

**Should organisations recruit employees with higher emotional intelligence as these employees are more likely to be engaged and perform for the organisation?**

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## Abstract

***Emotional Intelligence & Engagement: “Should organisations recruit employees with high emotional intelligence as these employees are more likely to be engaged and will perform for the organisation?”***

This is a research thesis into the relationship between emotional intelligence and engagement within the workplace. Literature review has found a relationship between the two concepts, particularly self-awareness, empathy and emotional regulation constructs of emotional intelligence. Employment that requires emotional skill higher emotional intelligence was reported, particularly in the health and educational industries.

Surveys were administered and completed by 104 employees in a non-profit organisation on emotional intelligence and employee engagement. Results from the study showed a positive relationship between higher emotional intelligence and engagement and more significantly a predictor of performance. The results also concurred with previous studies that specific constructs within EI according to the Goleman’s model scored higher as a predictor. Specifically managing others emotions and use of emotions compared to perception of emotions and managing ones emotions.

Recommending that recruiters should employ those with higher emotional intelligence, they are more likely engaged and will perform in the workplace. A gap in research was identified regarding motivation as a factor that may increase turnover intention, if employees with higher emotional intelligence are not motivated in the work place through challenges and opportunities to grow.

## Declaration

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## **Abbreviations**

Emotional Intelligence (EI)

Assessing Emotional Scale (AES)

Public Service Motivation (PMS)

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## Introduction

### 1.1 Introduction and background

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

—Daniel Goleman (1995)

Emotional Intelligence (EI) is “Considered to be a personal resource, which is known to promote positive work attitudes and increase employee performance, thereby resulting in a more engaged workforce” (Akhtar et al. 2015, P18). You could say an intelligent use of emotions, having the ability or knowledge to effectively manage emotions; enthusiastic researchers became very interested in its high expectation, ability and applicability to predict job performance.

Within the non-profit industry, EI is a competency associated within the profession where emotional support and understanding plays a key role in working with varied client groups. Having a natural ability to understand emotionally the needs of others and being able to walk in the shoes of clients for example, understanding where they are coming from; captures the essence of EI. Being in touch with your emotions, having an awareness of self and others, socially perceptive, has the ability to manage reactions in an emotionally balanced way, when in conflict, under stress and pressure. EI has a positive relationship in this regard, which I would like to further investigate.

Goleman (1998) states in his book that if the competencies in EI are fostered in work; the organisation will be more effective and productive, boosting EI by enhancing an employee's best talent. Emotional competencies can be learned depending on the person's capability known as ability EI, and trait EI comes from within the person's personality traits. It is believed that competencies within EI can be developed by enhancing skills through learning. Goleman has identified a competency framework of EI; self-

awareness, motivation, self-regulation, empathy and social skills.

Accordingly, an individual incorporating these five competencies will be an exceptional performer in the workplace, more inclined to achieve goals, targets, and objectives of the organisation they work for.

### **1.2 Rationale for the study**

This study looks specifically at EI and its relationship with performance in the workplace if those with higher EI are more likely to be engaged. This investigation will help predict for recruitment in non-profit organisations, the benefits of employing those with higher EI as research has shown that EI is a strong predictor for performance. Although unclear in some studies what exact competencies of EI are predictors, other research indicates specific competencies of EI as predictors. This in turn should support organisations in reducing employee recruitment costs, training in the long term, retention and or achieving the organisational goals through performance.

### **1.3 Emotional Intelligence (EI)**

Literature review suggests EI has been found to enhance workplace behaviour and team performance. Employees with higher EI are more confident, feel secure in sharing knowledge and in communicating in order to engage in their work. Reviews suggest a strong relationship between job performance and self-reported EI, and one of the recognised predictors of job performance. "High-EI individuals tend to be socially effective (Van der Linden et al., 2017) and perform better in social jobs "(Joseph & Newman, 2010, P2). Research findings by Pekaar et.al (2018), found satisfied employees had higher EI, recommending an effective way to recruit and select employees is to hire emotionally intelligent people.

Shooshtarian, Ameli and Aminilari (2013) referred to skills in EI as educable, flexible and variable overtime, resulting in an increased ability to facilitate these within the work place for effective work relations leading to improved efficiency and job performance. Important for recruiters as their study has found when selecting employees, to educate current employees to develop skills of EI for better performance at work. There is a plethora of definitions of

EI, focused on a mix of emotional and cognitive abilities. For this study we will be focusing on self-reported trait EI, with regard to Goleman's work.

### **1.3.1 Trait & Ability EI**

Much discussion has taken place around trait EI; having EI traits within your personality, has become evident to relate to achievement, positive emotions, and predictive across for example educational achievements (Petrides et.al 2004) and work place performance (O'Boyle et.al 2011; Wong & Law 2002).

Ability EI is having the ability to learn EI competencies to develop level of skills for performing these competencies. Has also been attributed to work place performance (Joseph & Newman 2012), a source for a thriving workplace, providing a sound application for training programmes, employee engagement and promoting wellbeing. Organisation may incorporate as part of learning and development training programmes to enhance skills within EI of current employees.

### **1.3.2 Investigation Purpose**

This study is from the perspective of employees; *are these employees who are high in emotional intelligence are also those who are more likely to be engaged in their work and perform for the organisation?*

The purpose of the investigation is within a non-profit organisation providing services to adults with disabilities. To determine the relationship between high EI and work engagement testing the hypothesis that recruiting those who have higher EI are more likely to be engaged and will perform for the organisation employed by them. To benefit recruitment and retention of employees within the nonprofit sector, where there is currently a recruitment and retention crisis.

## **1.4 Engagement**

Work engagement can be generally defined as an individual's level of involvement with their work. Work Engagement defined by "Schaufeli et al. (2002, P47), engagement is "(a) positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption."

Khan (1990) defines personal engagement as the physical, cognitive and emotional presence of the employee in the course of their role in the

workplace in conjunction with the linking of selves by employees to their role and their work performances, whereas personal disengagement is the opposite. Jaramillo (2018) states employee engagement as, intellectual (head) and emotional (heart) association with an employer, through motivation and commitment (hands) to achieve organisational vision and goals. Concurring with Maslow's hierarchical needs pyramid which states that people need expression, belonging and to be able to reach their full potential in the workplace (Maslow, 1970).

Motivation might be the missing link between EI and engagement, when for example to explain when an employee with higher EI isn't engaged in work. For this study the author will use the Gallup employee engagement model that incorporates individual, team and growth needs. Gallup would state that: "The term employee engagement refers to an individual's involvement and satisfaction with as well as enthusiasm for work" Harter, Schmidt and Hayes (2002, P 269).

### **1.5 Initial Concluding Thoughts**

Both concepts EI and Engagement have increased popularity revolving around the argument that both have the potential to positively impact work performance. Having evidence of a positive relationship however is there a need for the employee to be engaged to perform? What specific if any competencies within EI are relevant to performance and engagement? What implications if any has motivation have on EI to be engaged? From my literature review I have not found any reviews completed to investigate the relationship with motivation as a factor in EI and engagement, nothing specifically identified, which will be discussed further on.

### **1.6 Investigation Question**

"Should organisations recruit employees with high emotional intelligence as these employees are more likely to be engaged and will perform for the organisation?"
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#### **1.6.1 Framework & Methodology**

The framework for the study will investigate the relationship between the two concepts EI and engagement, through quantitative methods. A gap has been identified where motivation as a variable hasn't been investigated as a factor

to influence engagement with regard to employees with higher EI in the workplace. The benefit of this study is for recruitment departments within non-profit organisations to consider employing those with higher EI, as EI is a predictor of performance. Secondly, provide training to upskill certain competencies with EI to for current employees, to increase performance and enhance engagement.

### 1.6.2 Structure of Dissertation

Chapter	Contents
1 Introduction	Overview of topic, investigation, rationale, method and layout.
2 Literature Review	Review of current literature on EI, engagement and predictor of performance. Considerations for recruitment backed up by studies completed. Concluding with main findings.
3 Research Question	Question and Hypothesis to be investigated
4 Methodology	Quantitative methodology overview and methods for investigation of study
5 Analysis of Results	Statistical analysis results , including binary logistic regression model as appropriate for this study
6 Main Discussion on Findings	Discussion on main findings
7 Conclusion	Conclusion of study and final recommendations

## 2. Literature Review

### 2.1 Introduction

This chapter is divided into two sections; the first section looks at the concepts of motivation, engagement, performance and the relationship with EI. The second section looks at studies completed on EI within the world of work, followed by review and conclusion of main findings.

#### 2.1.2 Background introducing motivation

Goleman (1995) is widely known for familiarizing the concept of EI by introducing it to the business world with particular emphasis on work performance. To increase performance one has to be engaged in their work, Kahn (1990) defines personal engagement as “the harnessing of organization members’ selves to their work roles” (p. 694). Schaufeli and Bakker (2010) assert that work engagement is an account of the relationship with your work, but employee engagement is the relationship you have with the organization you work for.

According to Adair (1996) people are our most important asset to any organisation, therefore it is vital to motivate to get the best from employees; motivation is a vital component of employee engagement. Motivation is often described as a motive, inner desire or need, your will and leads to action or acts of behaviour. Maslow’s (1959) theory on Hierarchy of Need has been most influential, suggesting motivation works on inner needs, identifying five hierarchical sets of needs Physiological, Safety, Social, Esteem and Self – Actualization.



Figure 1

Maslow's Hierarchy of Needs McLeod (2018, P.3)

Social needs are intrinsic in nature; we strive for affectionate relationships to have a sense of belonging, this could be keenly influenced by those with higher EI within a work context. Maslow recognised that we never lose the need for each other; work can meet this need through connections of friendships and working relationships with colleagues. In the hierarchy, esteem involves self-evaluation of self, thus incorporating self-awareness components within EI. Self-actualisation the yearning to become more, everything that you are capable of becoming, incorporates other EI components such as social skills; self-regulation, empathy and motivation all play their part within work to facilitate engagement to reach ones potential.

Similarly, Herzberg (1959), described motivators as, achievement, recognition, possibility of growth, advancement, responsibility and the work itself, or self-realisation. These motivators are fulfilling the need for creativity which support in the achievement of attitude and performance in a work context

Maslow also discussed human creativity within self-actualisation, being devoted, and working at something meaningful, a vocation perhaps. Within the non-profit industry there is a sense of vocation attached, referred to employees having a sense of need to primarily serve others. So is motivation stronger within a vocational sense of career choice, the author has been unable to source research to support this question.

One of the recent theorists on motivation, Spitzer (1995) has identified eight principle needs that motivate employees; desire for activity, ownership, power, affiliation, competence, achievement, recognition and meaning. We can conclude that motivation comes from within dependent; on ones needs, desires, values and ambitions, both stimuli and interactions around us can enhance these motivations.

The author has determined through research those employees with a higher EI have the ability to have increased social skills, self-awareness and

empathy that recruiters should review in light of recruitment. Those employees with a higher EI are in a better position to motivate and encourage others to perform not just themselves.

### **2.1.3 Emotional Intelligence**

Goleman's (1995) original theory included being emotionally self-aware, managing and handling emotions effectively, empathy, and effectively dealing with relationships. Later Goleman (1998) defined EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (P317).

The majority of researchers within the field agree that self-awareness is the key to EI (Shipper and Devy, 2002). Goleman (1995) says it acts as the basis for the emotional and psychological development crucial in achieving success. Self-regulation shows the ability to keep destructive emotions and impulses balanced and under control, being flexible and adaptable to circumstances. Referred to an inner drive to performance improvement, ability to control difficult emotions in the workplace, using self-intelligence, motivated by judgement in regulating emotions to think and act and not by emotion.

In 1998 Goleman developed his theory into an "emotional competence framework" (P. 26), social competencies are the ability to deal effectively with relationships, and personal competencies ability to manage themselves. Social competencies included social skills and empathy, and personal competencies included motivation, self-awareness and self-regulation. He developed his theory in 2006, describing the concept of emotional competency as a learned capability resulting in high performance within the workplace. He argues that it is a tool for determining an individual's potential related to emotion and social competency application applied to work capabilities.



Goleman has five competencies identified in his framework. These competencies may vary depending on the person's level of EI or ability to develop such competencies. Some studies highlight specific competencies as a factor for a better predictor of performance within EI. The following section describes the five competencies identified within EI according to Goleman, divided into personal and social competencies.

#### **2.1.4 Goleman's (1998) Five Competences of EI**

##### *Personal Competency; Self-Awareness*

Intuition ability originates from a person's self-awareness, vital for emotional awareness recognising that our emotions affect our performance. Emotional awareness is being able to recognise your emotions and their effects, knowing what emotions were feeling and why, linking feeling and thinking, what is said and done. Having awareness that feelings affect performance and goals.

Incorporated in self-awareness is accurate self-assessment and self-confidence, having knowledge of your own inner resources, limits and abilities. Being aware of your strengths and weaknesses, being reflective to learn from experiences and open to self-development and learning. Secondly having the ability to have a sense of your own capabilities and self-worth, has a presence and self-assurance about you.

##### *Personal Competency; Self-Regulation*

Is having self-control by managing your emotions, impulses and distressing feelings, balancing impulsiveness and managing disappointment.

Incorporated in self-regulation is self-control, balancing impulses and emotions effectively, and trustworthiness where one shows integrity and is honest. In the workplace has a skill of being composed, focused and ability to think clearly. Is conscientious, committed, organised, innovative, and adaptable by managing demands, priorities and changes in responses and are flexible in approach. Manages conflict well and difficult relationships colleagues.

### *Personal Competency; Motivation*

Motivational competency involves drive for achievement, to acquire a goal or outcome within the context of work. Being committed to the vision and objectives of the organisation they work for, demonstrating initiative and optimism in engagement and performance. Goleman describes motivated people as driven, results orientated, share information, like to meet challenging goals and will learn to improve performance. Committed people have a sense and purpose within the organisation, by using its core values to make decisions and choices, are active in seeking out opportunities. Being passionate about their work, having an internal sense to do well in work and is consistent in achievements.

### *Social Competencies; Empathy*

Picking up on emotional cues is important in the world of work, particularly where employees might not want to reveal how they are really feeling. Sensing the feelings of others without them verbalising them is the essence of empathy. Lacking empathy can lead to social awkwardness resulting in the absence of rapport; the ability to build relationships with others. For example within the disability sector, empathy is a key quality to have in order to effectively support the personal, social and health needs of individuals with disabilities, having good self-awareness will greatly enhance this.

Empathy requires the ability to read others emotions, at a deeper level responding and sensing to non-verbalised feelings. Even deeper is understand what's behind another person's feelings; working with people who find it hard to communicate or have different communicative ways ie through behaviour this level of empathy is very relevant. People who are empathetic have understanding of others; are attentive, sensitive to others perspectives and support is based on understanding of needs and feelings.

Empathy develops people, they acknowledge and reward, offer beneficial feedback and identify growth, mentor, coach and facilitate. It increase's satisfaction and loyalty, can embrace a client's perspective. Being empathetic creates environments for people to flourish. Finally those that are

empathetic have the competence of being socially well read, of relationships, views, behaviours, accurately see realities internal and external to an organisation.

### *Social Competency; Social Skills*

Is a skill of handling another's emotions includes influence, communication, conflict management, leadership and change catalyst. People with social skills are communicators they fully share information, encourage open communication and uses negotiation to deal with conflicts, to deescalate situations in work effectively. Goleman discusses the skill of leadership within social skills as a means to inspire and guide, involves sharing a vision and mission in an articulate enthusiastic way, supports performance and ensures people are accountable, and leads by example.

To conclude Goleman (1998) refers to social skill as having the talent to manage relationships and build networks, having a natural ability to find a common ground to build rapport. Social skills will have a significant positive effect for managing change and relationships. He infers that how well we have learned social skills has an effect on our ability to develop empathy. Empathy is a basic skill for all social competencies needed in the workplace, particularly having an active interest, concern for others and having the capacity at developing and strengthening others abilities to perform at work.

## **2.2 Emotional Intelligence & Performance**

EI is a psychological factor that can increase ability and performance of employees (Akhter et al., 2017). According to previous researches employees with higher EI can develop a productive working environment. Studies into the relationship between EI and performance has developed, eluding that there is a positive relationship with educational (Bar-On, 1997, 2003; Parker et al., 2004), and work performance (Bar-On, 1997, 2004; Lopes et al., 2006). This arguably has an impact of organisational performance, according to Van Rooy and Viswesvaran (2004) stating that EI has its validity in more than 90% of situations supporting evidence of a relationship between EI and performance. Previously Higgs (2004) referred

to asserting strong links with EI and job performance. Other researchers Sy, Tram and O'Hara (2006) found positive associations with job performance and that employees with high EI seek employment that require high ability. These employees were found to have skills to recognise and regulate emotions, having higher confidence levels and a positive attitude facilitating engagement and reducing conflict with other employees.

According to O'Boyle et.al, (2011) emotionally astute individuals are high-performing in their jobs. Martins et.al (2010) and O'Boyle et.al (2011), agree that EI levels are relevant to job performance. The emotional ability to have empathy, communication and perspective-taking, factored in individuals with high EI have as they tend to be socially effective Van der Linden et al., (2017) and perform better in social jobs Joseph & Newman, (2010). In conclusion researches, support that there is a positive relationship with EI and performance, having skills to regulate their emotional reactions to enhance communication, are empathetic and foster positive engagement.

### **2.3 Concept of Employee Engagement**

Employee engagement a term coined by Gallup consulting (2001) has received attention within the world of work in recent years. Within the US engagement is a major issue in management, the Gallup consulting report (2016) revealing that 68 % of full-time workers reported not feeling engaged in their work. The understanding being that they will present and use talent in work, and retention of key people will be reduced. Gallup has shown on average 29% are fully engaged and would give additional effort, 49% indifferent and 22% actively disengaged. Gallup research has showed engaged employees are more productive, more focused on the customer and less likely to leave the organisation. Congruent with DDI research study 2005 showed highly engaged employees are 33% less likely to leave within the following year.

Kahn (1990) describes personal engagement, "in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (P. 694). And personal disengagement as, "the uncoupling of selves from work roles; in disengagement, people withdraw

and defend themselves physically, cognitively, and emotionally during role performances” (P. 694). He asserts that employees fluctuate between different levels of engagement throughout the working day.

He describes the ideal environment for engagement as one which provides safety and freedom by building trust and sociability, thus allowing the expression of ideas. Influential in crafting this is interpersonal relationships with employees. Employees, who have high EI abilities, are supportive to the needs of others shown through empathy, social skills, an understanding leading to accurately perceiving emotions in others, thus creating this environment for engagement.

According to author Perry (2019), companies around the world are concerned with engagement. APD Australian consultancy firm who deliver customer engagement programmes and conduct research has revealed that engagement is different depending on country, industry and job. A study in which 19,000 workers were surveyed found that overall just 16% of employees are engaged. Interestingly they found that organisations having a specific social mission, typical of the non-profit sector, engagement was seen to be far greater than, an industry without such a mission.

There is much interest in engagement from a human resources perspective, with particular relevance to recruitment and retention. In the health sector many professionals are self-motivated and dedicated to their job but might not feel engage with the organisation, what they actually take pride in is the relationship they have with their clients.

Extremere et.al (2018), are of the view that through their research, have contributed to a better understanding of maintaining and enhancing work attitudes. Evidence that high EI employees tend to be more engaged in their work activities and therefore shows a more positive job attitude. Congruent with many researchers, that considered engaged employees “to bring their full selves into their work role, cognitively attentive, emotionally vested, and

physically energetic in their work environment”, (Kahn, 1990; Rich, LePine, & Crawford, 2010, P, 954).

In closing, Capelli and Eldor (2019), argue that there is no universal definition of engagement as it applies to employees. Asserting that there are some links with performance, motivation is a key factor, the thought is that the more motivated the higher the level of engagement to support performance in work. Both authors in agreement with Perry have suggested that employees are more motivated to perform when their jobs when it adds success to an organisation or to society, as of a non-profit organisation.

#### **2.4 Emotional Intelligence, Engagement & Performance**

Landy (2005), seen as critical of EI, supports the idea for researching the relationship between EI and engagement, considering employee performance in relation to EI are worthy areas to investigate, as it could add value to an organisation in reaching its objectives.

The literature review on EI, work engagement and performance will involve review of different and varies industry studies in relation to EI as a predictor of performance in varies work environments in varies countries and professions .“ Meta-analyses combining the results of many studies indicate that in the workplace more emotionally intelligent employees show better work performance (O’Boyle et al., 2011) and especially tend to perform better in high emotional labour work” (Joseph & Newman, 2010,P1).

Research in EI and work engagement is gathering momentum that both concepts have a relationship to improvement in individual and organizational performance. Law, Wong, & Song, 2004; Lopes, Grewal, Kadis, Gall, & Saloveyk, 2006; Van Rooy & Viswesvaran (2004) found that emotionally intelligent employees have higher performance reviews, better roles within a company, generally outperform colleagues with lower EI.

This correlates with research that there is evidence regarding relationships that higher EI has with performance such as research by Billsberry et.al

(2005) and Landed (2002). Indicated that those with higher EI could identify in the value of aligning their work goals with the goals of the organisation, suggesting those employed that have higher EI do perform for the organisation. Giving insights and recommendations into the selection process to employ those with higher emotional capabilities to support achievement of goals are crucial.

Dirk De et.al (2013) study on work engagement, goal congruence and EI as a mediator shows a positive one. He found that employees with higher EI to have positive emotions and have more sensitive reactions to experiences in work, which they invested work related energy. Marking congruent relationships and having ability to grasp sharing of similar goals to the organisation, to enhancing performance.

