td>55.00</td>
</tr>
<tr>
<td>Skewness</td>
<td>-.264</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.884</td>
</tr>
</tbody>
</table>

4.3.2 Job Diagnostic Survey (JDS) responses of survey

The JDS minimum score is 1 and the maximum score is 5 on a five-point Likert scale. The MPS score between between 1 and 41 represents low Job Satisfaction, 42-84 average, and 85-125 high Job Satisfaction (Leonard & Hilgert, 2004:123). In this study the range between the minimum and maximum MPS value is 11 and 79 respectively. In this study the mean MPS is 37.85 with a standard deviation of 16.012. as indicated in Table 4.5. This indicates that Westcol FET lecturers have a low Job Satisfaction.

Table 4.5: JDS Mean

<table>
<thead>
<tr>
<th>N of Items</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>42</td>
<td>84</td>
<td>53.67</td>
<td>6.469</td>
</tr>
</tbody>
</table>

i. Job Diagnostic Survey reliability

In terms of Cronbach’s Alpha, an acceptable reliability alpha of .7 or more is adequate. In this study the JDS is reliable as it measures at .749. Job Satisfaction is positively skewed (.590) and flat (-.429), raising the question if the distribution is valid. Based on the Kolmgorov-Smiron, Sig. value of .023, histogram, Normal Q-Q plot, and Normal Q-Q plot, the distribution does not appear to be normal as the outliers are on the extremes. When the difference between the mean score and the
5% trimmed mean is compared (37.31 and 37.58) they seem similar. The researcher therefore decided to use all the questionnaires.

**Table 4.6: JDS Cronbach's Alpha**

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha based on standard Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.749</td>
<td>.761</td>
<td>23</td>
</tr>
</tbody>
</table>

**Table 4.7: JDS Median**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% Trimmed Mean</td>
<td>37.31</td>
</tr>
<tr>
<td>Median</td>
<td>37.58</td>
</tr>
<tr>
<td>Skewness</td>
<td>.590</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.429</td>
</tr>
</tbody>
</table>

**4.4 Descriptive analysis of data**

The measures of central tendency and the mean score per construct (EI and Job Satisfaction) as per demographics group are presented in Table 4.8. Table 4.8 was interpreted by using the mean value of each demographic dimension with regard to the Global EI and Job Satisfaction rating. Theoretically, the maximum score of an EI construct could be 70 and the minimum 1. For Job Satisfaction the maximum score of the EI construct could be 125 and the minimum 1. The Global EI score between 1-23 is low, 24-47 average and 48-70 high (Gagnic, 2010:24). The Job Satisfaction (MPS) score between 1 and 41 represents low Job Satisfaction, 42-84 average and 85-125 high Job Satisfaction (Leonard & Hilgert, 2004:123).

**Table 4.8: Demographic analysis of data**

<table>
<thead>
<tr>
<th>Race:</th>
<th>Emotional Intelligence</th>
<th>Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N_EI</td>
<td>Min_EI</td>
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<tr>
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<td>41</td>
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<tr>
<td>White</td>
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<td>41</td>
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<tr>
<td>Age:</td>
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</tr>
<tr>
<td>20-29</td>
<td>6</td>
<td>49</td>
</tr>
<tr>
<td>30-39</td>
<td>15</td>
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<td>40-49</td>
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<td>41</td>
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<tr>
<td>50-59</td>
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<tr>
<td>60+</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>Qualifications:</td>
<td>Emotional Intelligence</td>
<td>Job Satisfaction</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>National N Diploma</td>
<td>53.64</td>
<td>6.544</td>
</tr>
<tr>
<td>Technikon Diploma</td>
<td>52.57</td>
<td>5.798</td>
</tr>
<tr>
<td>University Degree</td>
<td>54.89</td>
<td>5.943</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>52.88</td>
<td>7.9</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>54.67</td>
<td>4.509</td>
</tr>
<tr>
<td>Marital Status:</td>
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<tr>
<td>Single</td>
<td>54.4</td>
<td>5.871</td>
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<tr>
<td>Married</td>
<td>53.17</td>
<td>6.908</td>
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<td>Lecturing Field:</td>
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<td>6.929</td>
</tr>
<tr>
<td>Accounting</td>
<td>49</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology</td>
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<td>2.828</td>
</tr>
<tr>
<td>Business Management</td>
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<td>5.703</td>
</tr>
<tr>
<td>Practical/Workshop</td>
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<td>3.536</td>
</tr>
<tr>
<td>Years of service:</td>
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<tr>
<td>1-5 yrs</td>
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</tr>
<tr>
<td>6-10 yrs</td>
<td>56</td>
<td>8.343</td>
</tr>
<tr>
<td>11-15 yrs</td>
<td>57</td>
<td>5.292</td>
</tr>
<tr>
<td>16+ yrs</td>
<td>55</td>
<td>9.165</td>
</tr>
</tbody>
</table>

