THE INFLUENCE OF ORGANISATIONAL CULTURE AND JOB SATISFACTION ON EMOTIONAL INTELLIGENCE AND ORGANISATIONAL PERFORMANCE OF MALAYSIAN ADMINISTRATIVE AND DIPLOMATIC OFFICERS

SUGANTHI SUPRAMANIAM

FACULTY OF ECONOMICS AND ADMINISTRATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2020

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THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

FACULTY OF ECONOMICS AND ADMINISTRATION
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Abstract

As a natural instinct of survival in a competitive environment, organisations inherently aim to achieve high organisational performance. Due to constant global challenges and the volatile environment, organisations are accosted with various challenges. An analysis of Malaysia's ranking in the IMD World Competitiveness report secured a 12th position in 2014, which dropped to the 24th position in 2017. As public servants play a pivotal part in meeting the competitiveness challenge of a country, this highlights a potential issue in the performance of the public service in improving the nation's productivity. Hence, this thesis explores the effects of emotional intelligence on organisational performance in the civil service environment, with an emphasis on organisational culture and job satisfaction. In addition, the study aims to analyse the ingrained influence of emotional intelligence on the performance of Administrative and Diplomatic Officers in the civil service. This research further develops a holistic framework that links emotional intelligence, organisational performance, organisational culture and job satisfaction. This study intends to contribute to the developing literature and knowledge base on EI and OP through OC and JS, this may assist practitioners and researchers who are deliberating on the value of EI on OP and further research. This quantitative study collected data from the public administration officers based in Putrajaya and Kuala Lumpur. The data was obtained via a Likert type-scale questionnaire completed by 365 Administration and Diplomatic Officers and analysed using Smart PLS 3.2.6. This study contributes to a better understanding of organisational performance specifically in the public sector, due to the new knowledge created by this research. This research is based on the Social Intelligence Theory and the Theory of Hierarchy Needs. The Social Intelligence Theory emphasises on the ability of an individual to realise and recognise ones' feelings and also the feelings of others. It allows one to be aware of self-management, self-awareness and knowing others in relationship management. As for the Theory of Hierarchy of Needs, it

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places importance on fulfilment of physiological, safety and self-actualisation that are needed for job satisfaction. The main finding of this research indicates that emotional intelligence has a positive direct effect on organisational performance. The constructs of emotional intelligence consisting of self-management, self-awareness, social awareness and relationship management play an important role in improving performance of public administrators. This highlights the need to establish emotional intelligence as one of the determinants of organisational performance and simultaneously find ways in ensuring it is prioritised in the public administration domain. The findings also reveal that emotional intelligence has a positive indirect effect on organisational performance through organisational culture. This indicates that emotional intelligence has the ability to influence organisational performance through organisational culture. The findings have implications for government human resources policies related to recruitment, training and development and organisational performance that are targeted at producing better outcomes and services to the general public.

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Abstrak

Dalam persekitaran yang kompetitif, adalah satu kebiasaan bahawa organisasi akan sentiasa mengorak langkah untuk mencapai prestasi organisasi yang tinggi. Disebabkan cabaran global yang berterusan dan persekitaran yang tidak menentu, organisasi sentiasa menghadapi pelbagai cabaran. Dalam laporan Daya Saing Dunia IMD, kedudukan daya saing Malaysia telah merosot daripada kedudukan ke-12 pada 2014 ke kedudukan ke-24 pada tahun 2017. Oleh sebab penjawat awam memainkan peranan penting dalam menangani cabaran daya saing ini, ia menunjukkan isu dalam prestasi perkhidmatan awam. Tesis ini mengkaji kesan kecerdasan emosi terhadap prestasi organisasi dalam persekitaran perkhidmatan awam, dengan menekankan kepentingan budaya organisasi dan kepuasan pekerjaan di dalam perkhidmatan awam bagi meningkatkan produktiviti negara. Maka, kajian ini diharapkan dapat menyumbang kepada penyelidikan lanjut dalam prestasi organisasi, terutamanya dalam bidang pentadbiran awam. Tambahan pula, kajian ini bertujuan untuk menganalisis pengaruh kecerdasan emosi ke atas prestasi Pegawai Pentadbiran dan Diplomatik di dalam perkhidmatan awam. Kajian ini seterusnya membangunkan rangkakerja menyeluruh yang menghubungkan kecerdasan emosi, prestasi organisasi, budaya kerja organisasi, dan kepuasan kerja. Kajian kuantitatif ini telah mengumpulkan data dari pegawai pentadbiran dan diplomatik di Putrajaya dan Kuala Lumpur. Data diperolehi melalui soal selidik skala jenis Likert daripada 365 orang dan dianalisis menggunakan perisian Smart PLS 3.2.6. Keputusan kajian ini dijangka akan menyumbang kepada kajian lanjut dalam prestasi organisasi, khususnya dalam sektor awam. Dua teori yang diaplikasi di dalam kajian ini adalah ‘Social Intelligence Theory’ dan ‘Theory of Hierarchy of Needs’. Kedua-dua teori ini menepati asas kaji selidik ini. ‘Social Intelligence Theory’ menekankan kepentingan kebolehan mengawal dan memahami emosi sendiri dan orang lain untuk mencapai prestasi tinggi di organisasi.

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‘Theory of Hierarchy of Needs’ pula menekankan kepentingan keperluan asas yang merangkumi keperluan fisiologi, keselamatan dan pencapaian asas dalam mencapai kepuasan dalam pekerjaan. Keputusan utama kajian ini menunjukkan kesan positif kecerdasan emosi ke atas prestasi organisasi. Konstruk kecerdasan emosi yang terdiri daripada kebolehan menguruskan diri, kesedaran diri, kesedaran sosial dan kebolehan menguruskan perhubungan memainkan peranan penting dalam meningkatkan prestasi pegawai perkhidmatan awam. Ini menunjukkan keperluan untuk menentukan kecerdasan emosi sebagai salah satu faktor penentu prestasi organisasi dan dengan itu terdapat keperluan untuk memastikan elemen ini diutamakan dalam domain pentadbiran awam. Kajian ini juga menunjukkan kesan kecerdasan emosi yang positif ke atas prestasi organisasi secara tidak langsung melalui budaya organisasi. Ini bermakna budaya dalam organisasi memainkan peranan yang penting dalam meningkatkan prestasi organisasi dan secara tidak langsung kecerdasan emosi memainkan peranan yang penting dalam melaksanakan ini. Tambahan pula, hasil kajian juga menunjukkan kepuasan pekerjaan tidak mempunyai kesan langsung di antara kecerdasan emosi dan prestasi pekerjaan. Hasil penyelidikan ini dapat diterapkan ke dalam dasar sumber manusia sesebuah negara dalam memastikan tenaga kerja yang lebih baik daripada proses perekrutan, pembangunan organisasi dan prestasi organisasi, seterusnya membawa kesan yang positif kepada hasil dan perkhidmatan kepada masyarakat umum.

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University of Malaya

TABLE OF CONTENTS

University of Malaya

University of Malaya

University of Malaya

University of Malaya

LIST OF TABLES

University of Malaya

University of Malaya

LIST OF FIGURES

University of Malaya

LIST OF SYMBOLS AND ABBREVIATIONS

ADO	Administrative and Diplomatic Officer
AO	*Achievement Orientation*
BSC	*Balanced Scorecard*
CM	*Communication*
EI	*Emotional Intelligence*
EMP	*Empathy*
ESC	*Emotional Self- Control*
ESA	*Emotional Self-Awareness*
FP	*Financial Perspective*
GCI	Global Competitiveness Index
GCR	Global Competitiveness Report
GCR	Global Competitiveness Report
GLC	Government Linked Companies
IMD	Institute for Management Development
INFL	*Influence*
INV	*Innovation*
IP	*Internal Process*
JC	*Job Challenge*
JS	*Job satisfaction*
KPI	Key Performance Indices
LG	*Learning and Growth*
MCS	Malaysian Civil Service
MPS	Malaysian Public Service
NPM	New Public Management

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OC	*Organisational Culture*
OP	*Organisational Performance*
PCB	Public Complaints Bureau
PII	Productivity Improvement Initiative
PMS	Performance Management System
PSD	Public Service Department
SC	*Social Cohesion*
SP	*Stakeholder Perspective*
TQM	Total Quality Management
TR	*Trust*
WCR	World Competitiveness Report
WCY	World Competitiveness Yearbook
WEF	World Economic Forum

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CHAPTER 1: INTRODUCTION

1.1 Background of Study

This section provides a short summary of the importance of Organisational Performance (OP) in the Public Administration of the Malaysian government. The next section outlines the need for this topic to be further explored. Next, it discusses the significance and motivation of this research and finally the scope of this study. This study aims to examine the direct effect of Emotional Intelligence (EI) on OP, EI on Organisational Culture (OC), EI on Job Satisfaction (JS) and the indirect effect of EI on OP through the mediation of OC and the indirect effect of EI on OP through the mediation of JS. This research highlights the role of emotions, which leads to EI in the public administration of the Malaysian government and its relevance in OC and JS leading to an efficient OP. An efficient OP is expected to steer its organisation towards serving and responding to citizens' expectation of a healthy and responsive public service. OP, highlighted in The Eleventh Malaysia Plan (2016-2020), focuses on human capital performance, emphasising a disjoint between elements of knowledge, skills and attitude, imposing a risk of the Malaysian government not fulfilling its vision of attaining a first-world talent base. As such, public administrators are encouraged to be emotionally intelligent, a factor that influences the performance of non-task behaviour of the public administrators (Amin & Hwa, 2016).

Public organisations are expected to deliver quality services, improve efficiency within the legislative framework and have a high performing workforce (Robinson, 2000). The importance of performance from a global context can be seen in the World Competitiveness Report (WCR) and the Global Competitiveness Report (GCR). As shown in Figure 1.1, the Institute for Management Development's (IMD) WCR, ranked

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Malaysia at the 24th position in 2017, a two-fold drop within three years from the 12th position in 2014, amongst 60 countries. This indicates that the Malaysian public sector performance, which is a component of productivity in the IMD competitiveness study, had declined. According to the World Competitiveness Yearbook (WCY), competitiveness is the “ability of a nation to create and maintain an environment that sustains more value creation for its enterprises and more prosperity for its people via high performance” (IMD World Competitiveness Centre, 2014, p. 4).

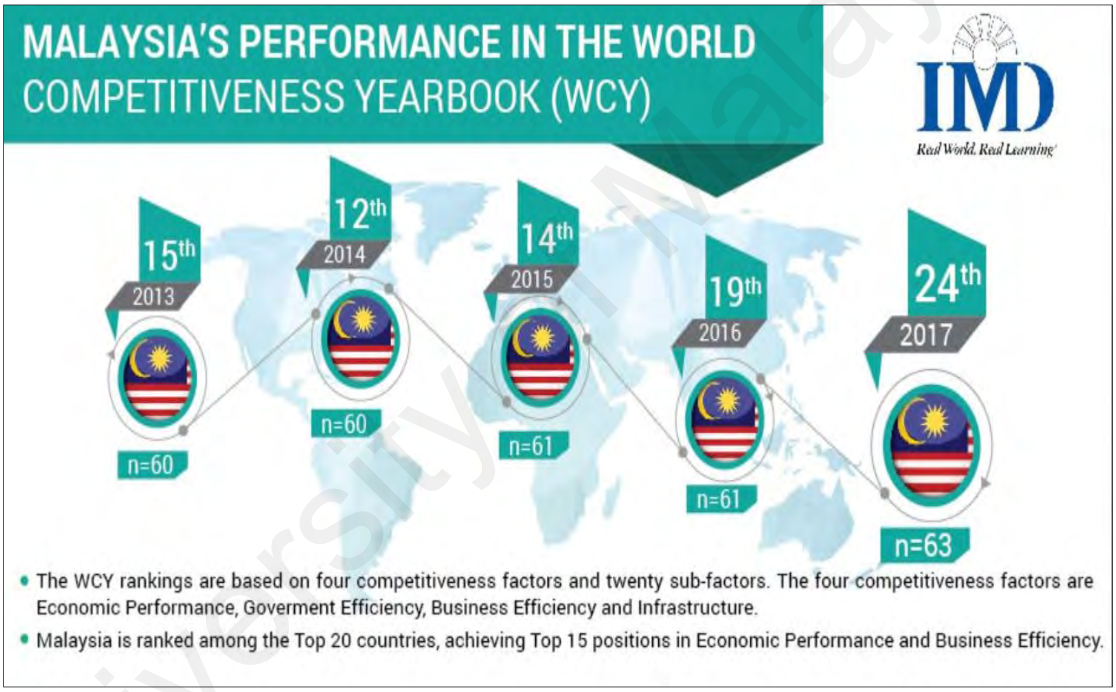

Figure 1.1: Performance of Malaysia in the World Competitiveness Yearbook (WCY)
Source: World Competitiveness Centre (WCC) of the Institute for Management Development (IMD) Lausanne, Switzerland

The GCR that analyses the public sector competency shows a drop in ranking from the 18th position in the period of 2015/2016 to the 25th position in the period of 2017/2018 for Malaysia amongst 144 economies. Figure 1.2 shows that Malaysia’s position has not been consistent, recording the lowest ranking in the period of 2015/2016, dropping from the 20th position in 2015 to the 18th position in 2016. The Competitiveness Rank for the public sector in Malaysia averaged 22.5 from 2007 until 2018, recording the lowest position of 26 in 2011 and the best position ever of 18 in 2016 (IMD World Competitiveness Centre, 2014, p. 4). According to the GCR, competitiveness is “the set of institutions, policies and factors that determines the productivity of a country; the level of productivity, in turn, sets the level of prosperity that can be reached by an economy” (GCR, 2014, p.4). Both reports, in other words, highlight the importance of performance that leads to prosperity as the ultimate aim of competitiveness. This requires a focus on performance to ensure Malaysian public sector does not lag in terms of productivity globally. The GCR is produced to assess the competency of countries in utilising the available resources to ensure resources are productive enough to contribute to the country’s economy.

Figure 1.2: Global Competitiveness Report
Source: World Economic Forum (2018)

In the GCR, efficiency of the labour market constitutes one of the twelve important pillars. The GCR, consisting of the Global Competitiveness Index (GCI), aims to measure factors that determine productivity. The indicators of GCI are grouped into twelve pillars, and these pillars are in turn organised into three sub-indices: basic requirements, efficiency enhancers and factors of innovation and sophistication. The GCI's first pillar that is relevant to the Malaysian civil service is the Public Institution pillar, which includes public sector performance in terms of property rights, ethics and corruption, undue influence and other areas inclusive of health, transportation and etc. The above reports (Figures 1.1 and 1.2) stresses the decline of performance in the Malaysian public administration, which led to the focus of this study on OP in the Malaysian public administration.

OP has been an area of interest to various scholars and practitioners (Zohir**,** 2007; Chandrasekar, 2011; Mohr & Puck, 2007). In the public administration domain, specifically, an effective and efficient OP contributes positively in implementing public policies. In Malaysia, civil servants are similarly tasked like other civil servants around the world to make decisions that influence the perceptions of the general public. The civil service in Malaysia has been assigned with responsibilities in providing different services to the general public in ensuring a well-developed and industrialised nation. Due to this, the public's expectation in terms of performance is high or above average. The failure to fulfil this requirement implies a lack of competence, leading to a decline in productivity.

The performance of the public sector is deemed to be relevant to the public administrators within the Malaysian Civil Service (MCS) and also to those who are involved in this area of research. It is also specifically relevant to the Administrative and Diplomatic Officers (ADOs) who execute, formulate and assist in the implementation of government policies. One of the most exclusive administrative position in the MSC is the position of the ADOs, which is referred to as the 'Pegawai Tadbir dan Diplomatik' (PTD) in the Malaysian national language. The ADO position is one of the earliest, introduced in the MCS in 1904. Initially, the role was termed as the Malaysian Domestic and Foreign Services and

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later amended to the ADO. ADOs play an important role as they are involved in the development of the country policies at all levels. Their main role is to plan, formulate and implement government policies in relation to the various ministries. These policies produced by the ADO's form the main government policies that are eventually implemented at the national, international and global levels. Some of the related ministries where the ADO's are attached to, amongst the many ministries, are the Ministries of International Relations, Security and Defence, Information Technology and Communication, Administration and Development, Human Resource and Finance.

As these policies have an impact on the daily lives and livelihood of the public in general, it is not unusual when members of the public in Malaysia express their concerns with the present level of service and bureaucratic performance (Agus, Barker, & Kandampully, 2007). Public organisations are under pressure to deliver quality services and improve efficiency within the legislative framework (Robinson, 2000). To remain competitive in a global market, organisations need to have a high performing workforce. An example on concerns of service levels in the Malaysian government can be seen from the number of complaints reported in the Malaysian Public Complaints Bureau (PCB). The PCB recorded a total of 966 complaints in Malaysia from the general public on the services provided by the ministries from the 1st of January to the 28th of February 2017. The highest percentage of complaints was contributed by the "unsatisfactory quality of service" at 22.35 percent, followed by "failure of enforcement", which accounted for 20.8 percent.

It has been recognised that exposure to globalisation has created issues that sometimes transcends across borders relating to government security, climate change or public health and these are often unexpected, hard to predict and difficult to measure (GSCPE, 2015).

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In light of these issues and in overcoming these challenges, civil servants are expected to steer towards serving and responding to citizens' expectation of a healthy and responsive public service leading to better OP (Osborne, 2006; Denhardt & Denhardt, 2007). To better understand the background of the Malaysian Public Service (MPS), the next section looks at the overview of the MPS.

1.2 A General Perspective of the Malaysian Public Service

The MPS is the government organisation that is entrusted with the role of formulating, administrating and implementing policies approved by the Malaysian Government. The main role of MPS is to deliver public services consisting mainly of government administration including, but not limited to finance, human resource, information technology and communication, legal, defence and health services.

1.2.1 Overview of the Malaysian Public Service in the Federal System

His Majesty the King (referred to as "*Duli Yang Maha Mulia Seri Paduka Baginda Yang Di Pertuan Agong" in the Malaysian national language*) is the head of constitutional Monarchy that MPS operates within. The Council of Rulers elects the King on a rotational basis for a term of five years. The Executive, the Legislature and the Judiciary are the three main branches of institutions that are directly under the King. The Parliament, which is under the Legislature arm, consisting of a senate, State Council, known as the "Dewan Negara" and the Lower House of Parliament known as the "Dewan Rakyat". The Prime Minister heads the Cabinet that consists of members of the Executive and is collectively responsible to the Parliament. The Judiciary is a federal institution and is independent from the Legislative and the Executive branch of the government. The Prime Minister chairs the cabinet consisting of 28 ministers (as per the cabinet setup in April 2018) responsible for various functions, heads the Executive. The cabinet advises His Majesty the King in conducting his functions. The Public Services of the Federation, both civilian and military, are non-political and owe their loyalty to the King and the Rulers and the Government who is elected by the public once in every five years during the general election.

1.3 OP from the Old Public Administration to the New Public Service

Due to the global economic, political and social pressure and the internal and external factors beyond control in the perspectives of economic, political and social pressure, there was a significant reform from the 1980s to the present era (up to 2018 as per the research boundaries) in public sector institutions all over the world. The main issue was seen to be the demand for a more efficient, effective and transparent management approach in the administration of the public sector. The New Public Management (NPM) that emphasises private sector best practices and highlights changes in administrative policy and financial management to improve management of service delivery was promoted due to this (Drechsler, 2010). The move towards NPM in Malaysia was triggered by a few factors, one of it being the result of the leadership of YAB Tun Dr Mahathir Mohammad, being appointed as the Prime Minister in 1981. Despite the belief that the private sector practices and techniques were capable of improving the public sector service delivery system, the Malaysian public sector continues to suffer from inefficiency, the lack of financial discipline and accountability (Alam Siddique, 2006; Khalid & Nabiha, 2008). As NPM's focus was solely on the delivery of services, it was perceived to be lacking in inclusion of feelings and emotions of the public administrators or the general public while performing a task; and the implementation of NPM additionally affected the relationship between the government employees and management, as employees were not provided with adequate resources or knowledge to provide effective services hence leading to

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ineffectiveness in providing services to the public (Diefenbach, 2009; Brunetto et al., 2014).

Additional strategies such as the Eleventh Malaysia Plan (2016-2020) stresses the importance of human capital performance in the public and private sector whereby the government aims to ensure that Malaysia achieves its objective to be a progressive and advanced nation by 2020. Hence a need for human capital with the knowledge, skills, ethics and morality to achieve and support an inclusive and sustainable economic growth. Accordingly, one of the focus areas by the Government in order to achieve this objective is to improve labour market efficiency to be able to accelerate the economic growth.

The focus of the Tenth Malaysia Plan, (2011-2015) for transforming public service productivity was different in comparison to the Eleventh Malaysia Plan (2016-2020). The former plan (Tenth Malaysia Plan) focused on ensuring the alignment of goals between and within the public sector institutions in attempting to achieve its goal of delivering services. Efforts were focused on improving areas of public services, such as the streamlining of regulatory processes to ensure consistency, reducing business licensing requirements to improve turnaround time, removing redundant procedures to increase and expand digital and online government services for the citizens. The key focus of transformation was on the formulation of processes and tasks, in alignment with efficient delivery of services to the public.

As shown in Figure 1.3, as extracted from the Eleventh Malaysia Plan (2016-2020), the Government will pay particular attention in ensuring an increase in the efficiency and productivity of the public service with a focus on its citizens. It is expected that service

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delivery will be further intensified and implemented with speed and accuracy through an innovative and creative approach while ensuring righteousness. In order to enhance public service delivery, the Eleventh Malaysia Plan (2016- 2020) focuses on improving public service delivery by enhancing the delivery processes by leveraging data, widening outreach and increasing accountability and transparency. It encompasses improving governance at all levels, elevating integrity and accountability, enhancing prudent public finance management and enhancing public service delivery to increase productivity.

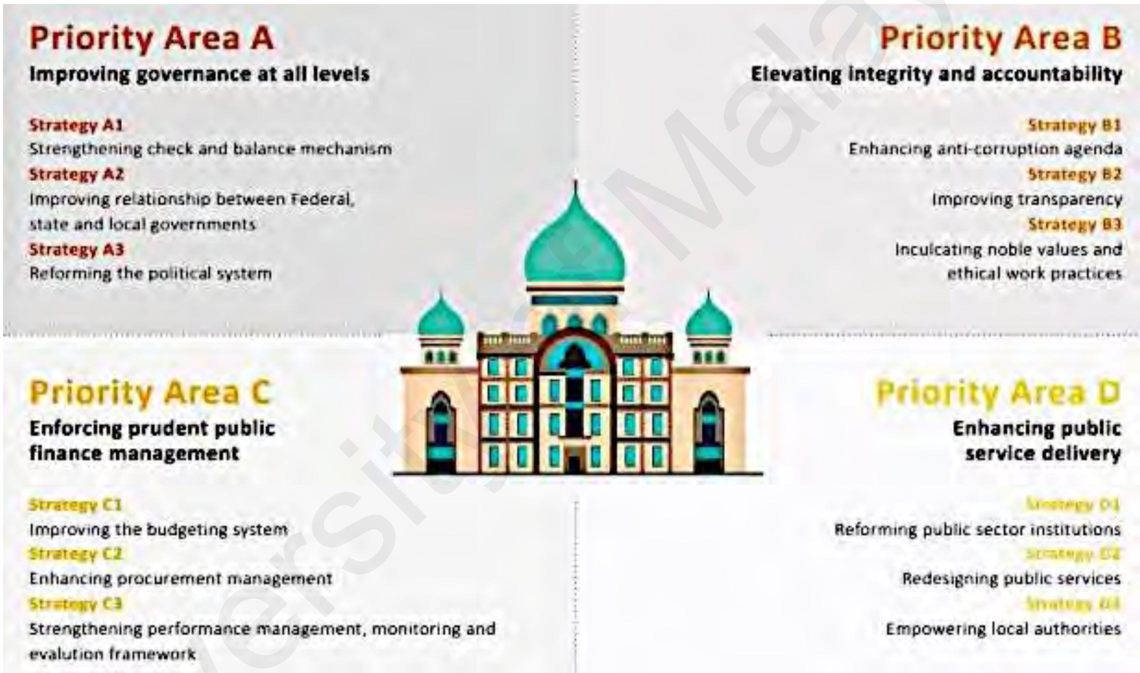

Figure 1.3: Pillar 1-Reforming Governance towards Greater Transparency and Enhancing Efficiency of Public Service.
Source: Eleventh Malaysia Plan (2016-2020)

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The emphasis is also in engaging local authority and providing them with greater empowerment, as well as maximising empowerment to increase stakeholder engagement and promote stronger business or community partnerships. The objective is to strengthen the public service in Malaysia with its citizens as the main focus; civil servants who are more skilled; less bureaucratic and hierarchical, more decentralised and accessible, providing efficient and effective services to the Malaysian citizens.

In an effort to improve the quality of its delivery system, the public sector, according to the Eleventh Malaysia Plan, will introduce several creative and innovative ways to improve the quality of its delivery system. The objective is in creating a more citizen-focused government and increasing the efficiency and productivity of the public service. To ensure this is achieved, the Government intends to continue to benchmark its performance at an international capacity. Hence, the Eleventh Malaysia Plan, during its inception period, intends to move into the top ten Government Efficiency sub-index of the WCY Index, the top fifteen in the Online Service sub-index of the UN e-Government Development Index and the top thirty in the Corruption Perception Index.

To achieve these targets, the Government will introduce several transformative changes which will include participatory governance by citizens, translating to giving preference to citizens and engaging them as partners. In addition, bureaucratic procedures that tend to restrict the flow of service delivery will be simplified, with the full utilisation of data, reduction of excessive expenditure and the increased levels of accountability. The role of the Malaysian government will be enhanced from merely being a service provider, into enabling its citizens to participate at the national level. This enhanced role will provide an opportunity for the Malaysian government to expand its partnerships with important stakeholders such as the private sector and the community, improving the delivery of services.

Additional efforts will include introducing flexible working arrangements, an alternative to rigid public sector working environments, with a stronger focus on talent management and talent succession planning. The Government will strive towards a wholesome

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stakeholder approach prioritising the needs of the citizens in comparison to the traditional approach of agency-based service delivery. The ultimate aim will be to focus on five areas to transform public services to greater efficiency and productivity under the Eleventh Malaysia Plan. The five areas that are relevant to the performance of public administrators are enhancing service delivery with citizens as the main priority, ensuring that the public sector is motivated towards greater productivity and performance, strengthening and enhancing talent management for the public service of the future, enhancing project management for better and faster outcomes and capitalising on local authorities for quality services at the local level. Although many efforts have been taken in ensuring better efficiency and productivity, the Eleventh Malaysia Plan highlighted "performance improvement" as an area that needs attention.

The performance improvement area requires a lot of attention to ensure Malaysia does not lag in terms of productivity and innovation globally. The next section reviews some of the performance initiatives taken by the government to demonstrate their commitment to improve OP amongst the public administrators.

1.3.1 Performance Initiatives in Malaysia

There was an increase in emphasis on accountability in the Malaysian public sector organisations since 1991 (Haque, 2000). This emphasis surfaced as a result of the NPM involving the Malaysian public sector internationally and locally. Due to the wide exposure involving the local and international context, the public sector had to live up to the expectations of the government and its citizens. Some of the increasing emphasis on performance can be seen through the introduction of the Productivity Improvement Initiative (PII), Total Quality Management (TQM) and the Modified Budgeting System

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(MBS) programs (Xavier, 2009; Saleh, 2005). These programmes placed importance towards a complete performance measurement system (CPMS) in the Malaysian central government organisations which includes both financial and non-financial indicators that captures the important dimensions of achieving OP.

Subsequently, in 1991 and 1992, Productivity Improvement Initiative (PII) and Total Quality Management (TQM) was introduced, respectively, by the Malaysian Administration Modernisation and Management Planning Unit (MAMPU), a department under the Prime Minister's Department (PMD), to the Malaysian government organisations. The intention of these two programmes were to set up a performance measurement system, as it was part of the initiative of several reform programs by the Malaysian government.

Through the introduction of PII in 1991, MAMPU established productivity measurement systems at the organisational and employee levels within the government agencies. The intention was to create awareness amongst the civil service managers on their decisions and actions on the productivity of the respective service delivery systems. The introduction to link resources and results through a Performance Measurement System (PMS) is a step towards being on par with the rest of the world, where performance measurement is concerned, under the New Public Management. To conclude, the aspect of efficiency was absorbed into the Malaysian government organisations from the private sector, with the possibility of moving towards better performances via this programme.

Similarly, the TQM programme introduced in 1992 provided further emphasis on establishing the PMS at an organisational level. A complementary PMS, in addition to

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the organisational PMS, was introduced as the focus of this programme was on customer orientation, team-based work and continuous improvement. It focused on the importance of establishing performance measures and quality standards to produce the input, through the relevant processes, and to generate the results as per the expected standards (Gan & Saleh, 2008). In addition to developing suitable performance measures, the government organisations need to ensure a proper channel for feedback is provided to relevant managers to enable them to establish corrective actions. The ability to measure performance correctly will enable government agencies to draw clearer lines of accountabilities and responsibilities. Hence, this feedback process provides an opportunity to improve service delivery to stakeholders, while greater accountability is expected from the civil servants.

In addition to the above initiatives taken during the era of the fourth Prime Minister, Mahathir Mohamed, a benchmarking policy was also introduced with the intention of enhancing the culture of improvement inculcated by previous reform programs (Prime Minister's Department, 1999). The benchmarking further intended to improve the way performance is measured by further specifying areas to focus on. In addition, the concept of "Bersih, Cekap & Amanah" was introduced to drive the performance of the civil service. Quoted in the Malaysian national language, translating to "Clean, Efficient & Trust". The importance of performance was also emphasised during the tenure of the fifth Prime Minister, Abdullah Ahmad Badawi, in 2004. He introduced Key Performance Indicators (KPI) that required the Government Linked Companies (GLC) to report its KPIs on a quarterly basis to a special committee formed by the Government. This improved the performances of the GLCs. The data on the GLCs KPI achievements were made public in an attempt to increase transparency and accountability. This also delivers

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the message that the Malaysian government is committed in improving the performance of the public administrators of the Malaysian government.

After the introduction of the KPI, the Malaysian government decided to formalise the use of performance indicators for all public agencies. The measurement of KPI's shall focus on the efficiency and effectiveness of the service delivery process, human resource and financial productivity and the customers' satisfaction towards the services received (Development Administrative Circular, 2005). It was formulated based on the duration of time taken from the start of the provision of the service up to the time the task is completed. It was expected that by 2010, almost all public agencies in Malaysia will be required to implement the KPI system (Economic Planning Unit 2006). However, it has been argued that the significant use of performance indicators and audits led to moral conflicts, specifically for frontline workers (Tummers et al., 2013). To ensure there is a clear distinction in the context of emotions, the focus was on OP, emphasising on EI.

1.4 Problem Statement

As the Eleventh Malaysian Plan focuses on the need to improve on skills and attitude, examining the effect of EI on OP in the public administration will provide a better outlook in the Malaysian public administration. Previous literature reviews determine that EI assists employees in many organisations in performing task efficiently. Organisations are yet to effectively capitalise on the full potential of individuals to enable them to execute their duties at their peak performance (Rahim & Malik, 2010). Due to this, EI is researched to examine its effect on OP. EI will lead to better relationships between peers and managers in the organisations, specifically in areas such as cooperation and conflict management where emotions have an important role to play (Clarke, 2010).

University of Malaya

This will eventually lead to better performers in the organisation and create a healthy environment at the workplace, and in serving internal and external customers of the organisation. As such, having employees with an expected level of EI, who understands and satisfies both internal and external customers, is important. As the priority in public administration is the delivery of service, which is done with care and concern, EI will play an important role in ensuring quality delivery of the services. Increased enforcement will lead to an increase in satisfaction index and an efficient OP. EI consisting of self-awareness, self-management, social-awareness and relationship management have a positive effect on OP (Kerr, Gavin, Heaton & Boyle, 2006; Agus, Barker & Kandampully, 2007; Avolio, Walumbwa & Weber, 2009; Adeoye & Torubelli, 2011; Angelidis & Ibrahim 2011; Mittal & Sindhu, 2012; McCleskey, 2014; Martin-Raugh, Kell & Motowidlo, 2016; Baczyńska & Thornton, 2017; Bozionelos & Singh, 2017). The concepts of EI are further defined in the following context. Self–awareness is the ability to recognise and understand one's own moods, emotions, and drives as well as their effects on others (Goleman, 1995). The ability of a person to accept command or motivate his or her state of mind is self-management (Kase, 2010). Social-awareness is the ability to understand the feelings of others and the ability to relate to these feelings (Goleman, 1998). Relationship management concerns the skill or adeptness at inducing desirable responses in others as it emphasises on managing relationships and building networks (Goleman, 1998).

Researchers have also noted the implication and importance of EI on OP in varying environments (Goleman, 1995, 1998; Muir, 2006; Ismail, Yeo, Ajis, & Dollah, 2009; Schumacher, Wheeler, & Carr, 2009; Vigoda-Gadot & Meisler, 2010). It is a known factor that Organisational Culture (OC) is closely linked to OP. The relationship between

University of Malaya

OC and OP has been extensively studied and a positive link has been identified in empirical literature (Lau & Idris, 2001; Xenikou & Simosi, 2006; Uzkurt et al., 2013). As such, this research will also look at the effect of EI on OC and the indirect effect of EI on OP through the mediation of OC in the Malaysian public administration. The more pertinent reason to examine this would be the existence of the culture of 'Little Napoleons' in the public service.

According to one of the Malaysian ex-Prime-Ministers, Tun Haji Abdullah bin Haji Ahmad Badawi, the culture of 'Little Napoleons' exist in the public sector. Tun Haji Abdullah popularised the term (during his premiership) to imply that the public administrators are socially dominating and are slow in completing their tasks, causing a bad reputation amongst the civil servants (Utusan Malaysia, 15 April 2006). Hence, OC was chosen as an intermediate variable as it has been proven that OC determines OP, similar to other variables such as leadership (Burton & Peachey, 2014; Ding, Li, Zhang, Sheng & Wang, 2017), organisational structure (Hughes & Smart, 2018; Lawler, 2018) and organisational effectiveness (Knight, Patterson & Dawson, 2017). Simultaneously, in the recent decades, OC has received tremendous attention amongst scholars, stating that OC enhances OP levels (Van Oudhovern & Van Der Zee, 2002).

Thus, a better understanding of the effects of EI on OC that leads to better performance could be obtained. Hence, OC could provide a better platform for increasing productivity in an organisation. Although most of the past research had focused on environments where outputs can be quantified, it was discovered that minimal research focused on the service environment. The shortage of information regarding EI and its effect on OP through OC is a hindrance for employers and researchers looking to actively target other EI competencies such as collaboration, interpersonal skills, social skills, and teamwork

(Clarke, 2010). Articles in journals emphasise on the relationship of EI and OP within industries in different organisations and countries, however, very little research exists in the public administration area, and none exists in the MCS.

Job satisfaction (JS) in the public administration specifically amongst the ADOs has not been researched. Due to this limitation, this particular area of research was chosen to be examined. EI is an important predictor of many key organisational outcomes, including JS (Daus & Ashkanasy, 2005). The theory of EI supports this where, an individual who is capable of understanding and being aware of one's own feelings, and able to control the situation they are in, have been proven to have better relationships with colleagues and supervisors, which leads to increasing JS, organisational commitment and better OP (Kafetsios & Zampektis, 2008; Wong & Law, 2002). As such, the effect of EI on JS and the indirect effect of EI on OP through the mediating effect of JS is examined. Based on the above problem statement and research gap, the next section looks at the research objectives and research questions of this study. EI is an important factor in OP of employees, and this research examines the direct effect of EI on OP, OC and JS and the indirect effect of EI on OP through the mediating effect of OC and the indirect effect of EI on OP through the mediating effect of JS in the Malaysian public administration.

1.5 Research Questions

The results issued by WCR and GCR highlights a two-fold drop, emphasising the need for an improvement in the performance of the Malaysian public administration to be on par with the global standards. In the local context, the PCB further demands for the need for improvements in performance based on the highest percentage of complaints consisting of unsatisfactory quality of service at 22.35 percent in 2017. It has been

University of Malaya

ascertained that performance in a workplace requires both the ability to be skilled in a task and to be emotionally intelligent in order to enhance OP (Amin & Hwa, 2016). Based on this, to further establish the effect of EI on OP in the public administration, the question below emerges:

(1) What is the effect of EI on OP?

The relationship between OC and OP has been extensively studied and the positive link has been identified in empirical literature (Lau & Idris, 2001; Xenikou & Simosi, 2006; Uzkurt et al., 2013). As OC has various facets in different organisations, it is important to understand its effect on OP in the context of the Malaysian public administration. The existence of the 'little napoleon culture' in the Malaysian public administration has been acknowledged (Utusan Malaysia, 15 April 2009). Due to the existence of this culture, it has created a bad reputation amongst the civil servants, hence it is important to determine the effect of EI on OP via OC in the public administration. As such, the next research question below is derived at:

(2) Does OC mediate the relationship between EI and OP?

According to the Malaysian Productivity Report (2016/2017), there has been many efforts in improving the public sector efficiency and effectiveness, which includes the well-being of employees, further consisting of JS. The efforts made include increasing workers motivation and skills in addition to transformation in bureaucracy, enhancing management systems and performance measurement, coupled with incentive schemes and reorganising jobs and work processes. This highlights that lack of JS in the public

University of Malaya

sector. Individual studies have highlighted the positive relationship between EI and JS (e.g., Ouyang, Sang, Li & Peng, 2015; Kafetsios & Zampetakis, 2008). In addition, JS has been proven to have a significant effect on OP (Chen et al., 2011; Judge et al., 2005). To further understand the effect of EI on OP through JS, the following question further arises:

(3) Does JS mediate the relationship between EI and OP?

1.6 Research Objectives

The major objective of this research is to develop and analyse the conceptual framework to ascertain the indirect effect of EI on OP through OC and JS. As issues exist in the OP, the effect of EI on OP through OC, and the effect of EI on OP through JS, will be examined. There are four EI competencies, which are; self-management, self-awareness, social-awareness, and relationship management, which are treated as independent variable as OP is measured by learning and growth, internal process, financial perspective and stakeholder perspective (Kaplan & Norton, 1992). In this research, OC has a mediating role similar to JS. This study presents three research objectives in the context of OP in the Malaysian public administration. The objectives of this study are:

(1) To examine the effects of EI on OP.

(2) To discover the effects of EI on OP through the mediating effects of OC.

(3) To establish the effects of EI on OP through the mediating effects of JS.

University of Malaya

1.7 Research Significance

This research is deemed to be significant theoretically, empirically and in terms of policy contribution. Theoretically, it incorporates EI, OC, JS and OP in one framework. It intends to explain the effects of EI on OP through OC and JS. Empirically, this research defines the effects of EI on OP in the Malaysian public administration. There are a few gaps that exist in the OP of public administrators in the Malaysian government as elaborated in the Eleventh Malaysia Plan. As such, this study intends to contribute to the developing literature and expanding the knowledge base on EI and OP through OC and JS, which may help practitioners and researchers who are deliberating on the value of EI for OP and on further research in this area. The results of this study could have a positive social change in the public administration field by drawing attention to the importance of EI and OP, by revealing the social importance of relationships in the working environment.

In addition, this study envisions EI ideas in the perspective of OP amongst the public administrators in Malaysia. It assists in providing guidelines for policy-makers, top-management, decision makers and organisations, in ensuring an efficient OP in the Malaysian public administration. This research develops a model to close this gap, suggesting future guidelines for improvements in the execution of tasks, recruitment and attaining an effective and efficient workforce in the Malaysian public administration. Policy implications attained from this study will be utilised in ensuring the emanation of an OP that is able to compete globally and effectively.