Dana et.al (2015) examined that EI is currently considered a widely accepted instrument for hiring, training, leadership development, and team building by the business world. Amirul and Amogh's (2017) emotional stability was found to be highest on work engagement in their study, concluding that work engagement was very much reliant on personality not just EI for job attainment. They recommend hiring employees with EI as examined by Dana et.al, as it is a top predictor therefore should be given importance in recruitment. Noting, that those engaged have a feeling or sense of being inspired by their work are client focused, care and prepared to invest themselves to support the objectives of the company.

Organizations always look to improve performance, recognising the objective, measurable benefits that can be gained from employees with higher EI. Examples are better recruitment and retention, and more effective leadership (Serrat 2017), supporting the idea that organisations should look to recruit those with higher EI in relation to performance.

Although employee's expectations have increased over the years; those with potential, most likely will change employment if they see that there are no opportunities to develop. This increases with EI so these employees need to

be held engaged. Organisations therefore, having to be creative in finding ways to motivate employees through new challenges and opportunities in work. To consider motivation the missing factor within the relationship between EI and engagement is of importance.

According to Cook (2008) employers are struggling to recruit, retain and engage employees. Identifying actively engaged employees includes cognitive, emotional, physical engagement and advocacy. When employees are engaged they feel valued, trusted and empowered. Emotionally and personally committed and involved with high levels of enthusiasm and motivation

A review completed by Navas and Vijayakumar in (2018), on high EI showed a positive attitude to the organisation and played a significant role in understanding employee's performance. Finding that understanding and control of emotions with those that have high EI which contributes to productivity and performance.

Employing persons with higher EI, likely to be more engaged in their work according to research, Schaufeli stated engagement includes factors such as motivation, although motivation needs to be harnessed to keep the employee engaged regardless of level of EI or the employee will become disengaged and reduce performance. This is an implication within EI and performance that requires further consideration.

## **2.5 Emotional Intelligence as a Predictor of Job Performance**

Empirical reviews claim a strong relationship between job performance and self – reported EI, one of the best known predictors of job performance according to Joseph & Newman, (2010b). Validating mixed or self- reported measures and providing support to theoretical explanations of the high associations between job performance and trait EI. Newman (2010), predictors identified predictors as the following: conscientiousness, self-efficacy, self-rated performance, and extraversion along with ability EI, emotional stability and cognitive ability. Newman indicating that these



predictors identified specific aspects of trait EI for job performance. Akhtar et al. (2015) established that trait EI significantly predicts engagement among employees, much more than personality.

Wong and Law (2002) also found a significant relationship between EI and job performance. Later in 2008, they conducted research on the effect on EI and job performance in the computer industry in China, using self-reported questionnaires. The results contributed to their assumptions that EI can be seen as a significant predictor of job performance. It was found that employees that are highly emotionally intelligent initiate more effective communication, which enhances their emotional resources. This results in increased effort and vigor at work- one of the factors within engagement described by Schaufeli.

These results align with findings by O'Boyle et.al (2010) that states that research highlighted the importance of EI as a predictor of; job performance, negotiation, emotional labour, trust, work conflict, and stress. Emotional labour refers to the process of being able to regulate your emotions, manage feelings and expressions to fulfil the emotional requirement of the job, highly relevant when working, in the disability sector. He and others took a Meta-analysis study to look for unique factors, overall showed a positive and significant relationship.

Supporting the work of several researchers such as (Ashkanasy & Daus, 2005; Brackett & Mayer, 2003; Brackett et al., 2004; Daus & Ashkanasy, 2005; Dulewicz & Higgs, 2000; Dulewicz et al., 2003; Fox & Spector, 2000; Law et al., 2004, P 806) that EI is an important predictor of work related achievements. Stream 1 of the study showed a relative analysis of EI of 86.3% attributing to cognitive ability and conscientiousness for variance in job performance. Van Rooy and Viswesvaran (2004) in their meta-analysis study reported a .23 validity of EI in predicting job performance; concluding EI a worthy predictor of performance. Miao et.al (2017) meta-analysis study into EI and work attitudes found that when emotional labour demand is higher the association between self-report EI and job satisfaction which

concur with Newman's finding (2010). Frequent interpersonal interactions require that employees need to have the EI ability to regulate their emotions, for example when working with people with disabilities.

EI incorporates elements of self- and other-focused elements; although unclear which elements are responsible for better performance in work Keri et.al (2018). A probable factor that may influence performance is how well emotions are perceived, understood, regulated and managed effectively (Petrides, 2011; Salovey & Mayer, 1990; Zeidner, Roberts, & Matthews; 2008, P2).

This view of managing and controlling emotions is concurrent with many studies, as described by Goleman in his personal competency self-regulation in EI. Martins et.al (2010) and O'Boyle et.al (2011), agree that EI levels are relevant to job performance. Proclaim that emotional ability to have empathy, be communicative and perspective-taking, factored in individuals with high EI have as they tend to be socially effective Van der Linden et al., (2017) and perform better in social jobs Joseph & Newman, (2010).

From the literature employees with high EI are more likely to be more adept at appraising and regulating their own emotions. Copper & Sawaf (1997) say they are resilient, able to understand causes of stress, strategies and have perseverance. EI is contributing much more in the workplace as researches link it with the development of strong bonds and interpersonal relationships and "scientifically documented the positive correlation of EI with the successful results of an organization" (Clarke, 2010; Rozell & Scroggins, 2010 P169). Navas and Vijayakumar (2018) review on high EI showed a positive attitude to the organisation and played a significant role in understanding employee's performance.

Finding that understanding and control of emotions with those that have high EI which contributes to productivity and performance. Coinciding with research that EI is a positive and a significant predictor of performance in the workplace.

## **2.6 Recruitment Considerations**

Formerly Paunonen & Ashton, (2001, P22) claim that EI should be given importance in hiring practices, for example using an assessment to measure EI during recruitment process. Again supporting trait EI in relation to performance and selecting employees. Previously in (2011) Khurram, Sarmad, Abbas, and Khan identified emotional regulation as a specific construct of EI as a predictor of performance and highlighting its usefulness in recruitment and selecting employees.

Both Miao and Newman recommended incorporating an EI tool during the selection process, in order to ascertain satisfied employees, as emotionally intelligent employees were found to be more satisfied, from the research findings. From the literature reviews organisations in recruitment process evaluate one's ability to control their feelings and recognize others' feelings through applying EI methods, to be considered in an employment offer. Leading to increased ability to adapt to the work, facilitate meaningful relationships resulting in improved efficiency and performance.

To conclude this section, Joseph and Newman (2010) meta-analysis found that EI was a better predictor of performance for jobs that required emotional labour being able to regulate their emotions in particular nursing or healthcare industries. Overall research supports employing people with higher EI as they generally perform better and to be considered within the recruitment process. Essential is retaining the employee by motivating to undertake new tasks to remain engaged; otherwise they are likely to seek opportunities elsewhere.

## **2.7 EI Studies in the workplace**

### **2.7.1 Introduction**

This next section will review studies completed in EI within the workplace and its findings relevant for this study displayed in a Table 2.8.2.

Many studies have shown that EI is positively associated at work across groups and different industries such as education (Avsec et.al 2009), health

(Extremera et.al 2005), business (Kulshrestha & Sen, 2006) and public services (Williams's et.al, 2009). Emotional regulation and self-awareness competencies within EI have been identified in the majority of research as key to performance success of those engaged in their work, from the perspective of employee engagement. The majority of the studies concurring that there is a relationship which is positive when it comes to performance. Not just those where high emotional involvement indicated previously supported a more positive and significance relationship. Although it was highlighted the higher the interpersonal engagement required, the higher the emotional intelligence reported.

### **2.7.2 Health Services Industry**

Engagement in the healthcare non-profit industry and high EI has particular relevance due to the nature of emotional skill and management needed to perform the emotional requirements of the job, also relating to activities of a medical, personal care and social nature which are dependent on the needs of the client. It also applies to performance in other industries which the author will review later on in this section, but may not be as widely acknowledged as in the educational and health sectors.

Emotional regulation being recognised as a key competency within EI in education and health studies for performance also. It was noted due to their high EI they have chosen the company, role and ability level to satisfy their emotional need therefore already committed on a personal level. Experiencing higher levels of job satisfaction, equipped to regulate their emotions compared to employees with low EI.

Lee (2018) from his US study found that increases emotional regulation reduced burnout, when emotional self-awareness increases as does job satisfaction. Highly recommending that in the recruitment process to evaluate candidates ability to control feelings and ability to recognise others feelings through EI tests, supporting the research question. Leading to improved efficiency and job performance overall. To include emotional self-awareness and emotion regulation are part of the recruitment process to select potentially effective job applicants.

Studies carried out within the healthcare industry; nursing, dental practitioners and resettlement workers using self-reported questionnaires.

Both nursing studies showed those with higher EI had higher engagement levels showing all the components of EI having a positive correlation. In Japan Toyama and Mauno (2017) found higher traits of EI enhanced a positive association with work engagement, as other researches (Madjar, 2008; Othman & Nasurdin 2013; Xanthopoulou et.al 2009), would have found consistent findings stipulating its contribution to work engagement.

Anushka and Nagesh (2016) found that empathetic dentists had higher EI. There is some evidence suggesting that empathy and EI of employees of health care providers may positively influence the clients' outcomes. Hui Ching Weng et.al (2019) did a study on empathy which was found to be more influential on long term client satisfaction. In contrast, Espinosa et.al (2019) findings on the resettlement workers, unhealthy coping mechanisms were reported in relation to trait EI negatively related to stress and burnout. Therefore making a recommendation that EI training is provided to promote healthy coping practices.

To summaries, Pekaar et.al (2017) state that EI is a contributing factor to good performance involving frequent interpersonal contact, yet unclear how. Those with higher EI are socially effective and perform better in social jobs according to Van der linden et.al (2017) and Joseph & Newman, (2010). Emotionally demanding jobs where emotional regulation is vital, is explained where high EI has a role. This research is focused on social jobs where those with EI perform best, although research suggests that high EI can predict performance regardless of the context of work activity and not just in socially specific employment positions.

Numerous studies show that EI is positively linked to general satisfaction at work across groups and different organizational contexts mostly identifying emotional regulation as a contributor (Schutte, Manes & Malouff, 2009; Co Te Gyurak & Levenson, 2010). Apart from the health, education and non-

profits where there are numerous studies to date completed but not in disability organisations, EI has also its relevance in the business world and other work industries displayed in table 1.

## **2.8 Other industry studies completed**

The following are studies of overall findings in other industries on EI, performance and engagement relationships.

### **2.8.1 Findings on Industry Studies**

Many studies have shown that EI has positive impacts towards job performance although Gryn, (2010); Rode, et al., (2007) studies have found that there is no direct relationship. The author questions is it particular dimensions of EI that makes the difference?

EI has a role in performance and engagement within the business world not just industries where emotional and interpersonal interactions are required as part of the skill set in order to carry out responsibilities of the role. The table below documents findings of studies carried out in various industries.

Table 1 Industry Studies

Industry	Study	Employees	Findings
<b>Education</b>	Investigate associations with EI using a 34 item EI scale. Baba (2017)	Indian Teachers	Higher level of EI tend be; More dedicated, Grow great working connections, Tolerant when confronting, Passionate about work & enthusiastic. Finding that tolerance and feelings traits of EI associated with performance.
Teaching	Investigating the relationship between EI and job performance Asrar-ul-Haq Muhammad, Anwar Sadia, Hassan Misbah (2017)	300 teachers in Pakistan	A positive and significant relationship, supporting the outcome that EI increases job performance of the teachers
Teaching	EI trait emotional questionnaires on the relationship between EI, turnover intentions and work engagement . Ajput Namita R, Talan Amogh (2018)	110 teachers Delhi	A positive correlation with appraisal of self-emotions, regulation of emotions and employee engagement. Significant mediator. Employees with higher EI being much more capable of handling and managing their emotions and reactions.
<b>Financial</b>	EI and turnover intentions Hosain (2019)	900 frontline banking in Bangladesh	Creating an environment in which employees feel they belong, Encouraging EI to retain employees over a period of time Positive relationship between EI

			and turnover intention.
<b>ICT</b> Telecoms	Aspects of EI and job performance Khurram, Sarmad, Abbas, and Amanullah Khan (2011)	Telecom employees in Pakistan using a modified Schutte Emotional Intelligence Scale (MSEIS)	Employees with higher EI perform more skilfully. Aware of emotional influence on behaviours and outcomes Regulate their emotions consistent with work responsibilities.
IT	Examine job predictors such as EI and personality traits for job performance  Bharti and Warriar (2015)	158 IT professionals in India	Employees with higher EI had more: Empathetic interpersonal skills dealing with colleagues, Completing tasks Experienced job satisfaction compared to those with low EI. Evidence supporting higher EI traits identified as a predictor of performance.
Call Centre	Self-reported EI questionnaires on the relationship between EI and performance Shamsuddin & Rahman (2013)	Kuala Lumpur a study of 118 call centre agents	Reported a relationship between EI and performance Significantly with regulation and use of emotion
<b>Office Admin</b>  Office	Investigating the relationship between EI and performance Arfaara & Samantab (2016)	Administrators and managers	Managers demonstrated; Negative correlation with empathy, a positive correlation with social skills of EI and performance. Due to lack of understanding of their own feelings therefore ineffective on how they communicated
Office	Job performance & the direct effect EI had,	110 employees in Malaysia	EI found to have a positive effect specifically; Self-management, Self-awareness, Social awareness



	using Goleman's 20 items scale Krishnan et al (2018)		Relationship management
Office Centre	Relationship between EI and performance Extremera et al (2018)	397 Spanish low skilled office workers	Higher EI performed better Interpersonal skills and ability to manage moods where dimensions of EI identified were highest predictors.
Restaurant	EI and Job performance Sy, Tram and O'Hara (2006)	Waiting staff in Iran	Showed a significant relationship between EI and employee's job performance. Skills to recognise and regulate emotions
<b>Public Services</b>  Public office admin	Role of EI in emotional intense work Leo (2018)	161 administrative employees in the US	EI plays a significant role for those whose work involves emotionally intense job characteristics. Sighting emotional self-awareness and emotional regulation
Public services	Relationship between EI and engagement Sastre Castillo & Del Valle (2017)	405 Spanish professionals in multi occupations	Found a positive correlation with EI and elements of engagement vigor, absorption and dedication.
Public offices	Relationship between EI, Job performance & well being Devonish (2016)	262 employees in a mall island in the Caribbean	Found a positive relationship between higher EI overall health, wellness and performance
Public offices	Effect of EI in the work place Afara, Lamprekis & Tsivos (2018)	257 Greek administrator	EI has an effect on the improvement and development of employees
<b>Engineering</b>	EI and engagement	US Engineers	Engagement was significantly correlated with extroversion and

	Bogatzis, Rochford & Cavanagh (2017)		conscientiousness, and a shared vision. Positively correlated with Job engagement, declaring mixed levels of EI
<b>Manufacturing</b>	Measure employee EI using a trait questionnaire Shooshtarian et al (2012)	Iran	Positive correlation with job satisfaction and a significant relationship with job performance
Manufacturing factory	Completed online surveys of work engagement & EI using 33 item AES Schutte (2014)	319 Australian employees	Higher scores indicated a greater EI in the following; How they identified understood, regulated, and harnessed emotions in themselves and others
<b>Law</b>	Performance and appraisal of emotions Pekaar, Van Der Linden, Bakker & Born (2017)	Divorce lawyers	Appraisal of the emotions of others seem to perform better than those who are not prone to giving this appraisal
<b>Sales</b>	Appraisal of emotions association with performance Kidwell (2011)	274 retail sales personnel	Significant correlation between job motivation and EI. Significant was appraisal of emotions of customers

## 2.9 Missing Link Motivation & Vocation

A study that revealed direct associations with EI and performance measures, Public Service Motivation (PSM) defined by Perry and Wise (1990) as ‘an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations’ (p. 368/762), holding that individuals pursue to act in the public interest to do good for others and society (Perry et al. 2010). One of the elements of PMS is compassion defined by Perry & Wise behaviours triggered by rooted emotional

responses, altruistic desires to help others, initiating helpful actions to support the welfare of others.

A positive link between EI and altruism is in existence Jordan et.al. (2008), state those with higher EI might show more compassion. Self-Sacrifice and commitment with regard to the influence of EI components being empathetic and actively having regard for the needs of others is positively related. The motivation is altruistic by nature. The study found a direct positive relationship between EI and PSM.

Results suggest that high trait EI individuals are goal driven, sensitive to reward and lower in avoidance motivation procrastination and negative emotion. This motivational basis to trait EI further indicates a positive association with motivation in trait EI, indicating higher levels with goal driven motives. The findings indicate emotions and behaviours that of higher EI as motivated by achievement of personal goals, recognition and reward.

Concurring Alfonso and Zenasi (2016) study into organisational behaviour and EI using the 33 item scale reported self-rated high scores on EI that significantly predicted organisational behaviour, like altruism and helping. A potential explanation for this they considered; dealing with emotional information more easily, better at understand and managing their own and others' emotions, ability to create a positive atmosphere and have good relationships with their colleagues by helping them (Jung & Yoon, 2012). Furthermore to consider is the motivational factor, arguably Goleman's model of EI; ability to self-regulate and better levels of motivation; may consequently reduce the tendency to procrastinate, resulting in improved self-assurance, and allows achievement in long-term goals.

The author has found through research, employees that regulate their own reactions by having a higher EI, act in ways that encourage better interpersonal relationships with others. It's possible that it could motivate to engage by exerting more effort, feel more energy and pride at work. Employees feeling more positive may rate their work experiences more

favourably, indicating higher engagement and satisfaction. Extremera, Pena and Rey (2018), observed that employees with high EI appear to show higher vigour, enthusiasm and energy at work, inspired and take pride, are challenged with regard to work, show greater concentration. It is worth considering motivation as a factor within EI for better engagement to achieve performance goals and objectives.

### **2.10 Main Findings from Literature Review**

From the research we can concur that emotions affect our performance, and that those with a higher EI perform better, supporting the question posed to recruit those with higher EI. Reviews show a strong relationship between self-reported EI and job performance, positive and significant in several studies. Work that has emotional labour demands, emotionally intense with increased interpersonal activities had a high association with EI competency self-regulation, also performing better in socially specific jobs overall. Many have recommended such as Paunonen & Ashton, Miao & Newman in the recruitment process to incorporate EI as a mechanism to employ those with higher EI.

Achievement of organizations objectives EI has a significant role to play (Shooshtarian, Ameli & Aminilari, 2013, P9) who highlighted the use in the recruitment process. Concurring Cheok and O'Higgins, (2011) who stated that performance was an important criteria linking the organisations outcomes and success. Competencies such as empathy, social skills and awareness were also factored, where better interpersonal relationships and job satisfaction were noted.

In health related industry studies all competencies were positive, particularly empathy and emotional regulation and to an extent self-awareness. Higher EI emotions motivated employees to achieve personal goals. Very similar findings in overall other industry studies positive correlation with EI and performance were found. Those that were engaged predominantly showed EI components of emotional stability, empathy and social skills and if an organisation had a specific social mission engagement were higher.

Engaged employees are more productive and focused, from findings of studies recommend to recruit those with higher EI, as they will achieve.

Understanding how employees ability to perceive and manage their emotions can directly and indirectly influence their work behaviours (Carmeli et al., 2009; Devonish, 2013; Greenidge et al., 2014), (Devonish, 2016,P 437). The emotional resources that employees with higher EI skilfully deploy in work to perform while engaged were evidenced in many of studies from wellbeing and stress reduction, achievements, relationships, communications to empathy, use and management of emotions and self-resourcefulness.

In addition, the importance of regulating one's own emotions added to personal job performance when entirely related with others-emotion appraisal. This relates to Elfenbein's (2016) idea that certain affiliations of EI competencies are more effective than other ones. Suggesting that recruiters implement EI methods to assess each applicant during the selection and recruitment process, as many other studies have recommended. The importance of EI within the recruitment process, training, development and overall performance management if the goal is to further improve and optimise performance was stated by Leo and Pekaar et.al in their findings.

In PSM a positive relationship with EI in regards to empathy and being driven was identified, there are minimal research investigations into EI, engagement and the considerations of motivation in work. From the limited information found it seems that those with higher EI need and will look for opportunities and challenges which will have implications for organisations with retention of these employees. To have awareness of the motivations for personal achievement to grow, develop and manage expectations of employees with higher EI could counter act this. If not considered will have the effect of having higher turnover, incurred costs in recruitment and training, not originally considered by this study.

Overall EI has been found to be a positive predictor of performance and engagement in work, therefore within recruitment recommending employing those with higher EI. Secondly those already employed its worth investing in training on EI skills to enhance current employees ability to engagement and perform.

A final consideration, worth further investigation EI to motivate or be motivated linking previous theory and research to create a new concept that has implications for those with higher EI.

*'Emotional Motivation'* for employees to engage in work there's an identified gap to take into account individual needs of a person not specified before, along with their level of EI which could alter their motivation to perform in a work environment.

### 3 Research Question

The literature review supports the positive relationship between EI and workplace engagement and performance and in life in general. This is of particular significance in the healthcare sector due to the consistent nature of personal interactions and the core element of having to be empathetic to those in need or who are vulnerable. An example is the disability sector for which this study is focused on.

