

**Impact of Emotional Intelligence on Employee's Job Performance  
and Job Satisfaction in the Aged Care Industry**

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### **Abstract**

The purpose of this was to explore emotional intelligence, as defined by Mayer & Salovey (1997, p.3), being “the ability to perceive one's own and others' emotions, ability to understand, manage and use of emotions”, impacts on employee job performance and job satisfaction in the aged care industry. Mixed methods research was adopted to explore the impact of EI on employee job performance and job satisfaction. The convenience (non-probability) sampling method was used to conduct the survey and collect the data from participants. The survey was conducted using a questionnaire including demographic profiles, the Wong & Law Emotional Intelligence Scale (Wong & Law, 2002), self-evaluate job performance, and job satisfaction scale. Regression and descriptive statistics data analysis techniques were employed to analyse quantitative data. Thematic data analysis was used to identify the themes from the interview data.

This mixed methods research investigated relationship between EI, job performance, and job satisfaction. It found that employees' EI impacts their job performance and job satisfaction. It also revealed that relationship between the leaders' EI and the employees' job performance and job satisfaction. The findings of this research demonstrate how a leader and an employee's emotional intelligence impact an employee's job performance and job satisfaction in the aged care industry. The recommendation would be for future research regarding the training in emotional intelligence, as well as investigating the factors which can improve emotional intelligence.

Keywords: Emotional intelligence, job performance, job satisfaction, leadership.

### **Dedication**

This thesis is dedicated to my parents for their encouragement, love, and support during my educational journey. I hope that this accomplishment will make their dream come true for me.

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## Chapter 1

### 1.1. Introduction

Emotions are important behavioural responses that can affect individual success and other aspects of life (Ahangar, 2012; Ashford & Humphrey, 1995). Even though emotions comprise a common characteristic of human beings, everyone generally differs in "the ability to perceive and understand one's own and other's emotions, to discriminate among them and use this information to guide one's thinking and actions" (Mayer & Salovey, 1997, p.3; Salovey & Mayer, 1990, p.189). The capability to "observe and express emotion accurately, to understand the emotion and emotional knowledge, to use emotions to facilitate thought and the regulate emotions " is called emotional intelligence (Mayer & Salovey, 1997, p.3; Mayer et al., 2000, p.396; Salovey & Mayer, 1990, p.185; Salovey & Pizarro, 2003, p.263). Emotional intelligence has become an exciting and popular concept in psychology and management (Shooshtarian et al., 2013). Mayer and Salovey (1997) introduced the four facets of EI: self-emotional appraisal, others' emotional appraisals, regulation of emotion, and use of emotion to promote productive performance (Mayer & Salovey, 2007; Psilopanagioti et al., 2012; Shrestha & Baniya, 2016).

However, Michael Baldock coined the phrase EI in 1964 (Schuller & Schuller, 2018), several decades before Mayer and Salovey's introduction. Moreover, Goleman (2005) explained the five dimensions of EI; self-awareness, self-regulation, empathy, social awareness, and motivation, and emphasised that EI is more important than IQ. Goleman (1995) stated that intelligence Quotient (IQ) contributes 20 % to individual success, whereas EI plays an 80 % role in a person's success. Emotional intelligence abilities might help people better understand their feelings and thoughts and realise their full potential (Thory, 2015). As a result, EI is unquestionably a crucial aspect of a person's personality.

The importance of EI in the healthcare industry (Kadadi & Bharamanaikar, 2020; Nightingale et al., 2018) has been studied. It discovered that healthcare is more demanding, where EI skills can be helpful, and the EI of healthcare professionals is related to patient satisfaction. Moreover, medical knowledge is required for healthcare professionals, but the cruciality of EI cannot be overlooked (Swami et al., 2013). The EI skills of doctors play a crucial role in patients' satisfaction, developing patient-doctor relationships, and improving the quality of care provided to patients (Kadadi & Bharamanaikar, 2020). However, doctors, nurses, and other healthcare professionals have found higher stress levels and burnout, which desperately affect the outcome, work environment, and well-being (Cao et al., 2022). Moreover, the aged care industry is facing significant issues, such as short staff, recruitment as well as the quality of patient care (Karimi et al., 2021).

Healthcare professionals do not consider aged care a viable career option (Fussell et al., 2009). Previous studies found that EI skills can improve the quality of care they provide (Karimi et al., 2014; Karimi et al., 2020; Karimi et al., 2021). However, there is minimal study regarding the impact of EI on employee job performance and job satisfaction in the healthcare industry. Previous literature did not reveal the impact of EI in aged care in New Zealand. Therefore, there is a great need to understand how EI affects job performance and job satisfaction in the aged care sector. This study will be investigated the impact of EI on the job performance and job satisfaction of aged care employees who provide care to aged care residents.

### **1.1. Background**

Socrates, the Greek philosopher, is credited with first recommending the idea that people's emotions might influence their motivation (Yusoff et al., 2013). Socrates highlighted emotions as the source of human behaviour and emphasised the significance of self-awareness (Amendolair,

2003; Van Genderen, 2013). Plato, a follower of Socrates, said all sorts of learning have an emotional foundation (Chopra & Kanji, 2010; Dhani & Sharma, 2016; Shankar & Keerthi, 2010). The notion of EI gained popularity with the publication of Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More than IQ* (Goleman, 1996) which was published after being influenced by the writing of Salovey and Mayer (Dhani & Sharma, 2016; Feldman & Mulle, 2008; Joy, 2011). Goleman (1996) defined EI as "self-regulation, self-motivated, zeal and persistence" (Dhani & Sharma, 2016, p.190). Emotional intelligence is a multidimensional skill that can be learned, changed, and improved (Chopra & Kanji, 2010; Fernandez et al., 2012). Employees are the most valuable resources for an organisation, and their productivity determines its overall performance.

The organisations know how low job performance strongly impacts production and profit (Ahangar, 2012; Davar & Singh, 2014; Goswami & Mahanta, 2021; Gunu & Oladepo, 2014). Psychological constructs, such as EI, play a significant role in organisational outcomes (Kadic-Maglajlic et al., 2016; Psilopanagioti et al., 2012). Academic research has also shown a link between EI and employees' well-being (Karimi et al., 2014), stress management among employees (Naidoo, 2008), low turnover, and burnout (Codier et al., 2012). Employees with a higher ability of EI are more proficient and capable of interacting with their co-workers and other people (Kadadi & Bharamanaikar, 2020). Job performance is a significant concern for organisations since working in a challenging environment like healthcare requires people to prioritise their mental and physical health (Imran et al., 2013). Emanuel & Gudbranson (2018) stated that in the following decades, medicine would emphasise altering the behaviour of chronically ill patients, and outpatient chronic care will become the focus of treatment.

Therefore, the medical profession requires compassion and empathy to succeed more than technical skills. Healthcare providers' ability to build EI is just as important as their medical training and experience (Eriguc & Kose, 2013). Consequently, EI has recently engendered great interest in the medical community and is now considered a non-cognitive function (Zaman et al., 2021). Healthcare employees must have a wide range of abilities, including empathising with others, communicating effectively, making intelligent decisions, and maintaining positive working relationships with co-workers and patients. Many people are curious about the connection between EI and work success, but little research has been undertaken (Zaman et al., 2021). Karimi et al. (2021) suggested that employees with higher levels of EI can provide a high quality of care to patients in the aged care industry and that EI improves the psychological empowerment and well-being of aged care employees. Karimi et al. (2020) observed that EI training enhanced the quality of care provided by aged care employees and suggested further research into how EI impacts job performance and job satisfaction.

Moreover, seventy percent of healthcare employees suffer from moderate to high levels of burnout, and improving the EI supports reducing job burnout (Cao et al., 2022; Lee & Ok, 2012). Job burnout has detrimental effects on healthcare professionals' psychological well-being and physical health (Leiter & Maslach, 2009). These psychological risks can be related to low job satisfaction (Guadix et al., 2015) and work-related stress (Jonne et al., 2018). Vlachou et al. (2016) examined the negative relationship between the EI and burnout of healthcare professionals; higher EI helps to reduce burnout (Benson et al., 2007; Cao et al., 2022; Soto-Rubio et al., 2020; Vlachou et al., 2016). Furthermore, an employee's psychological capital will be enhanced by improving their EI, and solid psychological capital will be related to favourable job performance (Gong et al., 2019). The physicians' EI skills are vital to patients' satisfaction (Kadabi & Bharamanaikar, 2020).

and improve the healthcare outcomes of healthcare professionals (Birks & Watt, 2007). The ability to exercise EI is highly valued in nursing and essential for nurse management (Akerjordet & Severinsson, 2008; Codier et al., 2008; Feather, 2009). Research has been conducted regarding the aspects of undergraduate nursing students' EI and academic performance (Chia, 2005; Duygulu et al., 2011; Pienimaa et al., 2021; Smith et al., 2009), leadership (Fernandez et al., 2012), and curriculum (Codier & Odell, 2014; Carragher & Gormley, 2017; Foster et al., 2015). It is essential to use the EI examination as part of the admissions process (Rankin, 2013). Despite the enormous literature on EI in healthcare, limited research has integrated the impact of EI on job performance and job satisfaction in the aged care industry. However, the literature did not reveal any research regarding the impact of EI in aged care in New Zealand. Although there is research evidence supporting the importance of EI, there is much uncertainty over whether EI accurately affects job performance and job satisfaction (Karimi et al., 2020). Therefore, this research emphasises the significance of non-clinical abilities like EI. It also examined the significant issues of employee retention, recruiting, and patient care quality affecting the aged care sector (Dockery & Barns, 2005; Karimi et al., 2021).

Therefore, this research emphasised the significance of these non-clinical abilities. Karimi et al. (2021) suggested that employees with higher EI can provide a high quality of care to patients in the aged care industry, and EI improves employees' psychological empowerment and well-being. As a result, evidence of whether EI is related to job performance and job satisfaction in the aged care industry is limited. Moreover, an emotionally intelligent leader is also more effective for employees and organisations (Dabke, 2016; Goel & Hussein, 2015; Lall, 2009; Ramchunder & Martins, 2014; Yadav, 2014). However, it is necessary to discover how employees perceive their leaders' EI, which impacts their job performance and job satisfaction (Bhalero & Kumar, 2016;



Dabke, 2016). Therefore, this research explores the impact of employees' and leaders' EI on employee job performance and job satisfaction in the aged care industry in New Zealand.

## **1.2. Statement of the Problem**

Previous research indicated that EI plays a crucial role in healthcare professionals, requiring them to reduce burnout and enhance their psychological capital (Cao et al., 2022; Soto-Rubio et al., 2020; Vlachou et al., 2016). The aged care industry faces significant issues regarding staff shortages, staff turnover, and job dissatisfaction (Karimi et al., 2021). Karimi et al. (2020) examined the EI skills and training that improved the well-being of employees and the quality of care they provide to patients in the aged care industry. However, the impacts of EI on job performance and job satisfaction needs to be investigated. There is also the need to discover if there is a relationship between self-emotion appraisal, others' emotion appraisal, emotion regulation and use of emotion, job satisfaction, and job performance of employees (Carrillo, 2019). Job satisfaction is described as how people feel about their jobs and refers to the degree of happiness (Ucho et al., 2012). Job performance is related to how an individual performs at work to achieve a goal or set of goals within the organisation (Jalagat, 2016; Lai & Chen, 2012).

Emotional intelligence in nurses and personal care assistants should be studied to see how it affects job satisfaction and performance (Karimi et al., 2020). Furthermore, many nurses are reluctant to pursue a career in aged care (Fussell et al., 2009). The aged care industry is facing issues that require creative solutions. Individuals with a high degree of EI are more likely to experience reduced stress levels and better well-being because of developing emotional regulation abilities (Karimi et al., 2014; Slaski & Cartwright, 2003). There is a significant positive relationship between EI, effective leadership, psychological empowerment, and work engagement (Alotaibi et al., 2020; Shahzad & Siddiqui, 2018). Even though EI is important, little research has

been done to explore the impact of a leader's EI and job performance and job satisfaction of healthcare professionals (Dabke, 2016). Therefore, this research has been undertaken to examine employee views to determine and explain the influence of EI on their job performance and job satisfaction. This provided evidence of the relationship between EI and employees' job performance and job satisfaction and elaborated on the employee beliefs and views on EI and how it impacts employees' job performance and job satisfaction.

### **1.3. The Purpose of the Research**

This research aimed to investigate how employees' EI impacts their job performance and job satisfaction, focusing on the aged care sector in Auckland, New Zealand. Moreover, a mixed research methodology minimises the gap in previous literature by exploring the view of employees regarding the impact of EI on their job performance and job satisfaction. The New Zealand Aged Care Association (NZACA) report identified that the aged care industry is experiencing a crisis due to a shortage of staff and a significant shortage of registered nurses (RNs) to deliver the specialised care required. Therefore, some aged care providers are forced to close their institution's beds or even the entire facility, which causes older people to leave the facilities (Almeida, 2022).

It is widely known that there are severe problems with equality and consistency of care in the New Zealand healthcare system, which lead to unsatisfactory outcomes (NZACA, 2022). Registered nurses' (RNs') turnover increased from 33% in December 2019 to 48% over the year to December 2021 (NZACA, 2022). Research in the aged care industry in Australia identified that EI skills or training in aged care are related to the quality of care provided to patients and the well-being of aged care employees (Karimi et al., 2014; Karimi et al., 2020).

However, very few studies have been conducted regarding the impact of EI on employee job performance and job satisfaction in healthcare, especially in New Zealand. The literature did

not reveal any research in aged care regarding the impact of EI on employee job performance and job satisfaction. It was defined that leaders with high levels of EI can get better outcomes for an organisation (Anand & UdayaSuriyan, 2010).

Moreover, limited studies have been conducted on the relationship between leaders' EI and employees' job performance and job satisfaction. The primary reason for undertaking this research in Auckland was that it is the most populous city in New Zealand, with a population of 1.5 million (IBISWorld, 2021). There are many aged care organisations to collect data from Auckland. By understanding the relationship between EI and job performance and job satisfaction, the aged care industry may develop business plans and employee programmes to mitigate the effects of job dissatisfaction and alleviate the stressors experienced in today's changing environment.

### **1.5. Research Objectives**

Three research objectives were identified for this research.

1. To investigate the impact of employees' EI on their job performance and identify the relationship between the employee's EI and their job performance.
2. To identify the impact of a leader's EI on the employee's job performance and job satisfaction and find the relationship between the leader's EI and the employee's job performance and job satisfaction.
3. To determine the impact of employees' EI on job satisfaction and identify the relationship between the employees' EI and job satisfaction.

### **1.6. Research Questions**

To address the stated research objectives, the following questions were posed:

1. How does an employee's EI impact job performance, and is there any relationship between the employee's EI and job performance?

2. How does a leader's EI impact employee job performance and job satisfaction, and is there any relationship between a leader's EI and the employee's job performance and job satisfaction?
3. How does an employee's EI impact job satisfaction, and is there any relationship between an employee's EI and job satisfaction?

### 1.7. Structure of the Research

**Figure 1.1.**

*Structure of thesis*

Chapter 1	• Introduction
Chapter 2	• Literature Review
Chapter 3	• Research Methodology
Chapter 4	• Findings
Chapter 5	• Discussion and Recommendations
Chapter 6	• Conclusion, limitations, and Recommendations

The following section provides an overview of the six chapters along with a concise summary of each:

Chapter 1:

The first chapter, "Introduction," presents the rationale for the research, research questions, objectives, and background.

## Chapter 2

This chapter included the literature review regarding EI's history, model, and dimensions. This is followed by the previous research on job performance, job satisfaction, and the leader's EI and its impact on the employee.

## Chapter 3:

Outlines the research design and the methodology adopted to achieve the objectives. This is followed by the selection criteria for the sample methods used. There is a breakdown of the selection process, including the sample size, method of data collection, and data collection techniques. There is also an overview of the survey's scenario development, questionnaire, and online distribution platform, highlighting the form of data analysis and ethical considerations.

## Chapter 4:

The data analysis section provides an overview of the research results and discusses how they relate to the stated objectives.

## Chapter 5:

Further discussion, recommendations, and conclusion are built on the results reported in chapter 4, referencing the research questions, and highlighting limitations.

## Chapter 6:

The research findings, conclusions, and recommendations for further study are discussed in this chapter.

## **Chapter 2**

### **Literature Review**

#### **2.1. Introduction**

This research explored how EI, as defined by perceiving, understanding own and others' emotions, regulating, and use of emotion, impact the employee's job performance and job satisfaction in the aged care industry in New Zealand. This chapter provides foundational information regarding the importance of this research by exploring the background of the problem, identifying the gaps in knowledge, and exploring the theoretical foundations. This chapter will analyse recent and historical literature on EI, dimensions of EI, leadership, job performance, job satisfaction, and assessment tools. Moreover, the literature review included the overall significance of EI in the overall healthcare industry. There is very limited research has been conducted regarding the impact of EI on employees' job performance and job satisfaction in the aged care industry. The literature review included empirical articles and journals, books, and previous dissertations and was accessed through academic online databases, Robertson Library, ProQuest Dissertations, and Google Scholar. Keywords combinations for the study were emotional intelligence, job performance, job satisfaction, and leadership.

#### **2.2. Emotional intelligence**

In 1920 Thorndike's examination of intelligence in his book 'The Nature of Intelligence', published in 1920, marked the beginning of the study of intelligence as a significant field of research (Jain & Cox, 2016; Law et al., 2004). Thorndike (1920) classified human intellect into three dimensions: mechanical intelligence, intellectual intelligence, and social intelligence (Saddiqui et al., 2018). A person's degree in machine intelligence relates to their aptitude and proficiency in organising and controlling mechanical systems and procedures (Saddiqui et al.,

2018; Xu et al., 2020). Intellectual intelligence is the capability to handle and comprehend ideas and symbols (Lumbantobing, 2020). In contrast, social intelligence is the "capacity to comprehend and control interpersonal relationships" (Goleman, 2007, p.11) and an ability to "understand, manage men and women, boys and girls, to act wisely in human relations" (Jain & Com, 2016, p.26; Lam & O' Higgins, 2012, p.151).

Social intelligence is the root from which EI emerges (Chopra & Kanji, 2010; Dabke, 2016; Lam & O'Higgins, 2012; Yadav, 2014). However, Thorndike's work was not remembered until the early 1980s (Yadav, 2014). In 1920 Thorndike's intelligence categorisation stimulated and guided the development of a more comprehensive framework for the study of intelligence (Ashkanasy & Daus, 2005; Gayathri & Meenakshi, 2013). However, throughout that period, the focus mainly remained on the study of intellectual and mechanical intelligence. Even though some psychologists focused on defining and improving social intelligence and exploring the field's scope, they were heavily criticised (Saddiqui et al., 2018). Howard Gardner proposed multiple intelligences in 1983, examining intelligence's interpersonal and intrapersonal elements (Chopra & Kanji, 2010; Killian, 2012; Shooshtarian et al., 2013; Yadav, 2014).

Unlike the focus of intrapersonal theory, which is on the individual's development, the interpersonal theory is the study of human connection (Chopra & Kanji, 2010; Shooshtarian et al., 2013). Multiple authors have worked on the concept of multiple intelligence (Batool, 2013; Mandell & Pherwani, 2003). Gardner defines EI as the understanding of a person's internal qualities: "access to one's feelings and drawing from them as a method of understanding and directing one's actions" (Shooshtarian et al., 2013, p.30). In Abraham Maslow's book, *Motivation and Personality* from 1954, Maslow explained how EI develops (McLeod, 2007), but EI was not used until 1985 (Sharma et al., 2014). When Reuven Bar-On, a doctorate student, started

researching EI in 1983, they concentrated on emotional work and labour (Chopra & Kanji, 2010). A graduate student named Wayne Leon Payne created the phrase "emotional intelligence" in 1985 in their doctoral thesis, *A study of Emotion: Developing Emotional Intelligence* (Cherry et al., 2018; Gonzalez, 2012; Sharma et al., 2014).

However, Bar-On claims the phrase earlier in an unpublished doctoral thesis (Chopra & Kanji, 2010). In 1990, Salovey & Mayer published their hypothesis of EI in several scholarly publications (Batoool, 2013; Brown, 2014; Chopra & Kanji, 2010; Mayer et al., 2003; Shrestha & Baniya, 2016). Emotional intelligence was described by Salovey and Mayer as the "capacity to evaluate one's own and others' thoughts and emotions, to distinguish among them, and utilise this knowledge to guide an individual's attitude and actions" (Dabke, 2016, p.28; Hur et al., 2011, p.591; Mandell & Pherwani, 2003, p.388; Segon & Booth, 2015, p.790; Shoostarian et al., 2013, p.30).

Later, Salovey & Mayer (1997) characterised EI as "the capacity to notice emotions, access and produce emotions to support cognition, comprehend emotional information, and reflectively control emotions to promote emotional and intellectual progress" (Carmeli, 2003, p.790; Shrestha & Baniya, 2016, p.16). In 1995, Goleman et al. (2002) described EI as "the ability to recognise our own emotions and others; motivate ourselves; regulate emotions and inspire others" (Lam & O'Higgins, 2012, p.152; Segon & Booth, 2015, p.790). Emotional intelligence was re-described and expanded upon by Salovey & Mayer in 1997, who added the abilities to recognise emotions appropriately, assess them, and communicate them, as well as the capacity to manage emotions to promote intellectual progress (Chopra & Kanji, 2010; Ramchunder & Martins, 2014). Scholars believe intelligence has several facets, including inward and outward EI, which evolved from social intelligence (Furnham, 2012).



Emotional intelligence has undergone several definitions over the previous few decades, but the essential concept has remained constant: "understanding your own and others' emotions" (Furham, 2012, p.9). Various skills and traits may be used to categorise the multidimensional phenomena known as EI, which is impacted by psychological, biological, and social variables (Cabello & Fernandez-Berrocal, 2015; Chopra & Kanji, 2010; Mishra, 2016). Having a high level of EI assists professionals in retaining and refocusing their attention on addressing problems and establishing a positive work environment (Chopra & Kanji, 2010; Dabke, 2016). With the permission of Salovey and Mayer, Goleman (1998) used the phrase EI and provided credit to Salovey and Mayer, who was the first to use the term EI (Boyatzis, 2011; Chopra & Kanji, 2010; Lam & O'Higgins, 2012). Goleman has written and published extensively about EI (Goleman, 1998; 2000; 2001).

Emotional intelligence literature has been dominated by Goleman (1998). Gardner first presented interpersonal and intrapersonal aptitudes or intelligence in 1983, which started the investigation into EI (Behjat, 2012; Grobler, 2015). Recognising and distinguishing between other people's emotions, temperament, intents, and other personal characteristics is a sign of interpersonal intelligence (Koprowska, 2020; Spitzberg & Cupach, 2011). Intrapersonal intelligence is the capacity to "know a person's emotional state, feelings, and motivation" (Sambaiah & Aneel, 2016, p.227). Interpersonal interactions are based on the awareness and comprehension of emotions; without this recognition, it is impossible to communicate and create relationships with others (Jimoh et al., 2012). Furthermore, self-awareness and relationship management is emphasised as critical components of EI. Bradberry & Greaves (2009) surveyed a sample size of 50,000 and identified that 67 % of the participants could not identify their emotions. Individuals with high levels of EI are the most proficient at managing their emotions and are deeply

aware of their thoughts and feelings (Ingram & Cangemi, 2012). Emotional intelligence, which accounts for 80% of a person's achievement, is also critical in predicting future accomplishments (Lall, 2009; Shooshtarian et al., 2013).

Controlling one's emotions is a vital component of EI, as well as the ability to recognise and solve problems (Wei et al., 2016; Zammuner et al., 2013). Being able to regulate emotions and manage the actions of self and others, also known as self-management or self-awareness, is an integral part of EI (Ramchunder & Martins, 2014; Trejo, 2016). EI is the "capacity to alter, evaluate, manage, and express emotions" (Ramchunder & Martins, 2014, p.10). EI is not set at birth and may be acquired and improved with time and experience (Dulewicz & Higgs, 2004; Ellis, 2017). Since IQ is important as a threshold skill, EI is more significant than IQ (Sherry, 2016).