The drastic economic and political changes require public administrators, who are expected to be effective respondents, to ensure continuous and consistent performance

University of Malaya

and delivery of services, which is part of the task of public administrators. In light of globalisation, public administrators are expected to deliver quality performance as their access to knowledge and skills are deemed to be limitless. They are encouraged to learn new skills and apply these skills while performing their daily tasks. The public and private sectors' involvement is perceived to be important in the achievement of efficient OP by year 2020. They have to be aware of their significant and crucial role as public administrators in a highly competitive and constantly changing environment, especially within the last decade. The public administrators are also challenged on handling the constantly changing governmental leaders, policies, structures and processes, which also has a very strong effect on the Malaysian public administration role and the management of relationship with other countries. The public sector in Malaysia have been subjected to major changes and transformations over the past two decades. Leaders of political parties, post-election, demand a change in the delivery of services of the public administrators due to differing policy agendas (Pandian et al., 2010). This requires a transformation in the ability of the public administrators to perform on the job and their respective roles. Currently, there are limited published studies on the link between EI and OP of the public administrators in Malaysia.

The results of this research will positively contribute to existing knowledge and studies on EI and OP. This research is expected to assist current and future researchers who may discover EI as an important element in OP and may be keen in undertaking further research in this specific area. Organisational learning can further be enhanced should EI be developed, as this will stimulate the individuals to advance their knowledge to the other team members and eventually the rest of the organisation, which will contribute to, improved OP and the overall performance index of the organisation in the long term (Singh, 2007).

University of Malaya

This research contributes to the knowledge base of OP by exploring the affects EI has on public administrators OP in Malaysia through OC and JS. This research will further reveal the importance and relevance of EI during the process of recruitment and its subsequent performance evaluation phase. The research also aims to ascertain that EI contributes to a significant level of assurance in sustaining the quality of the services provided by the Malaysian public sector. In addition to the above, this research may also play an important role in further enhancing the employee selection methods within both public and private organisations alike.

The efficiency of public administration in Malaysia depends on the performance of public administrators. Employees who capitalise on EI are more efficient and effective in their work environmental interactions (Farh, Seo & Tesluk, 2012). The public administrators may be well equipped with relevant skills and knowledge which are required on a day to day basis, but when moving towards a first world talent base as required in the Eleventh Malaysia Plan, it is vital that public administrators are capable of performing their tasks competently.

Due to the volatility of change in the global industrial scenario, criticisms have been levelled against business schools that are also faced with fierce competition on their inability to churn out managers who can perform effectively in the new economy. This exerts pressure on them to investigate and explore new management competencies and skills which are able to fulfil the requirements of the industry. According to Kotter (2008), it is vital for managers in the current business environment to have skills similar to leaders; creating innovation, conforming to constant change, empowering others,

University of Malaya

influencing others cross-functionally and vertically, and communicating, as prescribed by the organisations vision and mission, to team members. It is obvious that academic institutions are also required to emphasise the importance of EI that is crucial for the current workplace.

1.8 Scope of the Study

This study focuses specifically on the public administrators in the MCS. Cross-sectional data was collected from September 2016 to December 2016 from five ministries, which consisted of the Ministry of Transport, the then Ministry of Natural Resources and Environment (now known as the Ministry of Water, Land and Natural Resources), Ministry of Finance, Ministry of Rural and Regional Development, and the then Ministry of Science, Technology and Innovation (now known as the Ministry of Energy, Science, Technology, Environment & Climate Change). Data from these studies were collected from Malaysian ADOs. The unit of analysis will be the ADOs. Four EI perspectives will be analysed to determine the effects on OP through the mediating effects of OC and JS. However, the results of this study are limited to the public administration departments based in Putrajaya, Malaysia.

1.9 Structure of the Study

This study is made up of five chapters. Chapter 1 consists of the background of this study, evolution of the OP from the old public administration to the new public service, problem statement, research questions, research objectives, significance of the study and structure of the study. Chapter 2 analyses the previous literature review on the variables in order to understand their history, the context of research they were applied to, the theoretical perspective, the derivation of the conceptual framework and the formulation of the

University of Malaya

hypotheses. Chapter 3 discusses the methodology and includes the research design: population, sample, data collection procedures and measurement of variables. Chapter 4 comprises of the preliminary data analysis (data editing, coding and screening), descriptive statistics, reliability and validity of the constructs, summary of the results and the corresponding discussions. Chapter 5 consists of the conclusion, implications, limitations and future recommendations.

University of Malaya

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter consists of nine sections. The literature review has been selected based on the research variables to be used in this study. It commences from a general perspective of the variables and later focuses on the specific variables used in this research. The first section introduces this chapter. The second section looks at the evolution and definition of EI. The third section comprises of the EI theories. The fourth section elaborates on OP. The fifth section consists of the theories and constructs of OP. The sixth section consist of OC and JS, in addition to developing the theoretical relationship between EI, OC, JS and OP. Section seven describes the derivation of the conceptual framework. In the eighth section, the hypotheses are developed based on empirical evidences. The final section nine, presents the summary of the whole chapter.

2.2 Evolution and Definition of EI

EI is defined as the capacity for identifying, motivating and managing individuals and other individuals' feelings in a relationship (Goleman, 1995). The concept of EI has garnered enormous amounts of attention from researchers and scholars (e.g., Salovey, Dipaolo, & Mayer, 1990; Goleman, 1995; Mayer & Salovey, 1997; Boyatzis, Goleman, & McKee, 2002; Ashkanasy & Daus, 2005; Petrides & Furnham, 2006; Walter, Cole, & Humphrey, 2011; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011; Andrei, Siegling, Aloe, Baldaro, & Petrides, 2016; Miao, Humphrey, & Qian, 2016).

Feelings, linked to multiple and varying level of emotions and reasoning, spans from the outcome of thoughts in humans depending on the situation, circumstances and the environment the person is exposed to. Subsequently, EI can be traced back to the early

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times of Socrates, a philosopher who was the first to use "*dialegesthai*" or "talking something through with somebody" (Baldoni, 2010; Arendt, 2004). This act provides an avenue for interaction and developed the EI construct, by considering the feelings of others. The existence of intelligence and emotions during the ruling period of Socrates consisted mainly of persuasion (Arendt, 2004). Plato and Aristotle argued that educated people are capable of making informed choices of future rulers resulting in a more integrative and adaptive community in ensuring their well-being, hence acknowledging the existence of EI as an important construct empirically and academically (Cahn, 1997).

Subsequently, Magda Arnold played an important role in introducing the psychology of emotions in brain processes (Reisenzein, 2006). The contribution of emotional and cognition link is important to the thought processes and reactions from an individual, which constitutes the concept of EI. This research argues, as EI has received tremendous attention in the field of human resources, organisational behaviour and management, that it is necessary to examine its positive affect on OP. In 1920, Thorndike highlighted intelligence from the social, abstract and mechanical dimensions. This definition of intelligence did not take in account the emotions of individuals in the workplace and the various situations they are faced with.

Dr Peter Salovey from Yale University and Dr. John D. Mayer from New Hampshire University defined EI in 1990. Their definition of EI was to understand, control and reason one's own feelings and the other individuals as well. Subsequently, Mayer et al. (2001) initiated the four-branch model of EI: perceiving emotions, facilitating thoughts, understanding emotions and managing emotions. Perceiving emotions additionally constitutes the ability to perceive objects, art stories, music, and stimuli. Facilitating thought is the ability to generate, use and feel emotions to communicate feelings and use

University of Malaya

them in parallel cognitive processes. Understanding emotions is the ability to comprehend, combine and increase emotional information and value, leading to better relationships. Managing emotions constitute transparency of feelings to promote personal understanding and growth. An additional definition of EI states that EI involves sensory ability such as expressing, integrating and understanding emotions correctly, and their effects on various situations leading to better emotional interactions, specifically when responding to situations (Wong & Law, 2002; Akin 2010).

In support, Jordan & Troth (2014) states that EI is social intelligence, due to its ability to empathise, examine, segregate and use this information in guiding their thoughts and behaviour. Hence, EI has been used to describe emotional attributes such as empathising, the expression and understanding of emotions, controlling of emotions, ability to adapt, admiration, solving interpersonal problems, acquiring the persistence in handling a task, compassion and respect to ensure success in the relationship with others (Cooper, 1997; Yesilyaprak, 2001; Sternberg, 2007; Sirem; 2009). Goleman (1995) stressed that emotions are inclination towards feelings, psychological, biological states and a series of emotional movements.

In contradiction, the Bar-On (1997) model of emotional-social intelligence advocates EI as a set of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressure (Matthews et al., 2001). This model explains the reason individuals with EI tend to succeed in life and produce better work results compared to others. This model assesses success at home, at school and at work. Bar-on further researched EI and divided them into five sections consisting of personal, interpersonal, adaptability, stress management and general mood. As this research highlights EI in the workplace, Golemans model has been utilised (Goleman,

University of Malaya

1995). This competency model explains the importance of leadership where it discusses the EI model and provides a list of EI skills pertinent to leadership (Cherniss, 2000). This model was developed from the five domains that Goleman discussed in his EI theory; self-awareness, self-management, motivation, empathy and social skills.

Each of these models are measured differently; Mayer uses the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to measure EI skills such as (a) perceiving emotions, (b) using emotions to facilitate thoughts, (c) understanding emotions, and (d) managing emotions (Mayer, Salovey, Caruso, & Sitarenios, 2003). Individuals who participate in this test are assessed based on their response to pictures of faces. Their response determines sensations, facilitation, changes, emotional management and emotional relationship. In short, this tool determines participant's emotional experiential, strategic thinking and decision-making skills in dealing with emotional situations, and providing solutions in achieving the required outcome (Murphy, 2006). Goleman, Boyatzis and Rhee (2000) segregated EI attributes into four groups of competencies within four major categories that includes self-awareness, self-management, social-awareness and social skills. These are measured via Emotional Competence Inventory (ECI). "The ECI is a multirater instrument that provides self-manager, direct report and peer ratings on a series of behaviour indicators of EI, based on the emotional competencies identified by Goleman" (Matthews et al., 2001). The next section further elaborates on the definition used for the purpose of this research.

2.2.1 The Appraisal and Expression of Emotion

The appraisal and expression of emotions constitutes both, self and others. People differ in the way they perceive and interpret the emotions they experience with others.

University of Malaya

Appraising emotions accurately facilitates emotional input in forming judgements and making decisions. The correct expression of emotions ensures effective communication in fulfilling needs and attaining goals. The inability to appraise and express emotions leads to repercussions as described below.

Two types of reluctance in expressing emotions have been identified; failure to express emotions (alexithymics) and regret in expressing their emotions (De Vente, Kamphuis, & Emmelkamp, 2006; Hareli, Rafaeli, & Parkinson, 2008; Kellner, Chew, & Turner, 2018). Consequently, it has been linked to anxiety, depression, some psychiatric disorders, lower well-being and lower social support (Murphy, Duxbury, & Higgins, 2007; Twenge & Campbell, 2008).

In the context of non-verbal expressions, facial expression and body language are relayed differently (Karlin, 2018; Lopez-Kidwell, Niven & Labianca; 2018; Young, Haffejee, & Corsun, 2018; Scherer & Moors; 2019). Appraising and expressing emotions accurately allows the correct determination of emotions. When individuals express their feelings, the process of appraisal is relatively straightforward. In disparity, there are instances where a failure to relate the correct emotions results in the hesitation of expressing emotions. Hence, from a general perspective, the inability to express oneself deters an individual from achieving optimum interpersonal relationships in life.

2.2.2 Use of Emotions to Improve Cognitive Processes and Decision Making

As EI requires an individual to use emotions in functional ways, it is insufficient to only be aware of one's own emotions in addressing issues that require immediate attention (Winkler, 2018). Additionally, emotions in the decision making process ensures that best

University of Malaya

options are presented to overcome issues. The ability to predict ones feelings and the repercussions of that decision due to unforeseen incidents can assist in choosing amongst multiple options (Farnia, Nafukho, & Petrides, 2018). Third, emotions enhances cognitive processes; for example, a positive mood enhances creativity, integrative thinking and inductive reasoning, while the opposite happens during negative moods where it increases the attention to details (micromanagement), detection of errors and problems and careful information processing (Ye, Wang, & Li, 2018; Yiend, Barnicot, Williams, & Fox, 2018).

Lastly, shifts in negative to positive emotions leads to a wider perspective on issues. For example, when an individual is in a positive mood, they tend to be more optimistic and anticipate the occurrence of positive events comparatively to negative events. Likewise, when people are in a negative mood, they tend to be more pessimistic and anticipate that positive events are less likely to occur and negative events are more likely to happen. People with positive moods have a more positive outlook in terms of their future success and self-efficacy (Moore, Diener, & Tan, 2018). Using emotions to evaluate opportunities and issues are a positive way to ensure broad ranges of options are available and considered in the decision making process. Hence, EI entails using emotions for this purpose.

University of Malaya

2.2.3 Knowledge on Emotions

Emotional knowledge constitutes understanding the determinants, consequences and evolution of moods and emotions. Individuals have various understanding of circumstances, events and people that produce various emotions. For example, an officer who is surprised when his employees initial reaction to an announced restructuring activity is fear and anxiety, does not have any knowledge on the determinants of emotions. After a period of time, emotions and moods tend to differ. For example, fear and depression might lead to having a negative mood, thus leading to a more intense state of agitation. Emotions can progress in different ways, such as enthusiasm, that leads to further levels of excitement, or to a less intense sense of well-being. Some people are especially attuned to these kinds of progressions and their causes.

Awareness of the consequences of moods and emotions may also differ amongst individuals. A leader in a negative mood who decides to postpone a meeting with employees to discuss future changes until he or she feels much better is intuitively aware of his or her situation. Hence, he or she will have the ability to garner their support when he or she enthusiastically communicates this information when he or she is otherwise in a good mood. This is a consequence of awareness of moods and emotions that are a part of EI. However, some individuals are not attuned to the effects of feelings. An example; is an individual who has had a hard day at work, comes home in bad mood and proceeds to get into arguments with his or her spouse and children. This creates an environment that intensifies the bad mood and the disagreement between the individual and the family. However, the individual does not realise that his or her lack of awareness of his or her emotions has led to a worse off situation due to his or her negative feelings. Hence, the ability to manage these emotions play an important role.

2.2.4 Management of Emotions

EI additionally includes a more proactive dimension in relation to feelings: the management of one's own and other people's moods and emotions. It has been proven in research that people strive to maintain positive moods and alleviate negative moods (Webb, Lindquist, Jones, Avishai, & Sheeran, 2018). EI is able to capture individual

University of Malaya

differences to the extent that one successfully manages moods and emotions accordingly. An individual is able to manage their mood and emotions based on knowledge and consideration of the determinants, appropriateness and adaptability of moods and emotions. In order to do this, a reflective process known as meta-regulation of mood is involved (Mayer & Salovey, 1997).

Essentially, EI encompasses individual differences in the ability to accurately reflect on one's moods and manage them accordingly (Salovey et al., 1995). As mentioned, EI consist not only of managing one's own feelings, but also the capability of managing the moods and emotions of others. The ability to excite and invoke enthusiasm in others, or to make them feel cautious and wary is an important interpersonal skill and crucial vehicle of social influence (Wasielewski, 1985). To be able to manage the moods and emotions of others, people must be able to appraise and express emotions, effectively use emotions and be knowledgeable about emotions. Hence, the three dimensions of EI described above contribute to individuals who have the ability to influence and manage the emotions of their followers. Although Mayer and Salovey initialised the definition of EI, it was given more importance by researchers at the juncture when it was popularised by Goleman. The next section emphasises on elements of EI used in research that strengthens the need for its use in this research.

2.3 EI in the Context of this Research

Subsequently, Goleman (1995) who popularised EI in the business environment defined EI as the capacity for identifying, motivating and managing individuals and other individuals' feelings in a relationship. It encapsulates a wider audience, including an individual and the person whom the individual is dealing with in acknowledging their

University of Malaya

feelings. A competency-based model was popularised after the existence of Salovey and Mayers ability based model.

EI, which consists of self-awareness, self-regulation, motivation, empathy and social skills, is successfully linked to employee performance (Goleman, 2002; Deshpande et al., 2005; Prati, et al., 2003). Competency is defined as an underlying construct, called 'intent' (Boyatzis, 2008). Behaviours indicative of intent are, for example, asking a question and listening to the answers. The reason for this behaviour could be attributed to genuine interest in understanding the other persons' thoughts in a situation. This scenario demonstrates empathy.

It has been widely agreed by researchers that EI accounts for a substantial and important amount of the variance in predicting or understanding performance in competency studies (Boyatzis, 2009). To be emotionally intelligent is to effectively understand and express oneself and others, to relate well with others and to successfully cope with daily demands, challenges and pressures. In order to be capable of doing this, one must have the intrapersonal ability to be aware of oneself, to understand one's strength and weaknesses, and to convey one's feelings and thoughts in a non-destructive way.

For the purpose of this study, the researcher argues that the EI is defined according to the work of Goleman (1995, p.3) where: "EI is observed when a person demonstrates the competencies that constitutes the traits of self-awareness, self-management, social awareness and relationship management at appropriate times and ways, in sufficient frequency, to be effective in the given situation". The scope of this study does not entail defining EI; however, based on the majority of the research conducted, the most acceptable definition adapted by this research is the definition proclaimed by Goleman. This research stands to explain the effect of EI on OP via OC and JS. The following section looks at the current empirical findings on EI.

2.3.1 Current Findings on Emotional Intelligence

Research reaffirms a positive correlation between high performing employees and their corresponding EI scores. Emotionally intelligent employees are considered invaluable assets as they improve the performance, productivity and effectiveness of the organisations (Carmeli, 2003). Traits relevant to EI include control of emotions and perceptions, adjustments, self-management, interpersonal effectiveness, and discussion skills on the various opinions and disagreements that exist in a workplace (Carnavale, Gainer & Meltzer, 1988; Cherniss, 2001; Bechtold et al., 2007). The use of these emotions produces positive results. Employees who are dissatisfied with their jobs however engage in unnecessary negative emotions.

The durability of an organisation depends on the organisation's effectiveness to adapt to the environment and capitalise on its resources positively. Mayer, Caruso, and Salovey's (2012) ability based proponents determined that employees with high EI were high performers; reflectively concluding that employees with low EI were low performers**.** Organisations invest in EI training programmes, as employees who display empathy and problems solving behaviours are capable of resolving situations and communicating requirements in a clear and structured way (Scott-Ladd & Chan, 2004; Lakomski & Evers, 2010; Pearman, 2011). EI increases the work quality of employees over and above perceived general intelligence (Laura & Kirby, 2002; Law, Song, & Wong, 2004; Van Rooy & Viswesvaran, 2004). Higher EI has a bigger impact on undertaking technical and

University of Malaya

analytical skills successfully (Singh, 2007). Hence, organisations should allocate extra budget and resources to determine and ensure EI is consciously practiced in the organisation.

Carmeli (2003) reported a positive and significant relationship between EI and JS ($\beta = 0.32$, $p < 0.01$), high affective commitment to the organisation ($\beta = 0.23$, $p < 0.01$), high commitment to their career ($\beta = 0.34$, $p < 0.01$), effectively control over work-family conflict ($\beta = - 0.31$, $p < 0.01$), higher levels of altruistic behaviour (($\beta = 0.54$, $p < 0.001$), negative relation to withdrawal intentions from the organisation ($\beta = - 0.20$, $p < 0.01$) and junior managers with higher EI will perform the job better than senior managers with lower EI ($\beta = 0.32$, $p < 0.01$). EI is deemed as a significant predictor of job performance for those with high interpersonal interaction in their jobs (Petrides & Furnham, 2000; Wong & Law, 2002; Saklofske et al., 2003; Shi & Wang, 2007; Blank, 2008; Ismail, Yeo, Ajis, & Dollah, 2009; Jadhav & Mulla, 2010). Marzuki (2012) discovered a positive significant relationship between EI and the selection procedures' fairness and suitability ($p < 0.05$). Individuals with a higher EI are more capable of managing their emotions in relation to job stress, creating an environment with a higher performance level (Cherniss, 2000; Lopes, Grewal, Kadis, Gall, & Salovey, 2006; Cano & Sams, 2009).

The majority of these researches focus on environments where outputs can be quantified, but less attention seems to be given in the service environment (Schumacher, Wheeler, & Carr, 2009). Kidwell, Hardesty, Murtha, and Sheng (2011) examined the use of emotions in sales revenue and revealed a positive relationship on the understanding ($p < 0.05$) and managing of emotions ($p < 0.05$). Those in the service industry who displayed higher EI

University of Malaya

have been discovered to have a significantly positive relationship attracting higher levels of customer satisfaction (Kernbach & Schutte, 2005; Kim, Cable, Kim, & Wang, 2009).

Rahim and Maliks' (2010) findings indicate that age has a negative relationship with EI levels, education level has a positive significant effect on EI, marital status has no significant relationship with the level of EI and female employees with a higher level of EI lead to better OP in comparison to their male counterparts. Subhashini (2008) discussed EI from a leadership perspective reaffirming the positive contribution of EI individuals to a more effective work environment despite negative situations (Day & Carroll, 2004; Schutte et al., 2009; Alston, Dastoor, & Sosa-Fey, 2010; Anand & Udaya Suriyan, 2010; Cherniss, 2010; Shipley, Jackson, & Segrest, 2010; Harms & Crede, 2010; Tang, Yin, & Nelson, 2010; Hur, Van den Berg, & Wilderom, 2011; Lopez-Zafra, Altuntas, & Akyil, 2011; Boyatzis, Good, & Massa, 2012; Garcia-Retamero, & Berrios, 2012).

The core elements of EI (empathy, self-confidence, and self-awareness) are the baseline components of transformational leadership, as it changes the attitudes, beliefs, and values of its followers to garner alignment with the attitudes, beliefs, and values of the organisation (Billsberry et al., 2005; Angelidis & Ibrahim, 2011). EI is positively related to transformational leadership behaviours (Rosete & Ciarrochi, 2005; Harms & Crede, 2010; Hur et al., 2011; Riaz & Haider, 2010; Alston et al., 2010). This claim is in line with Goleman's (1995) work that emphasised the importance of self-awareness in understanding the impact of mood and emotions on performance. The existence of EI in OP ensures quick response in handling external organisational needs, threats and risks (Hanzaee & Mirvaisi, 2013; Rahim & Malik 2010; Shih & Susanto, 2010; Jorfi, Jorfi, & Moghadam, 2010; Afolabi, Awosola, & Omole, 2010; Ismail, Yao, & Yunus 2009; Ngah,

University of Malaya

Jusoff, & Rahman, 2009; Law, Wong, Huang, & Li, 2008; Lopes et al., 2006; Sy, Tram, & O'Hara 2006; Nel & De Villiers, 2004; Langhorn, 2004; Carmelli, 2003).

EI stresses rational and emotional elements in organisational politics amongst public administrators (Vigoda-Gadot & Meisler, 2010). Deshpande, Jacob, and Shu (2005) highlighted that respondents with low EI did not deem anything wrong with actions such as blaming others for errors performed on work, making false reports with regards to quality and quantity in relation to work and falsifying materials owned by the organisation (Deshpande et al., 2005). EI has been found to be relevant in various industries, specifically for development, business communication and training purposes, emphasising on customer service (Freshmen & Rubino, 2002; Deshpande et al., 2005; Muir, 2006). EI existed at the individual level when the task being performed was purely cognitive in nature, while the same task, when transferred to a team setting, introduced an emotional element requiring EI skills (Druskat, Wolff, 2001; Jordan & Troth, 2004; Hess & Bacigalupo, 2011). Cooperation and conflict management has a positive significant relationship with EI, reducing the possible risk of burnout, by displaying a positive attitude towards their corresponding tasks (Clark, 2010; Hsieh, Jin & Guy, 2012).

The outcome or definition of EI differs across different cultural spheres (Emmerling, & Boyatzis, 2012). EI separates high performers from the rest in the context of cultural differences (Deshpande, Jacob, & Shu, 2005). Governance in public administration is not universal, as it is influenced by the history and culture of relevant countries (Jamil, Aminuzzaman, & Haque, 2013), hence this study emphasises on OC. Social conditioning of an individual differs across each country, and the ability to master or to react to these emotions, which are a result of social conditionings, differs from one cultural understanding to another cultural understanding. Employees in organisations, who

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possess EI that are well above the average level, are capable of interacting with others on any problems associated with either the formulation of tasks, or in deciding upon the relevant processes required to execute the tasks. They appear to possess well-developed abilities to manage any kind of unproductive emotions that they and others may experience. As such, a research can be done to further identify the effect of EI on OP amongst the Malaysian public administrators in order to establish the relationship of EI and OP and the indirect effect of EI on OP through OC and JS. The next section explores those gaps that exist in this relationship. Although various methods have been utilised in the public administration domain to attain research findings, scientifically viable and valuable methods are strongly recommended (Grimmelikhuijsen, Tummers, & Pandey, 2016).

2.4 Theories of Emotional Intelligence

The existing EI theories are analysed in the following context to establish the most relevant theory for this research, found to be most suitable in evaluating and addressing the identified gap in this research.

2.4.1 Social Intelligence Theory

The studies on intelligence started in 1920 as Thorndike (1920) revealed that IQ alone is insufficient to consistently predict individual success in the workplace. Thorndike developed the social intelligence theory in an attempt to explain the various outcomes not accounted for by the Intelligence Quotient (IQ) This theory summarised that intelligence can be divided into three different categories; abstract intelligence, mechanical intelligence and social intelligence. There are three sub-theories that were further extended based on Thorndike's social intelligence theory, which are; general contingency

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theory, theory of multiple intelligence and theory of emotional intelligence. EI is strongly influenced by these theories. The substantial characteristic of EI that unites the above theories is the set of abilities to understand and manage one's own emotions and the emotions of others.

2.4.2 General Contingency Theory

The theory of performance is the basis contributing to the concept of competency. An individual or group who engages in a collaborative effort is expected to produce valued results. It was developed in the 1950's as a response to prior theories of management, which emphasised 'one best way 'to organise (Weill & Olsen, 1989). The general contingency theory argues that the most effective management concept depends on the situation and the way the issue is handled, based on the extent of the complexity and uncertainty (Burton, Obel, & Håkonsson, 2015). An adjustment of behaviour is required as a result of various factors such as organisational structure, culture and managerial style, which are deemed to be beyond the control of the individual or organisation. In these circumstances, the behavioural component is affected. The ability of the individual or organisation to deal with these unexpected factors requires EI.

The general contingency theory has been used in various research fields to emphasise behaviours or feelings. Kim, Chong, Lee and Preis (2015) investigated the impact of motivation on consumer satisfaction by applying contingencies theories in the context of mobile tourism shopping in the information technology field. Alternatively, Mcfarland, Rode and Shervani (2015), extended a specific theory consistent with the contingency view by concluding that their research on EI of salesperson plays an important role in circumstances requiring strong emotional responses in dealing with customers. Similarly,

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Vidal, Campdesuner, Rodriguez and Vivar (2017) utilised the contingency theory to research leadership styles, deriving at a conclusion to be wary in the way they behave in certain situation that influences employee motivation towards work, with the purpose of harnessing an organisation that performs better.

2.4.3 Theory of Multiple Intelligence

Howard Gardner (1981), the proponent for the theory of multiple intelligence, redefined intelligence as the ability to solve problems or create products of value in a culture or community. He identified the eight distinct forms of intelligence in most people; one of which was "intrapersonal intelligence" that has several parallels to theories of EI (Grewal & Salovey, 2005). EI competencies are complementary to cognitive abilities of technical intelligence, as it utilises emotions in order to process information and derive at decisions (Ciarrochi & Mayer, 2007). Gardner's theory was fundamental to well-known EI theorist such as Salovey and Mayer, Bar-On and Goleman (Dulewicz, Higgs, & Slaski, 2003). Since Goleman's book was published in 1995, EI research and knowledge increased in sociology, psychology, organisational behaviour and leadership (Salovey & Grewal, 2005; Chrusciel, 2006).

Studies highlighting Gardner's theory in EI have been utilised in the organisational context, as it is now studied and practiced worldwide by researchers, consultants, training firms and leadership coaches (Dijk & Freedman, 2007). Many scholars believe that EI competencies play an important role in personal achievement and interpersonal satisfaction (Aydin, Leblebici, Arslan, Kilic, & Oklem, 2005; Mayer, Salovey, & Caruso, 2004). In addition, EI competencies are considered an important element for developing

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leaders, as research studies emphasises a positive correlation of EI with leadership success (Duckett & Macfarlane, 2003, Gardner & Stough, 2002; Vrba, 2007).

2.4.4 Theory of Competence

The theory of competence by Goleman integrates the emotional, social and cognitive intelligence competencies, resulting in a theoretically coherent framework for organising the assessment and development of talent in the workplace (Emmerling & Boyatzis, 2012). It advocates the ability to utilise emotional information, social intelligence competency and cognitive intelligence, to recognise, understand and analyse information and situations that leads to or results in effective superior performance (Goleman & Boyatzis, 2008). Goleman's theory drives performance and is able to predict behavioural patterns in life and work, as well as the consequences of these patterns in the form of life and work outcomes (Boyatzis et al., 2001).

The reason for the increase of EI in research is attributed to the predictive and constructive validity of EI competency (e.g. Dulewicz & Higgs, 2000; Fox & Spector, 2000; Brackett & Mayer, 2003; Dulewicz, Higgs, & Slaski, 2003; Mayer & Warner, 2004; Law, Wong & Song, 2004; Ashkanasy & Daus, 2005). Employees with existing EI are deemed to have the ability to engage and maximise on positive emotions (Zeidner et al., 2006).

2.5 Organisational Performance (OP)

OP is explained as the ability to increase the knowledge of employees, leading to better internal processes, cost effective measures and better stakeholder perspective, leading to an increase in organisation effectiveness and efficiency (Kaplan & Norton, 1992).

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Employees' performance determine the survival of organisations. The key to success in effective performance is managing existing resources towards the maximum achievement of its objectives. Academicians and practitioners take the macro and micro view in managing performances. OP is viewed from three different levels; the organisational, process and the job level (Rumler & Brace, 1995). The organisational level focuses on major functional activities of the environment and daily life, while the process level focuses on the work process itself. The individual employees' views the organisations' functions from a work perspective. The researcher in this study views the OP from the organisational level.

Performance management concepts changed methodologically over the years to objectively manage the OP. The assessment of performances were not given importance compared to process orientation development (Rosete & Ciarrochi, 2005). Alternatively, the resource-based approach focused on competitive advantage amongst human resources in organisations towards achieving sustainable growth (McGivern & Tvorik, 1997). Contingency and configuration theorists highlight a relationship between organisational alignment and performance (Mintzberg, 1979). Irrespective of various views, this research further identifies the common factors in the various literature reviewed, contributing to organisational performances.

Time, quality, flexibility, financial efficiency, customer satisfaction and human resource are the most common dimensions of performances (Lynch & Cross, 1991; Kaplan & Norton, 1992; Douwe, Fortuin, & Stoop, 1996). The factors that affect OP are clustered into four perspectives: financial, learning and growth, internal process and stakeholders (Kaplan & Norton, 1992). The next section looks at the various definitions of OP that has been researched.

University of Malaya

2.5.1 *Definition of OP*

OP is subjective and includes components, products, consequences, impact, economy, efficiency, effectiveness, cost effectiveness, productivity, quality of work and innovation, environment, objectives and profitability (Wholey, 1996; Rolstadås, 1998; Neely, 2002; Folan & Browne, 2005). Additionally, performance entails behaviour consisting of cognition processes and attitudes in ensuring success of task execution (Brumbach, 1988). The Theory of Stakeholder consists of four perspectives: financial, learning and growth, internal process and stakeholder perspective. The Balanced Scorecard (BSC) was introduced to ensure effective monitoring, communication of the mission and objectives of the organisation, and to drive performance management (Kaplan & Norton, 2001; Neely, Gregory, & Platts, 2005; Zin, Sulaiman, Ramli, & Nawawi, Liang & Wang, 2010; 2012).

Performance Management System (PMS); Integrated Performance Measurement System and the Balanced Scorecard (BSC) switched its focus from the initial inclusion of financial indicators to opposite scenario; the inclusion of non-financial indicators (Kaplan and Norton, 1992; Bititci, Carrie, & McDevitt, 1997). BSC leads in terms of popularity and usage among the academics and practitioners (Zin, Sulaiman, Ramli, & Nawawi, 2012). BSC is claimed to be the most comprehensive PM tool enabling organisations to identify the vision, mission, strategic objectives, and targets, hence improving OP.

Kaplan and Nortons' strategy map forms the BSC framework. The BSC framework clarifies the organisations strategy and measures performance across financial, learning and growth, internal processes and stakeholder perspectives. A financial perspective is

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the way stakeholders perceive the organisation in terms of financial standings. The organisations internal processes ensure a positive outlook for stakeholders. Learning and growth focuses on improving and harvesting value to ensure the creation of value in internal processes, stakeholder and financial perspectives. These four perspectives are linked based on a cause-and-effect relationship (Al-Aama, 2013).

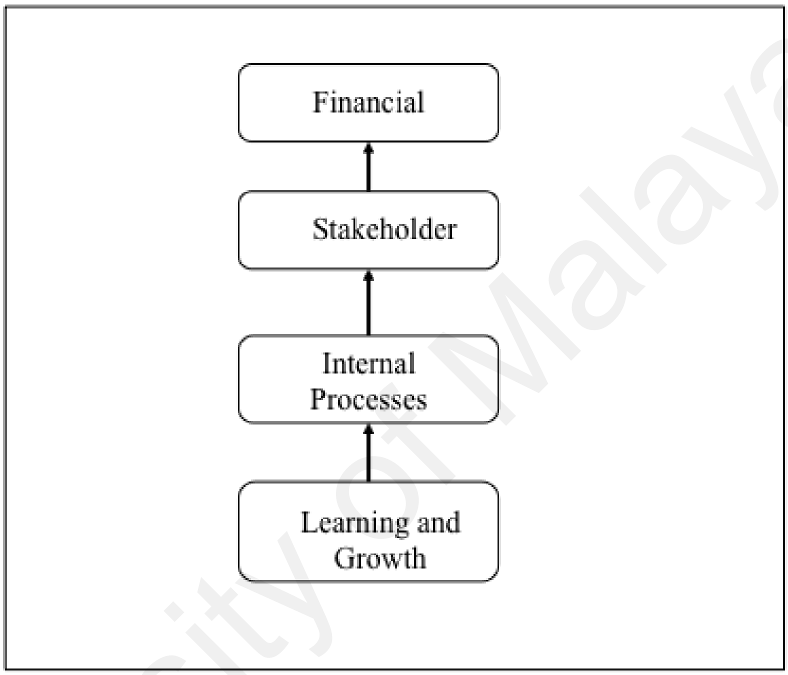

Figure 2.1: The quadrants of a standard BSC strategy map.
Source: Kaplan & Norton (2001)

The four perspectives are represented in Figure 2.1 with the following order from bottom to top: learning and growth, internal processes, stakeholder and financial (Kaplan & Norton, 2001). These are the objectives to be achieved in increasing organisations performance, which are distinguished in separate quadrants.

BSC has been implemented in Public Service Departments (PSD) starting from January 2005 (Othman, 2007). OP is linked to performance management (Cameron & Whetten, 1983; Richard, Devinney, Yip, & Johnson, 2009). Performance management, which is an extension of the process model, is a tool to evaluate the efficiency of resources in the organisation (Steers, 1979; Szilagyi & Wallar, 1980; Cameron & Whetten, 1983). The process model of the balanced scorecard is used in this research.

2.5.2 Perspectives of Balanced Scorecard

The balanced scorecard used for this research constitutes: Learning and growth, internal process, stakeholder perspective and financial perspective (Kaplan & Norton, 1992).

(a) Learning and growth

Learning and growth commences at an individual level and trickles to the team level, impacting OP (Marsick & Watkins, 2003; Awbrey& Feurig, 2005). Learning and growth consist of staff skills and motivation, availability of information systems and organisational procedures (Ramanauskas, 2016). Learning and sharing knowledge increases productivity, while ensuring organisational growth, inhibits stagnation, increases value in competing globally, promotes continuous learning, encourages internal and external collaboration and organisational team learning. The learning and growth perspective supports additional three substratum; internal process, stakeholder and financial perspective. Organisations build effective behaviours based on their ability to coordinate employee capabilities within this sphere.

(b) Internal process

The internal process perspective determines the best internal processes for increasing stakeholders' perspective and financial objectives. Successful internal processes of an organisation improves organisations' operations with a shorter turnaround time in

University of Malaya

delivering tasks within the stipulated datelines. Consequently, an organised internal process will clearly define the expected job scope of the respective employees and expectations of the leaders in the process of improving OP. As employees are exposed to an influx of informal information, they must be well equipped to possess the ability to learn and grow from this complex environment (Bryant, 2005).

(c) Stakeholder perspective

The public are considered the stakeholders. Stakeholders' perspective will improve due to improvement in learning and growth and internal processes. The publics' perspective ensures vital feedback is obtained in improving OP. Stakeholders play an important role in ensuring their needs; processes and policies are adhered to. This ensures public administrators develop a relationship based on trust and loyalty with and to the public. Moving forward, this will be an added advantage for the civil servants in attaining feedback and valuable input from the public, who are the stakeholders.

(d) Financial perspective

The financial perspective of the public sector is affected by the three factors discussed above. Resources and funds must be managed efficiently, as the public sector is funded on tax, presumably paid by the stakeholders. Managing public funds efficiently increases trust amongst the public, foreign investors and organisations leading to additional foreign investments, which allows the organisation to produce sound and informed financial strategies.

University of Malaya

2.6 Organisational Culture (OC)

OC in this research is interpreted from a daily perspective consisting of challenges at work, contact with colleagues, expectation, innovation and collective cooperation (Zeitz, Johanneson, & Ritchie, 1997). There exists abundant levels of research about corporate culture. Empirical and literary studies have shown that OC has been one of the variables that determines the work outcome, along with other variables, leadership being a prominent determinant. EI correlates positively with OC in ensuring the completion of personal and professional goals, while administrating tasks and managing resources efficiently, leading to positive organisational outcomes such as customer satisfaction (Rogg et al., 2001; Momeni, 2009). The OC dimensions which are normally used in research are job challenge, communication, trust, innovation and social cohesion (Zeitz, Johanneson, & Ritchie, 1997; Barley, 1983; Carmeli, 2005). The OC dimensions support a flexible and innovative culture that increases productivity. These elements are relevant and strongly inter-correlate when dealing with the public. It is also a fact that cultural differences separate high EI performers from the others (Deshpande, Jacob, & Shu, 2005). A research to further identify the effects of EI on OP through the mediating effects of OC amongst the Malaysian public administrators was conducted.

2.6.1 Definition of Organisational Culture (OC)

The OC is regarded as a set of social structure, knowledge and experience, developed from the organisations inception and instilled in the behaviour of its members (Tichy, 1982; Denison, 1983; Smircich, 1983; Hendry & Pettigrew, 1990; Hofstede et al., 1990; Goll & Zeitz, 1991; Kotter & Heskett, 1992; Gundry & Rousseau, 1994; Brown, 1995; Goffee & Jones, 1998; Schein, 1999; Hofstede, 2001). OC determines the work outcome,

University of Malaya

leadership traits, organisational structure and effectiveness (Burton & Peachey, 2015; Ding, Li, Zhang, Sheng, & Wang, 2017; Knight, Patterson, & Dawson, 2017; Hughes & Smart, 2018; Lawler, 2018). Culture stabilises the individual behaviour, hence stressing the influence of OC on OP (Cooper, Cartwright, & Earley, 2001). OC is an integrating force that invokes the relevant actions against the organisational behaviour as desired by the organisation (Giberson et al, 2009). However, an underdeveloped OC has minimal effect on OP (Byles & Keating, 1989). Historically, the OC evolved from promoting an individuals' behaviour, to an environment supporting social and psychological traits, towards the formation of an efficient and effective organisation (Organ, 1988; 1997). Focus on traits and skills portray that EI is highly relevant in OC as it had an incremental validity and a relative weight when predicting the OP (Gonzalez-Mule, Mount, & Oh, 2014; Miao, Humphrey, & Qian, 2016). OC must be prioritised to ensure it is aligned with organisational growth and strategies as it influences the human behaviour (Traindis, 1989). Nevertheless, culture shapes the required level of behaviour that reconstructs the OC, thus modelling the conduct required for better OP. OC at the organisational level reduces cost, turnover rates and absenteeism, while improving productivity, efficiency, stakeholder satisfaction, garnering higher rewards and producing better outcomes of performance evaluations (Podsakoff et al., 2009). It is argued that sociable individuals with high EI induce greater OC, leading to better performances at the workplace (Austin, Farelly, Black, & Moore 2007). Albeit, a positive OC is cultivated with traits such as high empathy and a platform for subordinate support by EI leaders (Kellet, Humphrey, & Sleeth, 2002; Kellet et al., 2006; Batson, Eklund, Chermok, Hoyt, & Ortiz, 2007; Paciello, Fida, Cerniglia, Tramontano, & Cole, 2013).