Research has shown that EI along with specific competencies positively predicts work performance. Specifically “higher self-assessment, self-awareness (Boyatzis, 1982), self-emotion appraisal, other-emotion appraisal, use of emotion, and regulation of emotion (Huang et al., 2010) have been related to better performance” (P.686). Further supporting evidence for recruiters in the use of EI measures for predicting future work performance within the literature reviewed no studies were found in Ireland within the disability organisations. This study will be the first conducted that I am aware of in this sector in Ireland which is of significant importance.

In this context, the study will investigate the relationship between EI and employee engagement with regard to performance in a non-profit disability organisation in Ireland. Present the results to the recruitment department of this organisation; with the aim to consider employing future employees with higher EI. To form part of a recruitment strategy to incorporate EI tools or techniques within the recruitment and selection process

#### 3.1 Research Question

The tabled research question will be investigated in line with four different hypotheses.

<b>Should organisations recruit employees with higher emotional intelligence as these employees are more likely to be engaged and will perform for the organisation?</b>
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Table 2 Hypotheses 1-4

Hypothesis 1: Higher EI is positively associated with employee engagement within a disability non-profit organisation.
Hypothesis 2: Specific constructs within EI are positively associated with employee engagement within a disability non-profit organisation.
Hypothesis 3: Higher EI is positively associated with performance within a disability non-profit organisation.
Hypothesis 4: Higher EI is a predictor of employee engagement

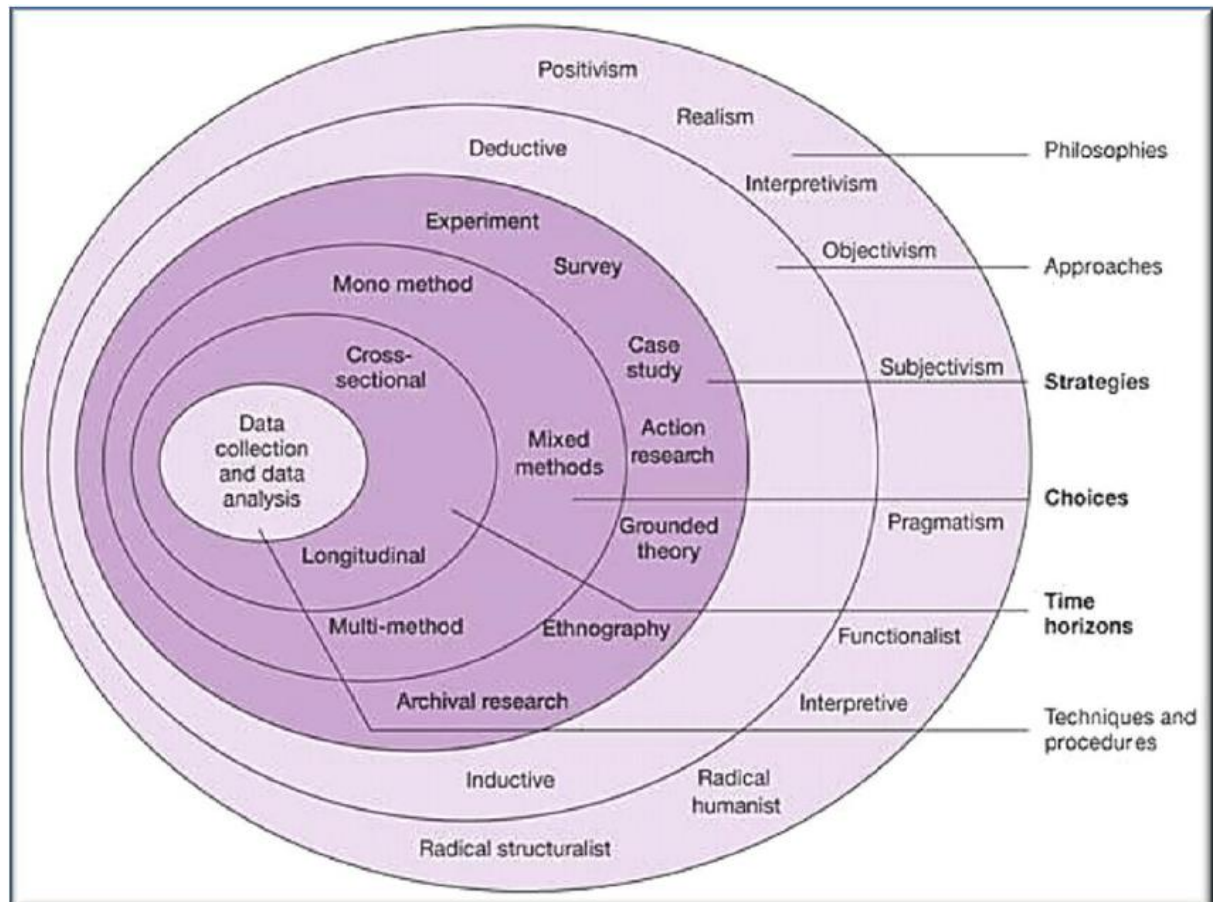
Firstly the objective is to look at emotional intelligence and employee engagement with regard to engaging in their work, to investigate if a higher EI is associated or has a relationship with performance at work. Secondly, if any of the four sub constructs identified in EI, have a relationship with engagement, one of greater degree than another or a combination. Surveys/questionnaires will be used (1) to measure EI using a self-reported trait survey and (2) on engagement to ascertain if employees are engaged or not (3) to investigate EI as a predictor of engagement. This study will take place within a non-profit disability organisation in Dublin.

The intention of the questionnaires is to ascertain if, those that show they have higher emotional intelligence are also those that are engaged in their work in respect of; engagement and performance; identify any other associations or predictors; to validate EI within the recruitment of potential employees. Ultimately that higher EI is a predictor of employees engaging in their work therefore performing for the organisation they work for.



## 4. Methodology Research

### 4.1 Introduction to Research Framework



The research onion above sets out in the layered framework (Saunders et al., 2012) Research Philosophy is an understanding of ways in which data can be collected, analysed and used to develop knowledge in a specific subject. There are fundamental beliefs and assumptions, which include three types of research assumptions to differentiate the research philosophies.

1. Human knowledge (epistemological assumptions) refers to what constitutes acceptable, valid and legitimate knowledge, and how we can communicate knowledge to others (Burrell and Morgan 1979).
2. The realities you encounter in your research which refers to the nature of reality which forms the way in which you see and study your research (ontological assumptions).

3. The extent and ways your own values influence your research process this process involves the role of values and ethical considerations (axiological assumptions). These three assumptions in research will allow for designing the research of choice. There are three research methodologies used within the academic field, qualitative, quantitative and mixed methods (Creswell, 2014,).

This chapter sets out the research methodology used for the intended study and its relevance in investigating the relationship between the two variables EI and Engagement. This study will be adopting the positivism philosophy, using a deductive approach using quantitative method by administering two surveys. Based on a cross sectional study using a questionnaire tool as the research strategy, data analysis was completed using quantitative methods.

#### 4.2 Research Philosophy

The table below sets out the approaches, assumptions and strategy within research philosophy, by Saunders (2009).

	<b>Research Approach</b>	<b>Ontology</b>	<b>Axiology</b>	<b>Research Strategy</b>
<i>Positivism</i>	Deductive	Objective	Value-free	Quantitative
<i>Interpretivism</i>	Inductive	Subjective	Biased	Qualitative
<i>Pragmatism</i>	Deductive/Inductive	Objective or subjective	Value-free/biased	Qualitative and/or quantitative

Two approaches have been identified by Saunders (2007) to research philosophy epistemology and ontology. Ontology is the research's view on what's the nature of reality is. Epistemology approach is accredited and accepted knowledge within a field recognises three main approaches to research; positivism, Interpretivism and realism or pragmatism. Positivism and realism are reliant on objective and scientific approach in the development of knowledge based on analysing facts collected. Positivism is data collected and through observation is analysed where results are generalised. The researcher is not involved compared to Interpretivism which

is critical of generalised results and the importance of the research being involved with the subjects in the study as to understand and interpret the information or behaviours.

Positivism originates from the work of Francis Bacon. The importance here is on the 'given', focusing on the positivist scientific method yielding data and facts not influenced by any human interpretation or bias. In order to remain neutral and detached in order to avoid influencing your findings (Crotty 1998). The positive research approach has been decided upon for this research, it supports quantitative analysis and measurement, to test the hypothesis and two variables EI and Engagement. There will be some descriptive and inferential observed and included in the results, due to the nature of both conceptual meaning and for the field of study undertaken. This is to give full understanding of the results related to competencies within EI related to engagement in work. The positivist philosophy is aligned with the objective ontology supported by measurable and numerical evidence to validate results.

#### **4.3 Research Approach**

Lock et.al (2010 p .91) "quantitative approach has been dominant in social sciences, it has the capacity to describe, predict and explain social and psychological phenomena" which will align with this study and in studies in the literature review using meta-analysis for EI. The deductive approach Creswell (2014) asserts, that it confirms the theory of examining a hypothesis taken from it. This study will test the hypothesis of the relationship between the two variables from review of the academic literature.

#### **4.4. Research Strategy and Method**

The research is based on a cross section of employees in a disability non-profit organisation. The research strategy is using a survey in the format of two online questionnaires to collect the data.

A qualitative approach on findings will be taken in order to best discuss the results in relation to the emotive nature of the topic and its relationships with engagement; also to do it justice a quantitative analysis would not fully explain the relationships in relation to the hypothesis. Quantitative methods

were used to analysis the data, concurrent with previous study in EI and engagement.

#### **4.4.1 Research Sample**

According to Saunders, et al (2007) sampling is a process the researcher selects from a collection from the general population, seeking to ascertain certain assumptions about the general population group. The sample populations are employees within a non-profit disability organisation, ranging from managers, instructors, team leaders, care workers, advocacy officers to administrative employees. This was to confirm an adequate sample population to carry put the research, therefore not restricted to employee specific roles.

#### **4.4.2 Research Questionnaires Design and Content**

An anonymous questionnaire online was considered the most suitable for this study to collect the data , participants identity was preserved .Conducted on survey monkey website, where it was distributed to 127 employees of the non-profit organisation by electronic mail from the website, inclusive of a consent form and information sheet regarding the study . All participants had access to email and ability to complete the online questionnaire distributed.

To mitigate the risk of low response's to the survey administered, a courtesy call was made to participants giving an information sheet regarding the study and seeking verbal consent to distribute the survey to them electronically.

The survey received 104 responses within a three week period; all responses were deemed valid as all surveys were completed 100%, yielding a response rate of 81% to the survey.

#### **4.4.3 Measuring EI**

Ackley (2016) has suggested that measuring EI by trait has some correlation with performance, the Assessing Emotions scale (AES) has also been referred to in literature as, self-reported, emotional intelligence scales or Schutte scale which is based on Salovey and Mayer's (1990) model of emotional intelligence which attempts to assess characteristic or trait emotional intelligence. The Scale is a 33-item self-report inventory focuses on typical emotional intelligence see appendix 1. Rating oneself on a five point scale for example 1 = strongly disagree to 5 = strongly agree. The total

scale scores range from 33- 165, with reverse coding for items 5, 28 and 33 and summing the remainder items, with higher scores indicating higher characteristics of EI. Ciarrochi et al. (2001) have identified within the 33 items four factors identified in the table below where each factor with each incorporating verbal and non –verbal appraisal and expression, and using emotions to motivate

<b>Factors</b>	<b>Items Composing the Subscales</b>
Perception of Emotion	5, 9, 15, 18, 19, 22, 25, 29, 32, 33
Managing Own Emotions	2, 3, 10, 12, 14, 21, 23, 28, 31
Managing Others' Emotions	1, 4, 11, 13, 16, 24, 26, 30
Use of emotions	6, 7, 8, 17, 20, 27

Validity of the AES as found by Schutte et al. (1998) the scores were substantially related to greater attention to and clarity of emotions and” less alexithymia i.e. lack of awareness of emotion and inability to express emotion (P127).” Also suggesting its appropriateness for research purposes, and to assist with those who are motivated to self –reflect on their emotional functioning in areas such as career objectives. AES has been used extensively in research, identifying with findings of various studies supporting good reliability and reasonable evidence of validity from the scale.

Law, Wong, & Song, (2004) are in agreement that self-reporting measures of EI have progressive validity in predicting work performance. AES focuses on traits of EI and has been validated in support of being a predictor of performance; studies already highlighted earlier have also used a trait approach to investigate emotional intelligence in the work place.

#### **4.4.5 Measuring Engagement**

Gallup consultancy organisation developed in the 1990's 12 questions on engagement on a 5 point scale, see Appendix 2. For the purpose of this study a two point scale will be used to ascertain engaged employees with values as yes 1 and No 0. Results from organisations previously tested showed employees who responded positively also worked in organisations, departments or units that had higher productivity, customer satisfaction,

retention and profits. Bizzard (2004) suggests that business outcomes maybe predicted through engagement, the importance of having employees engaged for performance.

According to Harter et al, (2002) Gallup's research has conveyed meaningful links between employee engagement and organisational outcomes, such as satisfaction, turnover, profit and productivity. Table below identified the association of items with need and how it translates to the employee and the workplace (Q 12 Meta-Analysis Study Gallup, 2009)

Item	Need	Explanation
Q1	Basic	Expectation to have outcomes defined & clarify what has to be achieved
Q2	Basic	Material and equipment to work to maximise efficiency, shows there work is valued & supported in what they are being asked to do
Q3	Individual	Having an opportunity to do what an employee dose best, fully utilizing inherent talent
Q4	Individual	Recognition, feedback letting employees know their work matters
Q5	Individual	Feeling cared about, being listened to & responding to specific needs of an employee.
Q6	Individual	Encouraging development, will influence how an employee perceives their future
Q7	Teamwork	Getting an employee's view / opinion, & taking it into consideration leading to better decision making
Q8	Teamwork	Seeing the purpose of their work, influencing the organisations purpose and objectives
Q9	Teamwork	Quality; conscientious, respectful employees, allows for common goals & quality standards & develops interactions.
Q10	Teamwork	Opportunity to know your colleagues employees values close, trusting relationships. Influencing communication & trust.
Q11	Growth	Progress; structured time for updating on

		progress, achievements and objectives.
Q12	Growth	Learning and growth needs, being recognised, on performance & have an opportunity to build their skills and knowledge.

#### 4.4.6 Scale Reliability Analysis (Cronbach alpha test)

To validate the reliability Cronbach alpha test is used, testing that the questionnaires and scales are actually measuring what they set out to measure. Gilem and Gilem (2003) recommend the Cronbach Alpha calculation for internal consistency reliability. A value of  $\alpha \geq 0.9$ , considered excellent to  $0.5 > \alpha$  – unacceptable for the reliability of analysis for a study to be reliable. Schuttle et al (1998) found that the internal consistency according to Cronbach's Alpha at .90, for the self-reported EI scales and reported a two week test reset reliability of .78. When using Likert type scales as in this study of EI five point agreement scales within the 33 item questionnaire. Measuring engagement the Q 12 questionnaire has a Cronbach's alpha of 0.91 at a business level.

#### 4.5 Ethical Considerations

The ethical considerations relating to this study were personal identification, the purpose of the questionnaire, confidentiality, general data protection regulation issues from administering to collection, processing, storing to destruction of the data. To mitigate any concerns, the following was put in place. The distribution of the survey was via a secure online method, using existing Internet facilities available to participants. Once surveys were completed, data was collected and stored on a password protected memory device, which will be destroyed. From the beginning, all participants were informed via an information sheet and consent form, about the purpose of the study and questionnaires. It also outlined the anonymity and confidentiality of participants and clarifying the option to opt out. No other ethical concerns were identified in relation to participants.

#### 4.6 Data Analysis

This sets out the statistical tests that have been conducted to validate the collected data and measure the strength of the relationship between EI and Engagement variables the hypothesis. The logit model of statistical analysis



is used in predictive analysis. In this approach the dependent variable is finite either A or B or in this study Yes or No binary regression or finite choices multinomial regression. SPSS software will be used to investigate the relationship between the dependent variable (engagement) and the independent variable (EI) using a logistic regression equation to estimate predictors. It helps predict an occurrence happening or not (dependent variable), secondly the likelihood of characteristics or constructs from EI (independent variable) as predictors.

This model will help determine if EI and what specific constructs have a relationship with engagement or not. Therefore proving or disproving the hypothesis identified. Hilbe (2009, P 15) explains “logistic regression model is to understand a binary or proportional response (dependent variable) on the basis of one or more predictors”. The binary model is used in this study to predict the relationship of a variable (EI) as a predictor on another (engagement & performance).

#### **4.6.1 Collection**

The data was collected via a survey on survey monkey website; exported into excel for compatibility with SPSS for analysis. Responses to the surveys were indexed for EI using a five point scale 1-5 and Engagement using a two point scale 0 and 1.

#### **4.6.2 Analysis**

The statistical tests conducted to validate and measure the relationship between the two variables. For this study Binary Logistic Regression Model is used to test the relationship between the two variables for predicting that an Independent variable (EI) and the subcontracts within EI is a predictor of the likelihood of an employee to be more engaged and performance at work. Which is measured against a dichotomous variable, where there is only two possible outcome they are or aren't more likely to be engaged for example for this study.

#### **4.7 Research Limitation**

It is acknowledge that the sample is of 104 employees within one non-profit organisation. For consistency of random sampling within the population,



employees from different organisation's to compare and contract and get a population sample specific to the non-profit as a whole would have been more preferable for a larger study. The industry is very gender dominated by females which were seen through the study and responses 82 females compared to only 22 males.

In relation to the Q12 for various variables in level of engagement to be investigated the 5 point liker scale is more suitable, for this study irrelevant as it wouldn't yield an actionable response required for the prediction of EI on engagement. Finally, to acknowledge that demographics' weren't collected at time of survey, although recorded roles and gender differences was observed and reported.

#### **4.7.1 Design of Study**

The study was designed to collect the data within a three week time frame with access to only a section of employees within a large disability organisation which analysis will be competed on surveys completed. Demographics of gender differences and roles were observed, which represents a gender imbalance of females to males, previous literature shows females are more likely to have a higher EI, also observed within role variations. The focus of the study is on EI and the sub constructs within EI as a predictor of engagement.

#### **4.7.2 Sample Size**

Total respondents was 104 out of 127, all valid as 100% completed therefore all 104 surveys were used in this study. Demographics such as gender and roles was captured within this sample, although overwhelmingly there is a gender imbalance of females to males, a cross sample of roles were observed.

### **4.8. Demographic Observations**

#### **Gender %**

Female 78.85%	Male 21.15 %
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### Gender and Role %

<b>Female</b>	<b>Male</b>	<b>Role</b>
15.38 %	6.73 %	Manager
3.85 %	0.96 %	Team Leader
15.38 %	2.88 %	Care Worker
10.58 %	0%	Programme Development & Quality officers
20.19 %	8.65 %	Instructors & Resource Teachers
4.81%	0.96 %	Finance officer
5.77 %	0 %	Psychologists & Rehabilitation Officer
3.85 %	0 %	Recruitment Talent Acquisition

The above breakdown of gender in particular roles representing an unbalance within roles; Management and care worker roles have a combined percentage of 30.76 % female to 9.61% male employees. Interestingly managers have overall responsibility for providing services that meet the needs of the clients and care workers provide direct support to the clients.

## 5 Results

This section presents the results of the study, including reliability analysis, descriptive statistics on EI, and correlations for hypothesis testing using binary regression method. A description of the interpretation of results generated by the statistical analysis test described in section 4. Concluding with a summary of statistics on the questionnaires graphed in the appendix, including tables generated from SPSS and demographics on gender and roles of respondents.

### 5.1 Reliability Statistics

The table 1 displays the reliability for the four sub constructs within EI; perception of emotions demonstrated the lowest form of reliability, the Cronbach alpha is below the conventional 0.6 (Cronbach Alpha=0.397). Managing own emotions showed slightly average levels of reliability with the Cronbach alpha tending to 0.6 (Cronbach Alpha=0.546). Managing others' emotions showed evidence of higher reliability measures (Cronbach Alpha=0.86) with use of emotions being the highest regarding the reliability measures (Cronbach Alpha=0.970).

### 5.2 Perception of Emotions Analysis

In table 2 the statistics shows analysis on the items corresponding with perception of emotions. Item (5) "I find it hard to understand the non-verbal messages of other people" (M=1.750, SD=0.721) scored the least on averages. Item (32) "I can tell how people are feeling by listening to the tone of their voice" (M=2.029, SD=0.769) and item (29) "I know what other people are feeling just by looking at them" (M=2.058, SD=0.868) also showed evidence of disagreement with the claims from the respondents since they had averages below 2.5., compared to the other items. Item (15) "I am aware of the non-verbal messages I send to others" (M=4.558, SD=0.537) was the highest on average regarding the positive responses from the respondents.

#### 5.2.1 Managing Own Emotions Analysis

Table 3 analysis of managing own emotions shows findings on items corresponding with this sub construct. Items (28) "When I am faced with a challenge, I give up because I believe I will fail" (M=2.029, SD=0.769) and item (31) "I use good moods to help myself keep trying in the face of

obstacles" ( $M=2.912$ ,  $SD=0.813$ ) received negative responses from the respondents having averages less than 2.5.

Whereas Item (2)" When I am faced with obstacles, I remember times I faced similar obstacles and overcame them", showed the strongest form or responses from the study ( $M=4.654$ ,  $SD=0.498$ ). On the results, the majority of the respondents ensured their emotions were managed appropriately from their responses.