4.4.1 Race

The mean scores (M_EI=52 and M_JS=35.89) for the black respondents indicate that the lecturers showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=.6.018 and SD_JS=.12.756) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 11 (Job Satisfaction), while the maximum scores were 61 (EI) and 60 (Job Satisfaction). Looking at the mean scores, the black respondents indicated that their EI in their job is high and that their Job Satisfaction is low. For the white respondents mean score was (M_EI=55 and M_JS=40.38), and this indicates that the lecturers show high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=.6.727 and SD_JS= 19.468) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 17 (Job Satisfaction), while the maximum scores were 65 (EI) and 79 (Job Satisfaction). This
indicates that the white lecturers showed high levels of EI and low levels of Job Satisfaction. Furthermore, if the two groups are compared it can be deduced that the white lecturers’ EI (M_EI=55) and Job Satisfaction (M_JS=40.38) are higher than the black lecturers’ EI (M_EI=52) and Job Satisfaction (M_JS=35.89). This indicates that white lecturers’ EI and Job Satisfaction are higher than the black lecturers’ EI and Job Satisfaction.

4.4.2 Age

The mean scores (M_EI=54.5 and M_JS=29.94) for the age group 20-29 showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=3.45 and SD_JS=16.067) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 49 (EI) and 11 (Job Satisfaction), while the maximum scores were 69 (EI) and 50 (Job Satisfaction). Looking at the mean scores, the age group of 20-29 indicates that their EI in the job is high and their Job Satisfaction is low. For the age group 30-39 the mean scores were (M_EI=52.47 and M_JS=35.22). This indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=5.668 and SD_JS=13.052) shows that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 45 (EI) and 14 (Job Satisfaction), while the maximum scores were 61 (EI) and 60 (Job Satisfaction). This indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. Furthermore, if the two groups are compared, it is seen that the white lecturers’ EI (M_EI=55) and Job Satisfaction (M_JS=40.38) are higher than the black lecturers’ EI (M_EI=52) and Job Satisfaction (M_JS=35.89). Looking at the mean scores, the age group 30-39 indicates that their EI in the job is high and their Job Satisfaction is low. This indicates that white lecturers view EI and Job Satisfaction more important for their job than black lecturers. For the age group 40-49 the mean scores were (M_EI=56.56 and M_JS=41.95). This indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=6.335 and SD_JS=16.633) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 19 (Job Satisfaction), while the
maximum scores were 64 (EI) and 79 (Job Satisfaction). This indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. For the age group 50-59 the mean scores were (M_EI=50.11 and M_JS=53.15), this indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=6.918 and SD_JS=15.985) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 42 (EI) and 18 (Job Satisfaction), while the maximum scores were 65 (EI) and 60 (Job Satisfaction). This indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. For the age group 60+ the mean scores were (M_EI=53.33 and M_JS=48.71). This indicates that the lecturers showed high levels of EI and average levels of Job Satisfaction. The standard deviation (SD_EI=10.97 and SD_JS=27.239) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 17 (Job Satisfaction), while the maximum scores were 62 (EI) and 66 (Job Satisfaction). This indicates that the lecturers showed high levels of EI and average levels of Job Satisfaction. Furthermore, if the age groups are compared it is clear that the age group 40-49 has the highest EI (M_EI=56.56) and age group 60+ has the highest Job Satisfaction (M_JS=48.71). This indicates that EI and Job Satisfaction are higher amongst lecturers who are older.

4.4.3 Gender

The mean scores (M_EI=53.64 and M_JS=34.96) for the males indicates that the lecturers showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=6.544 and SD_JS=14.393) shows that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 42 (EI) and 11 (Job Satisfaction), while the maximum scores were 65 (EI) and 63 (Job Satisfaction). Looking at the mean scores, males indicated that EI in their job is high and that their Job Satisfaction is low. For the females, the mean scores were (M_EI=53.71 and M_JS=41). The lecturers showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=6.531 and SD_JS=17.376) shows that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the
minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 17 (Job Satisfaction), while the maximum scores were 17 (EI) and 79 (Job Satisfaction). Furthermore, if the gender groups are compared it is seen that the female group presents an higher EI (M_EI=53.71) and Job Satisfaction (M_JS=41). This indicates that EI and Job Satisfaction are higher amongst the female gender.

4.4.4 Qualifications

The mean scores (M_EI=53.64 and M_JS=44.3) for the lecturers who have a National Diploma showed high levels of EI and average levels of Job Satisfaction. The standard deviation (SD_EI=7.195 and SD_JS=16.702) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 23 (Job Satisfaction), while the maximum scores were 64 (EI) and 66 (Job Satisfaction). Looking at the mean scores, lecturers with a National Diploma indicated that EI in their job is high, and that their Job Satisfaction is average. The mean scores (M_EI=52.57 and M_JS=31.88) for the lecturers who have a Technikon Diploma showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=5.789 and SD_JS=9.914) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 45 (EI) and 22 (Job Satisfaction), while the maximum scores were 59 (EI) and 51 (Job Satisfaction). Looking at the mean scores, lecturers with a Technikon Diploma indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M_EI=54.89 and M_JS=37.27) for the lecturers who have a university degree showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=5.943 and SD_JS=17.572) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 11 (Job Satisfaction), while the maximum scores were 65 (EI) and 78 (Job Satisfaction). Looking at the mean scores, lecturers with a university degree indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M_EI=52.88 and M_JS=36.85) for the lecturers who have an honours degree showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=7.9 and SD_JS=14.319) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by
examining the minimum and maximum dimension scores. The minimum dimension scores were 45 (EI) and 18 (Job Satisfaction), while the maximum scores were 63 (EI) and 60 (Job Satisfaction). Looking at the mean scores, lecturers with a honours degree indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M_EI=54.67 and M_JS=40.97) for the lecturers who have a Master's degree showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=4.509 and SD_JS=20.654) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 50 (EI) and 19 (Job Satisfaction), while the maximum scores were 59 (EI) and 59 (Job Satisfaction). Looking at the mean scores, lecturers with a Master's degree indicated that EI in their job is high and that their Job Satisfaction is low. Furthermore, if the qualification groups are compared it is clear that the lecturers with a university degree present a higher EI (M_EI=54.89) and lecturers with a National Diploma present a higher Job Satisfaction (M_JS=44.3). This indicates that EI and Job Satisfaction are higher amongst lecturers with lower level qualifications (university degree and National Diploma).

4.4.5 Marital status

The mean scores (M_EI=54.4 and M_JS=33.62) for the lecturers who are single showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=5.871 and SD_JS=16.241) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 45 (EI) and 11 (Job Satisfaction), while the maximum scores were 65 (EI) and 79 (Job Satisfaction). Looking at the mean scores, lecturers who are single indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M_EI=53.17 and M_JS=40.88) for the lecturers who are married showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=6.908 and SD_JS=15.424) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 17 (Job Satisfaction), while the maximum scores were 64 (EI) and 68 (Job Satisfaction). Looking at the mean scores, lecturers who are married indicate that EI in their job is high and that their
Job Satisfaction is low. Furthermore, if the marital status groups are compared it is seen that the lecturers who are single present an higher EI (M_EI=54.89), and lecturers who are married present a higher Job Satisfaction (M_JS=44.3). This indicates that EI is higher amongst lecturers who are single, and Job Satisfaction is higher amongst lecturers who are married.

4.4.6 Lecturing field

The mean scores (M_EI=50.7 and M_JS=34.43) for the lecturers who are lecturing in the field of Engineering showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=6.929 and SD_JS=15.655) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 42 (EI) and 18 (Job Satisfaction), while the maximum scores were 62 (EI) and 63 (Job Satisfaction). Looking at the mean scores, lecturers who lecture in the field of Engineering indicated that EI in their job is high and that their Job Satisfaction is low.

The mean scores (M_EI=49 and M_JS=23.06) for the lecturers who are lecturing in the field of Accounting showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=0 and SD_JS=5.359) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 49 (EI) and 19 (Job Satisfaction), while the maximum scores were 49 (EI) and 27 (Job Satisfaction). Looking at the mean scores, lecturers who lecture in the field of Accounting indicated that EI in their job is high and that their Job Satisfaction is low.

The mean scores (M_EI=55 and M_JS=48.88) for the lecturers who are lecturing in the field of Information Technology (IT) showed high levels of EI and average levels of Job Satisfaction. The standard deviation (SD_EI=2.828 and SD_JS=24.019) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 53 (EI) and 32 (Job Satisfaction), while the maximum scores were 57 (EI) and 66 (Job Satisfaction). Looking at the mean scores, lecturers who lecture in the field of IT indicated that EI in their job is high and that their Job Satisfaction is average.

The mean scores (M_EI=55.4 and M_JS=40) for the lecturers who are lecturing in the field of Business Management showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=5.703 and
SD\_JS=16.753) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 11 (Job Satisfaction), while the maximum scores were 65 (EI) and 79 (Job Satisfaction). Looking at the mean scores, lecturers who lecture in the field of Business Management indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M\_EI=43.5 and M\_JS=25.85) for the lecturers who are lecturing in the field of Practical workshops showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD\_EI=3.536 and SD\_JS=0) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 26 (Job Satisfaction), while the maximum scores were 46 (EI) and 26 (Job Satisfaction). Looking at the mean scores, lecturers who lecture in the field of Practical Workshops indicated that EI in their job is high and that their Job Satisfaction is low. Furthermore, if the lecturing field groups are compared it can be deduced that the lecturers who lecture in the field of Business Management present a higher EI (M\_EI=55.4) and lecturers lecturing in the field of IT present a higher Job Satisfaction (M\_JS=48.88). This indicates that EI is higher amongst lecturers who lecture in the field of Business Management and Job Satisfaction is higher amongst lecturers who lecture in the field of IT.

4.4.7 Years of service

The mean scores (M\_EI=53.6 and M\_JS=36.02) for the lecturers who have been working at Westcol FET College between 1-5 years showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD\_EI=6.141 and SD\_JS=14.009) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 11 (Job Satisfaction), while the maximum scores were 64 (EI) and 66 (Job Satisfaction). Looking at the mean scores, lecturers who have been working at Westcol FET College between 1-5 years indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M\_EI=56 and M\_JS=41) for the lecturers who have been working at Westcol FET College between 6-10 years showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD\_EI=8.343 and SD\_JS=18.864) showed that
there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 41 (EI) and 23 (Job Satisfaction), while the maximum scores were 65 (EI) and 63 (Job Satisfaction). Looking at the mean scores, lecturers who have been working at Westcol FET between 6-10 years indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M_EI=57 and M_JS=39.9) for the lecturers who have been working at Westcol FET College between 10-15 years showed high levels of EI and low levels of Job Satisfaction. The standard deviation (SD_EI=5.292 and SD_JS=15.537) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 53 (EI) and 31 (Job Satisfaction), while the maximum scores were 63 (EI) and 58 (Job Satisfaction). Looking at the mean scores, lecturers who have been working at Westcol FET College between 10-15 years indicated that EI in their job is high and that their Job Satisfaction is low. The mean scores (M_EI=55 and M_JS=54.69) for the lecturers who have been working at Westcol FET College 16+ years showed high levels of EI and average levels of Job Satisfaction. The standard deviation (SD_EI=9.165 and SD_JS=32.426) showed that there was a low variation in EI and Job Satisfaction. This was confirmed by examining the minimum and maximum dimension scores. The minimum dimension scores were 45 (EI) and 18 (Job Satisfaction), while the maximum scores were 63 (EI) and 79 (Job Satisfaction). Looking at the mean scores, lecturers who have been working at Westcol FET College for 16+ years indicated that EI in their job is high and that their Job Satisfaction is average. Furthermore, if the years of service groups are compared it is seen who the lecturers who have been employed between 11-15 years present a higher EI (M_EI=57) and lecturers that have been employed for 16+ years presents a higher Job Satisfaction (M_JS=54.69). This indicates that EI and Job Satisfaction are higher amongst lecturers who have worked longer at Westcol FET.

4.5 Inferential statistics results

According to Pallant (2010:131), before performing a correlation it is best to generate a scatter plot, as it would give an indication as to the violation and the assumptions of homoscedasticity and linearity which would provide a better understanding of the relationship between the variables. The function of scatter plots is to indicate if the
points are centralised or not. If centralised, the correlation can be seen as high, however, if the point are not centralised the correlation can be considered as very low. If one should draw a straight line through the main points, a linear relationship could be observed (Pallant, 2010:126-126). Furthermore, Pallant (2010:131) indicates that the direction of the relationship can be viewed from the scatter plot as the straight line from left to right. Upward would represent a positive relationship, and left to right down would represent a negative relationship. Figure 3.1 indicates that nine outliers are present. This influences the relationship negatively, however a straight line can be drawn, therefore a linear relationship exists. Furthermore, it can be seen that a positive relationship exists between the EI and Job Satisfaction as a left to right, upward straight line is visible.

Figure 3.1: Scatter plot
Source: Researcher’s own construct
4.5.1 Hypothesis testing

The general objective of this research was to determine whether there was a statistically significant positive relationship between EI and Job Satisfaction of Westcol FET lecturers. A further aim was to pinpoint the specific demographic within this relationship exists. Although subscales from the JDS can be computed for the purpose of this study, the overall Job Satisfaction and EI were considered.

4.5.2 Hypothesis 1

In Chapter One the following hypotheses are set:

H₀: There is no statistical significant positive relationship between EI and Job Satisfaction amongst Westcol FET lecturers.

H₁: There is a statistical significant positive relationship between EI and Job Satisfaction amongst Westcol FET lecturers.

The relationship between EI (as measured by the Genos EI) and Job Satisfaction (MPS) was investigated using the Pearson’s product-moment correlation coefficient. Preliminary analyses were preformed to ensure no violation of the assumptions of normality, linearity and homoscedasticity.

When conducting the Pearson’s correlation test to establish whether a correlation exists, the result ranges from -1 to +1. A result of 0 indicates no relationship, a result of +1 indicates a perfect positive relationship, where as -1 indicates a perfect negative relationship. (Kranzler, 2003:134). Cohen (1988:79-81) states that, r=.10 to .29 is seen as a small relationship, r=.30 to.49 as medium relationship and r=.50 to 1.0 indicates a strong relationship. Kranzler (2003:134) furthermore indicates that to get an indication of how much variance the two variables share a coefficient of determination can be computed by squaring the r value and converting it into a ‘percentage of variance’ in order to establish the overlap between the variables.

Table 4.9 shows that a strong, positive relationship between the two variables, r = .510, n = 42, p < .01, with high levels of EI associated with high levels of Job
Satisfaction. It can be asserted with a 99% confidence that there is a significant relationship between EI and Job Satisfaction. This indicates that a strong positive relationship between the scores in EI and Job Satisfaction factors tested, and means that the values in one variable increases, the values of other variable would also tend to increase accordingly (George & Mallery, 2007:124). The correlation of \( r = .510 \) indicates that the EI and Job Satisfaction share only \( (.510 \times .510 = .2601 = 26\% ) \) 26 per sent of their variance. This indicates that EI helps to explain nearly 26 per sent of the variance in respondents’ scores on the Job Satisfaction scale and visa versa. Therefore, \( H_0 \) is rejected and \( H_1 \) is accepted as the relationship is statistically significant and positive. This means that the individual at Westcol FET who is Emotionally Intelligent will experience Job Satisfaction and visa versa.

Similar findings were reported in a study by Mousavi et al. (2012:784). In their study the sample was lecturers at a training facility. Their findings reported that EI and Job Satisfaction correlate on a 95% confidence level. A study by Mehdi et al. (2012:80) made use of \( n=56 \) coaching staff. Their findings reported that EI and Job Satisfaction correlate on a 95% confidence level. The study conducted by Ealias and George (2012:39) made use of \( n=208 \) lecturers. Their findings reported that EI and Job Satisfaction are correlated on a 99% confidence level. This study, and the studies referred above are contradictory to Mandip et al. (2012:37) who concluded that no relationship between EI and Job Satisfaction could be found amongst lecturers. The differences in the research results may be the result of numerous external factors as well as the size of the sample. Ealias and George (2012:39) and Mousavi et al. (2012:784) used significant larger samples. Some of the limitations of this research are discussed in Chapter 5.
Table 4.9: The Relationship between EI and Job Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>EI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job satisfaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.510**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>-</td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td><strong>EI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.510**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

4.5.3 Hypothesis 2

To explore the relationship between EI and Job Satisfaction amongst different demographic groups, it was decided to make use of Pearson’s correlation amongst the groups. The output is given in Table 4.10. The following demographic practical significant correlations are given:

The correlation between EI and Job Satisfaction is found in the gender group of females \( r = .609^{**}, p < 0.01 \). This indicates that amongst female lecturers there is a relationship between EI and Job Satisfaction. Subsequently, this means that female lecturers are more emotionally in tune with regard to feelings about how satisfied they are in their job.

The correlation between EI and Job Satisfaction is found among the black respondents \( r = .487^{*}, p < 0.05 \) as well as the white respondents \( r = .514^{*}, p < 0.05 \). Although these two variables seem different, the difference between the two correlation coefficients is not statistically significant \( \hat{z}_{obs} = -0.043 \). This indicates that in cultural backgrounds there is a relationship between EI and Job Satisfaction. Subsequently this means that subcultures in the organisation also play a role in the relationship between EI and Job Satisfaction.

The correlation between EI and Job Satisfaction is found among lecturers with the qualification of a Technikon diploma \( r = .868^{*}, p < 0.05 \). This indicates that lecturers with a non-abstract (practical) qualification have a 95% chance to experience the relationship between EI and Job Satisfaction. Subsequently, this means that
lecturers who think and act on a more practical level experience the relationship between EI and Job Satisfaction. This seems to be constant with previous research of Mousavi et al. (2012:784) where n = 215 physical educators who were in position of a Diploma and not a Master’s degree, experience the relationship \[ r = .631, \ p < .05 \] between EI and Job Satisfaction.

The correlation between EI and Job Satisfaction is found among lecturers who are married \[ r = .702^{**}, \ p < .01 \]. This indicates that there is a 99% chance that lecturers who are married experience the relationship between EI and Job Satisfaction.

The correlation between EI and Job Satisfaction is found in lecturers lecturing in the field of Engineering \[ r = .904^{**}, \ p < .01 \]. This indicates that lecturers, who are lecturing in the field of Engineering have a 99% chance of experiencing the relationship between EI and Job Satisfaction. This was the result of n=9 respondents answering the question.

The correlation between EI and Job Satisfaction is found in the lecturers who have worked for between one and five years for the organisation \[ r = .532^{**}, \ p < .01 \]. This indicates that there is a 99% chance for lecturers who are new to this organisation to experience the relationship between EI and Job Satisfaction. This may have been the result of other external variables such as the implementation of an organisational culture in the organisation.

As there is a positive relationship between the EI and Job Satisfaction amongst demographics, \( H_2 \) is rejected and \( H_3 \) is accepted as the relationship is statistically significant and positive.
Table 4.10: The Relationship between EI and Job Satisfaction amongst demographics

<table>
<thead>
<tr>
<th>Demographics Variables</th>
<th>EI &amp; Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
</tr>
<tr>
<td>AGE</td>
<td></td>
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<tr>
<td>20 – 29</td>
<td>.301</td>
</tr>
<tr>
<td>30 – 39</td>
<td>.530</td>
</tr>
<tr>
<td>40 – 49</td>
<td>.493</td>
</tr>
<tr>
<td>50 – 59</td>
<td>.101</td>
</tr>
<tr>
<td>60&lt;</td>
<td>.960</td>
</tr>
<tr>
<td>Gender</td>
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<tr>
<td>Male</td>
<td>.408</td>
</tr>
<tr>
<td>Female</td>
<td>.609**</td>
</tr>
<tr>
<td>Race</td>
<td></td>
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<tr>
<td>Black</td>
<td>.487*</td>
</tr>
<tr>
<td>White</td>
<td>.514*</td>
</tr>
<tr>
<td>Qualifications</td>
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<tr>
<td>National Diploma</td>
<td>.698</td>
</tr>
<tr>
<td>Technikon Diploma</td>
<td>.868*</td>
</tr>
<tr>
<td>University Degree</td>
<td>.372</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>.574</td>
</tr>
<tr>
<td>Masters Degree</td>
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</tr>
<tr>
<td>Marital Status</td>
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<tr>
<td>Single</td>
<td>.321</td>
</tr>
<tr>
<td>Married</td>
<td>.702**</td>
</tr>
<tr>
<td>Lecturing Field</td>
<td></td>
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<tr>
<td>Engineering</td>
<td>.904**</td>
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<tr>
<td>Business Management</td>
<td>.336</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>1-5 years</td>
<td>.532**</td>
</tr>
<tr>
<td>6-10 years</td>
<td>.068</td>
</tr>
<tr>
<td>11-15 years</td>
<td>-.646</td>
</tr>
<tr>
<td>16 + years</td>
<td>.987</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

Similar findings were reported in a study by Ealias and George (2012:39). In their study the sample was lecturers. Their study indicated that marital status has a significant effect on the relationship between EI and Job Satisfaction. They also revealed that periods of 11-15 and 16-20 years of service have an effect on the relationship. This study, and the studies referred above are contradictory to Mandip et al. (2012:37) who concluded that no relationship between EI and Job Satisfaction
could be found amongst lecturers. The differences in the research results may be the result of numerous external factors as well as the size of the sample. Ealias and George (2012:39) and Mousavi et al. (2012:784) used significant larger samples. Some of the limitations of this research are discussed in Chapter 5.

4.6 Summary

This chapter presented the results of the study objectively. This enabled the researcher to identify the significant relationships or the lack thereof, as well as the difference between the demographic variables in the study. The next chapter discusses the conclusions, limitations to the study and recommendations for the organisation.
CHAPTER 5: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the results provided in Chapter 4 are interpreted and the findings of the study discussed in the context of the literature review and empirical findings. The limitations of this study are pinpointed and recommendations made for Westcol FET College and possible future research.

5.2 Conclusions

The aim of this study was to determine whether there was a statistical significant positive relationship between the EI and Job Satisfaction of Westcol FET lecturers and the demographic variables. In order to accomplish this objective the researcher used the following logical framework.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Reference</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Literature Review</td>
<td>Conduct a literature review on EI and Job Satisfaction</td>
<td>Chapter 2</td>
<td>✓</td>
</tr>
<tr>
<td>Conduct Literature Review on EI</td>
<td>History and Development of EI. A description on trait-base and ability-base EI is given</td>
<td>Chapter 2</td>
<td>✓</td>
</tr>
<tr>
<td>Describe related EI models</td>
<td>Each model is describe and critiqued</td>
<td>Chapter 2</td>
<td>✓</td>
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<td>Select appropriate EI model</td>
<td>Genos EI is selected</td>
<td>Chapter 2</td>
<td>✓</td>
</tr>
<tr>
<td>Conduct Literature Review on EI and its relationship with demographics</td>
<td>Previous studies concluded that there is a relationship between EI and experience, age and gender. However, other research provides contradicting evidence</td>
<td>Chapter 2</td>
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<tr>
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<td>Chapter 2</td>
<td>✓</td>
</tr>
<tr>
<td>Objective</td>
<td>Description</td>
<td>Reference</td>
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<tr>
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<td>Each model is describe &amp; critiqued</td>
<td>Chapter 2</td>
<td>✓</td>
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<tr>
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<td>Previous studies concluded that there is a relationship between Job Satisfaction and job status and age. Other research provides contradicting evidence</td>
<td>Chapter 2</td>
<td>✓</td>
</tr>
<tr>
<td>Conduct Literature Review on the relationship between EI and Job Satisfaction</td>
<td>Previous studies concluded that there is a relationship between EI &amp; Job Satisfaction, through stress and personality, years of experience, gender and qualifications, other research provides contradicting evidence</td>
<td>Chapter 2</td>
<td>✓</td>
</tr>
<tr>
<td>Research Mythology</td>
<td>Describe the research mythology used</td>
<td>Chapter 3</td>
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</tr>
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<td>Select an appropriate sampling technique</td>
<td>Convince sampling is selected</td>
<td>Chapter 3</td>
<td>✓</td>
</tr>
<tr>
<td>Select an appropriate data collection method</td>
<td>Pearson's correlation is selected</td>
<td>Chapter 3</td>
<td>✓</td>
</tr>
<tr>
<td>Select appropriate questionnaires</td>
<td>Genos EI and JDS are selected</td>
<td>Chapter 3</td>
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</tr>
<tr>
<td>Select a procedure to analyse data</td>
<td>Descriptive and inferential statistics are selected</td>
<td>Chapter 3</td>
<td>✓</td>
</tr>
<tr>
<td>Analyse descriptive data and interpret data</td>
<td>Describe mean scores of demographics with regards to EI and Job Satisfaction</td>
<td>Chapter 4</td>
<td>✓</td>
</tr>
<tr>
<td>Analyse inferential data and interpret data</td>
<td>Pearson’s correlation between EI and Job Satisfaction was interpreted; Pearson’s Correlation amongst demographics is interpreted. Unexpected results are</td>
<td>Chapter 4</td>
<td>✓</td>
</tr>
</tbody>
</table>
5.2.1 Empirical study conclusions

The objective was to determine the nature of the relationship between EI and Job Satisfaction amongst Westcol FET lecturers. The research hypotheses were supported by the data collected from the study. Three other studies have suggested that there is a relationship between EI and Job Satisfaction (Mehdi et al., 2012:80; Mousavi et al., 2012:784; Ealias & George, 2012:39). It should be noted that although other studies have also reflected the relationship between EI and Job Satisfaction, this may have been caused by different factors or limitations of the studies such as the sample size, results or the ethnicity profile of the organisation.

Furthermore, the secondary objectives of this study were determined. The research hypotheses were supported by the data collected from the study. The results of this study show that race, females, married lecturers and respondents with 1-5 years of service to the organisation are the demographics where the correlation between EI and Job Satisfaction can be found. This indicates that the employees who can cope with stress or have a personality related to emotions can be found amongst these demographics.

5.3 Limitations

There were numerous limitations in the literature review and empirical study, some of which are indicated in the next section.

5.3.1 Literature review

One of the main limitations of the literature review was that there was too little information on the EI tool used in this study. Since it was recently developed, only limited research has been conducted and reported on, especially in the context relevant to this study. Furthermore, limited research has been conducted on the relationship between EI and Job Satisfaction focusing on the demographic aspects,
and only limited research has been conducted and reported on with regard to these aspects.

5.3.2 Empirical study limitations

One of the main limitations of the empirical study was that only a Global EI score could be computed with subsequently no resulting in the testing of the relationship between subcomponents of EI and Job Satisfaction. The Global EI score has a minimum score of 1 and a maximum score of 70. The minimum rating for the sample (N= 56) was equal to 41, and the maximum rating 65. This means that of the 56 lecturers who participated in the study, not one received a minimum or maximum EI rating. All the lecturers scored above average, which would indicate that all leaders met or exceeded the EI requirements. Since all the EI measurements of the sample were average and above average, this could be a limitation of the study since such restriction in range for variables used in correlations would affect the magnitude of the correlations. Furthermore, the EI questionnaire that was used only has a Global EI scale. This is considered a limitation as more depth and clarity could be gained regarding the relationship from a questionnaire with subscales.

The Job Satisfaction score has a minimum score of 1 and a maximum score of 125. The minimum rating for the sample (N= 56) was equal to 11, and the maximum rating 79. This means that of the 56 lecturers who participated in the study, no one received a minimum or maximum Job Satisfaction rating. All the lecturers scored under average, which would indicate that all leaders underscored regarding the Job Satisfaction requirements. Since all the Job Satisfaction results of the sample were under average, this could be a limitation of the study since such restriction in range for variables used in correlations would affect the magnitude of the correlations. None of the leaders in this sample were underperformers.

Another shortfall of the population representation was that the sample included more married lecturers than single ones, and that the age, qualifications and years of experience distribution samples varied. Previous studies indicated that although there were no differences between demographics and overall EI and Job Satisfaction, there were some differences in respect of specific dimensions that these constructs measure.
Furthermore, the results cannot be generalised to the entire organisation (or to the South African population) since only Westcol FET lecturers participated in the study and on account of the sampling method used.

i. Extraneous variables

One of the extraneous variables which may have affected some of the ratings and which was not accounted for in this study is the fact that the organisation is constantly Merging and Acquiring (M&A) new organisations, therefore it is currently undergoing some changes. M&A creates stressful events and tension within the organisation and may have affected the researcher’s results. It is recommended that future studies are conducted in a stable and more neutral environment to improve the reliability of the study by eliminating some of the extraneous variables.

5.4 Recommendations

5.4.1 Recommendations for Westcol FET College

It is recommended that the Westcol FET College Human Resources department should add a soft skills category as part of its Job Satisfaction evaluations for lecturers from all demographics. A lecturer’s Job Satisfaction is not only based on specific characteristics of the job, but also on non-verbal communication between lecturers and students.

It is also recommended that since Job Satisfaction was found to be low, the Human Resources department should develop strategies that would increase Job Satisfaction. This should be done in accordance with the JCM.

5.4.2 Recommendations for further research

Further studies should include larger and broader samples who are more representative of the population, examining factors such as ethnicity, field of lecturing and experience. Lecturers at different satellite campuses should be analysed in the study. Further research could be conducted to test this hypothesis. The results of this study could serve as a useful source of information in further
research even though these results may be industry and environment specific. It is recommended that similar studies should be conducted in economic sectors other than the FET sector in order to broaden the relevance of the results on the relationship between the EI and Job Satisfaction of lecturers.

Future research regarding this topic can be extended to a broader perspective, e.g. the relationship between organisational cultures, management styles, EI, Job Satisfaction and performance amongst all FET colleges in South Africa. Research may be conducted to gain perspective on the best EI or Job Satisfaction model for FET colleges.
References


Addendum A

Dear Westcol FET lecturer

Thank you for availing the time to be part of my research project. I am determining if there is a relationship between Emotional Intelligence, Job Satisfaction and demographics, amongst Westcol FET lecturers.

Kindly answer each of the three sections and reflect your true opinion when reading the questions. At the end of January 2013 the research will be published, and will be made available by request.

Regards

Wentzel C. Coetzer

Cell: 084 434 7739
Office: 011 830 1923
SECTION A - General Information

Question 1

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CROSSING (X) THE RELEVANT BLOCKS AS INDICATED IN THE EXAMPLE

Example of how to complete questionnaire:

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1 GENDER</th>
<th>2.4 Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Single</td>
</tr>
<tr>
<td>Female</td>
<td>Married</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2 AGE</th>
<th>2.5 Which FET fields are you lecturing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 29</td>
<td>Engineering Subjects</td>
</tr>
<tr>
<td>30 – 39</td>
<td>Agriculture Subjects</td>
</tr>
<tr>
<td>40 – 49</td>
<td>Accounting Subjects</td>
</tr>
<tr>
<td>50 – 59</td>
<td>Information Technology Subjects</td>
</tr>
<tr>
<td>60 &lt;</td>
<td>Business (Management and Marketing) Subjects</td>
</tr>
<tr>
<td>60 &lt;</td>
<td>Psychology Subjects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3 Highest Qualification</th>
<th>2.6 How long have you been working at Westcol FET?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12 (St 10)</td>
<td>Practical (Workshop) Subjects</td>
</tr>
<tr>
<td>National N Diploma</td>
<td></td>
</tr>
<tr>
<td>Technikon Diploma</td>
<td>1-5 years</td>
</tr>
<tr>
<td>University Degree</td>
<td>6-10 years</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>11-15 years</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>16 &lt; years</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td></td>
</tr>
</tbody>
</table>
SECTION B – EMOTIONAL INTELLIGENCE

The Genos EI Inventory has been designed to measure how often you believe you demonstrate Emotionally Intelligent behaviour at work. There are no right or wrong answers. In general try not to spend too long thinking about responses. Most often the first answer that comes to your mind is the most accurate. However, do not rush your responses or respond without giving due consideration to each statement.

Below is an example.

Q. I display appropriate emotional responses in difficult situations.

You are required to indicate on the response scale how often you believe you demonstrate the behaviour in question. There are five possible responses to each statement (shown below). You are required to mark with an (X) the number that corresponds to your answer.

<table>
<thead>
<tr>
<th>Almost Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

When considering a response it is important not to think of the way you behaved in any one situation, rather your responses should be based on your typical behaviour. Also; some of the questions may not give all the information you would like to receive. If this is the case, please choose a response that seems most likely.

Below are a series of 14 statements. Please mark with an (X) the number corresponding to the statement that is most indicative of the way you typically think, feel and act at work.

<table>
<thead>
<tr>
<th></th>
<th>Almost Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I appropriately communicate decisions to stakeholders</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I fail to recognise how my feelings drive my behaviour at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When upset at work, I still think clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I fail to handle stressful situations at work effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I understand the things that make people feel optimistic at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I fail to keep calm in difficult situations at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am effective in helping others feel positive at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I find it difficult to identify the things that motivate people at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I consider the way others may react to decisions when communicating them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have trouble finding the right words to express how I feel at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When I get frustrated with something at work, I discuss my frustration appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I don’t know what to do or say when colleagues get upset at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am aware of my mood state at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I effectively deal with things that annoy me at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**SECTION C – Job Satisfaction**

The scales below are an indication of how satisfied you feel in your current job. Use the scale to indicate whether each statement is an accurate or inadequate description of your present or most recent job.

<table>
<thead>
<tr>
<th>Very non descriptive</th>
<th>Mostly non descriptive</th>
<th>Somewhat descriptive</th>
<th>Mostly descriptive</th>
<th>Very descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Below are a series of 23 statements. Please mark with an (X) the number corresponding to the statement that is an accurate or an inadequate description of your present job.
and when the work is to be done

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a chance to do a number of different tasks, using a wide variety of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>different skills and talents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do a complete task from start to finish. The results of my efforts are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clearly visible and identifiable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I do affects the well-being of other people in very important ways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My manager provides me with constant feedback about how I am doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work itself provides me with information about how well I am doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make insignificant contributions to the final product or service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get to use a number of complex skills on this job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have very little freedom in deciding how the work is to be done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Just doing the work provides me with opportunities to figure out how well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The job is quite simple and repetitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisors or co-workers rarely give me feedback on how well I am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I do is of little consequence to anyone else</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job involves doing a number of different tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors let us know how well they think we are doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job is arranged so that I do not have a chance to do an entire piece of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work from beginning to end</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job does not allow me an opportunity to use discretion or participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The demands of my job are highly routine and predictable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job provides few clues about whether I’m performing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adequately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>My job is not very important to the company’s survival</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My job gives me considerable freedom in doing the work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My job provides me with the chance to finish completely any work I start.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Many people are affected by the job I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU FOR COMPLETING THE QUESTIONNAIRE