Generally, leaders and employees who do not alter their leadership styles and behaviours to fit into the OC tend to cause ineffectiveness towards the OP. They are expected to be

University of Malaya

well versed on the relevant effective competencies in the workplace to perceive an accurate OC. These competencies and their influence on OC will assist when it comes to creating an efficient OP. Various cultures are seen to value EI on a universal basis, however due to the cultural differences that exist, the strength of the connection between EI and OC will still differ. The OC influences emotions and the variables produced by the outcomes of the OP. The change in organisational strategy prompts emotional sharing, and imbeds sharing and recognition of emotions, encouraging a transparent and open OP (Druskat & Wolff, 2001). Transparency, honesty of communication, sensitivity towards others, depression levels, anxiety and work-related behaviours such as effort, cooperation, innovation and entrepreneurial behaviour influences OC (Taras, Kirkman, & Steel, 2010).

Emotionally intelligent employees have the ability to calm themselves and lead groups to calm others who are upset due to the various frustrating workplace events contributed by the OC (Humphrey, 2002). The emotionally intelligent leaders, on the other hand, are well versed in expressing their own emotions and creating an understanding bond as they regulate employees' emotions (Kellett, Humphrey, & Sleeth, 2006). They are better at building relationships due to their ability to accurately observe and understand emotions in others leading to better OC (Gunkel et al., 2014). Emotionally intelligent leaders can resolve uncertainties at the workplace, which are normally created by feelings of anxieties; by being firm, issuing clear statements and displaying appropriate emotions (Gunkel et al., 2014; Hofstede, 2001). Emotionally intelligent leaders who display empathy and concern for their employees will be appreciated as they strongly influence the OC, being regarded as strong cultural determinants. OC influences employee behaviour where an employee chooses to just show up voluntarily and consistently at work or to contribute positively to the organisation (Cawood, 2007; Schein, 2010). Due to existence of various cultures, the outcome of EI differs across different spheres

(Emmerling & Boyatzis, 2012). From an individual perspective, social conditioning exists and varies across different countries and the varying culture. It provides us with a fixed perception based on the individual exposure to the corresponding environment. As such, employees in an organisation are expected to be acquainted with their OC based on their acquired experiences and exposure in the organisation. This is an added advantage as it provides them with an opportunity to master their emotions or to respond to emotions rather than reacting to them. In return, employees will be well aware that they will be rewarded for illustrating the organisations strategy and value, leading to a positive OC.

2.7 Job Satisfaction (JS)

JS refers to the attitude of the employee towards the job, the environment and the general emotional response to their corresponding job roles (Brayfield & Rothe, 1951). The Affective Events Theory is used in this research (Weiss & Cropanzo, 1996), which stresses the importance of the connection between emotions and feelings in the workplace, and the job. Research was conducted to support the positive connection between EI and JS where empirical evidence revealed that JS increased with EI (Lopes et al., 2006). EI has been established as one of the main determinants of JS as there is a positive relationship between EI and JS. As JS is assessed as perceiving task characteristics, work environment and the emotional experiences at work, EI elements are regarded as important in influencing JS, hence leading to an increase in performance. A study by De Jonge et al. (2001) further concluded that JS is positively related to the perception and attitude of the individual.

Individual studies have highlighted the relationship between EI and JS (e.g., Ouyang, Sang, Li, & Peng, 2015; Kafetsios & Zampetakis, 2008). However, according to Miao,

University of Malaya

Humphrey & Qian (2016) there is no EI research that examines additional outcomes beyond job performance, such as JS – which is an important type of leadership effectiveness (DeRue, Nahrgang, Wellman, & Humphrey, 2011). JS is regarded as an important central construct in research related to organisational psychology that influences important behaviours in organisations.

A number of areas which are strongly influenced by JS are performance management, organisational citizenship behaviour, counterproductive work behaviour, physical and psychological health outcomes and withdrawal cognitions and behaviours (Schleicher, Hansen, & Fox, 2011). There is a lack of incorporation of the national culture (Law, Wong, & Song, 2004), which provides an additional reason for exploring the role of JS in this research. The findings produced by the Western countries comparatively varies and remains unclear, and thus requires more exploration (Di Fabio, Saklofske, & Tremblay, 2016; Ouyang et al., 2015; Emmerling & Boyatzis, 2012; Walter et al., 2011).

2.7.1 Definition of Job Satisfaction (JS)

JS is a central concept in OP, and its research has strong practical relevance to the human resources management function. In the previous and recent years, JS has attracted the attention of cross-national and intercultural researchers. According to Locke & Dunnette (1976), JS is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". A wider outlook refers to JS as the employees' attitudes or opinions towards the job itself, inclusive of the relevant environment, to their overall emotional response to their job roles (Brayfield & Rothe, 1951; Diener, 2000). JS is regarded as one of the most effective indicators of professional happiness (Zhang, Wu, Miao, Yan, & Peng, 2014). Similarly, JS refers to 'an evaluative state that expresses job

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contentment and induces positive feelings about one's job (Judge & Kammeyer-Mueller, 2012).

Scholars have studied JS both as an independent and dependent variable (Chen et al., 2011; Judge et al., 2005). JS, as an independent variable, is associated with a variety of workplace behaviours such as employee performance, turnover intention and workplace success. Most researchers are shifting their attention towards the effects of individual factors on EI and JS, compared to previous studies that focuses on EI and occupational characteristics consisting of income, job characteristics, work-family conflict, stress and leadership (Judge, Piccolo, Podsakoff, Shaw, & Rich, 2010; Zhang, et al., 2014).

2.8 Theoretical Connection Between ESC, OC, JS and OP

In this study, the relevant theories that have been used are the theory of EI, and the Affective Events Theory. These theories appropriately explain the reason for utilising these variables. EI, from a theoretical perspective, refers specifically to the interactive combination of intelligence and emotions (e.g., Ciarrochi, Chan, & Caputi. 2000; Roberts, Zeidner, & Matthews, 2001). The interrelation of intelligence and emotions create a variety of awareness on circumstances and responses directed at the daily common challenges within the organisation. The theory of EI encapsulates a wide array of emotions and competencies, while both of these factors have been empirically proven to govern and often signal appropriate responses to situations in addition, to arise in response to appraisals of various categories of relationships (Ekman, 2003; Plutchik, 1984). The competencies that have been chosen in this study are self-awareness, self-management, social awareness and relationship management. This theory demonstrates competencies relevant in an organisation and best predict performance when they are aligned with the

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OC (Boyatzis, 2009). Specific competencies used in this research are expected to be more central towards the OC and OP and are behaviourally observable.

The Affective Events Theory (Weiss & Cropanzano, 1996) strengthens the theory of EI as it provides affective responses to workplace events and promotes the relationship between various affective states and workplace behaviour (Ashkanasy, Hartel, & Daus, 2002). This has been supported by the ability-based model where an individual with a high-functioning emotional perception will perceive and respond to important environmental cues positively, compared to someone with a low- functioning emotional perception who may be inefficient in detecting situational demands, leading to negative consequences for effective social functioning (Mayer & Salovey, 1997). Ashkanasy et al. (2004) stressed that effective events can be the direct results of interactions with peers, subordinates or supervisors, and from within or without the organisation, as such the impact of the workplace on affective states are unavoidable. Responses that are appropriate, and appraisal of circumstances based on the construct of OC consisting of job challenge, communication, trust, innovation and social cohesion contribute to a better OP.

The Affective Events Theory contributes to JS and is useful to predict OP as it influences performance, via emotions, which are used to draw knowledge and experience from areas such as cognitive processing, motivation, attention and other areas. As events influence a person's immediate affective state, and changes over time as new events arise, it increases the knowledge, skills and awareness of the person. This leads to JS. Hence this theory clarifies the connection between EI, JS and OP.

University of Malaya

2.9 Previous Frameworks

A few models have previously been developed to conceptualise the relationship of EI and OP. These models have attempted to encapsulate the various different dimensions of EI and their relationship with the OP. Studies demonstrating such models are Akhtar, Ghufran, Husnain and Sahid (2017), Asrar-ul-Haq, Anwar and Hassan (2017), Mohamad and Jais (2016), Vratskikh, Masadeh, Al-Lozi and Maqableh (2016) and Shamsuddin and Rahman (2013). These studies having well-conceptualised the underlying concept, Shamsuddin and Rahman developed and tested a framework using EI as an independent variable that utilises the ability based model consisting of self-emotional appraisal, others' emotional appraisal, use of emotion and regulation of emotion, as popularised by Mayer, DiPaolo and Salovey (1990), as shown in Figure 2.2.

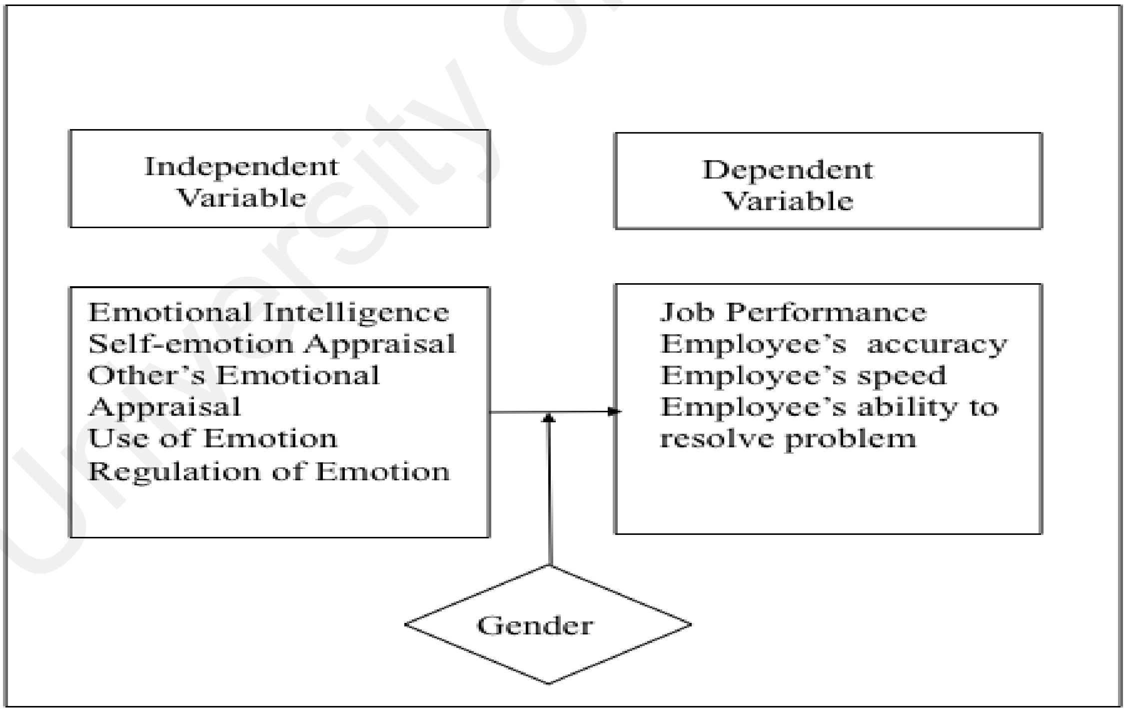

Figure 2.2: Framework of EI and job performance.
Source: Shamsuddin and Rahman (2014)

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The dependent variable, which is job performance, consist of the employee's accuracy, the employee's speed and the employee's ability to resolve problems. This model was used in a call centre setting and gender was used as a moderating variable in determining the relationship between EI and the job performance. Findings revealed that the ability to use self-emotional appraisal, assessing others' emotional appraisal and the use of emotion and the regulation of emotion by employees are associated with high levels of job performances, and in contrary, the lack in EI leads to lower levels of job performances. A future recommendation of this research emphasised on establishing appropriate items for each dimension of EI, targeted to achieve better results in future due to the differences in the industries.

A different theoretical perspective was taken by Mohamad and Jais (2016) as shown in Figure 2.3. EI, consisting of self-regulation, self-awareness, self-motivation and social skills, was used to study job performances amongst the Malaysian teachers.

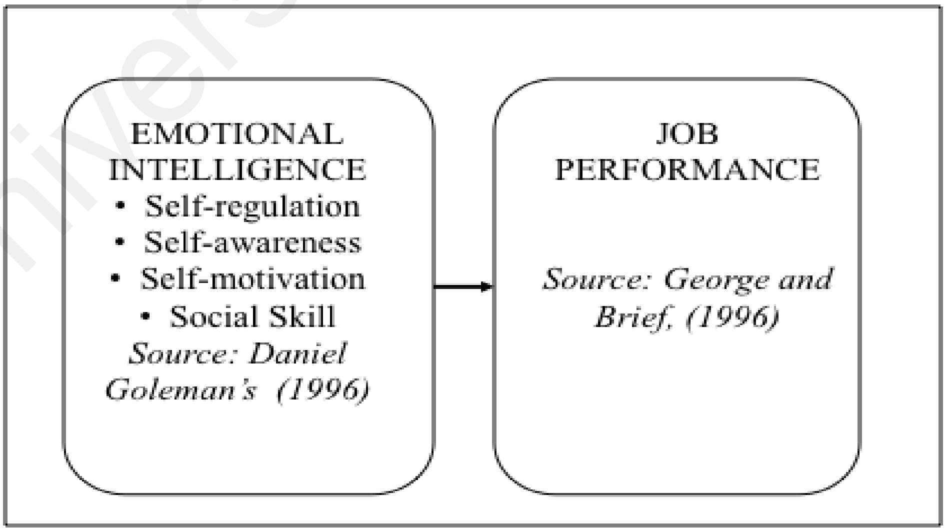

Figure 2.3: Framework of EI and performance.
Source: Mohamad and Jais (2016).

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The different indicators used in this framework emphasised the ability to recognise one's own feelings; motivating and managing these feelings to better manage emotions and relationships (Goleman, 2005). Results reveal that EI has a positive impact on job performance. The model for this study is illustrated in Figure 2.3.

The third conceptual framework by Vratskikh, Masadeh, Al-Lozi and Maqableh (2016), as shown in Figure 2.4, illustrates the effect of EI on job performance via the mediating role of JS. The EI framework is similar to the ability-based model presented by Shamsuddin and Rahman (2014).

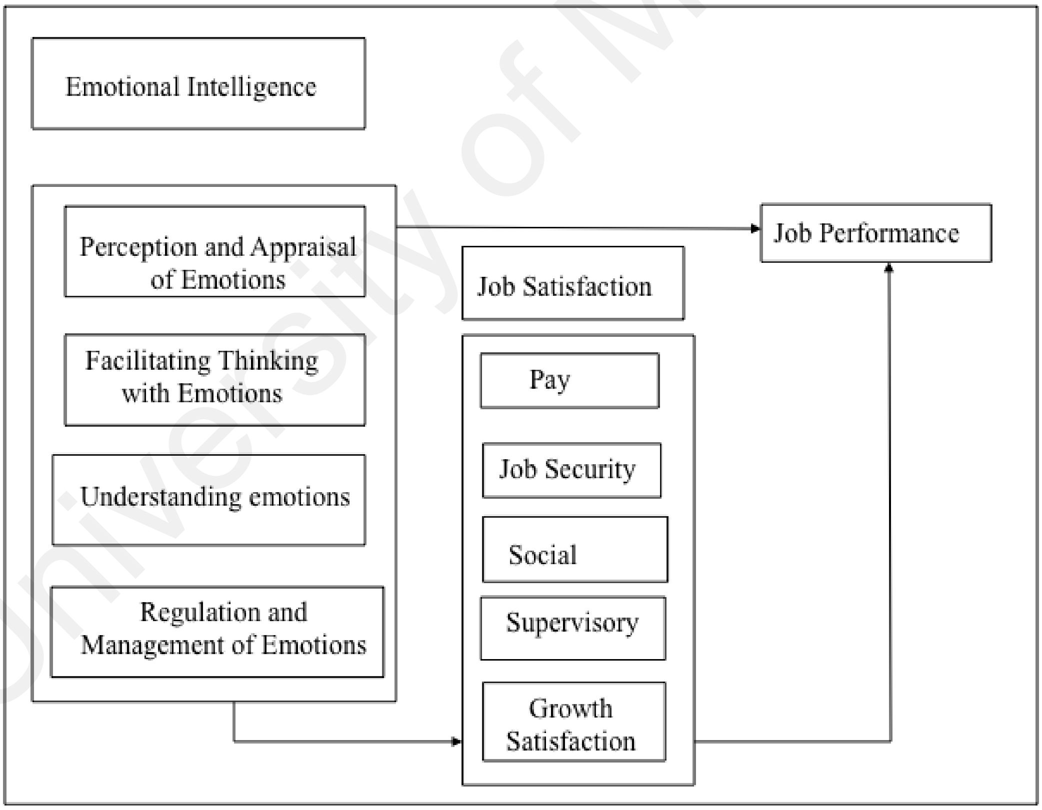

Figure 2.4: Framework of EI, Job satisfaction and Job Performance.
Source: Vratskikh, Masadeh, Al-Lozi and Maqableh (2016)

The research sample differs as it is based only on the administrative employees in a particular university. However, the findings of this research are consistent in supporting

University of Malaya

that EI has a direct significant effect on job performance and JS, and JS also has a significant effect on job performance. The future recommendation of this study suggests to better understand this model and to increase its predictive power, and to further incorporate additional variables such as OC, emotional labour, cognitive abilities and certain demographic factors to provide a more holistic result.

The framework by Akhtar, Ghufran, Husnain and Sahid (2017) favours the ability-based model as its basic conceptual framework in determining the moderating role of perceived organisational support between EI and job performance as shown in Figure 2.5. Similarly, the results of this study supports that EI is positively related to job performance. Job performance in this research refers to the degree of organisational assistance given to achieve its organisational strategic goals. This framework differs as it utilises the perceived organisational support as a moderating variable. The ability-based model encapsulates similar dimensions with the framework of Vratskikh, Masadeh, Al-Lozi and Maqableh (2013) and Shamsuddin and Rahman (2014).

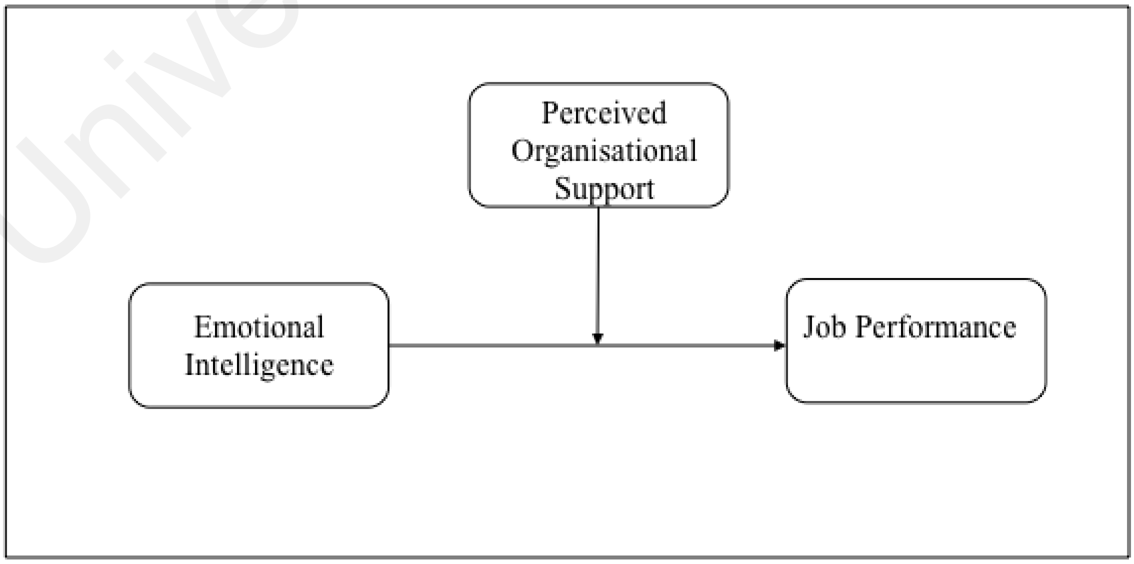

Figure 2.5: Framework of EI and Job Performance.
Source: Akhtar, Ghufran, Husnain and Sahid (2017)

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The framework by Asrar-ul-Haq, Anwar and Hassan (2017) explores the impact of EI on teachers' performance as shown in Figure 2.6. Although the findings implicate a positive significant effect of EI on job performance, it directed future research to the importance of culture in emotions, to be able to further understand the appraisal theory of emotions. Asrar-ul-Haq, Anwar and Hassan (2017) strongly advocate future research in other areas utilising a similar framework.

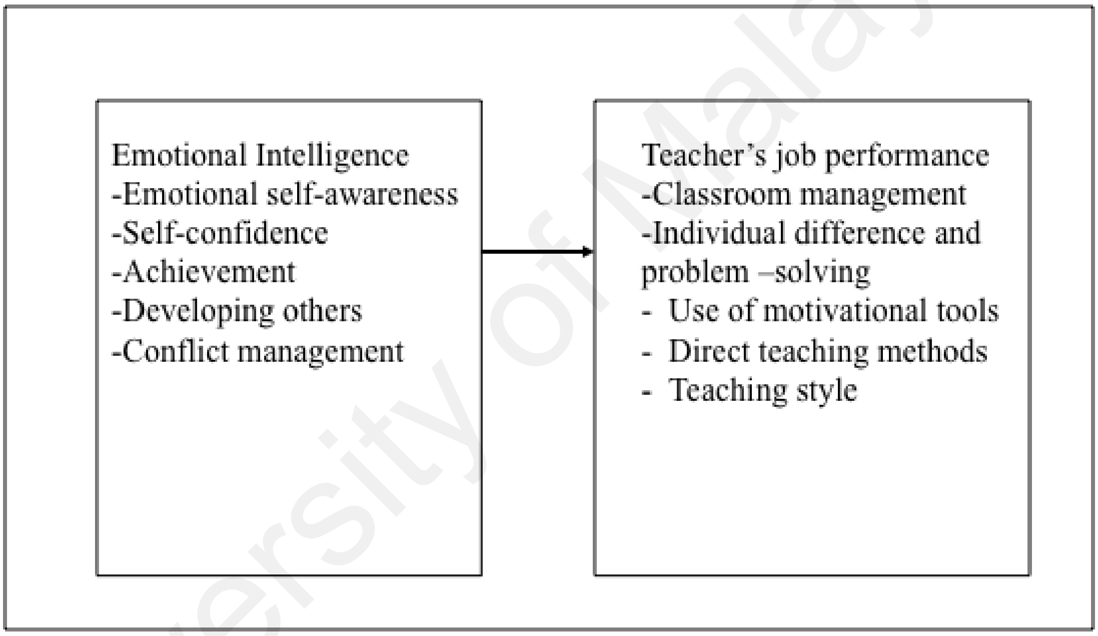

Figure 2.6: Framework of EI and Job performance.
Source: Asrar-ul-Haq, Anwar and Hassan (2017)

2.10 Derivation of Conceptual Framework

To ensure clarity of the model, it is vital to explain the context in which this model is constructed. It has been proven that the OP is an essential component in improving productivity. Likewise, the variables of OP such as learning and growth, internal process, financial perspectives and customer perspectives are vital in conceptualising the OP. In the current era of fast moving global policy trends, it is imperative for public

University of Malaya

administrators to acquire the capabilities in grasping these changes and to respond to them swiftly. Learning and growth provides an opportunity to strengthen and increase the relevant industrial knowledge. Internal processes are a relevant component in ensuring promptness in delivery of external and internal knowledge, information and services. A strong financial perspective attracts confidence in public administration, and in the public administrators in the delivery of the organisational objectives. The customer's perspective increases both locally and in the global arena, hence motivating and increasing the OP.

Based on empirical evidence, EI has a strong relationship with OP at the workplace (Hanzaee & Mirvaisi, 2013; Rahim & Malik 2010; Shih & Susanto, 2010; Jorfi, Jorfi, & Moghadam, 2010; Afolabi, Awosola, & Omole, 2010; Ismail, Yao, & Yunus 2009; Ngah, Jusoff, & Rahman, 2009; Law, Wang, Huang, & Li. 2008; Lopes et al., 2006; Sy, Tram, & O'Hara 2006; Nel & De Villiers, 2004; Langhorn 2004; Carmelli, 2003). The basis of this framework was adopted from Goleman's EI Model as shown in Figure 2.7 below: -

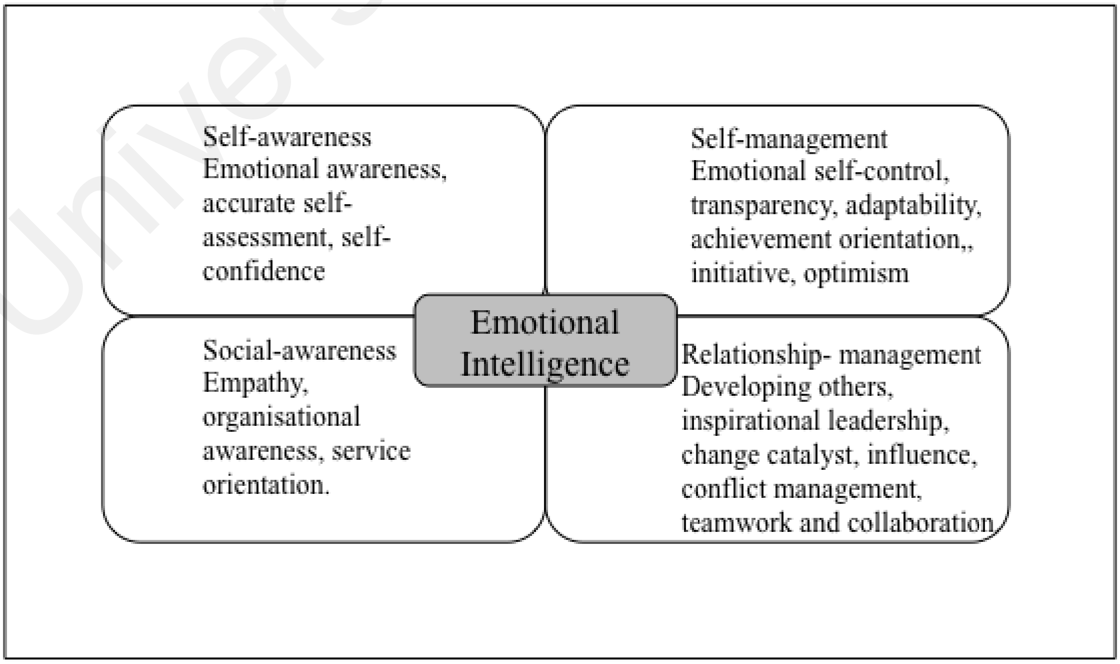

Figure 2.7: Golemans EI model.
Source: www.eiconsortium.org/measures/eci_360.html.

OC and JS have been included to determine the effect of EI on OP via these two constructs based on previous literature suggestions. OC, a social phenomenon, exist due to the constant interaction between the individual and their organisation, it exist due to individuals and their characteristics such as subjectivity, irrationality and emotionality which is used to explain it (Tolmats & Reino, 2006). Due to this, the importance of EI is highlighted to enable the organisation to create the OC and the activities of all levels in the organisation (Langhorn, 2004). Although there is a lack of studies on EI in the work-related setting, a majority of literature review stressed the crucial importance in occupational settings (Matthew, Zeidner, & Roberts, 2004). Based on these, the conceptual framework (shown in Figure 2.8) has been developed for this study:

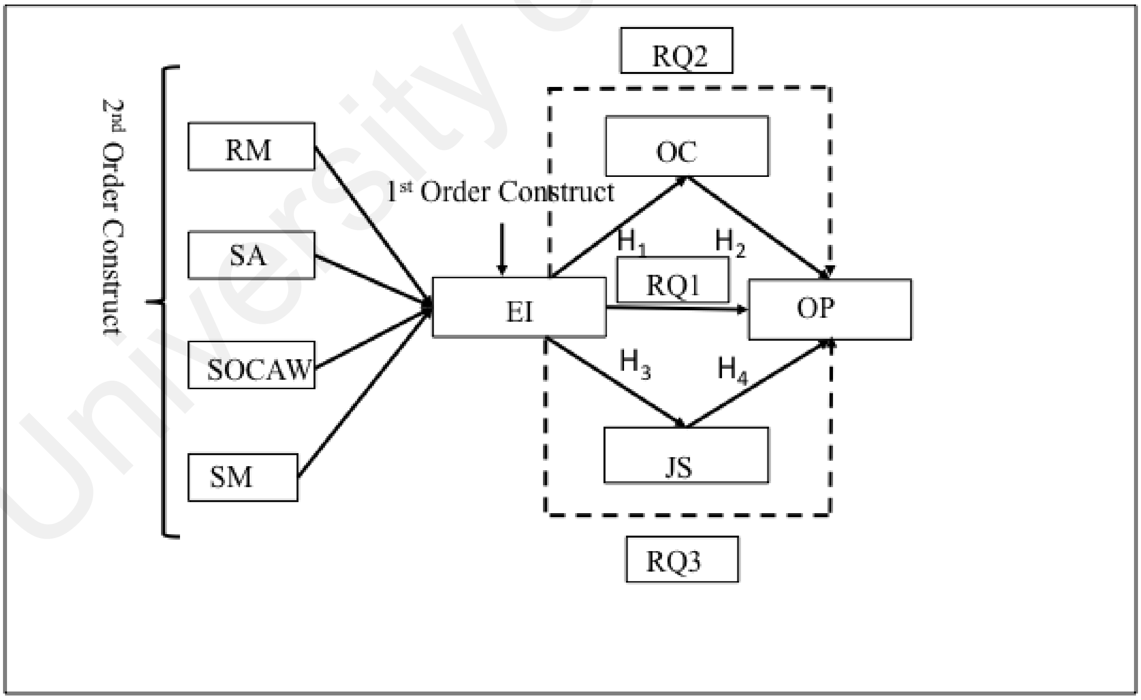

Figure 2.8: Preliminary conceptual framework for EI, OC, JS and OP.
Source: Brayfield & Rother, (1951); Kaplan & Norton, (1992); Goleman, (1995); Zeitz, Johannesson & Ritchie, (1997)

Note: Direct effect →
Indirect effect - →

University of Malaya

According to Hair (2013), a construct or latent variable is a proposed attribute, which often cannot be measured directly, but can be assessed using a number of indicators (manifest variables). As EI has a large number of indicators in this framework, it has been grouped into a second-order construct. Canfetelli and Bassellier (2009) proposed that, in order to deal with the potential effect of a large number of indicators, it should be grouped into two or more distinct constructs. Further explanation is provided to ensure better clarity of the above conceptual framework. This research utilises the second-order construct method in SMART PLS. This method requires the indicator group to be conceptually aligned and the grouping to be acceptable from a theoretical and conceptual perspective. For example, the indicators of EI, that is the main construct of this conceptual framework, can be further grouped into two sets as shown in Figure 2.8.

The first order construct or latent variable is EI. This can be further divided into a second order construct or latent variable consisting of Relationship Management (RM), Self-Management (SM), Social Awareness (SOCAW) and Self-Awareness (SA). The manifest variable for RM is influence (INFL), the manifest variables for SM are emotional self-control (ESC) and achievement orientation (AO), the manifest variable for SOCAW is empathy (EMP) and the manifest variable for SA is emotional self-awareness (ESA).

Four manifest variables; Learning and Growth (LG), Internal Process (IP), Financial Perspective (FP) and Stakeholder Perspective (SH) represent the OP latent variable. Based on previous literature review, OC was highlighted as an important variable between EI and OP hence it is included in this study as an intermediate variable due to the lack of previous research. Five manifest variables represent the OC; Job Challenge

(JC), Communication (CM), Trust (TR), Innovation (INV) and Social Cohesion (SOC). As for Job Satisfaction (JS), it is a single item construct providing an overview of JS.

The effect of EI on OP via OC and JS determines the importance in enhancing OP, creating an impact on productivity. The public administrators' ability to be aware of their emotions and actions creates a positive impact on OP. The uniqueness of this conceptual framework incorporates OP and JS as mediators to determine the effect of EI on OP. Previous studies have not included OC and JS as an intermediate construct simultaneously to determine the effect of EI on OP. These two components have been mostly overlooked in the literature review, specifically OC. This model is unique as it firstly includes OC and JS as a mediating construct simultaneously; secondly, it determines the important emotions in EI that has an effect on OC and JS; and thirdly, it utilises Golemans EI model with a focus on specific emotions to determine the effect on OP via OC and JS. The next section elaborates on the list of hypotheses which is derived from this conceptual framework leading to provide answers to the research questions.

2.11 Empirical Evidences and Hypotheses Development

Considering the previously developed frameworks, and the conceptual framework of this study including the empirical evidences, this section discusses the development of the hypotheses. The derivation of the hypotheses is divided into four sections: firstly, EI and OC, followed by EI and JS, then OC and OP and lastly JS and OP.

2.11.1 EI and OC

A majority of scholastic and empirical works have examined the relationship between EI

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and OC. The various EI constructs relevant to this research is elaborated below. The relationship between self-management and OC with the focus on achievement orientation has been found to be significant (Anwar, Osman- Gani, Fontaine, & Rahman, 2017). The concept of self- management is the ability to remain calm during a provocative or conflict situation, while keeping defensiveness to a minimum and ultimately enhancing rationality (Wolmarans & Martins, 2001). Self-management progresses primarily from a social source and changes to individual sources in a sequence of levels (Schunk & Zimmerman, 2003). According to Schunk & Zimmerman, (2003) self-management would encourage people to take a more powerful role on their thoughts, emotions, and performances, hence having a positive effect on OC.

This has been supported by Naghdi and Shatalebis' (2013) research where self-management is found to be statistically significant with OC. Emotions are integral to the nature of these areas, specifically in the areas of empathy, motivation and handling relationships. EI literature acknowledges the value of EI to engage and to obtain commitment from employees (Dulewicz et al., 2005; Rosete & Ciarrochi, 2005; Hawkins & Dulewicz, 2007; Anand & Udaya Suriyan, 2010; Vigada-Gadot & Meisler, 2010; Kotzé & Venter, 2011; Shaemi et al., 2011; Brunetto et al., 2012; Danaeefard et al., 2012; Erkutlu & Chafra, 2012; Abdullah et al., 2013; Nagdi & Shatalebi, 2013; Al-Ghazawi & Awad, 2014; Johar & Shah, 2014; Fu, 2014; Olannye, 2014; Ramchunder & Martins, 2014; Hur et al., 2017). This commitment will facilitate the awareness of OC to further enhance the relevant competencies to ensure an increase in OP.

Self-awareness of an individual's own emotions provide an avenue for individuals to maintain and establish a supportive relationship with others in relation to performance at work. Self-awareness allows individuals to set priority on concerns in addressing

University of Malaya

persuasive or deeper issues rather than focusing on unimportant issues (Abraham, 2000; George, 2000). The focus on self-awareness assists in coping more effectively with OC, leading individuals to adapt to the way they choose to present themselves and their ideas in challenging situations, particularly due to the OC (Gabriel, Cheshin, Moran, & Van Kleef, 2016). Due to the different OCs an individual is exposed to, within various circumstances that require different responses, hence self-awareness deemed to be an essential prerequisite (Tan et al., 2005). Self-awareness is the most crucial competency associated with workplace EI. Emotional self-awareness is related to concept of getting deep into emotions and understanding them thoroughly, and having emotional knowledge that is able to ultimately create a positive OC, leading to better OP (Malik & Shahid, 2016).

The social awareness effect on OC has been examined in a majority of literature and the results have been mainly significant for managers and academicians. The context of social-awareness was measured by empathy. Managers are socially aware as they empathise and assess the behaviour of employees, analytically minimises issues, creating an OC with less issues (Altındağ & Kösedağı, 2015). The ability to understand and comprehend the circumstances and feelings of employees creates a positive OC. Social awareness creates an OC such as taking on additional assignments and voluntarily assisting people at work (Anwar, Fontaine, & Rahman, 2017). Empathising allows employees to understand each other's emotions hence extracting information about the expressions and intentions of others (Hareli & Hess, 2010). This situation impacts OC, creating a positive effect.

Relationship management refers to an individual's talent in managing relations with others, maintaining the relationship and building a system encapsulated around people

University of Malaya

skills. These skills consist of respect for others, mutual regard, commitment, openness and communication (Schuetz, 2011). It encapsulates the ability of fulfilling each other's needs, relating to each other over time and exchanging information about ones feelings, thoughts and ideas. According to Goleman (1995), it also involves other qualities such as leading change effectively, persuading others, building and leading teams. Interaction between individuals provides confidence and creates a socially acceptable community and culture. It can assist in getting tasks done as individuals interact amongst one another in conveying the organisational expectations and deliver in completing the objectives required (Pettry, 2006). Witt and Ferris (2003) agreed that individuals with strong levels of relationship management controlled the relationship between diligence and OP. Similarly, Okumura and Usui, 2010, also supported this. The individuals with strong relationship management capabilities will be able to influence the OC. Based on these propositions, the following hypothesis was proposed:

H_1: EI has a positive significant effect on OC.

2.11.2 EI and JS

Most empirical studies have analysed the relationship between EI and JS. However, Bar-On (1997) and Abraham (2000) found that EI has a positive effect on JS. Self-management contributes to psychological wellbeing (Baumann, Kaschel, & Kuhl, 2005), health promoting behaviours (Fuhrman & Kuhl, 1998), employee socialisation (Ashford & Black, 1996) and high job performance (Porath & Bateman, 2006). Self-management includes the ability to remain calm in spite of provocative or conflict situations, while keeping defensiveness to a minimum, and having a strong orientation towards motivation (Wolmarans & Martins, 2001). The attributes of self-management create a positive effect on JS.

University of Malaya

Empirical studies have demonstrated that leaders who display self-management show strong work attitudes and altruistic behaviours (Carmelli, 2003) and due to this, employees share their leaders' positive emotions, resulting in higher JS (Wong & Law, 2002). Studies showed that self-management has a significant effect on JS (Güleryüz et al., 2008). Individuals who can self-manage their own emotions may be better equipped to deal with intense emotions that typically increase stress and emotional exhaustion and decrease JS (Brackett et al., 2010). Employees who practice self-management will be less likely to recall and dwell about disturbing events that occurred, or which may occur in the workplace (Meisler & Vigoda-Gadot, 2010). An individual who is capable of managing his/her own emotions is able to identify when he/she is thinking best and respond accordingly.

Self-awareness predicts EI, and allows workers to acknowledge their own strengths and weaknesses (Goleman, 1998). Several researchers such as Anthony et al. (2010), Rad et al. (2014), Yahyazadeh-Jeloudar and Lotfi-Goodarzi (2012) have established the effects of self-awareness on JS. Past study findings reveals that self-awareness is associated and has a positive relationship with JS (Judge & Bono, 2001; Ealias & George, 2012; Orhan & Dincer, 2012; Wu & Griffin, 2012; Kiani, Iftikhar, & Ahmed, 2016). In addition to this, it establishes a professional image, creates confidence and is linked to workers' performance (Khan, Masrek, & Nadzar, 2017). Another research done by Tutuncu and Kucukusta (2007) reveals that self-awareness promotes JS as it allows an individual to adapt to the existing environment, hence promoting a higher level of satisfaction in completing the task at hand. Self- aware individuals are able to decide which inputs to focus on, based on the different situations at work, and interpret them accordingly.

University of Malaya

Self- awareness enables workers to assess themselves and understand the skill levels they are at and provides them with an opportunity to work towards JS. As individuals with self-awareness abilities are able to predict how certain situations will make them feel and respond, they can take actions to prevent these situations from occurring, or re-occurring. As the emotional state influences JS, hence it is assumed from the above discussion that there may be a link between self-awareness and JS of the ADOs.