### **5.2.2 Managing Others Emotions Analysis**

Table 4 shows findings Analysis on items corresponding to managing others' emotions. The following items (30) "I help other people feel better when they are down" ( $M=1.837$ ,  $SD=0.625$ ), (24)" I compliment others when they have done something well" ( $M=1.875$ ,  $SD=0.910$ ) and (1) "I know when to speak about my personal problems to others" ( $M=2.163$ ,  $SD=1.080$ ) had averages less than 2.5. Item (16) "I present myself in a way that makes a good impression on others" was the highest on average ( $M=4.317$ ,  $SD=0.740$ ). This shows that most of the respondents participated in and had the ability of managing the emotional issues of others from their responses given.

### **5.2.3 Use of Emotions Analysis**

Most of the respondents used emotions to; identify important and less important aspects of their lives, creating for new possibilities, improve the worth of life, easy problem solving, and development of new ideas on a positive mood and generation of positive ideas when realizing the change in emotions.

These included items 6, 7, 8, 17, 20, and 27. For item 20 "when I am in a positive mood I come up with new ideas scored the highest ( $M=4.635$ ,  $SD=.5584$ ), the lowest but still above the average was item 7 "when my mood changes I see new possibilities ( $M=3.327$ ,  $SD=.9994$ ). These constructs had averages above 2.5, indicator of a greater predictor as compared to the other sub constructs above already described managing own emotions, managing others' emotions and perception regarding emotions.

### 5.3 Higher EI Indicator Analysis

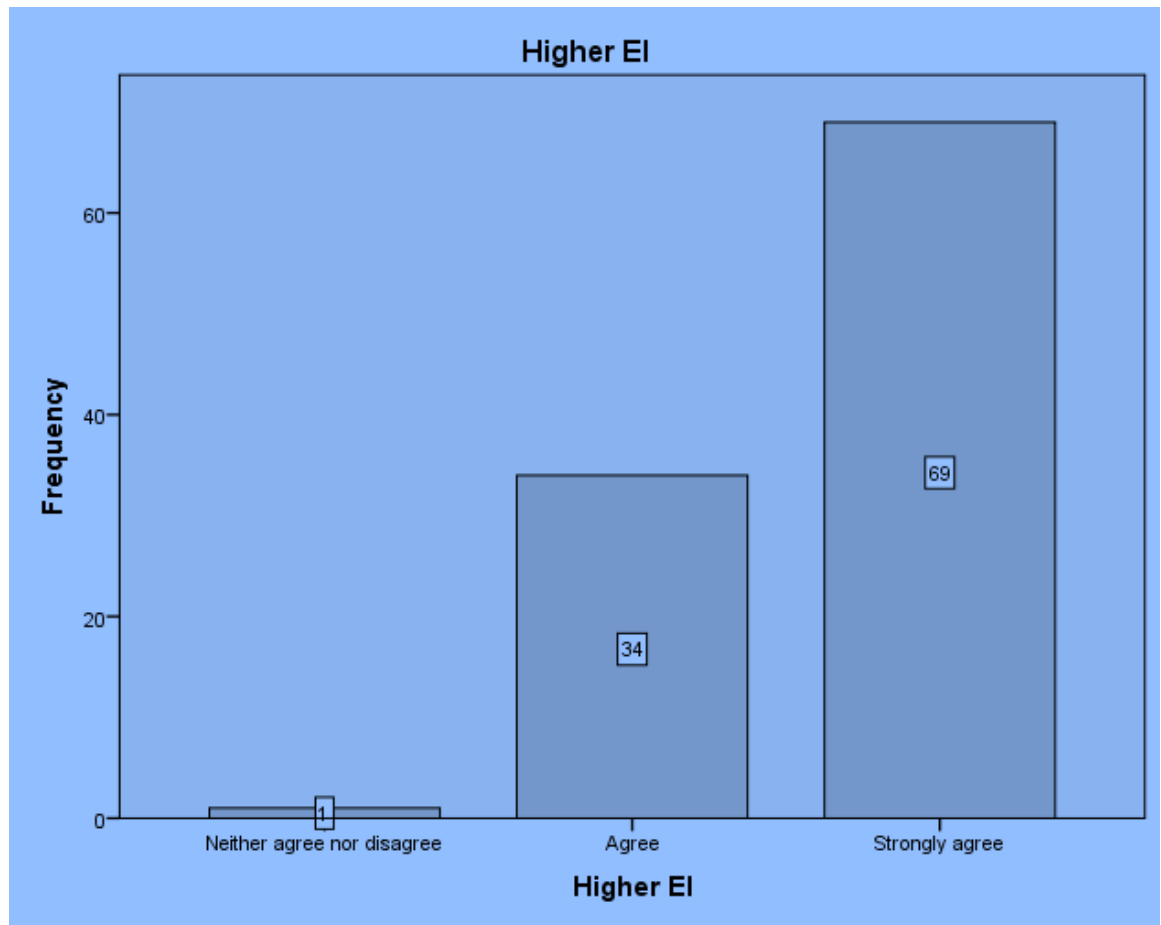


Figure 2 Higher EI Scores

The graph above indicates, that most of the respondents strongly agreed on the presence of higher engagement levels ( $n=69$ ) followed by those who agreed ( $n=34$ ) with those neutral ( $n=1$ ) the least from the analysis. This shows the reasons for a possibility to consider more analysis into the nature of the engagement motivators realized among the respondents further discussion in the next chapter.

### 5.4 Hypothesis Testing

This section of the chapter gives the results of the four hypothesis tests from the responses of the respondents from both questioners completed.

#### 5.4.1 Hypothesis 1:

Higher EI is positively associated with employee engagement within a non-profit disability organization. From the analysis on table 3 below, there is

evidence to support the hypothesis since most of the engagement variables had positive relationships with the highest EI.

Identified in the following; having an idea of what is expected at work ( $p=0.410$ ), having the right materials and equipment at work ( $p=0.655$ ) and having opportunities to do what the individual does best at work ( $p=0.902$ ). Having received recognition for the last seven days ( $p=0.884$ ), cared by the manager or anybody at the workplace ( $p=0.537$ ), having someone who cares about the worker ( $p=0.537$ ), having someone who encourages the individual at the place of work ( $p=0.961$ ) and individual opinions count at the place of work ( $p=0.616$ ).

Mission and vision of the company making the individual feel their job is important ( $p=0.731$ ), co-workers committed to doing quality work ( $p=0.475$ ) and having a best friend at work ( $p=0.598$ ). Someone talking to the employee about his/her progress in the last month ( $p=0.755$ ) and finding an opportunity to learn and grow in the last year ( $p=0.750$ ) demonstrated significant positive relationships ( $p<0.05$ ), Hypothesis accepted.

Table 3 EI positively associated with Engagement

Correlations															
			Q34. Do I know what is expected of me at work ?	Q35. Do I have the materials and equipment I need to do my work right ?	Q36. At work, do I have the opportunity to do what I do best every day ?	Q37. In the last seven days, have I received recognition or praise for doing good at work ?	Q38. Does my manager, or someone at work, seem to care about me as a person ?	Q39. Is there someone at work who encourages my development ?		Q40. At work, do my opinions seem to count ?	Q41. Does the mission/purpose of my company make me feel my job is important ?	Q42. Are my co workers committed to doing quality work ?	Q43. Do I have a best friend at work ?	Q44. In the last six months, has someone at work talked to me about my progress ?	Q45. This last year, have I had opportunity at work to learn and grow ?
Higher EI	Pearson Correlation Sig. (2-tailed) N	1 104	.410** .000 104	.655** .000 104	.902** .000 104	.884** .000 104	.537** .000 104	.961** .000 104		.616** .000 104	.731** .000 104	.475** .000 104	.598** .000 104	.755** .000 104	.750** .000 104
Q34. Do I know what is expected of me at work ?	Pearson Correlation Sig. (2-tailed) N	.410** .000 104	1 .000 104	.541** .000 104	.380** .000 104	.313** .001 104	.685** .000 104	.355** .000 104		.580** .000 104	.478** .000 104	.804** .000 104	.212** .031 104	.267** .006 104	.464** .000 104
Q35. Do I have the materials and equipment I need to do my work right ?	Pearson Correlation Sig. (2-tailed) N	.655** .000 104	.541** .000 104	1 .000 104	.702** .000 104	.579** .000 104	.789** .000 104	.656** .000 104		.932** .000 104	.883** .000 104	.673** .000 104	.392** .000 104	.494** .000 104	.859** .000 104
Q36. At work, do I have the opportunity to do what I do best every day ?	Pearson Correlation Sig. (2-tailed) N	.902** .000 104	.380** .000 104	.702** .000 104	1 .000 104	.824** .000 104	.554** .000 104	.935** .000 104		.654** .000 104	.795** .000 104	.472** .000 104	.558** .000 104	.704** .000 104	.818** .000 104
Q37. In the last seven days, have I received recognition or praise for doing good at work ?	Pearson Correlation Sig. (2-tailed) N	.884** .000 104	.313** .001 104	.579** .000 104	.824** .000 104	1 .000 104	.457** .000 104	.882** .000 104		.539** .000 104	.655** .000 104	.389** .000 104	.677** .000 104	.854** .000 104	.674** .000 104
Q38. Does my manager, or someone at work, seem to care about me as a person ?	Pearson Correlation Sig. (2-tailed) N	.537** .000 104	.685** .000 104	.789** .000 104	.554** .000 104	.457** .000 104	1 .000 104	.516** .000 104		.847** .000 104	.697** .000 104	.852** .000 104	.309** .001 104	.390** .000 104	.678** .000 104
Q39. Is there someone at work who encourages my development ?	Pearson Correlation Sig. (2-tailed) N	.961** .000 104	.355** .000 104	.656** .000 104	.935** .000 104	.882** .000 104	.518** .000 104	1 .000 104		.612** .000 104	.743** .000 104	.442** .000 104	.597** .000 104	.753** .000 104	.765** .000 104
Q40. At work, do my opinions seem to count ?	Pearson Correlation Sig. (2-tailed) N	.616** .000 104	.580** .000 104	.932** .000 104	.654** .000 104	.539** .000 104	.847** .000 104	.612** .000 104		1 .000 104	.823** .000 104	.722** .000 104	.365** .000 104	.461** .000 104	.800** .000 104
Q41. Does the mission/purpose of my company make me feel my job is important ?	Pearson Correlation Sig. (2-tailed) N	.731** .000 104	.478** .000 104	.883** .000 104	.795** .000 104	.655** .000 104	.697** .000 104	.743** .000 104		.823** .000 104	1 .000 104	.594** .000 104	.444** .000 104	.559** .000 104	.972** .000 104
Q42. Are my co workers committed to doing quality work ?	Pearson Correlation Sig. (2-tailed) N	.475** .000 104	.804** .000 104	.673** .000 104	.472** .000 104	.389** .000 104	.852** .000 104	.442** .000 104		.722** .000 104	.594** .000 104	1 .000 104	.264** .007 104	.332** .001 104	.578** .000 104
Q43. Do I have a best friend at work ?	Pearson Correlation Sig. (2-tailed) N	.598** .000 104	.212** .031 104	.392** .000 104	.558** .000 104	.677** .000 104	.309** .001 104	.597** .000 104		.365** .000 104	.444** .000 104	.264** .007 104	1 .000 104	.793** .000 104	.456** .000 104
Q44. In the last six months, has someone at work talked to me about my progress ?	Pearson Correlation Sig. (2-tailed) N	.755** .000 104	.267** .006 104	.494** .000 104	.704** .000 104	.854** .000 104	.390** .000 104	.753** .000 104		.461** .000 104	.559** .000 104	.332** .001 104	.793** .000 104	1 .000 104	.576** .000 104
Q45. This last year, have I had opportunity at work to learn and grow ?	Pearson Correlation Sig. (2-tailed) N	.750** .000 104	.464** .000 104	.859** .000 104	.818** .000 104	.674** .000 104	.678** .000 104	.765** .000 104		.800** .000 104	.972** .000 104	.578** .000 104	.456** .000 104	.576** .000 104	1 .000 104

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

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

#### 5.4.2 Hypothesis 2

Specific constructs within EI are positively associated with employee engagement within a non-profit disability organization.

From the analysis on table 4, the specific constructs on EI are; expectations on doing well, confidence levels, understanding of verbal messages, and finding new opportunities due to changes in moods. The employee engagement within this analysis indicated as having best friends at work, someone talking to the employee on progress and having opportunities to learn and grow within the last year.

The results depict that expectations on doing well had a positive relationship with ease on confidence from others ( $p=0.941$ ), definition of important and less important matters in their lives ( $p=0.993$ ), seeing newer opportunities when mood changes ( $p=0.869$ ) as opposed to hard in understanding of non-verbal messages ( $p=-0.773$ ), though possessing significant effects.

The results demonstrate that despite the existence of positive constructs, there was one negative construct linked to the higher EI scores, understanding of non-verbal messages compared to the other constructs within EI.



Table 4 specific EI constructs positively associated with Engagement

Correlations									
		Q3. I expect that I will do well on most things I try	Q4. Other people find it easy to confide in me	Q5. I find it hard to understand the non-verbal messages of other people	Q6. Some of the major events of my life have led me to re-evaluate what is important and not important	Q7. When my mood changes I see new possibilities	Q43. Do I have a best friend at work ?	Q44. In the last six months, has someone at work talked to me about my progress ?	Q45. This last year, have I had opportunity at work to learn and grow ?
Q3. I expect that I will do well on most things I try	Pearson Correlation Sig. (2-tailed) N	1 .000 104	.941** .000 104	-.773** .000 104	.993** .000 104	.869** .000 104	.693** .000 104	.756** .000 104	.678** .000 104
Q4. Other people find it easy to confide in me	Pearson Correlation Sig. (2-tailed) N	.941** .000 104	1 .000 104	-.799** .000 104	.948** .000 104	.865** .000 104	.693** .000 104	.739** .000 104	.720** .000 104
Q5. I find it hard to understand the non-verbal messages of other people	Pearson Correlation Sig. (2-tailed) N	-.773** .000 104	-.799** .000 104	1 .000 104	-.779** .000 104	-.815** .000 104	-.733** .000 104	-.645** .000 104	-.573** .000 104
Q6. Some of the major events of my life have led me to re-evaluate what is important and not important	Pearson Correlation Sig. (2-tailed) N	.993** .000 104	.948** .000 104	-.779** .000 104	1 .000 104	.869** .000 104	.690** .000 104	.755** .000 104	.687** .000 104
Q7. When my mood changes I see new possibilities	Pearson Correlation Sig. (2-tailed) N	.869** .000 104	.865** .000 104	-.815** .000 104	.869** .000 104	1 .000 104	.756** .000 104	.789** .000 104	.757** .000 104
Q43. Do I have a best friend at work ?	Pearson Correlation Sig. (2-tailed) N	.693** .000 104	.693** .000 104	-.733** .000 104	.690** .000 104	.756** .000 104	1 .000 104	.793** .000 104	.456** .000 104
Q44. In the last six months, has someone at work talked to me about my progress ?	Pearson Correlation Sig. (2-tailed) N	.756** .000 104	.739** .000 104	-.645** .000 104	.755** .000 104	.789** .000 104	.793** .000 104	1 .000 104	.576** .000 104
Q45. This last year, have I had opportunity at work to learn and grow ?	Pearson Correlation Sig. (2-tailed) N	.678** .000 104	.720** .000 104	-.573** .000 104	.687** .000 104	.757** .000 104	.456** .000 104	.576** .000 104	1 .000 104

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

### 5.4.3 Hypothesis 3:

Higher EI is positively associated with performance within a non-profit disability organization. From the analysis below in table 5, there is evidence to support the claim on the existence of a positive relationship between performance within a disability non-profit organization and Higher EI. Finding an opportunity to learn and grow in the last year ( $p=0.750$ ) and receiving any form of recognition for doing a good job ( $p=0.884$ ) with significant relationships ( $p<0.05$ ). This indicates that indeed, Higher EI is positively associated with performance within a non-profit disability organization, hypothesis accepted.

Table 3 Correlation analysis of Higher EI is positively associated with performance within a non-profit disability organization

		Higher EI	Q45. This last year, have I had the opportunity at work to learn and grow?	Q37. In the last seven days, have I received recognition or praise for doing good at work?
Higher EI	Pearson Correlation	1	.750**	.884**
	Sig. (2-tailed)		.000	.000
	N	104	104	104
Q45. This last year, have I had the opportunity at work to learn and grow?	Pearson Correlation	.750**	1	.674**
	Sig. (2-tailed)	.000		.000
	N	104	104	104
Q37. In the last seven days, have I received recognition or praise for doing good at work?	Pearson Correlation	.884**	.674**	1
	Sig. (2-tailed)	.000	.000	
	N	104	104	104

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

#### 5.4.4 Hypothesis 4:

Higher EI is a predictor of employee engagement

Table 4 Regression analysis for Higher EI is a predictor of employee engagement

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616 <sup>a</sup>	.380	.374	.2869

a. Predictors: (Constant), Higher EI

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.144	1	5.144	62.502	.000 <sup>b</sup>
	Residual	8.395	102	.082		
	Total	13.538	103			

a. Dependent Variable: Q40. At work, do my opinions seem to count ?

b. Predictors: (Constant), Higher EI

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.242	.266		-4.677	.000
	Higher EI	.449	.057	.616	7.906	.000

a. Dependent Variable: Q40. At work, do my opinions seem to count ?

From the results, there is a low level of predictability between higher EI and employee engagement (R-squared=0.380). However, the predictive model proves statistically significant at 5% level of significance since the p-value of the F-statistic less than 0.05 (F (1,102) =5.144, p=0.000). Fisher's p value (1920) theory for hypothesis testing indicates the p value provides quantitative power of evidence against a null hypothesis.

On the parametric test, higher EI demonstrates a positive effect on the higher EI, hence a predictive element to the model ( $\beta=0.449$ ) with a statistically significant effect within the model ( $t=7.906$ ,  $p=0.000$ ). This affirms to the assumption of Higher EI is a predictor of employee engagement; therefore we can conclude the hypothesis of EI as a predictor of employee engagement as accepted. Therefore the null hypothesis is disproven.

## Chapter 6 Discussion

### 6.1 Academic Discussion

The prevalent view within the extent of academic literature supports a positive relationship between EI, engagement and performance, Akhter et al, (2007) affirms that EI increases ability and performance. Studies on the relationship between the concepts found a positive relationship; Bar-on, 1997, 2003; Parker et al, 2004. Van Rooy & Viswesvaran (2004) agree on evidence a positive impact on the relationship between EI and performance, concurring with the results analysis. Boyatzis (1982) proclaims that research has shown that EI along with specific competencies; self –awareness, use of and regulation of emotion, self-assessment and self-emotional appraisal and other emotion appraisal positively predicts work performance.

From the analysis of the responses, key findings within the sub constructs of EI, based on the statistical results are presented below.

1. Perception of emotions; awareness of the non-verbal messages I send to others scored the highest, ( $M= 4.558$   $SD=0.537$ ). In contrast finding it hard to understand the non-verbal messages of other people ( $M=1.750$ ,  $SD=0.721$ ) scored the lowest. Relevant here is self-awareness and different depths of empathy, even though respondents had high awareness of their own non-verbal messages; non-verbal messages of others were low, representing a lack of awareness and to some degree empathy skill. Martin's et.al (2010) expresses those with higher EI are more socially effective by being perspective taking with situations and understanding emotions.

Working with people with disabilities the respondents showed to have awareness of self and how their own nonverbal messages may affect others; emotions, behaviour, communication and learning style, a key skill to support the needs of people with disabilities. Equal importance is ability to have awareness of non-verbal messages of the clients in order to understand what they are trying to communicate.

2. Managing own emotions; analysing of responses showed overall that emotions were managed appropriately. The strongest responses ( $MD=4.654$ ,

SD=0.498) when respondents are faced with obstacles, they remembered times of similar experiences and overcame them. Concurring with literature Dana et.al (2015), that those with higher EI have the ability to learn and better perform in agreement with Goleman's theory of EI (1998). Recommended by numerous studies to provide training to enhanced EI skills as those with higher EI have the ability to learn.

Two negative items correlating with EI, were when facing challenges giving up because they believe they will fail (M=2.029, SD=0.796) and using good moods when trying to deal with challenges (M=2.912, SD=0.813). Items scored high overall by respondents self-reporting good ability to manage their own emotions.

Working with the needs of people with disabilities, respondent's ability to manage their own emotional responses is crucial to support and or de-escalate situations that may arise, also managing conflicting sometimes crisis situations.

3. Managing others emotions, analysis from the responses found that most were active in and had the ability of managing the emotional issues of others. Dealing with distressing and unregulated emotions in work, having the ability to manage this is part of the role and requires to have the skill to manage others emotional reactions.

Most importantly with working with people with disabilities, when people tell them important events in their lives, they feel as though they have experienced this event themselves scored (M=4.163, SD=.6249). This is of particular significance as it demonstrates a high level of empathy, understanding and identifying with others and being skilled enough to walk in their shoes as described earlier, Hui Ching Weng et.al (2019) affirming that empathy has influential on client fulfilment.

4. Use of emotions was an indicator of the greatest predictor. Where by the respondents identified awareness of important aspects of their lives, new possibilities, improving worth of life, easy problem solving. Strongly indicating an ability to develop new and positive ideas when in a good mood,

realising a change in emotions has occurred for themselves. All items had well above averages, lowest when mood changes respondents see new possibilities ( $M=3.327$ ,  $SD=.9994$ ) and the highest with regard to mood changes they come up with new ideas ( $M=4.635$ ,  $SD=.5584$ ). Demonstrating that the respondents use their emotions in a positive way to perform and engage not just in work tasks but with the clients they are supporting.