Essential tasks and situations too crucial to leave to logic alone are directed by emotions (Fiori, 2015; Mishra, 2016). Since EI is a skill rather than a personality trait, it has the potential to set certain people apart from others who have comparable IQ scores (Mishra, 2016). Studies have demonstrated that those with lower IQs, but higher EI can be just as successful as those with high IQs (Fiori, 2015). Leaders with high EI, irrespective of IQ, are more productive in the workplace (Singhal et al., 2014). EI combines two concepts: the ability to use one's knowledge and feelings (Yadav, 2014). EI is fundamentally based on the relationship between intellect and emotions (Chopra & Kanji, 2010). Mayer & Salovey (1997) described EI as the "capacity to receive, react to, and modify feelings and emotions without necessarily comprehending them, as well as the capacity to understand and control emotions without necessarily perceiving them properly or completely experiencing them" (Jani et al., 2022, p.167).

There are four branches within EI (Mayer & Salovey, 1997, pp.3-31).

1. The first branch of EI, called perceiving emotion, is the ability to “perceive and express emotions in oneself and others and distinguish between different displays of emotion, called perceiving emotion”.
2. The second branch is the use of emotion to facilitate thought, which refers to the “ability to generate, use, and feel emotions as needed to convey or use in other cognitive processes”.
3. The third branch, understanding emotion, refers to “understanding emotional information and how emotions interact and progress through relationship transitions and appreciating such emotional meanings”.
4. The fourth branch is managing emotion. It refers to “one's capacity to tolerate and cope with a wide range of positive and negative feelings, and to reflect on, then actively engage with, or disengage from, their emotions as they relate to themselves and others”.

Each of the four branches has a distinct purpose, with emotional perception as the foundation and emotional regulation as the apex (Salovey & Pizarro, 2003). In this research, the impact of these four branches of emotional intelligence by Mayer & Salovey (1997) on employee job performance and job satisfaction in aged care was examined. It is not the same as dealing with an individual's emotions as managing emotionally charged events. Anger, pleasure, and other fundamental emotions, as well as social emotions like envy and guilt, are all powerful, short-lived, and mind-interrupting emotions (Carmeli, 2003; Lall, 2009).

It is well known that emotions significantly impact logical action (Ingram & Cangemi, 2012). Greek philosophers such as Socrates and Aristotle felt that EI strongly influenced motivation (Amendolair, 2003; Van Genderen, 2013). Socrates felt that emotions might impact one's motivation (Chopra & Kanji, 2010). Aristotle claimed that everyone could be furious but

determining when and how much anger is acceptable at a given time is difficult (Ingram & Cangemi, 2012). Therefore, emotions can impact behaviour; developing and maintaining EI is an ongoing process essential for coping with a wide range of situations (Ingram & Cangemi, 2012).

Over time, people of all ages may develop EI (Brown, 2014; Lall, 2009). The ageing of skilled employees might impact an organisation's ability to compete (Kaare & Otto, 2015). Studies have shown that EI may decline with ageing, along with cognitive ability. The three branches of EI that decline is understanding, facilitating, and perceiving (Cabello et al., 2014). The fourth branch, which is the capacity to manage one's emotions, seems unaffected by age (Cabello et al., 2014; Cabello & Fernandes-Berrocal, 2015) and increases with age (Cabello et al., 2014; Cabello & Fernandes-Berrocal, 2015; Mishra, 2016). As a result, EI is a skill that must be continually developed and might diminish. Leading researchers have coined the term cognitive reserve, which means that the decrease may differ across people, and the cognitive reserve can stay up with three of the four EI branches (Cote & Miners, 2006). Education seems to be a proactive factor against age-related loss in EI and cognitive abilities (Cabello et al., 2014; Cherry et al., 2013).

Several studies have shown that education may help alleviate the negative consequences of age-related EI reduction. (Cherry et al., 2013) Although education is not an isolated activity, it must be interwoven into all elements of one's job and knowledge and address what one should and should not do (Fillion et al., 2015; Kaare & Otto, 2015). As a result, developing and maintaining high levels of EI is a lifelong process, and both personal and organisational job performance may be facilitated using EI skills (Bhalerao & Kumar, 2016; Mishra, 2016; Ramchunder & Martins, 2014). A strong leader's abilities comprise 80% of EI, making EI an essential element for leadership success (Brown, 2014; Manickam, 2021; Yildirim et al., 2022). EI is becoming more critical in the workplace for managers and all employees (Carmeli, 2003; Lall, 2009). As a result,

researchers are starting to stress the relevance of a manager's EI in boosting organisational success, as it may have a substantial impact on the behaviour of their employees (Chopra & Kanji, 2010; Lall, 2009).

### **2.3. Emotional Competence and Emotional intelligence models**

Another word used to describe certain aspects of EI is "emotional competence" (Monzani et al., 2015; Nozaki, 2015), and the terms have been used interchangeably in various research (Denham et al., 2015). Saarni (2011) defined that emotional competence involves self-efficacy and resilience. Emotional competence is a term used to describe three subcomponents of EI: perception, emotional attentiveness, and clarity (Monzani et al., 2015). A person's capacity to manage their emotions and understand and react to emotional competence (Na et al., 2016). A person's skill, attributes, and knowledge all contribute to their level of EI (Nozaki, 2015).

Ability-based and mixed-based or trait are two models of EI (Cabello et al., 2015; Dabke, 2016; Mandell & Pherwani, 2003). According to Nozaki (2015), the knowledge component of emotional competence refers to having emotional knowledge, which will be advantageous for leaders who can use it positively (Mishra, 2016). The cluster structure of emotional competence was established in 1998 and has been modified throughout the last two decades (Gowing, 2001). Goleman (1998) presented the model of EI with 25 competencies and five clusters (Boyatzis et al., 2000; Gowing, 2001). Clustering organises the competencies into larger groups for analysis (Boyatzis et al., 2000; Lall, 2009; Segon & Booth, 2015). Self-awareness is the first of the five clusters, and it comprises the emotional side of being "able to perceive one's own emotions, the capacity to effectively self-assess in recognising limitations and strengths" (Boyatzis et al., 2000, pp. 343-362).

The self-awareness cluster included emotional awareness, accurate self-assessment, and self-confidence (Boyatzis et al., 2000). Adaptability, self-control, initiative, optimism, and trustworthiness all go under the umbrella term self-management cluster, which refers to the ability to deal with change while retaining one's composure (Arnold et al., 2015; Segon & Booth, 2015). This cluster includes trustworthiness, defined as one's willingness to enable someone to do an activity that will match one's expectations (Bulatova, 2015; Segon & Booth, 2015). Leaders can develop their workers' confidence to have fruitful conversations with them (Lall, 2009). A successful leader needs the trust of employees, which is directly related to employee job performance (Monzani et al., 2015). Achievement drive, commitment, initiative, and optimism come under the motivation clusters (Boyatzis et al., 2000; Gowing, 2001). The empathy clusters included understanding others, service orientation, developing others, leveraging diversity, and political awareness.

All the social clusters included influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities (Boyatzis et al., 2000). Clusters within the emotional competencies model have developed relationships, for instance, self-awareness clusters needed for sustainable self-management and social skills clusters (Boyatzis et al., 2000; Gowing, 2001). Identifying one's strengths and weaknesses and developing them is made possible through an awareness of the abilities that make up each cluster (Agley et al., 2021). It is commonplace in academic literature to refer to "EI" as "emotional competence (Hein, 1999). Although there are various ways to define EI, the overall principle has stayed the same (Agley et al., 2021). The development of EI has made recognising one's own positive and negative traits easier.

There are two famous models of EI, the ability-based model and the mixed or trait-based model (Cabello & Fernandez-Berrocal, 2015; Chopra & Kanji, 2010; Dabke, 2016; Du Plessis & Nel, 2015; Mandell & Pherwani, 2003; Nguyen et al., 2019; Quarto et al., 2016; Shrestha & Baniya, 2016; Wei et al., 2016). The ability-based model involves observing and reasoning that develops from emotions and is related to cognitive capabilities used for managing information and regulating emotions (Cho et al., 2015, p. 1241). The EI ability-based model was developed by Mayer and Salovey (1997), and it is based on four EI branches (Boyatzis, 2011; Cabello et al., 2015; Cho et al., 2015; Quarto et al., 2016; Wei et al., 2013; Zammuner et al., 2013). The first branch, perceiving emotion, is the ability to "express one's emotions and perceive others' emotions," and the use of emotion helps to achieve non-emotional goals such as turning from pessimistic to optimism utilising the cognitive system (Mayer & Salovey, 1997, p. 3-31).

Understanding emotions are the cognitive ability to comprehend what causes emotions and how they are related (Cho et al., 2015; Wei et al., 2016). Emotional management is the highest branch containing the most remarkable ability to regulate and manage emotions in oneself (Singhal et al., 2014). The ability-based approach recognises and uses emotions to promote thinking, understanding, and managing emotions to respond appropriately and consistently (Di Fabio & Saklofske, 2014; Mandell & Pherwani, 2003; Shrestha & Baniya, 2016; Wang et al., 2016). This model is defined as the ability to recognise own and others' emotions and the ability to think and act using this knowledge as a guide. (Cho et al., 2015). Emotional intelligence based on the ability-based model helps in the organisation of feelings and the management of emotions in a relationship (Singhal et al., 2014).

Goleman's (1995) mixed, or trait-based model includes five areas; knowing one's emotions, managing emotions, motivating oneself, recognising emotions in others, and handling

relationships (Mayer et al., 2000). Bar (1997) added another five areas into mixed -based model: interpersonal, intrapersonal, adaptability, general mood, and stress management (Mayer et al., 2000). Traits, social behaviour, competencies, and abilities in dealing with high demands make up the mixed or trait-based model, often known as a trait-based model (Du Plessis et al., 2015; Mandell & Pherwani, 2003; Wei et al., 2016).

Trait-based abilities and behavioural dispositions, such as stress management, interpersonal connections, and intrapersonal features, are more broadly defined as having self-perceived talents and behavioural tendencies (Chopra & Kanji, 2010; Di Fabio & Saklofske, 2014; Wang et al., 2016). Trait-based personalities are characterised as capacities, non-cognitive competencies, and a collection of attributes that are lower levels of emotion-related and self-perception types (Austin & Vahle, 2016; Chopra & Kanji, 2010; Dabke, 2016). Personality, motives, behaviour, interpersonal skills, aptitude, and the four branches of ability-based EI, make up a mixed or trait-based model (Cho et al., 2015; Quarto et al., 2016).

Emotional intelligence is helpful in both the ability-based and mixed or trait-based models. On the other hand, the ability-based model, which encompasses perceiving, using emotion, understanding, and managing emotions, was one of the constructs for this research.

#### **2.4. Emotional Intelligence Domains and Assessment tools**

Self-awareness, self-management (self-control), social awareness (empathy), and relationship management (social skills) are the four primary domains of EI (Batool, 2013; Bradberry & Greaves, 2009; Du Plessis et al., 2015; Yadav, 2014). Researchers include motivation as the fifth domain (Batool, 2013; Bradberry & Greaves, 2009; Du Plessis et al., 2013), and Yadav (2014) mentioned the sixth domain, self-confidence.

The researcher explains the four primary domains below.



### **2.4.1. Self-Awareness**

Self-awareness is EI's first and most significant domain (Lam & O'Higgins, 2012; Ugoani et al., 2015). Understanding how one's emotions impact oneself, others, and job performance is known as self-awareness (Baksh Baloch et al., 2014; Ugoani et al., 2015). Research shows 83% of top-performing employees have self-awareness, which is crucial to job success (Brown, 2014). Self-regulation lies at the heart of self-awareness (Steidle & Werth, 2014). Self-aware people may establish priorities, think about their actions, and make well-considered decisions since they are not impulsive (Brown, 2014; Lam & O'Higgins, 2012). An ability to regulate one's emotions and desires is linked to self-awareness of one's aspirations and fears (Goleman, 2017).

Anger and anxiety are signs of a lack of self-awareness. People may interpret these reactions to stressful situations as a reflection of one's ability to cope with adversity (Serrat, 2017) and related to self-emotions appraisal.

### **2.4.2. Self-Management**

"The capacity to regulate one's emotions internally and externally is called self-management" (Vohs & Braumeister, 2004, p.2). The individual that possesses self-management deals well with Change and uncertainty (Goleman, 2017). Goleman postulated that a person must be aware of their emotions to avoid being overwhelmed by them. Self-management, in contrast to self-awareness, is a tangible embodiment of the act, which prevents emotions from determining the result of a situation (Brown, 2014; Goleman, 2005). To be a successful leader, one must manage self-worth and be a role model for others (Goleman, 2017). Modifying one's behaviour improves one's ability to communicate effectively with others (Goleman, 2005).

### **2.4.3. Social Awareness**

The ability to be aware of others' emotions and consider their feelings while making intelligent organisation decisions is known as social awareness (Gresham, 2001). In terms of EI, empathy does not mean taking on the emotions of others or striving to satisfy everyone, it is more about thoughtful consideration (Brown, 2014; Goleman, 2000).

Both patients and nurses recognise the value of a compassionate and empathetic practitioner (Williams & Stickley, 2010). Compassion satisfaction refers to the favourable feelings of nurses engaging in compassionate and empathetic practice. (Hunt et al., 2017). Empathy varied considerably by gender, grade, level of satisfaction with nursing as a major, and clinical practice experience. Self-awareness and interpersonal strain were linked to empathy (Kim & Yi, 2015).

### **2.4.4. Relationship Management**

The capacity to be aware of one's and other's emotions is frequently referred to as social skills (Brown, 2014). One of the most critical aspects of an employee's job is relationship management, which allows them to express themselves in ways such as empathising with others or communicating to inspire (Goleman, 2001). Individuals lacking interpersonal skills will not be as influential as those with strong interpersonal skills (Brown, 2014).

Self-awareness, social awareness, self-management, and relationship management all have distinct qualities that build on one another (Serrat, 2017). Self-awareness is regarded as the most necessary foundation for all others. Trust is built on self-management and social awareness, both of which are necessary to comprehend the feelings of others (Serrat, 2017).

Bar-On developed the first evaluation instrument for EI in 1997 (Fernandez-Berrocal & Extremera, 2006; Hemmati et al., 2004). Bar-On designed the emotional Quotient Inventory (EQ-i)

to assess trait-based abilities (Chopra & Kanji, 2010; Di Fabio & Saklofske, 2014; Fernandez-Berrocal & Extremera, 2006). The mental ability to cope with demands and stresses was the competencies tested in Bar-On's experiment, rather than cognitive capability or personality qualities (Bar-On et al., 2006). Bar-On's model focuses on the significant value of work and motivates one's engagement (Thory, 2015). Scholars have raised doubts about the validity of EQ-i because of the lack of empirical evidence (Chopra & Kanji, 2010). In addition, there is the Genos EI assessment, which assesses EI behaviours in the workplace and comprises 70 items that overlap personal and social abilities (Gignac, 2010; Palmer et al., 2009; Trejo, 2016).

It was previously known as the Swinburne University Emotional Intelligence Test (SUEIT), specially designed for the workplace (Palmer et al., 2009). However, this assessment tool examines behaviour rather than talents or emotional competence (Green, 2016). SUEIT was possibly designed to identify relationships between items and their scores (Trejo, 2016). Bass and Avolio designed the Multifactor Leadership Questionnaire (MLQ 5X) scale in 1997 to assess the link between leadership behaviour and leadership effectiveness in the workplace or other settings (Avolio et al., 2003; Muenjohn & Armstrong, 2008). There are two elements to the MLQ 5X: the leader may self-report, and the participant can report on their leader based on their perceptions of their leadership style (Kanste et al., 2007).

Leadership change is the primary focus of the MLQ 5X (Dabke, 2016). Emotional intelligence and its abilities may now be assessed in various ways, and emotional competencies make up the dimensions of EI (Boyatzis et al., 2000). Based on Goleman's model, two early measurement techniques Emotional Competency Inventory (ECI) and the Emotional and Social Competency Inventory (ESCI), for assessing emotional competency were developed (Trait, 2004). The ECI and ESCI were created by Goleman and Boyatzis in partnership with Hay Group in 1999

and 2007 (Trait, 2004), respectively, and did not rely on self-assessment (Boyatzis, 2016; Chopra & Kanji, 2010; Trait, 2004). Ferris developed the Workplace Trust Survey (WTS) in 2002 as a 26-item questionnaire for measuring trust in the workplace (Lehmann-Willenbrock & Kauffeld, 2010).

Three types of trust are assessed using this instrument: management, organisation, and trust among colleagues (Lehmann-Willenbrock & Kauffeld, 2010). EQ-i measures the dimensions of EI, such as social awareness, self-regulation, self-awareness, empathy, and motivation (Du Plessis et al., 2015). Goleman and Bar-On's EI assessment tools may be found in the ability-based and trait-based models of EI, respectively (Bru-Luna et al., 2021). Personality traits such as well-being, emotionality, sociability, and self-control are measured by the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides & Furnham, 2009; Trait, 2004).

The SUEIT, the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the Tett-Fax-Wang Emotional Intelligence test are self-report assessment tools used to assess EI (Bester et al., 2013; Gardner & Stough, 2002). These assessment tools are very narrow and do not examine all of a person's talents, skills, and intellect in a comprehensive way that considers a person's emotions (Chopra & Kanji, 2010). Mayer & Salovey (1997) developed an assessment tool to evaluate the ability-based EI model, which includes sensing, utilising, comprehending, and regulating emotions, called Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Chopra & Kanji, 2010; Di Fabio & Saklofske, 2014; Hur et al., 2011).

MSCEIT measures EI based on a person's ability to solve problems about emotions or issues that require the use of emotion, and this tool is based on the ability-based model of EI (Mayer & Salovey, 1997; Mayer et al., 2000; Mayer & Salovey, 2007; Salovey & Mayer, 1990). The instrument also generates an overall ability-based EI score (Chopra & Kanji, 2010). The

MSCEIT is a reliable instrument for testing ability-based EI (Dabke, 2016). It has been questioned by numerous researchers who claim that the assessment tool primarily measures compliance and not ability, evaluates the knowledge of emotions but not the capacity to perform, has no significant association with job performance, and does not measure all the constructs (Gignac, 2005; Palmer et al., 2005; Rossen et al., 2008).

An EI four-factor performance scale, like the MSCEIT, was established by Wong and Law in 2002, which assesses an individual's reactions to diverse situations (Wong & Law, 2002). The Wong & Law Emotional Intelligence Scale (WLEIS) was created to give a brief assessment of EI for use in the workplace. The WLEIS is a self-report scale consisting of 16 items to measure EI based on the revised model of Mayer and Salovey (Salovey & Mayer, 1990; Mayer and Salovey, 1997). It has been used across countries, cultures, demographics, and industries (Extremera-Pacheco et al., 2019). Self-emotions appraisal, others-emotion appraisal, use of emotion, and regulation of emotions make up the four dimensions of Wong and Law's Emotional Intelligence Scale (WLEIS), which they established in 2002 (Iliceto & Fino, 2017; Wong & Law, 2002).

“A person's capability to understand their emotions and naturally express them is called self-emotions appraisal”. “The cognitive capacity to understand others' emotions is referred to as others-emotion appraisal”. “The use of emotion involves monitoring, evaluation and use their emotions in productive work”. “The fourth dimension, regulation of emotions, is the capacity of an individual to manage or regulate their emotions, which facilitates in coping with psychological pain” (Acosta-Prado et al., 2022, p.2).

There are many distinct forms of EI, and the WLEIS is one of the most substantial self-reporting scales in assessing these four EI dimensions (Libbrecht et al., 2010; Soto -Rubio et al., 2020). For use in leadership and management studies, the WLEIS was created in China as a quick

technique to assess EI (Li et al., 2012). In addition, the reliability of using cross-sectional samples of people from diverse cultural backgrounds and socio-demographic groups to validate the WLEIS has been examined (Traymbak et al., 2022). It is currently one of the most popular assessment tools and has been translated into many languages (Li et al., 2012). Apart from its reasonable validity, the WLEIS demonstrates a fair correlation to previous EI measures such as Trait Meta Mood and EQ-i (Extremera-Pacheco et al., 2019; Wong & Law, 2002).

The WLEIS is a self-reporting widely accepted in Western countries (Lindebaum & Cartwright, 2010; Wei et al., 2016). Therefore, the WLEIS's self-reporting scale was employed to assess the EI of the employees in this research.

## **2.5. Significance of Emotional Intelligence in Healthcare Industry.**

The importance of EI is acknowledged, and healthcare employees should be able to recognise, understand and express emotions (Prentice et al., 2020). These EI skills will help reduce healthcare employees' burnout (Cao et al., 2022; Vlachou et al., 2016). The development of EI in healthcare employees can boost their ability to control their emotions, improving their resilience, empathy, job performance, job satisfaction, and the quality of care they provide (Jimenez-Picon et al., 2021). Pappa et al. (2020) and Sadovyy et al. (2021) identified that healthcare organisations are coping with challenging and demanding circumstances due to the COVID-19 pandemic (e.g., the risk of infection, isolation from their families and a high number of patient deaths daily). As a result, healthcare employees reported higher levels of psychological distress (such as anxiety, sadness, sleeplessness, and emotional vulnerability) (Batra et al., 2020; Pappa et al., 2020). The World Health Organisation (WHO, 2020) has published guidelines to ensure the psychological health of healthcare workers, while healthcare managers have been encouraged to promote a culture of EI in their organisations (Ward, 2020). Moreover, the ability to communicate effectively,

demonstrate empathy, get patient compliance, and inspire long-term behavioural changes in communities are all aspects of EI that are essential in the field of public health (Johnson, 2016).

The long-term psychological and physical effects on healthcare employees due to the COVID-19 pandemic remain unclear. Healthcare organisations and leaders should take urgent action to promote EI to help healthcare employees to deal with the stress of the present COVID-19 pandemic and future unexpected catastrophes (Rossettini et al., 2021).

Training in EI has been shown to increase meaningfulness in workplace happiness of employees (Callea et al., 2019; Thory, 2016), and greater levels of EI improve psychological wellness and are related to positive emotional states of employees (Cejudo et al., 2018; Lin et al., 2016). Emotional intelligence can enhance occupational well-being by promoting psychological empowerment and work engagement (Gong et al., 2020; Shahzad & Siddiqui, 2018). EI should be considered in healthcare to improve employees' job performance and job satisfaction (Stamouli & Gerbeth, 2021; Zaman et al., 2021). Miao et al. (2017) discovered that employees with greater EI are more committed to their organisations, have better job satisfaction, and are less likely to change employment.

Alotaibi et al. (2020) discovered statistically significant positive connections between EI, job engagement, psychological empowerment, and empowering leadership. The study revealed that enhancing psychological empowerment and job engagement in health professionals through EI training might benefit their organisations' ability to improve patient connections, provide better treatment, and lower staff turnover. The healthcare industry and other occupations where employees engage with consumers may need the highest EI (Karimi et al., 2021). A significant correlation was discovered between nurses' EI, service quality, and patient compliance with care (Adams & Iseler, 2014; Warren, 2013). There is a link between managers' EI and employees'

communication skills, job happiness, and stress management (Jorfi et al., 2012; Nespereira-Campuzano & Vázquez-Campo, 2017; Nizielski et al., 2013;).

According to research, leaders who develop solid interpersonal connections with employees use EI to motivate them to perform more productively and with higher levels of overall job satisfaction (Soto-Rubio et al., 2020). The ability to create supportive situations in the workplace is a top priority for nurses, and this requires a high level of EI (Heckemann et al., 2015). According to Udod et al. (2020), leaders who utilise EI to develop interpersonal relationships with their employees increase employees' job satisfaction and productivity. Alotaibi et al. (2020) examined how empowering leadership (EL) and EI might increase psychological empowerment and job satisfaction. It discovered a strong positive relationship between EI, psychological empowerment, and job satisfaction.

Regarding the impact of EI on nurses' outcomes in hospitals, there are positive correlations between EI, structural empowerment of nurses, quality outcomes, patient safety, work effectiveness, efficiency, and patient-centeredness (Goedhart et al., 2017). Structural power refers to the social workplace policies that facilitate the employee's work (Amor et al., 2021, p.780). Empathic concern, use of emotions, and emotional awareness of healthcare employees were shown to be strongly correlated with patient satisfaction. Celik (2017) investigated the connection between patient satisfaction and nurses' EI abilities.

An investigation of the relationship between nurses' EI and engagement revealed that nurses with greater EI also assessed better in work engagement (Zhu et al., 2015). The interpersonal element was the best predictor of involvement in the workplace (Perez-Fuentes et al., 2018). EI predicts well-being and work-related stress among Australian community nurses. Moreover, EI training can be crucial to retaining nurses in their current employment while assisting



them in lowering job stress and burnout levels (Karimi et al., 2014). The research demonstrated that the EI abilities of physicians play an essential role in satisfying their patients (Wagner et al., 2002; Weng et al., 2008, 2011a, 2011b).