Social awareness is critical in ensuring JS (Ghoniem, Elkhouly, Mohsen, & Ibrahim, 2011; Psilopanagioti, Anagnostopoulos, Mourtou, & Niakas, 2012; Ignat & Clipa, 2012; Ronaghi, Feizi, & Farshad, 2013). Social awareness highlighted in a research done in the information technology field amongst the professionals highlighted the positive effects of social-awareness and JS (Masrek, Osman, Khamis, & Paiman, 2014). This has also been proven to have a significant positive relationship in the private and the public higher learning institutions (Hafsa, 2015). JS is highlighted as an important component as it is shown to influence job performance, physical and psychological health outcomes and withdrawal cognitions and behaviours (Schleicher et al., 2011).

Leaders, who are socially aware, have the ability to perceive and understand emotions, and enables them to recognise when there is a need to empathise with subordinates who are experiencing issues at work. For example, Kellet and her colleagues discovered that the ability to perceive others' emotions predicted empathy, which in turn led to predicting both relations and task leadership (Kellett, Humphrey, & Sleeth, 2006). Hence, socially aware leaders are able to improve their followers' JS by displaying empathy and demonstrating that they care about their followers' wellbeing. Likewise, according to Wong and Law (2002), JS can be increased when employees are treated with respect, esteem and affection. They argued that leaders who are socially aware will be more likely

University of Malaya

to display these traits, hence concluding that a positive link exists between social awareness and JS.

It has been established that JS is enhanced by positive emotions, in comparison to negative emotions that create an environment of distrust and lack of JS (Dunn & Schweitzer, 2005). Lack of EI and responsiveness is related with greater levels of job dissatisfaction, distrust and disappointment. Relationship management is directly and positively linked with JS (Christie, Jordan, & Troth, 2015). Relationship management considerably influences the JS of the other team members (Barczak, Lassk, & Mulki, 2010; Christie, Jordan, & Troth, 2015). A positive relationship management amongst individuals, leaders and subordinates creates a positive environment, and this in turn enhances JS. Managing relationships effectively in the organisation includes the ability to influence individuals positively in ensuring tasks are completed and individuals derive satisfaction in the midst of completing these tasks.

Trivellas et al. (2013) confirmed that relationship management had a significantly positive impact on employees' satisfaction, with regards to personal development. An employee's personal development in an organisation includes JS. Positively influencing and motivating employees increases their JS and influences their personal development at work. A recent research by Bryant and Malone (2015) also demonstrated that relationship management increases employees' JS significantly. Leaders, who demonstrate EI tend to efficiently and effectively communicate their vision and passion to their employees and facilitate their employees' job performance by influencing and motivating them, leading to higher levels of JS (Scott-Halsell et al., 2008). Based on these literatures, the below statement has been hypothesized:

H_2: EI has a positive significant effect on JS.

2.11.3 OC and OP

There is an established relationship between OC and OP. Literature reveals that OC has a significant positive impact on OP, and the determining factor in the success or failure of an organisation is contributed to the OC (Kotter & Haskett, 1992; Choueke & Armstrong, 2000; Willcoxson & Millet, 2000). Strong cultures are associated with consistency in effort, clear focus and better performance in environments where a common vision and unity are required (Cameron & Quinn, 2005). Previous literature argues and sustains that OC is the main reason for organisational excellence (Schein, 1984).

Many organisations struggle to improve performance and are unable to recognise OC as one of the important drivers for improving the OP (Uzkurt et al., 2013). According to Naor et al. (2010), OC is more effective than national culture, in the perspectives of performance. OP is a multidimensional factor, with some investigations on the effect of OC on some aspects of performance such as financial indices, productivity and quality, responsiveness, manufacturing and supply chain relationships (Matthew, 2007; Jacobs et al., 2013; Tseng, 2010;Cadden et al., 2013; Xenikou & Simosi, 2006; Asree et al., 2010; Naor et al., 2010), profitability and marketing (Uzkurt et al., 2013). OC differs in each company, organisation and firm. It is embedded directly and indirectly via the way the organisation behaves, communicates, responds to, and delivers its objectives. The OC in this study is conceptualised as common values that are faced on a daily regular basis in an organisation. Based on previous empirical evidence, it is hypothesized as below:

H_3: OC has a positive significant effect on OP.

University of Malaya

2.11.4 JS and OP

It is well noted, based on empirical evidences, that JS has a positive significant effect on OP (Chan et al., 2000; Ellinger et al., 2002; Harter, Schmidt, & Hayes, 2002; Zohir, 2007; Chandrasekar, 2011). Early research done by Ostroff (1992) revealed that organisations with satisfied employees tend to be more effective at work compared to those organisations with dissatisfied employees. Satisfied employees create positive situation, overcome obstacles more effectively, and indirectly enhance teamwork, hence progressing the performance level and status of the organisation. Alternatively, Ryan, Schmitt, and Johnson (1996) discovered that employee morale is related to subsequent business performance indicators, customer satisfaction sentiments and turnover ratios.

Positive business performance indicators and customer satisfaction sentiments are benchmarks that reveal the success of employees in an organisation. A low turnover ratio depicts the organisational success in attaining the satisfaction of employees. A similar OP measurement by Harter et al. (2002) discovered a positive correlation between employee satisfaction, engagement and the OP, which was measured on productivity, profit, employee turnover, employee accidents and customer satisfaction. Alternatively, Gould-Williams (2003) suggested, when employees act diligently and have outstanding performance, the OP will be strengthened. The basis of acting diligently with concern, care and passion in the task at hand can be attributed to high levels of JS.

OP is influenced by various factors, internal factors that are within the control of the organisation, and external factors which are beyond the organisations control. JS specifically has an effect on OP, although the relationship has not been direct and

University of Malaya

straightforward, it is still a crucial factor in OP worth to be studied (Bakotić, 2016). Based on the above empirical evidence, it has been hypothesized as below:

H_4: JS has a positive significant effect on OP.

University of Malaya

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Overview

This chapter provides an overview of the research methodology implemented for executing the conceptual framework, which is divided into eight subsequent sections. The first four sections reports and discusses the research paradigm, process and method used to collect data from the targeted sample. In addition, it reports details, reliability and validity of the utilised instrumentation. Specifically, section two describes a general overview of the methodology which was used to conduct this research and section three introduces the methodology used to conduct this study. Sections four, five and six introduces the measurements variables for this research, while section seven described the instrumentation used in this research. Section eight consists of the sampling and analysis techniques used to address the research questions. Sections nine described the data distribution and collection techniques, while section ten discusses the data analysis techniques where structural equation modelling (SEM) was used.

3.2 Research Paradigm

A research design is a method to attain the answers of the research questions and includes the whole pattern or scheme of the study (Kerlinger & Lee, 2000). The research design used in this study is cross-sectional. In order to understand and analyse the association amongst various variables in social components, survey research is used to answer the non-experimental questions in relation to organisations, communities and institutions (Kerlinger & Lee, 2000). A survey instrumentation was used in this study as it has many advantages. Firstly, it assists in collecting substantial information from large samples (Kerlinger & Lee, 2000). This enables data from a broad population to be captured and utilised to draw conclusions and derive at important decisions. Secondly, it ensures the survey captures the maximum units of population as samples that allow the survey results

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to be generalised (Scandura & Williams, 2000). Surveys are inexpensive when it is administered in an online format. However, it offers a certain degree of flexibility as it can be administered in various formats such as hardcopy paper surveys and electronically administered surveys such as online surveys, mobile surveys and social media surveys. In short, a survey research provides swift responses, is less expensive and easy to organise (Sekaran, 2003; Babin & Zikmund, 2003) and administer.

Most literature highlights that information attained through survey studies can be relied on due to the specification of the instruments utilised. The instruments have been proven to be reliable and valid. Obtaining information from the public administration respondents on EI, OC, OP and JS in their workplace is a sensitive task due to the nature of their role and job. As such, the most suitable technique would be the survey technique for data collection. Survey is an appropriate technique used to collect data from a given population through a sample in order to derive at inferences and generalised results (Creswell, 1994). Hence, survey research is deemed appropriate for large samples (Hair, Bush & Ortinau, 2003).

However, this method has been criticised due to its discrepancy in providing details (Spector, 1992). These consist of inconsistency in responses, lack of the provision of sufficient details when responding and difficulty in providing relevant answers are amongst the disadvantages of survey research. In overcoming the drawbacks of survey research, suggestions provided by Hair, Ringle and Sarstedt (2013) has been included. For example, scales developed and tested previously were used to collect data in this study due to their validity and reliability. In addition, a pilot study was also done and analysed to ensure the validity and the reliability of the instrument used in this study.

University of Malaya

In order to identify the most relevant methodology to be used in this research, a research paradigm was used. A research paradigm, according to Given (2008, p.2)), "is a set of assumptions and perceptions shared by members of a research community" (p.2). It provides an opportunity to researchers to test, discover and build theories within a common and acknowledged set of perspectives or beliefs. A research paradigm provides an avenue for researchers to identify the most relevant methodology to be used. It assists in framing the perception of understanding in the way knowledge works, and in constructing and discovering knowledge (Neuman, 2014). The ability of the researcher to apply this paradigm during the research process enhances the research as it provides the relevant outlook in attaining the results. It sets the research within the required theoretical context, frames and guides the researcher.

Researchers are mainly guided by three main research paradigms – positivism, constructivism and the critical theory as shown in Table 3.1. A positivist research paradigm constitutes using a quantitative research approach to discover reality by using a logical analysis (Creswell, 2009). Within this context, researchers view themselves as being as objective as possible and not influenced by their pre-conceived thoughts, beliefs and biases. This perspective test theories and confirms or rejects findings based solely on the empirical evidences obtained. The empirical evidence are obtained from the designated sample by collecting data, and the results obtained are observable and quantifiable. This is in contrast to the perspective of a constructivist paradigm, which is subjective and stresses the importance on the views or narration of the respondent. This research paradigm is qualitative. It uses the interview method to extract the required information and allows the researcher to interpret the meaning of the responses obtained from the respondents. It provides an opportunity for the researcher to enquire and understand the views of the respondents. It allows the researcher to further clarify and ensure the answers are within the required framework.

Table 3.1: Summary of Three Major Research Paradigm

Requirements	Positivist	Constructivist	Critical Theory
Theory	Testing theories to confirm or reject them. Done in a controlled environment and finally accepting or rejecting the hypotheses. Done as objective as possible.	Theory is constructed with the influence of the respondents and the researcher. Social and cultural context influence the theory construction. More subjective in perspective.	Theories are built based on analysing relationships. Considers influence of external factors.
Researchers Role	Describe, predict and explain the phenomenon scientifically.	Places importance on social, cultural and mental phenomena to reveal the reason people behave in a particular way.	Consciousness on emerging social and political issues relevant to society.
Reality Type	Objective and empirically proven. Researcher and reality are independent.	Reality is constructed and influenced by the interpretation and perception of the respondents and researchers.	Social, economic, political, ethnic, cultural and gender issues/values define reality.
Type of knowledge	Verified hypotheses is used to confirm knowledge.	Knowledge is based on subjective values, personal views, reason and understanding.	The live experience and social relations that form these experiences influence knowledge.

Source: Creswell (2009)

The third research paradigm, the critical theory research paradigm, is influenced by external social, political, economic and gender values (Guba and Lincoln, 1994). This paradigm acknowledges that external factors play an important role in shaping the

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knowledge. It provides an alternative approach and builds theories based on political and social agendas and advocates change in the form of an action agenda, with the respondents' involvement. The positivist paradigm is used for knowledge verification. The positivist research paradigm emphasises on the objective reality, verification and testing of the hypotheses, collection of information based on verified instruments which are completed by respondents, the validity and reliability of the instruments, and testing of a theory.

3.3 Research Methodology

Research methodology is described as a systematic quantitative or qualitative method describing steps in answering the research questions and objectives. Researchers place importance on the methodology as it guides them in implementing research and has important effects on the quality of the research (Creswell, 2009). In line with a positivistic paradigm, emphasis for this research was placed on; (i) quantification in analysing and collecting data, and (ii) testing the relationship between theory and research (Bell, Bryman, & Harley, 2018). The relationship among variables are analysed using statistical procedures (Creswell, 2009). The two most common methodologies used by researchers are the survey research and the experimental research (Creswell, 2009).

In this social science study, a survey research methodology is used, which includes three distinct characteristics where information is requested based on a structured format; standardised information is requested to further define or describe variables and to study the relationship among these variables, and the information is obtained from a sample (Malhotra & Grover, 1998). As this survey intends to answer the "how" type of questions, a survey method was deemed to be the most suitable, producing a questionnaire type of survey (Jann & Hinz, 2016). The research process involves defining and redefining the

University of Malaya

research problem, formulating the hypotheses, collecting, organising and evaluating data; making deductions and reaching conclusions; and finally testing the conclusion to determine whether they fit the formulated hypotheses (Coghlan & Brydon-Miller, 2014).

Figure 3.1 shows an overview of the research process conducted for this study. The research process commenced with the definition of the problem statements which were concluded from literature reviews and current issues with regards to EI, OC, JS and OP. Based on the literature review performed in this research, the study concludes that additional understanding on the indirect effect of EI on OP through the mediating effects of OC, and the effects of EI on OP through the mediating effects of JS is required to obtain a clearer perspective in the role of EI in determining the OP in an organisation.

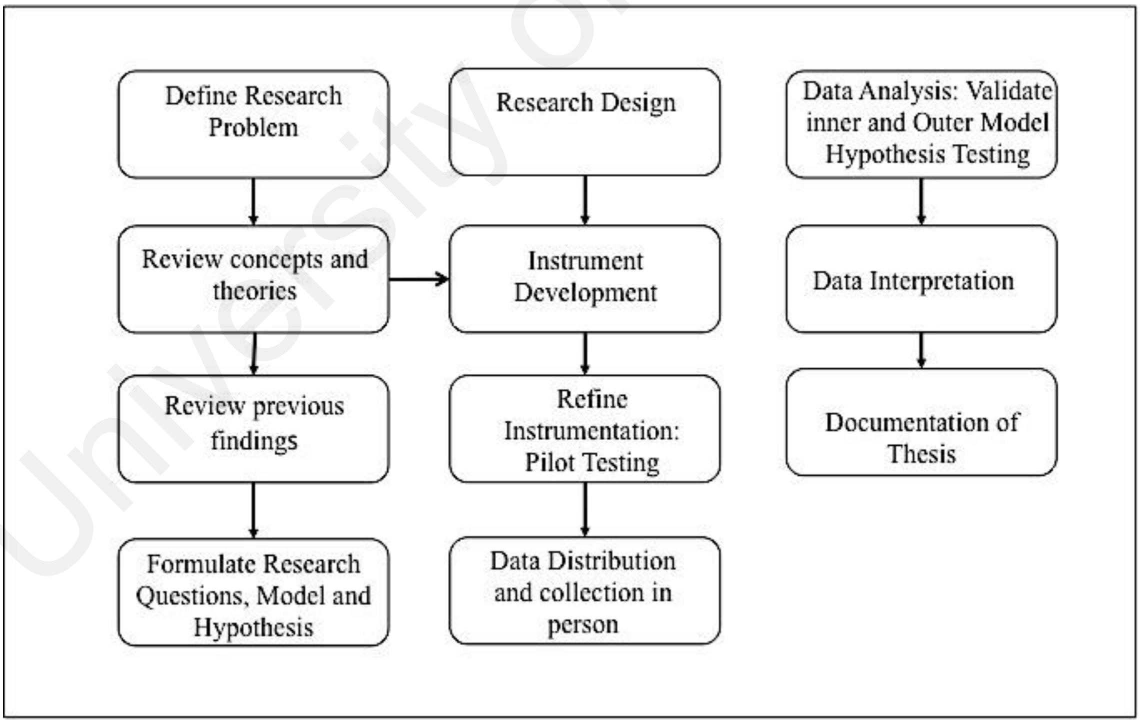

Figure 3.1: Research process for this study
Source: Researcher

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Two types of information were given importance during the analysis of the literature, the first was the findings on previous studies focusing on EI and OP, the second was theories and concepts adopted by previous studies when examining the EI and strategy related topics. This was then followed by the formulation of the research questions, the model itself and the formulation of the hypotheses. During the stage of research design, a considerable amount of emphasis was given on the purpose of the research, the type of investigation, researchers objectivity, the type of setting used in this study, the unit of analysis and the time horizon (Sekaran, 2003). Based on the above context, this research is a cross-sectional research that uses a survey with minimal interference from the researcher, hence fulfilling the requirement of an objective research. The research questions, hypotheses and model were formulated based on the purpose of the research and the type of investigation. A survey design was selected for this research as it is the most cost-effective means of collecting data, has a fast turnaround time in the context of data collection and allows the respondents to retain anonymity (Chang & Krosnick, 2009; Burney & Swanson, 2010).

3.3.1 Data Collection Procedure

The questionnaire was based on valid and reliable scales, which has been used in previous research (See Appendix B). The ADOs, comprising those ranging from grades M41, M44, M48, M52 and M54, were targeted to complete the questionnaire. The questionnaire was attached with a brief description of the study conducted, with emphasis on confidentiality of the responses. To further assure the respondents on the confidentiality of the survey, empty self-addressed sealable envelopes were attached to the questionnaire before the distribution process, advising the respondents to place their completed questionnaire in the envelope and to seal the envelope prior to submitting it back to the researcher. Some of the ADOs took the initiative to complete the questionnaire on the same day and

University of Malaya

returned it immediately to the researcher. For the other questionnaires, the researcher made several trips to the respective ADO offices to collect them back in the respective sealed envelopes. A representative was designated to collect and compile the questionnaires as they were completed by the ADO's, for bulk collection by the researcher on a weekly basis.

3.3.2 Descriptions and Measurement of Constructs

For ease of reference henceforth, the variables referred in text will be capitalised (e.g. JOB CHALLENGE). The indicator name will also be capitalised, and further placed within parentheses (e.g. (JC1)).

The design of the research instrument consisted of a cover page and four subsequent pages containing the survey questions. The cover page indicated the purpose of the study and the contact details of the researcher and the supervisor. The measuring instrument consisted of five parts. The first part of the questionnaire required information with regards to the EMOTIONAL INTELLIGENCE of the officers, the second part requested for information related to ORGANISATIONAL CULTURE, the third part covered the context of ORGANISATIONAL PERFORMANCE, the fourth part requested for information on JOB SATISFACTION and the fifth and final part requested for information on the demographics of the respondents.

This study consolidates different latent variables into one framework. Mainly, the study includes four latent variables: EMOTIONAL INTELLIGENCE, ORGANISATIONAL CULTURE, JOB SATISFACTION and ORGANISATIONAL PERFORMANCE. EMOTIONAL INTELLIGENCE is an independent latent variable.

University of Malaya

ORGANISATIONAL PERFORMANCE is a dependable latent variable while ORGANISATIONAL CULTURE and JOB SATISFACTION are mediating latent variables. Therefore, four survey instruments were utilised in this research. Each variable is measured according to its appropriate instrument. The explanation of these instruments are as follows.

3.3.2.1 Emotional intelligence (EI)

In this research, EMOTIONAL INTELLIGENCE is measured by means of SELF-MANAGEMENT (SM), SELF-AWARENESS (SA), SOCIAL-AWARENESS (SOCAW) and RELATIONSHIP MANAGEMENT (RM). It was used amongst the ADOs. This questionnaire consists of a few questions taken from various scales; SM (Goleman, 2002); SA (Wong & Law, 2002); SOCAW (Boyatzis, Goleman, & McKee, 2002) and RM (Goleman, 2002). It includes 26 items ranging from "zero- Don't know" to "5- Consistently". SELF-MANAGEMENT is measured by the indicators, emotional self-control (ESC) and achievement orientation (AO), SELF-AWARENESS is measured by the indicator, emotional self-awareness (ESA), SOCIAL-AWARENESS is measured by the indicator, empathy (EMP) and RELATIONSHIP MANAGEMENT is measured by the indicator, influence (INFL). These questionnaires have been used as a standard for the evaluation of EI and has been utilised by numerous researchers from diverse fields of knowledge (Khan & Ullah, 2015). The four second-order constructs of EI used in the present study are further elaborated in the following context.

3.3.2.2 Self–awareness (SA)

SA is the first and most important latent variable of EI (Boyatzis, 2009; Cherniss, 2010; Gliebe, 2012; Goleman 1995, 1998; Mayer, Salovey, & Caruso, 2008). Goleman (1998)

University of Malaya

defined SA as the ability to recognise and understand one's own moods, emotions, and drives as well as their effect on others. He suggested that SA is the core of EI on which all other competencies are built. SA involves recognising and facing personal issues honestly and non-defensively to identify and eliminate the barriers to communication and effectiveness (Jorfi, Yaccob, & Shah, 2010). The ability of people to identify their strengths and mitigate their weaknesses enables them to be truly aware of their capabilities and emotional self-awareness (Avolio, Walumbwa, & Weber, 2009).

Leaders who attain this SA are able to improve their performance by gaining an understanding of how they are perceived by others (Harms & Crede, 2010). SA enables employees to understand the cause of the action to better manage their reaction and understand the repercussions of their actions and the reason for hindrance of the performance in themselves and others. In overcoming this hurdle, it is important to build affective relationships in ensuring optimum organisational effectiveness and consistent and positive change that will bring improvement in performance (Bratton, Dodd, & Brown, 2011). The indicator of self-awareness is emotional self-awareness (ESA). A state of ESA keeps emotions in order and does not create unnecessary disruptions in performance.

3.3.2.3 Self-management (SM)

SM is the ability of a person to accept, command or motivate his or her state of mind (Kase, 2010). It refers to managing one's internal states, impulses and resources. The indicators of SM are emotional self-control (ESC) and achievement orientation (AO) (Boyatzis et al., 2001, 2008). To further elaborate, ESC is keeping disruptive emotions and impulses in check while for AO is striving in improving or meeting a standard of excellence. Goleman (2002) asserted the competency of SELF-MANAGEMENT as an

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important criterion for the workplace environment. Leaders who are able to control their impulses are capable of establishing an environment of fairness and trust that eventually leads to increased performance. SELF-MANAGEMENT creates an environment of competitiveness in the organisation (Goleman, 2002). People who are masters of SELF – MANAGEMENT are equipped with the ability to adapt to a changing work environment (Cole & Rozell, 2011). One of the researches done on the relationship between EI and individual performance established that individuals who performed well were those who had the cognitive ability to perceive and regulate, which were deemed better than solely relying on general intelligence (Laura & Kirby, 2002).

AO is the ability to move forward regardless of any setbacks or obstacles, which exist. When an opportunity to succeed at a task exists, highly motivated individuals tend to display a persistent tendency, comparatively to those who are not motivated (Smith, Atkinson, McClelland, & Veroff, 1992). The relationship between emotions and AO has been highlighted in a broad range of previous research (Zurbriggen & Sturman, 2002). Individuals who display high levels of AO, which is a part of EI, were found to have a better quality of life, work satisfaction, job performance, organisational change, job persistence and positive psychological adjustments (Gagné & Forest, 2008). AO refers to the abilities to set goals and remain focused and positive in spite of any setbacks that may occur while setting these goals.

3.3.2.4 Social-awareness (SOCAW)

SOCAW is the ability to understand the feelings of others and the ability to relate to these feelings (Goleman, 1998). This emphasises the ability to comprehend and interpret other people's perspective in a given situation and treat people according to their reactions. It is not only the ability to pay attention to one individual but also to groups of individuals

University of Malaya

(Benjamin, Gulliya, & Crispo, 2012). SOCAW indicator consists of empathy (EMP); sensing others' feelings and perspectives and taking an active interest in their concern (Goleman, 1998; Lobron & Selman, 2011). Goleman et al. (2002) and Bourdon (2010) emphasised the importance of EMP as the focal point of SOCAW. Bourdon stressed that EMP is a tool that enables leaders to perceive the way organisational information and values are communicated to other individuals. This intuitive knowledge allows leaders to recognise and address employees' needs and concerns in an appropriate manner. The emergence of virtual teams and globalisation makes the emotional component of EMP an important element in the 21st century. SOCAW enhances the response to a situation or circumstances by considering the external situation.

3.3.2.5 Relationship management (RM)

The final competency of EI is RM. RM concerns the skill or adeptness at inducing desirable responses in others. The main emphasis is on managing relationships and building networks (Goleman, 1998). These relationships are built and maintained with a purpose of influencing people to move in the desired direction. It is suggested that leaders manage relationships in order to inspire, influence, develop others and encourage cooperation (Sofiyabadi, Karimi, & Nasab, 2012). The inability to manage positive relationships create a stagnant workforce in the organisation (Adeoye & Torubelli, 2011). Employees who think that they are not well supported will not strife to improve processes or performance. A leader attains results through the employees' performance, and RM supports this task (Bourdon, 2010).

In examining the link between EI and RM, it was found that influence (INFL), as an important indicator, was connected to interpersonal relations and those who are emotionally intelligent are better at RM (Schutte, Malouff, & Bhullar, 2009). Employees

University of Malaya

who manage their workplace EI competencies effectively are capable of consolidating information and making decisions about their own activities, which results in more effective performance on the job (Kim, Cable, Kim, & Wang, 2009). This leads to overall improvement in OP. Reilly and Karounos (2009) discovered that employers value EI competency more than technical and cognitive skills, especially with regards to relationship management. EI competency leads to better relationships between peers and managers in the organisations, specifically in areas such as cooperation and conflict management where emotions have an important role to play (Clarke, 2010).

This leads to better performers in the organisation, a healthy environment at the workplace and the ability to serve customers effectively. Thus, it is important for organisations to have employees who are emotionally intelligent to satisfy the needs and demands of the internal and external customers. The service rendered by the public sector is all about customer service, administered with care and concern. It is believed that if the EI element is given emphasis, the quality of the delivery of the services will improve, thus the satisfaction index will show improvement. Even in the context of cultural differences, it has been proven that EI separates high performers from the rest (Deshpande, Jacob, & Shu, 2005).

As variables have various meanings, it is important to elaborate and define them carefully and accordingly. As the latent variables are comprehensive, it is important that these variables are further refined to ensure it fits into the intended research (Mills, Durepos, & Wiebe, 2010). In order to measure these constructs, they need to be operationalised as shown in Table 3.2. Operational definitions for the key constructs in the model for EI were specified by Goleman (2002), and Wong and Law (2002). The model for OC were specified by Zeitz, Johannesson and Ritchie (1997), the model for OP was specified by

University of Malaya

Kaplan and Norton (1992) and the model for JS was specified by Brayfield and Rothe (1951).

Table 3.2: Operationalisation of EI constructs

Latent Variables	**Definition**	**Items in questionnaire**
RELATIONSHIP MANAGEMENT	Proficiency in managing relationships and building networks; an ability to find common ground and rapport.	I help create a positive work environment. I help others resolve workplace conflicts. I provide useful support to others. I help others respond effectively to stressful situations. I positively influence the way others feel.
SELF-AWARENESS	The ability to recognise and be aware of moods, emotions and drives, and effect on others while performing their daily tasks.	I am aware of my state of mood at work. I respond positively to events that frustrate me. I take criticism from colleagues personally. I am aware of how my feelings influence the decisions I make at work. I find it difficult to recognize my feelings on issues at work. I am aware of my friends' emotions from their behaviour. I effectively deal with things that annoy me at work.
SOCIAL-AWARENESS	The ability to understand the emotions of others while performing duties and a skill in treating people according to their emotional reactions	I demonstrate to others that I have considered their feelings in decisions I make at work. I am sensitive to the feelings and emotions of others. I have good understanding of the emotions of the people around me. I am a good observer of others' emotions. I respond effectively to others' feelings. I accurately view situations from other's perspectives.
SELF-MANAGEMENT	The ability to control or redirect disruptive impulses or moods; the propensity to suspend judgement; to think before acting in ensuring quality delivery of performance	I respond appropriately to colleagues who frustrate me at work. I fail to handle stressful situations at work effectively. I initiate actions to improve my own performance. I seek to improve my own self by setting measurable and challenging goals. I strive to improve my own performance. I do not try to improve. I do not attempt to improve my own performance. I seek to do things in a better way.

Source: Goleman (1998,2002)

University of Malaya

3.4 Organisational Performance (OP)

ORGANISATIONAL PERFORMANCE is represented by manifest variables, LEARNING AND GROWTH (LG), INTERNAL PROCESS (IP), FINANCIAL PERSPECTIVE (FP) and STAKEHOLDERS' PERSPECTIVE (SH), which was developed and refined by Kaplan and Norton, 1991, as shown in Table 3.3.

Table 3.3: Operationalisation of Organisational Performance

Manifest Variables	Definition	Items in questionnaire
Learning and growth	Focuses on aspects of improving and creating value among employees in order to ensure knowledge attained is utilised (Kaplan & Norton, 1992).	Leadership defines organisation's vision and values. Leadership establishes organisation's vision and values. Leadership encourages employees to attend training. Leadership ensures succession planning. Leadership participates in the development of future leaders.
Internal process	Focuses on in ensuring organisations improve on internal processes required in order to lead to better customer and stakeholder perspectives (Kaplan & Norton, 1992).	Leadership deploys the organisation's vision and values through its leadership system, to the workforce. Leadership deploys the organisation's vision and values through its leadership system, to suppliers and partners. Leadership deploys the organisation's vision and values through its leadership system, to customers. Leadership motivates the entire workforce. Leadership does not communicate with the entire workforce.
Stakeholder perspective	The outlook of the organisation or how the organisation is portrayed to stakeholders (Kaplan& Norton, 1992).	Leadership creates a focus on action to attain its vision. Leadership creates an environment for the accomplishment of the company's mission. Leadership does not create an environment for strategic objectives Leadership includes a focus on balancing value for customers in their performance expectations. Leadership does not include a focus on balancing value for stakeholders in their performance expectations. Leadership creates an environment for performance improvement.
Financial perspective	Places importance on the perspective of the stakeholders on the financial position of the organisation (Kaplan& Norton, 1992).	Leadership does not take an active role in reward programs to reinforce high performance. Leadership takes an active role in recognition programs to reinforce high performance. Leadership does not create a focus on action to accomplish organisation objectives. Leadership creates a focus on action to improve performance.

Source: Kaplan and Norton (1992)

University of Malaya

ORGANISATIONAL PERFORMANCE in this research is viewed from the perspectives of the individual performance level, as prescribed by Rumler & Brache (1995). The job or performance level of all individual employees within various functioning departments of an organisation is collaboratively deemed to be the contributing factor towards achieving ORGANISATIONAL PERFORMANCE. Kaplan and Norton, in their balance scorecard (BSC) framework, clustered the variables that affect OP into indicators: LG, IP, FP and SH.

In the context of this research, the BSC, being an instrument to measure ORGANISATIONAL PERFORMANCE, is viewed from the perspective of the collaborative performance of all individuals, to collectively assess the overall OP in public administration. Since its introduction, BSC has been implemented in an increasing number of Malaysian organisations (Othman, 2007). LG, IP, FP and SH are measured by a 20-item scale with response indicators ranging from “1-Strongly disagree” to “5-Strongly agree”.

3.5 Organisational Culture (OC)

ORGANISATIONAL CULTURE is measured by 24-items that was developed by Zeitz, Johannesson and Ritchie, (1997), later refined by Carmelli (2003). It is measured by the manifest variables; JOB CHALLENGE, COMMUNICATION, TRUST, INNOVATION and SOCIAL COHESION. This scale was used by Carmelli (2003) and assures its reliability. The 24-item scale is measured through an unbalanced itemised rating scale ranging from “0-Don’t know” to “5-Consistently”. The operationalisation of the variables is as shown in Table 3.4:

University of Malaya

Table 3.4: Operationalisation of Organisational Culture

Manifest Variables	Definition	Items in questionnaire
Job challenge	The variety and complexity in performing the task required	My job requires me to use a number of complex or high level skills. I have new and interesting things to do in my work. My work challenges me. The job is quite simple and repetitive. The job requires me to do many different things at the same time using a variety of skills and talents.
Communication	Refers to how well top management communicates with its employees and how employees communicate with one another in ensuring a task is implemented based on the information provided by management	The management does a good job of communicating with employees. I am given praise and recognition for my outstanding performance. I have trust and confidence in higher management. People who perform well receive financial rewards such as higher pay, bonuses, or awards. There is a lack of good communication between departments here. Conflicts are resolved to the satisfaction of those concerned.
Trust	This refers to the trust between the superiors, their followers and among the employees themselves. An environment that practices trust allows for a free discussion and exist in an open-minded environment	I know exactly what is expected of me. My supervisor shows complete trust in my ability to perform the job well. I am free to discuss problems or negative feelings with my supervisor. Within reason, people say what they want without fear of punishment.
Innovation	An environment that is supportive for creativity, problem solving and generating new ideas	We are encouraged to make suggestions for improvements in our work. People in my work unit are encouraged to try new and better ways of doing the job. Creativity is actively encouraged. Innovators (those who come up with new ways of doing things) are appreciated. Trying new ways of solving problems are discouraged.
Social cohesion	Refers to the inter-relationship among organisation's members including members' cooperation and solidarity	People in my work unit enjoy the company of co-workers. Co-workers in my work unit are like a family. Problems exist here between co-workers. I trust my co-workers to do what is in the best interest of the organisation.

Source: Zeitz, Johannesson & Ritchie (1997)

University of Malaya

3.6 Job Satisfaction (JS)

JOB SATISFACTION is measured by 8-items based on a numerical nine point scale (ranging from 1-Highly disagree to 9- Highly agree (Sekaran, 2003, 198). The JS scale is deemed reliable as supported by Cano and Castillo (2004). The JS scale measures the overall JS of the ADOs in the Malaysian public administration.

Table 3.5: Items of Job Satisfaction

Manifest Variables	**Items in questionnaire**
Job satisfaction	I am always delegated with accountability on the decisions I make on my work. This job fits me perfectly. I am equipped with the skills required to perform my work effectively. My work is tough. My work carries a high level of responsibility. There is too much of pressure on my job. I am well guided. Overall, I am satisfied with my job.

The questionnaire developed can be seen in Appendix B.

University of Malaya

Table 3.6: Details of survey instrumentation

Scales	Developed	Refined	Tested	Used
Emotional Intelligence (26 items) Relationship Management (5 items) Self-awareness (7-items) Social –awareness (6-items) Self-management (8-items)	Salovey & Mayer (1990) Goleman (1998)	Goleman, (1998) Bradberry & Greaves (2009) Wong & Law, (2002) Boyatzis, Goleman & McKee (2002)	Quoidbach & Hansenne (2000), Jordan & Troth (2004).	Shamsuddin & Abdul Rahman, (2014) Gunu & Oladepo (2014)
Balanced Scorecard (20 items) and 4 constructs: Learning & Growth Internal Process Financial perspective Stakeholder perspective	Kaplan & Norton (1996)	Kaplan & Norton (2001)	Ahn (2001) Norreklit (2000)	Robbins (2007) Hoque (2014) Keyes (2016)
Organisational Culture (24-items) and 5 constructs: Job challenge (5-items) Communication (6-items) Trust (4-items) Innovation (5-items) Social cohesion (4-items)	Zeitz, Johannesson & Ritchie, (1997)	Carmeli (2003)	Lok and Crawford (2001) Kim Jean Lee & Yu (2004)	Huey Ying & Zaman Bin Ahmad (2009) Lai and Lee (2007) Egan (2008)
Job Satisfaction (8-items)	Brayfield & Rothe (1951)	Stinson, Johnson (1975)	Coomber and Barriball (2007)	Cano and Castillo (2004) Klassen & Chiu (2010)

Source: Researcher

University of Malaya

3.7 Instrumentation Pilot Testing

During the pilot testing, the instruments were discussed for clarity and understanding. In general, the respondents, who are also civil service officers, indicated that the questionnaire was clear and easy to complete, as such there were no changes done to the questionnaire. The respondents were also asked if any items required further explanation and they mentioned that there was no need, as it was clearly understood by them. There was a slight adaptation of the questionnaire in terms of grammar, however the core questions were retained, as it was easily understood according to the respondents. There were five parts to the questionnaire: EI questionnaire, organisational cultural index questionnaire, JS questionnaire, balanced scorecard questionnaire and demographics questionnaire.

3.7.1 Reliability and Validity

An important criterion in utilising a research instrument is to ensure it is reliable. It must be able to consistently measure what it rightfully is supposed to, as how it has been able to in previous research. The measurement for reliability, Cronbach Alpha (α), must exceed 0.7 to be considered as a reliable tool of measurement (Crocker & Algina, 1986). During the pilot testing, the below results (Table 3.7) for α were obtained for reliability. As the reliability requirement was fulfilled during the pilot testing, the next step was to distribute these questionnaires to the selected respondents.

An additional criterion that is important for research instrumentation is in ensuring its validity. Validity in data collection ensures that the results of the research truly represent the phenomenon it says it is measuring (Salkind, 2010). As respondents understood the content of the questionnaire during the pilot testing and as it was based on previous

University of Malaya

research done, the content validity was established. The use of existing scales and sources add to the face validity of the instrument, with reference to Table 3.6.

Table 3.7: Summary of Reliability tests on Constructs

Construct	No. of Items	Cronbach Alpha (α)
Emotional intelligence	26	0.746
Organisational culture	24	0.719
Job satisfaction	8	0.827
Balance scorecard	20	0.737

Source: Researcher

3.8 Sampling and Unit of Analysis

The unit of analysis in this research is the Administrative and Diplomatic Officers ranging from fresh graduates who occupy Grade 41 positions up to experienced officers at Grades 44, 48, 52 and 54, the higher the grade number, the more senior they are. As the sampling frame of total numbers of civil servants could not be obtained, a purposive sampling method was used. The sample size was determined using a free software G*Power 3.1.9 (Faul, Erdfelder, Lang & Buchner, 2009). As recommended by Cohen (1998) and Hair et al. (2014), power of 0.8 and effect size $f^2 = 0.15$ was used to determine the sample size. As the predictor of the variable with the highest value was 5, it was determined that 76 is the minimum sample. In order to have a more consistent model for this research, it is highly recommended to double or triple this number (Ringle, Silva, & Bido, 2014). Having 76 as a minimum sample, a double would be 152 and a triple would be 228, hence the target was between 152 and 228.

University of Malaya

3.9 Data Distribution and Collection

Based on safety and security measures of public organisations, and the researcher being a non-civil servant, it was not possible for the researcher to access each potential respondent at their respective workstations. Therefore, the researcher briefed, clarified and explained the objectives of the survey to the representatives during a face-to-face meeting. The representatives in the relevant departments consequently assisted in the distribution of the survey questionnaires. There were frequent follow-ups by the researcher every two weeks with the representatives to check on the status of the survey via regular telephone conversations. The total number of questionnaires distributed was 700 and the total number of completed questionnaire received back was 375. The response rate for the completed questionnaires is 53 percent.

The questionnaires were distributed to the Ministry of Transportation, the then Ministry of Natural Resources and Environment (now known as the Ministry of Water, Land and Natural Resources), Ministry of Finance, Ministry of Rural and Regional Development, and the then Ministry of Science, Technology and Innovation (now known as the Ministry of Energy, Science, Technology, Environment & Climate Change) based in Putrajaya, the central administrative capital of Malaysia. Questionnaires were collected from the representatives of the relevant departments. Upon collection of the questionnaires, steps were taken in checking and ensuring that the questionnaires were answered completely. The 375 questionnaires returned were verified, consolidated, organised, and transferred into an electronic source for the ease of validation. An MS-Excel spreadsheet was used to capture the data electronically, for analysis purposes. The next section of data analysis provides further information on the steps taken in further refining the data.

University of Malaya

3.10 Structural Equation Modelling

This research utilises a multivariate analysis approach as it involves the concurrent application of statistical methods to analyse various variables. These variables represent measurements associated with individuals, companies, events, activities, situations, behaviours and so on. The means of obtaining these data are through primary data via surveys or observations; and through secondary data, which was done through censuses, government departments, and data collected for other research purposes. Table 3.8 displays some of the main types of statistical methods associated with multivariate data analysis.

Table 3.8: Multivariate Method Organisation

Techniques	Primarily Exploratory	Primarily Confirmatory
First-generation technique	Cluster analysis Exploratory factor analysis Multidimensional scaling	Analysis of variance Logistic regression Multiple regression
Second generation technique	PLS-SEM	CB-SEM including confirmatory factor analysis

Source: Hair et al. (2014)

As shown in Table 3.8, there are two types of multivariate method used in a research, which is typically referred to as the first generation technique and second-generation technique (Fornell & Bookstein, 1982). The first generation techniques includes regression-based approaches such as multiple regression, logistic regression and analysis of variance, in addition to techniques such as exploratory factor analysis, cluster analysis and multidimensional scaling. These methods are useful in confirming well-known theories or identify data patterns and relationships amongst variables when applied to a research problem. It is specified as confirmatory when the hypotheses is tested in

University of Malaya

reaffirming the existing theories and concepts and deemed exploratory when there is little knowledge on the relationship of the variables. It is deemed exploratory if the research leads to the emergence of new knowledge or theories.

However, there may be instances where an overlap exists between the confirmation of theory and the existence of new theories. For example, when conducting a regression analysis, researchers initially finalise the independent and dependent variables based on existing theories and concepts. Regression analysis is then utilised to test these theories and concepts. Researchers may also choose to explore if independent additional variables can contribute to new theories or concepts. The initial focus of this type of research would be to determine the statistically significant independent variable that are predictors of the dependent variable (confirmatory), and which independent variables are better predictors of the dependent variable (more exploratory). In an exploratory research, such as factor analysis that is used in this research, the method used is to explore relationships between variables in an attempt to reduce a large number of variables to a smaller set of composite factors (i.e. a collaboration of variables).

The finalised composite factors will be extracted in the process of exploring relationships amongst the variables and the results will be reported on any relationship found. Although the technique weighs more towards exploratory factor analysis, researchers have an existing knowledge that acts as a guide that provides them with guidance in extracting the composite factors from the existing data (Mooi & Sarstedt, 2011). For the past 20 years, many social scientists have been applying first generation techniques widely, however there is a change in this trend as they utilise second-generation techniques (Hair, et al., 2011). These methods, known as structural equation modelling (SEM) provides an opportunity for researchers to assimilate variables which were previously non-observable,

University of Malaya

which are measured indirectly by indicator variables. In addition, SEM facilitates and considers measurement error in observed variables (Chin, 1998).

To further study the research hypotheses in this research, the structural equation modelling (SEM) technique was applied. SEM is a tool to test the overall fit of the model, including the structural model, simultaneously (Chin, 1998; Gefen, Straub, & Boudreau, 2000). SEM is a popular multivariate technique that is used in evaluating the overall linkage between variables and the linkage that exist between a variable and its corresponding measures. There are two main approaches commonly used in SEM: a component-based approach that is partial least squares (PLS-SEM) and a co-variance based approach (CB-SEM) (Fornell & Bookstein, 1982; Marcoulides, Chin, & Saunders, 2009; Wetzels, Odekerken-Schroder, & Van Oppen, 2009). These two approaches differ in terms of their underlying statistical assumptions and the nature of fit statistic they produce. This research will be utilising the partial least square approach.

3.10.1 PLS-SEM

According to Hair et al. (2011), a few criterions are used to ensure the appropriate method. The first criteria was to determine the intention which is either to test or develop a theory, as the focus of this research was on prediction and theory development, and the more suitable choice was PLS-SEM. PLS-SEM focuses on maximising the amount of co-variance between latent variables with the purpose of increasing the model interpretation (Sosik et al., 2009). There are a few differences between PLS-SEM and CB-SEM. Firstly, PLS-SEM utilises a different estimation procedure, it uses the ordinary least squares (OLS) regression-based method. As for CB-SEM, it uses the maximum likelihood (ML) estimation procedure. PLS-SEM utilises available data to roughly calculate the path

University of Malaya

relationships in the model with the intention of minimising the error term (i.e., the residual variance) of the endogenous construct. This differs for CB-SEM as it aims at "reproducing the covariance matrix [i.e. minimizing the difference between the observed and estimated covariance matrix], without focusing on the explained variance" (Hair et al., 2011). Due to these differences, PLS-SEM is the preferred method when the research objective commands for the development of a theory and in explanation of the variance (prediction of constructs).

The second criteria focuses on the type of construct applicable in both the methods. During the initial stage of a research project that requires the application of SEM, the first step was the preparation of a diagram that displays the research hypotheses and illustrates the relationship of the variables that will be examined. This diagram is referred to as a path model. A path model connects variables/constructs based on a theory or logic to visually illustrate the hypotheses to be tested. During the early stages of a research, the path model has an important role in assisting to organise, plan the thoughts of the researcher, and visualise the relationships between the variables that will be used in the research. Path models are deemed efficient means of contribution in terms of ideas amongst researchers, working on or reviewing a research project, in ensuring the research is visually framed correctly.

There are two types of constructs in SEM, one is reflective and the other is formative. PLS-SEM has an added advantage as it utilises both formative and reflective constructs in its model; this differs from CB-SEM as construct utilisation is limited to reflective constructs. In PLS-SEM, there exist two broad types of measurement specification for the reflective and formative construct. The reflective indicators represent a sample of all the possible items available within the conceptual domain of the construct. Due to this, the causality direction is from the construct to the measures. A formative construct in comparison to a reflective construct differs as it is assumed that the indicators cause the construct. An important feature of formative indicators is that they are different from one another; hence removing an indicator from the construct would cause the nature of the constructs to be altered. Due to the formative nature of a construct, it is important to ensure that the overall content of the construct is captured in a formative measure (Diamantopoulos & Winklhofer, 2001). Previous studies conducted have used formative measures within the structural model. However, they normally lead to the identification of problems and are concluded to be relatively complicated (Henseler et al., 2009; Urbach & Ahlemann, 2010). In contrast, PLS-SEM in research allows researchers to use either reflective, formative or the combination of both reflective and formative constructs at the same time. A summary is show in Table 3.9.

Table 3.9: Summarising the Criteria between Selecting CB-SEM and PLS-SEM

No.	Evaluation Criteria	CB-SEM	PLS-SEM
1.	Research goal	Theory testing and theory confirmation	Prediction of key target constructs. Exploratory of an extension of an existing structural theory
2.	Measurement model specification	Reflective constructs are more appropriate.	Reflective and formative constructs can be used simultaneously in the model.
3.	Structural Model specification	If structural model is non-recursive.	Structural model is complex and have many indicators. This method is able to create a parsimonious model.
4.	Data characteristics and distribution	Data fulfils distributional assumptions and has a normal distribution.	Data does not meet distributional assumptions and has a non-normal distribution.
5.	Sample Size	Large sample size consideration.	Small sample size consideration.
6.	Model evaluation	A criterion of global goodness of fit is important.	Utilises latent variable scores in subsequent analysis.

Source: Henseler et al. (2009); Hair et al. (2011)

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CB-SEM will be highly inaccurate if the data is not normally distributed and if the sample size is small (Hair et al., 2011). This differs for PLS-SEM, which is a non-parametric test that is used to analyse data that is not normally distributed. However, in using PLS-SEM, data normality is not a compulsory requirement as PLS can transform any non-normal data into data that adheres to the central limits theorem (Beebe, Pell, & Seasholtz, 1998).

Finally, the PLS main requirement is to test/predict the theoretical model, which has been derived from the literature, and not to test which alternate model fits the data better (Sosik et al., 2009). Based on the above criteria, this study adopts PLS-SEM as the most appropriate statistical method to assess the research model based on the following reasons:

a. The focus of this study is on prediction of factors related to OP. Hence, the utilisation of latent variable (LV) scores is important to examine the underlying relationship between the LVs.
b. As this research uses a large number of LVs, PLS is deemed suitable (Henseler et al., 2009).

The main objective of this study is to examine the direct and indirect effect of the constructs between variables suggested by previous theoretical knowledge. As PLS-SEM has the ability to estimate the correlations between the residuals and determine the impact on the model, it makes this technique the most appropriate for this research. Wold (1975) developed the variance-based PLS-SEM algorithm, which was later refined by Lohmoller (1989). The method estimates the path coefficients and other model parameters in a way that maximises the explained variance of the dependent construct. To estimate a correctly specified PLS path model, algorithmic options and parameter settings must be selected.

University of Malaya

These settings include selecting the structural model path-weighting model, the data metric, initial values to start the PLS-SEM algorithm, the stop criterion and the maximum number of iterations. Users have three choices of structural model weighting schemes to apply to; the first is the centroid-weighting scheme, followed by the factor weighting scheme, and the path-weighting scheme. While the results slightly vary across the alternative-weighting schemes, the path-weighting scheme is the normal recommended approach. This weighting scheme is preferred as it provides the highest R^2 value for endogenous latent variables and is mostly applicable for all types of PLS model specifications and estimations.

PLS consist of path model diagrams used to display the hypothesis and variable relationship amongst the LV's. Its path models are defined using the measurement model and the structural model (Henseler et al., 2009). The measurement model measures the relationship between unobserved or latent variables (LV) and the structural model specifies the relationships between a LV and its manifest variables (MV). There are three stages, as elaborated below, in determining the basic PLS algorithm:

(1) Stage 1: LV scores are estimated via a repeated procedure until a convergence is obtained:
   a. outer approximation of the LV scores;
   b. estimation of inner weights;
   c. inner approximation of the LV scores; and
   d. estimation of the outer weights.

(2) Stage 2: Estimation of outer weights/ loading and path coefficients.

(3) Stage 3: Estimation of location parameters.

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In step one above, outer proxies of the latent variable scores are calculated as linear combinations of their respective indicators. During calculation, these outer proxies are standardised by converting the data to a mean of 0 and a standard deviation of 1. The algorithm calculates standardised coefficients between -1 and +1 for every association in the structural model and the measurement models. The path coefficient illustrates the strength of the strength and the direction of a relationship. For example, path coefficients close to +1 indicate a very strong positive relationship and a path coefficient close to -1 indicates a weak relationship. The relationship is weak when the estimated coefficients are closer to 0. In the event the results have positive coefficients and all the relationships in the PLS path model illustrates positive relationship amongst the hypotheses, the indicators will have the same direction. The weights of the linear combination result are derived from step 4 of the previous iteration. Should there be no weights available yet when the algorithm is initialised, any nontrivial linear combination of indicators can serve as an outer proxy of a latent variable.

In step two above, the estimation of inner weights are calculated. Inner weight calculation is done for each latent variable to reflect the strength of latent variables between one another. There are three schemes available in determining the inner weights. The initial centroid scheme was proposed by Wold (1982). Lohmoller (1989) developed the factor and path weighting schemes. The difference between the factor scheme and the centroid scheme is, the centroid scheme uses the sign of correlations between a latent variable (outer proxy) and its adjacent latent variable. As for the factor scheme, it uses the correlations. The arrow orientation represents the path-weighting scheme in the path model. The focal latent variables are explained by the weights of the latent variable, which are determined in a similar manner as in the factor weighting scheme, where a weight of

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zero is assigned to all nonadjacent latent variables.

In step three, inner approximations of the latent variable scores are calculated as linear combinations of the outer proxies of their respective adjacent latent variables, utilising the initial determined inner weights. The fourth step in estimating the outer weights are calculated either as the covariances between the inner proxy of each latent variable and its reflective indicators, or for formative indicators as the regression weights that is due to the ordinary least squares regression of the inner proxy of each latent variable on its indicators.

The four steps stated above are repeated until there is a change in outer weights that falls between two iterations and drops below a predefined limit. After step one, the algorithm terminates, whereby it delivers the latent variable scores for all latent variables. The loadings and inner regression coefficients are next calculated with the constructed indices. For each endogenous latent variable, a linear regression is conducted to determine the path coefficients. It is not acceptable if the outer loading value is above 0.9 as it indicates that the variable is measuring a similar context, hence it is unlikely to be a valid measure of the construct. There is a tendency for this to occur should there be a case of a rephrasing of the same question. The use of these redundant questions affects the measures content validity and tends to increase the error term correlations (Rossiter, 2002; Drolet & Morrison, 2001).

A path model must first be utilised to illustrate the hypotheses and variable relationships in a SEM application for this research (Hair, Ringle & Sarstedt, 2011). To estimate this model, a new project was created and the indicator data was imported, and the data will

University of Malaya

have to be in a *.csv* file format for it to be accepted in the software. Once this was completed, it was calculated by clicking on the 'calculate' sign, which is displayed at the top of the "SmartPLS" screen. To display the measurement model results, the function of PLS algorithm was used. The outcome of the measurement model will then be displayed under the tab 'results'. These outcomes will display the internal consistency reliability, indicator reliability, convergent reliability and discriminant validity of each construct. If any of the constructs have an outer loading of less than 0.4, this was then deleted. The deletion for outer loading for the measurement model will be done in stages. Once this has been completed and the convergent reliability and discriminant validity has been established, the next step would be to calculate the structural model.

Collinearity has to be established before the structural model is calculated. This is due to the estimation of the path coefficient in the structural model, which is based on OLS regressions of each endogenous latent variable on its corresponding predecessor constructs. This is also conducted to avoid biasness in the path coefficients due to significant levels of collinearity amongst the predictor constructs. The structural model is calculated by choosing the bootstrapping function. PLS fits the model to the sample data, in order to obtain the best parameter estimates, by maximizing the explained variance of the endogenous latent variables. The results displayed for the structural model are the significance of the path coefficient, the level of R^2 values, the f^2 effect size, the predictive relevance (Q^2) and the q^2 effect size.

The model in this research displays the path coefficient from one construct to another construct. The number in the circle represents the R^2 or the co-efficient determination. This coefficient determination measures the models' predictive accuracy and is calculated as the squared correlation between a specific endogenous construct's actual and predicted

University of Malaya

values. As the coefficient is made up of the squared correlation and actual and predicted values, it also represents the amount of variance in the endogenous. The value of R^2 has a range between 0 to 1. The ability of the model to predict the relevancy increases as the level increases. The function of blindfolding in the software of Smart PLS was used to display the Q^2 value. This measure is used as an indicator of the ability of the model's predictive relevance. When a model exhibits predictive relevance, it precisely predicts the data points of indicators in reflective measurement models of endogenous constructs. The function of blindfolding is used to obtain Q^2 which is a sample reuse technique which excludes certain data point in the endogenous construct's indicators and rates the parameters with the remaining data points (Henseler et al., 2009). These omitted data points are treated as missing values and are churned out by using mean replacement value when running the PLS-SEM algorithm. The estimates are then used to predict the omitted data points. This process is repeated until each data point has been omitted and the model is re-estimated. This blindfolding procedure is applied only to endogenous constructs that have a reflective measurement model specification.

The constructs of this model (also known as latent variables that are not measured directly) are represented by a circle; EMOTIONAL INTELLIGENCE, SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL-AWARENESS, RELATIONSHIP MANAGEMENT, ORGANISATIONAL CULTURE, JOB SATISFACTION and ORGANISATIONAL PERFORMANCE. The indicators known as items (manifest variables) contain the raw data that has been collected. Both the relationship between constructs and indicators are displayed as arrows that represent directional relationships. The path models consist of two components. First, there is the structural model; which represents the constructs (circles), and the relationship between the constructs as shown. The structural model is also known as the inner model. Secondly, there is the measurement models (outer models). This differs from the former structural model as the latter shows the relationship between the constructs and the indicators, which are part of the construct.

The error terms are established by the Smart PLS software as it is connected to the endogenous constructs measured variables by a single-handed arrow. When the path models are estimated, unexplained variances are represented by error terms. As this is a reflective measured indicator, those indicators whose relationship goes from the construct to the indicator display the error terms. Reflective indicators used in this model can be viewed as a representative sample of all the possible items that is within the field of the constructs. To conclude, as reflective measure indicates that all indicators belong to the same construct, they are expected to be highly correlated to one another, interchangeable and any single item can be discarded, as it does not alter the meaning of the construct. This can be done if the construct has sufficient reliability.

University of Malaya

CHAPTER 4: RESULTS

4.1 Introduction

The objective of this research is to establish the effects of OC and JS on the EI of public administrators, as well as the OP amongst the ADOs within the Malaysian public administration. This chapter focuses on the analysis of data obtained through the procedures described in the preceding chapter, towards achieving the objective, under three distinct areas. The first part initiates the analysis by examining the demographic profile of the respondents and the key variables that were identified in Chapter 3. The second part discusses on the actions taken to examine the information collected, and the steps taken, including the process of data reduction, to refine the data before performing further analysis. It is also done for the purposes of the effective presentation of information. The third part examines the results of the hypotheses which has been tested.

In order to attain the expected results of this research, the researcher has applied various statistical tests. These tests were followed by Structural Equation Modelling, using the PLS 3.2.7 software. The following paragraph presents these results systematically. The unit of analysis in this research is targeted at officers at five government departments in Putrajaya, the administrative capital of Malaysia, who were selected as the main population for this research. As the main civil service administration centre is based in Putrajaya and a majority of the ADOs are concentrated in Putrajaya, they were conveniently chosen as the sample population. In addition, the major focus of this study is to determine the effects of EI and OP amongst the ADOs. The ADO’s in Putrajaya responded to the survey questionnaires and provided the answers to the questions posed to them on EI, OC, OP and JS.

University of Malaya

4.2 Demographic Profile

This section analyses two important areas: the demography of respondents and the variables used in this research. The intention is to analyse the type of sample in the population used for the purpose of this research, and performing an initial analysis of the variables using SPSS version 23.0. The study obtained responses from 375 employees, out of the 700 initial targeted respondents, attaining a 53 percent response rate.

The six demographic items of the questionnaire were: gender, age, marital status, number of children, level of education, years of working experience in their current job and current position/grade held in the organisation. Table 4.1 provides details on gender; 61.9 percent were female employees and 38.1 percent were male employees. This shows a gender imbalance amongst the respondents in answering the survey questions. This does not imply that the majority of the ADO's in Putrajaya are of the female gender, it only implies that the majority of the respondents who volunteered to fill in the questionnaire were of female gender. The largest age group consists of those in the age category of 31-40 years of age, which contributes to 48.3 percent of the overall sample of the population, deemed to have voluntarily responded to the questionnaire. The next largest group of respondents (29.3%) are between the ages of 41 and 50. Married respondents constitute 82.4 percent of the total sample. On the contrary, the number of respondents who are single constitute 17.1 percent of the total respondents. The remaining 0.5% of respondents are either divorced, separated or widowed. Most of the respondents have children and those with two children consist of 37.0 percent that makes up most of the respondents. Respondents who are married and do not have any children constitutes 7.4 percent of the total population of the respondents.

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Table 4.1: Background of Employees

Characteristics	Frequency	Percentage
Gender		
Male	143	38.1
Female	232	61.9
Age (years)		
21 -30	83	22.1
31-40	181	48.3
41-50	110	29.3
Above 50	1	0.3
Marital Status		
Single	64	17.1
Married	309	82.4
Divorced/Separated/Widowed	2	0.5
No of Children		
None	23	7.0
One	104	33.4
Two	115	37.0
Three	59	19.0
Four	10	3.2
Education Level		
Degree	295	78.7
Master	79	21.1
Doctorate	1	0.3
Years of Work Experience		
0-5	131	34.9
6-10	163	43.5
11-15	77	20.5
Above 15	4	1.1
Grade/Position		
41	104	27.7
42	6	1.6
44	165	44.0
48	99	26.4
54	1	0.3

Source: Researcher

Based on the questionnaire responses, all respondents (100%) appear to have a basic Bachelors' degree. On top of this, one respondent indicated of having a Doctoral degree (0.3%), and seventy nine respondents (21.2%) have a Masters' degree. As all the respondents are degree holders, with at least a Bachelors' degree, it is assumed that it will makes it easy for them to comprehend the contents of the questionnaire. This has an added advantage as they can be expected to be aware of the purpose and expectations of this

University of Malaya

survey. In terms of work experience, respondents with 6 to 10 years of experience constitutes most of the sample at 43.5 percent, which is much higher than those with experience of less than five years (34.9%) and more than 15 years (21.6%).

The various years of work experience gained assists in providing different perspectives comparatively to those with less than 5 years of experience. The respondents with a higher number of years of working experience are expected to garner valuable insights in their roles, having the opportunity to be able to provide insightful feedback in the questionnaire. The occupational grade of the civil servants consists of M41, M42, M44, M48 and M54, as shown in Table 4.1. The respondents from grade M44 are the largest in proportion of respondents (44 %) who answered the questionnaire. The respondents from grade M42 (1.6%), and grade M54 (0.3%) has the lowest proportion.

4.2.1 Descriptive Analysis for Instrumentation

This section focuses on descriptive analysis for describing all research variables. The descriptive statistics consists of means, standard deviations, minimum and maximum. The EI questionnaire by the ADOs comprised of 26 statements that are rated on a six point Likert-type scale (ranging from 1-Never to 5 being consistently and an additional option with 0-Don't know) (see sample questionnaire in Appendix B).

For ease of reference henceforth, the latent variable referred in text will be capitalised (e.g. RELATIONSHIP MANAGEMENT), while its indicators that are statements will be under double quotes and italicised (e.g. "*I help create a positive environment*"), and the corresponding values will be cited in between quotes (e.g. 'often', 'never', 'rarely'). The

University of Malaya

indicator name, on the other hand, will be capitalised and placed within parentheses (e.g. (INFL1).

The EI consist of four-second order latent variables (Table 4.2). The latent variable RELATIONSHIP MANAGEMENT is proxied by five statements. The responses to the statement "*I help create a positive environment"* (INFL1) is reflected mainly as a competency in the context of influence, that is highly concentrated into 'often' (44.5%), displayed in the workplace as opposed to 'never' or 'rarely'. The next majority of the response comes from those who are "*consistent in creating a positive environment"* (29.3%). The majority of respondents representing this item often play an important role in RELATIONSHIP MANAGEMENT. The $\overline{x}$ score for the five statements fall within the range of 3.7 to 4.0.

The next latent variable, SELF-AWARENESS looks at the context of emotional self-awareness (ESA) and consists of seven statements. The majority of respondents (47.7%) are often "*aware of my state of mood at work"* (ESA1) as shown in the first statement for SELF-AWARENESS. To further support this statement, the respondents (52%) often "*respond positively to events that frustrates them"* (ESA2). This differs from the statement of "*I take criticism from colleagues personally*" (ESA3) where majority of the respondents have responded as 'never' to this statement (40.5%), followed by 'rarely' (39.2%) and 'sometimes' (15.2%). Majority of the respondents (45.1%) are 'sometimes' "*aware of how my feelings influence the decisions at work*" (ESA4). Although, there are respondents who are often "a*ware of how my feelings influence the decisions at work"*, it is only slightly less than the above response (43.2%). The $\overline{x}$ score for these seven statements range from 1.9 to 3.9.

The third latent variable, SOCIAL AWARENESS is measured in the context of empathy (EMP). There are six statements representing this construct. In the first statement, "*I demonstrate to others that I have considered their feelings in decisions I make at work"* (EMP1) shows that respondents often practice it (50.1%) and it constitutes the majority of the response. Respondents who responded as 'sometimes' constitute 34.9 percent, and those who 'consistently' practice this behaviour account for 14.1 percent. The smallest number of respondents belongs to those who 'never' (0.3%) or 'rarely' (0.5%) consider the feelings of others in decisions they make at work. The $\overline{x}$ score for these six statements ranges from 3.7 to 4.1.

The final latent variable of SELF-MANAGEMENT is measured by emotional self-control (ESA) (2) and achievement orientation (AO) (4). There are six questions that represent this construct. The majority of respondents (45.9%) 'often' *"respond appropriately to colleagues who frustrate them at work"* (ESC1). This proportion is higher than those who responded as 'sometimes' (36.5%) to the statement. The $\overline{x}$ for these statements ranges from 3.7 to 4.1.

The latent variable, ORGANISATIONAL CULTURE was built using 24 statements by the administrative and diplomatic officers and each statement was based on a five-point scale (ranging from 0 –Don't know; 1-"Never" to 5-"Consistently") also qualifies to be stated as an unbalanced itemised rating scale (Sekaran, 2003, 198-199) (Table 4.3). Five statements represent the first manifest variable, (JC). The responses to the statements for JC are concentrated into 'sometimes' or 'often'.

University of Malaya

Table 4.2: Descriptive Statistics for Emotional Intelligence

Latent Variable	Indicator/Statement	Indicator Name	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Consistently (5)	Don' t know (0)	Mean	Standard deviation
RELATIONSHIP MANAGEMENT	I help create a positive work environment.	INFL1	0.0	0.0	25.9	44.5	29.3	0.3	4.0	0.8
	I help others resolve workplace conflicts.	INFL2	0.0	0.8	31.2	44.0	24.0	0.0	3.9	0.8
	I provide useful support to others.	INFL3	0.3	0.8	29.6	50.9	18.4	0.0	3.9	0.7
	I help others respond effectively to stressful situations.	INFL4	0.0	0.3	29.3	54.4	16.0	0.0	3.9	0.7
	I positively influence the way others feel.	INFL5	0.3	0.5	39.7	49.9	9.6	0.0	3.7	0.7
SELF-AWARENESS	I am aware of my state of mood at work.	ESA1	0.0	0.5	31.5	47.7	19.7	0.5	3.9	0.7
	I respond positively to events that frustrate me.	ESA2	0.3	0.3	32.5	52.0	14.9	0.0	3.8	0.7
	I take criticism from colleagues personally.	ESA3	40.5	39.2	15.2	4.0	1.1	0.0	1.9	0.9
	I am aware of how my feelings influence the decisions I make at work.	ESA4	0.3	1.6	45.1	43.2	9.9	0.0	3.6	0.7
	I find it difficult to recognize my feelings on issues at work.	ESA5	4.0	9.9	27.5	31.5	26.7	0.5	3.6	1.1
	I am aware of my friends' emotions from their behaviour.	ESA6	0.0	0.8	31.5	46.4	21.3	0.0	3.9	0.7
	I effectively deal with things that annoy me at work.	ESA7	0.0	2.4	30.4	58.7	8.3	0.3	3.7	0.7

University of Malaya

Table 4.2, continued

Latent Variable	Indicator/Statement	Indicator Name	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Consistently (5)	Don' t know (0)	Mean	Standard deviation
SOCIAL-AWARENESS	I demonstrate to others that I have considered their feelings in decisions I make at work.	EMP1	0.3	0.5	34.9	50.1	14.1	0.0	3.8	0.7
	I am sensitive to the feelings and emotions of others.	EMP2	0.0	1.1	33.1	43.5	22.4	0.0	3.9	0.8
	I have good understanding of the emotions of the people around me.	EMP3	0.0	0.8	33.9	51.7	13.6	0.0	3.8	0.7
	I am a good observer of others' emotions.	EMP4	0.0	1.3	34.1	51.7	12.8	0.0	3.8	0.7
	I respond effectively to others' feelings.	EMP5	0.5	0.3	40.5	49.6	9.1	0.0	3.7	0.7
	I accurately view situations from other's perspectives.	EMP6	0.0	0.3	25.3	41.6	32.8	0.0	4.1	0.8
SELF-MANAGEMENT	I respond appropriately to colleagues who frustrate me at work.	ESC1	0.5	1.1	36.5	45.9	16.0	0.0	3.8	0.7
	I fail to handle stressful situations at work effectively.	ESC2	1.1	6.1	52.0	0.0	40.8	0.0	3.7	1.1
	I initiate actions to improve my own performance.	AO1	0.0	0.0	26.7	49.9	23.5	0.0	4.0	0.7
	I seek to improve my own self by setting measurable and challenging goals.	AO2	0.0	0.5	26.7	41.6	30.7	0.5	4.0	0.8
	I strive to improve my own performance.	AO3	0.5	0.5	22.9	41.3	34.7	0.0	4.1	0.8
	I do not try to improve.	AO4	1.1	0.5	48.0	0.0	50.4	0.0	4.0	1.1
	I do not attempt to improve my own performance.	AO5	1.1	2.1	44.3	0.0	52.5	0.0	4.0	1.1
	I seek to do things in a better way.	AO6	0.0	0.3	29.9	46.9	22.9	0.0	3.9	0.7

University of Malaya

The first statement, "*My job requires me to use a number of complex or high level skills*" (JC1) has 52.3 percent of respondents supporting this statement. Those who 'often' support this statement accounted for 14.4 percent. The response to the statement "*I have new and interesting things to do in my work*" (JC2) obtained high response of 24.5 percent into 'often'. Similar observation is seen on the statement "*The job requires me to do many different things at the same time using a variety of skills and talents*" (JC5) with 18.4 percent stating as 'often'. Overall, all except the fourth statement garnered strong response into 'often' as the response. These indicate that the respondents find their job challenging due to its complexity, interesting and require multi-tasking. A total of 70.9 percent of the respondents are opposed ('never' or 'rarely') to the view that their job is simple and repetitive. The $\bar{x}$ for these statement ranges from 2.2 to 3.9.

COMMUNICATION (CM) was built on six statements. A large proportion of the respondents indicate 'often' for statements "*The management does a good job of communicating with employees*" (20.8%), "*I have trust and confidence in higher management*" (21.1%), and "*I am given praise and recognition for my outstanding performance*" (18.7%). The statements that obtained high proportions into 'sometimes' are "*The management does a good job of communicating with employees*" (49.3%), "*I am given praise and recognition for my outstanding performance*" (48.8%) and "*I have trust and confidence in higher management" (48.8%)*. On the other hand, high responses as 'rarely' are recorded into statements "*There is a lack of good communication between departments here"* (38.1%), "*People who perform well receive financial rewards such as higher pay, bonuses, or awards*" (32.5%), and "*Conflicts are resolved to the satisfaction of those concerned*" (32.3%). The other statement "*There is a lack of good communication between departments her*e" is responded more on the opposite of the above statements (31.7% as 'never'). Thus, in general, it can be concluded that there is a good sense of communication with the management, while due praises and rewards are given accordingly, and there is trust and confidence arising from these practises. The $\overline{x}$ for these statements ranges from 2.9 to 3.9.

Four statements support the third manifest variable, TRUST (TR). Only the first statement, "*I know exactly what is expected of me*", has high response into 'often' (24.0%). All statements received positive responses into 'often'. Almost one-third of the respondents stated 'sometimes' into all of the statements. In summary, there is strong positive support to all the statements on TR, indicating that there is a good level of trust and freedom at their workplace. The $\overline{x}$ for this statement ranges from 3.7 to 3.9.

The fourth manifest variable, INNOVATION (INV) is measured through responses on five statements. Almost one quarter (23.5%) of respondents stated 'often' to the statement that "*Innovators are appreciated*" and that "*Creativity is actively encouraged*" (19.5%). Like the responses to TR, all statements for INV obtained strong responses into 'often' and sometimes'. The last statement "*Trying new ways of solving problems are discouraged"* consistently obtained responses on the opposite to deny it. In summary, it can be inferred that innovative ways of working is encouraged at the respective organisations. The $\overline{x}$ for this statement ranges from 3.1 to 3.9.

Four statements represent the fifth manifest variable, SOCIAL COHESION (SC). The second statement "*Co-workers in my work unit are like a family*" obtained the highest response into 'often' (18.4%), followed by 13.6 percent for *"I trust my co-worker to do what is in the best interest of the organisation"*. Like the other indicators above, the proportion of responses into 'often' and 'sometimes' are high for statements "*People in* *my work unit enjoy the company of co-workers*", "*Co-workers in my work unit are like a family"* and "*I trust my co-worker to do what is in the best interest of the organisation*". However, there is a sense of agreement to "*Problems exist here between co-workers*" indicating "sometimes' (26.9%). These responses show that there is some disunity in terms of social cohesion at their workplaces. The $\overline{x}$ for this statement ranges from 3.0 to 3.9.

The ORGANISATIONAL PERFORMANCE latent variable was designed based on 20 statements on a five point Likert Scale (ranging from 1- Strongly disagree to 5-Strongly agree) (Table 4.4). Five statements represent the first manifest variable, LEARNING AND GROWTH (LG). More than half the respondents have implied 'somewhat agree' for statements "*Leadership defines organisation's vision and values*" (53.1%), *"Leadership establishes organisation's vision and values"* (54.9%), *"Leadership encourages employees to attend training*"(53.3%), *"Leadership ensures succession planning"* (51.2%) and *"Leadership participates in the development of future leaders"* (52%).

University of Malaya

Table 4.3: Descriptive Statistic for Organisational Culture

Manifest Variable	Indicator/Statement	Indicator Name	Don't Know (0)	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Consistently (5)	Mean	Std dev
Job Challenge	My job requires me to use a number of complex or high level skills.	JC1	0.3	5.3	27.7	52.3	14.4	0.0	3.8	0.8
	I have new and interesting things to do in my work.	JC2	0.0	2.4	30.4	42.7	24.5	0.0	3.9	0.8
	My work challenges me.	JC3	1.9	3.7	43.5	43.7	7.2	0.0	3.5	0.8
	The job is quite simple and repetitive.	JC4	27.7	43.2	15.2	10.9	2.7	0.3	2.2	1.1
	The job requires me to do many different things at the same time using a variety of skills and talents.	JC5	0.0	1.3	31.5	48.8	18.4	0.0	3.8	0.7
Communication	The management does a good job of communicating with employees.	CM1	0.0	0.8	29.1	49.3	20.8	0.0	3.9	0.7
	I am given praise and recognition for my outstanding performance.	CM2	0.0	2.9	29.6	48.8	18.7	0.0	3.8	0.8
	I have trust and confidence in higher management.	CM3	0.0	1.9	28.3	48.8	21.1	0.0	3.9	0.7
	People who perform well receive financial rewards such as higher pay, bonuses, or awards.	CM4	4.0	16.5	32.5	36.8	9.3	0.8	3.3	1.0
	There is a lack of good communication between departments here.	CM5	4.8	31.7	38.1	16.5	8.8	0.0	2.9	1.0

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Table 4.3, continued

Manifest Variable	Indicator/Statement	Indicator Name	Don't Know (0)	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Consistently (5)	Mean	Std dev
Trust	I know exactly what is expected of me.	TR1	0.0	1.6	26.9	47.5	24.0	0.0	3.9	0.8
	My supervisor shows complete trust in my ability to perform the job well.	TR2	0.0	1.1	32.5	53.1	13.3	0.0	3.8	0.7
	I am free to discuss problems or negative feelings with my supervisor.	TR3	0.0	2.1	33.1	48.8	15.7	0.0	3.8	0.7
	Within reason, people say what they want without fear of punishment.	TR4	0.8	3.5	35.5	48.5	10.9	0.8	3.7	0.8
Innovation	We are encouraged to make suggestions for improvements in our work.	INV1	0.0	1.1	34.1	47.2	17.6	0.0	3.8	0.7
	People in my work unit are encouraged to try new and better ways of doing the job.	INV2	0.0	1.9	32.3	50.9	14.9	0.0	3.8	0.7
	Creativity is actively encouraged.	INV3	0.3	1.3	31.5	47.5	19.5	0.0	3.9	0.8
	Innovators (those who come up with new ways of doing things) are appreciated.	INV4	0.0	1.3	27.5	47.5	23.5	0.3	3.9	0.8
	Trying new ways of solving problems are discouraged.	INV5	2.9	28.0	32.0	22.1	14.7	0.0	3.1	1.0
Social Cohesion	People in my work unit enjoy the company of co-workers.	SC1	6.1	12.0	32.0	41.3	8.5	0.0	3.3	1.0
	Co-workers in my work unit are like a family.	SC2	0.0	1.1	28.0	52.5	18.4	0.0	3.9	0.7
	Problems exist here between co-workers.	SC3	4.3	23.2	36.3	26.9	8.5	0.0	3.0	1.0
	I trust my co-workers to do what is in the best interest of the organisation.	SC4	0.5	0.5	27.2	58.1	13.6	0.0	3.8	0.7

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On the contrary, as opposed to these statements, 5.3 percent of the response are concentrated in 'somewhat disagree' for the statement of *"Leadership defines organisation's vision and values*", similarly concentrated into 'somewhat disagree' for *"Leadership establishes organisation's vision and values"* has 2.9 percent of respondents opposing this statement. In addition, a minority of respondents have responded as 'somewhat disagree' for statements *"Leadership encourages employees to attend training*" (1.3%), *"Leadership ensures succession planning"* (5.1%) and *"Leadership participates in the development of future leaders"* (1.9%). The $\overline{x}$ for this statement ranges from 4.1 to 4.3. The overall majority response for the rest of the statements are concentrated into 'somewhat agree'. Overall, these findings indicate that a majority of the respondents 'somewhat agree' that leadership deems LEARNING AND GROWTH as an important element in OP.

Five statements depict the next manifest variable, INTERNAL PROCESS (IP). There is a high reaction concentrated into 'strongly agree' that constitute statements*, "Leadership deploys the organisation's vision and values through its leadership system, to the workforce"* (40.3%), *"Leadership deploys the organisation's vision and values through its leadership system, to suppliers and partners"* (36.8%), *"Leadership deploys the organisation's vision and values through its leadership system to customers"* (38.9%), *"Leadership motivates the entire workforce"* (23.5%) and *"Leadership does not communicate with the entire workforce"* (42.4%).

However the majority of respondents for these statements concentrated their response into 'somewhat agree' *"Leadership deploys the organisation's vision and values through its leadership system, to the workforce"* (52.3%), *"Leadership deploys the organisation's*

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vision and values through its leadership system, to suppliers and partners" (57.3%), *"Leadership deploys the organisation's vision and values through its leadership system to customers"* (49.9%) *"Leadership motivates the entire workforce"* (27.2%) and *"Leadership does not communicate with the entire workforce"* (41.1%). The $\overline{x}$ for this statement ranges from 3.1 to 4.3. This implies that most of the respondents are satisfied with the organisation's internal processes that encourages the implementation and delivery of the organisation's mission and vision to all employees who play an important role in the organisation.

Four statements sustain the third manifest variable, FINANCIAL PERSPECTIVE (FP). The response *"Leadership does not take an active role in reward programs to reinforce high performance",* has 28.3 percent of response marking the highest, concentrated into 'somewhat disagree'. Statements of *"Leadership takes an active role in recognition programmes to reinforce high performance"* displays a high response concentrating into 'somewhat agree' with 59.7 percent. Equivalently, *"Leadership creates a focus on action to improve performance"* displays a majority of response focusing into 'somewhat agree' with 54.9 percent. As opposed to this statement, *"Leadership does not create a focus on action to accomplish organisation objectives"* is concentrated into 'somewhat disagree' with a response of 50.4 percent.

Overall, looking at the response, in relation to FINANCIAL PERSPECTIVE, majority of respondents have concentrated their response into 'somewhat agree' for *"Leadership takes an active role in recognition programmes to reinforce high performance"* (59.7%) and *"Leadership creates a focus on action to improve performance*" (54.9%). This implies that a high number of respondents are confident that their performance is acknowledged and they are being rewarded accordingly. The $\overline{x}$ for this statement ranges from 0.7 to 1.4.

The fourth latent variable, STAKEHOLDER PERSPECTIVE (SH) is characterised with six statements. The three statements from the majority of the respondents which are concentrated into 'somewhat disagree' are *"Leadership creates an environment for the accomplishment of the company's mission"* (44.0%), *"Leadership does not create an environment for strategic objectives"* (57.1%), *"Leadership does not include a focus on balancing value for stakeholders in their performance expectations"* (50.4%). The rest of the statements garnered different responses from respondents. As opposed to the above statements, *"Leadership creates a focus on action to attain its vision"* has a response rate of 51.2 percent, slightly more than half the responses, comparatively into 'somewhat agree'. Likewise, a response concentrated into 'somewhat agree' as the highest response with 42.7 percent was displayed in the statement *"Leadership creates an environment for performance improvement"*.

Respondents who strongly opposed the statement *"Leadership includes a focus on balancing value for customers in their performance expectations"* are concentrated in 'strongly disagree' with 39.5 percent of responses. To summarise, the majority of respondents agree that action is taken to attain the organisation's vision but on the contrary there is less focus on ensuring a suitable environment to achieve the organisation's mission, strategic objectives and balancing value on customers' expectations. The $\overline{x}$ for this statement ranges from 1.7 to 4.3.

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The JOB SATISFACTION construct was illustrated by eight questions and each statement was based on a numerical nine point scale (ranging from 1 = Highly disagree to 9 = Highly agree (Sekaran, 2003, 198) (Table 4.5). The first statement of *"I am always delegated with accountability on the decisions I make on my work"* is mostly concentrated into 'strongly agree' with a response of 47.2 percent. Likewise, statements of *"This job fits me perfectly"* (42.7%) and *"I am equipped with the skills required to perform my work effectively"* (51.5%), are mainly concentrated into strongly agree which carries the strongest response.