This use and awareness of emotions, Goleman talked about within the competencies of EI, which greatly enhances outcomes when working with people with disabilities through empathy and achieving the goals of the client and objectives of the organisation with a social mission.

Two constructs within EI managing others' emotions showed evidence of higher reliability measures (Cronbach Alpha=0.86) with use of emotions (Cronbach Alpha=0.970) being the highest overall. Evidence that these two constructs are positively associated within EI from self-reporting and reliability results. Navas and Vijayakumar (2018) found EI played a significant role, particularly understanding and control of emotions, for productivity and performance in work and emotional regulation. Emotional regulation and self-awareness within EI have been identified by the majority of researchers and studies positively supporting success of performance of those engaged in their work.

Schutte, Manes and Malouff, (2009), Co te Gyurak and Levenson (2010), concluded they discovered emotional regulation as a contributor to performance within EI, handling, managing emotions and reactions.

The results of the study from chapter 5 overall found a positive relationship with EI and engagement which supported performance at work. Higher EI as an Indicator of engagement strongly agreed on the presence of higher engagement levels ( $n=69$ ) followed by those who agreed ( $n=34$ ) from ( $n=104$ ) respondents from the analysis. An overwhelming response agreed they're engaged in their work as higher EI as an indicator for the respondents.

## 6.2 Discussion of Hypothesis 1

*Higher EI is positively associated with employee engagement within a non-profit disability organization*

Most of the engagement variables had positive relationships with higher EI, demonstrating significant positive relationships. Gallup consulting identified basic, individual, team and growth needs. Within individual needs Q3 having opportunities to do what the individual does best at work ( $p=0.902$ ), Q4 received recognition for the last seven days ( $p=0.884$ ) and Q6 someone who encourages the individual at the place of work ( $p=0.961$ ) reveal that the respondent's individual needs within work are being met. Within team needs Q7 individual opinions count at the place of work ( $p=0.616$ ), Q8 mission and vision of the company making the individual feel their job is important ( $p=0.731$ ) also showed positively.

Perry (2019) found engagement far greater when an organisation had a specific social mission. Capelli and Eldor (2019) concurred whereby employees were more motivated to perform where their jobs added to an organisation or benefited society, the respondents all work in a non-profit organisations in the disability sector. Where the mission and vision actively reflects the work with and services for people with disabilities.

Finally growth needs Q 12 identified as positive as respondents agreed they had an opportunity to learn and grow in the last year ( $p=0.750$ ), supporting research findings that those with higher EI need to be given opportunities within work otherwise they will intentionally leave to find opportunities elsewhere.

## 6.3 Discussion of Hypothesis 2

*Specific constructs within EI are positively associated with employee engagement within a non-profit disability organization.*

The specific constructs in EI; expectations on doing well, confidence levels, understanding of verbal messages, and finding new opportunities due to changes in moods showed significant positive effects on engagement for the respondent's. Although one construct understanding of non-verbal messages of others ( $p=-0.773$ ) showed a negative relationship with

engagement reported shows a lack of ability and skill in understanding other people's non-verbal messages. Some clients with disabilities may have limited verbal communication, therefore will communicate non-verbally. Goleman's social competencies, empathy he describes in different skill levels, firstly ability to read others emotions, advanced reasoning and sensing to non-verbalised feelings of others. This is where the negative construct from the respondents was found compared to the other constructs scoring ( $p=0.941$ ), ( $p=0.993$ ), ( $p=0.869$ ) respectively. Social skills are the building blocks for empathy how well these skills are learned will reflect empathy skill and ability.

#### **6.4 Discussion of Hypothesis 3**

*Higher EI is positively associated with performance within a non-profit disability organization.*

The results show that higher EI is positively associated with performance within a non-profit disability organization the responses show evidence to support the claim. O'Boyle et al (2011) combined meta-analysis results which showed employees with higher EI, had better work performance, and performed better in high emotional labour work according to Joseph and Newman (2010).

They stressed the uniqueness of a positive and significant relationship, supporting the work of several researchers that EI is an important predictor of work related performances and achievements. Confirming the results showing a significant relationship; respondents reporting having opportunity to grow and learn and receiving recognition for work completed. Along with Wong and Law (2008) supporting that EI is a significant predictor of job performance.

#### **6.5 Discussion of Hypothesis 4**

*Higher EI is a predictor of employee engagement*

From research there is a claim that a strong relationship between job performance and self-reported EI, according to Joseph and Newman (2010b) best known predictors of job performance. In concurrence Elfenbein (2016),



certain constructs of EI are more effective than others, as seen in the findings of the study. To perform one is engaged in their work.

Within the predictive tests completed for this study, the predictive model test proved statistically significant whereby the parametric test found higher EI demonstrates a positive effect on higher EI therefore a predictive element confirmed. Affirming that higher EI as a predictor of employee engagement. Akhtar et al (2015) found trait EI to be a significant predictor of engagement, as previously Van Rooy and Viswesvaran (2004) meta-analysis study validated EI as a predictor of job performance.

### **6.6 Practical Implications**

There are two practical implications from this study, recruitment with regard to employing those with higher EI and motivation of employees with higher EI.

Cherniss and Goleman (2001), argue the benefits of employees with higher EI for better recruitment and retention. In recruitment Dana et al (2015), has recommended EI to be included as a hiring instrument as expectations of employees are nowadays higher and higher again with those with a higher EI level. Employing those with a higher EI are more likely to be engaged in their work according to research and the findings of this study.

Motivation is a factor to effect engagement and ultimately performance of an employee regardless of the level of EI if not nurtured. Those with higher EI have a need to be challenged and given opportunities which drive motivation, in the PSM findings they found EI traits as goal driven having a positive association. Indicating those with a higher EI are motivated by achievement of personal goals, recognition and reward, and if not organisations will have turnover intentions of employees.

Studies have recommended employing people with higher EI, recruiters need to be aware of the motivations for personal achievement to grow, develop and manage expectations. If not considered will have the effect of having high turnover and costs in recruitment and training, not originally considered by this study. To conclude, Khurram, Sarmad, Abbas and Kahn, (2011)

found emotional regulation as a predictor of performance, and highlighted also the usefulness in recruitment and selection process.

### **6.7 Suggestions for Further Research**

The importance here for further research is to retain employees with higher EI. By challenging and giving opportunities to employees with higher EI in the workplace to reduce turnover intentions. Incorporate motivational qualitative research to further investigate employees identified with higher EI, what relationship motivation has as the missing predictor of engagement and performance.

Secondly to assess the levels of engagement of the employee not just if they're engaged or not, this is where the motivation will potentially have an influence on research and findings. An in depth study across different non-profit disability organisations in Ireland, would give a fuller picture of employees motivations with regard to EI, performance and engagement.

That ultimately would support the current recruitment crisis in the industry to recruit, retain and engage current and future employees.

## Chapter 7 Conclusion

### 7.1 Concept Consideration within EI

It can be concluded, based on research, that EI is a predictor of performance and engagement, with particular constructs within EI such as regulation, use and managing of emotions.

Therefore wise for recruiters particularly in non-profit organisations to incorporate both regulation and use and management of emotion methods whether through interview, assessment or case scenarios into the selection process.

Research has also recommended incorporating personal development training to enhance EI skills of employees, with a focus on self-regulation, use and management of emotion to increase communication, social skills and empathy within the workplace to have better engagement and performance outcomes.

It has been found from the literature review and this study, that higher EI in employees supports the achievement of performing within the workplace. Impacting on the goals and objectives within a non-profit disability organisation which is centred on the needs and aspirations of its clients, therefore critical in this industry to recruit employees with higher EI who are more likely engaged and will perform for the organisation.

Albeit the introduction of the concept of “*Emotional Motivation*” to be explored has its merits, with regard to retaining those employees with higher EI motivated and perform while engaged in their work. This new concept idea has implications for employers from a few aspects, recruitment and retention, performance and engagement to achieve organisational goals and objectives.

‘*Emotional Motivation*’ takes into account individual needs of an employee and its relationship with their EI which could alter their motivation to engage and perform in any work environment.

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## Appendices

### Appendix 1 Assessing Emotions Scale

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you. There are no right or wrong answers. Please give the response that best describes you.

1. I know when to speak about my personal problems to others.
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
3. I expect that I will do well on most things I try.
4. Other people find it easy to confide in me.
5. I find it hard to understand the non-verbal messages of other people.
6. Some of the major events of my life have led me to re-evaluate what is important and not important.
7. When my mood changes, I see new possibilities.
8. Emotions are one of the things that make my life worth living.
9. I am aware of my emotions as I experience them.
10. I expect good things to happen.
11. I like to share my emotions with others.
12. When I experience a positive emotion, I know how to make it last.
13. I arrange events others enjoy.
14. I seek out activities that make me happy.
15. I am aware of the non-verbal messages I send to others.
16. I present myself in a way that makes a good impression on others.
17. When I am in a positive mood, solving problems is easy for me.
18. By looking at their facial expressions, I recognize the emotions people are experiencing.
19. I know why my emotions change.

20. When I am in a positive mood, I am able to come up with new ideas.
  21. I have control over my emotions.
  22. I easily recognize my emotions as I experience them.
  23. I motivate myself by imagining a good outcome to tasks I take on.
  24. I compliment others when they have done something well.
  25. I am aware of the non-verbal messages other people send.
  26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.
  27. When I feel a change in emotions, I tend to come up with new ideas.
  28. When I am faced with a challenge, I give up because I believe I will fail.
  29. I know what other people are feeling just by looking at them.
  30. I help other people feel better when they are down.
  31. I use good moods to help myself keep trying in the face of obstacles.
  32. I can tell how people are feeling by listening to the tone of their voice.
  33. It is difficult for me to understand why people feel the way they do.
- (Stough, Saklofskw, Paker, 2009, P131/132)

## Appendix 2 Gallup Q12 Questionnaire

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

(Gallup 2002, P3/4)



### Appendix 3 Goleman's Five Competencies of EI

Components	Definitions	Hallmark
	Ability to recognise & understand your moods, emotions & drives, as well as their effects on others	Self confidence Realistic self-assessment Self-depreciating sense of humour
Self-Regulation	Ability to control or redirect impulses & moods Propensity to suspend judgement & think before acting	Trustworthiness & integrity Comfort, ambiguity & openness to change
Motivation	A passion to work, far beyond money or status A propensity to pursue goals with energy & persistence	Strong drive to achieve Optimistic , even in the face of failure Organisational commitment
Empathy	Ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building & retaining talent Cross cultural sensitivity Service to clients & customers
Social Skills	Proficiency in managing relationships & building networks An ability to find common ground & build rapport	Effectiveness in leading change Persuasiveness Expertise in building & leading teams

Hosain (2018 P7) Source Daniel Goleman (1998): Virginia University online Library

## Appendix 4 Definitions of EI

### 1. Salovey and Mayer (1989 –1990):

“Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”.

### 2. Wolff (2005, p. 2), the Goleman model holds that:

“Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others. An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work”.

### 3. Bar-On (1997) believes that:

“Emotional Intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

(Ackley D 2015, P 271)

## Appendix 5 Herzberg's Motivators

Herzberg (1959 the motivation to Work P 76/77) Motivators for work leading to satisfaction and performance

<b>Motivation</b>	<b>Performance</b>
Achievement	Specific success; completion of a job, solutions to problems, vindications & seeing the results of your work
Recognition	Acts of recognition, notice or praise. Concrete rewards are given along with & those in which they are not.
Possibility of Growth	Changes in job situation; possibilities for professional growth increase. From promotion, including increased opportunities for learning & practicing new skills, or acquiring new professional knowledge.
Advancement	Actual changes which enhance position or status at work.
Responsibility	Given real responsibility, matched with the necessary authority to discharge it properly
The Work itself	Actual doing of the job, or stages of it

## Appendix 6 Motivation

The terms associated with motivation are as follows; from some synonyms for motivation (from what makes a manager? A report by the institute of manpower Studies, 1998 P.11)

<b>Associated Terms</b>	<b>Associated Qualities</b>
Approach and Orientation to work Application Willingness Dedication Alignment of person and organisation Commitment Work Appetite	Energy Drive Tenacity Determination Strength of purpose Purposeful

## Appendix 7 Statistical Tables 1-5

**Table 5 Reliability Statistics**

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Perceptions of emotions	.397	.351	10
Managing own emotions	.546	.633	9
Managing others' emotions	.869	.838	8
Use of emotions	.970	.975	6

**Table 6 Summary statistics of Perceptions of Emotions**

	Descriptive Statistics		
	N	Mean	Std. Deviation
Q5. I find it hard to understand the non-verbal messages of other people	104	1.750	.7207
Q9. I am aware of my emotions as I experience them	104	3.817	.8097
Q15. I am aware of the non-verbal messages I send to others	104	4.558	.5366
Q18. By looking at their facial expressions, I recognize the emotions people are experiencing	104	4.048	.7806
Q19. I know my emotions change	104	3.904	.8421
Q22. I easily recognize my emotions as I experience them	104	3.231	.9677
Q25. I am aware of the non-verbal messages other people send	104	3.471	.9133
Q29. I know what other people are feeling just by looking at them	104	2.058	.8683
Q32. I can tell how people are feeling by listening to the tone of their voice	104	2.029	.7690
Q33. It is difficult for me to understand why people feel the way they do	104	3.94	.8683
Valid N (list wise)	104		

**Table 7 Summary statistics of Perceptions of Emotions**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Q2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	104	4.654	.4979
Q3. I expect that I will do well on most things I try	104	3.760	.8065
Q10. I expect good things to happen	104	4.135	.6975
Q12. When I experience a positive emotion, I know how to make it last	104	3.913	.6552
Q14. I seek out activities that make me happy	104	4.192	.6978
Q21. I have control over my emotions	104	4.115	.8042
Q23. I motivate myself by imagining a good outcome to tasks I take on	104	3.308	.7116
Q28. When I am faced with a challenge, I give up because I believe I will fail	104	2.029	.7690
Q31. I use good moods to help myself keep trying in the face of obstacles	104	2.192	.8134
Valid N (list wise)	104		

**Table 8 Summary statistics of Managing Others' Emotions**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Q1. I know when to speak about my personal problems to others	104	2.163	1.0804
Q4. Other people find it easy to confide in me	104	3.808	.8599
Q11. I like to share my emotions with others	104	3.769	.8271
Q13. I arrange events others enjoy	104	4.317	.6721
Q16. I present myself in a way that makes a good impression on others	104	4.231	.7404
Q24. I compliment others when they have done something well	104	1.875	.9104
Q26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself	104	4.163	.6249
Q30. I help other people feel better when they are down	104	1.837	.6249
Valid N (list wise)	104		

**Table 9 Summary statistics of the Use of Emotions**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Q6. Some of the major events of my life have led me to re-evaluate what is important and not important	104	3.750	.8214
Q7. When my mood changes I see new possibilities	104	3.327	.9994
Q8. Emotions are one of the things that make my life worth living	104	3.663	.8198
Q17. When I am in a positive mood, solving problems is easy for me	104	3.567	.9529
Q20. When I am in a positive mood, I am able to come up with new ideas	104	4.635	.5584
Q27. When I feel a change in emotions, I tend to come up with new ideas	104	3.808	.8134
Valid N (list wise)	104		

## Appendix 8 Demographic Graphs

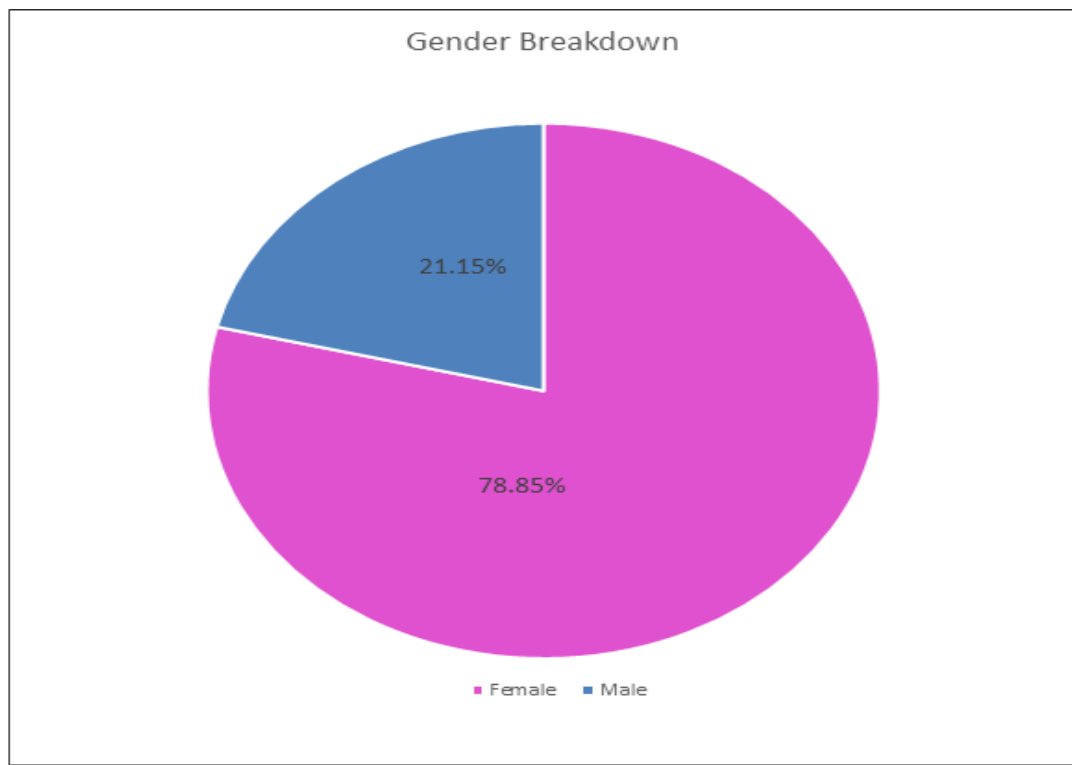


Figure 3 Gender Breakdown



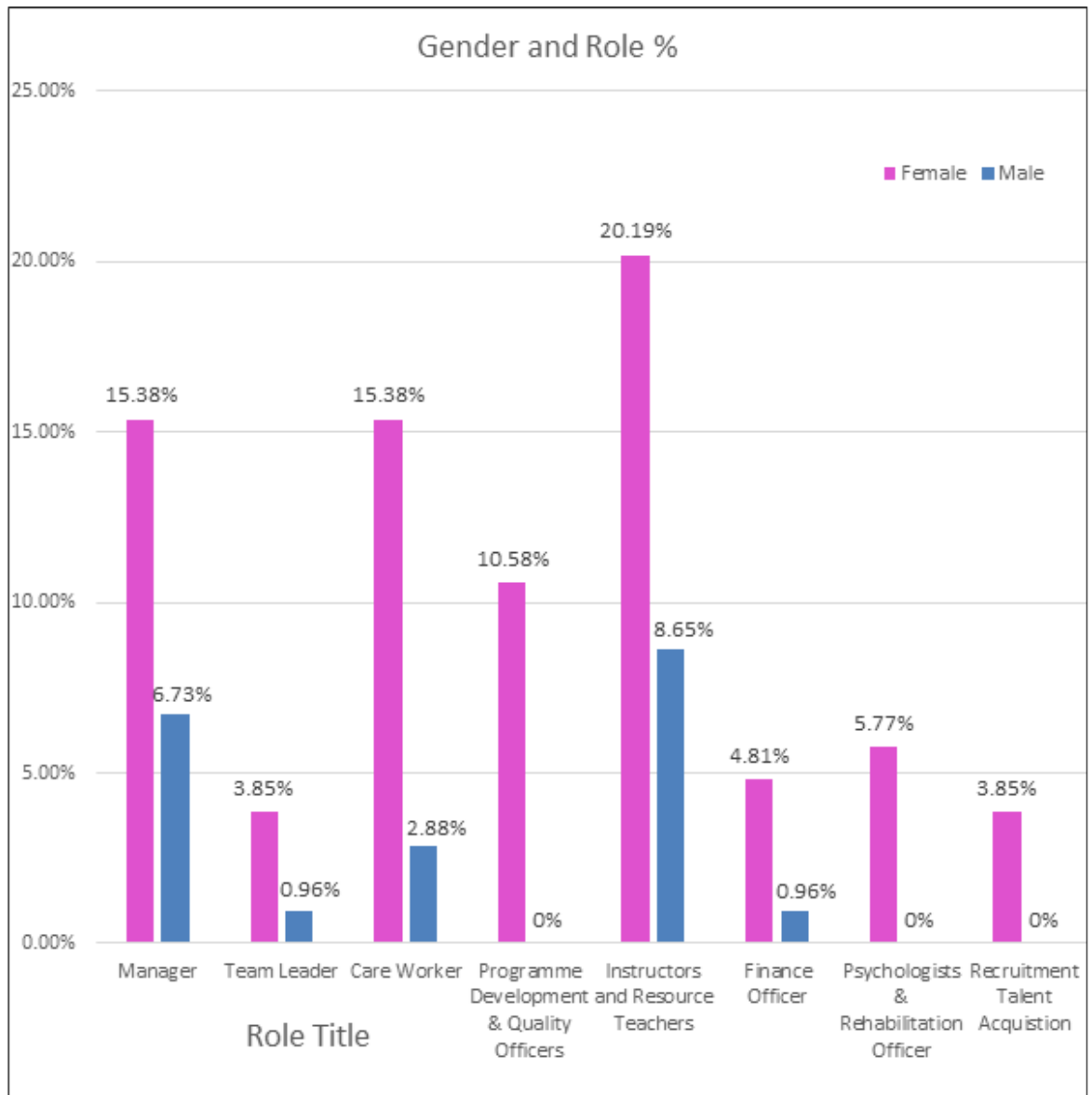


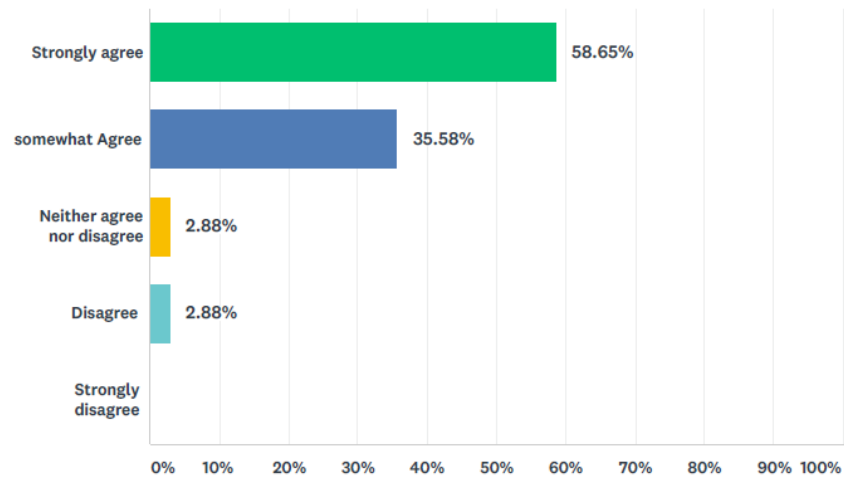
Figure 4 Gender & Role Demographics

## Appendix 9 EI & Engagement Graphs

### Summary Graphs of EI Questionnaires 1-33

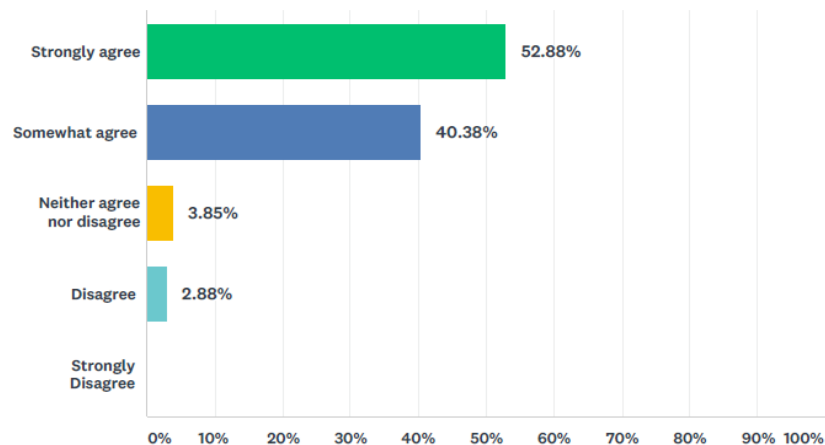
#### Q1 I know when to speak about my personal problems to others