Thus, the significance of EI in healthcare is well recognised in previous studies. However, the literature did not reveal any research regarding the impact of EI on employee performance and job satisfaction in the aged care industry.

## **2.6. Emotional Intelligence and Job Performance of the Employees.**

The definition of job performance is "how individuals feel about various elements of their employment (Shooshtarian et al., 2013, p. 31). The outcome is the consequence of the individual's performance at work, and job performance is not about outcomes; it is about what a person does, actions, and behaviour (Shooshtarian et al., 2013). Job performance can be measured by looking at results, outputs, and outcomes, whether financial or not (Mishra, 2016). Performance is described as the achievement of both quantitative and qualitative outcomes employees provide through effectively completing their everyday tasks (Sawitri et al., 2016, pp.23-45). For an organisation to survive, it must maintain a culture of learning (Gaile, 2013).

Higher job performance directly relies on an organisation's greater learning capacity (Fillion et al., 2015). A learning organisation expands its ways of thinking and continuously increases its ability to achieve desired results (Kareem, 2016). An individual's job performance can be evaluated using quality, quantity, work dedication, responsibility, timeliness, independence, and effectiveness (Sawitri et al., 2016).

Moreover, an employee's attitude, including their beliefs and habits, may significantly influence how well they perform (Zingoni & Corey, 2017). An employee with an incremental perspective thinks that hard work can bring about positive change (Bernecker & Job, 2019). In

comparison, an employee with an entity mindset argues that human attributes are fixed and cannot be changed (Zingoni & Corey, 2017). The entity perspective may lead to an attitude that creates a hostile work environment, poor job performance, and issues in managing relationships (Özduran & Tanova, 2017). The incremental perspective may lead to an attitude that promotes a favourable workplace with high levels of job performance and improved relationships with management (Zingoni & Corey, 2017). Given that the leader and employee connection accounts for 50% of job happiness, the leader does have a role to play in developing a good relationship with an incremental perspective employee (Yadav, 2014; Zingoni & Corey, 2017). Without EI, a leader cannot question the perspectives of their employee (Lindebaum & Cartwright, 2010).

Employee well-being (Karimi et al., 2014), stress reduction (Naidoo, 2008), decreased turnover and burnout (Codier, 2012), and increased employee engagement are all linked to EI. Despite this growing body of research, there is disagreement over the definition and assessment of EI and whether it can be used to predict job performance (Karimi et al., 2020). Joseph et al. (2015) examined the relationship between self-reported EI and job performance. Lewis et al. (2005) found that doctors need emotional abilities to work successfully with patients and other healthcare professionals. EI improves nursing performance by reducing anxiety and promoting effective communication (Lewis et al., 2017). Bar-On (2006) defines EI as emotionally and sociologically intelligent conduct through a participant's self-perception, self-expression, interpersonal interactions, decision-making ability, and stress management.

Employees' stress reduction and well-being were correlated with EI (Por et al., 2011), and healthcare employees' emotional support plays an essential role in patients' well-being (Pejner et al., 2012). Healthcare professionals' physical and emotional well-being helps them to provide better patient care (Beydler, 2017; Heckemann et al., 2015; Prezerakos, 2018). Alonazi (2020)

found that creating an empathic workplace for healthcare professionals can positively impact employee job performance. EI can predict job performance (Chong et al., 2020), and the empathy and compassion of nurses are associated with quality of care (Davison & Williams, 2009). Karimi et al. (2021) found that training improved EI abilities, improving the quality of care provided by aged care employees. Moreover, EI enhances the well-being of aged care employees and suggests investigating EI impacts on employee job performance in the aged care industry (Karimi et al., 2020). Employees may learn to better manage their emotions through EI training (Joseph & Newman, 2010). Emotional control has been linked to enhanced job performance by promoting behavioural flexibility and attentional control in the workplace (Wong & Law, 2002).

Because of training in EI, employees with high levels of EI are more likely to feel reduced levels of stress, better well-being, as well as more psychological empowerment (Cao et al., 2022; Gong et al., 2020; Karimi et al., 2014; Muchechetere et al., 2014; Shahzad & Siddiqui, 2018; Slaski & Cartwright, 2003; Vlachou et al., 2016). Employees' EI impacts their degree of psychological empowerment, yet there is no theoretical justification for this relationship (Alotaibi et al., 2020; Gong et al., 2020). Emotionally intelligent employees are more likely to regulate their reactions and have more effective mechanisms for emotional management (Wong & Law, 2002). The nurses' EI corresponds with their professional and personal well-being (Codier, 2012).

Furthermore, Karimi et al. (2014) observed that EI positively correlated with nurses' well-being and negatively correlated with perceived work stress among Australian community nurses. EI is the most significant predictor of stress, with low EI scores related to increased stress (Naidoo, 2008). Positive feelings and beliefs of individuals linked with EI might help them cope with life's difficulties, allowing them to develop a more flexible, creative thinking style and more effective coping methods (Oriol-Granado et al., 2017). Positive emotions are related to workplace success,

positive attitudes, creativity, teamwork and collaboration, customer satisfaction, and leadership. (Diener et al., 2020; Manickam, 2021; Meneghel et al., 2016).

In the aged care industry context, minimal research has been conducted regarding the impact of EI on employee job performance in the aged care sector, particularly in New Zealand. Therefore, this research is focused on the effects of EI dimensions on aged care employees' job performance.

## **2.7. Job Satisfaction and Emotional Intelligence of the Employees.**

Some academics have suggested that job satisfaction is a single idea, and workers are responsible for their entire attitudes or opinion about their employment (Aziri, 2011). According to Hoppock (1935), job satisfaction is defined "as any combination of psychological, physiological, and environmental factors that leads a person to genuinely state they are content with their job" (Zhu, 2013, p.294). Hoppock (1935), a person's job satisfaction is based on their subjective judgment of their job and the workplace environment (Al-Hawary et al., 2013). In 1976, Locke used the term job satisfaction to describe a person's feelings when they are happy and content with their work (Habib et al., 2014). Due to its beneficial effects on job performance (Indermun & SaheedBavat., 2013; Saleem & Imran, 2014); organisational commitment (Latif et al., 2013; Siddiq et al., 2016); and organisational productivity (Green, 2016), the importance of job satisfaction has been strongly emphasised (Ketsela, 2017; Khan et al., 2017; Latif al., 2013; Sukhani & Jain, 2020).

A person's emotions and opinions regarding their present employment are included under job satisfaction (Judge et al., 2020). A person's attitude towards their employees, co-workers, supervisors, and compensation may be influenced by various factors (Inayat & Jahanzeb, 2021). The productivity and competence of an organisation are linked with job satisfaction and contribute

to improvement, productivity, gratitude, development, and attainment, causing a sense of accomplishment (Aziri., 2011).

Lastly, the behavioural variable comprises employees' practices related to their employment, from arriving early and remaining late or being sick. Job satisfaction may affect capability, productivity, absenteeism, turnover, employee resignation, and, finally employee prosperity (Usop et al., 2013). Dissatisfied employees leave organisations, whereas satisfied employees tend to have good well-being and remain for extended periods in the organisation (Kaliski, 2007).

Job dissatisfaction can have various negative impacts, such as despondency, uneasiness, and poor physiological and psychological prosperity, influencing employees' absenteeism, turnover, and obligation (Ucho et al., 2012). Nevertheless, employees may be unhappy with the organisation and, ultimately, have the intention to leave due to poor communication with co-workers, high stress, lack of opportunities for advancement, and lack of recognition (Usop et al., 2013). Sonmezer & Eryaman (2008) described salary, promotion, ability utilisation, social status, conducive working conditions, good relations, security, and creativity as essential elements of employees' job satisfaction.

Treputtharat & Tayiam (2014) expressed that responsibility, performance standards, reward, unity, leadership, and success are the six components of the organisational setting which affect employees' job satisfaction. According to Helms (2006), financial remuneration and recognition for accomplishments are the prime factors of employees' job satisfaction and motivation. Pay includes financial recognition for accomplishments (Curral et al., 2005). Nyange (2013) expressed that advancement opportunities enable employees to move toward advancement and growth, stimulating employees' morale and inspiring them to perform efficiently and more

successfully. Waqas et al. (2014) concluded that recognition, reward, and workplace environment are decisive factors affecting job satisfaction. However, involvement in decision-making processes has an insignificant association with job satisfaction (Suleman et al., 2020). Mandip et al. (2012) recommended that EI training should be implemented to increase job satisfaction.

In this technologically advanced era, every organisation needs to accomplish outstanding achievements in terms of productivity and efficiency (Suleman et al., 2020). Nevertheless, this requires substantial satisfaction from employees as they endeavour to increase their efforts to perform effectively to achieve the organisational goals (Suleman et al., 2020). Emotional intelligence performs a substantial role in achieving organisational goals (Trivellas et al., 2013). The association between EI and job satisfaction has caught the attention of the researchers, as EI plays a vital role in predicting employees' job satisfaction in other industries (Ghoreishi et al., 2014; Khan et al., 2017; Marek et al., 2014; Schlaegel et al., 2022). Therefore, several quantitative studies have examined the association between EI and job satisfaction outside the healthcare industry (Ashraf et al., 2014; Khanzada et al., 2018; Rahman & Haleem, 2018; Rossler, 2012).

Job satisfaction is described as the feeling experienced at the end of accomplishing an assignment and might be desirable or undesirable, depending on the results of the task endeavoured (Bernardin, 2009). Job satisfaction involves emotional, cognitive, intellectual, and behavioural variables (Schlaegel et al., 2022; Suleman et al., 2020). The emotional variable refers to emotions about employment, for example, exhaustion, tension, or pleasure. The cognitive or intellectual variable relates to beliefs about one's occupation, for example, feeling that one's profession is challenging and complex (Kumari & Pandey, 2011).

Various research studies have evaluated the global association between EI and job satisfaction in multiple settings. Khanzada et al. (2018) found a substantial positive relationship

between EI and employee job satisfaction. EI training must be implemented to enhance employees' job satisfaction (Alnidawy, 2015; Cekmecelioglu et al., 2012; Guleryuz et al., 2008; Gunavathy & Ayswarya, 2011; Hussain et al., 2014; Malik et al., 2019). Rahman & Haleem (2018) stated that EI positively influenced job satisfaction and Naz & Liaquat (2015) found that EI significantly impacts employees' job satisfaction and psychological ownership. Ashraf et al. (2014) found a significant association between EI and job satisfaction with marital status and employment experience. Badawy & Magdy (2015) found no significant relationship between EI and job satisfaction.

However, the literature did not reveal any research regarding the impact of EI on employees' job satisfaction in the aged care sector. The previous studies found a relationship between EI and job satisfaction; however, these all studies have been conducted in other fields outside New Zealand.

## **2.8. Leaders' Emotional Intelligence and Job Performance and Job Satisfaction of the Employees.**

Leaders require high levels of EI to ensure their employees perform better, affecting the leader's performance (Wong & Law, 2017). According to research, EI training is crucial for a successful life and improves people's job performance (Ellis, 2018; Suleman et al., 2020). EI also significantly impacts leadership positions and employment success (Bambale et al., 2016; Oyewunmi et al., 2015; Zijlmans et al., 2011). Emotional intelligence positively correlates to leadership practices and effectiveness (Jambawo, 2018; Tang et al., 2010). Emotionally intelligent leaders can also influence employee retention and the quality of patient care (Smith et al., 2009). Leaders with a high level of EI use their social skills to influence others, maintain long-term relationships with employees, and serve as powerful motivators by recognising their emotions and

limitations (Mayer & Caruso, 2002). Due to today's organisations' socially complex and multifaceted character, emotionally intelligent leaders can surprisingly create and advance emotionally intelligent teams (Goleman, 2003).

EI is an essential quality for leaders in the healthcare industry because it helps them effectively handle the increasing demands on the healthcare system and enhances healthcare employees' personal and professional development (Coskun et al., 2018). Prezerakos (2018) identified that leaders must handle concurrent clinical needs while handling other administrative responsibilities and supporting their employees. To better manage oneself and others, EI is a crucial ability for leaders (Mazzella- Ebstein et al., 2019), and the EI of leaders is correlated with employees' work-life balance (Moh'd Abu Bakir, 2018). It is advantageous for leaders to have EI skills, affecting employees' critical thinking and decision-making regarding providing high-quality patient care (Kaya et al., 2018; Mazzella - Ebstein et al., 2019; Wang et al., 2018). The ability to provide better patient care is related to the EI of healthcare professionals, and leaders' EI is related to less burnout, lower staff turnover, and a favourable work-life balance among employees (Kaya et al., 2018; Manning, 2016; Wang et al., 2018).

In addition, leaders may boost healthcare organisation performance by inspiring employees to care for patients with passion and dedication (Heckemann et al., 2015; Pérez-Fuentes et al., 2018; Pielegniarstwa, 2016; Raeissi et al., 2022; Wang et al., 2018). Emotional intelligence is not a novel idea in self-development, but it is a skill that can be learned and improved with perseverance, using techniques, and engaging in reflective practices (Dulewicz & Higgs, 2004; Ellis, 2017). The emotional skills of clinical leaders must remain a central focus in the healthcare industry (Butler, 2021). Healthcare leaders may benefit significantly from EI training because it



assists them in resolving conflicts with patients, families, and co-workers and creating a cooperative work environment (Butler, 2021).

There are positive correlations between EI, transformative leadership (TL), and leadership outcomes (extra effort, effectiveness, and satisfaction) (Görgens-Ekermans & Roux, 2021; Spano-Szekely et al., 2016). In contrast, negative correlations were found between EI and laissez-faire leadership styles (Tyczkowski et al., 2015). Leggat & Balding (2013) examined that EI, resilience, self-awareness, and knowledge of other clinical disciplines are the only four factors identified as crucial for clinical leaders. Transformational leadership and EI can influence the job satisfaction of employees, which leads to increased productivity (Pekkan & Bicer, 2022; Winton, 2022).

Spagnuolo et al. (2014) discovered that leaders must have the ability to recognise and manage their emotions to establish a positive work environment, and EI may improve the capacity of the leader to adopt an effective leadership style (Moss et al., 2006). Moreover, a statistically significant relationship has been found between TL, EI, team empowerment, and proactive behaviour (Echevarria et al., 2016). The team leader's EI and the team members' proactive personalities also impact the link between team empowerment and team proactivity. Employees are most proactive when both the EI of leaders and the proactive personality of employees are strong (Erkutlu & Chafra, 2012).

Prufeta (2017) found that average levels of EI were found among clinic leaders with less than two years of experience. The EI of leaders with advanced degrees in nursing is much greater than that of leaders with the same degrees in a non-nursing discipline. The satisfaction of patients was significantly correlated with managers' EI (Munro, 2016). When Goleman interviewed over 3,000 business leaders in 2000, it was discovered that there was a link between EI and leadership effectiveness. As a result of Goleman's study, which found a positive correlation, leaders may

improve their leadership effectiveness by better understanding EI skills and identifying those skills they lack (Trejo, 2016). EI skills make it possible for leaders to have a sense of emotional signals, which helps interpret employees, goes beyond cognitive intelligence, and allows for predictability (Batoool, 2013; Bhalerao & Kumar, 2016; Cherry et al., 2013; Sharma et al., 2014). Leaders may control their emotional responses and the impression they create by adjusting their emotions (Bhalerao & Kumar, 2016; Cherry et al., 2013; Fillion et al., 2015).

Emotional intelligence is at the heart of several beneficial characteristics of leadership, employee, and organisational performance (Krén & Séllei, 2021; Vrontis et al., 2021). Effective management relies heavily on EI, which understands behaviour, helps in decision-making, relationships, and constructive thinking, as well as innovation and organisational growth (Chopra & Kanji, 2010; Lall, 2009). One of the most critical aspects of human development, work fulfilment, and relationships are the importance of EI (Chopra & Kanji, 2010; Lall, 2009; Mishra, 2016; Shooshtarian et al., 2013). A person's EI enables them to understand and handle emotional circumstances and causes (Shooshtarian et al., 2013). It was said in Goleman's book "What Makes a Great Leader": EI is essential for a great leader, independent of one's expertise in leadership (Goleman, 2003). It is a struggle for organisations and their leaders to discover the importance of leading through EI since highly emotionally intelligent leaders may inspire and develop a passion for the entire corporate goal (Fillion et al., 2015; Mandell & Pherwani, 2003). Moreover, EI training may inspire leaders to use it as a tool to manage their relationships and improve their self-esteem (Thory, 2015).

Brown's (2014) quantitative study was based on Goleman's (1998) concept of EI and found that leaders with a greater degree of EI are more productive in the workplace because they are aware of emotions from their employees' experience. Brown (2014) quotes Goleman's perspective

that successful leaders must have high levels of EI since these skills account for eighty to ninety per cent of the organisation's success. It is necessary to have EI since "IQ only explains 25% of a person's performance variation" (Brown, 2014, p.6). The study singles out some leadership philosophies, such as TL, which Brown equates to performance since "transactional denotes getting something in return for something else or is usually referred to as a contingent-reward system" (Brown, 2014, p.6). According to research, a lack of EI among leaders negatively impacts employees and the organisation (Bhalerao & Kumar, 2016). Therefore, it appears that a lack of EI might impact an organisation's capacity to create trust and human engagement, alienating employees and affecting their job performance and job satisfaction.

EI and TL were examined in a quantitative study by Dabke (2016). This study demonstrated that successful leadership is connected to effective EI; however, it did not prove how the EI of the leader affects the employee's job performance. Dabke (2016) found a relationship between the EI in leaders and their ability to lead effectively. In addition, Dabke (2016) claimed that EI was not a necessary component of effective leadership, contrasting with other academic studies that found EI is a vital component of effective leadership and performance (Ramchunder & Martins, 2014; Yadav, 2014). EI in the workplace is yet to be understood entirely because of a lack of qualitative studies (Hur et al., 2011). Researchers emphasised the need for qualitative research to further knowledge and fill existing research gaps (Castilo-Montoya, 2016; Narong, 2016; Yadav, 2014).

In 2004, Higgs's research of contact centres in the United Kingdom demonstrated that employees' success was closely connected to the EI of leaders (Lam & O'Higgins, 2012). However, cultural differences in EI might exist (Batoool, 2013; Mishra, 2016). According to Bhalerao & Kumar (2016), it is necessary to examine the validity of EI in various cultural situations. Finally,

quantitative research by Yadav (2014) examined the effect of the leader's EI on organisational growth. An individual's capacity to properly regulate emotions and relationship management depends on their emotional intelligence level (Yadav, 2014). Conclusions based on participant replies were inaccurate since they were based only on employees' perceptions. A mixed methods research investigation is needed to confirm the results of the quantitative studies, which are required to fill the gaps in the research (Yadav, 2014). Previous studies have shown that emotionally intelligent leaders are more effective than emotionally incompetent leaders (Dabke, 2016). However, one's views, personality, and values might impact one's assessment of other people's attitudes and conduct (Fillion et al., 2015).

Previous studies have shown the importance of EI in the healthcare industry; however, the literature did not reveal any research regarding the impact of EI on employees' performance and job satisfaction in the aged care industry. The exiting literature have shown that EI may positively impact leadership, but the research did not investigate the impact of a leader's EI on their employees (Brown, 2014; Carmeli, 2003; Dabke, 2016). As a result of the existing research gaps, this research was conducted using mixed methods research methodology to determine if employees' own and their leaders' EI influence their job performance and job satisfaction. With a mixed research technique, the researcher may investigate more deeply by collecting employee experiences through surveys and one-on-one interviews. Healthcare leaders must have high EI to cope with today's most pressing health issues (Trivellas et al., 2013). According to Green (2016), leaders are essentially involved in an emotional process in which they recognise their employees' emotional states, attempt to evoke feelings, and then manage their emotional states correctly. Management scholars have shown a correlation between EI and successful leadership (Sosa-Fey et al., 2010). The literature review found a lack of studies on the influence of leaders' EI on their

employees' job performance and job satisfaction (Brown, 2014; Dabke, 2016). There is a lack of research on how employees' EI affects their job performance and job satisfaction.

According to Bhalerao & Kumar (2016), examining the validity of EI in various cultural situations is necessary. The research was required to test this in New Zealand's aged care sector.

## **Chapter 3**

### **Research Methodology**

#### **3.1. Introduction**

This chapter will discuss the research methods, how the research was conducted, research methodology, data collection technique, sample size, data analysis methods, sampling techniques, limitations, and ethical considerations.

#### **3.2. Research Approach**

There are two methods of reasoning in research: the inductive and the deductive approaches (Burney & Saleem, 2008). In this research, the inductive approach was employed to examine the impact of EI on the job performance and job satisfaction of employees in the aged care industry. The inductive approach, also called the bottom-up approach, is where the researcher works from the bottom up, using the participants' views to generate a theory (Burney & Saleem, 2008; Soiferman, 2010). The inductive approach begins with the research questions, collecting and analysing the data used to generate a conclusion (Burney & Saleem, 2008).

The inductive approach moves from specific observation to broad generalisation and the analysis of the data about an interesting phenomenon and developing conceptions and theories based on them (Burney & Saleem, 2008; Woiceshym & Daellenbach, 2018). The inductive approach aims to create a theory, whereas as deductive approach aims at testing an existing theory (Burney & Saleem, 2008). The deductive approach includes testing current theories, is based on empirical observation and theory developed on a conceptual and theoretical structure (Rahi, 2017). In a deductive approach, the researcher works from “top -down, from theory to hypothesis, collecting and analysing data to add or contradict the theory” (Creswell & Clark, 2017, p.23). The

deductive approach might begin with a theoretical foundation from which any number of hypotheses could be inferred (Rahi, 2017; Woiceshym & Daellenbach, 2018).

Instead of testing a hypothesis, the results of this research were obtained by answering three research questions. The findings and conclusions of this research were drawn by addressing the questions rather than testing a hypothesis. Therefore, an inductive approach was chosen for this research. Moreover, the inductive approach is associated with the qualitative methods of data collection and data analysis, whereas the deductive approach is perceived to be related to quantitative methods. However, it is not absolute, and in some cases, an inductive approach can be adopted to conduct quantitative research as well (Dudovskiy, 2016).

**Figure 3.2**

*Inductive and Deductive approach*

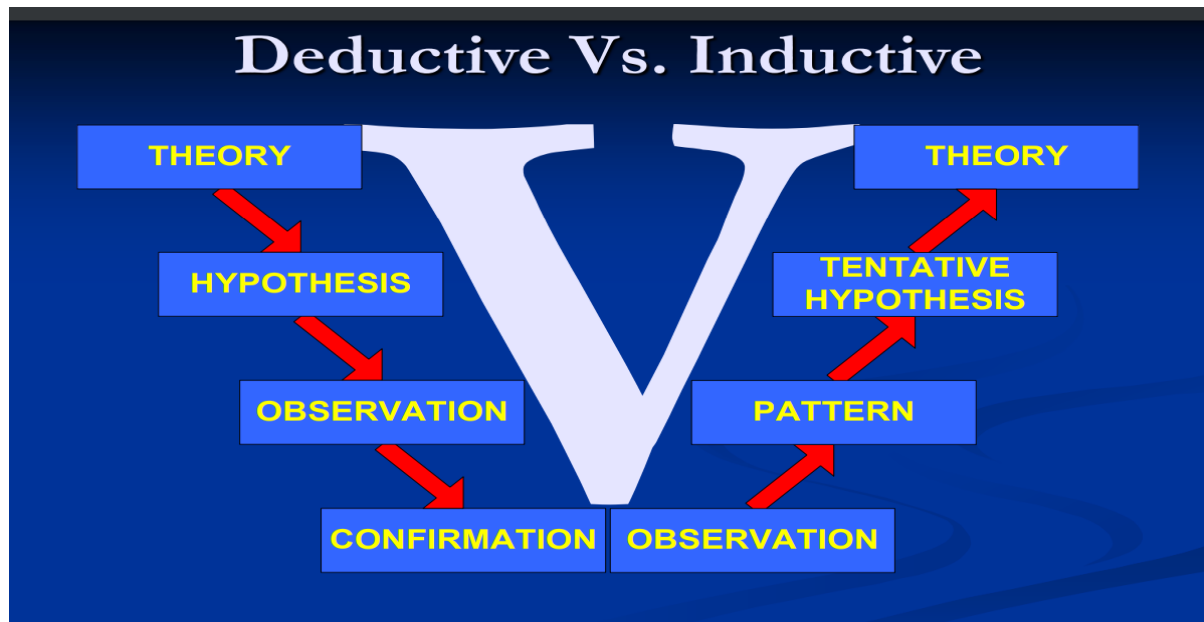


Figure 3.2: Burney, S.M.A; Saleem, H., (2008), “Inductive & Deductive Research Approach”, Lecture delivered on 06-03-2008 at Auditorium of Faculty of Arts and Science, University of Karachi, Karachi, Pakistan. Slide 6.

### 3.3. Research Method

There are three research methods: quantitative, qualitative, and mixed methods (Creswell & Clark, 2017; Patten & Newhart, 2017). Mixed methods research, a combination of both quantitative and qualitative methods, was employed to determine the impact of EI on the job performance and job satisfaction of employees in the aged care industry.

The goal of mixed methods research methodology was to comprehensively understand the topic by combining quantitative and qualitative approaches (Dawadi et al., 2021; Malina et al., 2011). Since questionnaires can provide research results in numerical values, the quantitative approach generally corresponds with numeric data (Haand & Shuwang, 2020; Neufeld & Malin, 2019; Okumah et al., 2019). On the other hand, the qualitative approach also includes focus groups, interviews, and observation (Humphreys et al., 2021; Konig & Drebler, 2021; Sun et al., 2021; Radovic et al., 2018). The researcher administered a survey questionnaire using quantitative research method and interviews using the qualitative method to collect data from participants. The quantitative method was employed to collect and analyse the numerical data and interpret the results (Brannen, 2017; Creswell & Clark, 2017).

Quantitative research is based on logical reasoning, relies on numerical or measurable data, it involves collecting and analysing numerical data (Molina Azorin et al., 2018; Rutberg & Bouikidis, 2018). The researcher comprised a quantitative method to quantify and statistically analyse the numerical data (Ryser, 2021). In comparison, the qualitative method allowed the researcher to describe, to a deeper degree, the impact of EI on participants' job performance and job satisfaction by using the participants' descriptions, experiences, and interactions. (Brannen, 2017; Venkatesh et al., 2013). It involved collecting and analysing non-numerical data (Aspers & Corte, 2021). Qualitative research is more inductive, requiring the researcher to explore



participants' actions, feelings, and experiences to create a theory (Castillo-Montoya, 2016). The qualitative method enabled the researcher to understand the participants' viewpoints regarding EI's impact on their job performance and job satisfaction.

Furthermore, quantitative methodologies could not capture the participants' feelings and the context of their comments (Jamshed, 2014; Oun & Bach, 2014). The research applied qualitative methods with quantitative methods to overcome this constraint. A quantitative method investigates reasons, whereas a qualitative methodology explores the descriptive contrasts and similarities of social occurrences and past theoretical findings (Park & Park, 2016).

### **3.4. Sampling**

The convenience (nonprobability) sampling method was used to approach the participants for collecting data. The researcher approached participants by visiting different aged care facilities and inviting them through social media platforms such as Facebook, WhatsApp, and Instagram. Convenience sampling is a nonprobability sampling method that is convenient to use and inexpensive (Nanjundeswaraswamy & Divakar, 2021). The research participants worked in Auckland's aged care facilities, including support staff, caregivers, nurses, and leaders. There was the following requirement must hold by participants.

- The participants must be between 18-65 years of age.
- The participants must have at least six months of experience in aged care facilities.
- and
- Participants must hold a degree or diploma in healthcare.

The Auckland region was selected for the collection of samples. According to the IBISWorld population review (2021), Auckland is the most populous city in New Zealand, with a population

of 1.5 million. Many aged care organisations in Auckland were acceptable to collect the achievable numbers.

The researcher planned to conduct 20 interviews to investigate the impact of EI on employee job performance and job satisfaction. The planned sample size for the questionnaire was 200. However, the researcher did not collect the data from the proposed participants mentioned in the research proposal. Owing to COVID-19, Auckland went through a lockdown, and it was extended until December 2021. During that time researcher was supposed to conduct the research. However, due to the COVID-19 lockdown restrictions, participants' concern about getting infected was the primary reason fewer participants took part in the research.

The lockdown restriction was relieved in December 2021, and the researcher started to meet the participants. However, participants were afraid of contracting COVID -19 and were less likely to be involved in interviews and questionnaires. Therefore, the researcher could only approach seven participants for interviews, and 100 completed the questionnaires.

### **3.5. Data Collection Techniques**

Data collection is the central part of the research. Data collection methods are the means, instruments, or procedures researchers employ to gather data for their specific research topics (Wilcox et al., 2012). Primary and secondary data are the two categories into which data can be divided (Mwita, 2022). The researcher has collected the data for this research using two data collection techniques: primary and secondary data collection methods.

#### **3.5.1. Primary Data Collection Techniques**

Primary or raw data is information that a researcher gathers from essential sources for the first time. Primary data can be gathered through research methods, including interviews,

questionnaires, focus groups, and observation (Kok et al., 2022). The researcher collected the primary data through survey questionnaires and interviews.

### **3.5.1.1. Questionnaire**

A questionnaire is a collection of questions or items used to learn more about participants' attitudes, experiences, or opinions (Pandey & Pandey, 2021). There are two types of questions: open-ended and closed-ended (Mwait, 2022). Participants must use their own words while answering open-ended questions designed to seek comments or clarifications (Hai-Jew, 2022). Whereas closed-ended questions always restrict the possible responses from the participant. Each question or statement in these questions has several possibilities, and participants are asked to choose the option that they believe to be the most suitable or accurate (Mwait, 2022). In this research, closed-ended questions were included in the questionnaire. The researcher employed a self-administrated questionnaire by applying a quantitative research method.

EI was measured using WLEIS (Wong & Law, 2002), which comprised 16 items (refer to Appendix A). This scale was based on Mayer & Salovey's (1997) definition of EI and assessed four dimensions of EI:

1. Self-Emotions Appraisal is the person's perceived ability to understand their own emotions (e.g., "I understand what I feel").
2. Others-Emotion Appraisal is an individual's perceived ability to understand other peoples' emotions (e.g., "I have a good understanding of the emotions of people around me").
3. Use of Emotion, defined as the perceived tendency to motivate self to enhance performance (e.g., "I always encourage myself to try my best").
4. Regulation of Emotions is defined as individuals' perceived ability to regulate their emotions (e.g., "I have good control of my own emotions"). The WLEIS is used to measure

EI in the workplace. The same test has been used to predict a leader's EI (refer to Appendix A).

A psychometric test was attained through the New Zealand Psychological Society (NZPsS) and New Zealand Council for Education Research (NZCER). NZPsS helps provide psychological services, supports customs and traditional values, and provides best practice guidelines in all fields of study, instruction, and practice (NZPsS, 2021). NZCER is the independent development organisation for New Zealand, it was founded in 1934, and has been operating under its own legislation since 1945. The NZCER gives the authority to conduct and distribute educational research and offer independent knowledge, counsel, and support (NZCER, 2021).

The WLEIS is a self-administrated test that comes under level A, meaning the researcher can administer this test. Whereas other levels of testing, level B and level C, require registered psychometric users (NZCER, 2021).

### **3.5.1.2. Job Performance and Job Satisfaction Questionnaire**

The self-evaluation method was used to assess employees' job performance and job satisfaction (refer to Appendix A). Self-evaluation is used primarily to verify job performance and job satisfaction in the workplace (Matagi et al., 2022). A self-administered questionnaire (SAQ) is a questionnaire intended to be completed by a participant without the assistance of the researchers while collecting the data (Tominaga et al., 2022). The job performance self-evaluation questionnaire was performed using a five-point Likert scale and included questions related to employees' job performance. The Likert scale is the most popular for collecting data quickly from a more significant number of participants and can provide highly reliable estimates of a participant's abilities (Nemoto & Beglar, 2014).

The Likert scale, also referred to as the rating scale used in the self-evaluation questionnaire, is designed to measure the participant's attitudes, opinions, and perceptions (Nemoto & Beglar, 2014). Individual job performance is the employee's reaction or behaviour toward a task in the organisation (Koopmans et al., 2011; 2014; 2015). The self-evaluation questionnaire on job performance was based on three components: task performance, contextual performance, and counterproductive. Task performance is defined as the "behaviours that assist in producing a good or delivering a service". (Rotundo & Sackett, 2002, p.67), and it is comprised of keeping knowledge up to date, working accurately, planning, organising, and solving problems (Koopmans et al., 2011). Contextual performance illustrates the behaviour that supports the organisation (Kumar et al., 2022) and contributes to an organisation's social and psychological environment to achieve its goals (Rotundo & Sackett, 2002). It includes tasks beyond duties, cooperating with others, enthusiasm, and proactivity (Koopmans et al., 2011).

In contrast, counter-productive job performance is defined as "such behaviour that can be harmful to the organisation's well-being " (Rotundo & Sackett, 2002, p.69), and it comprised of off-task behaviour, presentism, complaining, and doing the task incorrectly (Koopmans et al., 2011). The job performance scale included 18 items, five for task performance (e.g., "My planning was optimal"), eight for contextual performance (e.g., "I kept looking for new challenges in my job"), and five for counter-productive performance (e.g., "I spoke with colleagues about the negative aspects of my work"). The self-evaluation questionnaire used to evaluate the dimensions of job satisfaction, such as workplace happiness, engagement, respect, motivation, and appreciation, contains questions about workplace culture and management and is based on a five-point Likert scale. The job satisfaction scale included 14 questions (refer to Appendix A). The self-evaluation questionnaire on job performance and job satisfaction were structured using a self-

reported five-point Likert scale (1=strongly disagree, 2=disagree,3=neither agree nor disagree,4=agree,5=strongly agree).

### **3.5.1.3. Interviews**

The researcher held face-to-face structured interviews with seven participants and allowed the participants freedom to share experiences and reasoning. Participants were asked the same questions during structured interviews, which involved selecting questions from a list of prepared questions (Mwait, 2022). The interview questions were divided into three sections. The first section included questions about EI and the job performance of aged care employees. The second section comprised questions regarding job satisfaction, and the third section contained interview questions about the leader's EI and how it impacts employee job performance and job satisfaction (refer to Appendix B). A hand-held recorder was used by the researcher provided by Otago Polytechnic Auckland International Campus (OPAIC) for the interviews to maintain accuracy in reporting.

Additionally, the researcher took notes during the interviews to capture keywords or phrases, and the interviews lasted approximately 15 minutes. Participants were informed that the interview transcript would be used for data analysis. A codebook was developed, and data were coded into the appropriate categories, as discussed in chapter 4, to align with the research questions and conclusions. As the code book was being finalised, themes for each category emerged.

## **3.6. Questionnaire Distribution Mode**

The questionnaire was distributed using offline and online modes. The researcher visited several aged care facilities in Auckland to distribute the questionnaire. The researcher verbally asked the manager's permission before distributing the questionnaire. When providing the questionnaire, the researcher also attached the research approval documents, consent form, and

other necessary information regarding this research. The researcher went personally to collect the questionnaires. The Qualtrics online survey tool was used to build and distribute the online questionnaire.

The Qualtrics online survey tool is easy to use and does not require any programming knowledge (Carter & Del Ponte, 2022). It is an online source that stores data and data security is encrypted with two-factor authentication. In Qualtrics, this research questionnaire was distributed to participants using the anonymous link. The anonymous link is the URL, and can distribute the survey by pasting the link into an email, onto the website, or any communication mode and does not accumulate identifying information such as name or email address unless it particularly requests for it in the survey (Qualtrics, 2021).

Moreover, the researcher used social media modes, such as Facebook, Instagram, and emails, to send this link. Otago Polytechnic Auckland International Campus has arranged the Qualtrics software for data collection. Forty participants completed the online survey questionnaire, and 60 completed through offline.

### **3.7. Secondary Data Collection Techniques.**

The data that has previously been collected by others and is easily accessible for researchers to employ in their research is known as secondary data (Boslaugh, 2007; Hox & Boeije, 2005). Secondary data was also used for this research, such as dissertations, journals, articles, and books for the literature review. For the demographic data, the researcher also sources multiple websites to understand the concept of emotional intelligence, models, dimensions, and domains. The researcher accessed Google Scholar and scholarly articles through Robertson library.

### 3.8. Data Analysis Methods

The process of gathering, modelling, analysing, and interpreting data is known as data analysis (Babbie et al., 2022). The researcher used quantitative and qualitative data analysis methods to analyse the data. Linear regression and descriptive statistical data analysis methods were employed to analyse the quantitative data collected from questionnaires. In comparison, thematic analysis was applied to analyse the non-numeric data from the qualitative data collected from the interviews. Regression analysis is a statical tool used to find the relationship between dependent and independent variables (Chatterjee & Hadi, 2006; Chiozza, 2022). Descriptive statistics summarise the data meaningfully (Kaur et al., 2018). Descriptive statistical methods were employed to obtain the means, and standard deviations of EI, job performance, and job satisfaction test scores. Simple linear regression analysis was applied to find the relationship between the variables such as emotional intelligence, job performance, and job satisfaction.

Thematic analysis is used to analyse qualitative data collected through interviews. Interviews were audio-recorded, professionally transcribed, and employed the six-step approach to thematic analysis proposed by Braun & Clarke (2022): (i) familiarisation with the data; (ii) generating initial codes; (iii) searching for themes; (iv) reviewing themes; (v) defining and naming themes; and (vi) producing the report. Descriptive statistics and regression were performed on Microsoft (MS) Excel, and NVivo software was employed for thematic analysis. NVivo is mainly used for qualitative and mixed-method research, and it is employed to analyse unstructured text, audio, video, and interviews journal articles and helps to organise and analyse the data (Zamawe, 2015).



### 3.9. Ethics Consideration

The researcher applied for ethics approval, and the Ethics Committee approved the ethics application of OPAIC (Reference AIC94) and submitted the ethics application to the Ngati Whatua representative of the OPAIC (refer to Appendix C). There was no issue regarding the Treaty of Waitangi or Māori culture. The researcher took the following steps to protect the participants' privacy, consent, and security.

The questionnaire and anonymisation of interviewee names in the data analysis (no name needs to be given) prevent any risk of privacy leakage. The codes EP#1, EP#2, EP#3, EP#4, EP#5, EP#6, and EP#7 were used to identify the participants in the interview data analysis process. The researcher assured the participants that all information about them would be confidential and not be revealed to anybody except the researcher's supervisors.

Moreover, the collected data through interviews and questionnaires will be analysed for the research report. The researcher reassured of any vulnerability regarding participants' emotions and informed participants about a voluntary work-based program (EAP) that offers employees free, confidential assessment and counselling services. Employees can access EAP services through their organisation. However, the researcher did not find any vulnerability regarding participants' emotions.

The researcher used a standard consent and participants' information sheet forms before the data collection process. The consent form (refer to Appendix A) was attached to the questionnaire. First, if the participants agree to participate in this study, they can sign it. The researcher obtained the participants' consent and explained the purpose of this research before conducting the interviews and distributing the questionnaire to them. It was ensured that all the personal data regarding employees' job performance, job satisfaction, and leaders' EI was

confidential. According to the New Zealand Privacy Act of 1993, data was protected. The data was stored on the computer and encrypted and protected on the computer using a password. The data will be stored for seven years as per OPAIC Information Management policy.

### **3.10. Chapter Summary**

The research used an inductive approach to examine the EI impact on job performance and job satisfaction of employees in the aged care industries. The researcher chose the mixed methods research methodology to minimise the literature gap on the impact of EI on employee performance and job satisfaction.

This research conducted 100 questionnaires and seven interviews concerning participants' privacy and security under the ethics application's approval. Furthermore, regression, descriptive statistics, quantitative data analysis, and qualitative data analysis (thematic analysis) were applied to analyse the primary data. Secondary data was collected from secondary data sources such as journals, and articles.

## **Chapter 4**

### **Finding and Data Analysis**

#### **4.1. Introduction**

As indicated previously in chapter 3, this chapter provides an overview of the results and how they relate to the study objectives: the impact of EI on job performance and job satisfaction among employees in the aged care industry. The relationship between EI and job performance and job satisfaction was examined using quantitative and qualitative data gathered from the participants. Three types of analysis were used to investigate EI's impact on job performance and job satisfaction: descriptive, regression, and thematic analysis.

First, the descriptive statistics looked at the frequency, percentage, and means of the demographic data, which assisted in classifying the 100 questionnaire participants into various age, gender, and educational categories. Regression analysis was conducted to find the relationship between the independent (EI) and dependent (job satisfaction, job performance) variables and determine the degree and direction of the linear relationship between them. Thematic analysis was employed on qualitative data collected from interviews.

#### **4.2. Participants' Demographic Characteristics**

**Table 4.1**

*Participants' demographic data include age, education, gender, experience, and job position.*

<b>Demographics</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	33	33%
	Female	67	67%
	Binary	0	0%
<b>Age</b>	18-29	36	36%
	30-39	39	39%
	40-55	20	20%
	55+	5	5%
<b>Work Experience</b>	6-12 months	14	14%
	1-3 years	32	32%
	4-6 years	40	40%
	More than 6 years	14	14%
<b>Level of education</b>	Graduate Diploma	35	35%
	Bachelor's degree	47	47%
	Master's degree	18	18%
<b>Job position</b>	Enrolled nurses	11	11%
	Registered nurses	30	30%
	Caregivers or support staff	59	59%

The demographics of the participants were analysed based on a simple percentage. Table 4.1 shows that a total of 100 participants filled in the questionnaire. Based on the responses, 67% of the participants were female, and 33% were male. Regarding age, 36 % of the participants were in the age group 18-29 years, 39 % were in the age group 30-39 years, 20% were in the age group 40-55 years, and a low proportion of participants (5%) were found to be aged above 55 years old. Regarding experience, 16 % of the participants had 6 to 12 months of work experience, 32% had 1-3 years of work experience, 40% had 4-6 years of work experience, and 14% had seven or more years of work experience. Regarding qualifications, 47% of the participants were bachelor's degree holders, 35 % were graduate diploma holders, and 18 % were master's degree holders.

Overall, 30% of registered nurses, 11% of enrolled nurses, and 59% of caregivers and support staff completed the questionnaire shown in Table 4.1.

### 4.3. Descriptive Statistics Analysis

The descriptive statistics analysis technique was employed to calculate the mean (M) and standard deviation (SD) of EI, job performance, and job satisfaction test scores. Mean is the average of the set of values and the SD that measures the distribution of a dataset relative to its M (Wan et al., 2014). Table 4.2 represented that the most rated dimensions of EI were the use of emotion with a mean ( $M = 4.157$ ) and standard deviation ( $SD = 0.583$ ) and self-emotions appraisal with a mean ( $M = 4.092$ ) and standard deviation ( $SD = 0.422$ ), followed by the regulation of emotion ( $M = 3.755$ ,  $SD = 0.719$ ). Mean, and SD tools of descriptive statistics were used to calculate the average job performance and job satisfaction test scores.

The overall mean M and SD of job performance and job satisfaction data set were ( $M = 3.674$ ,  $SD = 0.519$ , and  $M = 3.809$ ,  $SD = 0.587$ ) respectively. Descriptive statistic tools: M and SD were also applied to the leader's EI scale scores. Table 4.3 shows that the most rated dimensions of EI from leaders' EI test scores were the use of emotion, self-emotions appraisal, and others-emotion appraisal ( $M = 4.225$ ,  $SD = 0.454$ ,  $M = 4.162$ ,  $SD = 0.565$ , and  $M = 4.157$ ,  $SD = 0.571$ ) respectively. The mean and standard deviation of the regulation of emotions were  $M = 3.772$  and  $SD = 0.672$ , respectively.

**Table 4.2**

*Mean(M) and Standard Deviation (SD) of emotional intelligence of employees, job performance, and job satisfaction scores.*

<b>Variables</b>	<b>Sample size (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>
<b>EI overall</b>	100	3.914	0.137
<b>Self -emotions appraisal</b>	100	4.092	0.422
<b>Others-emotion appraisal</b>	100	3.655	0.703
<b>Use of emotion</b>	100	4.157	0.583
<b>Regulation of emotions</b>	100	3.755	0.719
<b>Job performance</b>	100	3.674	0.519
<b>Job satisfaction</b>	100	3.809	0.587

**Table 4.3**

*Mean(M) and Standard Deviation (SD) of leader's emotional intelligence scores.*

<b>Variables</b>	<b>Sample size (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>
<b>EI overall</b>	100	4.078	0.565
<b>Self -emotions appraisal</b>	100	4.162	0.565
<b>Others-emotion appraisal</b>	100	4.157	0.571
<b>Use of emotion</b>	100	4.225	0.454
<b>Regulation of emotions</b>	100	3.771	0.672

#### **4.4. Regression Analysis**

**Table 4.4**

*Regression Analysis between the different dimensions of emotional intelligence and the employee's job performance.*

EI dimension	Job performance factors of employees		
	r	(R <sup>2</sup> )	p-value
<b>Self-emotions appraisal</b>	0.34	0.11	<0.001
<b>Others- emotion appraisal</b>	0.34	0.12	<0.001
<b>Use of emotion</b>	0.49	0.25	<0.001
<b>Regulation of emotions</b>	0.57	0.32	<0.001

#### **4.4.1. The Relationship between Employees' Self-Emotions Appraisal and the Job Performance of the Employees.**

The linear regression analysis was performed to examine the relationship between EI (independent variable) and job performance (dependent variable). In Table 4.4, the correlation coefficient (r) describes the strength and direction of the linear relationship between two or more variables. A correlation coefficient,  $r = -1$  or  $r = +1$ , indicates a perfect linear relationship between variables, or a zero-correlation coefficient of zero indicates no linear relationship (Mukaka, 2012). The strength of the relationship can be anywhere between  $r = -1$  and  $r = +1$ . The positive value of the correlation coefficient implies that the variables are directly related, and the negative correlation coefficient number signifies that the variables are inversely related (Mukaka, 2012).

Table 4.4 represents the correlation coefficient  $r = 0.34$ , representing a positive relationship between self-emotions appraisal and job performance; however, the relationship between these two variables is weak. The coefficient determination  $R^2$  gives the percentage or proportion of variation in the dependent variable explained by the independent variables (Kausya, 2019).

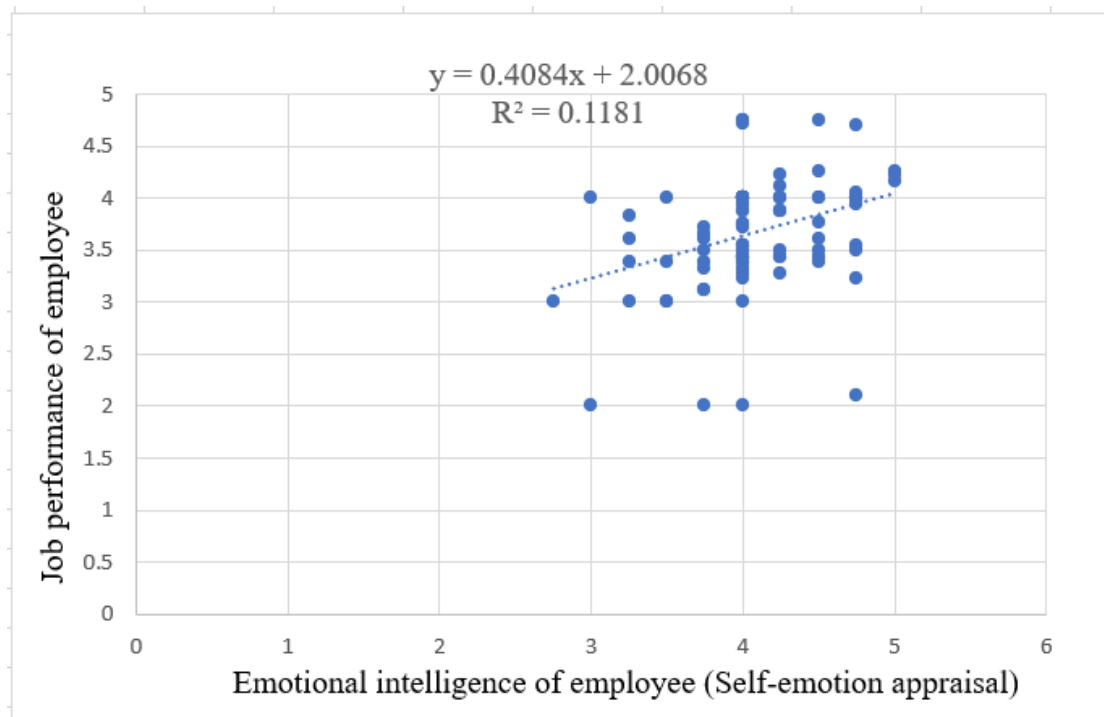
$R^2 = 0.11$  shows that self-emotions appraisal explains 11% of the changes in job performance. The positive value of the  $r$  means that if the value of the self-emotion appraisal variable increases, the job performance also increases. However, a negative  $r$  signifies that if the independent variable increases, the dependent variable decrease (Di -Bucchianico, 2008). The  $p$ -values tell whether there is a statistically significant relationship between each predictor variable and the response variable (Alexopoulos, 2010). A low  $p$ -value ( $p < 0.05$ ) indicates a statistically significant relationship between variables. If the  $p$ -value is higher ( $p > 0.05$ ), then there is no statistically significant relationship between variables (Sperandei, 2014).

Therefore, the relationship between self-emotions appraisal and the employee's job performance is statistically significant ( $P < 0.001$ ) as shown in Table 4.4. This result reflects that employees' ability to perceive and understand their emotions is positively associated with their job performance.



**Figure 4.1.**

*Regression trend line between the self-emotion appraisal and job performance of the employee.*



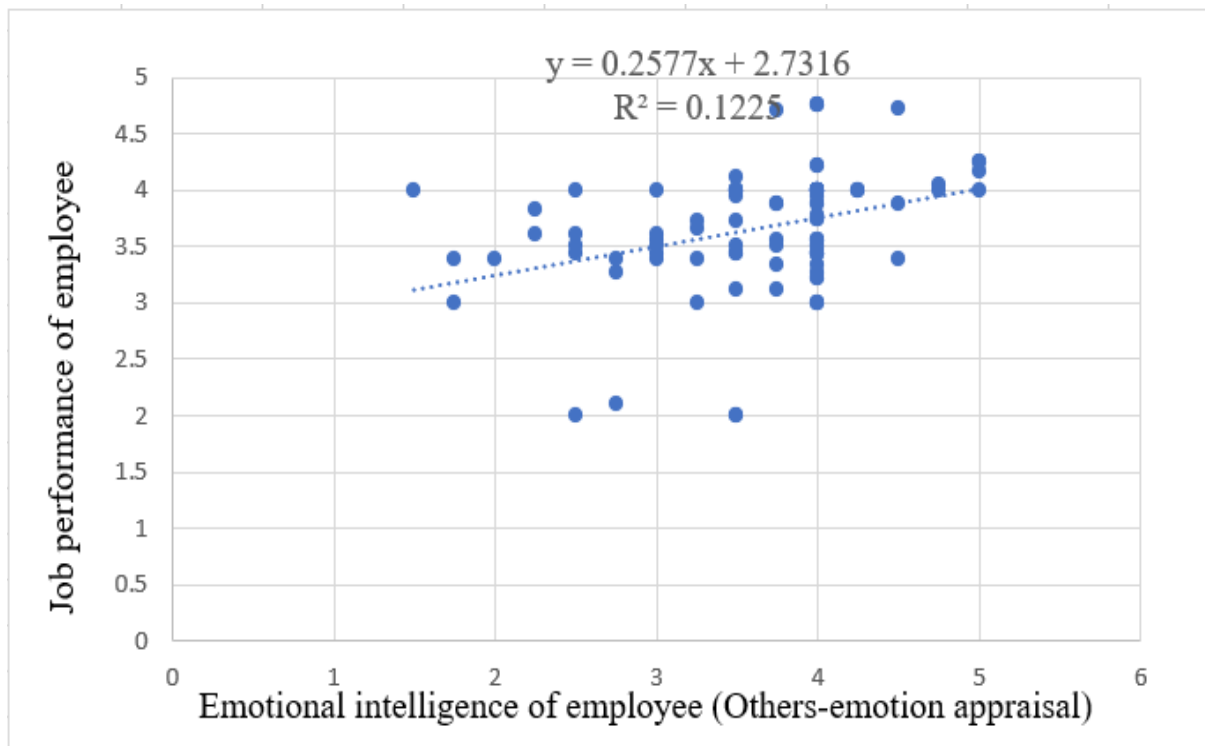
#### **4.4.2. Relationship between Others-emotion appraisal and Job performance of the Employees.**

As shown in Table 4.4.,  $R^2 = 0.12$ ,  $r = 0.34$  illustrates a positive and weak correlation between others-emotion appraisal and employees' job performance. The  $R^2$  represents a 12 % variation in the job performance variable, which is explained by the others-emotion appraisal. The p-value ( $p < 0.001$ ) is less than the standardised value, which means the relationship between the employee's ability to perceive and understand the emotions of others and their job performance is statistically significant.

This result indicates that employees' ability to perceive and understand the emotions of others has a positive impact on their job performance.

**Figure 4.2**

*The regression trendline between the others- emotion appraisal and the employee's job performance.*

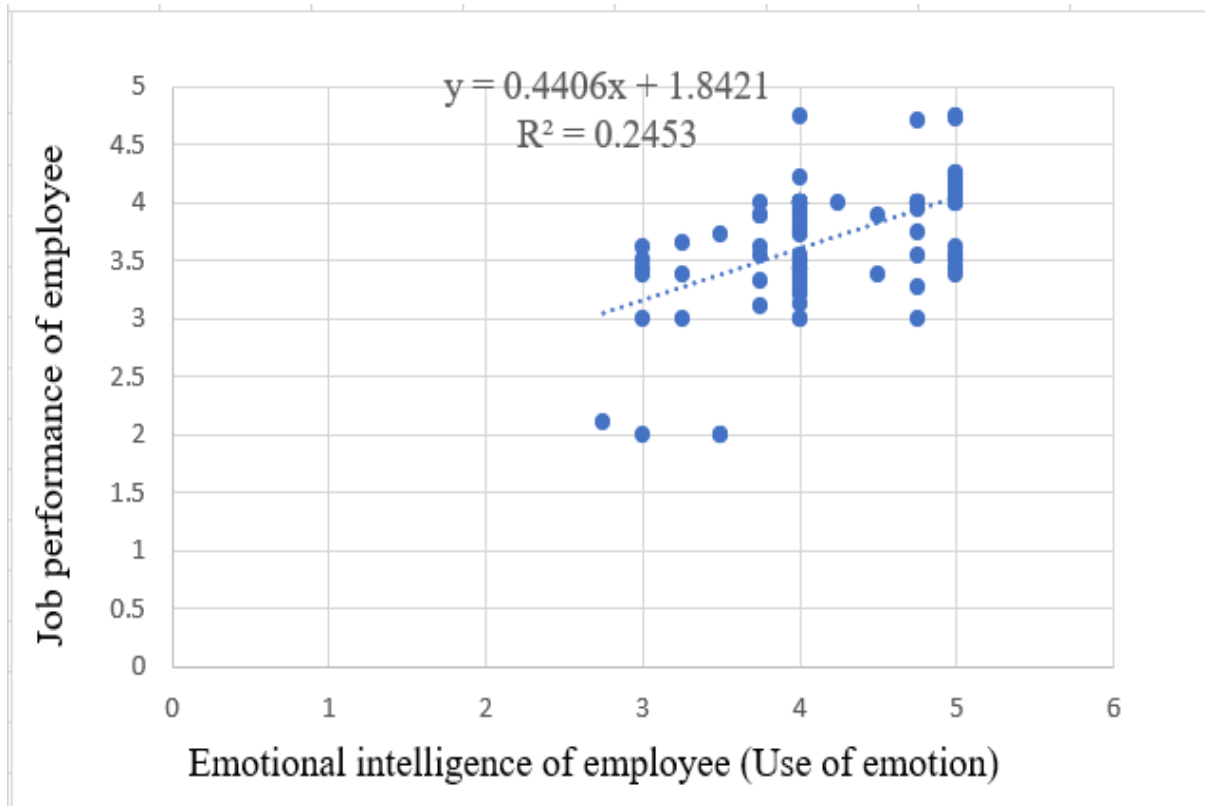


#### 4.4.3. Relationship between the Use of Emotion and Job Performance of the Employees.

Table 4.4 represents the relationship between the use of emotion and job performance. The value of  $r$  (0.49) represents a positive and weak correlation between the use of emotions and job performance. The  $p$ -value is less than the standardised value ( $P < 0.001$ ), which shows that the relationship is statistically significant. The positive relationship and 24% change in job performance are explained by the use of emotion, which is predicted by the  $R^2 = 0.24$ . Hence, it found that employees' ability to use emotion positively impacts on their job performance.

**Figure 4.3**

*Regression trendline between the use of emotion and job performance of the employee.*

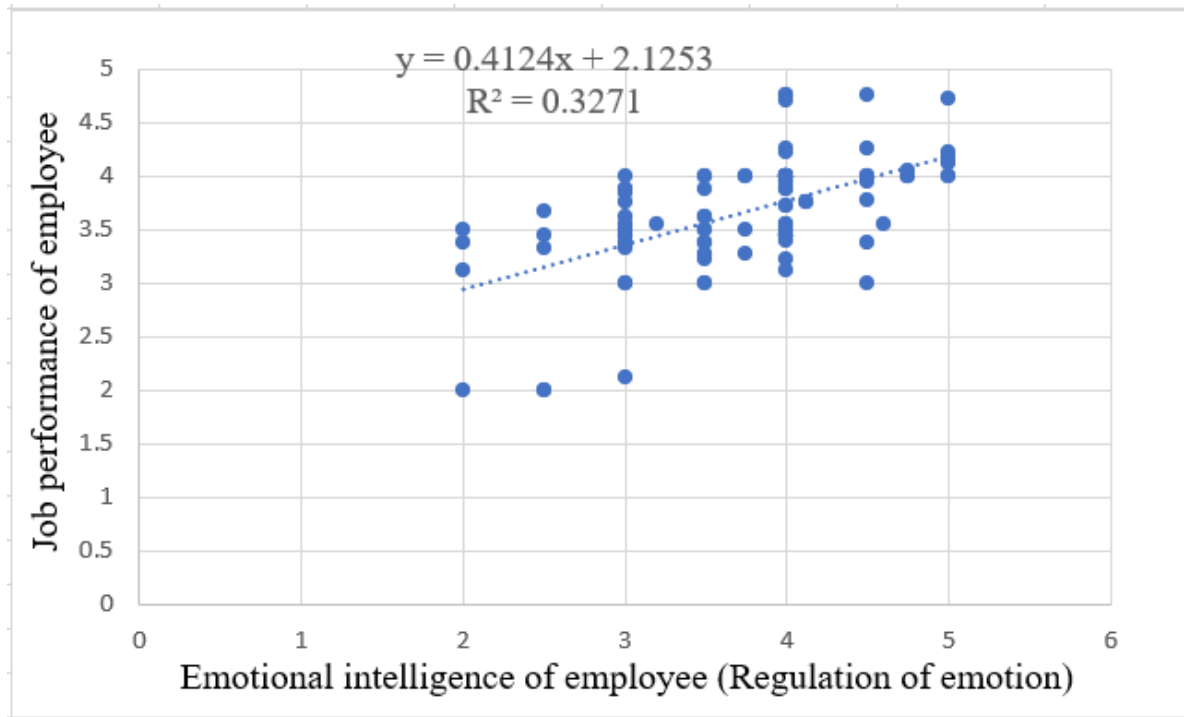


#### **4.4.4. Relationship between Regulation of Emotions and Job Performance of the Employees.**

The  $r = 0.57$  shows a moderate and positive correlation between the two variables, and  $R^2$  represents the variation in job performance is 32%, described by the regulation of emotion. The p-value ( $p < 0.001$ ) illustrates that the relationship between the regulation of emotions and job performance is statistically significant. The findings have shown that the ability to regulate emotions positively impacts employees' job performances.

**Figure 4.4**

*Regression trendline between regulation of emotion and job performance of the employee.*



#### 4.5. Regression analysis between Leader's EI and Employees' Job Performance.

**Table 4.5**

*Regression analysis summary between different dimensions of leader's EI and employee's job performance.*

Leader's EI dimension	Job performance factors of employees		
	r	R <sup>2</sup>	p-value
Self-emotions Appraisal	0.76	0.58	<0.001
Others-emotion Appraisal	0.52	0.27	<0.001
Use of emotion	0.44	0.23	<0.001
Regulation of emotions	0.54	0.29	<0.001

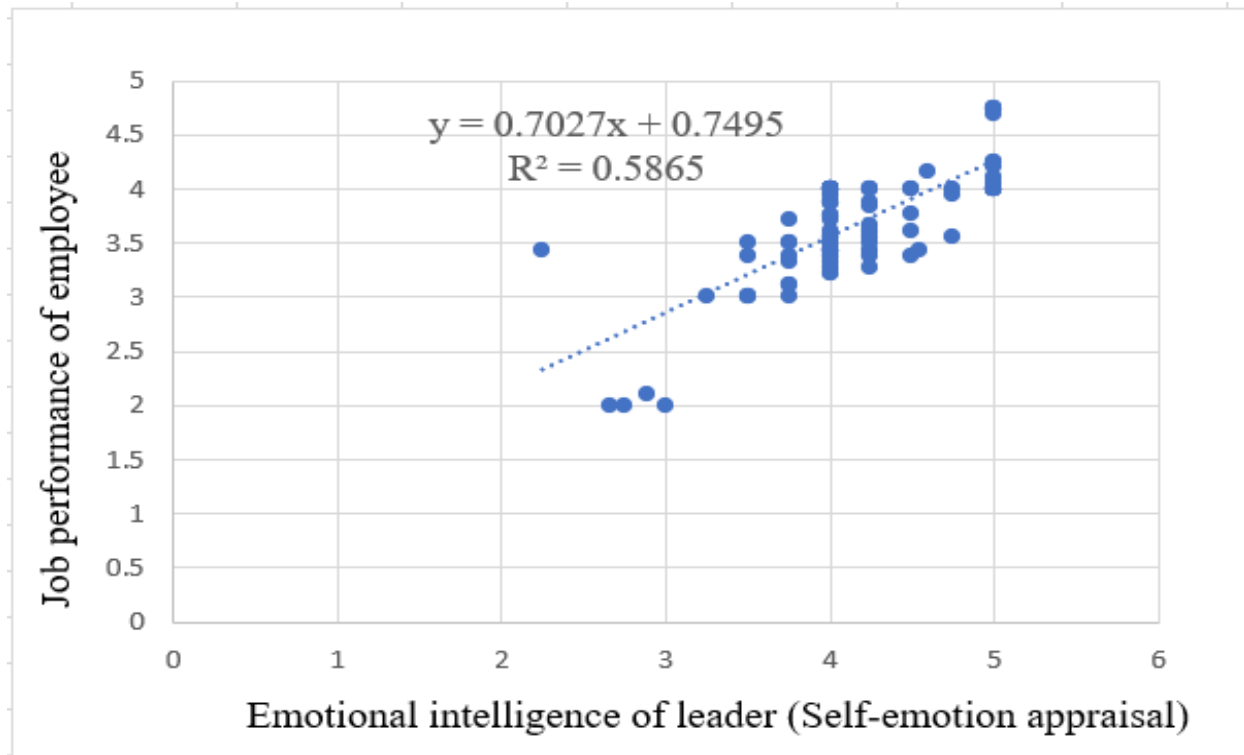
The relationship between a leader's EI and the employee's job performance was found using linear regression analysis. This model measures the strength of the relationship between the two variables: the leader's EI as the independent variable, or X, and employee job performance as the dependent variable, or Y.

#### **4.5.1. Relationship between Leader's Self-Emotions Appraisal and Job Performance of the Employees.**

In Table 4.5, the  $r = 0.76$  indicates that the correlation between a leader's self-emotions appraisal and job performance is strong and positive. The self-emotions appraisal describes the variation in job performance as 58% ( $R^2 = .58$ ). The p-value ( $p < 0.001$ ) specifies that the relationship is also statistically significant. The leader's ability to understand and express their own emotions strongly impacts an employee's job performance.

**Figure 4.5**

*The regression trendline between the leader's self-emotion appraisal and the the employee's job performance.*

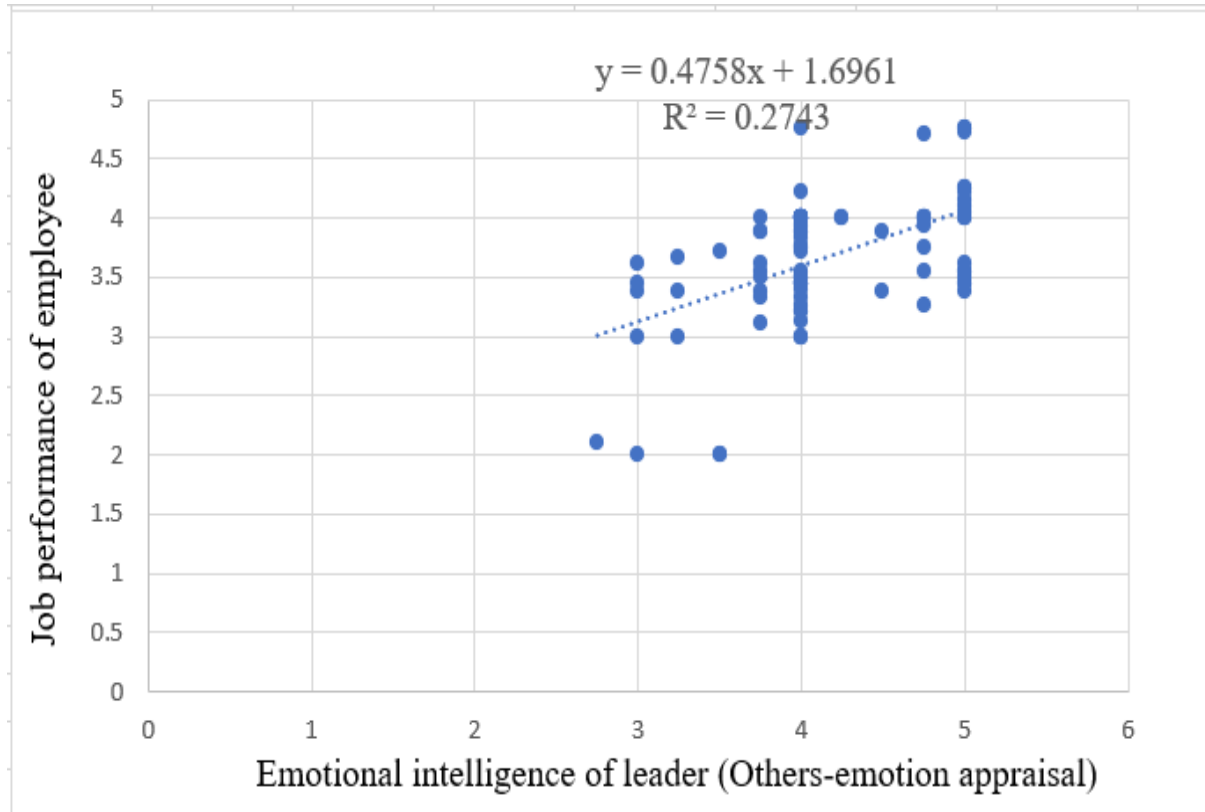


#### **4.5.2. Relationship between Leader's Others-Emotion Appraisal and Job Performance of the Employees.**

There is a moderate and positive correlation between a leader's other-emotion appraisal and employees' job performance with  $r = 0.52$ . Moreover, the  $R^2$  defines 27%. of the variation in job performance was explained by the others-emotion appraisal. The p-value ( $p < 0.001$ ) shows that the relationship between these two variables is statistically significant. The leader's ability to understand the emotion of others has a positive impact on employees' job performance.

**Figure 4.6**

*The trendline between the leader's others- emotion appraisal and employee job performance.*



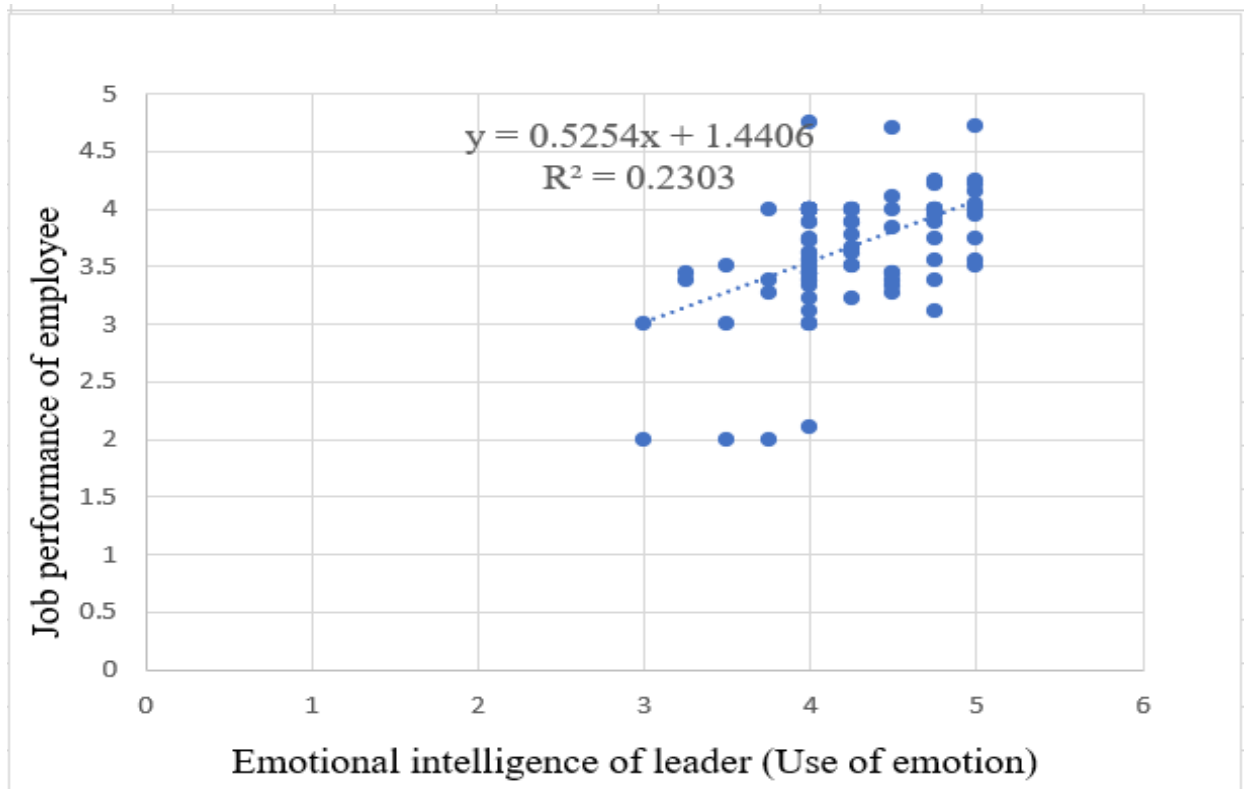
#### **4.5.3. Relationship between Leaders' ability to Use Emotion and Employees' Job Performance.**

The correlation between a leader's ability to use emotion and the employee's job performance is positive and weak, with  $r = 0.44$  as shown in Table 4.5. It indicates that a leader's ability to regulate positively impacts employee performance.

The  $R^2$  shows that the leader's ability to use emotion explains 23% of the variation in employees' job performance, and the relationship is statistically significant ( $p < 0.001$ ). A leader's ability to use emotion to facilitate performance has a positive impact on employees' job performance,

**Figure 4.7**

*The regression trendline between the leader's ability to use emotion (UOE) and the employee's job performance.*



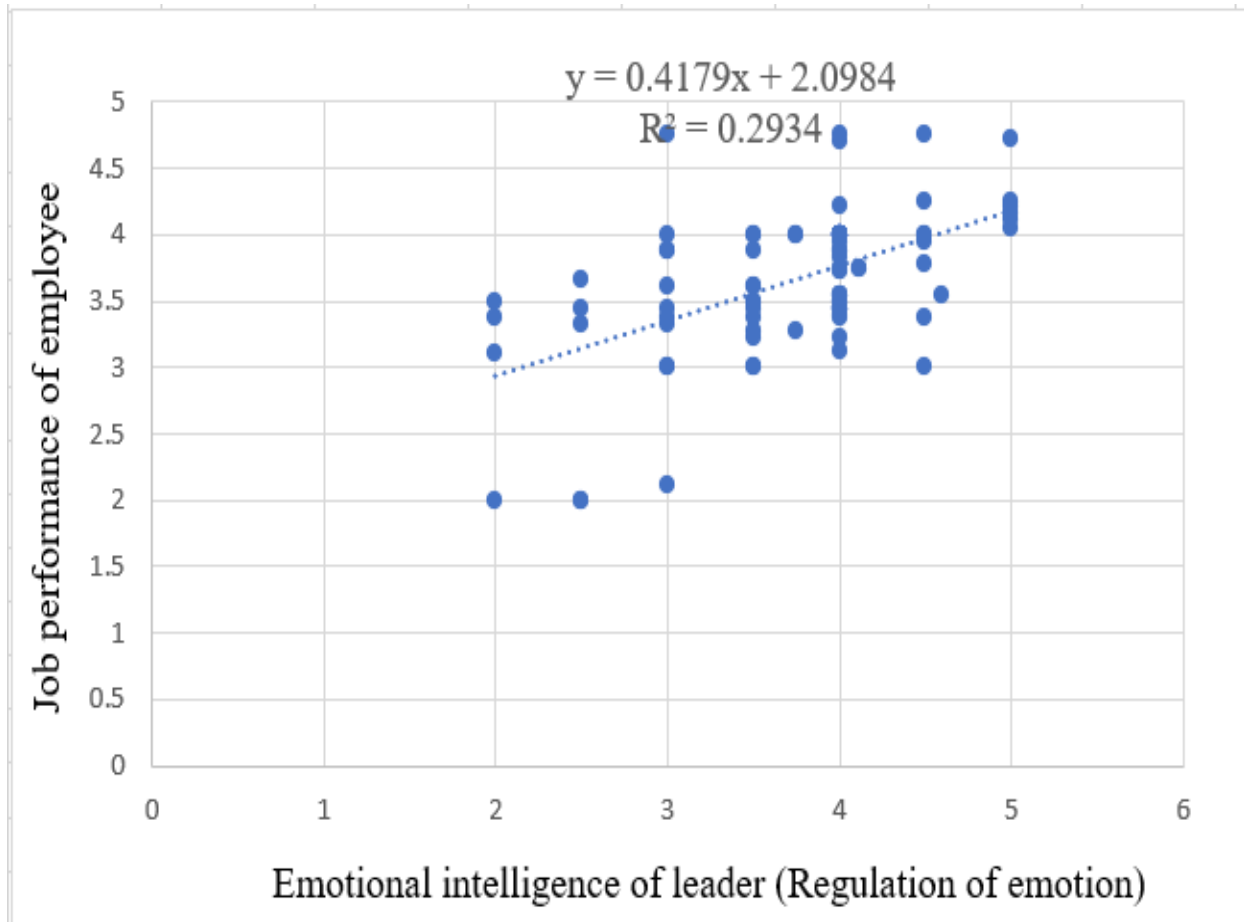
#### **4.5.4. Relationship between the Leaders ‘ability to the regulate of emotions and Employees’ Job Performance.**

The R indicates that a leader's ability to regulate emotions positively impacts employee job performance. The correlation between these two variables is moderate, with a correlation coefficient of  $r = 0.54$ . The  $R^2$  shows that 29% of the regulation of emotions explains 29% of the variation in employee job performance. The p-value ( $p < 0.001$ ) also indicates that the relationship is statistically significant as shown in Table 4.5. Therefore, a leader's ability to regulate emotions is positively associated with an employee's job performance.



**Figure 4.8**

*The trendline between the leader's emotional regulation and the employee's job performance.*



#### **4.6. Relationship between Leader's Emotional Intelligence and Job Satisfaction of the Employees.**

**Table 4.6****Regression summary.**

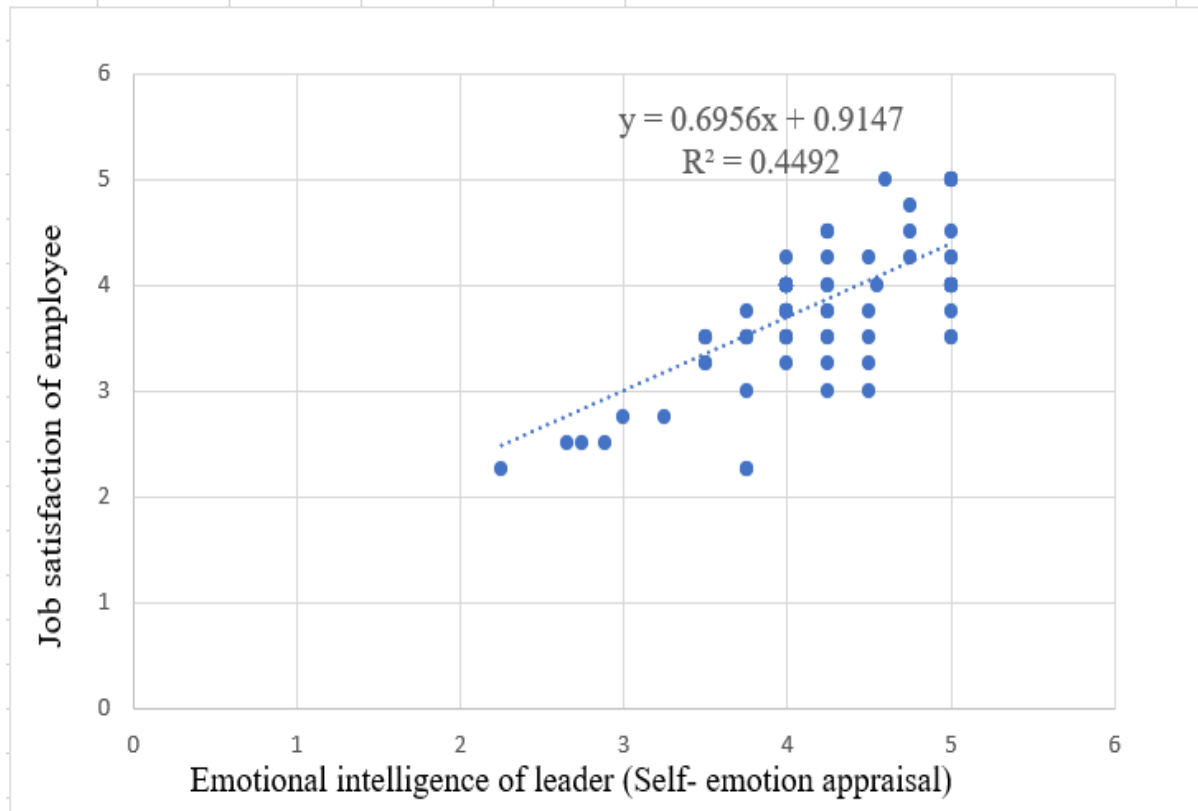
<b>Leader's EI dimensions</b>	<b>Job Satisfaction factors of employees</b>		
	<b>r</b>	<b>(R<sup>2</sup>)</b>	<b>p-value</b>
<b>Self-emotions Appraisal</b>	0.67	0.44	<0.001
<b>Others -emotion Appraisal</b>	0.77	0.59	<0.001
<b>Use of emotion</b>	0.68	0.47	<0.001
<b>Regulation of emotions</b>	0.85	0.72	<0.001

#### **4.6.1. Relationship between Leader's Self-Emotions Appraisal and Job Satisfaction of the Employees.**

The regression analysis table showed that  $r = 0.67$  indicates a strong and positive correlation between a leader's self-emotions appraisal and the employee's job satisfaction. The  $R^2=0.44$  shows that the self-emotions appraisal explains 44% of changes in job satisfaction. Moreover, the p-value ( $P<0.001$ ) represented that the relationship between these two variables is statistically significant.

**Figure 4.9**

*The trendline between the leader's self-emotions appraisal and the employee's job satisfaction.*

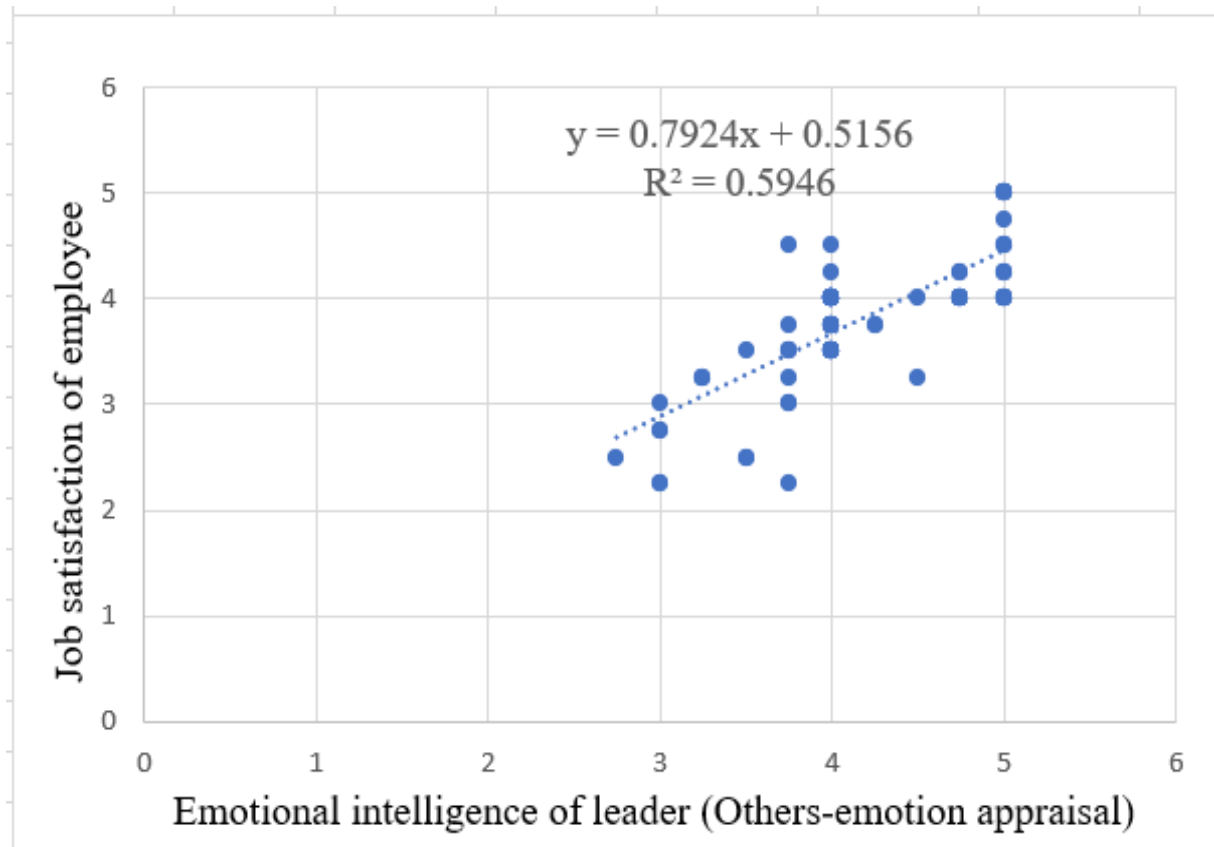


#### **4.6.2. Relationship between Leader's Others- Emotion Appraisal and the Job Satisfaction of Employees.**

The  $r$  and  $R^2$  were 0.77 and 0.59 respectively, as shown in Table 4.6. It signifies that the correlation between a leader's others-emotion appraisal and employees' job satisfaction is positive and strong. The  $R^2 = 0.59$  reveals that the variation in job satisfaction is 59%, supported by the others-emotion appraisal. The  $p$ -value ( $p < 0.001$ ) also characterises that the relationship between a leader's others- emotion appraisal and employee's job performance is statistically significant.

**Figure 4.10**

*The trendline between the leader's others- emotion appraisal and employee job satisfaction.*

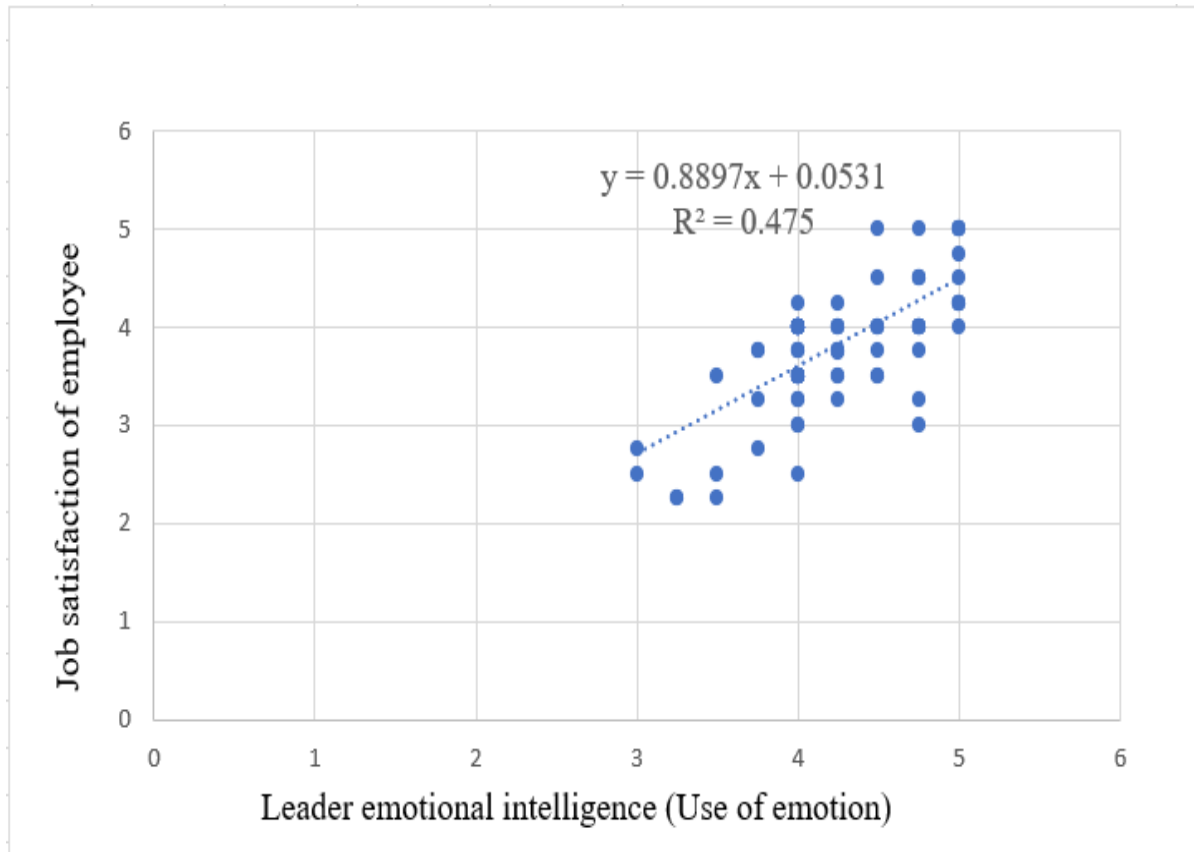


#### **4.6.3. Relationship between Leader's ability to Use Emotion and Job Satisfaction of Employees.**

Table 4.6 shows that the  $r = 0.68$  indicates that the correlation between a leader's ability to use emotion and employees' job satisfaction is positive and strong. The variation in the job satisfaction explained by the use of emotion is 47% ( $R^2 = 0.47$ ), and the p-value ( $p < 0.001$ ) indicated that the relationship between the use of emotion and job satisfaction is also statistically significant. Therefore, a leader's ability to use emotion positively impacts the employee's job satisfaction.

**Figure 4.11**

*The trendline between the leader's use of emotion and the employee's job satisfaction.*

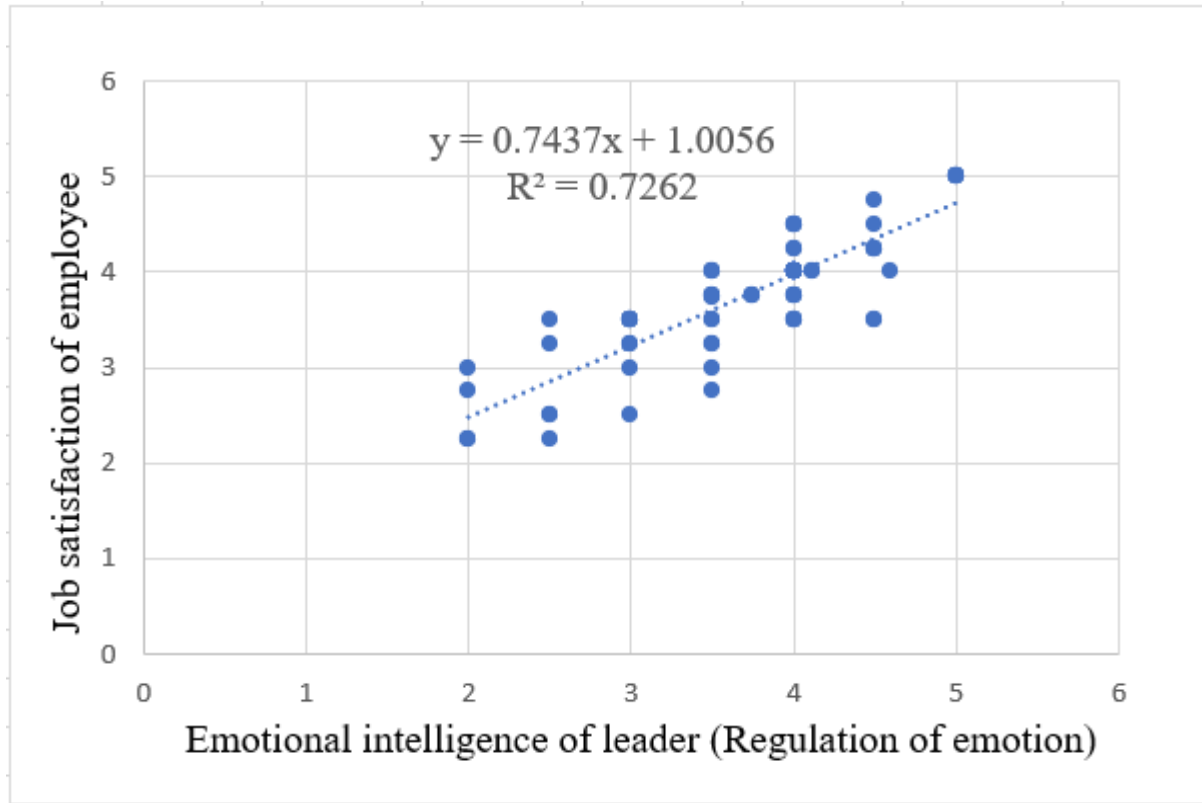


#### **4.6.4. Relationship between Leaders' ability to Regulate Emotion and Job Satisfaction of Employees.**

Table 4.6 shows that the correlation between the leader's ability to regulate emotion and job satisfaction is significantly strong and positive ( $r = 0.85$ ), and the value of job satisfaction increases as the leader's ability to regulate emotion increases.  $R^2 = 0.72$  shows that the variation in job satisfaction is explained by the ability to regulate emotion is 72%, and the relationship is also statistically significant ( $p < 0.001$ ).

**Figure 4.12**

*The trendline between the leader's regulation of emotions and the job satisfaction of the employee.*



#### 4.7. Relationship between Employees' EI and their Job Satisfaction.

**Table 4.7**

*Relationship between employees' emotional intelligence and their job satisfaction.*

Employees' EI dimensions	Job Satisfaction factors of employees		
	r	(R <sup>2</sup> )	p-value
Self-emotion Appraisal	0.35	0.12	<0.001
Others-emotion Appraisal	0.40	0.16	<0.001
Use of emotion	0.77	0.60	<0.001
Regulation of emotion	0.72	0.52	<0.001

A linear regression analysis was employed in the relationship between employees' job satisfaction and EI. This model measures the strength of the relationship between the two variables: the employee's EI as the independent variable, or X, and the employee's job satisfaction as the dependent variable, or Y.

#### 4.7.1. Relationship between Self-Emotions Appraisal and Job Satisfaction of Employees.

Table (4.7) shows that the  $R^2 = 0.12$  for job satisfaction and self-emotion appraisal. There is a 12 % variation in job satisfaction by self-emotions appraisal. The p-value ( $p < 0.001$ ) showed that the relationship is statistically significant. However, there is a weak and positive correlation between self-emotion appraisal and job satisfaction, as  $r = 0.35$ . The ability of employees to recognise their own emotions has a positive impact on their job satisfaction.

**Figure 4.13**

*The trendline between the employees' self-emotion appraisal and job satisfaction of the employee.*

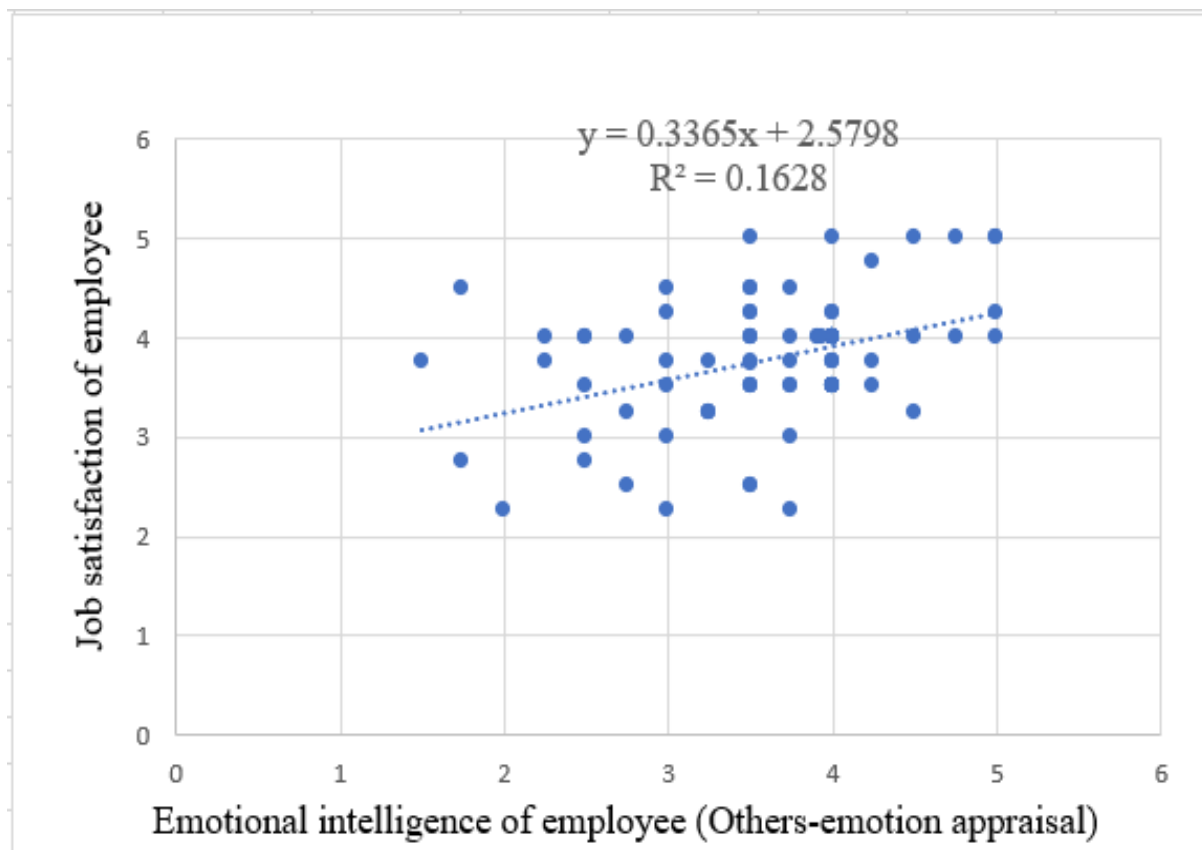


#### 4.7.2. Relationship between Others- Emotion Appraisal and Employees' Job Satisfaction.

Table 4.7 shows a moderate positive correlation between other emotion appraisals and job satisfaction,  $r = 0.40$ . As the participants' ability to understand the emotion of others increases, their job satisfaction increases also. The  $R^2 = 0.16$ , showing a 16 % variation in job satisfaction by others-emotion appraisal. The p-value is also less than the standardised value ( $p < 0.001$ ), which shows that the relationship is statistically significant.

**Figure 4.14**

*The regression trendline between the other emotion appraisal and the employee's job satisfaction.*





#### 4.7.3. Relationship between the Use of Emotion and Job Satisfaction of the Employees.

Table 4.7 shows a strong positive relationship between the use of emotion and job satisfaction ( $r = 0.77$ ). As the employees' ability to use their emotions increases, the job satisfaction of the participants also increases, which shows that the change in the use of emotions is responsible for the change in job satisfaction. The  $R^2 = 0.60$  indicates that there will be a 60% variation in job satisfaction, which is described by the use of emotions. Moreover, the p-value ( $p < 0.001$ ) also represents that this relationship is statistically significant.

**Figure 4.15**

*The regression trendline between the use of emotion and the employee's job satisfaction.*

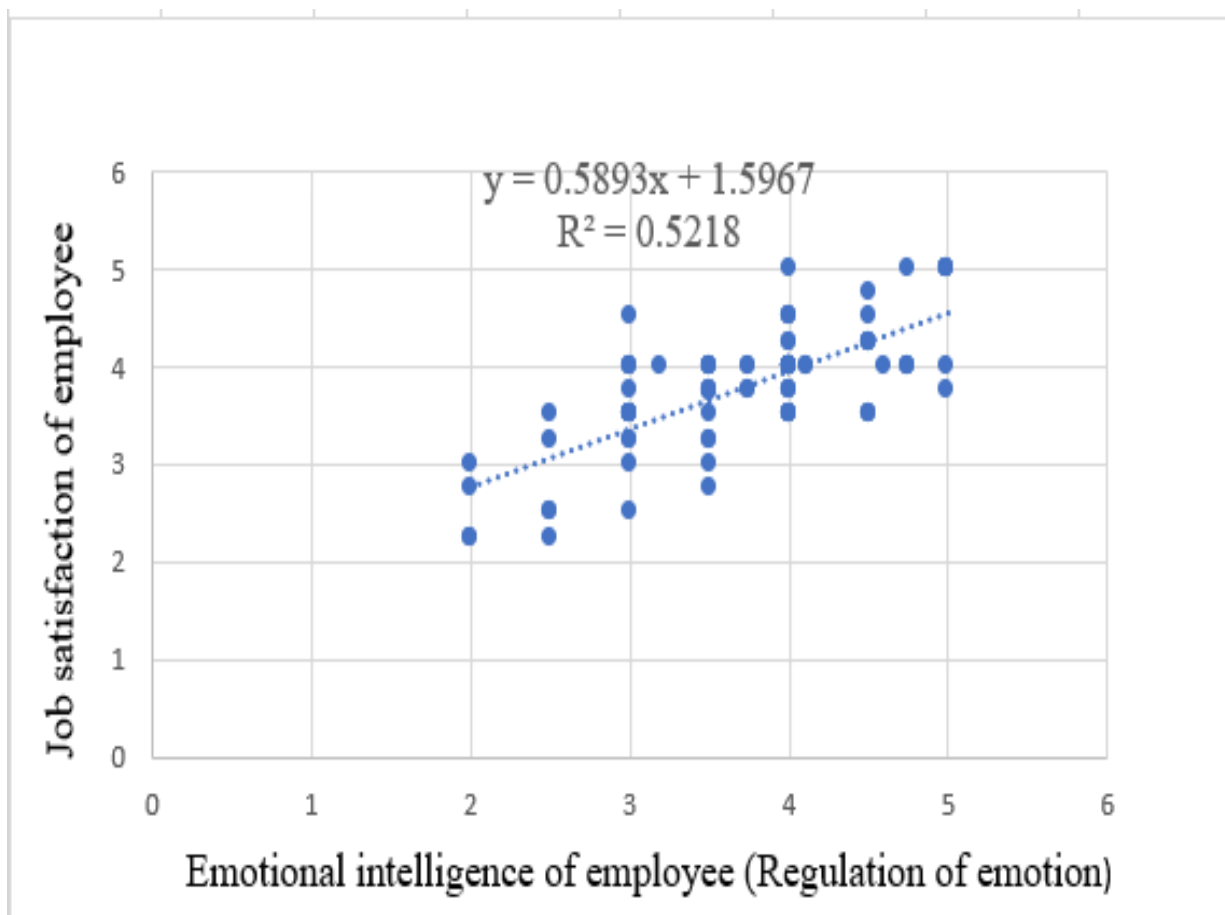


#### 4.7.4. Relationship between Regulation of Emotions and Job Satisfaction of Employees.

Table 4.7 shows that there is a strong and positive correlation between the regulation of emotion and job satisfaction of employees ( $r = 0.72$ ), and the relationship is also statistically significant ( $p < 0.001$ ). There is a 52% ( $R^2 = 0.52$ ) variation in job satisfaction with emotional regulation.

**Figure 4.16**

*The regression trendline between the dimension of emotion regulation and employee job satisfaction.*



#### **4.8. Thematic Analysis of the Impacts of Employees' EI on their Job Performance and Job Satisfaction.**

The interview questions captured how employees' EI impacted their job performance and job satisfaction. The goal was to allow the participant to express either positive or negative impacts related to their EI, which is the ability to understand and perceive their own and others' emotions and the use and regulation of emotions. The interview questions consisted of yes or no questions and sub-questions to expand the response (Appendix B). Most participants elaborate on their answers, with only a few simple yes or no answers.

**Table 4.8**

*Thematic analysis of impacts of employees' emotional intelligence on employee job performance and job satisfaction.*

<b>Themes</b>	<b>Sub-themes</b>		<b>Descriptions</b>
<b>Self-emotions and others-emotion appraisal</b>	i.	Observer patients' and co-workers	i. Observing patients' and co-workers' emotions helps to perform better in the workplace.
		'emotions	ii. Self-awareness helps in dealing with managing emotions and any problematic situation in the workplace.
	ii.	Self-awareness	
	iii.	Perceiving own emotions	iii. Understanding own and others' emotions helps build self-confidence and enhance job performance.
	iv.	Understand own and other's emotions	iv. Working as a caregiver is essential to understand and follow patients' emotions as most of them cannot communicate and deliver quality care according to their needs.
<b>Regulation of emotion</b>	v.	Recognising other's emotions	v. Recognising others' emotions creates the ability to guide and help individuals in the workplace and, most importantly, quality.
	i.	Bring positivity	i. Emotions management brings positivity and helps in decision-making in the workplace.
	ii.	Helps in conflicts management	ii. Not being competent to manage emotions creates conflict and impacts job performance and personal life.
	iii.	Control negativity	iii. Spending time with friends and family and outdoor activities helps to control negativity and work well.
	iv.	Self-management	iv. Self-management helps enhance job performance and brings satisfaction.
<b>Empathy</b>	i.	Feeling pain	i. Feeling the pain of patients helps to provide good care as well as perform well. Understanding their conditions

	ii.	Understand the conditions of the patients.	and being empathetic brings satisfaction.
	iii.	Saving patients' lives	ii. Understanding the condition of patients is most important as a caregiver and always helps to perform better.
	iv.	Helping patients	iii. Saving patients' lives and assisting them during difficult times brings motivation and positively impacts job performance.
			iv. Helping patients during their daily activities and bringing a smile to their faces bring satisfaction.
<b>Effective communication</b>	i.	Teamwork	i. Good communication, co-worker connections, and management support enhance job performance.
	ii.	Good communication	ii. Respectful talk matters: working in a team requires understanding the perspective of others also.
	iii.	Understanding the perspective of others	iii. Teamwork and good relationships with colleagues make the workplace more comfortable and enjoyable.
<b>Workplace satisfaction</b>	i.	Awareness about others and own emotions.	i. It helps to express feelings more clearly and understanding own and others' emotions helps to build a strong relationship.
	ii.	Managing emotions	ii. Managing emotions helps to resolve conflicts and helps in concentrating on the job.
	iii.	Positive emotions	iii. Leaders' and others' positive emotions create a positive work environment.
	iv.	Negative emotions	iv. Positive behaviours help to build relationships and bring happiness to the workplace.
	v.	Positive work environment	v. Negative emotions bring demotivation and dissatisfaction in the workplace.

The first theme from the interview transcript is self-emotion and others-emotion appraisal, as shown in Table 4.8. "Self and other emotion appraisal is the person's ability to understand and perceive own and other people's emotions" (Wong, & Song, 2004, p. 2; Othman et al., 2009, p.3). The interview questions regarding whether participants can perceive and understand their own and others' emotions indicate that participants' ability to perceive and understand emotions positively impacts their job performance and job satisfaction. Moreover, managing emotions requires comprehending and understanding of own and others' emotions (Ma & Liu, 2019).

As participants expressed:

"Well, understanding my own and others' emotions helps me to develop self-confidence, and yes, it impacts my job performance", expressed EP#2.

It also helps participants to provide a better quality of care to patients as well as in handling any problematic situations in the workplace.

"Working as a caregiver is important to understand and observe patients' emotions and provide them better care and perform well", expressed EP#4.

"Self-awareness helps me deal with my own emotions and any difficult situation in the workplace", expressed EP#6.

"I perceive my own and feelings of other people around me, which helps me to understand others and perform well at the workplace", as expressed by EP#7.

"Yes, being able to recognise emotions gives me the ability to perform well and help people in the workplace", expressed participant EP#5.

The second theme that emerges is the regulation of emotion. Emotion regulation is the dimension of EI, described as managing irresponsible and distressing emotions and staying focused under pressure (Serrat, 2017). Moreover, the skill of controlling emotions and behaviour and developing self-management makes the person control anger and make productive choices in different situations (Goleman, 2005). Mayer and Salovey (1995) proposed that EI is correlated with self-regulation and adaptive emotion management. The participants expressed that managing their emotions positively impacts their job performance and job satisfaction. Managing their emotions brings positivity and helps in decision-making. By self-managing their emotions, participants can handle difficult situations in the workplace and stay positive under pressure. However, participants who could not manage emotions were advised that it created conflict in the workplace and negatively impacted their job performance.

"I am not able to control my emotions, which causes arguments with team members and impacts my mind and personal life, and I cannot concentrate on my work", conveyed by EP#2.

"Well, understanding my own emotions helps me in the workplace to make better decisions as well as brings confidence", expressed EP#1.

"When I am not able to control my negative emotions, I cannot perform well in the workplace ", expressed EP#3.

"Spending time with friends and family and outdoor activities helps to control negativity", conveyed by EP#4.

"Listening to music and watching television, another factor such as yoga helps to alleviate stress after work and give me nourishment for another day in the workplace", stated by EP#5.

The other emerging theme that came from the interviews was empathy. The theme that emerged from the interview questions included which factors motivate you in work and how understanding others' emotions helps you perform well in the workplace (refer to Appendix B). Understanding their own and others' emotions helps participants realise patients' emotions and helps them provide good care. Empathy has two distinct components: emotional empathy, which involves feeling the emotions of another, and cognitive empathy, which relates to self-regulation of the emotion (Hunt et al., 2017). Empathy was the main factor noticed in participants and motivated them to remain at work. The employee said that understanding patients' conditions are most important to provide them with the care they need. The participants described how empathy relates to their performance.

"Yes, I feel pain when my patients suffer from pain, and caring for them also gives me happiness and understanding their conditions and being empathetic gives me satisfaction", expressed EP#6.

"Working as a healthcare provider is not easy, but when you realise you are saving someone's life and assisting them during their difficult time, it only motivates me to come to work", expressed EP#2.

"As a healthcare provider, working in healthcare allows me to help others and give me happiness", expressed EP#6.

"Well, many good events happened in my life, but I feel most proud of when I helped my clients during their daily activities, and my contribution helped them to smile", expressed EP#4.

Another prominent theme that is noted is effective communication. This theme emerged from interview questions; how do you manage your emotions in the workplace and resolve



conflicts? (refer to Appendix B). Communication is integral to the nurse-patient relationship and is one of the six fundamental values to deliver high-quality and compassionate patient care (Durkin et al., 2018). Promoting effective communication in health care is demanding, complex and challenging because of the nature of the work environment, which is often stressful and pressurised, providing little time for communication. The participants expressed that effective communication helps resolve conflicts in the workplace and is positively associated with job performance.

"I express my thoughts, try to understand other perspectives, and resolve any conflict by talking to them," stated EP#6.

Effective communication is why teamwork, collaboration, and building strong bonds with team members. These are all components of EI (Goleman, 2005). Participants communicated that open discussion helps resolve conflict among them. These are examples of participants' responses.

"I always speak to co-workers face to face if there is any conflict, also and try to understand their perspective", expressed by EP#5.

The interview questions regarding EI and job satisfaction indicate to the researcher how EI impacts employees' job satisfaction.

Participants were told that their ability to understand others and their emotions were positively associated with their job satisfaction. This ability helps employees to express their feelings more clearly, helps to build a strong relationship with staff, and enhances their job satisfaction.

"Yes, understanding my own and others' emotions impact my job satisfaction, helps me express my feelings to others and understand their feelings more clearly", expressed EP#2.

"Understanding and observing my and others' emotions impact my job satisfaction. It helps me build a strong relationship with my patients, co-workers, and management and makes my job easy and makes me happy," said EP#1.

Moreover, managing emotions also helps resolve workplace conflicts, brings positivity to the workplace, and positively impacts job satisfaction.

"I can concentrate better on my job by managing my emotions and avoiding workplace conflicts," said EP#4.

The positive behaviour of leaders, as well as other staff, also contributes to employee job satisfaction. Positive behaviour of leaders and staff uplifts the employee and creates a positive work environment. However, the negative emotions of leaders and other people in the workplace bring demotivation and dissatisfaction.

"Leader's and co-workers' behaviour impacts my job satisfaction. Because leaders' and others' positive emotions make me happy and daily want to come to my job as it uplifts my performance also" conveyed by EP#3.

"I do not like negative emotions of people in the workplace, and it demotivates me and is associated with job dissatisfaction", expressed by EP#1.

"Workplace culture, management, and positivity in the workplace make me happy", expressed by EP# 7.

#### **4.9. Thematic analysis of the Impacts of a Leader's EI on Job Performance and Job Satisfaction of the Employee.**

The interview questions captured how a leader's EI impacted employee's job performance and satisfaction. The goal was to allow the participant to express either positive or negative impacts related to a leader's EI, which is the ability to understand and perceive their own and others' emotions and the use and regulation of emotions. The interview questions consisted of yes or no questions and sub-questions to expand the response (Appendix B). Most participants elaborate on their answers, with only a few simple yes or no answers.

**Table 4.9**

*Thematic analysis of the impacts of a leader's emotional intelligence on employee job satisfaction and job performance.*

	Themes	Sub-themes		Descriptions
<b>Positive impacts</b>	Positivity	i. Positive and kind.	i.	Positive behaviour and kindness in leaders help to perform well.
		ii. Encourage staff	ii.	The leader always tries to do what he can do to uplift and encourage employees
		iii. Positive emotions.	iii.	The positive emotions of colleagues, as well as leaders, always affect satisfaction at work.
		iv. Understand own and others' emotions	iv.	Leaders able to understand their own and others' emotions positively impact performance.
		v. Managing emotions	v.	Managing the emotional ability of a leader brings positivity and happiness to the workplace.
		vi. Polite in nature	vi.	She is professional, polite, and open to offering help at any time.
	Supportive behaviour	i. Supportive	i.	Support in the busiest time, helping staff and encouraging them.
		ii. Feel respected and encouraged.	ii.	Feel respected and encouraged by the leader.
		iii. Sympathetic nature	iii.	Sympathetic nature and helping employees
		iv. Friendly personality	iv.	Friendly personality, listening to problems, very supportive.
		v. Valued to work.	v.	Value to staff hard work and appreciate them.
		vi. Constructive feedback	vi.	Constructive feedback impact performance
		vii. Leader's appreciation	vii.	Leader appreciation brings happiness and motivation.

	Relationship management	<ul style="list-style-type: none"> <li>i. Clearly defined</li> <li>ii. Discussion of workplace problems.</li> <li>iii. Effective communication</li> <li>iv. Positive nature</li> <li>v. Good communicator</li> </ul>	<ul style="list-style-type: none"> <li>i. Things are clearly defined.</li> <li>ii. Daily meetings and the discussion of workplace problems and challenges.</li> <li>iii. Effective communication with staff improves the relationship.</li> <li>iv. Employees appreciate positive natures.</li> <li>v. Straightforward with communication of information.</li> </ul>
<b>Negative Impacts</b>	Unable to recognize their own and other's emotions and manage and use their own emotions	<ul style="list-style-type: none"> <li>i. Job dissatisfaction</li> <li>ii. Negative behaviour</li> <li>iii. Not feeling respected</li> <li>iv. Not supported</li> <li>v. Disrespected</li> <li>vi. Not valued</li> <li>vii. Staff shortage and poor staff management</li> <li>viii. Not appreciated</li> </ul>	<ul style="list-style-type: none"> <li>i. Negativity and negative emotions impact motivation and bring job dissatisfaction.</li> <li>ii. The negative behaviour of the leader brought employees down.</li> <li>iii. Do not feel respected, supported, or understood by a leader.</li> <li>iv. Not giving value to a staff's work.</li> <li>v. Feel disrespected because of her inappropriate behaviour.</li> <li>vi. Staff shortage and poor staff management create workload and decrease performance.</li> <li>vii. No appreciation and no incentive bring work dissatisfaction.</li> <li>viii. Working hard does not appreciate and brings dissatisfaction.</li> </ul>

According to the theme and codes, which are modified from the transcript, a leader's positive characteristics positively impact employee job performance and job satisfaction, and some negative characteristics negatively impact the employee's job performance and job satisfaction.

The first theme that emerges from positive leader characteristics and is positively associated with employees' job performance and job satisfaction is positivity. The term positivity is purposefully broad, including the long-term impact that positive emotions have on one's character, relationships, communities, and environment (Fredrickson, 2009; Weitz, 2011). Leaders' positive attitudes impact employee performance and bring encouragement and motivation.

"My leader inspires me, and her positive behaviour impacts my performance", expressed EP#2.

"Yes, a leader's behaviour matters most, and her positive nature brings me to work, and she is optimistic and handles the situations wisely", stated by EP#1.'

"She always tries what she can do to uplift and encourage her staff, and it helps me be more productive and creative, " expressed EP#2.

"Leader's positive behaviour allures me to get to work daily", said by EP#7.

"The positive nature of colleagues and leaders affects my performance as well as happiness in the workplace", expressed EP#3.

The leader's ability to recognise and understand their emotions positively impacts employees' job performance and job satisfaction. Leaders' ability to manage their emotions and understand employees' emotions enhance employees' performance. It is the main component and necessary for self-management, relationship management, and productivity (Bradberry & Greaves, 2009). Participants expressed that.

"She is good at understanding the feelings of others and always looks at what she can do to help positively", expressed EP#4.

"She has a great ability to regulate and use her emotions to uplift the staff performance", expressed EP#6.

The other theme that emerged is the supportive behaviour of the leader. Participants feel valuable when their leaders are more supportive and helpful. Leaders' supportive behaviour impacts their performance and growth in the company. Participants feel valued when their leaders offer constructive feedback. Constructive feedback is supportive feedback given to an individual with a positive intention that is useful for their work and achieving the goal (Winnggis, 2012).

"She is very supportive and open to offering help at any time", said EP#2.

"She always listens and tries to help the staff", expressed EP#1.

"I am in this position because of their support and appreciation of my hard work and helping the staff during the busiest time. It impacts positively on me," expressed EP#7.

"I feel respected and encouraged by the leader, and it uplifts my performance", said EP#4.

"Her appreciation brings motivation in the workplace and makes me happy", expressed EP#5.

"Her constructive feedback and value hard work increase my job performance and job satisfaction", expressed EP#3.

It shows that the employee notices that the leader's supportive behaviour positively impacts job performance and satisfaction.

Relationship management is the third theme that emerged under the positive impact of a leader's EI on employee job satisfaction and job performance. Participants expressed that leaders' effective communication is associated with employee job performance and job satisfaction. Open

discussion, effective communication, empathy, and cooperation are components of EI (Serrat, 2017). Leaders who made the time to interact with their employees every day for a quick minute meeting showed genuine concern for their employees. Participants said excellent communication would considerably increase job performance and satisfaction by eliminating uncertainty in job objectives.

"She clearly defines things, and it enhances performance", said EP#2.

"Her habits of daily meetings and listening staff always make things clear and enhance performance", expressed EP#1.

Effective communication would improve the employees' understanding of what the leader expects from them regularly. When a leader enables participants to work in their way, inspires them, and provides constructive comments while maintaining a positive attitude, the participants feel appreciated. Leaders' unsupportive and impolite behaviour, lack of understanding, and lack of appreciation for the employees negatively impact job satisfaction and job performance. Leaders with higher EI have better social skills and use efficient communication to spread information (Wei et al., 2016). Communication is linked to social awareness, or empathy (Sadri, 2012), which improves how a leader interacts with staff.

"She talks about what needs to be done and what she expects", expressed EP#3.

"Yes, she regularly talked with us about problems and challenges that we are facing, and she can make good relationships with employees", expressed EP#4.

However, the leader's lack of EI negatively impacts employees' job performance and job satisfaction. Employees feel disrespected, discouraged, and not valued if their leaders fail to recognise their own and others' emotions and manage their own emotions. Leaders' unawareness



regarding their own and the emotions of others negatively impact employees' job performance and job satisfaction.

"Her negative behaviour brings discouragement, and sometimes I do not feel she appreciates my hard work", expressed by EP#7.

"I am being brought down because I am getting a negative attitude from my leader", expressed by EP#6.

"I do not feel respected, do not feel supported, and it makes me unhappy", expressed by EP#4.

"Leader's unawareness regarding the shortage of staff which enhances the load on other workers which brings unhappiness, workload, and tiredness", expressed by EP#3.

"Working as a caregiver is a challenging job itself, and I feel unhappy because there is no appreciation, and hard work is not appreciated by the leader", Expressed EP#1.

"I do not like the manager's negative attitude, and sometimes the problem does not listen to her, which makes me unhappy", said EP#5.

#### **4.10. Triangulation of the research**

Triangulation is a method used to increase the credibility and validity of research findings (Noble & Heale, 2019). Credibility refers to trustworthiness, and validity concerns how a study accurately reflects or evaluates the concept or ideas being investigated. Triangulation, by combining theories, methods, or observers in research, can help overcome fundamental biases arising from using a single method or observer (Heale & Forbes, 2013). The research was

undertaken to explore the impact of EI on employees' job performance and job satisfaction through methodology triangulation.

Methodology triangulation uses different research methods to approach the same topic (Heale et al., 2018). Mixing methods is a form of triangulation in this research seen as mitigating the weakness of single methods. In the quantitative research method, a survey questionnaire was employed to collect the data from the aged care employees. The quantitative data collected through the questionnaire was analysed using quantitative analysis methods, regression, and descriptive statistics analysis. In the Qualitative research method, data collected from interviews were analysed using thematic analysis. The quantitative and qualitative findings show that EI positively impacts employee job performance and job satisfaction.

Therefore, methodology triangulation reduces the research bias from using the single method and enhances the validity by approaching the same problem with mixed research methods.

## Chapter 5

### 5.0. Discussion and recommendations

This research explored how EI is defined as “the ability to perceive and understand one's own and other's emotions, manage and use of emotions” (Mayer & Salovey, 1997, p.3), impact on the employee's job performance and job satisfaction in the aged care industry in Auckland.

The results from an interview captured the participants' perception of their own and their leaders' EI and the experiences that created their perceptions and expressed experiences.

#### **5.1. Discussion about Research Question 1 (The impact of employee's EI on their job performance and identify the relationship between the employee's EI and their job performance).**

From the regression analysis, the relationship between the self-emotion appraisal, others-emotion appraisal, use of emotion and regulation of emotions, and job performance of employees was positive and statistically significant. The correlation between the self-emotion appraisal, others-emotion appraisal, use of emotion, and employee's job performance was positive and weak. At the same time, the correlation was positive and moderate between the regulation of emotions and the employee's job performance. Overall, the dimensions of EI conceptualised by Mayer & Salovey (1997), the ability to perceive and understand own and others' emotions, use of emotion, and regulation of emotions are positively associated with the employee's job performance.

From the qualitative finding, this research found that the participant's ability to be aware of their own and others' emotions and manage and use those emotions are positively associated with their job performance. The finding showed that employees' ability to understand patients' emotions positively impacts the quality of care delivered to patients. The participants who were aware of the emotions of patients provided better care to patients. The previous study supports the

finding that EI enhances the quality of care provided to patients (Karimi et al., 2014; Karimi et al., 2020). Moreover, the EI skills of an employee: empathy, self-management, conflict management, and effective communication help them to interact with patients and co-workers successfully and assist them in performing better.

Additionally, regulation and management of employees' emotional skills positively impact employees' job performance and support them in managing conflict in the workplace. It has been found that the regulation of emotions creates positivity and assists employees in staying positive and managing their workload. However, the participants expressed that a lack of self-management and self-regulation creates work conflict and negatively impacts their personal life and work performance.

The sub-themes which emerged under effective communication and helping employees to perform better are managing their relationships with co-workers, teamwork collaboration, cooperative behaviour, open discussion, and the ability to handle conflict at the workplace. These employees' skills help build better relationships between co-workers, patients, and the management team. Collaboration, effective communications, and teamwork are also dimensions of EI (Serrat, 2017). Previous research also found that effective communication and interpersonal skills are critical attributes for the employee and significant for workplace success (DeKay, 2012). Empathy is another essential EI skill that emerged from the theme that enhances employee job performance. The participants in the interview expressed that helping their patients motivates them and improves job performance at work.

Overall, the regression and thematic analysis results found that employee EI skills positively correlate with the employee's job performance. The EI dimensions, perceiving and understanding own and others's emotions, and using and regulating emotions positively impact

the employee's job performance. The research suggests that EI is positively related to the job performance of the employee as well as the impact on decision-making, motivation, and quality of care. Therefore, the aged care industry should implement EI training to learn and practice EI skills to enhance the employee's job performance. As EI can help to enhance the employee's job performance, it can also improve the overall productivity of an organisation. The higher job performance of employees has been linked to higher organisational productivity (Ahangar, 2012; Carmeli, 2003; Hanaysha, 2016). As a result, EI can enhance the job productivity of the organisation by improving the employee's job performance.

**5.2. Discussion about Research Question 2 (The impact of Leader's EI on Employee Job Performance and Job Satisfaction and identify the relationship between leader's EI and employee's job performance and job satisfaction).**

From the regression analysis, it has been found that leaders' ability to perceive and understand their own and other emotions and regulate and use of emotion were positively associated with employee job performance and job satisfaction. The correlation coefficient and p-value showed that the relationship between leaders' EI and employees' job performance and job satisfaction was positive and statistically significant. It has been found that the correlation between a leader's ability to use emotion and an employee's job performance was weak and positive. In contrast, there was a moderate and positive correlation between the regulations of emotion, others-emotion appraisal, and job performance of the employees.

The leader's ability of self-emotional appraisal strongly correlated with employee job performance, and the relationship was also positive. At the same time, the correlation between leaders' capability to perceive and understand their own and other emotions, regulate and use

emotions, and employees' job satisfaction was strong and positive. The relationship between a leader's ability to regulate emotions and employee job satisfaction was significantly strong.

The results from the thematic analysis showed that leaders' EI skills are related to employee job performance and job satisfaction. The leader's positive behaviour brings positivity to the employee and encourages them in the workplace. There were themes identified under both positive and negative impacts. The themes that emerged under the positive effects on employee job performance and satisfaction were positive behaviour, relationship management, and the supportive nature of leaders, allowing the employees to perform better and encouraging them.

Leaders' relationship management and effective communication skills positively impact employee job performance and job satisfaction. Moreover, according to the participant's responses, the relationship management skills of the leader inspired and made employees feel valuable. As Yadav (2014) stated, "50% of work satisfaction is determined by the relationship an employee has with their leaders". Relationship management requires two emotional skills: self-management, social awareness, a clear communication (Goleman, 2005; Lam & O'Higgins, 2012).

Participants showed that leaders' supportive behaviour helped employees to resolve workplace issues and improved their performance. Leader emotional support and self-awareness are significant for the employee. Participants indicated how encouragement and support of leaders were necessary for their job performance, job satisfaction, and motivation in the workplace.

According to the participants' responses, leaders high in self-awareness exhibited good relationships with the employee, encouraged and willing to help employees when needed. The ability to understand own and others' emotions and manage and use emotions helps a leader be empathetic, a good listener, supportive and respectful. These skills assist a leader in relationship

management, provide constructive feedback, support employees in their professional development, and satisfy them.

The opposing themes that emerged from interviews consisted of the leaders' negative emotions, lack of motivation, and no appreciation of the hard work of employees negatively associated with employee job performance and job satisfaction. On the other hand, when the leader does not recognise their and others' emotions and cannot manage and use emotions, it negatively impacts job performance and job satisfaction among employees. Leaders' negative emotions of not appreciating employees' hard work, and emotional unawareness, represented that lack of EI skills in leaders created job dissatisfaction and negatively impacted the employee's job performance. Ingram & Cangemi (2012) explained that leaders who are emotionally unaware miss cues and fail to recognise others' emotions, as well as have difficulty identifying and understanding why employees feel disrespected, not valued, and insignificant.

The leader's ineffective communication and negative feedback brought discouragement among employees. The unsupportive nature of the leader, lack of awareness, and disrespect for the employees, are negatively associated with employee performance and job satisfaction.

Consequently, the participants' responses established the need for leaders to have a higher EI. Previous studies showed that a leader's EI is positively linked to effective leadership (Ramchunder & Martin, 2014; Wong & Law, 2017). Moreover, the EI of leaders enhances the organisation's performance by inspiring employees to care for patients with passion and dedication (Heckemann et al., 2015; Pérez-Fuentes et al., 2018; Raeissi et al., 2022; Wang et al., 2018). The qualitative approach allowed a deeper aspect into the reasoning behind the employees' rankings of their leaders on EI. The rankings alone may have given a different view or conclusion. However,

with verbal input from the employees, the rankings evolved into a more substantial meaning, thus more solid conclusive findings.

This research found that a leader's EI positively impacts the employee's job performance and satisfaction. The lack of EI skills in leaders is negatively associated with employees' job performance and job satisfaction.

### **5.3. Discussion About Research Question 3 (The impact of Employee's EI on their Job Satisfaction and identifying the relationship between Employee's EI and their job satisfaction).**

The relationship between job satisfaction and the EI of employees is the third question of this study, and the job satisfaction factor is directly related to decision-making and patient satisfaction (EI Badawy & Magdy, 2015). To investigate the dimensions of EI and participants' job satisfaction, linear regression and thematic analysis were performed. The outcomes showed that the relationship between the regulation of emotion, the use of emotion, and employees' job satisfaction was strong and positive. Whereas the relationship between self-emotion appraisal and others- emotion appraisal and job satisfaction of employees was weak and positive. The p-value showed that the relationship between these EI dimensions and employee job satisfaction is statistically significant. Overall, the four dimensions of EI positively impact employees' job satisfaction. As EI increases, the job satisfaction of employees increases, which shows that the change in EI is responsible for the change in the employee's job satisfaction.

The findings from the thematic analysis showed that participants expressed that assisting patients by understanding their emotions is the main factor influencing job satisfaction. The results are also supported by previous research studies, which reported a substantial positive correlation between EI and job satisfaction (Trejo, 2016; Yusoff et al., 2013). It is evident from the findings



that an employee having a high level of EI possesses a high level of job satisfaction. It has been found that when an employee faced job challenges in the workplace, there were factors that demotivated and negatively associate their job satisfaction and bring workplace dissatisfaction. The factors such as staff shortages, workload, leader's negative behaviour, and no incentives were behind job dissatisfaction. However, employees' understanding, perceiving, and managing of their emotions help them to stay positive and manage stressful situations in the workplace. The employee EI skills allow them to manage emotional challenges in the workplace. As was found in previous research, a person with lower EI skills cannot handle stressful situations (Psilopanagioti et al., 2012). Participants who were satisfied with their job were happy with helping and providing patient care. They were satisfied with their positive feedback and management, and workplace culture.

Receiving feedback can provide positive reinforcement that makes the employee feel valued. However, some participants said they felt demotivated and distressed when not appreciated. It has been found that relationship management, effective communication, staying positive, face-to-face conversation, outdoor activities, and spending time with family positively affect job satisfaction. This research also found that stressful factors such as working long hours, negative feedback, and staff shortage in this industry, lead to job dissatisfaction. Job satisfaction also depends on a cheerful company environment, culture and management happiness, and work equality.

Overall, the employee's own EI has a positive impact on their job satisfaction.

## Chapter 6

This final chapter is organised as follows: first, the conclusion in the form of a brief overview; second, the implication third, the limitations and final future recommendations.

### 6.1. Conclusion

This research analysed the impacts of EI on employees' job performance and job satisfaction in the aged care industry. To achieve this goal, the researcher used mixed methods research methodology and conducted a questionnaire with 100 participants and interviews with seven participants. The existing literature indicated the importance of EI. However, few studies have been conducted on the impact of EI on job performance and job satisfaction of employees in healthcare industries, especially in the aged care industry. This research examined the positive impact of employees' and leaders' EI on job performance and job satisfaction of employees in the aged care industry. The leader's and employee's EI both play an essential role in enhancing employee job performance and satisfaction.

This research also found that employees' EI, understanding and perceiving their own and others' emotions, regulation and use of emotions enhance the quality of care they provide to patients. This finding is related to (Karimi et al., 2020) study, which found that employees' EI skills impact the quality of care. The qualitative and quantitative studies confirmed the theoretical foundation of Goleman's study, which linked EI, job performance, and effective leadership in the workplace (Goleman, 2005).

The outcome of this study also filled the gap in the literature on the impact of leader EI on job performance and job satisfaction (Brown, 2014; Carmeli, 2003; Dabke, 2016). Although research has been conducted that collaborates the importance of EI, this research also filled the gap in the literature by using a mixed research methodology conducted on the impact of EI on

employee job performance and job satisfaction in the aged care industry in New Zealand. A mixed methods research approach allowed in-depth views, actions, and experience as well as numerical findings, which showed the impact of EI on the job performance and job satisfaction of the employee. This research showed a positive and statistically significant relationship between employees' emotional intelligence, job performance, and job satisfaction. Secondly, this research also presented that a leader's EI is positively associated with employee job performance and job satisfaction. Leaders' EI plays a crucial role in employees' job performance and job satisfaction and maintaining them within the organisation.

Consequently, the study has several implications for aged care facility leaders. By understanding the relationship between EI, job performance, and job satisfaction, aged care organisations may develop business plans and employee programmes to mitigate the effect of job dissatisfaction and enhance job performance. The research found the positive impact of EI on employee job performance and job satisfaction, and it recommends aged care industry provide and develop EI training in the workplace as EI is a teachable and trainable skill (Ioannidou & Konstantikaki, 2008; Slaski & Cartwright, 2003). It can also help the aged care industry deal with issues such as shortage of staff, employee retention, and job stress.

The study may also be relevant for healthcare employees in hospitals, where they must deal with emotionally demanding situations daily. The research has found that emotional intelligence is critical to effective leadership, employee job performance, and job satisfaction.

## **6.2. Limitations of this Research**

The first limitation of this research was the sample size. The researcher planned to perform a questionnaire using 200 participants and proposed to conduct 20 interviews. Owing to COVID-19, Auckland went through lockdown for a couple of months. The lockdown period was extended,

and the researcher was supposed to conduct the data during that time. However, lockdown restrictions and participants' concern about getting infected from COVID-19 were the primary reasons fewer participants took part in the study. After loosening the lockdown restriction in December 2021, the researcher started to meet participants and encouraged them to participate in the questionnaire and interviews. Moreover, the healthcare industry was the busiest during the COVID-19 pandemic, and employees had the highest risk of contracting COVID-19. Healthcare employees were deemed essential employees during the COVID-19 pandemic. Therefore, visitors were strictly excluded from the aged care facilities and other healthcare facilities in the healthcare sectors. Thus, the researcher collected the questionnaire from only 100 participants, and only seven contributed to the interviews.

The second limitation was that this research did not include other healthcare industries, such as hospitals. It was only limited to aged care facilities in Auckland. The participants of this study were nurses and personal care providers (caregivers and support staff). This research was focused only on aged care employees to determine the impact of EI on their job performance and job satisfaction. This research did not examine the effect of EI on other healthcare industry employees.

The third limitation was the region, and the research was conducted only in the Auckland region of New Zealand. The researcher did not cover the aged care faculties in another region of New Zealand.

### **6.3. Future Recommendations**

The research was conducted in the aged care industry; therefore, further studies should be conducted on other healthcare industries using a mixed-method research methodology. Any future

study should be undertaken with participants working in other healthcare industries and covering other regions of New Zealand. Further study should be conducted with large sample size.

Secondly, as the employee and leader's EI is positively linked with job satisfaction and job performance, future studies should investigate whether EI should be included in the workforce selection and recruitment process for aged care industry employees. Moreover, further research can explain the relationship between EI, burnout, and employee turnover among healthcare employees. Additionally, future studies should find the effects of EI training and compare the benefits of EI with other forms of resilience training to see how they can compare and impact job performance and job satisfaction of employees in the aged care industry.

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## Appendix A

### Questionnaires

#### Consent Form

Thank you for participating in the investigation into the impact of Emotional intelligence on the job performance and satisfaction of aged care employees in New Zealand.

The survey will take approximately 10 -15 minutes to complete. All the responses will be confidential. The survey will help us ascertain further how managing emotions in the aged care sector can be beneficial to improve the performance of aged care workers and assist aged care sectors in providing better service while obtaining a remarkable outcome. This study will be significant to fill the gap in previous studies, as most of the study has been done on emotional intelligence in other industries outside of New Zealand. This research will be beneficial in New Zealand, especially in the aged care sector. Moreover, it will evaluate how emotional intelligence impacts employees' performance and help them cope with stress levels in this sector.

If you have any questions about please feel free to email me at [meen12@student.op.ac.nz](mailto:meen12@student.op.ac.nz) my supervisor's email id is [barnaby.pace@op.ac.nz](mailto:barnaby.pace@op.ac.nz). This study has been approved by the ethics committee of Otago polytechnic international campus Auckland ([reference AIC 94](#)). However, if you observe any concerns about the study's ethical conduct. You may conduct the coordinator of the ethical committee; his email id is [indrapriya.kularatne@op.ac.nz](mailto:indrapriya.kularatne@op.ac.nz).

Please take your time reading the following information.

Research Title -The impact of Emotional Intelligence on Employee Performance and Job Satisfaction in the Aged care industry.



I have read the research information document and understand what it entails. I acknowledge that I have the right to request additional information at any time.

I am aware.

My participation in the research is voluntary. I am allowed to withdraw to answer any specific question if I feel distressed.

I have the option to withdraw at any moment.

My data will be erased once the research is completed. The research findings may be published and presented at an academic conference, but my privacy and confidentiality will be maintained. I can request a copy of the study results.

Meena rani

(Researcher name

M.R

( Researcher signature)

Please enter your name as a signature below to accept the invitation to participate in this research under the terms outlined in the information above.

Block 2

General Question Regarding participants

Q1. What is your current position in the company?

Q2 What is the highest degree or level of NZ education you have completed?

Q3. Gender

- ☐ Female
- ☐ Male
- ☐ Third-gender/non-binary

Q4. What is your age group?

- ☐ 18-29
- ☐ 30-39
- ☐ 40-55
- ☐ 55+years

Q5. How many years have you been with the company?

- ☐ 6-12 months
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ More than 6 experiences

### Block 3

Questionnaires based on a five-point Likert scale measure job performance based on dimensions of job performance such as task performance, contextual performance, and counterproductive work behavior.

A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree with each of the statements.

1-Strongly disagree 2 =disagree 3=Neither agree nor disagree 4= agree 5=strongly agree

	Strongly disagree	Disagree	Neither agree nor disagree	agree	Strongly agree
I managed to plan my work so that I finished it on time.					
I keep in mind the work result I needed to					
I was able to set priorities					
I was able to carry out my work efficiently					
I managed my time well					
On my initiative, I started new tasks when my old tasks were completed					
I took on challenging tasks when they are available					

I worked on keeping my job-related knowledge up to date					
I came up with creative solutions for new problems					
I took on extra responsibilities.					
I continually sought new challenges in my work.					
I worked on keeping my work skills up to date					
I actively participated in meetings or consultation					
I complained about the minor work-related issues at work.					
I made more problems at work than they were.					
I focused on negative aspects of situations at work instead of positive aspects.					
I talked to people outside the organization about the negative aspects of my work					

I talked to colleagues about the negative aspects of work					
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#### Block 4

The items on the Wong and Law Emotional Intelligence Scale (WLEIS) are based on the ability model of emotional intelligence. A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree with each of the statements

1-Strongly disagree 2 =disagree 3= neither agree nor disagree,4= agree, 5= strongly agree

	Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree 174
I have a good understanding of my own emotions.					
I understand what I feel.					
I always know whether I am happy or not.					
I have a good sense of why I feel contain feelings most of the time.					
I always know my friends' emotions from their behaviour.					
I am a good observer of others' emotions.					
I am sensitive to the feelings and emotions of others.					
I have a good understanding of the emotions of people around me.					
I always set goals for myself and then try my best to achieve them.					
I always tell myself I am a competent person.					

I am a self-motivating person.					
I would always encourage myself to try my best.					
I can control my temper so that I can handle difficulties rationally.					
I am quite capable of controlling my own emotions.					
I can always calm down quickly when I am very angry					
I have good control of emotions.					

## Block 5

### Questionnaires regarding Jobs satisfaction

A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree with each of the statements.

1-Strongly disagree 2 =disagree 3=Neither agree nor disagree 4= agree 5=strongly agree

	Strongly disagree	disagree	Neither agree nor	agree	Strongly agree
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			disagree		
I feel encouraged to share my ideas on better ways of doing things.					
Work gives me a feeling of personal accomplishment and satisfaction.					
I am happy with the team's communication and the company's culture.					
I have a great life/work balance.					
I feel valued for my contribution.					
Work makes the best use of my abilities.					
I am satisfied with the management system of					



the company.					
I manage my work-related stress.					
I suffer from workplace anxiety and fear of taking on new challenges.					
I manage my work-related stress.					
I stay positive when working long hours.					
I have taken leave from work for the past 12 months for stress.					
My management team is happy with my work-related performance.					
I have been rewarded for my good performance.					
I feel happy at the workplace.					

Block 6. Assess the EI of a leader based on the employee perception of your leader. A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree with each of the statements

1-Strongly disagree 2 =disagree 3= neither agree nor disagree,4= agree, 5= strongly agree.

	Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree
The leader has a good understanding of his own emotions.					
The leader understands what he feels.					
The leader always knows whether he is happy or not.					
The leader has a good sense of					

why he feels and contains feelings most of the time					
The leader always knows others' emotions from their behaviour.					
The leader is a good observer of others' emotions.					
The leader is sensitive to the feelings and emotions of others.					
The leader has a good understanding of the emotions of the people around him.					
The leader always set goals and then try their best to achieve them.					
The leader always tells himself he is a competent person.					
A leader is a self-motivating person.					
The leader would always					

encourage himself to try his best.					
The leader can control their temper so that he can handle difficulties rationally.					
The leader is quite capable of controlling his own emotions.					
The leader can always calm down quickly when he is angry					
The leader has good control of emotions.					

## Appendix B

### Interview Questionnaire

#### Consent Form

Thank you for participating in the investigation into the impact of Emotional intelligence on the job performance and satisfaction of aged care employees in New Zealand.

The interview will take approximately 20 -25 minutes to complete. All the responses will be confidential. The survey will help us ascertain further how managing emotions in the aged care sector can be beneficial to improve the performance of aged care workers and assist aged care sectors in providing better service while obtaining a remarkable outcome. This study will be significant to fill the gap in previous studies, as most of the study has been done on emotional intelligence in other industries outside of New Zealand. This research will be beneficial in New Zealand, especially in the aged care sector. Moreover, it will evaluate how emotional intelligence impacts employees' performance and help them cope with stress levels in this sector.

If you have any questions please feel free to email me at [meen12@student.op.ac.nz](mailto:meen12@student.op.ac.nz) my supervisor's email id is [barnaby.pace@op.ac.nz](mailto:barnaby.pace@op.ac.nz). This study has been approved by the ethics committee of Otago polytechnic international campus Auckland ([reference AIC 94](#)). However, if you observe any concerns about the study's ethical conduct. You may contact the coordinator of the ethical committee; his email id is [indrapriya.kularatne@op.ac.nz](mailto:indrapriya.kularatne@op.ac.nz).

Please take your time reading the following information.

Research Title -The impact of Emotional Intelligence on Employee Performance and Job Satisfaction in the Aged care industry.

I have read the research information document and understand what it entails. I acknowledge that I have the right to request additional information at any time.

I am aware.

My participation in the research is voluntary. I am allowed to withdraw to answer any specific question if I feel distressed.

I have the option to withdraw at any moment.

My data will be erased once the research is completed. The research findings may be published and presented at an academic conference, but my privacy and confidentiality will be maintained. I can request a copy of the study results.

1.) Could you please tell me a bit about yourself?

2) Where do you work, and what are your current job responsibilities?

### **Self-emotions appraisal**

Are you able to perceive and understand your own emotion and how it impacts your job performance?

Do you think your behavior triggered by emotions has a positive or negative impact on your performance?

### **Others- emotions appraisal**

Are you able to understand and perceive the feelings and emotions of your co-workers and others around you?

Does it help you to perform well at the workplace?

Are you able to observe and understand the feelings of your patients and other people around you in the workplace? How does it impact your performance?

### **Managing and use of emotions**

Do you think you can manage and understand your emotions?

How do you manage any conflict in the workplace? How does it impact your performance?

How do you respond when co-workers challenge you? How do you de-stress after a bad day at work? Does it impact your performance?

How do you get inspired and motivate yourself at the workplace?

### **Workplace satisfaction**

Do you think perceiving, and understanding your own and other emotions related to workplace satisfaction?

How do you manage and use your emotions in the workplace?

Which factor motivates you to come to work daily?

Do you think your leader's behavior plays an important role in work satisfaction?

Do you think the behaviour of other staff affects your job satisfaction?

Which things bring you happiness and satisfaction in the workplace?

Do you think your daily work is valuable and important?

### **Impact of leader's Emotional intelligence**

Does your leader recognize his emotional behavior? How does your leader's behavior impact your performance and job satisfaction?

How does your leader's negative behaviour impact your performance and workplace satisfaction ?

Does your leader able to manage his negative emotions? If not, how does it impact your performance and job satisfaction?

Are you inspired by your leader?

Does your leader understand the feelings and emotions of others also?

Does it help you during difficult times? If yes, how does it impact your performance?

Does your leader openly communicate with you?

Does your leader respond to your feelings and how does this affect your performance?

Does your leader inspire you and how does it impact your performance?

Does your leader make you feel valued? How does it impact your performance and job satisfaction?

Does your leader motivate you? How does this behaviour impact on your performance and job satisfaction?

How does your leader manage conflict in the workplace? Does this impact your performance?



## Appendix C

### Ethics Approval

28<sup>th</sup> October 2021

**Name: Meena Rani**

Dear Meena,

**Re: Application for Ethics Consent**

**Reference Number: AIC94**

**Title of Application: The impact of emotional intelligence on employee's performance and job satisfaction in the healthcare sector.**

Thank you for your application for ethics approval for this project.

The review panel has considered your revised application including responses to questions and issues raised. We are pleased to inform you that we are satisfied with the revisions made and confirm ethical approval for the project.

Many thanks for your considered responses to our recommendations.

We wish you well with your work and remind you that at the conclusion of your research you should send a brief report with findings and /or conclusions to the Research Ethics Committee.

All correspondence regarding this application should include the reference number assigned.

Project approval is valid for three (3) years from date of letter.

With best regards,

Indrapriya Kularatne

Ethics Coordinator, Otago Polytechnic Auckland International Campus



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## Appendix D

### Definition of Terms

The following terms were used operationally in this study.

Effective leadership. effective management. Effective leadership is described as the ability to motivate group behavior to achieve larger goals (Jambawo, 2018; Ramchunder & Martins, 2014).

Emotional competency- The three subcomponents of emotional intelligence—perception, emotional attentiveness, and clarity—are together referred to as emotional competence (Monzani, et al., 2015). Emotional intelligence and this phrase are interchangeable.

Emotional intelligence. The capacity to comprehend and control one's own and other's emotions is what is meant by the term "emotional intelligence" (Goleman, 2005).

Employee performance. The performance of an employee is defined as the activities, actions, and behaviors of an employee that contribute to the achievement of a goal (Shooshtarian et al., 2013).

Intelligence Quotient (IQ). An assessment of an individual's talents includes the analytic, intellectual, and logical capabilities that the individual has (Green, 2016).

Job performance. Job performance is about what a person does, his or her activities, and behavior; the results are the consequence of the individual's performance (Shooshtarian et al., 2013). The capacity of workers to utilize their emotions to enhance performance affects their ability to accomplish their jobs (Sy et al., 2006, p. 462).

Leader. In place of manager, director, frontline leader, or any other title for a management job, the word "leader" was used. Employee effectiveness is enabled by a leader's assistance in setting and attaining objectives (Eken et al., 2014).