Similar statements such as *"There is too much of pressure on my job"* (38.7%), *"I am well guided"* (51.7%) and overall, *"I am satisfied with my job"* (32.5%) are mainly concentrated into 'strongly agree' which carries the strongest response as well. The $\bar{x}$ for this statement ranges from 7.6 to 7.9. Overall, the responses provided, concluded that a large proportion of the respondents are given accountability, provided with the relevant skills to ensure completion of tasks effectively, and are well guided.

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Table 4.4: Descriptive Statistics for Organisational Performance

Manifest Variables (MV)	Indicator	Indicator Name	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Mean	Standard deviation
LEARNING AND GROWTH	Leadership defines organisation's vision and values.	LG1	3.2	5.3	4.8	53.1	33.6	4.1	0.9
	Leadership establishes organisation's vision and values.	LG2	0.0	2.9	2.1	54.9	40.0	4.3	0.7
	Leadership encourages employees to attend training.	LG3	0.3	1.3	9.1	53.3	36.0	4.2	0.7
	Leadership ensures succession planning.	LG4	0.3	5.1	12.5	51.2	30.9	4.1	0.8
	Leadership participates in the development of future leaders.	LG5	0.0	1.9	9.9	52.0	36.3	4.2	0.7
INTERNAL PROCESS	Leadership deploys the organisation's vision and values through its leadership system, to the workforce.	IP1	0.0	2.1	5.3	52.3	40.3	4.3	0.7
	Leadership deploys the organisation's vision and values through its leadership system, to suppliers and partners.	IP2	0.0	2.7	3.2	57.3	36.8	4.3	0.7
	Leadership deploys the organisation's vision and values through its leadership system, to customers.	IP3	2.1	3.2	5.9	49.9	38.9	4.2	0.9
	Leadership motivates the entire workforce.	IP4	18.9	23.5	6.9	27.2	23.5	3.1	1.5
	Leadership does not communicate with the entire workforce.	IP5	4.5	6.1	5.9	41.1	42.4	4.1	1.0

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Table 4.4, continued

Manifest Variables (MV)	Indicator	Indicator Name	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Mean	Standard deviation
FINANCIAL PERSPECTIVE	Leadership does not take an active role in reward programs to reinforce high performance.	FP1	21.9	28.3	6.4	26.7	16.8	2.8	1.4
	Leadership takes an active role in recognition programs to reinforce high performance.	FP2	1.1	4.5	12.3	59.7	22.4	4.0	0.8
	Leadership does not create a focus on action to accomplish organisation objectives.	FP3	35.5	50.4	6.1	4.3	3.7	1.9	0.9
	Leadership creates a focus on action to improve performance.	FP4	0.0	2.4	7.2	54.9	35.5	4.2	0.7
STAKEHOLDERS PERSPECTIVE	Leadership creates a focus on action to attain its vision.	SH1	0.5	1.9	6.4	51.2	40.0	4.3	0.7
	Leadership creates an environment for the accomplishment of the company's mission	SH2	34.9	44.0	8.0	11.7	1.3	2.0	1.0
	Leadership does not create an environment for strategic objectives	SH3	33.9	57.1	6.9	1.6	0.5	1.7	0.6
	Leadership includes a focus on balancing value for customers in their performance expectations.	SH4	39.5	34.1	8.0	16.3	2.1	2.1	1.1
	Leadership does not include a focus on balancing value for stakeholders in their performance expectations.	SH5	29.9	50.4	10.9.	6.7	2.1	2.0	0.9
	Leadership creates an environment for performance improvement.	SH6	1.1	6.4	6.9	42.7	42.9	4.2	0.9

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Table 4.5: Descriptive Statistics for Job Satisfaction

Construct	Indicator	Indicator Name	Highly disagree (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	Highly agree (9)	Mean	Standard deviation
JOB SATISFACTION	I am always delegated with accountability on the decisions I make on my work.	JS1	0.0	0.0	0.8	0.8	4.0	6.9	24.0	47.2	16.3	7.6	1.1
	This job fits me perfectly.	JS2	0.3	0.0	0.5	1.3	1.6	5.1	14.1	42.7	34.4	8.0	1.1
	I am equipped with the skills required to perform my work effectively.	JS3	0.0	0.3	0.5	0.3	2.4	3.2	18.7	51.5	23.2	7.9	1.0
	My work is tough.	JS4	0.0	0.3	1.1	0.8	4.0	6.1	30.7	35.7	21.3	7.6	1.2
	My work carries a high level of responsibility.	JS5	0.0	0.0	0.3	0.5	1.1	7.2	19.5	48.5	22.9	7.8	1.0
	There is too much of pressure on my job.	JS6	0.0	0.3	0.5	1.1	3.7	6.1	23.5	38.7	26.1	7.7	1.2
	I am well guided.	JS7	0.0	0.0	1.3	0.8	1.9	3.2	16.3	51.7	24.8	7.9	1.1
	Overall, I am satisfied with my job.	JS8	0.0	0.4	0.0	0.5	2.1	4.0	16.5	32.5	44.0	8.1	1.1

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4.3 Data Preparation

For the first step, data was entered into SPSS version 23. It was further examined manually to ensure the accuracy of data entry between the hard copy of questionnaires and the data keyed into SPSS. In addition, the data was screened for outliers and normality. It is important to establish a proper distribution of data for normality to ensure it fulfils the requirements for the assessment of Structural Equation Modelling (Hair et al., 2011).

4.3.1 Outliers

The next step was to check for outliers. Outliers is an observation that does not fit the bulk of the sample data and tends to influence the observation by affecting the estimates in terms of variance (Lavrakas, 2008). There are a few reasons that cause outliers. Outliers are normally caused by survey errors that occur during the process of entering a response into the questionnaire, or an error introduced during the process of data entry when the data is converted into an electronic form when keying in the details into a computerised device. Another cause for outliers is the failure of respondents to cooperate or follow instructions provided in the questionnaire (Salkind, 2010). Outliers may also be caused by sampling errors, where the population selected is not suitable for the study, hence providing unrealistic responses on the survey questionnaire. In this research, box-plot was used to determine the outliers. After ensuring that the data was entered correctly, a number of outliers were identified out of the 375 responses (see Figures 4.1, 4.2, 4.3 and 4.4). A disadvantage in removing an outlier is that it reduces the sample size (Salkind, 2010). The researcher decided to retain the outliers as the numbers of outliers were small. This was established due to a small difference between the value of 5 percent trim mean, and mean values displayed in the descriptive table for all the variables.

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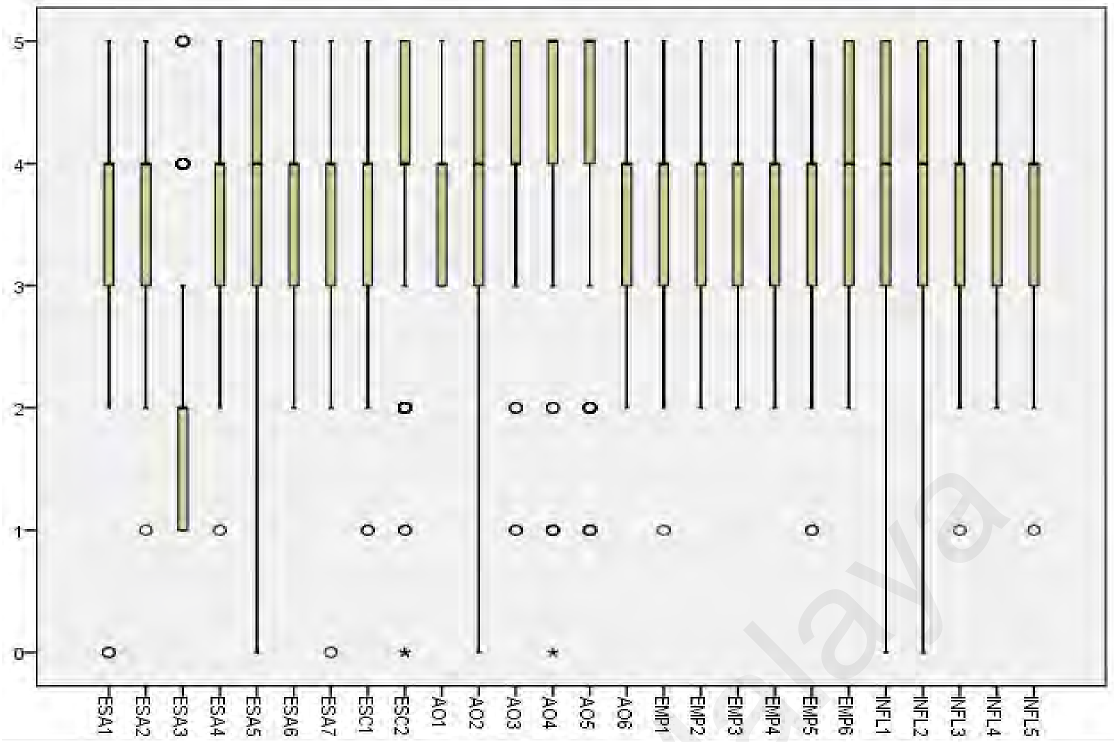

Figure 4.1: Box Plot for Emotional Intelligence
Source: Researcher

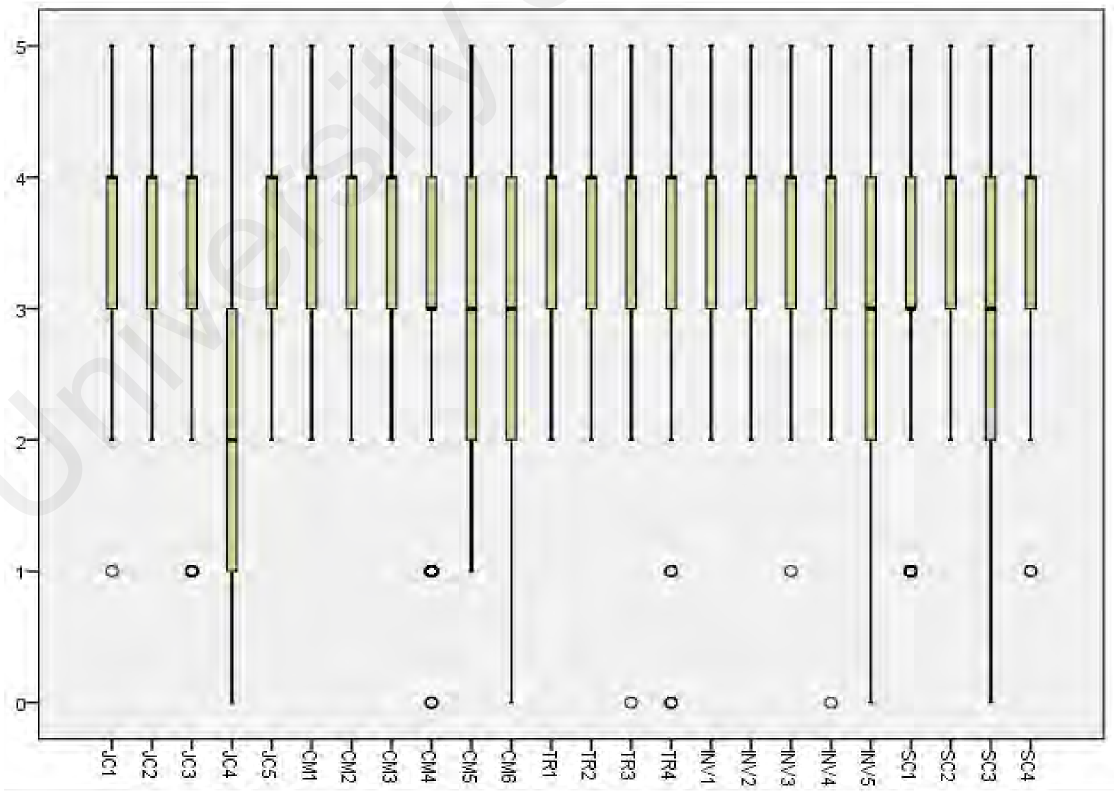

Figure 4.2: Box Plot for Organisational Culture
Source: Researcher

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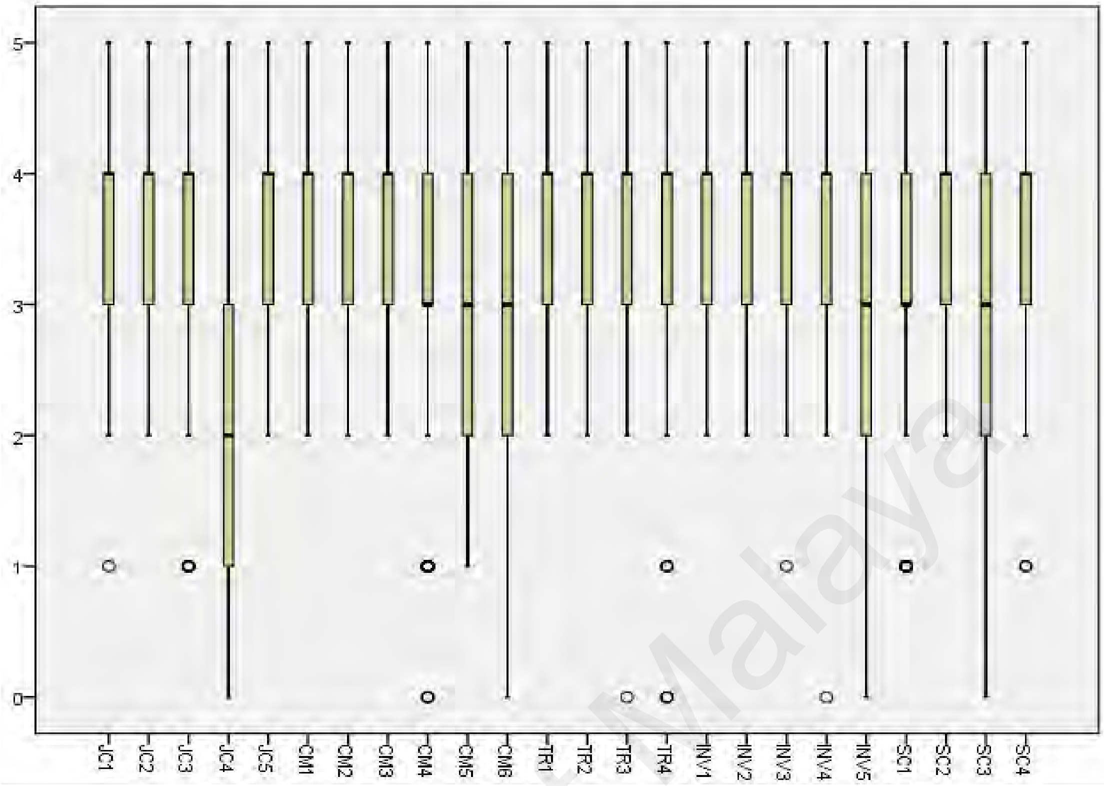

Figure 4.3: Box Plot for Organisational Performance
Source: Researcher

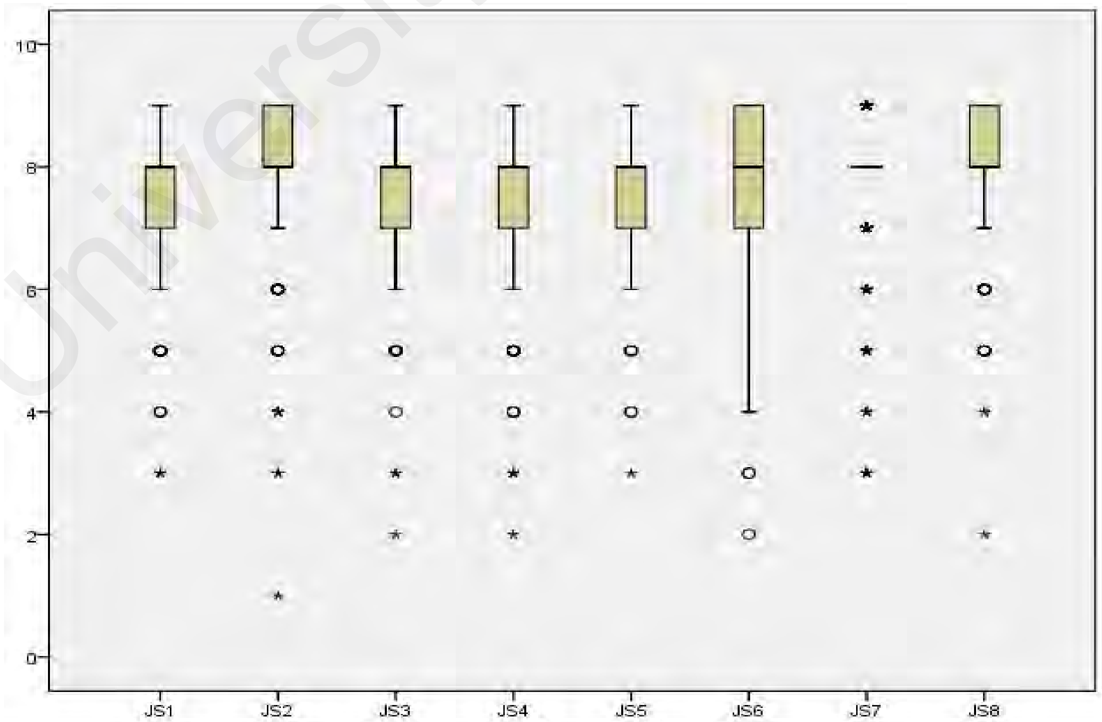

Figure 4.4: Box Plot for Job Satisfaction
Source: Researcher

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4.3.2 *Normality Distribution*

Normality is measured by skewness and kurtosis and is determined by the shape of data distribution (Hair et al., 2010). The acceptable range for the indicators of skewness and kurtosis should fall within ±3.0 (Kline, 2010). Skewness represents the balance of the distribution and kurtosis represents the height of the distribution (Hair et al., 2010). The results in this research shows the skewness of EI factors ranging from -1.732 to 0.986 and kurtosis of all factors ranging from -1.184 to 5.166 (Table 4.6).

Table 4.6: Normality Results – Emotional Intelligence

Variable	Indicator	Skewness (S)	Z-value (S/SE)	Kurtosis (K)	z-value (S/SE)
SELF-AWARENESS	ESA1	-0.503	-3.99	1.947	7.76
	ESA2	0.200	1.59	-0.153	-0.61
	ESA3	0.986	7.83	0.773	3.08
	ESA4	0.230	1.83	-0.110	-0.44
	ESA5	-0.613	-4.87	-0.092	-0.37
	ESA6	0.071	0.56	-0.904	-3.60
	ESA7	-0.627	-4.98	2.191	8.73
SELF-MANAGEMENT	ESC1	-0.036	-0.29	-0.042	-0.17
	ESC2	-1.223	-9.71	1.723	6.86
	AO1	0.046	0.37	-0.999	-3.98
	AO2	-0.645	-5.12	1.437	5.73
	AO3	-0.480	-3.81	-0.153	-0.61
	AO4	-1.732	-13.75	5.166	20.58
	AO5	-1.678	-13.32	3.915	15.60
	AO6	0.075	0.60	-1.022	-4.07
SOCIAL-AWARENESS	EMP1	0.055	0.44	-0.190	-0.76
	EMP2	0.075	0.60	-0.967	-3.85
	EMP3	0.145	1.15	-0.579	-2.31
	EMP4	0.091	0.72	-0.465	-1.85
	EMP5	0.011	0.09	0.419	1.67
	EMP6	-0.154	-1.22	-1.184	-4.72
RELATIONSHIP MANAGEMENT	INFL1	-0.392	-3.11	0.564	2.25
	INFL2	-0.392	-3.11	0.564	2.25
	INFL3	-0.093	-0.74	-0.195	-0.78
	INFL4	0.112	0.89	-0.654	-2.61
	INFL5	0.124	0.98	-0.033	-0.13

(Note: SE: Standard error)

Source: Researcher

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The results of the skewness and kurtosis value deviates from zero, providing evidence that the data does not have a normal distribution. Next, the skewness and kurtosis values were divided with the SE to obtain the z-values (Cramer & Howitt, 2004). More than 60 percent of the z-values were above the accepted range of ±1.96 (Cramer & Howitt, 2004). The skewness analysis for components of the OC shows the range for skewness between -0.930 to 0.790 (Table 4.7).

Table 4.7: Normality results – Organisational Culture

Variable	Indicator	Skewness (S)	z-value (S/SE)	Kurtosis (K)	z-value (K/SE)
Job Challenge	JC1	-0.375	-2.976	0.089	0.355
	JC2	-0.930	-7.381	-0.830	-3.307
	JC3	-0.422	-3.349	1.010	4.024
	JC4	0.790	6.270	0.047	0.187
	JC5	0.040	0.317	-0.681	-2.713
Communication	CM1	0.023	0.183	-0.785	-3.127
	CM2	-0.119	-0.944	-0.482	-1.920
	CM3	-0.091	-0.722	-0.613	-2.442
	CM4	-0.476	-3.778	-0.476	-1.896
	CM5	0.378	3.000	0.378	1.506
	CM6	-0.427	-3.389	-0.427	-1.701
Trust	TR1	-0.122	-0.968	-0.122	-0.486
	TR2	0.079	0.627	0.079	0.315
	TR3	-0.282	-2.238	-0.282	-1.124
	TR4	-0.851	-6.754	-0.851	-3.390
Innovation	INV1	0.132	1.048	0.132	0.526
	INV2	0.012	0.095	0.012	0.048
	INV3	-0.081	-0.643	-0.081	-0.323
	INV4	-0.385	-3.056	-0.385	-1.534
	INV5	0.151	1.198	0.151	0.602
Social Cohesion	SC1	-0.581	-4.611	-0.046	-0.183
	SC2	-0.018	-0.143	-0.560	-2.231
	SC3	-0.141	-1.119	-0.224	-0.892
	SC4	-0.326	-2.587	0.910	3.625

(Note: SE: Standard error)
Source: Researcher

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Although it does fall within the range of ±3.0, however, the z-value shows a skewness range from -6.754 to 6.270 that is above the accepted range of ±1.96. and is slightly more peaked to the left. The kurtosis for this variable ranges from -0.830 to 1.01, while the z-value ranges from -3.390 to 4.024, which is above the acceptable range.

The next construct, OP has a range of skewness from -1.476 to 2.534. The range of z-value ranges from -12.238 to 12.048. As for kurtosis, it shows a range from -0.99 to 2.53 and the z-value of -5.880 to 13.004 (Table 4.8). This shows the height of distribution is above the acceptable range.

Table 4.8: Normality results – Organisational Performance

Variable	Indicator	Skewness (S)	z-value (S/SE)	Kurtosis (K)	z-value (K/SE)
Learning and Growth	LG1	-1.499	-11.897	2.510	10.000
	LG2	-1.072	-8.508	2.332	9.291
	LG3	-0.788	-6.254	1.327	5.287
	LG4	-0.824	-6.540	0.720	2.869
	LG5	-0.674	-5.349	0.486	1.936
Internal Process	IP1	-0.878	-6.968	1.317	5.247
	IP2	-0.943	-7.484	2.049	8.163
	IP3	-1.542	-12.238	3.264	13.004
	IP4	-0.137	-1.087	-1.476	-5.880
	IP5	-1.440	-11.429	1.614	6.430
Financial Perspective	FP1	0.105	0.833	-1.456	-5.801
	FP2	-1.039	-8.246	1.904	7.586
	FP3	1.518	12.048	2.537	10.108
	FP4	-0.790	-6.270	1.097	4.371
Stakeholder Perspective	SH1	-1.140	-9.048	2.534	10.096
	SH2	0.989	7.849	0.262	1.044
	SH3	1.013	8.040	2.659	10.594
	SH4	0.848	6.730	-0.443	-1.765
	SH5	1.119	8.881	1.258	5.012
	SH6	-1.285	-10.198	1.507	6.004

(Note: SE: Standard error)

Source: Researcher

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Although the skewness and kurtosis are still within the acceptable range of ±3.0 for certain factors, the data is deemed not normal as it does deviate from the normality. This concludes that the assumptions of normality are not met, as the data for these factors are above the acceptable range of ±3.0. The normality assumption will determine the type of statistical test to further test the hypotheses and analysis. As the distribution was not normal, the method of analysis used to achieve the objective of this research was obtained using the PLS (Structural Equation Modelling) technique. The next construct, JS, has a skewness range from -1.95 to -1.13. The z-value for this construct ranges from -15.44 to -8.97 (Table 4.9).

Table 4.9: Normality test – Job Satisfaction

Construct	Indicator	Skewness (S)	z-value (S/SE)	Kurtosis (K)	z-value (K/SE)
JOB SATISFACTION	JS1	-1.290	-10.200	2.470	9.830
	JS2	-1.940	-15.410	5.990	23.860
	JS3	-1.800	-14.290	6.010	23.950
	JS4	-1.260	-9.990	2.720	10.840
	JS5	-1.130	-8.970	2.360	9.400
	JS6	-1.310	-10.430	2.620	10.430
	JS7	-1.950	-15.440	5.720	22.800
	JS8	-1.550	-12.310	3.670	14.610

(Note: SE: Standard error)

Source: Researcher

4.3.3 Common Method Bias

It is imperative to establish if a common method bias exists due to measurement errors (Podsakoff, MacKenzie, Jeong-Yeon & Podsakoff, 2003). The instrument consists of the predictor and criterion variables within a single scale, which is completed by a key respondent. The respondents are required to respond to the survey based on their understanding of the constructs. As respondents tend to ensure their answers are consistent and organised, it creates the ‘consistency effect’.

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The efforts taken to ensure the limitation of common method bias were a careful construction of the items itself, to ensure the questions were kept simple, specific and concise, to avoid ambiguity. In the questionnaire context, items that shared a common construct were mixed up to ensure the respondents were not influenced by the previous questions and misinterpret the questions. In addition to the above method, Harman's single factor test was utilised to determine the fulfilment of the statistical requirement for common method bias (Podsakoff, MacKenzie, Jeong-Yeon & Podsakoff, 2003).

The Harman's single factor test was utilised upon the collection of the data. This test required all variables to be subjected to exploratory factor analysis. To ensure there is no common method bias, the results should produce more than one single factor or one main factor for the independent and criterion variable (Podsakoff & Organ, 1986). The results extracted 25 factors that had eigenvalues greater than one. The results did not reveal any outstanding factor, with factor 1 accounting for 12.5 percent of the variance. The above provides evidence that common method variance is not an issue for this questionnaire design.

4.4 Evaluating Measurement Model

In order to measure the entire latent variable in this research model, multiple items were used. It was determined that all latent variables were reflective as they were correlated amongst one another. The criteria in establishing this were due to the nature of the items as a reflective latent variable. The items can be used interchangeably and an item can be deleted without having an effect on the meaning of the latent variable. This can be done provided there is sufficient reliability of the latent variable and internal consistency.

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In order to determine the reliability and internal consistency, the model is assessed on a two-step process; the first is the assessment of the measurement model and the second is the assessment of the structural model. The evaluation of measurement model utilised the second-order construct due to the many numbers of indicators, as mentioned above. In order to derive at the below measurement model, the repeated indicator approach was used to evaluate the outer model, and once this was established, the latent score was saved for the second stage. The purpose for this model validation is to determine if both these models fulfil the criteria for empirical research (Urbach & Ahlemann, 2010). The below subsections discuss the guidelines used in this study to assess the measurement model of this study. This will include the internal consistency, indicator reliability, convergent validity and discriminant validity, discussed further in the following context.

4.4.1 Internal consistency

A measurement model is important to determine the relationship between the indicators and the latent variable. The validation of a reflective measurement model can be established by assessing its internal consistency, indicator reliability, convergent validity and discriminant validity (Lewis, Templeton & Byrd, 2005; Straub, Boudreau & Gefen, 2004). An instrument's internal consistency is evaluated using Cronbach Alpha (CA). An instrument with a high CA consists of items that can measure a construct and produce reliable and consistent results (Cronbach, 1971). However, in Smart PLS, the internal reliability is measured using the composite reliability (CR) (Chin, 1998). Both, CA and CR measure the reliability, however the CR provides a detailed breakdown of loading for the indicators. Hence, CR is preferred as it includes the inconsistent outer loadings of the

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indicator variable in measuring the internal consistency, compared to CA (Hair, et al., 2016).

According to McNeish, (2017) CA's true reliability may be underestimated by as much as 20%, for example; if the true reliability is 0.70, Cronbach alpha would estimate reliability in the mid-0.5s. Regardless of the reliability coefficient used in a research, internal consistency reliability is considered acceptable for an instrument when the value is at least 0.7 during the early stage and is 0.8 and 0.9 in the advanced stages of research, as for a value of below 0.6, it indicates a lack of reliability (Nunnally & Bernstein, 1994; Hair, 2011).

4.4.2 Indicator reliability

Indicator reliability determines the extent a measure positively correlates with alternative measures of the same construct. In fulfilling the requirement of convergent validity, a construct's indicators or items should converge or share a high proportion of variance (Hair et al., 2016). There are two very important criteria's in fulfilling the measurement of indicator reliability; one is the outer loading and the other is the average variance extracted (AVE).

According to Hair et al., (2016), the acceptable value for outer loading should be above 0.7, as the high outer loading indicates that the items in a particular construct are able to measure what is required by the construct. It is recommended that indicators with very low outer loadings (below 0.4) should, however always be eliminated from the construct (Hair et al., 2011). The outer loading elimination criteria diagram displays the steps to be

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taken when the outer loading is less than 0.4, outer loading is ≥ 0.4 but ≤ 0.7 and outer loading is ≥ 0.7 (Figure 4.5).

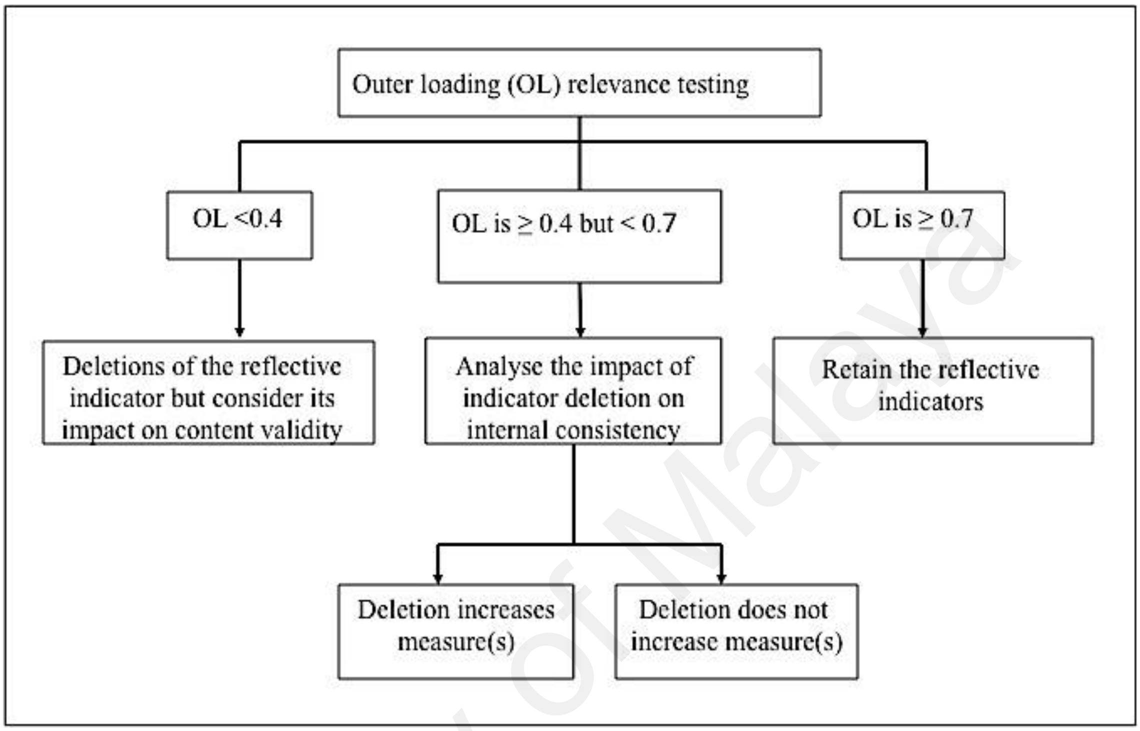

Figure 4.5: Measurement Model Assessment Criteria
Source: Hair (2011)

In this research, the measurement model's indicator reliability is determined by the average variance extracted (AVE). The acceptable value for indicator reliability is at least 0.5 and above. This indicates that at least 50 percent of the indicator variance is explained by the latent variable. In order to fulfil this requirement, the outer loading results should be at least 0.708 ($0.708^2 = 0.50$).

Figure 4.6 shows the values on the arrows (X_1, X_2, X_3) pointing towards the latent variable are factor loadings. The squaring of these values provides the variance extracted (VE). In the above, the VE for X_1 is $0.732^2 = 0.535$. This result indicates that 53 percent of the variance in X_1 is explained by the latent variable. Newly established scales in the field of social sciences normally have weaker loadings. In these circumstances, should an item below 0.7 is deleted; it is best to observe if there are any changes in the composite reliability and construct content validity.

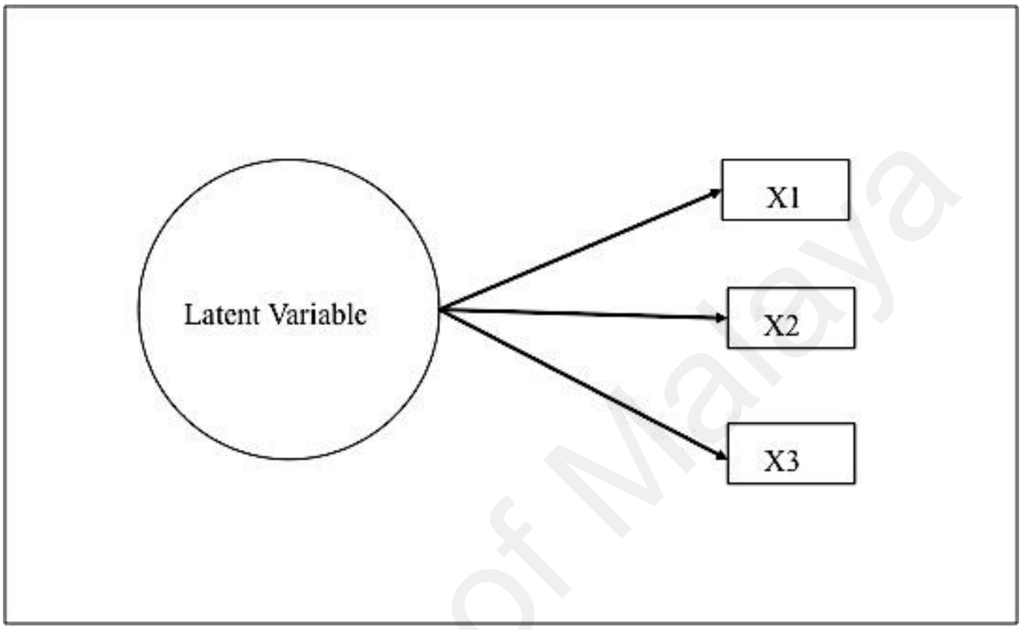

Figure 4.6: Example of Measurement Model
Source: Researcher

If the deletion does not influence the content validity, and the value of the composite reliability does not increase, there is no need to delete the item (Hair et al., 2014). Items with an outer loading of 0.4 however, should be removed (Hair, Ringle, & Sarstedt, 2011).

4.4.3 Convergent validity

Convergent validity exists when the items of a construct has a positive correlation with one another. Convergent validity exists should the outer loading contribute to a high portion of variance, which is referred to as indicator reliability. To establish the convergent validity, the average variance extracted (AVE) should be more than 0.5 (Hair et al., 2014). AVE is the average amount of variance in indicator variables that a construct manages to explain. Table 4.10 illustrates how AVE is approximately computed based on

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the previous data example provided. AVE is computed by dividing the total variance extracted with the number of items in the latent variable. The results conclude that, on average, the latent variable explains 57 percent of the variance of its indicators. An acceptable convergent validity should constitute an AVE value that is more than 0.5 (Fornell & Larcker, 1981; Bagozzi, Yi & Phillips, 1991).

Table 4.10: Example of convergent validity-Average Variance Extracted (AVE)

Indicators	**Factor loading**	**Variance extracted (VE=FL2)**
X1	0.732	0.536
X2	0.825	0.681
X3	0.715	0.511
Total (VE)		1.728
Average Variance Extracted (AVE)		0.576

Source: Researcher

4.4.4 Discriminant validity

Discriminant validity exists in a latent variable when it is distinct and different from other latent variable in the model being researched (Hair et al., 2014). The items in a latent variable must correlate strongly with its own relevant latent variable and not with other latent variables. In PLS, the common measurement method to establish discriminant validity is done via cross-loadings and on Fornell-Larcker's criterion.

The determination of discriminant validity in both Fornell-Larcker's criterion and cross-loadings are different. In Fornell-Larcker's criterion, a comparison is done amongst the square root of the average variance extracted (AVE) and the correlations coefficients among the latent variables, to ensure the square root of AVE is greater than the value of the correlation coefficient between the latent variables (Chin, 2010; Fornell & Larcker, 1981). This is to ensure that the latent variable shared more variance with its connected

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indicators, compared to any other latent variable (Hair et al., 2014). The other method which is used in establishing discriminant validity is cross loadings. This method establishes discriminant validity when the indicator's outer loading on the designated latent variable is higher than all of its loadings on the other latent variables in the model (Hair et al., 2014). In fulfilling this requirement, it determines that the specific indicators belong to the latent variable.

4.5 Measurement Models

This section assesses the EMOTIONAL INTELLIGENCE, ORGANISATIONAL CULTURE, JOB SATISFACTION and ORGANISATIONAL PERFORMANCE measurement model. The overall measurement model of EMOTIONAL INTELLIGENCE was evaluated using relevant variables that consisted of SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL-AWARENESS and RELATIONSHIP MANAGEMENT with five indicators such as Emotional Self-Awareness (ESA), Achievement Orientation (AO), Emotional Self-Control (ESC), Empathy (EMP) and Influence (INFL). The overall measurement model of this questionnaire for employee measurement model consist of the above subscales and were measured using Smart-PLS. The measurement model determines the extent these four constructs measure the variables (items) as shown in Table 4.11.

Table 4.11 shows that the outer loading of variables elements in the initial and modified measurement model fulfils the requirement of $>$ 0.5 except for ESA3, ESA4, ESA5, AO4, AO5, AO6, EMP4, EM5, EM5, INFL3 and INFL5. As these items had a loading of $<$ 0.5, they were all deleted, as a loading of $<$ 0.5 for an item does not contribute to the construct of the variable. (Hair, 2011). Table 4.11 displays that all components of the EI model

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have an acceptable level of AVE, example between 0.502 (SA) to 0.559 (RM). The other important requirement to fulfil convergent validity is the composite reliability (CR).

Table 4.11: Construct Validity of Measurement Model (Emotional Intelligence)

Variables	Indicators	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
SELF-AWARENESS	ESA1	0.588	0.602	0.502	0.828	0.724
	ESA2	0.625	0.623			
	ESA3	-0.125	Deleted			
	ESA4	0.131	Deleted			
	ESA5	-0.261	Deleted			
	ESA6	0.606	0.619			
	ESA7	0.622	0.635			
SELF-MANAGEMENT	AO1	0.679	0.686	0.523	0.840	0.753
	AO2	0.609	0.607			
	AO3	0.646	0.644			
	AO4	-0.131	Deleted			
	AO5	0.17	Deleted			
	AO6	0.473	Deleted			
	ESC1	0.469	Deleted			
	ESC2	0.219	Deleted			
SOCIAL-AWARENESS	EMP1	0.67	0.695	0.526	0.842	0.757
	EMP2	0.594	0.615			
	EMP3	0.635	0.651			
	EMP4	0.528	Deleted			
	EMP5	0.199	Deleted			
	EMP6	0.599	0.613			
RELATIONSHIP MANAGEMENT	INFL1	0.716	0.726	0.559	0.829	0.712
	INFL2	0.573	0.578			
	INFL3	0.474	Deleted			
	INFL4	0.562	0.564			
	INFL5	0.265	Deleted			

Source: Researcher

All indicators of EI have an acceptable level of CR (0.828 to 0.842), ESA (0.828), INFL (0.829), AO (0.840) and EMP (0.842). The composite reliability ranges from 0 and 1, with higher values indicating higher levels of reliability. Composite reliability below 0.6 indicates a lack of internal reliability consistency. The acceptable composite reliability value for exploratory research is between 0.6 and 0.7. As the items in Table 4.11 fulfils the condition of convergent validity, we will next look at the construct validity of the measurement model for OC to determine if it fulfils these requirements as well.

The overall measurement model of ORGANISATIONAL CULTURE was evaluated using relevant variables that consisted of JOB CHALLENGE (JC), COMMUNICATION (COM), TRUST (TR), INNNOVATION (INV) and SOCIAL COHESION (SOC). The overall measurement model of this questionnaire for the ORGANISATIONAL CULTURE measurement model consists of the above subscales and were measured using Smart-PLS. The measurement model determines the extent these five constructs measure the variables (items), as shown below.

The items in Table 4.12 that do not fulfil the requirement of a measurement of $>$ 0.5 were deleted, this consisted of JC3, JC4, JC5, COM2, COM3, COM4, TR2, TR4, INV2, INV3, and INFL3. As these items had a loading of $<$ 0. 5, they were all deleted. Table 4.10 displays the ORGANISATIONAL CULTURE items with an acceptable level of AVE, example between 0.513 (TR) to 0.605 (JC). The composite reliability (CR) fulfilled the convergent validity. The other important requirement to fulfil convergent validity is the composite reliability (CR). All items of the ORGANISATIONAL CULTURE have an acceptable level of CR (0.759 to 0.836), TR (0.7590), JC (0.820), COM (0.827), INV (0.829), SOC (0.836). As the items in Table 4.10 fulfils the condition of convergent validity, it is important to next look at the construct validity of measurement model for OP to determine if it fulfils the requirements of the AVE and CR as well.

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Table 4.12: Construct validity of Measurement Model (Organisational Culture)

Variable	Items	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
JOB CHALLENGE	JC1	0.684	0.844	0.605	0.820	0.670
	JC2	0.742	0.767			
	JC3	0.067	Deleted			
	JC4	0.300	Deleted			
	JC5	0.425	Deleted			
COMMUNICATION	COM1	0.560	0.567	0.552	0.827	0.715
	COM2	0.181	Deleted			
	COM3	0.422	Deleted			
	COM4	-0.500	Deleted			
	COM5	0.603	0.691			
	COM6	0.724	0.750			
TRUST	TR1	0.621	0.700	0.513	0.759	0.522
	TR2	0.520	Deleted			
	TR3	0.549	0.650			
	TR4	0.268	Deleted			
INNOVATION	INV1	0.596	0.583	0.553	0.829	0.721
	INV2	0.348	Deleted			
	INV3	0.588	Deleted			
	INV4	0.731	0.722			
	INV5	0.628	0.742			
SOCIAL COHESION	SOC1	0.729	0.757	0.564	0.836	0.734
	SOC2	0.625	0.616			
	SOC3	0.682	0.716			
	SOC4	0.452	Deleted			

Source: Researcher

The items in Table 4.13 which were deleted due to the outer loading for measurement being ≤ 0.5 were LG1, LG2, LG3, IP3, IP4, IP5, FP1, FP3, SH1, SH4 and SH6. Table 4.13 displays the ORGANISATIONAL PERFORMANCE items with an acceptable level of AVE, example between 0.51 (FP) to 0.600 (LG). All items of OP have an acceptable level of CR (0.750 to 0.808), FP (0.750), IP (0.765), LG (0.817), and SH perspective (0.808). As the items in Table 4.13 fulfils the conditions of convergent validity, the

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construct validity of measurement model for ORGANISATIONAL PERFORMANCE is then determined, if it fulfils these requirements as well. Next, the measurement model for JS will be determined to ensure it fulfils the requirement of AVE and CR.

Table 4.13: Construct Validity of Measurement Model (Organisational Performance)

Variable	Items	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
LEARNING AND GROWTH	LG1	0.226	Deleted	0.600	0.817	0.662
	LG2	0.514	Deleted			
	LG3	0.469	Deleted			
	LG4	0.583	0.671			
	LG5	0.678	0.784			
INTERNAL PROCESS	IP1	0.518	0.520	0.524	0.765	0.539
	IP2	0.557	0.569			
	IP3	0.467	Deleted			
	IP4	-0.470	Deleted			
	IP5	0.242	Deleted			
FINANCIAL PERSPECTIVE	FP1	-0.730	Deleted	0.514	0.750	0.504
	FP2	0.656	0.794			
	FP3	-0.520	Deleted			
	FP4	0.398	0.463			
STAKEHOLDER PERSPECTIVE	SH1	0.542	Deleted	0.519	0.808	0.678
	SH2	0.616	0.635			
	SH3	0.565	0.578			
	SH4	0.474	Deleted			
	SH5	0.598	0.743			
	SH6	0.297	Deleted			

Source: Researcher

The JOB SATISFACTION measurement model is a single item construct. To increase the AVE and fulfil the requirement of the composite reliability, three items JS1, JS4 and JS8 were deleted. The AVE for JS is 0.515 and the composite reliability is 0.841 (Table 4.14). As this fulfils the measurement requirement, the next step will be to ensure the discriminant validity is fulfilled.

Table 4.14: Construct Validity of Measurement Model (Job Satisfaction)

Construct	Items	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
JOB SATISFACTION	JS1	0.595	Deleted	0.515	0.841	0.764
	JS2	0.732	0.743			
	JS3	0.704	0.735			
	JS4	0.604	Deleted			
	JS5	0.639	0.671			
	JS6	0.686	0.683			
	JS7	0.722	0.752			
	JS8	0.612	Deleted			

Source: Researcher

4.5.1 Discriminant Validity Results

There are two criteria's suggested by researchers in assessing the measurement model's discriminant validity; the first is Fornell and Larker's (1981) criterion. A measurement model has discriminant validity when a square root of the AVE is highly correlated on its own construct than other constructs, as shown in the first diagram below. The AVE value of each construct is generated using the smart PLS algorithm function. The values that represent the square root of AVE are diagonal (in bold), while the correlation between the constructs are shown exactly below the square root of the AVE.

Based on the results produced as shown in Table 4.15 (ORGANISATIONAL CULTURE and ORGANISATIONAL PERFORMANCE) and Table 4.16 (Emotional Intelligence), all the square root of AVE for every construct of ORGANISATIONAL CULTURE, ORGANISATIONAL PERFORMANCE and JOB SATISFACTION exceeds the off-diagonal elements in both the corresponding row and column.

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Hence, this concludes that the results fulfil the Fornell and Larker's criteria for discriminant validity.

Table 4.15: Fornell - Lacker Criterion (Organisational Culture, Organisational Performance and Job Satisfaction)

	COM	FP	INV	IP	JC	JS	LG	SH	SOC	TR
COM	**0.742**									
FP	-0.179	**0.716**								
INV	0.469	-0.061	**0.713**							
IP	0.054	0.225	0.131	**0.743**						
JC	0.313	-0.041	0.311	0.074	**0.777**					
JS	0.058	0.278	0.180	0.297	0.131	**0.717**				
LG	-0.146	0.160	-0.105	0.272	-0.044	0.131	**0.774**			
SH	-0.185	0.355	-0.142	0.165	-0.025	0.302	0.240	**0.720**		
SOC	0.515	-0.268	0.365	-0.067	0.244	-0.049	-0.243	-0.342	**0.750**	
TR	0.209	-0.08	0.284	0.088	0.173	0.209	-0.015	0.041	0.172	**0.716**

(Note1: COM: Communication, FP: Financial perspective, INV: Innovation, IP: Internal process, JC: Job challenge, JS: Job satisfaction, LG: Learning & Growth, SH: Stakeholder Perspective, SOC: Social Cohesion, TR: Trust)

(Note2: The diagonal bolded values are the square roots of AVE and the values displayed below it are the correlations among the constructs)

Source: Researcher

Table 4.16: Fornell-Lacker Criterion (Emotional Intelligence)

	RM	SA	SM	SOCAW
RM	**0.748**			
SA	0.498	**0.709**		
SM	0.477	0.540	**0.723**	
SOCAW	0.567	0.568	0.538	**0.725**

(Note: RM: Relationship management, SA: Self-awareness, SM: Self-management, SOCAW: Social-awareness. The diagonal bolded values are the square roots of AVE and the values displayed below it are the correlations among the constructs.)

Source: Researcher

The next method in determining discriminant validity is through the observation of cross loadings. As displayed in Table 4.17 (for ORGANISATIONAL CULTURE ORGANISATIONAL PERFORMANCE and JOB SATISFACTION) and Table 4.18 (for EMOTIONAL INTELLIGENCE) all the outer loadings belonging to a relevant variable (in bold) shows a higher value, compared to the outer loadings of other variables which is also shown as loading on that relevant variable.

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Table 4.17: Cross Loadings – Organisational Culture and Organisational Performance

	COM	FP	INV	IP	JC	JS	LG	SH	SOC	TR
JC1	0.219	-0.032	0.195	0.063	**0.844**	0.109	-0.050	-0.042	0.204	0.099
JC2	0.291	-0.034	0.319	0.054	**0.767**	0.101	-0.018	0.005	0.187	0.188
COM1	**0.567**	0.047	0.299	0.154	0.189	0.213	0.015	0.036	0.199	0.180
COM5	**0.691**	-0.136	0.354	0.075	0.176	0.020	-0.096	-0.147	0.434	0.121
COM6	**0.750**	-0.153	0.388	0.010	0.313	0.061	-0.138	-0.154	0.393	0.204
TR1	0.177	-0.067	0.194	0.079	0.173	0.125	0.009	0.025	0.162	**0.700**
TR3	0.148	-0.058	0.237	0.059	0.103	0.188	-0.028	0.036	0.109	**0.650**
INV1	0.204	-0.015	**0.583**	0.160	0.218	0.139	0.051	-0.063	0.119	0.195
INV4	0.334	0.007	**0.722**	0.117	0.197	0.197	-0.001	-0.001	0.244	0.244
INV5	0.048	-0.147	**0.742**	-0.002	0.274	0.026	-0.165	-0.148	0.436	0.160
SOC1	0.395	-0.255	0.259	-0.081	0.204	-0.072	-0.203	-0.308	**0.757**	0.192
SOC2	0.325	-0.104	0.181	0.023	0.130	0.057	-0.031	-0.076	**0.616**	0.116
SOC3	0.042	-0.178	0.337	-0.039	0.186	-0.024	-0.213	-0.265	**0.716**	0.065
LG4	-0.116	0.116	-0.081	0.138	-0.008	0.079	**0.671**	0.163	-0.197	-0.024
LG5	-0.114	0.137	-0.084	0.296	-0.062	0.128	**0.784**	0.219	-0.187	0.001
IP1	0.058	0.213	0.057	**0.520**	0.059	0.175	0.163	0.151	-0.094	0.014
IP2	0.024	0.128	0.138	**0.569**	0.052	0.271	0.245	0.098	-0.009	0.116
FP2	-0.156	**0.794**	-0.117	0.178	-0.034	0.229	0.167	0.374	-0.247	-0.089
FP4	-0.104	**0.463**	0.058	0.157	-0.026	0.182	0.053	0.114	-0.138	-0.019
SH2	-0.136	0.293	-0.063	0.139	0.024	0.237	0.183	**0.635**	-0.191	0.024
SH3	-0.072	0.253	-0.061	0.147	0.075	0.175	0.081	**0.578**	-0.178	0.042
SH5	-0.163	0.215	-0.150	0.078	-0.107	0.218	0.214	**0.743**	-0.311	0.022
JS2	-0.061	0.271	0.092	0.231	0.045	**0.743**	0.187	0.279	-0.133	0.108
JS3	-0.001	0.228	0.112	0.253	0.063	**0.735**	0.168	0.228	-0.058	0.123
JS5	0.181	0.135	0.164	0.114	0.152	**0.671**	0.061	0.127	0.106	0.232
JS6	0.041	0.141	0.111	0.225	0.072	**0.683**	0.031	0.227	-0.057	0.122
JS7	0.041	0.222	0.158	0.248	0.126	**0.752**	0.037	0.230	-0.045	0.153

(Note: COM: communication, FP: Financial perspective, INV: Innovation, IP: Internal process, JC: Job challenge, JS: Job satisfaction, LG: Learning and growth, SH: Stakeholder perspective, SOC: Social cohesion, TR: Trust. Note: The values in bold represent the construct it belongs to.)

Source: Researcher

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Table 4.18: Cross Loadings – Emotional Intelligence

	Relationship Management	Self-awareness	Self-Management	Social Awareness
AO1	0.371	0.403	**0.755**	0.434
AO2	0.277	0.345	**0.591**	0.355
AO3	0.288	0.287	**0.654**	0.268
AO6	0.249	0.305	**0.560**	0.288
EMP1	0.408	0.383	0.386	**0.692**
EMP2	0.351	0.359	0.338	**0.622**
EMP3	0.345	0.327	0.297	**0.645**
EMP6	0.327	0.361	0.351	**0.616**
ESA1	0.302	**0.611**	0.305	0.369
ESA2	0.341	**0.618**	0.324	0.288
ESA6	0.305	**0.612**	0.356	0.392
ESA7	0.269	**0.639**	0.336	0.327
INFL1	**0.754**	0.367	0.425	0.424
INFL2	**0.608**	0.309	0.200	0.333
INFL4	**0.569**	0.287	0.261	0.316

(Note: The values in bold represent the construct it belongs to.)

Source: Researcher

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4.6 Structural Model

The following subsections discuss the tests used to examine the structural model for this research. As the first step of assessing the measurement model has been completed, the second step would be to assess the structural model. Before this is done, the model will be assessed to determine if any collinearity issues exist. The validity of the structural model is then assessed using path coefficients, explained variances and effect sizes. Within the structural model, each path connecting two latent variables represents a hypothesis. Assessment of the structural model allows the confirmation or non-confirmation of the hypotheses, and understanding the strength of the relationship between the dependent and the independent variables. In addition, assessing the structural model ensures its fit after the measurement model is verified. It is ascertained via the identification of the links between the variables. The intention of the structural model is to determine model fit, size, direction and the significance of these hypotheses (Hair et al., 2014).

4.6.1 Variance Inflation Factor (VIF)

A related measure of collinearity is the variance inflation factor (VIF). The definition of VIF is computed from its square root (VIF), that is due to the increase of standard error, as there is a presence of collinearity. In the perspective of PLS-SEM, a potential collinearity problem is deemed to exist when the VIF value is higher than 5 (Hair et al., 2011). It is important for reflective constructs that the inner VIF is reported to ensure the problem of collinearity does not exist. The table below displays the inner VIF for the constructs used in this model. As shown in Table 4.19, the inner VIF fulfils the requirement of < 5, hence collinearity for this model is not an issue.

Table 4.19: Variance Inflation Factor (VIF)

Construct	ESC	OC	OP	JS
SA	1.67			
SM	1.58			
SOCAW	1.55			
RM	1.33			
JC		1.17		
COM		1.60		
TR		1.11		
INV		1.41		
SOC		1.41		
LG			1.15	
IP			1.59	
FP			1.41	
SH			1.16	
JS			1.59	1.16

Note: VIF<5 indicates the absence of multicollinearity

Source: Researcher

4.7 Direct Effect

Smart PLS 3.2.7 can test the significant level and generate *t*-statistics for all paths using the Smart PLS bootstrapping command. Based on the results generated for the *t*-statistics output, the significant level of each relationship is determined. Table 4.20 displays the path-

University of Malaya

coefficients, observed *t*-statistics and significance level for the entire hypothesized path. These results determine if the proposed hypotheses is accepted or rejected. The structural model will also be able to provide the results of the mediation effects simultaneously.

In order to assess the significance of the path coefficients (Table 4.20), the bootstrapping procedure was used to generate *t*-samples with 5000 resamples to assess the hypothesis. Firstly, the effect of EMOTIONAL INTELLIGENCE on ORGANISATIONAL PERFORMANCE was examined. EMOTIONAL INTELLIGENCE ($\beta = 0.667$, $p < 0.05$) has a positive and significant effect on ORGANISATIONAL PERFORMANCE, explaining 26 percent of the variance. EMOTIONAL INTELLIGENCE ($\beta = 0.754$, $p < 0.05$) has a positive significant effect on ORGANISATIONAL CULTURE, and explains 56 percent of the variance. EMOTIONAL INTELLIGENCE ($\beta = 0.298$, $p < 0.05$) has a positive significant effect on JOB SATISFACTION, and explains 2.1 percent of the variance.

ORGANISATIONAL CULTURE ($\beta = 0.756$, $p < 0.05$) and JOB SATISFACTION ($\beta = 0.507$, $p < 0.05$) has a positive relationship with ORGANISATIONAL PERFORMANCE. The coefficient of determination R^2 value as shown in Table 4.20 indicates the amount of variance in dependent variables that is explained by the independent variables. For example, a larger R^2 increases the predictability of the structural model. The acceptable threshold for R^2 assessment is 0.26 for substantial, 0.13 for moderate and 0.02 for weak (Cohen, 1988). In the above model, EMOTIONAL INTELLIGENCE can explain 52.6 percent of the variance in ORGANISATIONAL CULTURE, which has a substantial predictive ability; this is in contrast to JOB SATISFACTION where EMOTIONAL INTELLIGENCE explains only 2.1 percent of the variance, which is weak. EMOTIONAL

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INTELLIGENCE is able to moderately explain the variance of ORGANISATIONAL PERFORMANCE at 26 percent.

It is advisable for researchers using PLS-SEM to rely on measures indicating the model's predictive capabilities to judge the model's quality instead of the global goodness of fit (Hair et al., 2017). The predictive capability of this model is shown in Table 4.18. In addition to evaluating the R^2, the effect size, f^2, determines the change in R^2 value when a specified exogenous construct is excluded from the model, and to what extent it has an important impact on the endogenous constructs. The determination of effect size is vital as both the substantive significance (f^2) and statistical significance (P-value) play an important role in reflecting the strength of the model (Sullivan & Feinn, 2012).

The guidelines for assessing f^2 are the values of 0.02 which signifies a small effect, 0.15 which signifies a medium effect and 0.35 which signifies a large effect of the exogenous latent variable (Cohen, 1988). The effect size of less than 0.02 can be taken as having no effect. Table 4.20 indicates that the exclusion of EMOTIONAL INTELLIGENCE (f^2 = 1.06) has an important effect on the ORGANISATIONAL CULTURE. This is similar to the important effect of EMOTIONAL INTELLIGENCE on the ORGANISATIONAL PERFORMANCE (f^2 = 0.854). As for JOB SATISFACTION, EMOTIONAL INTELLIGENCE has a small effect (f^2 = 0.21) on this latent variable.

The Q^2 values as shown in the table above, determined by the blindfolding procedure, represents the predictive relevance of the structural model for predicting the indicators of endogenous constructs. This technique omits certain portion of the data matrix, and estimated models are then used to forecast the omitted portion. The blindfolding technique is suitable for reflective measurement models, and can be used for single or multiple items (Hair et al., 2014). The value of $Q^2 > 0$ has sufficient predictive relevance and the value of $Q^2 < 0$ shows a lack of predictive relevance (Fornell & Cha, 1994). As shown in Table 4.21, there is sufficient predictive relevance for EMOTIONAL INTELLIGENCE on the ORGANISATIONAL CULTURE ($Q^2 = 0.123$), ORGANISATIONAL PERFORMANCE ($Q^2 = 0.057$) and JOB SATISFACTION ($Q^2 = 0.09$). Figure 4.7 illustrates the model that was used in Smart PLS to assess the results of the measurement model and the structural model.

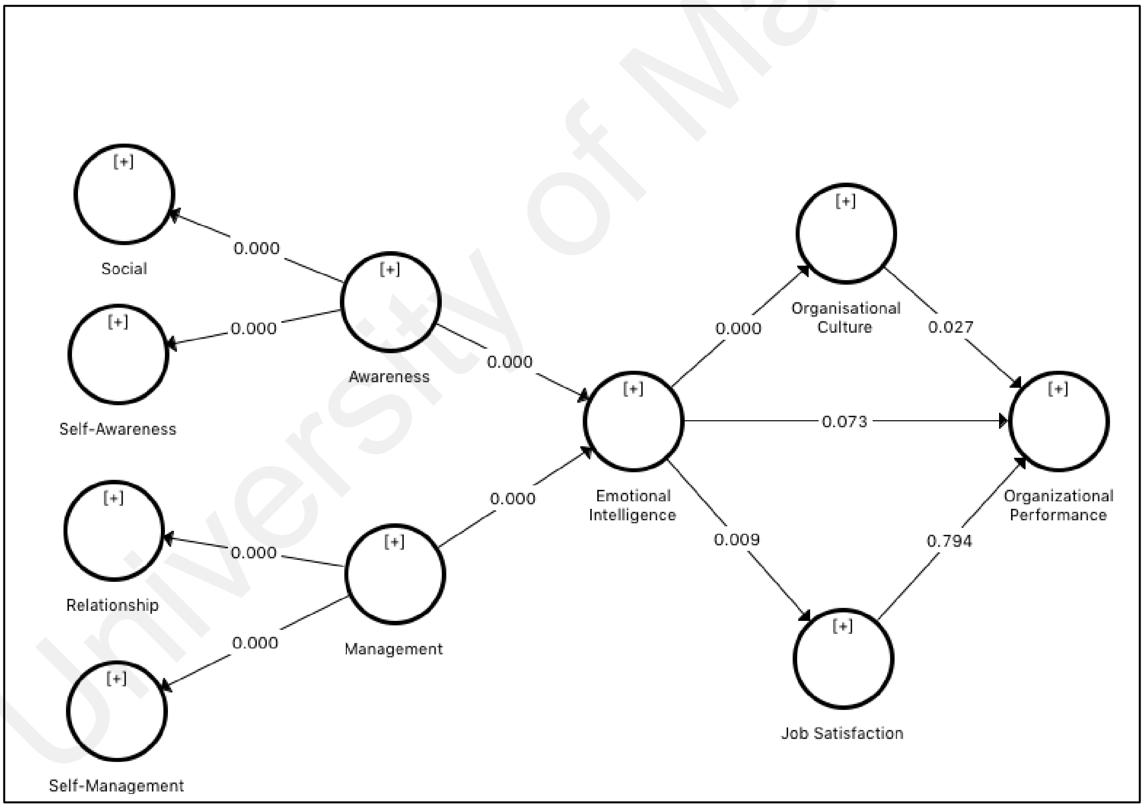

Figure 4.7: Second Order Construct Path Model

Source: Researcher

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Table 4.20: Structural Model – Direct Effect Result

Hypothesis	Standard Beta	SE	T value	p-value	Decision	R^2	f^2	Q^2
Model 1								
Emotional Intelligence-> Organisational Performance	0.667	0.022	30.962	0.000	Supported	0.459	0.854	0.057
Emotional Intelligence-> Organisational Culture	0.754	0.020	37.641	0.000	Supported	0.515	1.066	0.123
Emotional Intelligence-> Job satisfaction	0.298	0.111	2.676	0.008	Supported	0.074	0.080	0.090
Model 2								
Organisational Culture -> Organisational Performance	0.756	0.017	45.034	0.000	Supported	0.132	0.155	0.020
Job satisfaction -> Organisational performance	0.507	0.050	10.207	0.000	Supported	0.205	0.261	0.040

Source: Researcher

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4.8 Specific Indirect Effect

The new paradigm suggested by Hayes (2009) focuses on the indirect effect analysis. This approach challenges the four-step approach suggested by Baron and Kenny (1986), that is debated by many, and concluded that it is irrelevant and lacks depth. In support of Hayes, many of the research done have also claimed that the significant indirect effect is possible in the absence of the total and direct effect (Zhao, Lynch & Chen, 2010). Hair et al. (2014) supports this and recommends researchers to follow the technique proposed by Preacher and Hayes (2004, 2008), and bootstrap the sampling distribution of the indirect effect. Hence the results in this research are reported according to that recommendation, which is to confirm the significance or non-significance of the indirect effect.

The above results are determined by looking at the bootstrap confidence interval (Hair, 2016). Accordingly, the coefficient should not include a zero between the lower and upper limit of 95 percent bootstrap confidence interval. The specific indirect effect hypothesized shows that it is statistically significant, hence, OC has a statistically significant positive indirect impact between EI and OP, Emotional Intelligence -> Organisational Culture -> Organisational Performance ($\beta = 0.431$, 95% Boot CI: [LL = 0.292, UL = 0.533].

As shown in Table 4.21, JOB SATISFACTION does not have a statistically significant impact on EI and OP. As for JS, it does not have a statistically significant impact between EI and OP (β = 0-0.012, 95% Boot CI: [LL = -0.102, UL = 0.078].

University of Malaya

Table 4.21: Specific indirect analysis results

Model	Bootstrap at 95% confidence Interval (Bca)						Decision
					Lower	Upper	
Emotional Intelligence-> Organisational Culture -> Organisational Performance	0.431	0.171	2.525	0.01	0.292	0.533	Significant
Emotional Intelligence-> Job Satisfaction-> Organisational Performance	-0.012	0.045	0.262	0.79	-0.102	0.078	Non- significant

Source: Researcher

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CHAPTER 5: FINDINGS, CONCLUSIONS, IMPLICATIONS AND LIMITATIONS

5.1 Introduction

This chapter initially focuses on discussing the findings of this research. The discussion focuses initially on the direct effect of Emotional Intelligence (EI) on Organisational Performance (OP), Organisational Culture (OC) and Job Satisfaction (JS) followed by the indirect effect of EI on OP through the mediation effects of OC, and the effects of EO on OP through the mediation of JS. The findings are intended to provide a deeper understanding of OP amongst the ADOs in the public administration. Subsequently, this chapter will describe the conclusion, with focus on the implications and limitation of the research undertaken, along with proposed future recommendations.

5.2 Findings

The main objective of this study is to examine the direct effects of EI on OP, EI on OC, EI on JS and the indirect effects of EI on OP through the mediation of OC and the indirect effects of EI on OP through the mediation of JS. Structural Equation Modelling was used to analyse both of the above.

5.2.1 Effect of EI on OP

This finding has important implications as it reveals that the EI of the ADOs has a positive and significant direct effect on the OP ($\beta = 0.667$, $p \leq 0.05$). The results are consistent with previous findings where EI, consisting of SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL-AWARENESS and RELATIONSHIP MANAGEMENT,

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has a positive effect on ORGANISATIONAL PERFORMANCE (Kerr, Gavin, Heaton & Boyle, 2006; Agus, Barker & Kandampully, 2007; Avolio, Walumbwa & Weber, 2009; Adeoye & Torubelli, 2011; Angelidis & Ibrahim 2011; Mittal & Sindhu, 2012; McCleskey, 2014; Martin-Raugh, Kell & Motowidlo, 2016; Baczynska & Thornton, 2017; Bozionelos & Singh, 2017). Findings by Pekaar et al. (2018) highlights appraising emotions as part of EI was more effective in predicting the OP.

The positive significant effect of EI on OP in the public administration of the Malaysian civil service assists in advancing the organisation's objectives leading to better delivery of services within the organisation and to the stakeholders. EI is thought to generate a catalysing effect where it assists in influencing the intellectual capabilities of the employees, leading towards achieving a competitive advantage. The positive significant effect of EI on learning and growth allows the ADOs to have a better sense of control on their learning capabilities, leading them to be self-confident in achieving the organisation's objectives. Possessing self-awareness while completing a task provides them with experience and opportunities in acknowledging the processes and conducts that is conducive for the task. The experience gained will encourage them to be flexible and creative in problem solving, in addition to being efficient in decision-making.

The positive significant effect of EI on OP enhances the internal processes, which is one part of the OP. ADOs who liaise effectively with colleagues, the public and relevant stakeholders will be able to obtain productive and constructive feedback that can assist in the enhancement and improvement of the administrative processes. This includes the administration of feedback through various media and electronic platforms such as websites, portals, WhatsApp, Facebook and other forms of communication that intends to improve the OP of the Malaysian public administration. The challenges faced by the

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administrative and diplomatic officers (ADO's) in their workplace requires their ability to make a swift search for appropriate information for decision making, recognising stakeholders state of emotions and utilising the information obtained appropriately by accessing its nature, thoroughness, reliability and its appropriateness in resolving public issues.

In addition, the information provided will assist in making decisions at the international level when the senior officials or the ministers attend conferences, meetings and seminars, representing Malaysia. Hence, they must have the ability to communicate with their superiors, peers and the public in such a way as to achieve the set goals and to attain the desired effects consisting of changes in behaviour, thoughts, ideas and attitudes. The ADOs, in this context of relationship management, is expected to influence and tactfully convince the stakeholders in ensuring the needs of the public are attained to the best possible level of fulfilment.

Social awareness in the context of EI discloses the positive significant effects with OP, hence revealing that the ADOs are able to empathise with the needs of the public. Communication with the public provides them with an opportunity to recognize the issues, needs and challenges faced by the public. This enables them to implement the relevant policies to reduce the burden of the public. The ability to empathise creates urgency in fulfilling the needs of the public, leading to quick corresponding actions in resolving the issues at hand, and carries a positive effect on OP. Emotionally intelligent ADOs who self-manage their emotions positively are able to respond appropriately to public issues as they surface. This creates a positive spell of work ethics in the environment and leads to an increase in OP.

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The positive significant contributions of EI to the OP reveals that ADOs are provided with an environment where rewards and recognition are given priority, leading to a better work environment. EI, when actively practised by the ADOs, create an opportunity to overcome and achieve goals and objectives, leading to effectiveness in the OP, that directly leads to better rewards or recognitions as the needs of the stakeholders are achieved. This vicious cycle creates motivation amongst the ADOs, paving the way for better OP that directly focuses on achieving organisational goals to balance the needs of the stakeholders and the public administrators.

5.2.2 Effect of EI on OC

Based on the results in the previous chapter, EI consisting of SELF-MANAGEMENT, SELF-AWARENESS, SOCIAL AWARENESS AND RELATIONSHIP MANAGEMENT, has a positive significant effect on the ORGANISATIONAL CULTURE (OC) in the Malaysian public administration ($\beta = 0.667$, $p \leq 0.05$). The results support the findings that public administrators who practise EI have a moderate to significantly positive relationship with the OC (Politis, 2004). The ability of the public administrators, leaders and employees to self-manage play an important role in the OC. OC is conceptualised as common beliefs and values in the organisation that helps shape the behaviour patterns of employees (Kotter & Heskett, 1992). It is a challenge to fit the OC into a specific definition due to the subjective nature of the OC. Traditionally, culture is composed of an existing social structure incorporating regular moral, values and beliefs in the organisation (Hendry & Pettigrew, 1990; Hofstede et al., 1990). OC is an influencing tool for people to complete their personal and professional goals, administer tasks and manage resources in an organisation. In the

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context of this research, OC highlights job challenge, communication, trust, innovation and social cohesion as its indicators. The role of public administrators has evolved along the way and these indicators are effective in ensuring relevant competencies are utilised to ensure efficiency in the OP.

Findings in this research highlights that ADOs with EI competencies in the context of self-management successfully complete tasks beyond the minimum expected performance level. An ADO who has self-management competency responds to a task with the intention of ensuring that it is well executed. This is a quality highly encouraged in the public administration due to the challenging nature of the job at hand. Most of the tasks require multitasking capabilities as administrators are expected to be able to think on their own, make swift decisions and produce a considerable amount of documentation with regards to urgent creation of, or amendments to public policies. A public administrator is expected to complete various tasks at hand, with a high level of accuracy and precision, based on various inputs provided by the relevant ministry. As the role of the ADO is to support the execution and implementation of the public policies, supervisors have an important role in ensuring that their tasks are well defined and adhere to the organisation's vision and values. The existence of EI contributes to positive OC. A task not well defined causes delays, confusion and task repetition, leading to wastage of time and resources.

A challenging task provides the opportunity for growth of knowledge amongst the employees, and in the organisation. The need to complete the tasks at hand provides an opportunity for employees to be creative and to make an important contribution to the organisations innovation, effectiveness and survival (Amabile, 1996; Ahmed, 1998). Creativity is the first step for innovation (Shalley & Gilson, 2004). The ability to do

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things differently or in a new way requires a broad variety of ability from individuals and this consist of substantial cognitive and creative skills, and devoting effort and investment at work (Shalley, 2008). This creates an extension of knowledge for employees on ways to overcome challenging tasks in the organisation, and to share this knowledge with new employees in order to encourage learning and growth. Dissemination of this knowledge can be done via employee training. It has been researched that there is no proper management of knowledge in many sectors including the public sector; achievement orientation, which is the behavioural competency of EI, provides a platform to organize knowledge, leading to a better OP (Choy, Salleh, Noh Syed Ahmad & Syed Omar Sharifuddin, 2011).

Due to changes in public policies and strategies, a culture where job or tasks at hand with complexity is expected. A work force that is achievement oriented has an added advantage, as due to the nature of the work type, individuals will be able to expand their capabilities and look forward to completing the task within the stipulated guidelines. The diversity in a task will ensure that the ADOs increase their competencies and improve on their skills, while ensuring the tasks are completed efficiently, and in a more productive manner. The method utilised in the completion of the task may require individuals to change, act differently and deviate from conventional practices. However, as EI has a positive relationship with OC, this competency will encourage individuals to be open in executing their tasks, hence creating an OC that emphasises participation and openness, towards being transparent. This should be highly encouraged as it leads to an OC that encourages a creative workforce (Hon & Lui, 2016).

EI of ADOs is important in the context of communication. In order to achieve the desired outcome or goals, it is imperative for ADOs to display clarity. Clarity in verbal

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communication and written communication ensures that the correct information is transferred from the supervisors to the employees, and amongst the employees. The crux of communication in the public domain entails policies, strategies, instructions and information across the organisation. The frequent interaction carried out in achieving the goals required, are likely to enhance the OC as it allows individuals to share their thoughts and eliminate any existing uncertainties (Gochhayat, Giri & Suar, 2017). The initiative in communication taken by public administrators creates a stronger relationship amongst themselves and the relevant departments. This creates faster completion of tasks and precise delivery of the objectives. The ability to convince and find a common ground in completion of the requested tasks via communication with different individuals and departments ensures a co-ordinated effort. This will also entail quick negative or positive feedback to the department or supervisors on individual activities.

In the competency of EI, self-management has a positive relationship with trust, which is an indicator of OC. In order to ensure a task is completed as required, it is imperative for trust to exist between ADOs, supervisors and colleagues as well. A culture of trust ensures there is open mindedness, with the ability to discuss and share ideas and information pertaining to work to enhance the OC. This creates an environment of high trust, which leads to less regulation, which is the most desirable environment to work in (Masood, Dani, Burns & Backhouse, 2006). This environment then creates a sense of freedom and initiative on the part of the individuals in executing the task at hand. Trust between supervisors will create a calm environment that will assist in the quick completion of tasks. The existence of trust will ensure that once the task is completed, there will not be time wasted on verifying and ensuring that the task was adhering to the prescribed policies and regulations. As the tasks are being handled by individuals with

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high levels of competencies and who possess high levels of achievement orientation, it is likely that the completed tasks will be of high levels of quality and will adhere to the expected policies and regulations.

The ability of the individuals to understand their emotions and the effect it has on their performance is an important element in ensuring a conducive OC. The ability to be aware of their own emotions allows them to respond appropriately to colleagues and supervisors. Individuals aware of the state of their mood at work are able to ensure they are fully focused on the tasks at hand, while not being distracted by any other emotions. Focusing on the tasks is important as it ensures accuracy on the tasks at hand and avoids any major errors upon the completion of the tasks.

When individuals are aware of their emotions, they ensure a positive environment exists (Salovey, Mayer, Caruso & Yoo, 2008). This creates a favourable perception and evaluation of the individuals and the environment around them. When this occurs, they are more prone to recall positive information, tend to be more self-confident, they are prone to take credit for successes, avoid the tendency to blame co-workers and are more helpful to one another (George, 2000). This has a positive effect on OC as individuals who are positive are optimistic and tend to perceive the possibility of positive events happening in the organisation. The challenges faced on the job can be overcome with a positive perception and mind set, creating a stimulating work environment for everyone. This creates a positive OC.

Self-awareness has been found to enhance flexibility on tasks that require categorization and facilitate creativity and inductive reasoning (Isen, Daubman & Nowicki, 1987).

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Self-awareness ensures two-way communication in the organisation. Supervisors who are emotionally self-aware have the capability to affect the OC by creating an environment that excites, while creating enthusiasm for individuals. Self-awareness, in addition to being aware of one's own emotions, is also referring to using these emotions in functional ways. Research done by George and Brief (1996) supports the positive significant effect of self-awareness on OC as it creates the urgency towards important issues and enables an individual to prioritise issues. In addition, this competency is an important element in decision-making. Self-awareness at work entails the ability to anticipate outcomes and have more success in ensuring that the required actions take place. In short, it will be useful in shortlisting multiple options to arrive at the most appropriate solution in resolving issues at work. Individuals with EI create a culture that emphasise on managing the moods and emotions of others, this in turn enables individuals to influence and develop effective interpersonal relationships in the organisation. This competency is an important interpersonal skill and a vehicle of social influence that is relevant in the OC (Wasielewski, 1985). Hence, the positive significant effect of EI on OC.

Self-awareness competency entails accurately appraising their own feelings and the feelings of co-workers, hence understanding the reason for their feelings that influences co-workers' emotions, eventually leading to shared objectives in the organisation. This ensures that individuals in an organisation are aligned with similar objectives and create a shared OC. These similar objectives allow co-workers to work towards a common goal, hence strengthening the OC. In addition, it allows individuals to handle issues at work tactfully with the intention of providing the best solution to ensure relevant parties are agreeable to the solutions derived at. It enhances the ability to be aware on the opportunities to improve processes or the course of action that leads to better and informed decision-making. Irrelevant feelings that crops up during the decision making process by the public administrators can be side-lined, to ensure that it will not be one of the reasons for the introduction of errors during the decision making process. Hence, self-awareness is effective in managing emotions to ensure it does not interfere with effective decision-making process. This leads to a positive effect on OC.

Understanding and being aware of one's own emotions and those of others' lead to an open, honest and transparent environment. This generates and maintains a sense of cooperation and trust, which is an important element of the OC. Issues at work are resolved with less stress as this encourages constructive thinking, which leads to the generation of creative ideas to resolve disagreements, to ensure there is a solution that is acceptable by everyone. This creates a culture of co-operation and trust in the organisation. Supervisors communicate without any hesitation in the organisation with co-workers, as they are able to comprehend their emotions, creating the outcome that is expected from the organisation. Findings from another study by Basog ul & Ozgur (2016) noted that employers who do not practice self-awareness had employees who complained about insufficient communication, an imbalance of authority and responsibility, incomplete job description, lack of opportunities for promotion, no appreciation for achievements, lack of job satisfaction, insufficient income, and the existence of a mismatch between tasks and training. As self-awareness is practiced in the organisation, it increases social receptiveness, social functioning and encourages a close working relationship in the organisation between one another (Homaei & Mohammadiani, 2017). This enhances a culture of trust in the organisation.

Self-awareness provides the opportunity for ADOs to create an organisation that strives on innovation. As quick actions are required for certain task due to the circumstances, organisations have to be capable of producing faster actions, ensuring the existence of greater flexibility and innovation. Thus, at times, they tend to be less bureaucratic, less hierarchical and more decentralised, which leads to tasks being less routine and enhancing teamwork amongst themselves with greater cooperation, as organisations becomes less divisive and fluid in completing a task (Axelrod, 2012).

In the context of relationship management, public administrators create a positive impact on others, specifically co-workers and supervisors, hence strongly influencing the OC. This enhances teamwork in the department leading to accomplishing tasks smoothly with the cooperation from everyone involved. The ability to complete a task by influencing co-workers is done by gathering their support by the means of appropriate persuasion, leading to overcoming any job challenges that may exist in the organisation. Successfully persuading others in the workplace lessens stressful situations as this enhances relationship amongst co-workers and reduces workplace stress. It eliminates the creation of stressful situations that may arise should tasks be otherwise carried out forcefully without the agreement and input of co-workers. This creates a positive OC as it encourages communication, trust, innovation and social cohesion. Influencing co-workers' emotions and understanding the insights of the human nature provides an added advantage for public administrators in motivating co-workers, leading to a positive OC (Carmeli & Josman, 2006; George, 2000; Humphrey, 2002).

Social awareness as a competency of EI is expected to improve the quality and effectiveness of helping to improve behaviours (Batson et al., 2007; Paciello et al., 2013). In assuming the role of ADOs, it is expected that they are bounded by instructions from their superiors and are not to be influenced by any negative emotions. Hence, they

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are expected to follow and execute tasks with the organisations interest and not follow other negative perspectives or feelings. This is considered even more important especially when there is a discontinuation of the government. For example, during the dissolution of Parliament, public administrators are expected to play an even more important and crucial role as they are expected to be focused and play an impartial role while executing their task before the commencement of the new government. Although the policies and the guidelines are in place, the public administrators can be easily influenced by other views or emotions. This has been highlighted by the current Prime Minister, Tun Dr. Mahathir bin Mohamad who stressed that the loyalty and cooperation of civil servants is pertinent to ensure the smooth administration of the existing government after the 14th Malaysian General Election held on the 9th of May 2018 that resulted in a major change in government, as the opposition party obtained a majority stake in the parliament for the first time in 60 years, since Malaysia obtained its independence.

There is significant effect for EI on OC in the public administration as empathising allows them to take a step back and evaluate the work situation or the task objectively. This is highly recommended, specifically in a public administrative setting, as it encourages room for improvement in methods of completion of tasks and elimination of unwanted focus. Communication, done in a clear manner with the intention of conveying the correct message, is important as it ensures the delivery of the message is done correctly with the intended contents.

University of Malaya

5.2.3 Effect of EI on JS

This research discovered that EMOTIONAL INTELLIGENCE has a significant positive effect on JOB SATISFACTION ($\beta = 0.298$, $p \leq 0.05$). The results of this studies is consistent with numerous previous research findings, for example Güleryüz, Güney and Aşan (2008); Alam (2009); El Khouly, Ghoneim, Mohsen and Ibrahim (2010); Engstrom, Boozer, Maddox and Forte (2010); Çekmecelioğlu, Günsel and Ulutas (2012); Ignat and Clipa (2012); Mandip, Ali, Barkha, Godulika and Kamna (2012); Naderi Anari (2012); Psilopanagioti, Anagnostopoulos, Mourtou and Niakas (2012); Lee and Ok (2013); Trivellas, Gerogiannis and Svarna (2013); Yin, Lee and Zhang (2103) and Ouyang, Sang, Li and Peng (2015). These researchers explored EI as a positive and significant predictor of JS and revealed findings that EI has a positive significant effect on JS. In this research, JS refers to employees' attitudes or opinion towards the job itself or the relevant environment and to their overall emotional response to their job roles (Brayfield & Rothe, 1951; Diener, 2000). A study conducted by Ahmed (2015), concluded that employees who have more experience at work and who are older (presumably with more working experience) revealed a positive significant effect of EI on JS due to their perception of JS ($p \leq 0.05$). As JS enables an individual to express himself or herself, the longer an individual works with the organisation, it provides them with the experience in handling and managing their emotions, processes and the environment around them (Chen, 2006). In addition, various studies by Kosteas (2011) have stressed that promotion is an instrument that is able to enhance JS, hence the more experience and the older the individuals, they are more likely to be promoted and this leads to a higher JS.

In the public administration setting, when the ADOs have a liking for their jobs and feel that they are socially valued, their JS increases. This happens when they are aware of their feelings hence contributing significantly to their job, increasing OP. JS consists of psychological factors, and is a motivating factor that can be fostered by accomplishing one's work goals or by being recognized by others for one's job efforts (Chandra & Priyono, 2016). When public administrators succeed in satisfying the requirements of the stakeholders, they increase their own self-esteem and confidence in various aspects of the task leading to an increase in teamwork and collaboration amongst team members (Seery & Corrigall, 2009). Employee JS also results in higher levels of job performance, such as high levels of OP, organisational commitment, positive job attitudes, decreased attrition rate, and lower tendency to leave or exit the organisation.

Abraham (2000) showed that the relation between EI and JS is significantly positive. The researchers argued that JS increases when the work environments fit his/her needs (Abraham, 2000; Zeidner, Matthew & Roberts et al., 2004; Chiva & Alegre, 2008). As JS indicates the degree a person's needs or expectations are met at work, the ADOs JS increases when they are consistent and their needs are met, achieving a better OP. As inferred from previous studies and this study, JS is a subjective feeling towards a current job. Hence, there may exist different level of JS amongst different individuals. When individuals are unable to assess their own emotions or are not honest regarding their feelings towards their jobs, dissatisfaction with their job may exist. As there is a significant effect of EI on JS, hence the ADOs are more conscious and aware on signs that may disrupt their OP. Therefore, individuals who have to ability to perceive their own emotional state well will not allow anger and other emotions to interfere in their lives.

In order to ensure consistent and productive feedback or constructive input from the stakeholders, the ADOs must conduct themselves by being socially aware and receptive

University of Malaya

on these feedbacks so that the stakeholders will approach them with an open mind. The failure of the ADOs in doing so may cause dissatisfaction amongst the stakeholders, hence leading to unwanted or unnecessary tense in the relationship between the stakeholders and the Government. In addition, emotional self-awareness enables them to adjust their emotions to achieve organisational goals in the workplace. A positive relationship between the ADOs and stakeholders leads to JS. This in turn will reduce absenteeism, leading towards the achievement of individual goals at the workplace, leading to an enhanced OP. There may be circumstances for the ADOs when dealing with demanding stakeholders, which may cause negative side effects, for example, depression, social phobia and insomnia. In order to face and manage these effects, they must have the EI to cope and ensure they attain JS. ADOs with EI have positive attitudes towards their job as JS exists, hence producing optimal performance. Due to the existence of EI, the ADOs are optimistic and are able to contain organisational issues and pressures related to work positively, ultimately leading towards JS.

This provides them with an opportunity to manage their professional concerns amicably. In light of this, EI will facilitate the ADOs to evaluate their existing skills and performance levels. As EI was identified as having a significant positive effect on JS, hence assessing their EI levels consistently will assist in sustaining the JS of the ADOs. The results in this research support the findings of Kafetsios and Zampetakis (2008) and Ouyang, et al. (2015) which state that EI has a significant positive effect on JS. As this research is looking at the context of public administrators, it looks at the overall JS that emphasises more on accountability, responsibility and stress management.

University of Malaya

5.2.4 *Effect of OC on OP*

The result as shown in the data analysis chapter, reveals a positive, significant, and direct effect of the ORGANISATIONAL CULTURE on the ORGANISATIONAL PERFORMANCE ($\beta = 0.756$, $p \leq 0.05$). The results are consistent with previous empirical and literature evidence (Dirisu et al., 2018; Muya & Wesonga, 2012; Nguji & Nickson, 2014; Kandula, 2006). A positive and strong culture allows the ADOs, as an average individual, to perform and achieve the objectives and the goals of the organisation as required. In contrast, a negative and weak culture may lead to an individual underperforming, hence affecting the OP. This is further supported by Magee (2002), who emphasised that in order to ensure a productive performance management, a tool that is used to measure OP, the impact of OC should be considered.

More than 60 research studies were conducted between 1990 and 2007, which covers more than 7600 small business units and companies to find out the cultural impact on the OP (Gallagher, Brown & Brown, 2008). Results of these studies mostly show positive association between strong culture and performance improvement.

Similarly, Muya and Wesonga (2012) concluded that the cultural strength of an organisation is determined by clearly defined principles and values, resulting in positively and significantly influencing an organisations performance, hence increasing stakeholders perspectives. Likewise, Nguji and Nickson (2014) revealed that the ability of an organisations culture to dictate the way objectives are achieved, the work environment, the performance targets and stability of the organisation has a strong influence on OP as this enables the organisations culture to be embedded in the achievement of the organisations goals. In the context of ADOs behaviour, a good

University of Malaya

organisation culture installs a participative behaviour leading to a conducive environment in order to formulate relevant policies and the implementation of strategies having a significant positive effect on OP. OC in the public administration has job challenges which provides the opportunity to learn and grow in their role, gaining significant experience that increases OP. These challenges allow the ADOs in relooking at the way they deal with the stakeholders, and in overcoming these challenges positively.

The existence of a strong culture in the public administration is considered as a driving force to improve the performance of the ADOs leading, to better OP. It increases self-confidence, teamwork, commitment of employees, reduces job stress and improves the ethical behaviour of the employees (Saffold, 1998). The positive significant effect of OC on OP states that most studies on culture tend to emphasise on a single OC. However, from the perspective of Kennedy (1982), both strong and weak culture have a great impact on the OP as in the strong culture, the employee's goals are in line with the goal of the management and helps to increase the overall OP. This highlights the importance of OC on OP in the public administration domain.

Every person or employee in the organisation tend to have different values and beliefs due to the experience they have gained in their life, either through working or personal experiences. Hence, whenever an individual is newly employed by an organisation, there is a need to first observe and understand the organisation's culture to assimilate into the organisation. When individual practise this, it will be easier to fit in and decide if the values of the individual are similar with the culture of the organisation. If it is not, the individual will have to try to ensure that he or she learns the culture and ensures the cultural change that they go through contributes to the OP in a positive way. Different

University of Malaya

ways in understanding OC in the organisation, may also contribute to a lack of trust amongst team members.

OC in the public administration highlights trust, communication, innovation and social cohesion amongst the ADOs in ensuring a significant positive contribution to the OP. The existence of these traits creates a smooth process in delivering the objectives of the organisation and in fulfilling the needs of the stakeholders. OC has a deep impact in the performance of employees that can lead to an improvement in productivity and enhancement in the OP.

Positive development in the OC is achieved when the ADOs are in a common path in achieving OP (which they are entrusted to achieve). In the perspective of this study, strong OC is very useful, specifically for the fresh ADOs in adopting the OC, leading to a competitive advantage in advancing the OP. Once the fresh ADOs are well versed with the culture of the organisation, they will automatically find it easier to deal with any challenges that may be a hindrance to the OP. The process of dealing with job challenges, communicating with stakeholders, enhancing trust, encouraging innovation and social cohesion are part of the daily OC, which becomes easier and leads to better OP.

5.2.5 Effect of JS on OP

Based on the data analysis in the previous chapter, JOB SATISFACTION has a positive significant effect on the ORGANISATIONAL PERFORMANCE ($\beta = 0.507$, $p \leq 0.05$**).** The findings of this research support the results of previous empirical evidences (Chan, Gee & Steiner, 2000; Ellinger, Ellinger Yang & Howton 2002; Harter, Schmidt &

Hayes, 2002; Koys, 2001; Schneider, Hanges, Smith & Salvaggio, 2003; Zohir, 2007; Chandrasekar, 2011). JS has a positive significant effect on OP in this research as supported by additional studies (Mafini & Pooe, 2013; Latif et al., 2015; Bakotić 2016; Habba, Modding, Bima & Bijang, 2017). JS plays an important role in ensuring employees are motivated and are prepared to go beyond the call of duty. In the public administration environment, JS is a vital element in ensuring that tasks are completed and done accurately to ensure mishaps are prevented as it has a positive direct effect on the OP. Formulation of policies that are not accurate based on insufficient or incorrect information or feedback, may cause a backlash from citizens. JS has been proven to create positive performances, hence leading to an increase in learning and growth, customer satisfaction, positive financial implications and improvement of internal work processes and procedures. JS has a positive direct effect leading to improvements in the OP. As JS weighs more towards internal factors; between the employee and the job itself, it creates a desire to increase performance (Miao, Humphrey & Qian, 2016).

The significant positive effect of JS on OP shows that the ADOs are given accountability on the tasks required of them. When they are given the accountability to complete a task, they will ensure that it is done as per the requirements of the organisation. Further to this, the task completed will be done correctly and within the stipulated timeframe, as they are well aware that they are accountable for it. The completion of tasks as requested, will ensure the quality of tasks and JS amongst the ADOs. JS is prevalent in an organisation when employees are delegated with responsibilities, hence providing them with autonomy in making decisions and completing a task leading to an increase in the OP.

University of Malaya

As the ADOs role is different from other organisations, they are required to have the relevant skills in completing their task. The National Institute of Public Administration (INTAN) was established as the training arm of the Public Service Department as every ADO is important in the implementation of the public service transformation. The objective of this Training Centre is to be a premier learning institution for the public sector, and most importantly in developing a competent public sector workforce through the facilitation of quality learning. The training conducted allows ADOs in fulfilling their duties and in adhering to the government guidelines while performing their duties. In addition, they are aware of the support provided by the training institute while executing their task and simultaneously while facing the challenges in completing their task. The ongoing training provided is also important as it allows the ADOs in sharing their experiences with their colleagues in other departments hence, enhancing their learning curve. Should the tasks be difficult to handle due to unforeseen circumstances, they have an avenue to share and discuss ways in overcoming those issues. This reduces the difficulty of the task on hand and creates JS that leads to a positive effect on OP.

ADOs who are satisfied with their job will increase OP by contributing positively and being totally committed to the tasks in hand. This in turn will have a positive effect on the stakeholder perspective, financial perspective, and learning and growth perspective and bring an improvement in internal processes that are directly linked to the OP. Employees, who are highly satisfied with their jobs, are happy with the environment that they are in, as they believe their jobs have positive aspects such as challenges, variety, flexibility, good management and etc. This encourages them to be creative and committed in overcoming obstacles in their jobs, and to be able to create an environment that fosters teamwork amongst one another, leading to an increase in OP.

University of Malaya

The ADOs, as leaders in the organisation, have defined a clear vision and direction for the organisation and ensures this is sufficiently established; this provides JS to all co-workers. As the organisation provides training, it instils a sense of confidence in them and in their execution of their daily tasks. The vision and values are also instilled in customers, and this provides JS in the organisation as this then ensures that every individual has the same understanding of the vision and direction of the organisation.

5.3 Specific Indirect Effect of EI on OP through Mediation of OC

Recent development in quantitative methods have highlighted that total or direct effects are of less importance while examining mediating models, hence the focus on indirect effect (Rucker, Preacher, Tormala & Petty, 2011; Hayes & Rockwood, 2016). The findings of this current research done reveals that EI has a specific indirect effect on OP through the mediation of OC, ($\beta = 0.431$, 95% Boot CI: [LL = 0.292, UL = 0.533]. Research by Rogg et al. (2001), Aluko (2003), Irefin and Mechanic (2014) and Nikpour (2017) supports the significant positive relationship between OC and OP. OC leads to an increase in the OP which is translated into organisational outcomes such as customer satisfaction.

EI in this research is measured by self-awareness (emotional self-awareness), self-management (emotional self-control, achievement orientation), social-awareness (empathy) and relationship-management (influence). Hence, EI allows the individual to reflect and evaluate their current situation, hence giving them the ability in creating a better response to their colleagues and in dealing with the public. The organisation's culture, which advocates and engages the individual due to the challenging task on hand, allows the individual to be emotionally and socially aware of their feelings and actions,

University of Malaya

hence creating a better and improved performance in the organisation. This allows the individual to have an introspective view (emotional self-awareness) of their skills and encourages them to self-develop as the task challenges them. This further leads to an increase of performance and productivity. The variety of tasks in the organisation creates an opportunity for the officers to multi-task and enhances their skills, encouraging the possibility of preparing them as future leaders who will be well versed with the existing public policies and who will be capable of implementing these policies in future. The challenging tasks at hand may make the officers emotionally self-aware of the lack of skills that they possess, hence it will encourage the officers to attend relevant training based on the gaps identified in the training needs analysis process.

The OC emphasises on communication that is open and based on trust, increasing OP. The EI officers recognise their feelings on issues at work and are able to communicate distinctly without being influenced by emotions, and raise work related issues confidently (emotional self-control). This is due to the trust that they have on the management team. This two-way communication creates an environment that has fewer conflicts between employees, hence creating a motivating environment that promotes better OP. The open communication between employees and management allows improvement in policies and processes, improving overall OP, leading to recognition and rewards for employees who have contributed positively to the productivity of the organisation.

The culture of trust in the organisation allows the employee to perform the required task confidently as employees are aware on what is expected of them. They are emotionally and socially competent which allows these employees to be open and be able to unreluctantly share negative problems or feelings with their supervisors. Employees are

University of Malaya

encouraged to speak their mind without fear, as this will improve the work process and flow. Hence a better OP as their feedback will then create a top-down effect on the flow of the organisation's mission and vision to the organisation, employees, partners, customers and suppliers. This will lead to creating an environment for strategic objectives and ensuring customers/stakeholders are considered to ensure a better OP (achievement orientation).

Innovation, as part of the OC, allows the employees to provide better ideas and assist in improvisation of the tasks at hand. It is important that employees are emotionally and socially competent, and aware of the current policies and work processes and procedures, in order to improvise in work related areas. Innovation allows new ideas to be formed, further creating an environment that reinforces recognition based on work performance. This motivates employees and further creates an opportunity for leaders to encourage and foster an environment for performance improvement. Innovation creates healthy competition and encourages an environment of creativity, which may further be time and cost efficient in terms of work processes.

Social cohesion is an integral part of the OC. It creates a conducive environment and ensures that people work closely with one another and get the tasks at hand completed. As EI creates an environment of understanding and awareness of one's own emotion and that of others, the strength of social cohesion in public services creates an environment for social improvement, leading to an increase in OP, while satisfying learning and growth, internal processes, financial perspective and the stakeholders' perspective.

University of Malaya

In EI, specifically in the context of social awareness, empathy is used to measure this construct. Empathy is defined as the perception and awareness of the emotions of others. Employees in an organisation are vulnerable to the emotions of others. The findings above show that more importance is given to the emotions of others in the organisation rather than one's own emotions. This creates a situation of harmony, where employees who play an important role in advising the leaders create a positive emotional climate in the organisation, where members of the organisation will feel motivated and are able to operate at a maximum level of efficiency (Badea & Pană, 2010). This impacts OP positively.

5.4 Specific Indirect Effect of EI on OP through Mediation of JS

The results of bootstrapping analysis, as shown in the previous data analysis chapter, establishes that EI (SA, SM, SOCAW and RM) does not have a specific indirect effect on OP through the mediation of JS (β = 0-0.012, 95% Boot CI: [LL = -0.102, UL = 0.078]. The test results produced by Miao, Humphrey and Qian (2016), as well as the analytical statistical tests conducted via Sobel, Aroian and Goodman, both produced results of significant relationship of $p \leq 0.001$ between JS and OP. However, JS does not mediate the effect on EI and OP. This result supports previous research where EI does not have any indirect effects on JS (Aghdasi, Kiamanesh & Ebrahim, 2011). The low predictive value ($R^2 = 0.01$) of EI on JS indicates that focusing solely on EI does not have a significant impact on the expected outcomes for JS. The dimensions of EI consisting of SM, SA, SOCAW and RM are not able to predict the effects on OP through JS. Alternatively, JS has been researched as a mediator between various antecedent variables such as disposition, workplace events, job characteristics, job opportunities and employee behaviour while on the job.

University of Malaya

A possible explanation for the above could be found within the Theory of Social Intelligence itself. As this theory states that one's ability to realise and recognise ones feelings and also the feelings of others, allows one to be aware of self-management, self-awareness and knowing others in relationship management. Maslow's theory of the hierarchy of needs could be used as one of the theories in relation to JS. As Maslow states, upon reaching the first level of needs (physiological and safety), the final level would be self-actualisation. It can be relatively justified that a person with EI is equivalent in reaching the final stage of self-actualization. However, in this scenario, as the lower level needs are not fulfilled initially, the higher level needs are not reached. For example, in the job environment, if basic needs such as respect towards co-workers, managers, customers and compensation are not satisfied, the higher level of need would not be satisfied. In these circumstances, they are not able to attain the higher level of needs. As EI is recognised generally as a solution in having a positive effect in JS, the ability would be useful should the lower level needs are first satisfied. This could be attributed to the fact that as a public organisation, the ability to make decisions are top-down, and only done by certain individuals. This leads to demotivation in tasks for some individuals, lack of effective and skilful managers who are normally away from the office. There could be a possibility that the managers are inaccessible due to strict regulations where the employees have limited access to them, and the secretary is the only point of contact. This has been highlighted by YB Kulasegaran, the Minister of Human Resources after the 14th General Election 2018, during an interview on the National TV channel (RTM, TV1, 12 September 2018), where he mentioned that there used to be a lack of access for the civil servants in meeting the Ministers in the previous instance, during the seating of the previous cabinet, hence the new cabinet will ensure the civil servants are able to do so currently.

5.5 Implications

This current study conducted by the researcher have established the importance of the role of EI as a crucial part of employees, and its importance in organisations. Dealing with emotions in the workplace cannot be avoided; hence it is best to manage it effectively in ensuring its benefits are made aware of in a positive way. This study makes a significant contribution as it analyses its effect on OP, hence emphasising EI at the workplace. This analysis has an essential role for policy making and paving the way for future researches. In future, researchers are able to further examine other indicators of EI that may have an effect on OP, and this research can be extended to the private sectors or done within different types of industries. In short, this study illustrates the importance of EI at the workplace, specifically the public sector due to its diversity in policies, procedures and the people they face daily.

Although there are several theories, the main theories utilised are the most commonly used in this research. Based on the literature reviewed, the Theory of Social Intelligence by Thorndike (1920) was used, as the ability to realise and recognise own feelings, and also the feelings of others, for the intention of self-motivation, for management of emotions in itself and in the relations with others. OC as the intermediate variable has different definitions. However, generally it has been agreed by different scholars that OC is holistic, resistant to change, has a background based on history and is socially constructed (Carmeli, 2005; Hofstede, 1990; Schraeder, Tears & Jordan, 2005). Maslow's Theory of the Hierarchy of Needs is applied for JS as Maslow stresses the fulfilment of basic needs before considering growth and contribution; which is the higher level growth needs.

University of Malaya

Another major contribution to this research is in theory, where this study has contributed by revising previous frameworks on EI and OP and adding in OC and JP for further analysis. This new framework then analyses the direct and indirect effects of EI on OP through the mediating effects of OC and the mediating effects of JS. This model is new and has not been previously presented. Further to this, this framework is associated with established Theory of Social Intelligence and the Hierarchy of Needs Model.

Previous literature review does not explore the effects of EI in OP through the mediating effects of OC and JS. The findings in this research pave the way to increase awareness in EI and emphasise this at the workplace to create a positive OP. In short, this study illustrates the importance of EI at the workplace, specifically within the public sector, due to its diversity in policies, procedures and the people they encounter daily.

The applications of the above theories have unfolded the specific indirect effect of EI on OP through the mediating effects of OC and specific indirect effects of EI on OP through the mediating effects of JS. The analysis of data using these theories have displayed that indicators of EI has positive significant indirect effect on OP through the mediating effects of OC which is in contrast to EI which does not have significant indirect effects on OP through the mediating effect of JS. Hence, this implies the need for an improvement on certain aspects in EI to have a significant positive effect on OP. Policy implications are next discussed to understand the best way forward in advancing these competencies to improve OC and JS, hence indirectly improving the OP.

University of Malaya

5.5.1 Policy Implications

As previously mentioned, there is a need for an improvement of performance in the public administration. OP can be improved with the emphasis on EI as the findings of this study indicate that EI has a positive significant direct effect on OC in public administration. In the context of the Social Intelligence Theory, EI can be used as a tool to assist in improving OC, that can further increase OP in the public services delivery. As the civil service emphasises on efficient delivery of services to the public, EI is relevant to be included in government policies.

With regards to the indirect effect, this study determines that EI has a significant effect on OP through the mediating effects of OC in the civil service. When EI is significantly associated with OC, and OC is linked with OP, the mediating role of OC is logically justified. This implies that public administrators who practice EI are able to significantly affect OC and this creates better OP. This justifies the inclusion of EI in the 'Driving Public Service Transformation' policy to improve OP. EI can be used as one of recruitment tool to ensure that the candidates recruited are well-versed in these competencies, encouraging an OC that places importance on OP on the onset. This can be achieved by testing the level of existing EI in the candidate during the recruitment process. The new recruits may not have an existing understanding of EI; however, they should not be penalized on this basis. Training should be provided, emphasising the importance of EI, to the new recruits. As for those with experience and keen on applying for higher positions, there should be an existing level of EI based on their previous experience. The assessment of EI will be a good gauge to determine the different levels of EI, and to conduct relevant training for the candidates to be made aware on the importance of EI towards the achievement of the OP. This will also directly create the OC that is intended to improve the OP.

University of Malaya

Implementing EI in the recruitment, successive planning, organisational development, workforce planning, training and development and government transformation policies across various departments leads to a better OC, and indirectly towards better OP. EI individuals can motivate and influence the rest of the individuals in practising these attributes at the workplace, and this in return has a positive significant effect on OC, leading to a better OP. The research findings shows that EI has a direct effect on OC (job challenge, communication, trust, innovation and social cohesion) and an indirect significant positive effect on OP (Learning and Growth, Internal process, Financial perspective and stakeholder perspective) through OC. It is best that government policies incorporate EI in their policies and strategies above. The next section looks at the human resources policies, which are pertinent to EI and should be advanced in improving the OP. The areas where this can be applied to are inclusive but not exhaustive to recruitment, organisational development, succession planning and training and development.

5.5.1.1 Recruitment policy

The Public Service Commission of Malaysia conducts the recruitment of ADOs in stages. The first stage consists of an online application where individuals will be assessed based on their educational qualifications. Next, the successful candidate will have to complete an online test on the government website. Upon a positive response on the test results, the candidate is expected to attend a physical, psychometric or talent test depending on the area of application during the initial recruitment process. A face-to-face interview will be conducted for the successful incumbents at the final stage, hence completing the recruitment cycle with an acceptance or rejection notice. Based on the findings in this study, in addition to specific technical knowledge, skills and

University of Malaya

educational qualifications required for this job, the emotion intelligence component must be included at least in the third phase of the recruitment process above, as the recruitment process currently lags in this area.

Based on empirical evidences, EI has a positive significant effect on an individual's job performance, work attitudes and psychological and physical health. In addition, the findings of this research reassert the positive significant effect of EI on OP hence, justifying the inclusion of an EI assessment during the recruitment phase. This can be done via an EI questionnaire that emphasises on the required emotions relevant in the workplace locally and globally. As change is constant, the required EI assessment tool must reflect relevant changes in dealing with emotions in ensuring organisational objectives are met. Similarly, this has been echoed upon by Datuk Seri Mustapa Mohamed (Former International Trade and Industry Minister) who emphasise the improvement of the recruitment process by including an up to date competitive examination assessing the ADOs attitude required in this modern age (New Straits Times, 18 August 2018). In further ensuring continuity, EI must be forwarded in various polices. EI in the HR area of organisational development is elaborated in the next section.

University of Malaya

5.5.1.2 Organisational development policy

In the public administration domain, organisational development remains the backbone. Tummers (2009) argued that introduction of NPM has profound effect on frontline workers as they deal with the public. Hence, the inclusion of EI on the organisational development policy via training assists in improving the engagement between the public administrators and the public. It encompasses many facets, mainly improving the attitude and behaviour of the employers. As such, EI must be included in the organisational development policy. The assimilation of EI in organisational development policies strengthens the contribution via, employees' participation. The main objective of any organisational development initiative is to be successful in engaging employees and providing them with an opportunity to make a change with positive levels of contribution. Organisational development must not only be preoccupied with procedures and processes. According to Tan Sri Sulaiman Mahboob, a former senior civil servant, the constant focus on procedures and process has overshadowed the ability to develop the employees in the context of creativity and innovation. This creates a gap in the attitude required for organisational development.

Employees with the ability to be aware of organisational changes and the impact it brings to the task, environment and processes of the organisation as a whole can play the role of change agents. They can be proponents of change, simultaneously leading to organisational development. This can be achieved when EI is made a part of organisational development, ensuring there is less resistance to change. Civil servant resistance has been the main reason for limited results in government initiative (Nabiha & Khalid, 2008; PEMANDU, 2015). In addition, employees lack effectiveness when their thoughts, feelings and actions differ. Leaders, specifically those who differ in portraying their emotions and actions, lack the ability to be effective in influencing employees in achieving the goals of the organisation. This brings us to the next important policy where EI should be assimilated in, which is succession planning.

University of Malaya

5.5.1.3 Succession planning policy

The succession planning policy has to consider the EI of the future leader of an organisation. The focus of selection is mainly when the individual or leader has an excellent track record of performance, however some organisations lack the insight of prioritising EI in succession planning, giving preference to task, objects or finance, instead of the people element. The lack of EI in succession planning will lead to dissatisfaction and create an environment of low morale amongst employees. Most leaders are selected based on their skills and experiences that have been accumulated for many years, it does not necessarily include their EI level. Hence, an EI assessment must be included in the succession planning policy. Leaders are expected to be up to date and well aware on the latest occurrences; hence they must be able to tap into their emotional intellect instead of only relying on their skills and experiences. One of the methods to do so apart from developing their own intellect is to best understand and be aware of the feelings and emotions of the employees. This can lead to better organisational success, due to a holistic approach, by considering issues and challenges from the public administrators in implementing new directives in the organisation. This approach can additionally reduce the resistance from the employees. As the public administrators are closer to the people on the ground, they will be the most ideal source of information in improving relevant policies, affecting the economic and social development of the country. This can mainly be done with the implementation of EI in all dimensions, where a bottom-up and a top-down approach must be utilised. Additionally, to ensure continuous and consistent application of EI in the public administration, efforts should be taken in the learning and development policy, which is looked at in the next section.

University of Malaya

5.5.1.4 Learning and development policy

Organisations can thrive in a robust environment when precedence is given to the learning and development policy. Similarly, this is expected from the public administration. An environment that is conducive for learning enhances personal, mental and spiritual development. The inclusion of EI in the context of learning and development provides a platform for the exchange of conformed behaviours expected from the public administrators. An additional way of incorporating EI in the learning and development policy would be to provide training to key employees whom are expected to model this behaviour in their daily task and train the rest on being EI conscious. The implementation of a proper learning and development policy will allow the senior public administrators who are EI savvy to mentor the new recruits, hence the opportunity to create an EI culture. For example, there can be a role modelling session where a manager acts as the public administrator and vice-versa, this allows the manager to understand and empathise the situation that the public administrator is in and the public administrator would experience the challenges confronted by the Manager. As public administrators are exposed to various situations on a daily basis in ensuring the delivery of public goals and objectives, it is best that they are trained to deal with their managers, colleagues and the public professionally within the EI context. Incorporating EI as part of the public administrators curriculum during the on-boarding training in the initial recruitment can assist in this. The training and assessment provided will be able to gauge the gap in the EI competencies that is required by the job and the individual. Upon completion of the EI training, it is important to evaluate the effectiveness of this training. This can be done formally via feedback from managers, peers and vendors. In order to encourage this behaviour and to ensure it is a part of their culture, it is best that this be included in their appraisal. The jobholder can be allowed to propose names of

University of Malaya

those whom they deal with frequently in order to assess them in terms of EI. The next section looks at the managerial context of encouraging EI in the workplace.

5.5.2 Managerial Implications

Despite the intention of this research to investigate the theoretical links between the hypothesized constructs, the results of this study adds tremendous value for individuals in the public service. As public administrators, and as policies evolve to accommodate the needs of the public, the ability to utilise EI is highly imperative. EI involves understanding ones and others' emotions, indirectly motivating, driving and influencing people (Sternberg, 2007). Employees should be aware that these policies provide them with an avenue in ensuring that the correct regulations are being implemented and proper administration of tasks are done. EI should be practised by each individual and be implemented top down. Key personnel should apply this in their daily interactions and dealings with individuals in the public service. In ensuring that EI becomes a part of the OC, it should be included in quarterly performance appraisals of individuals in dealing with colleagues, customers and supervisors. In the public sector, performance is associated with increased accountability and transparency on what the public sector has provided and what has been achieved eventually in terms of outcomes and impacts (Talbot, 2005). As the focus is on services provided, feelings and emotions should be factored in; this leads to the inclusion of EI to ensure the public services are delivered as per the satisfaction of the public. Sidiquee (2014) argued that the push for performance measurement could lead to some unreasonable effects, leading to control and distortion, and further leading to poor public sector leadership. Public administrators should be capable of practising EI and be made aware of relevant circumstances to resolve this. Feedback from managers during the appraisal process serves as a reminder in ensuring that EI is practised as part of their daily task. ADOs who do not seem to

University of Malaya

have the EI required to deal with their task should be provided with sufficient and relevant training.

Training should be provided to encourage and create awareness of EI. It should ideally be conducted when a new candidate is recruited. The process of ensuring candidates are aware of EI can be tested during interviews. However, it is best that EI be included as part of the on boarding, orientation process and mentoring process for new recruits. The experienced public administrators can assist in sharing their experiences in training and workshops on the effect of EI on their performance and the overall impact on the OP. Those who lack EI should be consistently reminded on the importance of these attributes to OC and occasional training or meetings can be a place to reinforce these. Successive planning policies should ensure that EI training or awareness be included in ensuring leaders are sensitive to these issues. Leaders can play a vital role in enhancing EI in the workplace. As EI has a direct effect on the OC, it can create an environment in strengthening the social cohesion in the workplace leading to a positive indirect effect on learning and growth, internal process, financial perspective and stakeholder perspective.

Initiatives such as job rotation between departments can be introduced to ensure EI is practised at all levels. Individuals with the same job description and tasks should be provided with an opportunity to systematically move from one department to another. The exposure in different departments with different individuals allows them to share experiences on utilising EI in dealing with different people. It allows a creation of sense of identity for individuals in addition to focusing on self-management and interpersonal skills; more importantly this is done in a social context, focusing on thinking and resultant behaviour. This movement provides an opportunity to achieve the objective of

University of Malaya

encouraging EI, as individuals are exposed to a different culture within departments, and this allows EI to have a positive effect on the OC which indirectly leads to better OP. Organisations that include EI and value them as part of their culture can effectively utilise their employees' potential and produce wonderful achievements leading to a better OP. Organisations with diverse backgrounds which emphasises on EI creates an environment where everyone's ideas are respected, teamwork is enhanced and unwanted or unwarranted behaviours are abated.

5.6 Contribution

The inclusion of EI in government policies contributes to the public administration OC positively, leading to better OP. Diefenbach (2009) argued that New Public Management focuses on numbers and lacks the focus on emotions and feelings, as such EI inclusion can create a positive environment. Hsieh (2014) stressed that in order to avoid burn out or emotional depletion, it is recommended for organisations to specify appropriate expression of emotions when dealing with the public. As discussed in the previous chapters, there has been previous studies done on EI and performance in different industries, specifically the private sector and some in the academic line, however not many have been done in the Malaysian government sector. Many studies emphasised on the effect of EI on OP, however, did not focus on OC or JS as a mediating variable. Miao, Humphrey and Qian (2016) states that EI research that examines additional outcomes beyond job performance, such as JS, does not exist. This study filled this gap. As discussed, the intention of this study was to determine the effects of EI on OP through the mediation of OC and the effects of EI on OP through the mediation of JS in the Malaysian government context, specifically amongst the Administrative and Diplomatic Officers. Although culture is a subtle and subjective element, it has been proven to have a significant effect on performance. The findings of this study established

University of Malaya

that self-awareness, self-management, social awareness and relationship management of EI affects OC directly, and affects OP indirectly.

This current study has conducted an analysis in establishing the importance of EI as part of employees and in organisations. Dealing with emotions in the workplace cannot be avoided; hence it is best to manage it effectively in ensuring its benefits are made aware of in a positive way. This study makes an important contribution as it analyses its effect on OP, hence emphasising EI at the workplace. Analysis shows an essential role for policy making and initiating the way for future researches. In future, researchers are able to further examine other indicators of EI that may have an effect on OP and this research can be extended to the private sector or different types of organisations within different industries.

Another major contribution to this research is in theory. This study has contributed by revising previous frameworks on EI and OP and adding in OC and JP for a further analysis. This new framework then analyses the direct and indirect effects of EI on OP through the mediation of OC and JS. This model is new and has not been previously presented. Furthermore, this framework is associated with established theories of Social Intelligence, Stakeholder Theory and Theory of Hierarchy of Needs. Literature review of the past did not explore the effects of EI in OP through the mediation of OC and JS. These findings pave the way to increased awareness in EI and emphasise this at the workplace to create a positive OP. In short, this study illustrates the importance of EI at the workplace, specifically in the public sector due to its diversity in implementing policies and procedures and the diverse group of people they serve daily.

University of Malaya

An additional contribution to this study is the use of a different method, that is Structural Equation Modelling, focusing on PLS, which allows for examination of direct and indirect effects of each variable in this study. Not many EI studies has utilised this method to produce the outcome of the respective research, hence a contribution of this research to the academic literature.

5.7 Limitations of Research and Future Recommendations

This research has some limitations. Understanding the limitation and their possible effect on the results and the conclusion is vital to understand the problem investigated. Firstly, this research was conducted in the public administration of five ministries. Hence, the sample did not include public administrators from other departments, hence this does not allow the results to be generalised to all public administrators in Malaysia. Secondly, as culture in an organisation may vary between departments, organisations and countries, there are likely differences in the indirect effect of EI on OP through the mediation of OC. Third, this is a cross-sectional research compared to a longitudinal study. A longitudinal study may improve results, as it would enable observation of individuals at work that may produce results differently due to a longer time frame invested and employed. In addition, as data was collected through a questionnaire survey, respondents may have been cautious or act conservatively in providing the answers. This may have led to biasness while answering the survey questions as they may respond with an answer that is socially acceptable. Finally, this research considers certain dimensions of EI based on Golemans (2002) definition and does not include other dimensions of EI advocated by Bar-On (1985) or Petrides and Furnham (2000). The results of the studies may be fortified should different dimensions of EI be used.

University of Malaya

This study recommends that future research should be done on other government departments in different states to establish the contribution of EI. The scope of this research can be extended to other grades in the public administration besides the administration and diplomatic officers. The EI of different grades with different job scope may produce an improvement in findings. The research may also look into various dimensions of EI to be utilised in the research to establish the effectiveness of other dimensions of EI at the workplace. Future research may also be done on different industries in the private sector organisations to establish the indirect effects of EI on OP through the mediation of OC and JS. Another suggestion is to conduct a qualitative research by method of interview to ascertain and further attain additional information that may produce an improvement in results. In order to achieve this, a modification of questionnaire that is suitable for interviews can be done in future researches.

In short, public administrators are expected to deliver and perform in a global scale as per the expectations of the stakeholders. It is hoped that the ADOs as the frontline managers in the public sector are able to contribute to the efficient governance of the country. This in turn will create a better culture leading to better performance. This is deemed even more important after the General Election in 2018, which saw a major change of government and parties, in Malaysia. This proves that the citizens expect changes in the way things are done and objectives are delivered. The expectation of the citizens has been voiced through their votes during the election. The change is also expected in the performance of the civil servants in delivering the objectives of the government. As the citizens are the main stakeholders, they expect accountability and responsibility on the part of the civil servants who represent the Ministers. The awareness of EI is deemed relevant and timely as it provides an opportunity for the civil servants in introspecting their role in the previous government and accepting

University of Malaya

unavoidable changes as policies and processes are transformed with the election of the new government.

As civil servants are expected to be impartial, the effect of EI on OP becomes more important and relevant in achieving the objectives of the Government. An increase in their performance will elevate the economy of the country as public resources are utilised efficiently. Government policies in future need to ensure public administrators who are emotionally intelligent are recruited to enhance performance. The existing public administrators should be trained on the importance of EI and be made aware on the effect of EI on OC and performance. In creating an environment that emphasises on EI, it is hoped that there will be a positive significant effect in OC, that in turn is able to influence performance and increase the productivity of the Administrative and Diplomatic Officers in Malaysia.

5.8 Conclusion

This research has examined and answered the three main objectives that it intended to as it is stated below. The first objective determined that EI has a positive and significant effect on OP, the second objective concluded that there exist an indirect effect of EI on OP through the mediating effect of OC, and the third objective examined that there was no indirect effect of EO on OP through the mediating effect of JS. It is hoped that in future, the results of this research will be a useful platform for researchers to revisit and improvise the findings in relation to EI in the workplace. Most importantly, in the international context, the findings of this research can be used to generalise amongst public administrative officers in other countries. As emotions are universal, the ability to use these emotions accurately and accordingly to the circumstances is crucial in

University of Malaya

achieving the goals and objectives of public organisations. In addition, studies in EI are even more essential with the current importance given to Artificial Intelligence that is deemed as the next most important element in the workplace.

University of Malaya

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