Answered: 104 Skipped: 0



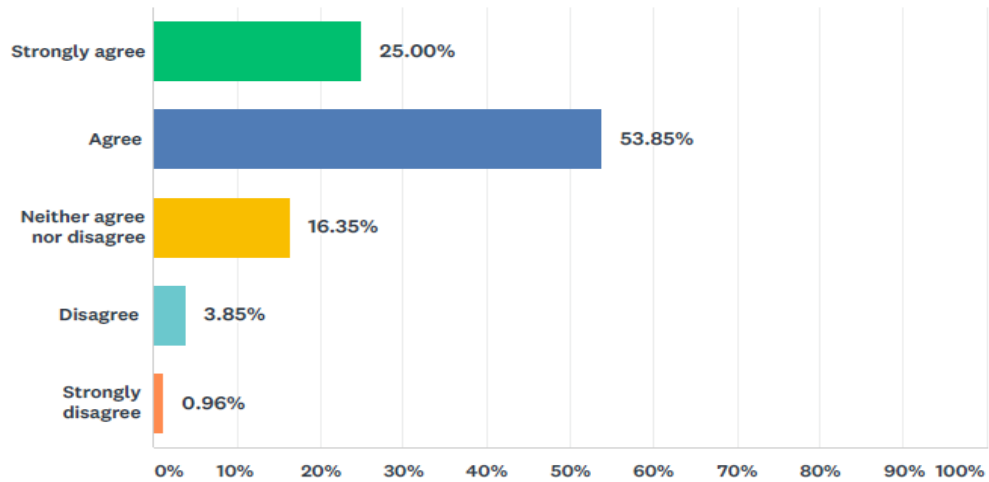
#### Q2 When I am faced with obstacles, I remember times I faced similar obstacles and overcame them

Answered: 104 Skipped: 0



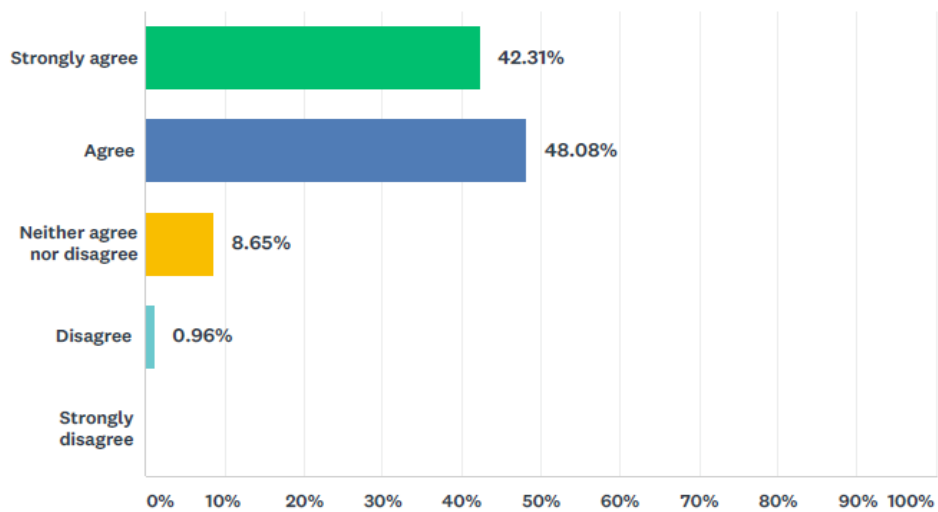
### Q3 I expect that I will do well on most things I try

Answered: 104 Skipped: 0

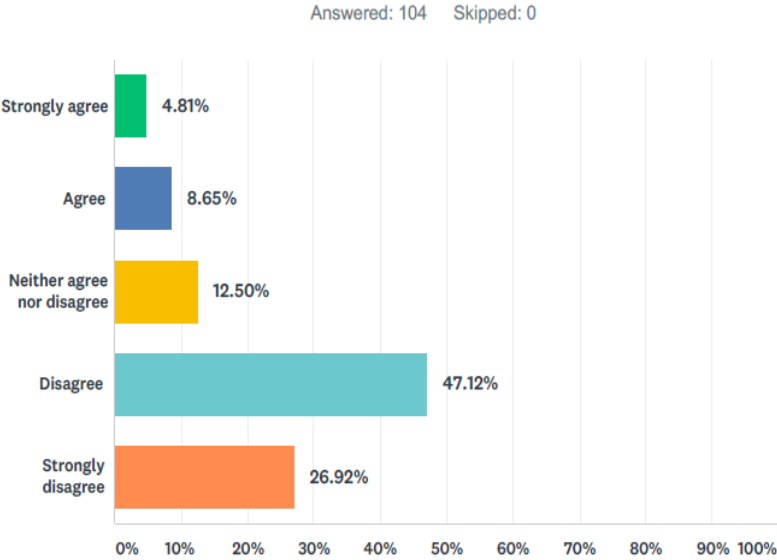


### Q4 Other people find it easy to confide in me

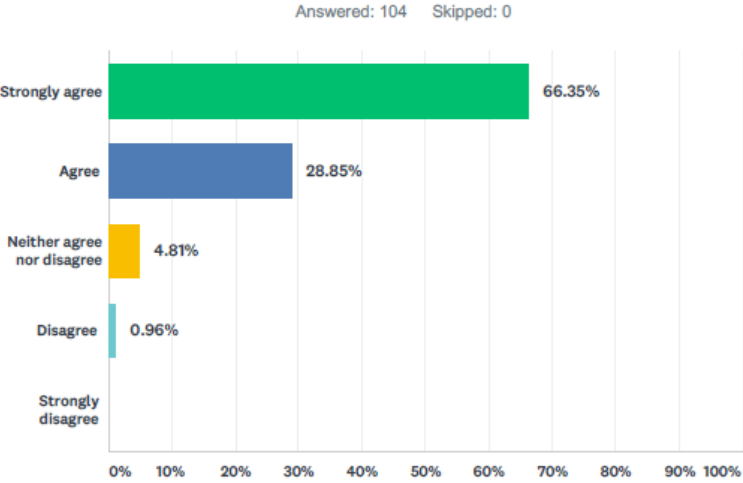
Answered: 104 Skipped: 0



Q5 I find it hard to understand the non-verbal messages of other people

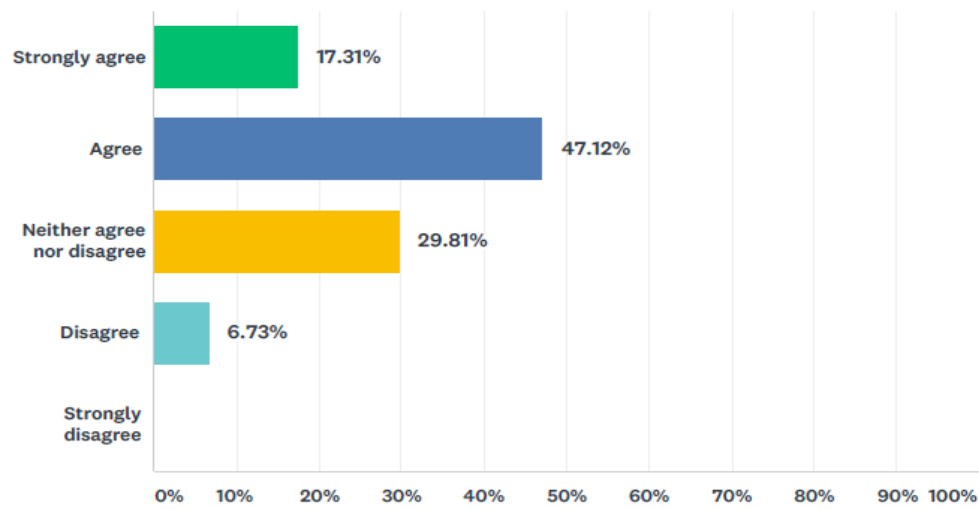


Q6 Some of the major events of my life have led me to re-evaluate what is important and not important



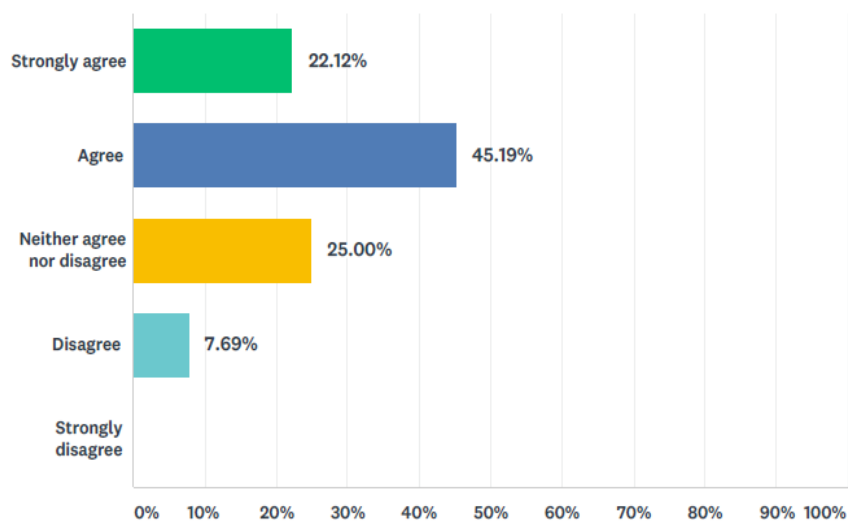
## Q7 When my mood changes I see new possibilities

Answered: 104 Skipped: 0



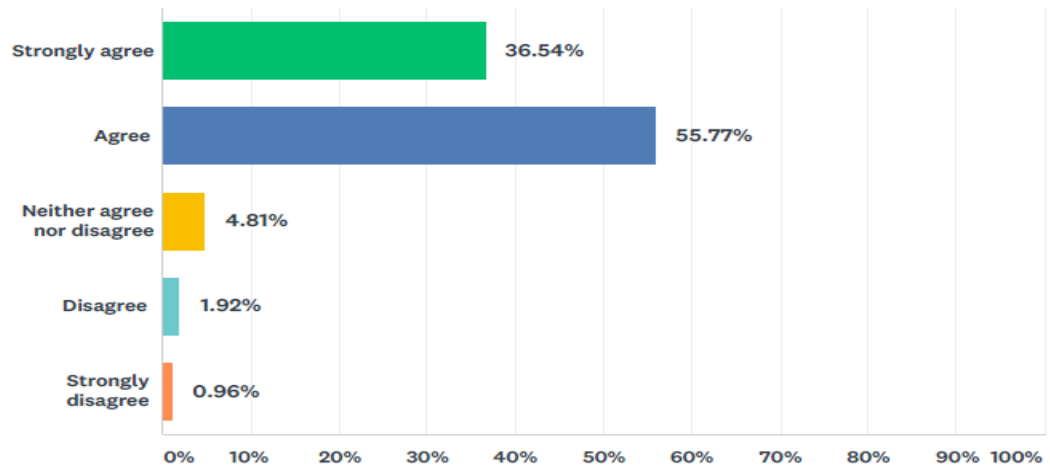
## Q8 Emotions are one of the things that make my life worth living

Answered: 104 Skipped: 0



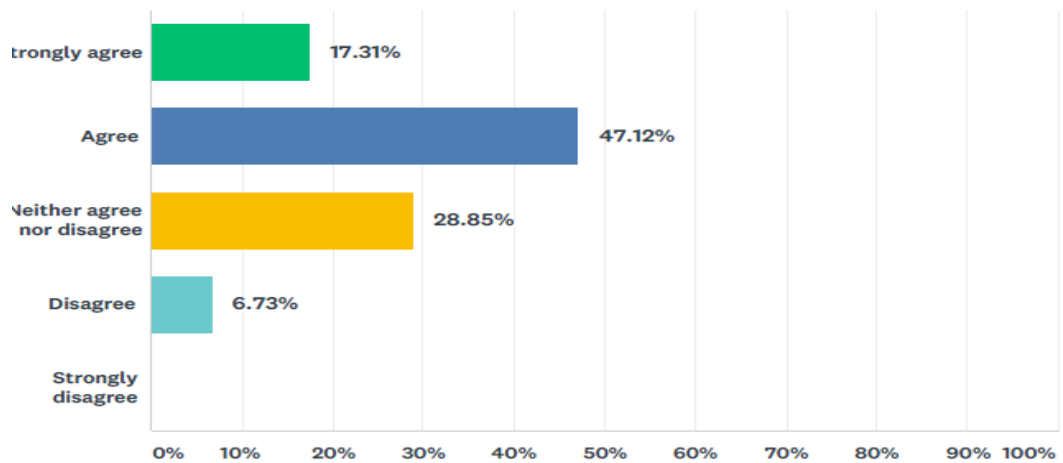
## Q9 I am aware of my emotions as I experience them

Answered: 104 Skipped: 0



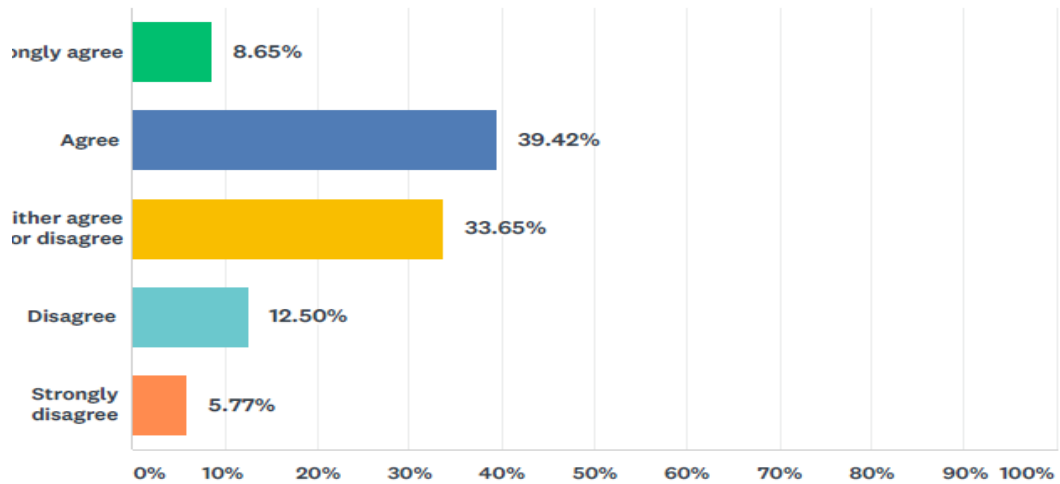
## Q10 I expect good things to happen

Answered: 104 Skipped: 0



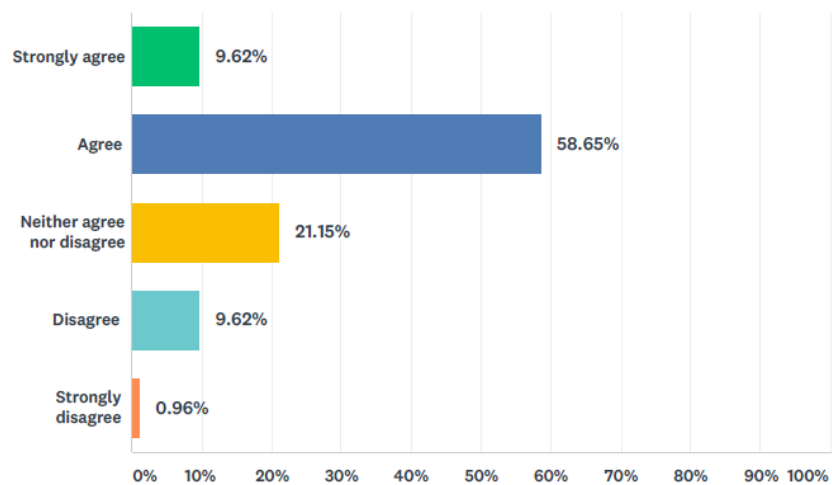
## Q11 I like to share my emotions with others

Answered: 104 Skipped: 0



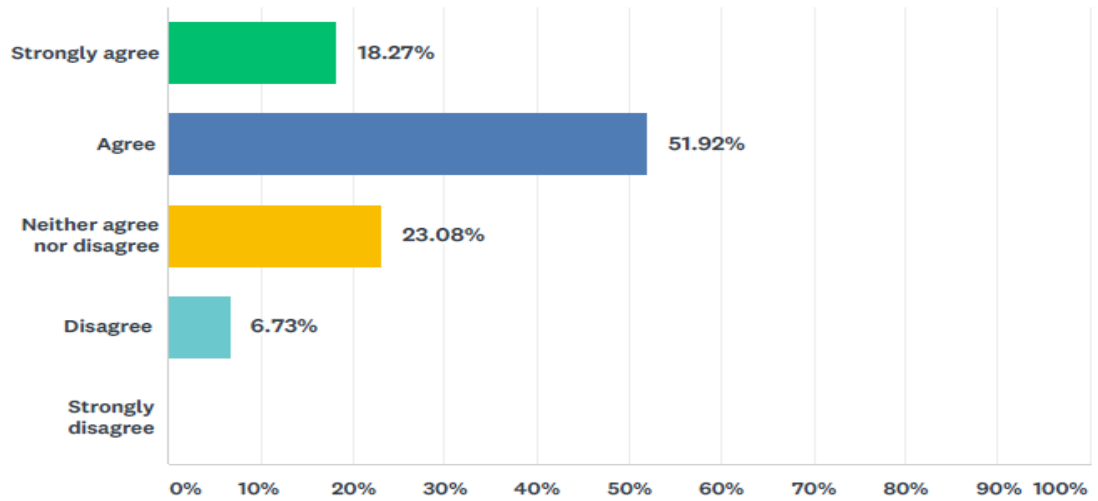
## Q12 When I experience a positive emotion,I know how to make it last

Answered: 104 Skipped: 0



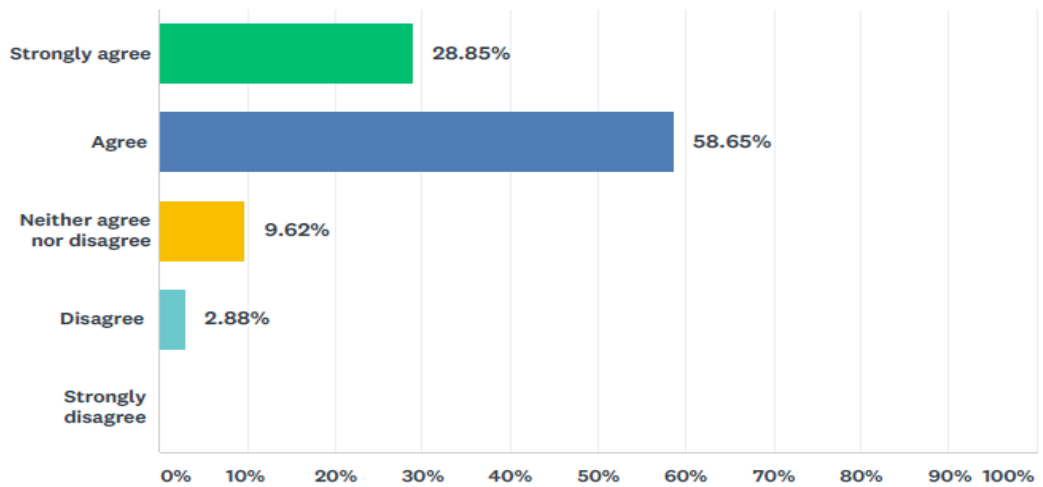
### Q13 I arrange events others enjoy

Answered: 104 Skipped: 0



### Q14 I seek out activities that make me happy

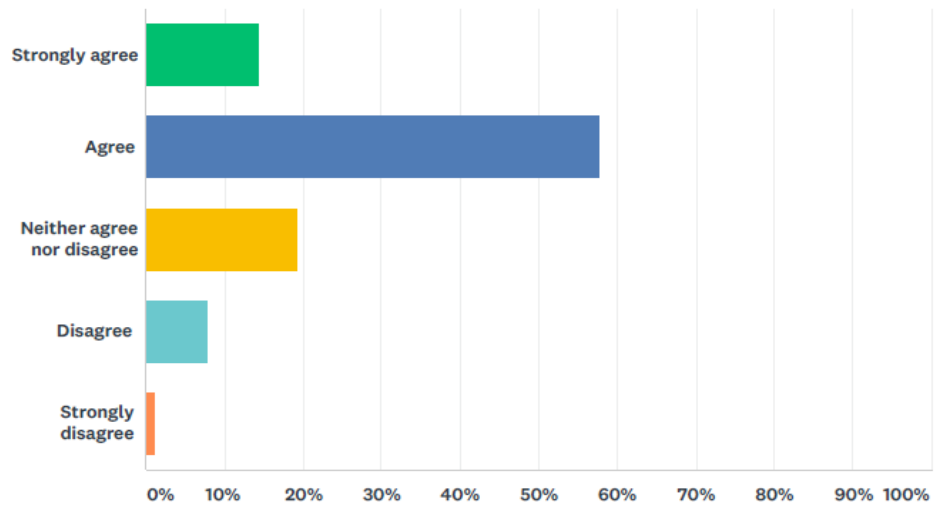
Answered: 104 Skipped: 0





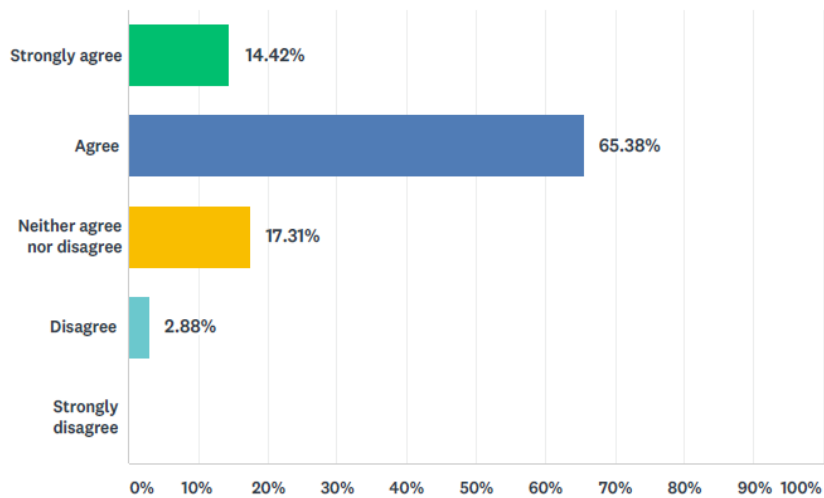
### Q15 I am aware of the non-verbal messages I send to others

Answered: 104 Skipped: 0



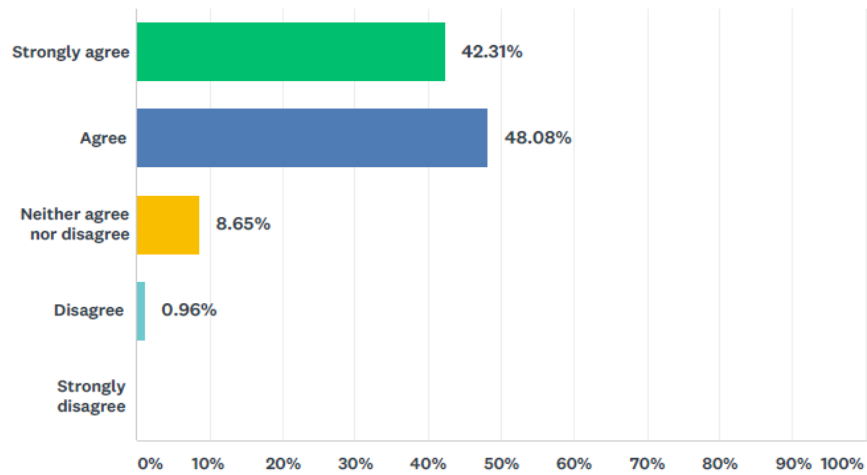
### Q16 I present myself in a way that makes a good impression on others

Answered: 104 Skipped: 0



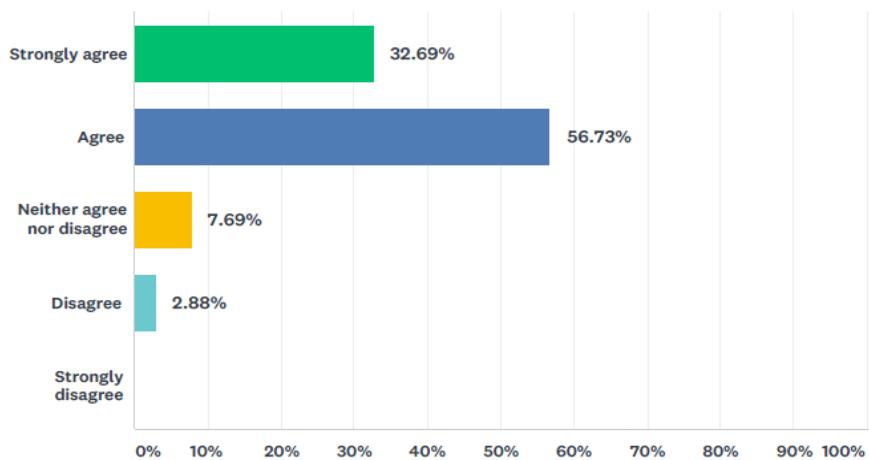
### Q17 When I am in a positive mood, solving problems is easy for me

Answered: 104 Skipped: 0



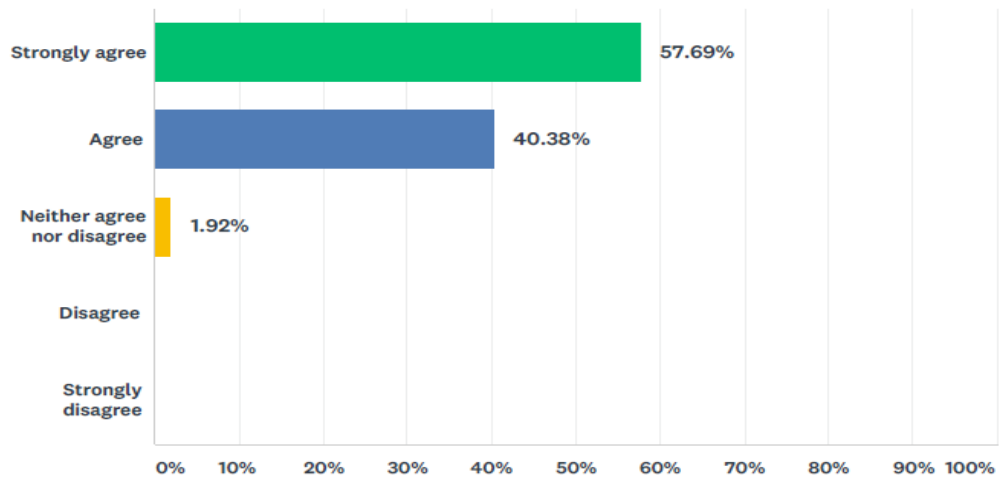
### Q18 By looking at their facial expressions, I recognize the emotions people are experiencing

Answered: 104 Skipped: 0



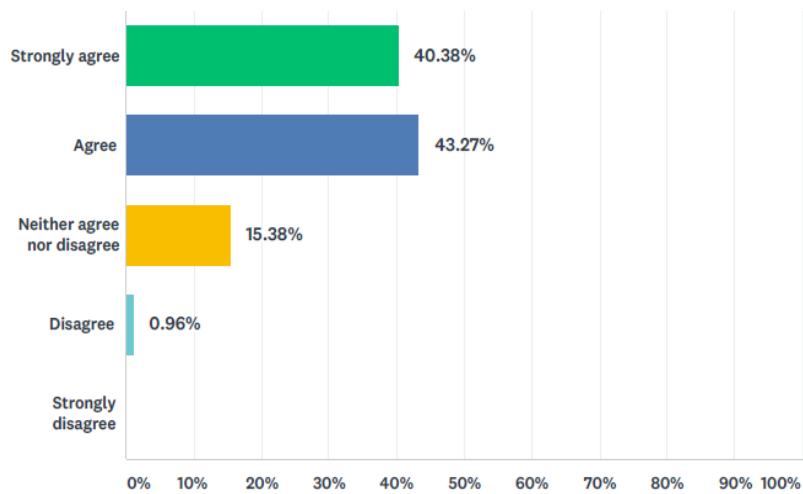
### Q19 I know my emotions change

Answered: 104 Skipped: 0



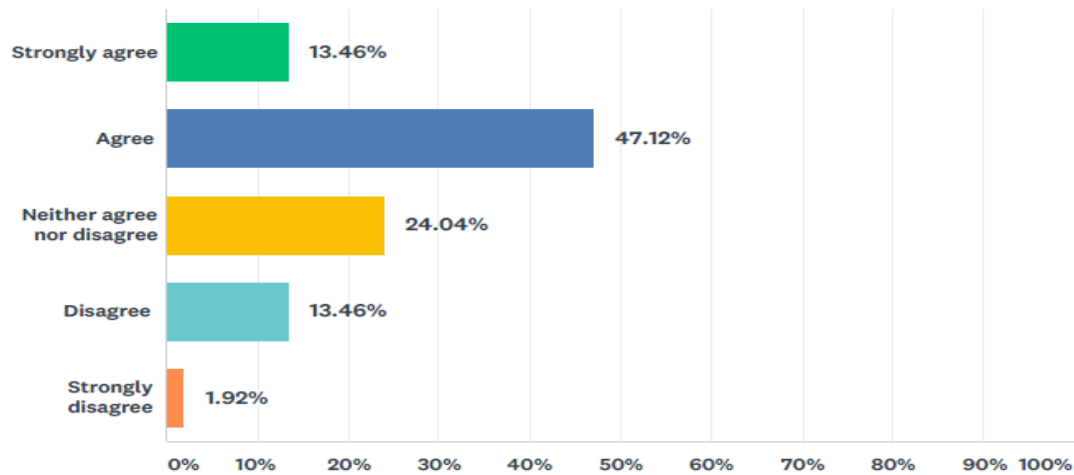
### Q20 When I am in a positive mood, I am able to come up with new ideas

Answered: 104 Skipped: 0



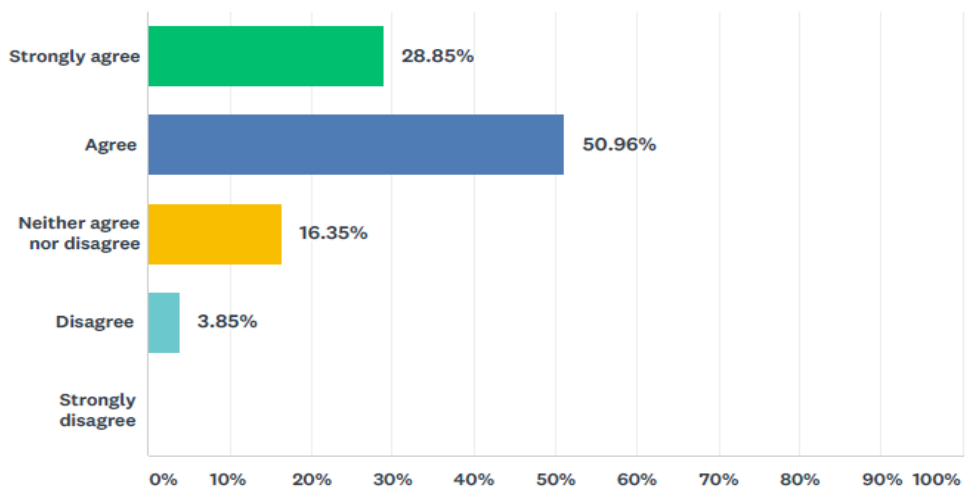
## Q21 I have control over my emotions

Answered: 104 Skipped: 0



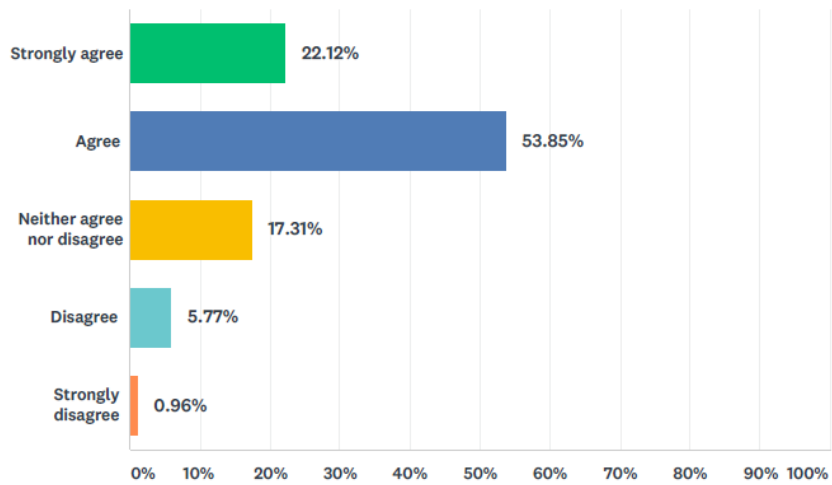
## Q22 I easily recognize my emotions as I experience them

Answered: 104 Skipped: 0



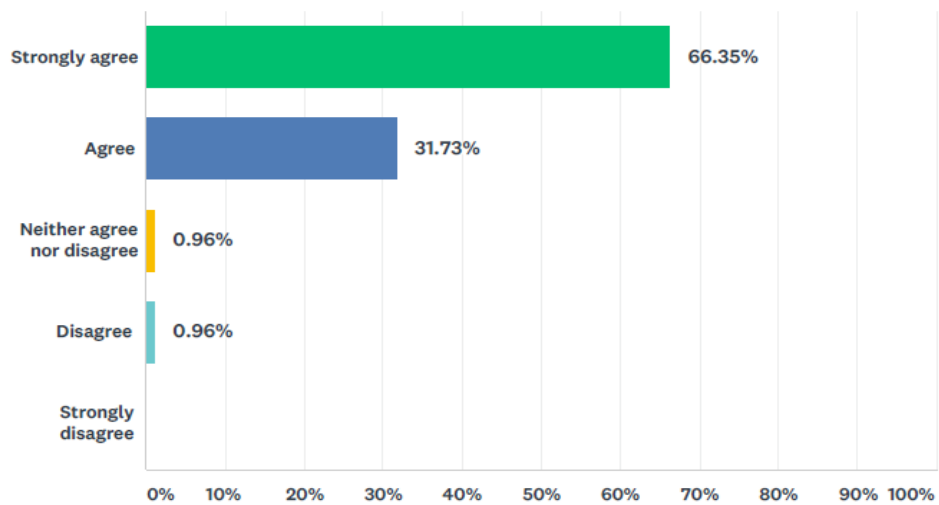
### Q23 I motivate myself by imagining a good outcome to tasks I take on

Answered: 104 Skipped: 0



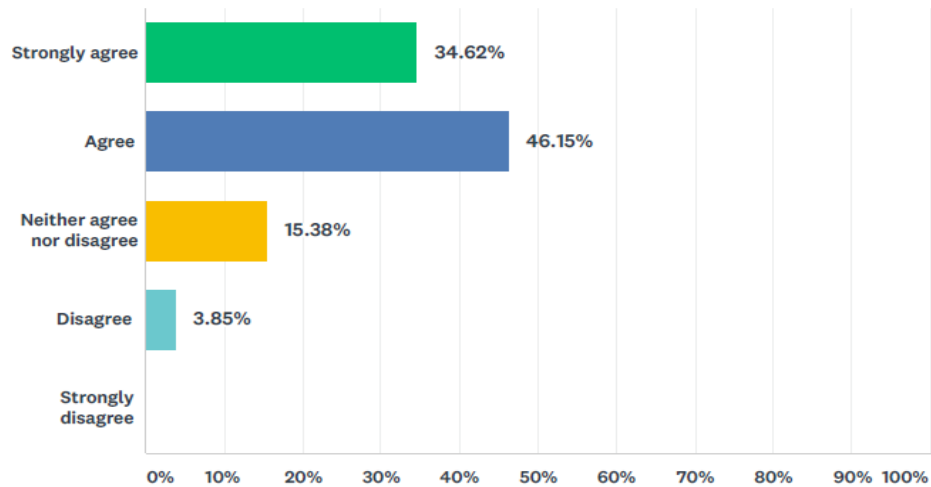
### Q24 I compliment others when they have done something well

Answered: 104 Skipped: 0



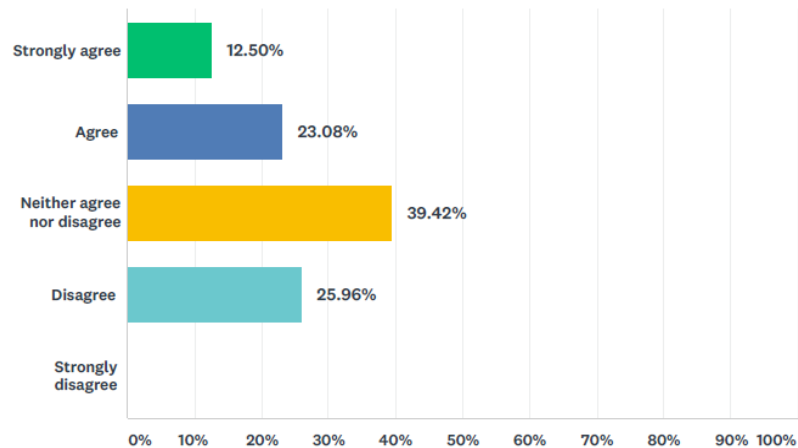
## Q25 I am aware of the non-verbal messages other people send

Answered: 104 Skipped: 0



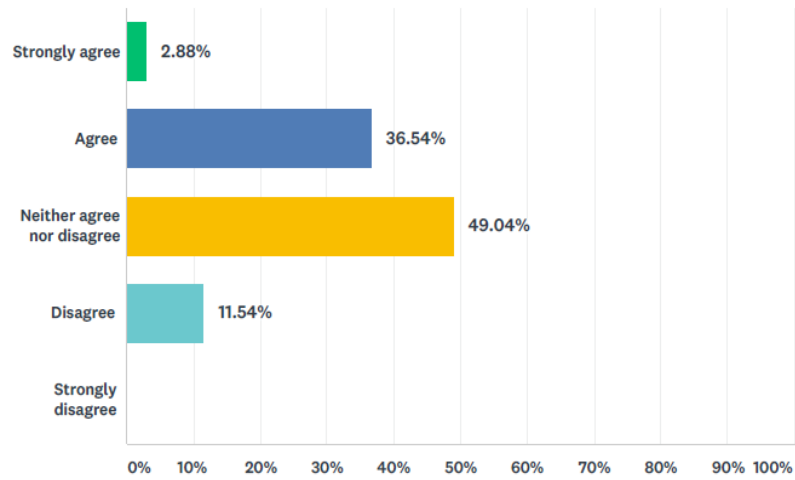
## Q26 When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself

Answered: 104 Skipped: 0



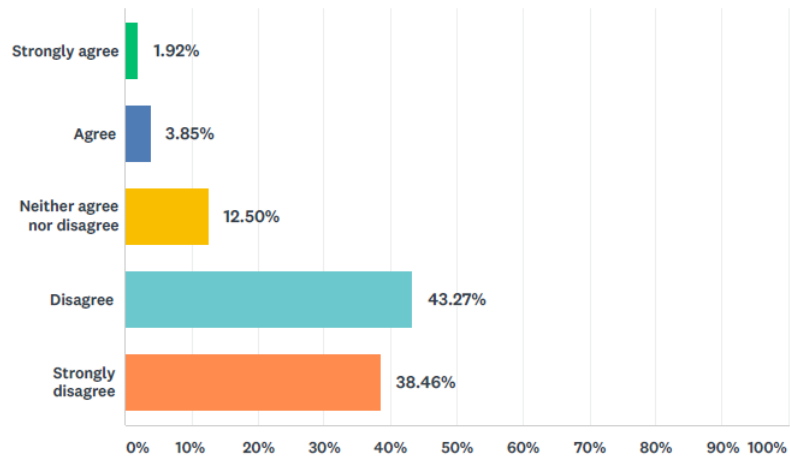
## Q27 When I feel a change in emotions, I tend to come up with new ideas

Answered: 104 Skipped: 0



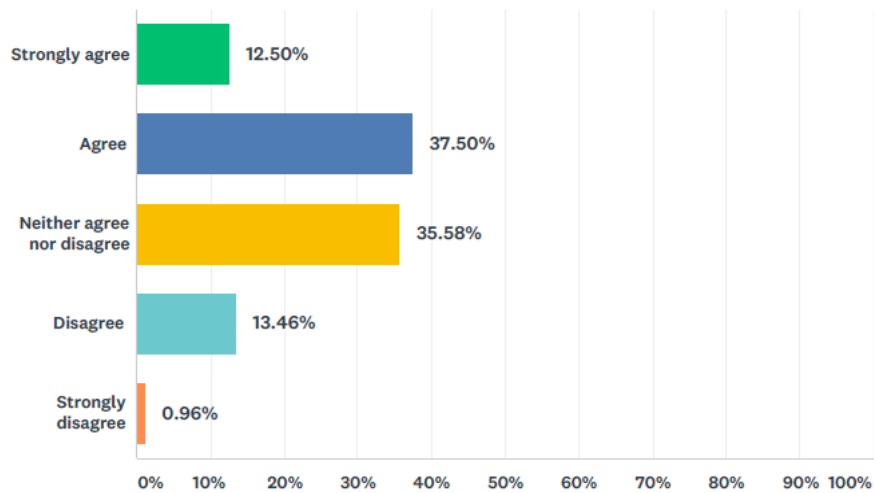
## Q28 When I am faced with a challenge, I give up because I believe I will fail

Answered: 104 Skipped: 0



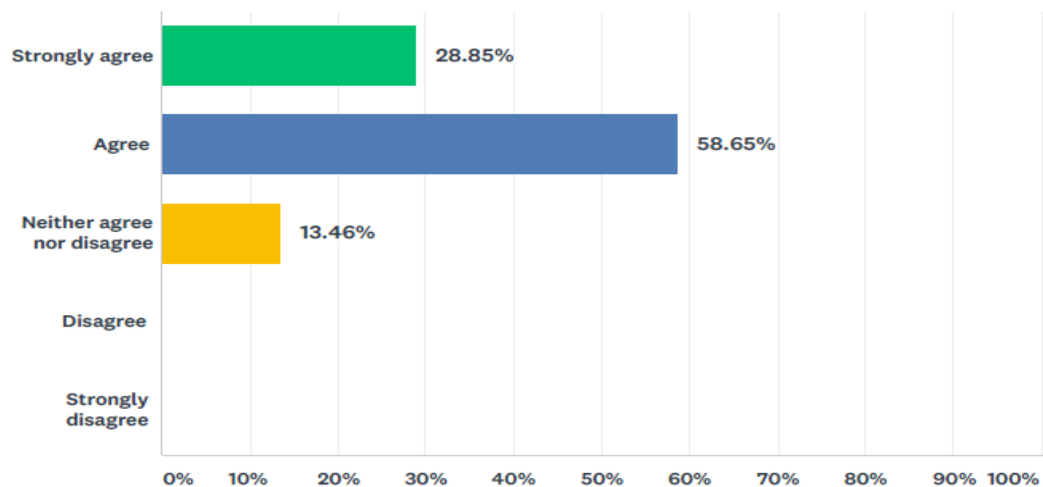
## Q29 I know what other people are feeling just by looking at them

Answered: 104 Skipped: 0



## Q30 I help other people feel better when they are down

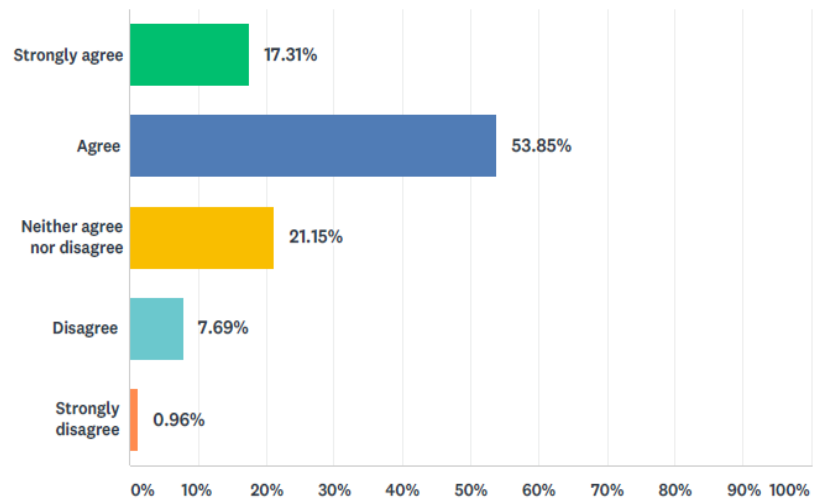
Answered: 104 Skipped: 0





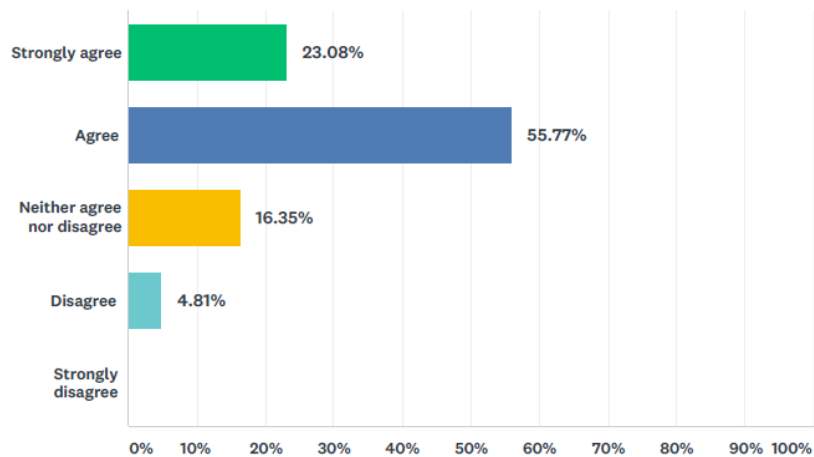
### Q31 I use good moods to help myself keep trying in the face of obstacles

Answered: 104 Skipped: 0



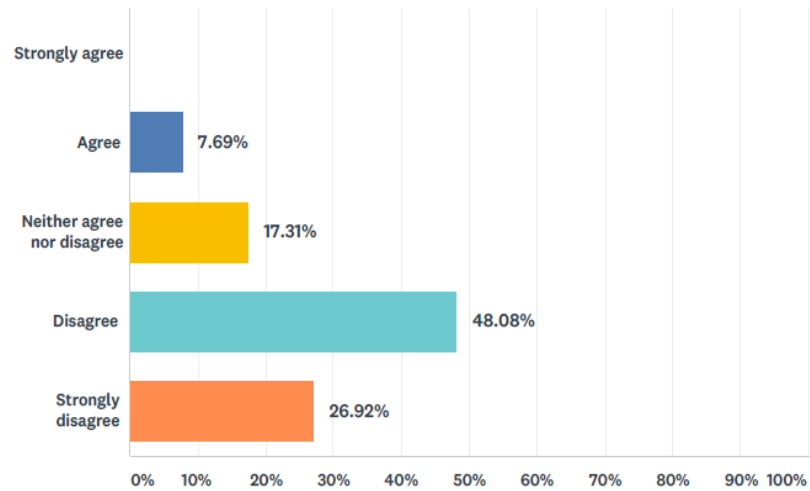
### Q32 I can tell how people are feeling by listening to the tone of their voice

Answered: 104 Skipped: 0



### Q33 It is difficult for me to understand why people feel the way they do

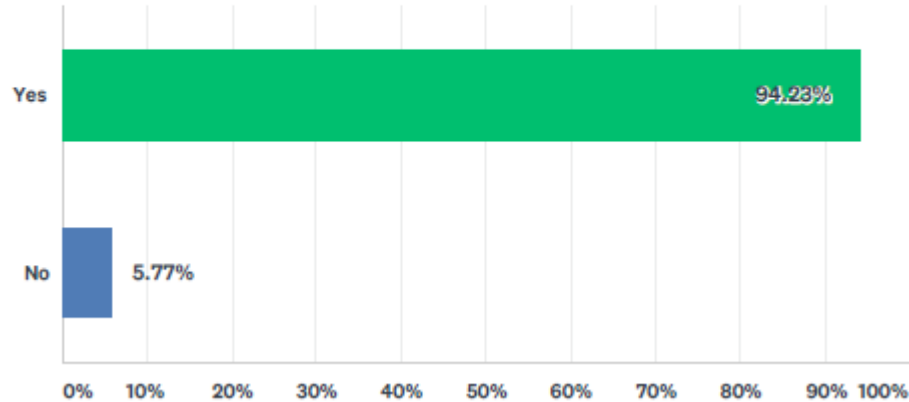
Answered: 104 Skipped: 0



### Summary Engagment Questionnaire Graphs 34-45

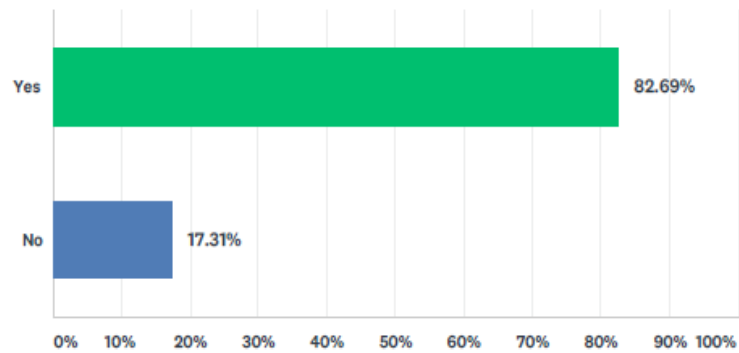
### Q34 Do I know what is expected of me at work ?

Answered: 104 Skipped: 0



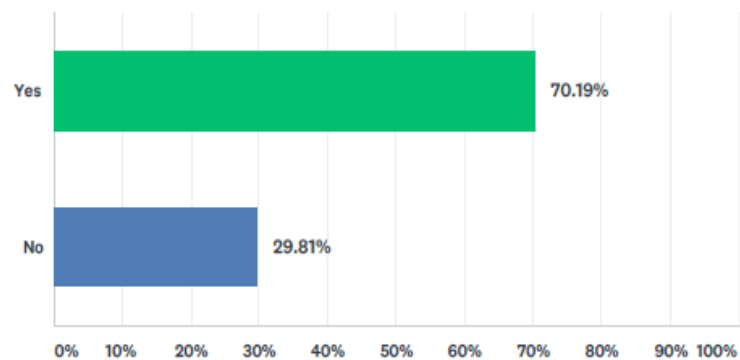
Q35 Do I have the materials and equipment I need to do my work right ?

Answered: 104 Skipped: 0



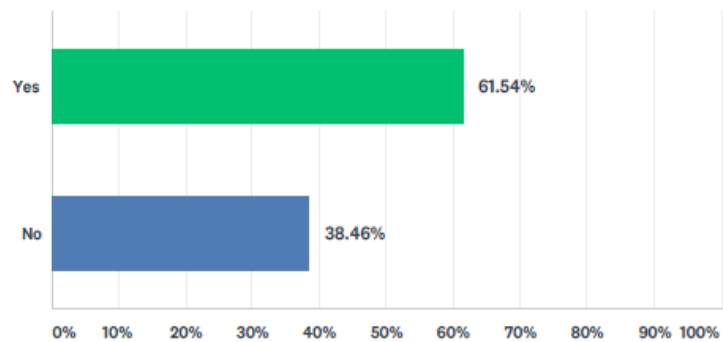
Q36 At work, do I have the opportunity to do what I do best every day ?

Answered: 104 Skipped: 0



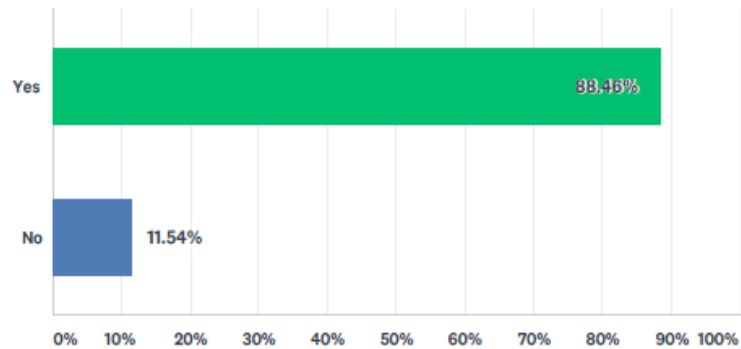
Q37 In the last seven days, have I received recognition or praise for doing good at work ?

Answered: 104 Skipped: 0



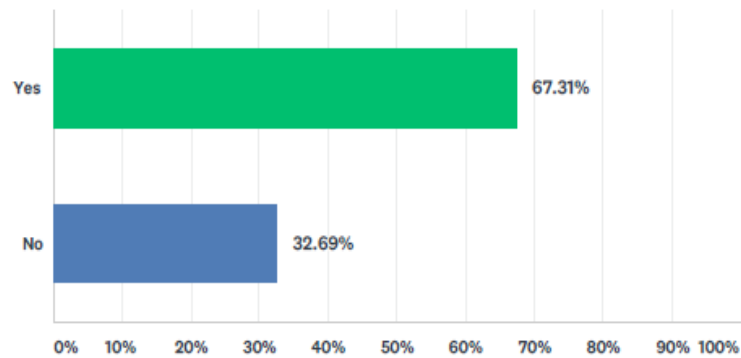
Q38 Does my manager , or someone at work, seem to care about me as a person ?

Answered: 104 Skipped: 0



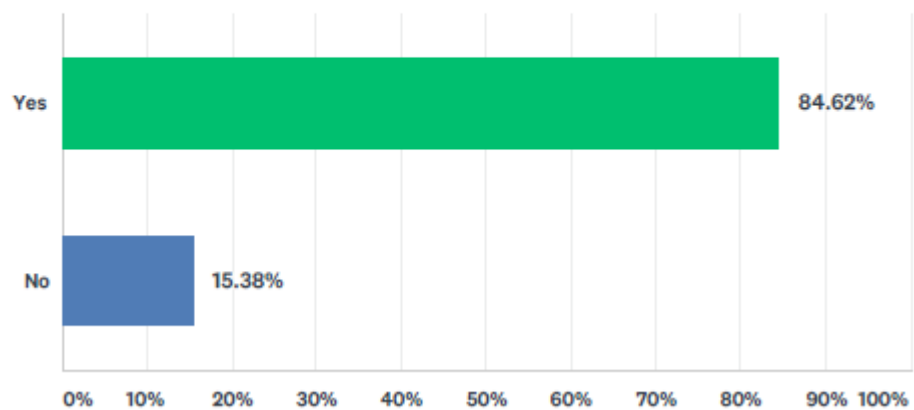
Q39 Is there someone at work who encourages my development ?

Answered: 104 Skipped: 0



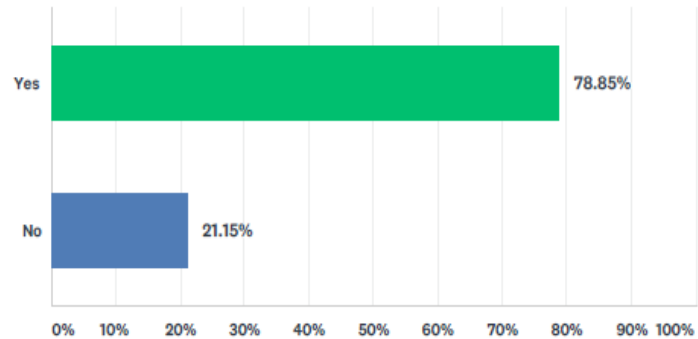
Q40 At work, do my opinions seem to count ?

Answered: 104 Skipped: 0



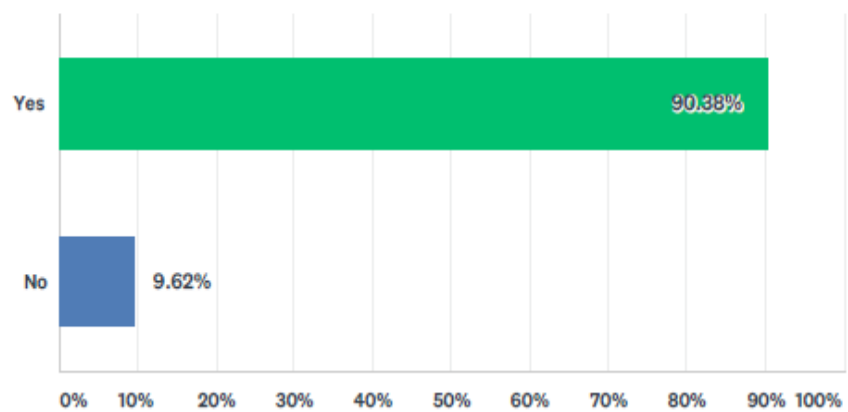
### Q41 Does the mission/purpose of my company make me feel my job is important ?

Answered: 104 Skipped: 0



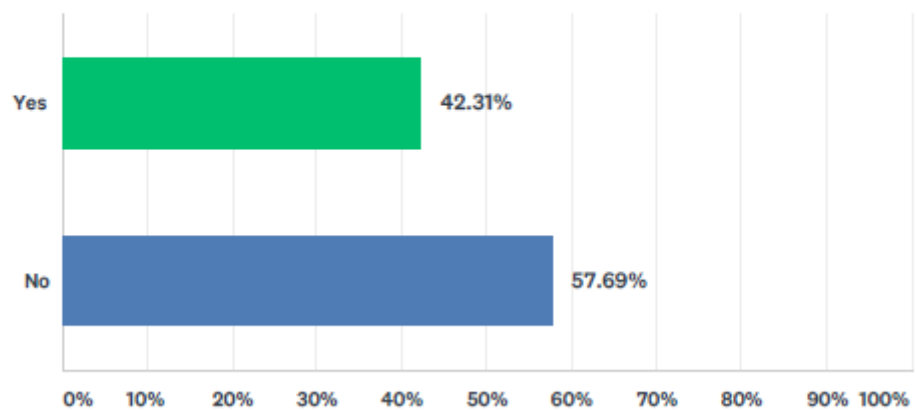
### Q42 Are my co workers committed to doing quality work ?

Answered: 104 Skipped: 0



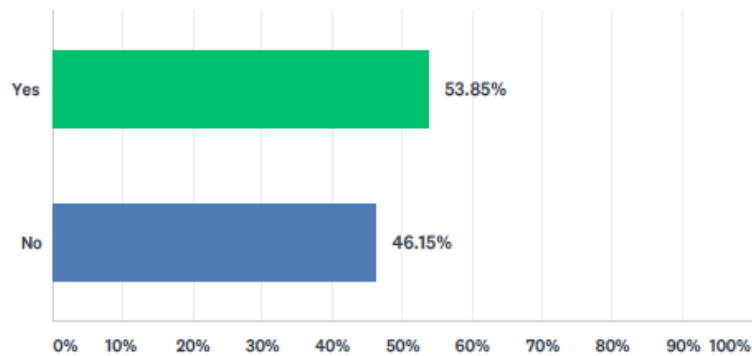
### Q43 Do I have a best friend at work ?

Answered: 104 Skipped: 0



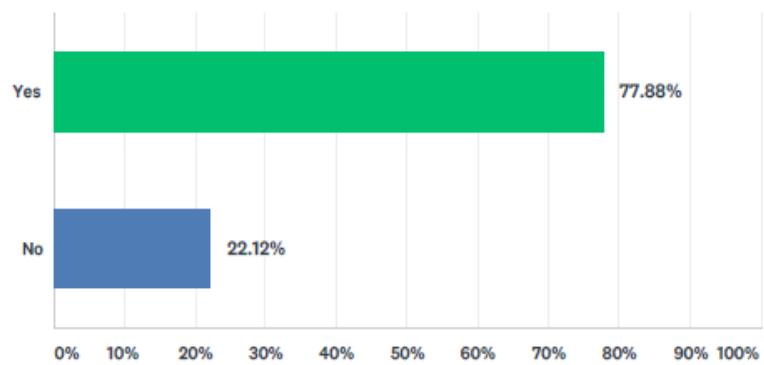
Q44 In the last six months, has someone at work talked to me about my progress ?

Answered: 104 Skipped: 0



Q45 This last year, have I had opportunity at work to learn and grow ?

Answered: 104 Skipped: 0



## Appendix 10 Submission

Submission of Thesis to Norma Smurfit Library, National College of Ireland

Student name: Nessa Canavan Student number: 16101880

School: Business Course: MSc in Management

Degree to be awarded: MSc in Management

Title of Thesis: ***Emotional Intelligence & Engagement: “Should organisations recruit employees with high emotional intelligence as these employees are more likely to be engaged and will perform for the organisation?”***

One hard bound copy of your thesis will be lodged in the Norma Smurfit Library and will be available for consultation. The electronic copy will be accessible in TRAP (<http://trap.ncirl.ie/>), the National College of Ireland's Institutional Repository. In accordance with normal academic library practice all these lodged in the National College of Ireland Institutional Repository (TRAP) are made available on open access. I agree to a hard bound copy of my thesis being available for consultation in the library. I also agree to an electronic copy of my thesis being made publicly available on the National College of Ireland's Institutional Repository TRAP.

Signature of candidate:

For completion by the School:

The aforementioned thesis was received by

Date: