

**UNIVERSITY OF KWAZULU-NATAL**

**The impact of emotional intelligence on employee motivation in the  
construction sector**

**By**

**Ridwan Essop**

**Student Number: 212 561960**

**A dissertation submitted in partial fulfillment of the requirements for the  
degree of  
Master of Business Administration**

**College of Law and Management Studies  
Graduate School of Business & Leadership**

**Supervisor: Dr. Muhammad Hoque**

**2015**

## Declaration

I hereby confirm that this research has not been previously submitted for any degree and is not currently being submitted by any candidates.

I hereby confirm that this dissertation has not been submitted for any degree or examination at any other institute.

I hereby declare that this dissertation contains my own work unless where it has been specifically acknowledged.

.....

Ridwan Essop

Student no. 212 561 960

.....

Date

## Acknowledgements

- (i) Foremost, I would like to thank my wife for always motivating me and our four children for always testing and developing my emotional intelligence.
  
- (ii) I would like to sincerely thank my supervisor Dr Hoque for his insightful guidance and support throughout the MBA programme.
  
- (iii) I would like to thank Apex Asphalt management and staff for their support and co-operation during the survey.
  
- (iv) I would like to thank my MBA group members and friends for life, Keith and Rajah for all those late nights, heated discussions and bunny chows. I think we unconventionally enjoyed the MBA programme.
  
- (v) I would like to thank my mentors and managers over the last 18 years at Zetachem, Mr Peter Naidoo, Mr Richard Winter and Mr Bruce Thompson. A special thanks to Mr Bruce Thompson for his invaluable support over the period of my MBA. I truly appreciate it.
  
- (vi) I would like to thank Mr Peggie Reddy for his advice during this dissertation.

## **Dedication**

I dedicate this work to my wife who has encouraged and supported me over the last eighteen years of marriage.

## Abstract

The construction sector in the South African economy has experienced a decline in growth since the economic boom due to FIFA 2010. The ripple effects of the electricity shortage which results in incessant electricity cuts are compounding the problems for the construction sector and other sectors in South Africa. These issues pose a serious threat to the existence of many organisations. In order to survive this phase, businesses need to explore unprecedented techniques to achieve competitive advantage. Arguably the ability of an organisation to generate wealth is determined by the efforts of its employees. Management need to explore new approaches to harness the resource of their human capital. Motivation is arguably the key to unleashing the human resources full potential. Emotional intelligence has been closely linked to the motivation of employees. This study focused on the factors of employee motivation and emotional intelligence and their interdependencies. A quantitative survey involving a sample of sixty employees, with fifty six actual respondents, from a construction company was conducted. The pertinent factors of employee motivation and emotional intelligence were identified based on a dissection of the levels of emotional intelligence and employee motivation. Age, marital status, tertiary education and authority were identified as salient categorical components that affected emotional intelligence and employee motivation. The predominant determinants discovered were remuneration, purposeful job and feeling of accomplishment. The total sample from the survey yielded a significant positive correlation between emotional intelligence and employee motivation at 0.732 ( $p < 0.01$ ) and a co-efficient of determination of 0.5358. It was also subsequently discovered that there exists a more significant correlation between emotional intelligence and intrinsic employee motivation. These results suggested that the level of an individual's emotional intelligence had greater dominance over intrinsic employee motivation than on extrinsic employee motivation.

## Table of contents

Title Page	i
Declaration	ii
Acknowledgements	iii
Dedication	iv
Abstract	v
Table of contents	vi
List of figures	xi
List of tables	xiv
<b>CHAPTER ONE</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>1</b>
1.1. Introduction	1
1.2. Problem statement	2
1.3. Objectives of the study	2
1.4. Research questions	3
1.5. Significance of the study	3
1.6. Outline of the study	4
1.7. Summary	5

<b>CHAPTER TWO</b>	<b>6</b>
<b>LITERATURE REVIEW</b>	<b>6</b>
2.1. Introduction	6
2.2. Complexity of employees	7
2.3. Employee motivation in South Africa	8
2.4. Antecedents of motivation theory	8
2.5. Definitions of employee motivation	9
2.6. Types of Motivation	9
2.7. Motivational Theories	10
2.7.1. Instrumentality Theory	10
2.7.2. Reinforcement Theory	10
2.7.3. Content / Needs Theory	11
2.7.3.1. Maslow's hierarchy of needs	12
2.7.3.2. Alderfer's ERG theory	13
2.7.3.3. Herzberg's motivator-hygiene theory	14
2.7.3.4. McClelland's theory of needs	14
2.7.4. Process/Cognitive Theory	15
2.7.4.1. Vroom's Expectancy Theory	15
2.7.4.2. Adam's Equity Theory	16
2.7.4.3. Goal-setting theory	17
2.8. Determinants of motivation using the Life Stage Model	18
2.9. Why measure employee motivation?	20
2.10. How to measure employee motivation?	20
2.11. Summary on employee motivation	21
2.12. Emotional Intelligence	22

2.13	What is Emotion?	23
2.14	What is intelligence?	24
2.15	Antecedants of Emotional Intelligence – two decades	24
2.16	Emotional intelligence and Intelligence Quotient (IQ)	26
2.17.	The emotional mind versus the rational mind	27
2.17.	The models of emotional intelligence	27
2.17.1.	Goleman’s model of emotional intelligence	27
2.17.2.	Ability Model of emotional intelligence	29
2.17.3.	SUEIT Model of emotional intelligence	29
2.18.	Summary on the models of emotional intelligence	31
2.19.	The case for emotional intelligence	31
2.20.	Can emotional intelligence be developed?	32
2.21.	The life cycle of emotional intelligence (EI)	33
2.22.	Darkside of EI	35
2.23.	Conclusion	36
	<b>CHAPTER THREE</b>	<b>38</b>
	<b>RESEARCH METHODOLOGY</b>	<b>38</b>
3.1.	Introduction	38
3.2.	Intent of the study	38
3.3.	Participants, sample and data collection	39
3.4.	Sampling Methods	40
3.5.	Research Methods	42

3.6.	Questionnaire development	43
3.7.	Goodness of measures: reliability and validity	46
3.8.	Ethics in research	47
3.9.	Conclusion	48
<b>CHAPTER FOUR</b>		<b>49</b>
<b>PRESENTATION AND ANALYSIS OF RESULTS</b>		<b>49</b>
4.1.	Introduction	49
4.2.	Results of survey participation	49
4.3.	Results of socio-demographic and employment category questions	50
4.4.	Results from questionnaire	56
4.5.	Factors of motivation and emotional intelligence	70
4.6.	Levels of emotional intelligence and motivation within various categories	78
4.7.	Findings based on the correlation analysis of the survey results	82
4.8.	Summary	84
<b>CHAPTER FIVE</b>		<b>85</b>
<b>DISCUSSION OF RESULTS</b>		<b>85</b>
5.1.	Introduction	85
5.2.	Objectives of this study	85
5.3.	Themes of employee motivation	86
5.3.1.	Job characteristics	86
5.3.2.	Employee characteristics	88
5.3.3.	Management practices	89

5.3.4. Broader environmental conditions	91
5.4. The levels of emotional intelligence and motivation	91
5.4.1. The levels of emotional intelligence	92
5.4.2. The levels of motivation	94
5.5. The impact of emotional intelligence on employee motivation	95
5.6. Summary	97
5.7. Limitations of the study	98
<b>CHAPTER SIX</b>	<b>99</b>
<b>CONCLUSION AND RECOMMENDATIONS</b>	<b>99</b>
6.1. Introduction	99
6.2. Key findings from the study	99
6.3. Implications for the organisation	100
6.4. Conclusion	103
6.5. Recommendations emanating from the study	105
6.6. Recommendations for future studies	106
<b>REFERENCES</b>	<b>107</b>
Appendix 1	114
Appendix 2	115
Appendix 3	116

## **List of figures**

Figure 2.1	Process of motivation according to content theory	11
Figure 2.2	Maslow's hierarchy of needs	12
Figure 2.3	Vroom's expectancy theory	16
Figure 2.4	Flow of motivation during the life cycle of an employee	19
Figure 2.5	Difference between IQ and EI	26
Figure 2.6	Goleman's model of emotional intelligence	27
Figure 2.7	Main differences between models of emotional intelligence	30
Figure 2.8	Life cycle of emotional intelligence	33
Figure 2.9	Dictators of world	35
Figure 3.1	Strata groups and percentage sampled	42
Figure 3.2	Survey response categories using the likert scale	45
Figure 4.1	Respondents division category employed	51
Figure 4.2	Number of years the respondents are employed	51
Figure 4.3	Age category of respondents	52
Figure 4.4	Gender category of respondent	52
Figure 4.5	Race distributions of respondents	53
Figure 4.6	Marital status of respondents	53
Figure 4.7	Department response rate	53
Figure 4.8	Respondents level in the organisation	54
Figure 4.9	No of employees reporting to the respondents	55

Figure 4.10	Educational qualification of respondents	55
Figure 4.11	Our customers get good value for money and first class service	56
Figure 4.12	Our organisation is exactly what this community needed	57
Figure 4.13	My job is important to the success of the organisation	57
Figure 4.14	I am always willing to assist customers and co-workers	58
Figure 4.15	I understand clearly what is expected from me in my job	58
Figure 4.16	My work environment is very pleasant	59
Figure 4.17	My job is very interesting and challenging	59
Figure 4.18	Management is very concerned about my well-being	60
Figure 4.19	There are no favourites in the organisation	60
Figure 4.20	I always ask managers to assist with personal problems	61
Figure 4.21	I can easily grow within the organisation	61
Figure 4.22	Employees work as a team to ensure that the job gets done	62
Figure 4.23	My job is secure here at Apex Asphalt	62
Figure 4.24	My salary is market related and fair	63
Figure 4.25	I am going to continue to study and educate myself	63
Figure 4.26	I have a strong desire to achieve all my goals in life	64
Figure 4.27	I am ever willing to confront my problem	64
Figure 4.28	I am always aware of my feelings	65
Figure 4.29	I know when customers or my co-workers are starting to upset me	65

Figure 4.30	I can easily control my feelings	66
Figure 4.31	It takes a long time to upset me	66
Figure 4.32	I can easily understand how others are feeling	67
Figure 4.33	I really feel for my customers and co-workers in an unfair situation	67
Figure 4.34	I can very easily get a customer or a fellow employee on my side	68
Figure 4.35	I can easily change how people feel about a situation	68
Figure 4.36	I am persistent in achieving my goal	69
Figure 4.37	I am willing to do whatever it takes to be successful	69
Figure 4.38	Apex Asphalt is a great company to work for	70
Figure 4.39	Motivation of respondents due to job characteristics	71
Figure 4.40	Motivation of respondents due to employee characteristics	72
Figure 4.41	Motivation of respondents due to management practices	72
Figure 4.42	Motivation of respondents due to broader environmental conditions	73
Figure 4.43	Self-awareness: are the respondents aware of their own emotions?	74
Figure 4.44	Self mastery: are the respondents managing their own emotions?	75
Figure 4.45	Social awareness: respondents awareness to the emotions of others?	76
Figure 4.46	Social skills: respondents ability to manage the emotions of others?	76
Figure 4.47	Motivation in overall life: Are respondents motivated in overall life?	77
Figure 4.48	Aggregate of employee motivation	77
Figure 4.49	Aggregate of emotional intelligence?	78

## **List of tables**

Table 2.1 Motivational themes and determinants	21
Table 4.1 Results of survey	50
Table 4.2 The themes that affect employee motivation	73
Table 4.3 Motivation levels of the various categories	80
Table 4.4 Emotional intelligence levels of the various categories	81
Table 4.5 Summary of high and low levels of emotional intelligence & motivation	82
Table 4.6 Emotional intelligence and motivation of the various categories	82
Table 5.1 Population statistics comparative	90

# CHAPTER ONE

## Introduction

---

### 1.1. Introduction

Over the last three decades the construction industry in South Africa has grown significantly probably due to the increase in middle class population and globalisation, facilitated by improvements in technology. The recent 2010 FIFA Soccer World Cup provided an economic boom in the construction sector. This facilitated the sustainability of the organisations within this sector especially after the economic downturn of 2008/9. Since the economic boom of 2010, the construction sector coupled with other sectors has experienced very slow growth. This has led to many issues of sustainability for these organisations. Compounding the problem in South Africa is that electricity supply cannot meet the demand resulting in dynamic electricity cuts all over the country called load shedding. Even-though the load shedding has been structured to mostly affect residential areas, it is inevitable that businesses are affected as well. This is having a negative ripple effect on the entire South African economy including foreign economies that trade with South Africa. Exploring all possibilities of cost reduction and increased revenue will be beneficial to the South African businesses. Organisation's that can generate motivated employees contribute to achieving this duality of increased revenue and reduced costs (Hough et al. 2011).

This chapter will focus on an introduction to the study. Initially the problem statement will be discussed followed by the research objectives and the research questions that arise from it. This forms the crux of the study and the remaining chapters will interrogate and delineate these objectives in a systematic sequence. The chapter will also dispense the significance of the study and the limitations of this study. This chapter will conclude with an outline of the subsequent chapters.

## **1.2. Problem statement**

Apex Asphalt is a family owned business that started over thirty years ago. The company started with the intention to specialise in asphaltting, however over the years they became significantly more involved in construction. This company has grown to become a small to medium size organisation by securing many tenders and contractual work. Recently the cut backs experienced due to the slowdown of the economy have started to severely affect the livelihood of the organisation. There exists serious consideration to a restructure of the business which may explore specialising either in construction or asphaltting, relocating, cut downs and retrenchments. This organisation is largely dependent on the efforts exerted by the employees. The organisation needs to somehow harness additional effort from their existing employees as part of their strategic plan. This effort entails motivating employees to perform at augmented levels in order to sustain a competitive advantage. This is a very challenging task for managers in this sector as construction work involves a concerted hands-on effort from employees. This labour intensive effort can be perceived as employee exploitation and this perception is interrelated with many issues that conflict the organisation's goals. The failure of the organisation to implement effective strategies that incorporates employee motivation can result in a diminishing competitive advantage eventually having negative repercussions for the organisation. It is therefore imperative that organisations continuously explore unprecedented techniques enabling employers to harness the crucial resource of motivated employees.

## **1.3. Objectives of the study**

The objectives of the study are as follows:

- i. Identify factors of employee motivation that is prevalent in the construction industry.
- ii. Appraise the level of employee motivation and establish the dimensions that affect employee motivation.

- iii. Evaluate the level of the employee's emotional intelligence and discern pertinent factors that impact employee's emotional intelligence.
- iv. To identify the interdependence of emotional intelligence and motivation.
- v. To provide recommendations to the organisation on efficacious mechanisms to ameliorate the efforts of employees that can simply be inaugurated into the organisation's policies.

#### **1.4. Research questions**

- What are the factors of employee motivation that is prevalent in the construction industry?
- What is the level of employee motivation within the organisation and what are the dimensions that affect employee motivation?
- What is the level of employee's emotional intelligence and what are the pertinent factors that impact employee motivation?
- What is the correlation of emotional intelligence and employee motivation?
- How can the organisation implement the identified efficacious mechanisms to ameliorate the efforts of employees into their policies?

#### **1.5. Significance of the study**

The significance of this research is to evaluate methods that the organisation can employ to effectively elevate the efforts of their employees. This will succour the organisation in achieving a robust return on their key human resource enabling a more sustainable organisation. This study will evaluate factors that influence

motivation such as equity, remuneration, job significance, job security and so on. This study will also focus on the level of emotional intelligence that is prevalent within the organisation and the constructs that affect emotional intelligence. Thereafter a correlation between emotional intelligence and motivation will be investigated. The study will finally impart recommendations to the organisation on contrivances that can enhance the overall endeavours of the human resource.

## **1.6. Outline of the study**

### ***Chapter 2 – Literature review***

This chapter introduces the concepts of employee motivation and emotional intelligence. Here a comprehensive literature review is conducted on the concepts above in order to provide a comprehensive understanding into the determinants that impacts these concepts.

### ***Chapter 3 – Research methodology***

This chapter explores the research methods employed and justification of these methods. This includes developing the questionnaire, administering the questionnaire, sample size, reliability and validity of the questionnaire.

### ***Chapter 4 – Presentation of results***

This chapter provides a comprehensive presentation of the results from the survey. This chapter also presents the results of the statistical analysis used to answer the research questions.

### ***Chapter 5 – Discussion of results***

All the data obtained in chapter 4 will be discussed in conjunction with the literature review to contribute useful information that will provide answers to the questions raised by the objectives of the study. Simply, this chapter will link data obtained and relevant literature in order to achieve the goals of this study.

## ***Chapter 6 – Recommendation and conclusion***

This chapter will discuss the findings from the previous chapter and the implications of the findings to the organisation. Thereafter advice on improvements will be suggested to the organisation. The chapter will then provide recommendations based on the outcomes achieved from this study. Further recommendations will be provided for possible future studies.

### **1.7. Summary**

Theorists have been exploring employee motivation for almost a century and continue to add value to organisations primarily due to the dynamic nature of humans. Emotional intelligence is a fairly new trait that has been explored for approximately two decades. An expedition into a combination of employee motivation and emotional intelligence is contemporary and will provide constructive insight to businesses. The next chapter will provide the literature review on both employee motivation and emotional intelligence.

# CHAPTER TWO

## Literature Review

---

### 2.1. Introduction

This chapter encompasses all theory relating to employee motivation and emotional intelligence. The chapter begins with the importance and complexity of employee motivation followed by historical and contemporary theory of motivation. Included in the theory of motivation is the life cycle of employee motivation and the method employed to measure motivation. The chapter then presents research on the theory of emotional intelligence. Here the definitions and models of emotional intelligence are dissected. This is lastly followed by the life cycle of emotional intelligence.

The most critical element to wealth creation is the abilities and potential of people (Nel et al. 2010). No business, entity or organisation can operate without human intervention. An organisations human capital is the knowledge, skill and abilities of the employees of that organisation (Armstrong and Taylor, 2014). The ability of an organisation to generate wealth is determined by the cumulative sum of its employee's talent (Hess and Bacigalupo, 2010). Employees have been known to grow businesses beyond expectation and employees have also been known to completely destroy businesses. Arguably the key to unleashing an organisation's full potential is constant employee motivation (Nel et al. 2010).

Considering that employees are critical to a business, they also are a very expensive resource. It is imperative in this global competitive business environment to maximise on an organisation's resource. Having added, unnecessary costs to an organisation could potentially be detrimental to the sustainability of the organisation. Using resources optimally is essential to the survival of an organisation. Employees that under-perform are a waste of resources and an unnecessary cost to the organisation, employers have identified this as being wasteful. One of the ways to

minimise this waste and achieve a sustainable organisation is by motivating employees to perform to their full potential (Grobler et al. 2011).

According to Swanepoel et al. (2010) empirical research on employee motivation is predominantly done in Western countries and there exists a lack of research in the South African context. South Africa is a very unique country due to recently abolishing Apartheid and the removal of economic sanctions against South Africa resulting in a new global economy for the country. The people of South Africa are not essentially motivated by the similar elements as those in the Western countries. Motivating employees in the South African context is contemporary and deserves exploring (Nel et al. 2010).

## **2.2. Complexity of employees**

Employee support and motivation is a critical function of a manager (Kemp et al. 2013). Achieving high quality employee motivation can result in optimum utilisation of employee's potential creating positive results for the organisation (Nel et al. 2010). Employee motivation is also considered very complex primarily because human beings are in their nature very complex characters to evaluate (Swanepoel et al. 2010). The factors contributing to the behaviour of employees are considered multiplex and again difficult to ascertain (Werner and DeSimone, 2009). Humans are also different to each other adding to their complexity. Humans themselves are dynamic in nature (Zaman and Hoque, 2013) and are continuously changing depending on the interdependencies of their needs, again adding to their complexity (Mahapatro, 2010). Good managers who replicate a leadership role are able to induce a particular behaviour from employees. Jones and George (2011, p.427) define a leader as "an individual who is able to exert influence over other people to help achieve group or organisational goals". A leader should be capable of analysing and influencing the various complex characters to act or behave in a particular manner that is suitable to achieve the organisation's goals and objectives.

### **2.3. Employee motivation in South Africa**

According to Grobler et al. (2011), since re-entry into the global market, South Africa has one of the lowest labour productivity rates in the world. In-fact Grobler et al. (2011) highlights that in South Africa employees productivity have decreased even with salary increases which, is contrary to most motivational theory (Wilton, 2011). Bagraim et al. (2007) highlight that many managers consider South African employees to be poorly motivated. The South African government passed into law the Broad Based Black Economic Empowerment (BBBEE) Act No. 53 of 2003 and Employment Equity Act No. 55 of 1998 to counter the socio-economic inequalities created during the apartheid regime. Since equity is the current theme in South Africa, the Equity theory will have significant impact on employee motivation.

### **2.4. Antecedents of motivation theory**

Scientific management is one of the pioneering classical management theories aimed at improving the use of organisational resources (George and Jones, 2011). Accredited to thirty nine year old Frederick Winslow Taylor in 1895, Scientific Management involves a systematic analysis of employees and their tasks with the objective to reconfigure the operations to improve efficiency. According to George and Jones (2011), the Taylorism era, which focussed on productivity and labour was significantly criticised for assuming that the only motivation for an employee was an economic benefit. During this period, the jobs were monotonous and repetitive. The higher efficiencies obtained resulted in job layoffs as fewer people were needed for the same throughput. The workers had the perception that the employers did not care. The Taylorism era was eventually succeeded by the Fordism era which focussed on productivity using machinery. The demanding productivity requirements of these eras resulted in poor employee retention, absenteeism, employee sabotage etc. Hawthorne studies in 1939, led to a greater understanding of motivation identifying other elements (job satisfaction, recognition, psychological aspects of human beings) that affect employee motivation (Iain Henderson, 2011).

## **2.5. Definitions of employee motivation**

Motivation is adapted from the latin word *movere* which means “to move” (Hegar 2012, p.48). People that are working with effort are considered motivated due to their movement created by their actions. Colquitt et al. (2011) defines employee motivation as forces that develop both in and out of an employee, that regulate effort and continuance in their job efforts. Nel et al. (2010) describes a motivated person as an individual that is always aware of their objective and continues to apply effort in order to achieve their objective even if they encounter resistance. Kreitner and Kinicki (2010) define motivation as a psychological process that directs an individual behaviour to achieving that objective. Baron et al. (2010, p.82) define motivation as “a will to do something”. Using the above definitions, motivation can be described as the intensity of psychological vigour or determination to achieve a goal. It can be argued that all human behaviour is motivated and that all people can be motivated. In the organisational setting, Nel et al. (2010) believes each employee’s motivation is unique and is determined by the time of motivation, the reason of motivation and intensity of motivation.

## **2.6. Types of Motivation**

Wilton (2011) and Armstrong (2009) both similarly describes intrinsic and extrinsic motivation as the dimensions of motivation. Extrinsic motivation can be satisfied through remuneration and other financial benefits e.g. bonuses, car allowance, commission, bonus etc. (Panagiotakopoulos, 2013). The intrinsic motivation can be satisfied through addressing issues that cater for the individuals psychological needs (Armstrong and Taylor, 2014). This can be accomplished through an interesting or challenging job, education, training, social recognition, feeling valued and having a job that is meaningful (Panagiotakopoulos, 2013). Wilton (2011) also highlights that non-financial or psychological rewards have a considerable impact on employee attitudes. Managers can use praise and recognition to achieve a motivated employee (Kreitner and Kinicki, 2010). Individuals that possess high levels of intrinsic motivation are more often high achievers whereas individuals with high levels of extrinsic motivation provide a basis for low level achievement (Prowse and

Delbridge, 2013). It is critical to understand that that the psychological motivation can only be achieved if the person actually values these rewards. Jones and George (2011) introduced the pro-socially motivated behaviour which can be considered another dimension of motivation. This is a type of motivational behaviour that is performed to help or assist others. Motivational behaviour can encompass a combination of pro-socially, intrinsic and extrinsic motivation.

## **2.7. Motivational Theories**

Motivation has a significant effect on both human and organisational behaviour. Over the years there have been a number of motivation theories. The most significant are categorised into instrumentality theory, reinforcement theory, contents or needs theory and process theory (Armstrong, 2009).

### **2.7.1. Instrumentality Theory**

Developed late in the 19<sup>th</sup> century, instrumentality theory was based on Taylor's scientific management. It assumes that employee performance was directly related to their remuneration and discipline (Armstrong, 2009). This theory is currently largely used to justify pay increase in order to motivate employees. The theory lacks the recognition of an individual's needs and desires.

### **2.7.2. Reinforcement Theory**

Employees have a pre-existing perception on the ramifications of their actions. This perception can cognitively link rewards to achieving an objective and punishment/disciplinary to not achieving the objective (Armstrong, 2009). In other words humans already expect certain outcomes and the theory requires that a success requires a reward and the act of rewarding reinforces the successful behaviour. On the other hand failure requires discipline and the act of discipline

provides negative reinforcement therefore demoting this behaviour. Imprisonment is a typical example of negative reinforcement.

### 2.7.3. Content / Needs Theory

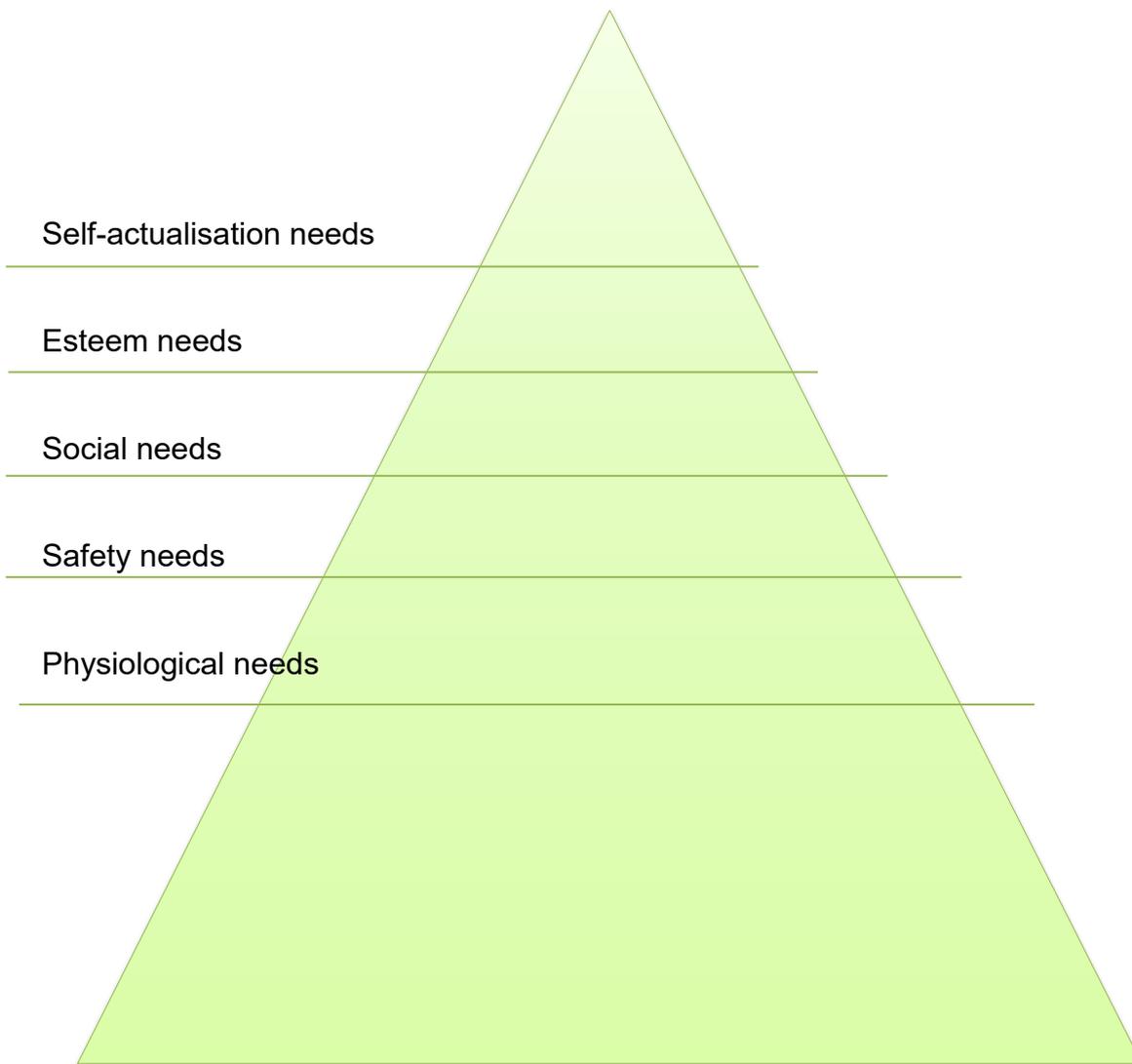


**Figure 2.1** Process of motivation according to content theory

*Source: Adapted from Armstrong and Taylor (2014, p.172).*

Armstrong (2009) highlight three main content theory viz. Maslow's hierarchy of needs, Alderfer's ERG theory and McClelland's needs theory. Maslow (1954) highlights a hierarchy of five basic needs of humans.

### 2.7.3.1. Maslow's hierarchy of needs



**Figure 2.2 Maslow's hierarchy of needs**

*Source: Adapted from Robbins et al. (2011, p.145).*

- Physiological needs: this is the basic human need and is required for survival. These needs include food, water and shelter. This is the primary reason for employment (Jones and George, 2011).
- Safety needs: this is a human need that encompasses safety and security and is required to reduce human fear of the unknown (Yang, 2011).
- Social needs: this is the human need for love, care, affection and relationships and is required to intensify the human need for love (Jones and George, 2011).

- Esteem needs: this is the human needs to accomplish and overcome challenges and the need to be recognised for the effort (Yang, 2011).
- Self-actualisation needs: this is the human need for self-fulfilment and according to Armstrong and Taylor (2014) this need can never be fulfilled.

The physiological need being the most essential need of a human followed by safety, social, esteem and self-actualisation (Panagiotakopoulos, 2013). Maslow believed that after a need was satisfied, only then did the next need become important (Armstrong and Taylor, 2014). Maslow's hierarchy of these needs have been argued due to people being different and having different wants and needs. Hegar (2012) highlights a needs mix where any one of Maslow's needs can be the dominant need. People had a need mix that encompassed all five needs that varied with intensity levels dependant on the factors surrounding that individual.

### **2.7.3.2. Alderfer's ERG theory**

Weirich et al. (2013) identifies that Alderfer's ERG theory highlights only three primary categories of human needs.

- Existence needs: these needs included food, water, shelter, working conditions.
- Relatedness needs: these needs included acceptance, affection and affiliation involving relationships.
- Growth needs: the need to explore opportunities for growth. This is the most important of the needs.

These categories of existence, relatedness and growth needs were a simplified version of Maslow's hierarchy of needs (Jones and George, 2011). Alderfer emphasised that these needs were in no particular hierarchy and that one or more of these needs could simultaneously influence motivation (Weirich et al. 2013). All these theories highlight that most human behaviour is a result of an unsatisfied need. The level of motivation is based on the desire and intensity to satisfy needs.

### **2.7.3.3. Hertzberg's motivator-hygiene theory**

The two factor theory, accredited to the empirical research done by Frederick Hertzberg, comprises of hygiene factors and motivators (Hegar, 2012). According to Hertzberg, the hygiene factors, also known as the environmental factors, are associated with negative feelings. These factors comprised of salary, leadership, job ergonomics, organisation's policies etc. These factors associate strongly with extrinsic motivation (Robbins et al. 2011). Hertzberg believed that when hygiene factors were not satisfactory, employees tend to lower their performance output. There exists some similarities between Hertzberg's hygiene factors and Maslow's lower level needs of physiological, safety and social (Hegar, 2012). Hertzberg highlights that bestowing hygiene factors on employees will avert dissatisfaction, however this will not promote an individual's motivation (Robbins et al. 2011). Therefore managers that improve hygiene factors only reduce dissatisfaction and this does not motivate employees.

According to Hertzberg, the techniques to motivate an individual are psychological in nature. The factors associated with these techniques are known as motivators (Nel et al. 2010). These motivator factors comprise of recognition, development, accomplishment, individuals perception of the job itself etc. The motivator factors correlate very strongly to intrinsic motivation (Robbins et al. 2011). Hertzberg postulates that these motivators provide employee satisfaction and this satisfaction results in overall increase in employee performance (Nel et al. 2010). Hertzberg's motivators are very similar to Maslow's higher level needs of esteem and self-actualisation. In summary, motivators provide employee satisfaction and hygiene factors prevent dissatisfaction.

### **2.7.3.4. McClelland's theory of needs**

David McClelland, well known for his need theory, highlights three human needs that influence motivation (George and Jones, 2011). Employee performance is strongly related to the needs for achievement, affiliation and power (Armstrong and Taylor, 2014). Individuals that have a strong desire for achievement enjoy tasks that are

considered challenging. These individuals believe that outcomes are directly related to their actions and not a matter of chance or circumstances. This is typical of entrepreneurs (Kreitner and Kinicki, 2010). Individuals that possess the need for affiliation are inclined to concentrate on building all types of relationships. People that have a high affinity for affiliation tend to avoid conflict due to the perceived damning effects it has on relationships. These individuals do not resolve problems and are not considered leadership material. People with a high need for power have a strong desire to educate and guide others to attain their goals. The qualities of self-control and assertiveness are prominent in these characters (Jones and George, 2011).

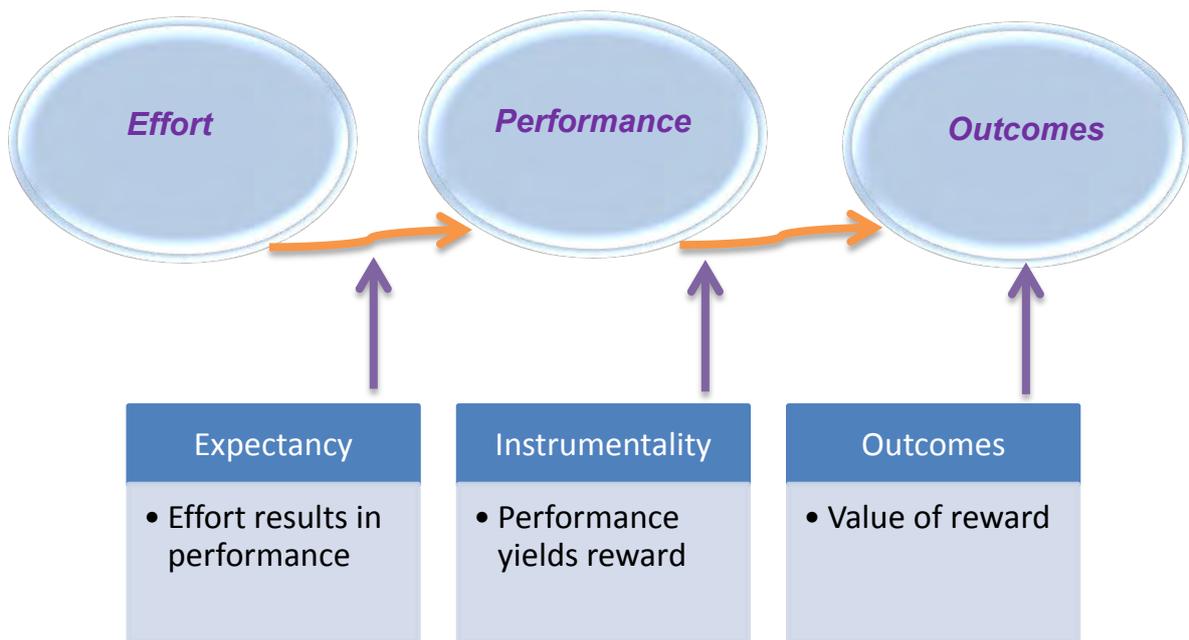
#### **2.7.4. Process/Cognitive Theory**

Werner and DeSimone (2012) expresses that using only need theories to explain motivation is insufficient. Armstrong (2009) describes that process theory is mainly concerned with psychological processes that describes how motivation is triggered. Process theories identify an individual's internal elements that impacts motivation levels (Kreitner and Kinicki, 2010). Also known as cognitive theory, Jones and George (2011) highlights three main theories viz. Expectancy theory, Equity theory and Goal-setting theory.

##### **2.7.4.1. Vroom's Expectancy Theory**

Lunenber (2011) defines Vroom's Expectancy theory based on three key determinants viz. expectancy, instrumentality and valence. A person is motivated to a level that the person perceives that:

- Their level of work is directly proportional to their levels of performance (expectancy).
- This performance will yield an equitable reward (instrumentality).
- This reward is highly valued (positive valence)



**Figure 2.3 Vroom's Expectancy Theory**

*Source: Adapted from Jones and George (2011, p 403)*

Vroom's equation:  $\text{Motivational force} = \text{Valence} \times \text{Expectancy}$

Vroom postulates that behaviours are linked to a pre-empted expectancy of the performance accomplishment. This resultant behaviour is as a direct result of the preferred performance outcome (Aberdeen et al. 2013; Panagiotakopoulos, 2013). For example, if an individual does not believe that more time spent in soccer training will improve his ball skill, this individual will probably not spend the extra time training.

#### **2.7.4.2. Adam's Equity Theory**

Adam's equity theory emphasise that motivation is related to an individuals perceived fairness in societal exchange (Kreitner and Kinicki, 2010). Equity theory revolves around motivation related to people's perception regarding overall equity in the work place (Lussier and Achua, 2013). Employees mostly believe that their share of wealth and income is unjust when compared to their contribution to the organisation (Nel et al. 2010). Money is arguably the most sensitive issue that affects

equity in the workplace. The perceived unjust individual organisation exchange relationship is just one aspect of inequity. Equity is a perceived process that also involves the impartial treatment of all individuals at all levels in all environments. It is perceived that an individual that works harder and has more responsibility should get more remuneration and an individual that has a disability should be given an opportunity to work. Equity involves both distributive justice (perceived fairness of distribution) and procedural justice (perceived fairness of policies and procedures) (Caroline Rowland, 2013). People derive these perceptions from many sources e.g. family, co-workers, friends, media etc.

### **2.7.4.3. Goal-setting theory**

Goal setting theory described by Lussier (2012) identify that high levels of motivation that can be produced only if suitable target goals have been identified. A very prevalent characteristic of successful people is that they are all aligned to a goal and that all resistance is considered part of the route to achieve that goal and is therefore overcome (Lussier, 2012). Goal setting theory, accredited to Edwin Locke, highlights that setting a goal or having an objective leads to a robust motivation that yields high performance. Goal setting theory means that simply having a clear goal increases motivation.

Locke's Goal setting model has four characteristics (Jones and George, 2011):

- ❖ Goal directs focus – An individual has a tendency to focus more on an objective e.g. a sales person has a sales target of 1500 units per annum in order to qualify for a bonus. This sales person will most likely be focussed on achieving this target in order to attain the goal of the bonus.
- ❖ Goals regulate exertion – Goals not only directs our attention, they also control the energy expended in order to achieve that goal. A challenging goal will warrant a vigorous attempt.
- ❖ Goals increase perseverance – Having a goal or target can increase the continued effort to achieve despite resistance e.g. a long distance runner understands that a goal of running an ultra-marathon (approximately 90km) require much greater persistence than a goal of running a marathon (42 km)

- ❖ Goals stimulate strategy development – Having a desirable goal will encourage individuals to cultivate a plan of action to achieve that goal e.g. a goal of increasing business income by twenty percent in an exhausted South African market may result in the development of a strategy to expand sales into emerging economies of Africa.

Robbins et al. (2011) highlight that implementation of goal setting is achieved using the management by objectives system. This system requires realistic goals, based on the organisations overall objectives, to be determined by both employees and management. These goals must be measurable and achievable.

## **2.8. Determinants of motivation using the Life Stage Model**

Using Levinson's Life Stage Model, Sekhar et al. (2013), through literature review on motivation show the driving determinants of motivation during the life stages of a human being. This applies only to developing and developed countries.

The early and middle stages of life are largely driven by monetary incentives. During these stages, working individuals generally have little or no money. In the latter stages, most individuals have gained money and assets over the years resulting in money no longer being a driving force.

During the late career stage, one of the main motivational driving forces is achievement. The perception is that individuals are nearing the end of career and even the end of life, therefore the values comprising of achievement, recognition and social responsibility tend to be the focal point of an individual during this stage.



**Figure 2.4** Flow of motivation during the life cycle of an employee

Source: Adapted from Sekhar et al. (2013, p.479)

Job satisfaction is a determinant of motivation that is predominant in all stages of the working individual. Sekhar et al. (2013) highlight that job satisfaction encompasses a combination of the working individuals psychological and physiological needs therefore being a critical motivator throughout an individual's working life.

In the early stages, employees are mostly extrinsically motivated. This extrinsic motivation diminishes through the middle and latter stages of the working life. Employees are least intrinsically motivated during the early stages of the working life. This intrinsic motivation intensifies through the middle stage and heightens in the latter stage.

## **2.9. Why measure employee motivation?**

Colquitt et al. (2011) highlight that there has been thousands of studies proving that employee motivation is positively correlated to work performance and organisational commitment. Motivated employees ultimately provide a competitive advantage for an organisation. Agreeing with Colquitt (2011), Ather et al. (2011) also highlight that an employee's performance is largely attributed to three factors viz. motivation (drive or intensity to work), ability (the aptitude and capability to perform the job) and organisational environment (tools and resources needed to do the job). Therefore employee motivation positively correlates to employee performance ultimately yielding more profits for the organisation.

## **2.10. How to measure employee motivation?**

“Human motivation is intricately tied to emotions” (Crumpton, 2013). Lewis and Weigert (1985) identified that the emotional element in a situation renders the outcome of the situation unpredictable. It can be assumed that motivational elements are very complex. Devadass (2011) have researched over four thousand motivational literature articles, both qualitative and quantitative in order to identify central motivational themes. Devadass (2011) concluded that these articles present four central themes that affect motivation viz. job characteristics, unique nature of the employee, management practice of the organisation and the broader environmental factors. Each of the motivational themes was then further broken down into a number of motivational determinants as displayed in table 2.1 below.

**Table 2.1 Motivational themes and determinants**

<b>Motivational themes</b>	<b>Determinants</b>
Job characteristic	Remuneration Advancement Work climate Work objectivity Nature of job Significance of job Job security
Employee characteristic	Job satisfaction Employees drive Education Conflict avoidance
Management practices	Managers characteristics Equity Leadership Company image
Broader environmental factors	Community expectation Broader environmental policies

*Source: Adapted from (Devadass, 2011)*

These determinants provide a very comprehensive base to measure employee motivation. Devadass (2011) cautions that employee motivation is a complex process and there are limitations to the motivational determinants.

### **2.11. Summary on employee motivation**

Literature clearly indicates that employee motivation is complex primarily due to unique individual traits and their unique situation. This is further complicated by the many variances of different organisations. It can be argued that even-though the

study of motivation is complex, there are motivational determinants that are more common to most individuals, situations and organisations. Understanding these core determinants can provide great insight into employee motivation. Organisation can achieve a competitive advantage having motivated employees (Armstrong and Taylor, 2014).

## **2.12. Emotional Intelligence**

Why is it that some of those very high performers at school amount to very little or nothing in the business world? These students have an above average IQ and are considered “intelligent”, however struggle in adolescence with work, relationships, finance and so on. Intelligence Quotient (IQ) was used in the 1970’s as a test that determined an individuals intelligence, it was considered to be influenced by human genetics and it would never change throughout the individuals life (Hughes and Terrel, 2012, p30). An individuals IQ could never provide a rational explanation to the question above (Goleman. 2009).

In 1983, Howard Gardner was among the first to introduce the concept of multiple intelligence (Gardner, 2011). Gardner proposed the following seven different type of intelligences which has been accepted by other scholars (Goleman, 2009; Salovey and Mayer, 1990; Mcpheat 2010, Koubova and Buchko, 2013).

1. “Linguistic: words and language
2. Logical-mathematical: logic and numbers
3. Musical: music, rhythm, and sound
4. Bodily-kinesthetic: body movement and control
5. Spatial-visual: images and space
6. Interpersonal: other people’s feelings
7. Intrapersonal: self-awareness” (Phillips and Gully 2012, p.97)

Gardner believed that over and above the traditional intelligence of IQ, both the interpersonal and intrapersonal intelligence was instrumental to many successes (Gardner, 2011). Both the interpersonal and intrapersonal intelligence gave rise to the term “Emotional Intelligence”. The emotional intelligence term was initially introduced by Wayne Payne in his doctoral thesis back in 1986 (McPheat, 2010).

The pioneers in the development of emotional intelligence concept are Salovey and Mayor in 1990, however the concept of emotional intelligence became very popular with the publication of Goleman’s book called, “Emotional Intelligence: Why it can matter more than IQ” (McClesky, 2014).

### **2.13. What is Emotion?**

The literal definition of emotional intelligence can be derived from the definition of “emotion” and the definition of “intelligence”. According to the Oxford Dictionary (2014) emotions is defined as “a strong feeling deriving from ones circumstances, mood, or relationship with others and is distinguished from reasoning or knowledge”. According to Hughes and Terrel (2012) emotion is derived from the latin word “emovare” which also means to move and to motivate. Hughes and Terrel (2012) further highlights that everything we do in life has some emotional involvement. According to the Reuven Bar-on study of the physical brain, compelling evidence revealed that emotions and IQ reside in different parts of the brain (Goleman, 2011). This was cemented by Antonio Damasio’s experience with his brilliant lawyer patient that had the emotion part of his brain removed due to a tumor (Ameriks et al. 2009; Goleman, 2011). The lawyer’s IQ did not deteriorate at all, however he was very indecisive about all his alternatives and could never make a firm decision. The rational mind could calculate the various alternatives, however there were no feelings about what he thought. Our emotions help us through quandry when intellect alone is inadequate (Goleman, 2009). As part of the animal kingdom, humans just like many other animals act instinctively (Koubova and Buchko, 2013). According to Goleman (2009) our emotions of anger, fear, love, happiness etc. prepares our body to act in a particular manner depending on the emotion e.g. in the face of fear from being eaten our bodies prepare for escape. Emotions are part of human life and can

react faster than the rational mind depending on the experience, ultimately resulting in these emotions controlling our actions (Koubova and Buchko, 2013)

#### **2.14. What is intelligence?**

Merriam Webster Dictionary (2014) defines intelligence as “the ability to learn or understand things or deal with new or difficult situations”. The construct of any type of intelligence should have the following characteristics (Emmerling and Boyatzis, 2012):

- The behaviour should be observable
- Should be different to other constructs
- Should be related to biological, life and job outcomes
- Should be valid across different cultures
- The measurement of the concept should be reliable

Combining both the definitions of emotion and intelligence lead us to the definitions of emotional intelligence.

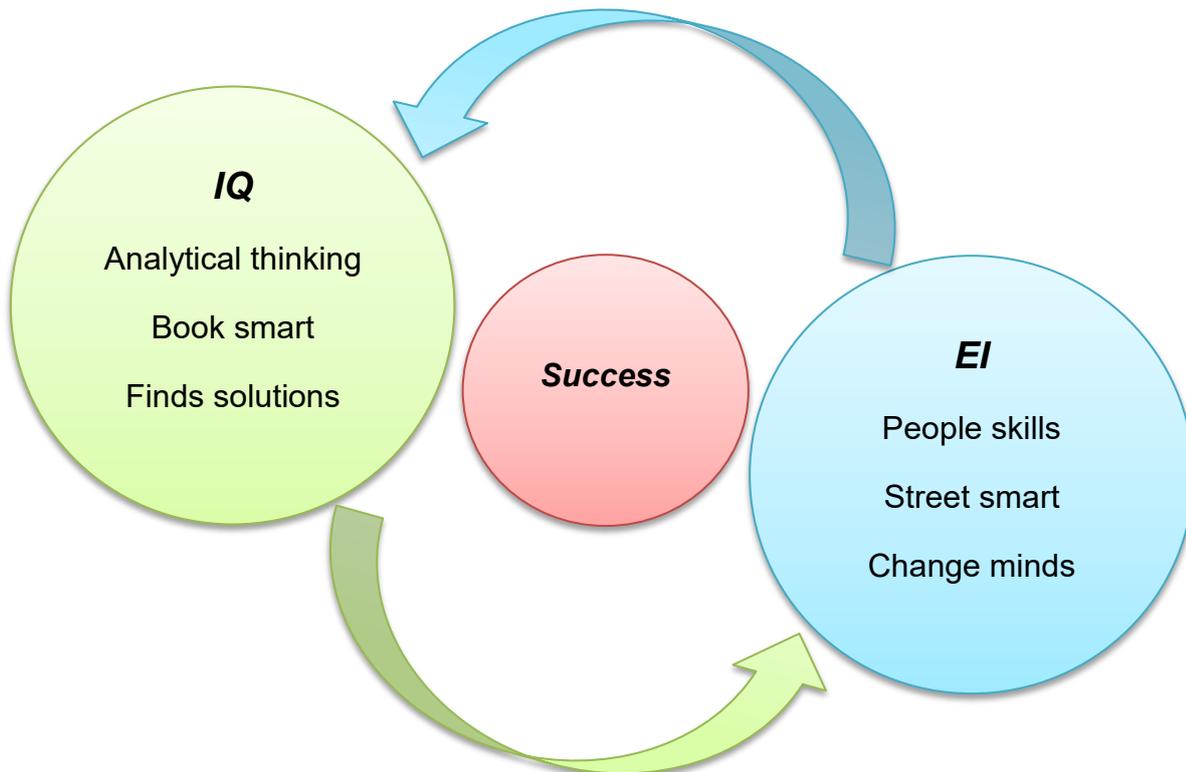
#### **2.15. Antecedants of Emotional Intelligence – two decades**

Salovey and Mayer (1990) pioneered one of the first recognised definitions of emotional intelligence more than twenty years ago (Azouzi and Jarboui, 2013). Salovey and Mayer (1990, p.189) define emotional intelligence as “a subset of social intelligence that involves the ability to monitor one’s own feelings and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action” Gardner (2011) highlight that personal intelligence, which is a part of social intelligence, comprises of interpersonal and intrapersonal intelligence. According to Salovey and Mayer (1990), Gardner’s 1983 concept of personal intelligence can be considered to be similar to their emotional intelligence concept.

Salovey and Mayer (1993) responded to the criticism of using the term of intelligence in their concept of emotional intelligence by identifying that emotional intelligence facilitates general intelligence and can be considered independent to general intelligence. Emotional intelligence guru Daniel Goleman (2009, p.32) defines emotional intelligence as “having the ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathise and to hope”. There has been many definitions of emotional intelligence over the two decades (Koubova and Buchko, 2013).

McPheat (2010, p.9) defines emotional intelligence as “a combination of competencies which allow a person to be aware of, to understand, and be in control of their own emotions, to recognise and understand the emotions of others, and to use this knowledge to foster their success and the success of others”. The simple definition of Ameriks et al. (2009, p.6) define emotional intelligence as the ability to “recognise and use emotions productively”. Recently Koubova and Buchko (2013) summarised the many definitions of emotional intelligence as the ability to recognise both internal and external emotions and using the knowledge of these emotions to regulate our behaviour and feelings. The definition of emotional intelligence has not evolved significantly since Salovey and Mayer in 1990. Emotions are essential to ignite the thinking process (Hughes and Terrell, 2012; Goleman, 2009) and with thinking comes a more rational decision (Hess and Bacigalupo, 2011). An illogical emotional mind is created when we succumb to impulsive behaviour (Goleman, 2009). Identifying this illogical emotional mind in ourselves and others and positively using this understanding are the attributes of emotional intelligence. Emotional intelligence of an individual remains passive when tasks are simple and does not require much of both emotions and thinking e.g. reading an address on a letter, however emotional intelligence is activated when the task at hand involves issues that are personal and emotional (Koubova and Buchko, 2013).

## 2.16. Emotional intelligence and Intelligence Quotient (IQ)



**Figure 2.5** Difference between IQ and EI

*Source: Adapted from Goleman. 2009.*

Emotional intelligence is the ability to identify and understand emotions about one self whereas cognitive intelligence is the ability to think analytically, with both these intelligences leading to effective and superior performance (Emmerling and Boyatzis, 2012). There is a high correlation between IQ and success or failure, however there are cases that do not support this correlation. According to Goleman (2009), an individuals life success or failure is supported by twenty percent of IQ. Goleman (2009) highlights that the remaining eighty percent of life's success is attributed to other factors including emotional intelligence, social class, luck and so on. Lam and O'Higgins (2012) concur with Goleman that emotional intelligence is considerably more significant than intellectual intelligence and technical ability for most job types. Emotional intelligence and IQ are separate intelligences and individuals that encompass a "good mix" are more successful than those that possess high IQ and low emotional intelligence (Singh, 2009).

## 2.17. The emotional mind versus the rational mind

There has been considerable research over the past two decades (Hess and Bacigalupo, 2011; McCleskey, 2014) identifying that our emotions have an impact on our decision making that impacts on our social life and our reasoning ability (Ameriks et al. 2009). Many scholars have tested emotional intelligence against numerous variables e.g. academic accomplishment, physical health (Albers, 2013), mental well being, political skill and many aspects in the work arena (Meisler,2014). Our emotional mind and our rational mind are interconnected and depend on each other for decisions, however when our impulsive feelings override our rational mind, the outcome can be undesirable (Goleman, 2009).

## 2.17. The models of emotional intelligence

### 2.17.1. Goleman's model of emotional intelligence



**Figure 2.6** Goleman's model of emotional intelligence

Source: Adapted from Goleman 2009.

Goleman (2009) using Gardner's 1983 personal intelligence (interpersonal and intrapersonal intelligence) concept developed five main components of emotional intelligence known as the Mixed model.

1. Self awareness or being able to identify one's emotions – an individual needs to be able to identify their emotions. This can be emotions of anger, fear, happiness and so on. The self aware individual is more effective in the decision making process (Hess and Bacigalupo, 2010). This awareness allows for thought on the option of whether to act, not to act or how to act on the emotions felt. Individuals that are not self aware of their emotions are considered to be "engulfed". An engulfed individual has a tacit build up of emotions and ends up being overwhelmed with emotion.
2. Self mastery or managing one's emotions – It is inherent in our nature to feel emotions (Goleman, 2009). The level and duration of this emotion is directly related to the individual capacity to self regulate one's emotion. How long one stays angry or happy can be controlled by managing one's emotions.
3. Identifying emotions in others or being able to empathise with others – Humans that are able to better understand the emotions present in others are considered empathetic. Individuals that are empathetic can establish a good rapport with other and can also inspire altruism (Goleman, 2009). Empathetic individuals have a tendency to perform well at careers that are concerned with understanding the emotions of others e.g. sales, teaching, nursing etc (Goleman, 2009). Criminals tend to lack empathy and therefore do not properly understand the victims feelings (Goleman, 2009).
4. Managing emotions in others – An individual needs to understand and manage emotions in others (Goleman, 2009). This is considered the main components of handling relationships (Goleman, 2009). Individuals that have mastered these components are considered to possess social skills (Goleman, 2009).
5. Being able to motivate oneself – When an individual is capable of aligning all emotions towards an objective, this individual is considered self motivated (Goleman, 2009). Goleman (2009) highlights that a motivated individual can delay gratification and not succumb to impulsive behaviour.

### **2.17.2. Ability Model of emotional intelligence**

Mayer et al. (2004) proposes that emotional intelligence comprises of four skills or abilities that an individual needed. These four abilities have been used as the bases in the Mayer-Salovey-Caruso Emotional intelligence test (MSCEIT) also known as the “Ability Model” (Mayer et al. 2004; Ameriks et al. 2009; Koubova and Buchko, 2013).

1. Ability to perceive of emotion in others – This involves the ability of individuals to recognise non-verbal emotions of others (Azouzi and Jarboui, 2013). Non-verbal includes hand, facial and bodily expressions (Mayer et al. 2004; Ameriks et al. 2009).
2. Ability to use emotions to facilitate thinking – Individuals have a developed knowledge, based on feelings of life experiences (Koubova and Buchko, 2013). Individuals should be capable of identifying feelings that facilitate the thinking process (Azouzi and Jarboui, 2013; Mayer et al. 2004).
3. Ability to understand emotions – An individual’s ability to analyse emotions and to identify their outcomes (Ameriks et. al. 2009). The ability of an individual to develop the capacity to analyse emotions (Mayer et al. 2004).
4. Ability to manage emotions – This involves the individuals ability to manage all types of emotions and forms the integral part of the individuals character. An individual that is goal driven will ensure that all emotions are focussed at achieving that objective resulting in the individual being motivated (Ameriks et al. 2009).

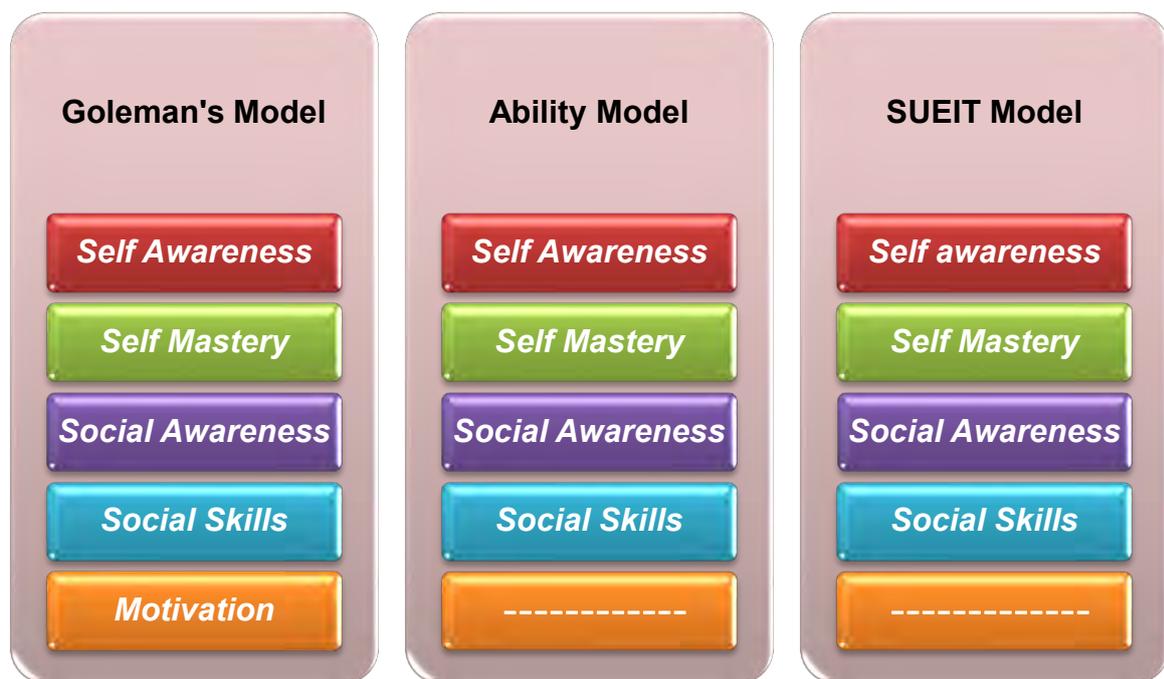
### **2.17.3. SUEIT Model of emotional intelligence**

The Swinburne University Emotional Intelligence Test (SUEIT) developed by Palmer and Stough in 2001 provides a test on emotional intelligence based on five factors (Gardner and Stough, 2002).

1. Ability to recognise and express one’s emotions – An individuals ability to recognise and analyse their emotions.

2. Ability to appropriately use emotions with cognitive abilities – Individuals capability of their emotional knowledge to facilitate a rational thinking.
3. Ability to understand external emotions – an individuals capability to recognise and analyse emotions in others.
4. Ability to manage both internal and external emotions – An individuals ability to manage both their own emotions and emotions in others.
5. Ability to control one’s emotions – The individuals ability to control emotions experienced.

All the above characteristics of emotional intelligence outlined by the various authors clearly highlight very similar concepts that support the various definitions of emotional intelligence. SUEIT model factors seems to have been developed from the Ability model. The SUEIT model has broken down the “ability to manage emotions” from the Ability model into “managing” and “controlling” emotions.



**Figure 2.7** Main differences between models of Emotional intelligence

Source: adapted using Goleman, 2009; Mayer et al. 2004; Gardner and Stough, 2002

Arguably the only difference between the Goleman’s (2009) model and the Ability model is “being able to motivate”. Mayer et al. (2004) highlight that individuals having

the four abilities of emotional intelligence is goal orientated or motivated. According to Mayer et. al. (2004), being emotionally intelligent leads to being motivated whereas according to Goleman (2009), being motivated is an indicator of the level of emotional intelligence. The factors of the Ability model is currently the most widely recognised (McCleskey, 2014; Meisler, 2014).

## **2.18. Summary on the models of emotional intelligence**

The two recognised models of emotional intelligence are the “Ability model” by Mayer and Salovey (McClesky, 2014; Jordan and Troth, 2011) and the Mixed model by Goleman (Hess and Bacigalupo, 2011). The Ability model proposes that emotional intelligence is based on an individual’s mental ability and is considered to be solely, an intelligence, whereas the Mixed model advocates that emotional intelligence is a amalgamation of mental capability and and individual’s character (Azouzi and Jarboui, 2013).

## **2.19. The case for emotional intelligence**

Over the last two decades, emotional intelligence has been identified as a key trait of leaders (Hess and Bacigalupo, 2011; McClesky 2014; Jordan and Troth, 2011). Emotional intelligence is a skill that is required to be an effective leader (Azouzi and Jarboui, 2012). “Leadership is defined as key competencies and processes required to enable and empower ordinary employees to do extraordinary things” (George and Jones 2011, p.427). A succesful leader should deliver excellent performance and excellent returns for shareholders. Leaders that possess emotional intelligence are effective in producing inspirational motivation amongst employees resulting in positive employee performance (Lam and O’Higgins, 2012). Organisations focus on training and developing the emotional intelligence of leaders in an effort to achieve organisational excellence. This seems very logical as a more developed leader should be more able to achieve organisational success. Emotionally intelligent individuals are considered self motivating and can more accurately perceive the requirements needed to raise employees motivation (Gardner and Stough, 2002),

hence this research focuses not only on the leader but on all employees of the organisation and builds a case for developing emotional intelligence for all. Employees emotional display is critical to ensure customer retention (Kim et al. 2012). Emotional intelligence of labour positively correlates to employee's performance (McCleskey, 2014) and job satisfaction (Meisler, 2014). According to the Ford Motor Company, emotional intelligence provides an organisation with a competitive advantage (Singh, 2009).

Employees that are emotionally intelligent are more likely to be content with their lives and kindles motivation in oneself (Goleman, 2009), and facilitates motivational commitment from others in the workplace (Singh, 2009). These employees prosper in any domain of life (Goleman, 2009). High emotional intelligence also supports stress management in the work environment (Jordan and Troth, 2011).

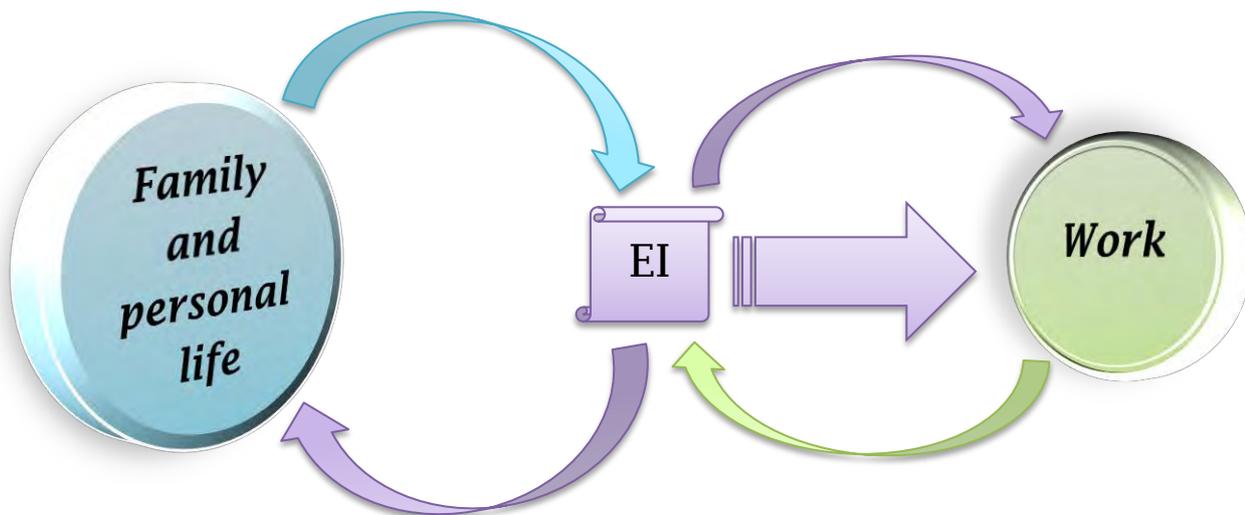
People that cannot control emotions sabotage their ability for rational thought (Goleman, 2009) and this can affect the quality of their decision (Hess and Bacigalupo, 2011). It was found that employees with low emotional intelligence always made poor decisions and very rarely learnt from their mistakes (Ameriks et al. 2009). Employees with low emotional intelligence tend to behave impulsively (Goleman, 2009). This impulsive behaviour makes these employees more prone to smoking, drinking, gambling and drug abuse (Ameriks et al. 2009). Employees with high emotional intelligence experience long periods of positive emotions and are less likely to ruminate over emotional events (Meisler, 2014). Developing emotional intelligence as a skill contributes positively to work and personal life (Azouzi and Jarboui, 2013). High emotional intelligence has been found to increase the competitive advantage of an organisation due to achieving higher organizational effectiveness (Singh, 2009)

## **2.20. Can emotional intelligence be developed?**

Many humans have been known not to succumb to emotions and behave contrary to standard obvious impulsive reaction (Goleman, 2009). Emotional intelligence training is found to improve an individuals emotional intelligence (Meisler, 2014). According

to Gardner multiple intelligences can be developed over the period of one's lifetime (Koubova and Buchko, 2013), however there exists discord on whether emotional intelligence can be developed (Singh, 2009)

## 2.21. The life cycle of emotional intelligence (EI)



**Figure 2.8** Life cycle of emotional intelligence

*Source: Adapted from Koubova and Buchko. 2013.*

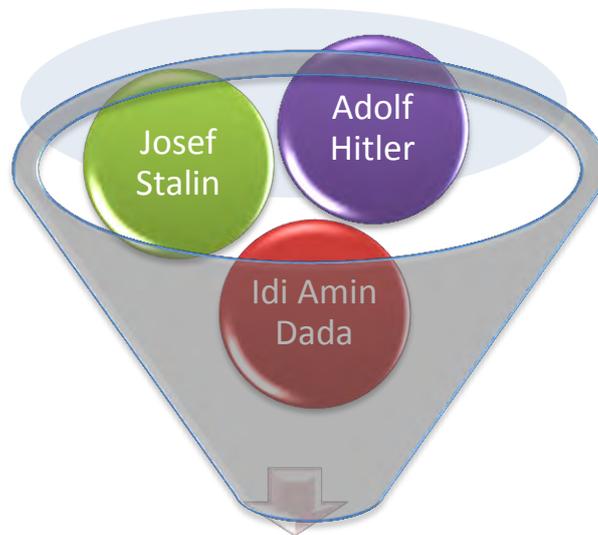
Unlike IQ or cognitive skill, emotional intelligence can be developed over the individuals lifetime (Goleman, 2009). Humans are born with survival instinctive behaviour (Koubova and Buchko, 2013) , which is part of our genetic make up and this forms the knowledge base at birth (Goleman, 2009). Our instinctive behaviour provides a fast response however with lower accuracy (Koubova and Buchko, 2013). The periods of infancy and childhood to adulthood is the most important in setting the knowledge base for relationships, behaviour, feelings and actions. This can be seen as the thick blue arrow feeding emotional intelligence. This developed EI feeds back to personal life. This means that if the periods of upbringing yields a high positive (or negative) EI, this positive (or negative) EI will feed back to the individuals personal life. Some of the factors that impact on the level of EI are education, sport, family, friends, culture, society, etc.

When the individual is ready to work, the already developed EI contributes (big striped purple arrow) to the work environment (Koubova and Buchko, 2013) . The experiences of work (positive or negative EI) contribute to the development of the individuals EI and the more developed EI (positive or negative) contributes back to the work environment. This is denoted with the small arrows between EI and work. Some of the work factors that contribute to the individuals EI (positive or negative) are nature of the job, superiors, work colleagues, work environment, type of organisation, remuneration, etc.

The EI (positive or negative) developed from an individuals personal life dictates the level of motivation of that person. The level of motivation can control what the individual achieves depending on what is important to that individual. A person that is motivated in family life will have healthy relationships, will be content, will be happy depending on what is important to that individual. The EI (positive or negative) that is developed from work experience will also support the individuals motivation. The individual that is motivated in the work environment will develop with education, perform at high levels, aim for promotions, aim for better salary, display professionalism (Armstrong and Taylor, 2014).

The life cycle of emotional intelligence is continuous where all life experiences impact on emotional intelligence and this impacts on the individuals motivation. An individual that is motivated will continuously develop their emotional intelligence as this intelligence is critical for development in any aspect of life. Emotional intelligence develops throughout life experiences, hence the cliché is “wise old man” and not “wise young man”

## 2.22. Darkside of EI



**Figure 2.9 Dictators of world**

*Adapted from <http://www.thetoptens.com/worst-dictators/#>*

EI can be seen to have a darkside, where leaders of an organisation uses the emotional intelligence skill to conduct unethical behaviours (McCleskey, 2014; Lindebaum and Cartwright, 2011). Adolf Hitler can be viewed as the dark side of EI. Hitler had great ability to unravel and control the emotions of the Germans, however he never felt the empathy of the people that suffered during his reign. Business leaders that possess an elevated level of emotional intelligence may not always behave in a manner that promotes business sustainability (Lindebaum and Cartwright, 2011). Leaders could also be emotionally intelligent and incompetent (McCleskey, 2014)

Emotional intelligence training offered by the organisation can help individual's in career advancement and improve their personal lives offering positive results for both industry and society (Meisler, 2014). The future of the development of the EI concept and the future of EI in business is uncertain (McCleskey, 2014), probably the area of emotional labour that will be most explored (McCleskey, 2014). Lindebaum and Cartwright (2011) highlight the following new issues of emotional intelligence that should be considered for research.

- Can individuals possess too much emotional intelligence?
- Can low levels of emotional intelligence yield performance?
- Are the branches of emotional intelligence beneficial to a particular task and detrimental to another task?

### **2.23. Conclusion**

Humans are found to be very complex characters that are also dynamic in nature. As employees, they are a critical component to any organisation. South Africa, like all other countries have their own unique set of environmental conditions that impact on these employees adding to their complexity.

The complexity of the human character makes it very challenging to evaluate and understand their motivation levels. Many scholars agree that employee motivation can be characterised by the themes of intrinsic motivation and extrinsic motivation. Most motivational theories encompass multiple determinants surrounding these themes. An employee's motivation also changes over the life cycle of that individual. Motivational theories also suggest that there exist common motivation determinants during the various phases from the life cycle of an employee. Is an employee's level motivation interdependent on their emotional intelligence?

Human intelligence research initially focussed on analytical thinking, however recently scholars agree to the concept of multiple intelligences. Arguably, one of the most important intelligence in the humans is emotional intelligence. Theory suggests that the emotional mind continuously competes with the rational mind which results in the human behaviour. Unlike cognitive intelligence (IQ), emotional intelligence can be developed over time. An employee's life experience, which is unique to that individual, continuously impacts on the individual's emotional intelligence. Many scholars agree that emotional intelligence is based on the themes highlighted in the Mixed Model (Goleman, 2009) and Ability Model (Mayer et al. 2004). The common themes of these models are self-awareness, self-mastery, social awareness and

social skills. The Mixed Model highlights the ability to motivate oneself towards an objective as an additional theme of emotional intelligence. The Ability Model suggests that an individual's motivation does not impact on their emotional intelligence but is rather a consequence of their level of emotional intelligence. The literature research conducted highlights the existence of an interdependency of emotional intelligence and motivation. This raises the questions of whether emotional intelligence impacts on employee motivation and is this interrelationship a result of causation or correlation?

This chapter outlined empirical theory that is required to delineate the objectives of this study. The factors that affect both motivation and emotional intelligence were scrutinised facilitating a thorough understanding and more accurate measurement. The next chapter details the methodology utilised in the survey and the substantiation of such a selection.

## CHAPTER THREE

### Research Methodology

---

#### 3.1. Introduction

Research can be defined as a systematic approach to solving problems (Sekaran and Bougie, 2013). Research involves a scrutiny of materials and sources related to the subject matter in order to establish facts and to derive conclusions. Sekaran and Bougie (2013, p.3) define business research as “an organised, systematic, data-based, critical, objective, inquiry or investigation into a specific problem, undertaken with the purpose of finding answers and solutions to it”. The focal point of business research is to find solutions to business problems. Research methodology selection is dependent on variables, impediments and limitations. This is further complicated with the variety of combinations of research methods available. The researcher needs to conscientiously evaluate all the pros and cons of the variety of research methods with the objective of selecting the most apt methodology.

The preceding chapter explored and examined the literature of this study providing context to the various themes of both emotional intelligence and motivation. This chapter focusses on the research methodology used in the dissertation. This chapter briefly discusses the objectives of the study, the motivation for the methodology employed, the sampling methods and the questionnaire used.

#### 3.2. Intent of the study

The business environment in South Africa is dynamic and businesses are continuously faced with challenges to remain competitive. Currently some of the main driving forces that affect South Africa’s economy are globalisation, technology and politics. The construction sector in South Africa is struggling with compressed

margins. Businesses are continuously searching for the duality of increased revenue and reduced costs (Hough et al. 2011). An organisation's human capital has the potential to facilitate this duality (Hess and Bacigalupo, 2010). Employees in the construction sector can facilitate increased revenue by providing excellent customer service resulting in dedicated, repeat customers and a reputable brand. Motivated employees are more efficient, effective and dedicated resulting in smaller required workforce and higher staff retention thereby reducing costs of operating the business (Armstrong and Taylor, 2014).

The intent of this study is to investigate the interdependence of emotional intelligence on employee motivation in the construction sector. Emotional intelligence can be simply regarded as being intelligent about one's emotions and this varies between individuals. Previous research shows that emotional intelligence is developed with training and life experience (Koubova and Buchko, 2013). If emotional intelligence positively correlates to employee motivation, organisations can focus on training employees to become more emotionally intelligent ultimately resulting in increased employee motivation allowing an organisation to increase their revenue and reduce their costs.

### **3.3. Participants, sample and data collection**

This study focussed on the construction company called Apex Asphalt. A list of the number of employees in the different departments was requested from the Human Resource division. There are a total of one hundred and twenty seven employees of which sixty questionnaires were administered. The sample size of fifty five was required to achieve a 95% confidence level and a confidence interval of 10. A minimum of fifty five employees was required for the survey. Sixty questionnaires were administered yielding fifty six actual respondents. Most of these employees do not have access to e-mail therefore the questionnaire was administered by hand to each of the participants. These personally administered questionnaires offered a huge advantage in that the completed questionnaires were obtained immediately. Any uncertainty raised by the participants, were clarified immediately. The purpose of the study was also briefly introduced to each participant. Arguably the only

problem with this type of questionnaire administration is the bias that may be introduced due to the presence and interaction of administrator (Sekaran and Bougie, 2013) however participants were also more at ease that their participation will remain anonymous. The participants were given approximately fifteen minutes each to complete the questionnaire during their working hours. The administering and completion of the questionnaire was done in a very ad-hoc manner. In some cases groups of up to seven employees were allowed to participate and in other cases employees were done one at a time depending on their availability from their duties. The administration of the questionnaire occurred at various venues depending on where the different teams were positioned in Kwa-Zulu Natal. The administration process was completed over two days and a token of appreciation was offered to all participants.

### **3.4. Sampling Methods**

The sampling frame comprised of all employees of Apex Asphalt. The population of the intended study was considered too large to achieve a one hundred percent participation rate. There are employees that are not at work during the study period. These employees could be on annual leave, sick leave or even not shifted to work. Therefore it was critical to engage a sample of the population. There are many benefits to using a sample of the population. The two considerable benefits are lower cost to do the research and less time used in the data collection process. It is more cost effective to obtain the similar quality information from a sample of the population rather than a census of the population. In business, certain decisions need to be made quickly. Using a sample reduces the research time, thereby allowing a business to make a quick informed decision.

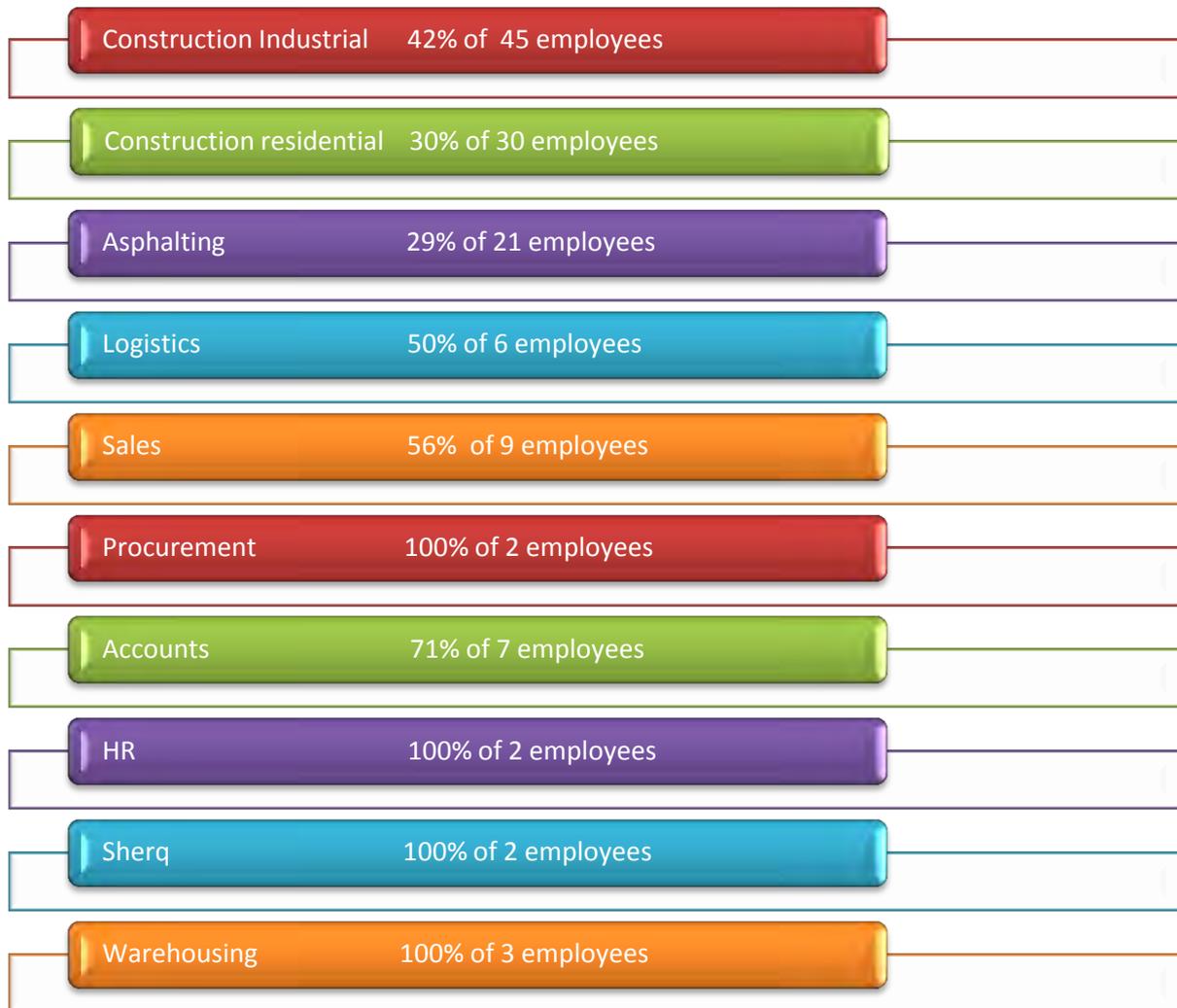
According to Cooper and Schindler (2006) sampling even has an accuracy advantage over census. Sampling allows for missing, flawed and anomalous information to be assessed and discarded if considered unrepresentative whereas a census requires the use of all data.

The sampling design comprises of probability sampling and non-probability sampling. In probability sampling all the elements of the population have some probability of being selected whereas in non-probability sampling some of the elements do not have a probability of being selected. Smith et al (2008) highlight that probability sampling offers a sample which can be inferred to the population with a level of confidence whereas non probability sampling can never give the researcher the same level of confidence. The sampling process used is probability sampling. This will allow for the sample to be inferred to the population with some level of confidence.

The structure of the employees posed another problem for utilising simple random sampling. Some important parts or groups of the population were small and could easily be missed during a simple random sampling. Maylor and Blackmom (2005) highlight stratified random sampling as a sampling process used when the population is not uniform. Stratified random sampling is an operation that involves dividing the population into groups that are mutually exclusive (Sekaran and Bougie, 2013). Stratification allows for additional data to be collected and analysed within a particular sample size. The population of the organisation was divided into smaller groups called strata.

Stratified random sampling offers proportional and non-proportional random sampling (Ghauri and Gronhaug, 2002). Stratified proportional random sampling is the allocation of proportional samples from each of the subset groups whereas stratified non-proportional random sampling is the allocation of non-proportional samples within the smaller groups (Sekaran and Bougie, 2013). Non-proportional stratified random sampling is used when there is concern that the smaller groups have too few samples within the group and is not considered to be representative of that group (Smith et. al. 2008). A higher proportion of samples from these small groups are taken. Overall in non-proportional stratified random sampling a larger percentage of samples are taken from the small groups and a smaller percentage of samples are taken from the large groups.

The organisation employee structure and sampling proportions were taken as follows:



**Figure 3.1 Strata groups and percentage sampled**

Figure 3.1 highlight the percentage of employees from the various departments that participated in the survey.

### **3.5. Research Methods**

It is important to explore and understand the different research methods and select a method appropriate for this study. Both qualitative and quantitative research methods can be used for this study. Qualitative research method involves the gathering and analysis of verbal data which can be obtained via an interview. Generally qualitative research adopts an inductive reasoning process and is used in the exploratory stage of research when there is not much of previous research or

theory available (Sekaran and Bougie, 2013). Quantitative research generally adopts a deductive reasoning process and is used more in the conclusive stage of research or when the research is more focussed. Quantitative research involves the use of numeracy that can be analysed and developed into relationships and statistical models (Sekaran and Bougie, 2013). A quantitative research aims to understand the characteristics of a population by inference of a sample from that population. The advantage of quantitative research methods is that any significant statistical differences can easily be identified. Variables that affect employee motivation are very broad and involve a wide range of known and unknown variables that are interdependent on each other. The study of emotional intelligence and motivation is very much a focussed study and therefore a quantitative research method is adopted. The outcome of this research will identify possible causal relationships between these variables and the elements of these variables.

### **3.6. Questionnaire development**

The questionnaire has the following parts:

Part A: Questions 1 - 10

- This part consists of biographical data such as gender, race, marital status, age, qualification etc.

Part B: Questions 1 – 28

- This part consists of questions that involve both the elements of motivation and emotional intelligence of the participating employee.

Devadass (2011) performed an integrative literature review involving 4184 abstracts on employee motivation. Highlighted were the most common factors identified by the previous literature research that impacts on employee motivation.

These factors were as follows:

1. Job characteristics factors
2. Employee characteristics
3. Management practices
4. Broader environmental conditions

Each of these factors has many sub elements on which the questions pertaining to motivation were based.

The questions relating to emotional intelligence were developed using the factors identified from the literature survey on the subject. There were four factors of emotional intelligence that were highlighted and accepted by many (Goleman, 2009; Mayer et al. 2004; McCleskey, 2014; Meisler, 2014). These factors are as follows:

1. Self-awareness
2. Managing emotions
3. Social awareness
4. Social skills

These four factors were responsible for motivating an individual. Goleman (1995) introduced a fifth factor that contributes to an individual's emotional intelligence.

5. Motivating oneself

This study involves emotional intelligence and motivation, therefore the inclusion of Goleman's "motivation of oneself" seemed very logical.

The questions were categorised as follows:

Category	Questions
• Job characteristics	3, 5, 7, 11, 12, 13, 14
• Employee characteristics	4, 15, 16, 17
• Management practices	6, 8, 9, 10, 28
• Broader environmental conditions	1, 2

- Self-awareness 18, 19
- Managing emotions 20, 21
- Social awareness 22, 23
- Social skills 24, 25
- Motivating oneself 26, 27

The questionnaire was designed with consideration to the following issues:

- ❖ All questions were relevant
- ❖ Questions did not provide suggestive responses
- ❖ Questions were simple, easy to understand and unambiguous
- ❖ The questionnaire layout was as short as possible and simple to answer
- ❖ The questions in the questionnaire were randomly colour coded for aesthetics and ease to read

The objective of the study is to somehow analyse employee’s emotional intelligence and motivation. The first step is to develop a scale to facilitate ranking the differences of individual’s characteristics. The option selected is the use of a 5-point Likert Scale. A Likert Scale is used to identify how strongly an individual agrees or disagrees with a particular statement (Sekeran and Bougie, 2013). The 28 questions surrounding motivation and emotional intelligence were developed into statements that the participant could easily follow and provide a response using the associated Likert Scale.



**Figure 3.2 Survey response categories using the Likert scale**

The respondents were required to tick the check box as in figure 3.2 depending on their agreement to the statement.

The central tendency bias is the tendency of respondents to avoid the extreme responses and select an average response resulting in less variation. Using a 3-

point Likert increases the risk of obtaining the error of central tendency bias as most respondents will select the average or middle response. Using a 7-point Likert scale significantly reduces the risk of obtaining the central tendency bias, however having too many options in a questionnaire reduces the concentration of the respondents. Using 5-point Likert scale offers a balance between the risk of obtaining the central tendency bias and participant concentration.

### **3.7. Goodness of measures: reliability and validity**

Reliability and validity are both considered the cornerstone of scientific research. Only research that is both validated and reliable is accepted (Sekaran and Bougie, 2013).

Validity refers to whether the tool derived to measure a concept actually measures the concept. In other words, does the selected questionnaire and questions actually measure the concepts that are being researched? A research is considered valid if the research can effectively tap into the concepts under scrutiny.

A valid research can be established in the following ways:

- Content validity is established when there is sufficient representation of the concept being investigated and the related factors are adequately delineated.
- Criterion related validity is formed when there are measurements that allow for differentiating individuals based on criterion.
- Construct validity indicates the ability of a measurement to measure the theories that it is based on.

(Sekaran and Bougie, 2013)

A very important aspect of designing the research instrument is the pilot test of the instrument used. A pilot test is used to unearth shortcomings in the instrument design. Pre-testing is a type of pilot testing that is performed on respondents that are same or similar to the population aimed to improve the design of the questionnaire (Cooper and Schlinder, 2006, p.76). There are many advantages to pre-testing:

- Identifies ambiguous interpretation in the instrument
- Identifies vagueness and understanding of the instrument
- Facilitates researcher to develop methods to increase respondent engagement
- Highlights the time required to administer the survey
- Accentuates any problems with the content and language of the instrument
- Facilitates the various ways to ameliorate the overall quality of the survey

The validation pre-tested was done by administering the questionnaire to two employees of the organisation. The pre-test participants constructively lambasted the questionnaire providing pivotal information which contributed to the overall validity of the instrument.

The concept of the reliability feature is that any results that are noteworthy are consistently repeatable (Sekaran and Bougie, 2013). In other words, items that are measuring the same construct should produce homogeneous results. The most favoured test for internal consistency is Cronbach's alpha. The inter correlation between various constructs should be positively correlated and not perfectly correlated (Ghauri and Gronhaug, 2002). An analysis of Cronbach's alpha produced a value of 0.9369 which is considered acceptable. This reinforces that the research is repeatable and is therefore considered reliable. Hypothesis testing is also very dependent on the pre-requisite of reliability in order to be accepted as significant.

### **3.8. Ethics in research**

The granting of ethical clearance (Appendix 3) from the University of KwaZulu-Natal Ethical Clearance Committee preceded the collection of the data. It is a critical component of research to ensure that the participants and the research process are treated ethically. Respondents were all assured that their participation was voluntary and confidential. All respondents acknowledged by signing an informed consent which highlights the objective of the study and the participant's rights (Appendix 2).

### **3.9. Conclusion**

This chapter outlines the research methods employed and justification of these methods. This includes developing the questionnaire, administering the questionnaire, sample size, reliability and validity of questionnaire. The next chapter will focus on presentation of the data obtained in the survey. The chapter will also present results of statistical analysis performed on the data.

## CHAPTER FOUR

### Presentation and Analysis of Results

---

#### 4.1. Introduction

The previous chapter outlined the research methodology and the choice of research instrument used to obtain the data required. This chapter focuses on the presentation and scrutiny of that data. One of the most salient aspects of research is the conversion of data into noteworthy information (Sekaran and Bougie, 2013). It is critical that the presentation of the information selected delineate the objectives of this study and accentuate any findings.

The research instrument used in this survey aimed at obtaining demographic data as well as the levels of motivation and emotional intelligence of the target employees. This chapter begins with the upshot of the participation rate of the survey accentuating the percentages achieved in the survey. The survey results are preceded by the presentation of the socio-demographic and employment category data. Thereafter, the factors of both motivation and emotional intelligence are examined and presented. To conclude the chapter, a correlation of motivation and emotional intelligence is calculated using a bivariate analysis of Pearson's correlation co-efficient.

#### 4.2. Results of survey participation

The questionnaire was administered by hand to all participants and the completion of the questionnaire was done immediately. Any uncertainty was promptly clarified. This resulted in a very high success rate attained. A total of 56 out of 60

questionnaires were completed. Four participants had started the questionnaire and decided to opt out of the study.

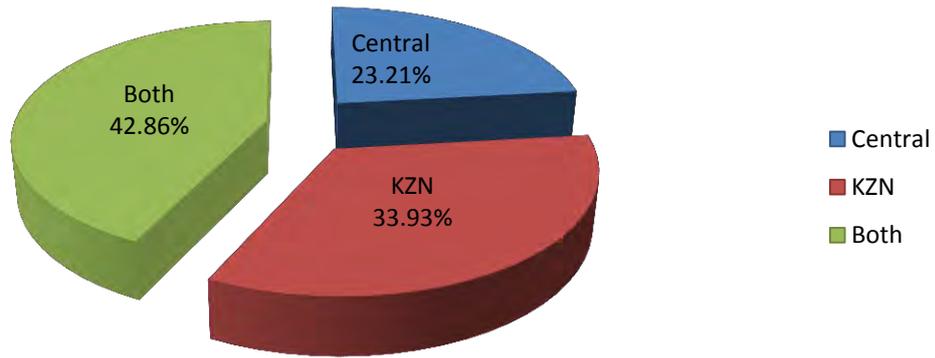
**Table 4.1 Results of survey**

Description of questionnaire events	Results
Number of employees requested to participate	60
Number of employees that completed the questionnaire	56
Number of employees that elected to participate and then declined	4
Rate of participation	100%
Rate of completion	93.3%
Approximate average time taken to complete the questionnaire	15 minutes

### **4.3. Results of socio-demographic and employment category questions**

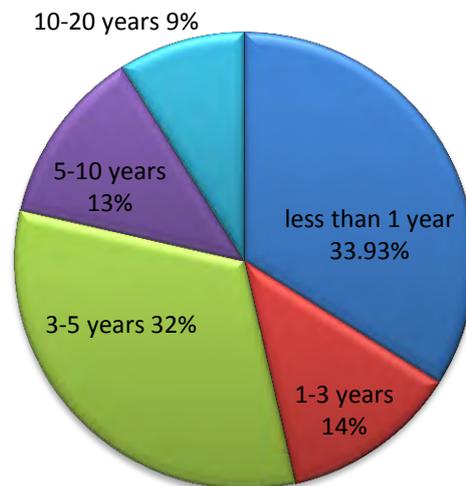
The first part of the questionnaire comprised of ten socio-demographic and employment category questions that will aim to distinguish the variables of motivation and emotional intelligence that are correlated to the socio-demographic and employment category information.

Figure 4.1 highlighted that a relatively even spread of respondents from the three divisions of the organisation. “Central” division primarily focusses on Durban and immediate surrounding areas, “KZN” division focusses on the rest of the Kwa-Zulu Natal area and “Both” division provided support for the other two divisions.



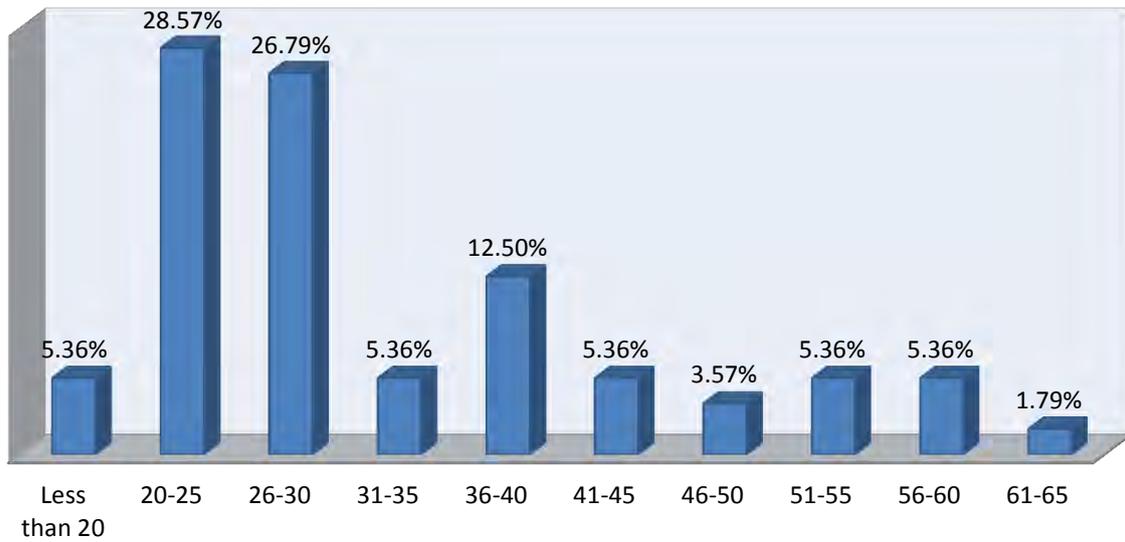
**Figure 4.1 Respondents division category employed**

Figure 4.2 interestingly revealed that approximately 80% of the respondents are working for less than 5 years.



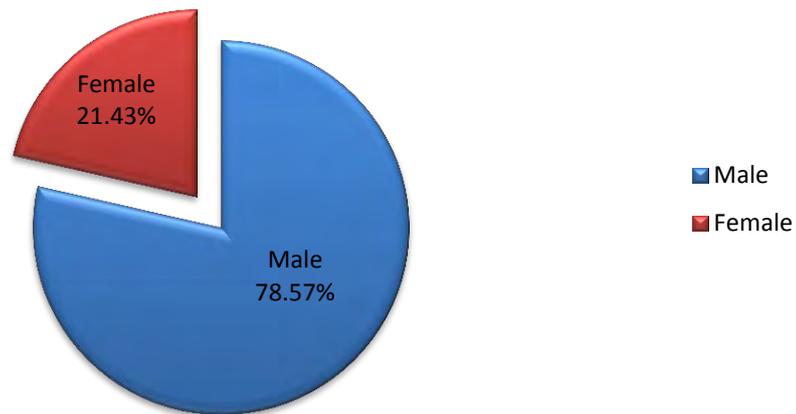
**Figure 4.2 Number of years the respondents are employed**

Figure 4.3 showed that there is very strong dominance of young employees in this organisation having just over sixty percent (60.71%) of respondents being under 31 years. Interestingly almost 80% of respondents were under 41 years.



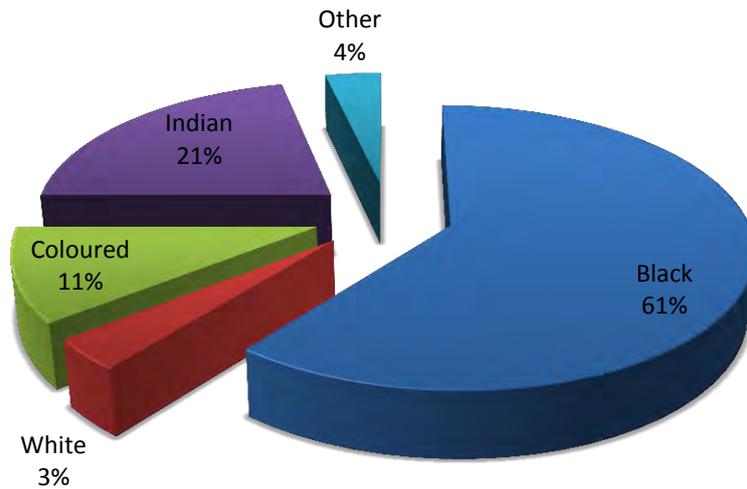
**Figure 4.3 Age category of respondents**

Figure 4.4 highlighted the gender split which featured a majority of males (79%).



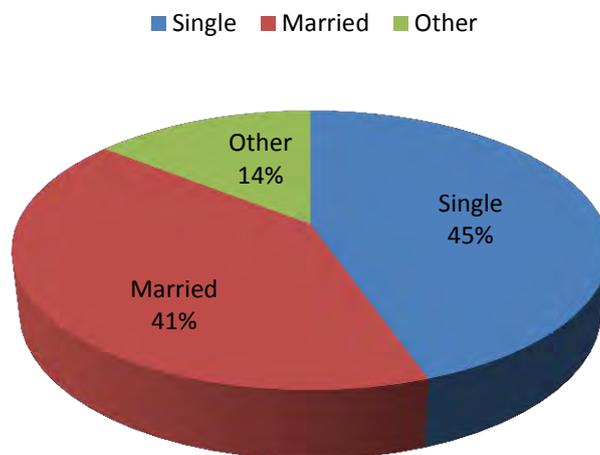
**Figure 4.4 Gender category of respondent**

Figure 4.5 showed that 61% of the respondents were black, while 21% of the respondents were Indian, 11% coloured and 3% white.



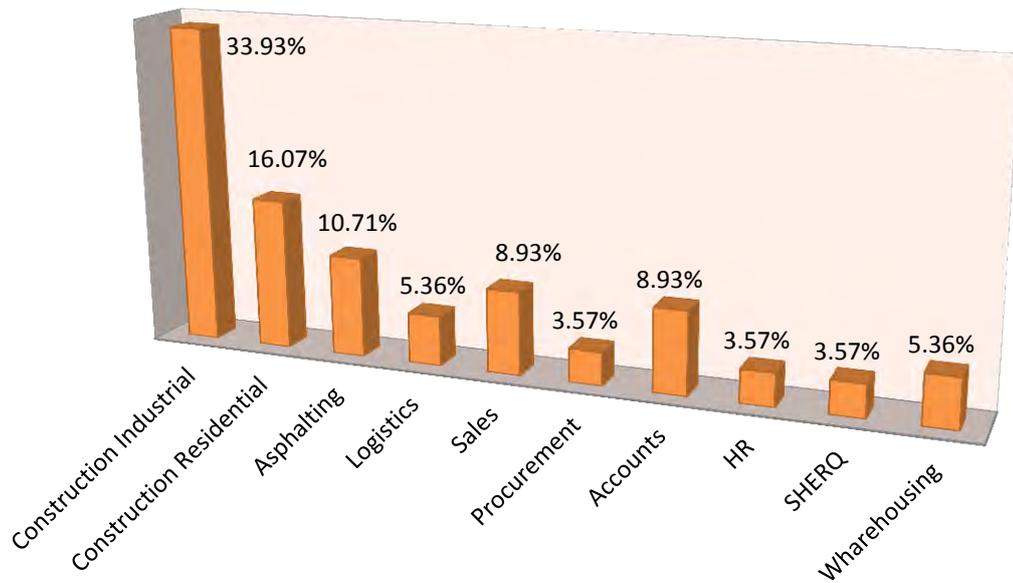
**Figure 4.5 Race distributions of respondents**

Figure 4.6 revealed a relatively even split between married respondents (41%) and single respondents (45%). Other (divorced or widowed) respondents accounted for the remaining 14%.



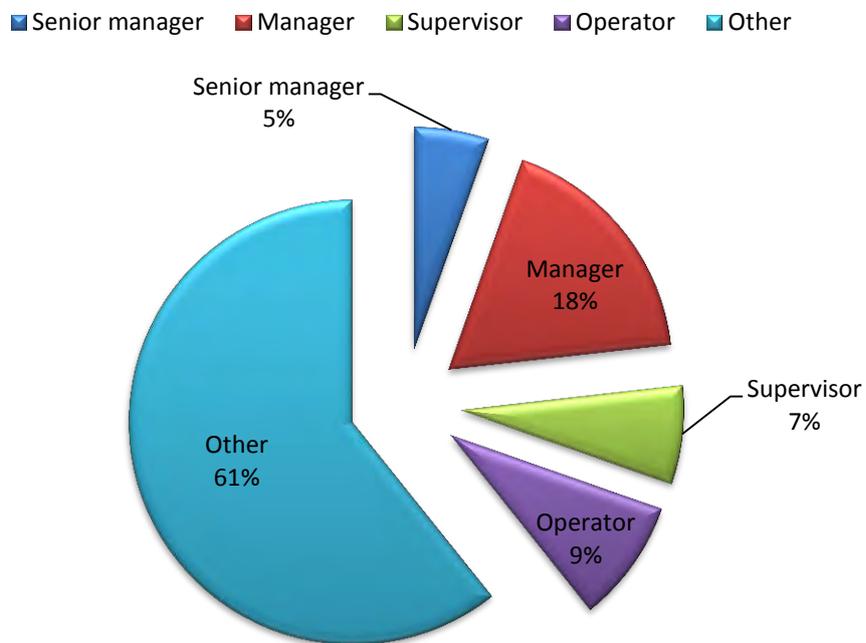
**Figure 4.6 Marital status of respondents**

Figure 4.7 revealed that 66.07% of the respondents were from the operations part of the organisation.



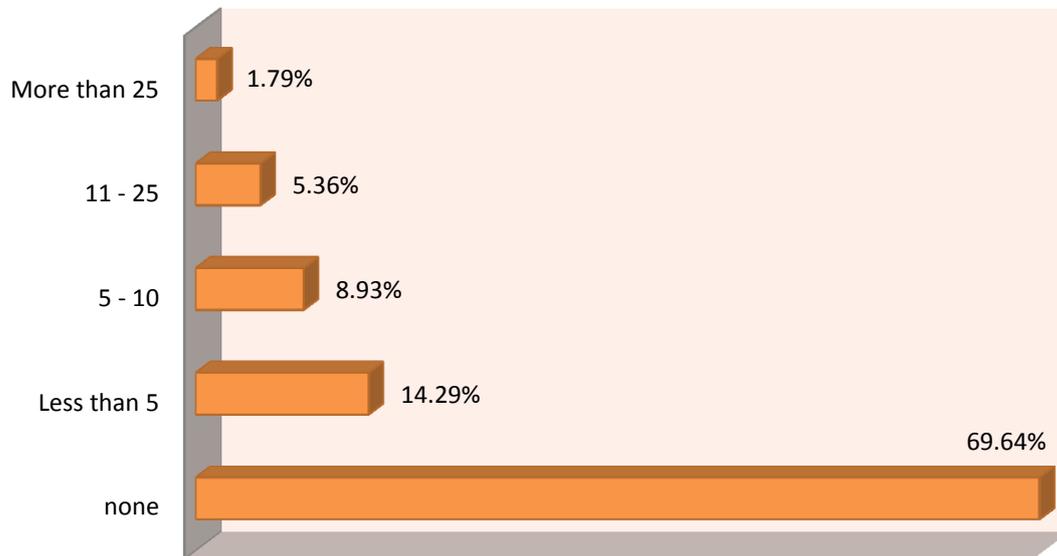
**Figure 4.7 Department response rate**

Figure 4.8 below disclosed that 39% of the respondents had some managerial or supervisory authority within the organisation while the majority 61% had no authority within the organisation.



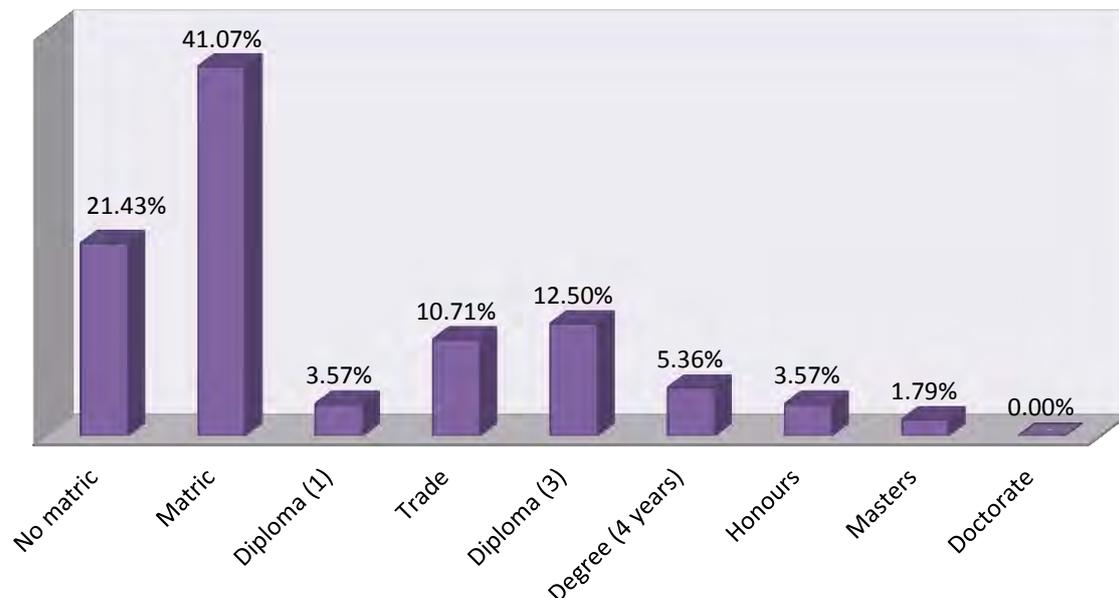
**Figure 4.8 Respondents level in the organisation**

Figure 4.9 showed that approximately 70% of the respondents did not have any employees reporting to them while the remaining 30% of the respondents had more than one employee reporting to them.



**Figure 4.9 Number of employees reporting to the respondents**

Figure 4.10 disclosed that a very high percentage (62.5%) of the respondents did not possess a tertiary qualification of which 21.43% of the respondents did not complete school.

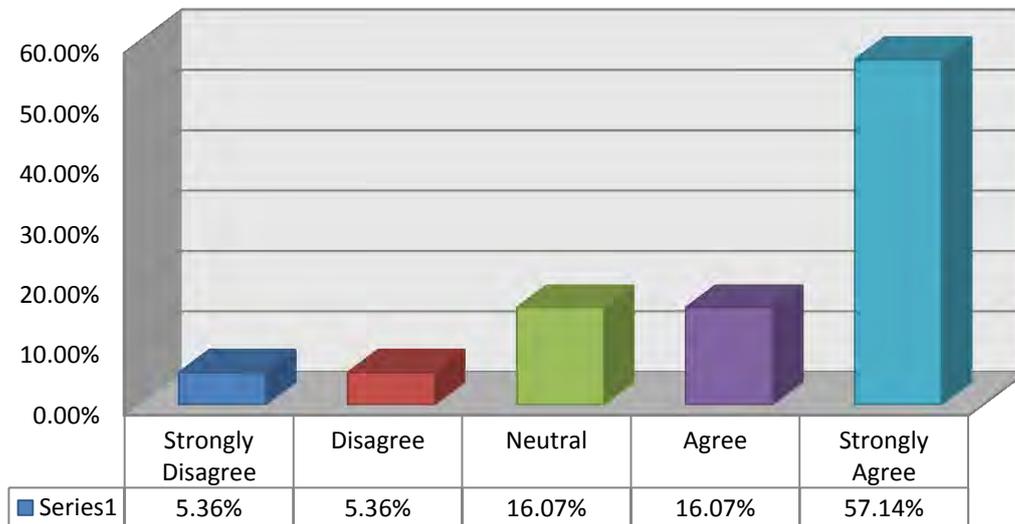


**Figure 4.10 Educational qualification of respondents**

#### 4.4. Results from questionnaire

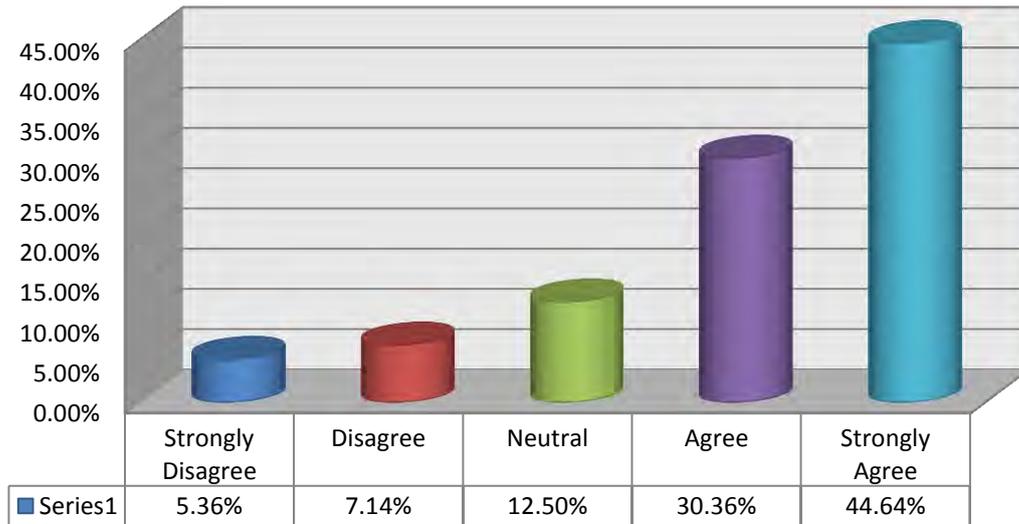
The next segment of the questionnaire comprises of questions that reveal factors of employee motivation and emotional intelligence. There are twenty eight questions of which eighteen questions explore employee motivation and ten questions explore emotional intelligence. These questions are presented individually in a graphical format with a summarised description of the highlights.

Figure 4.11 highlighted that the majority of the respondents strongly agree (57.14%) and agree (16.07%) that their customers are getting good value for money and first class service.



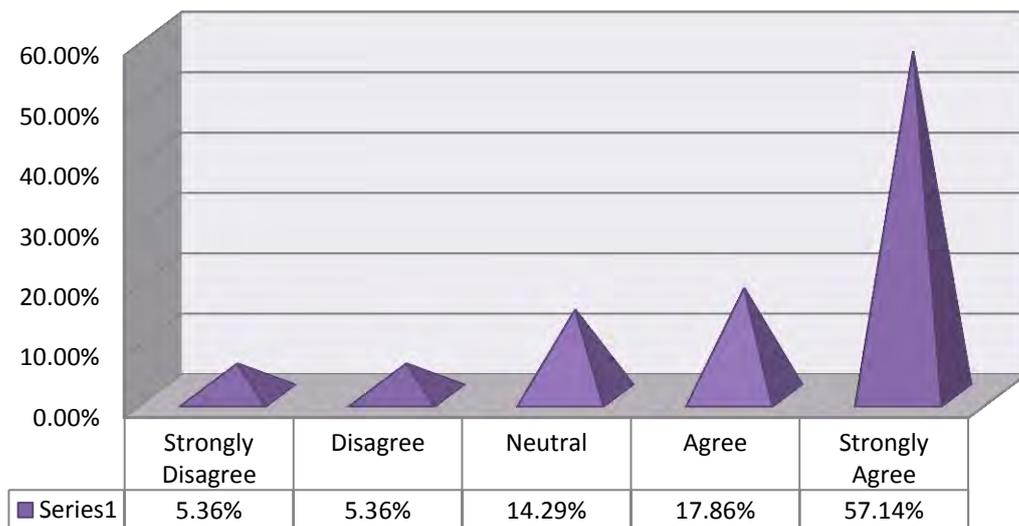
**Figure 4.11 Motivation due to broader environmental conditions: “Our customers get good value for money and first class service”**

According to Figure 4.12, a majority of the respondents strongly agree (44.64%) and agree (30.36%) that their organisation is exactly what the community needed.



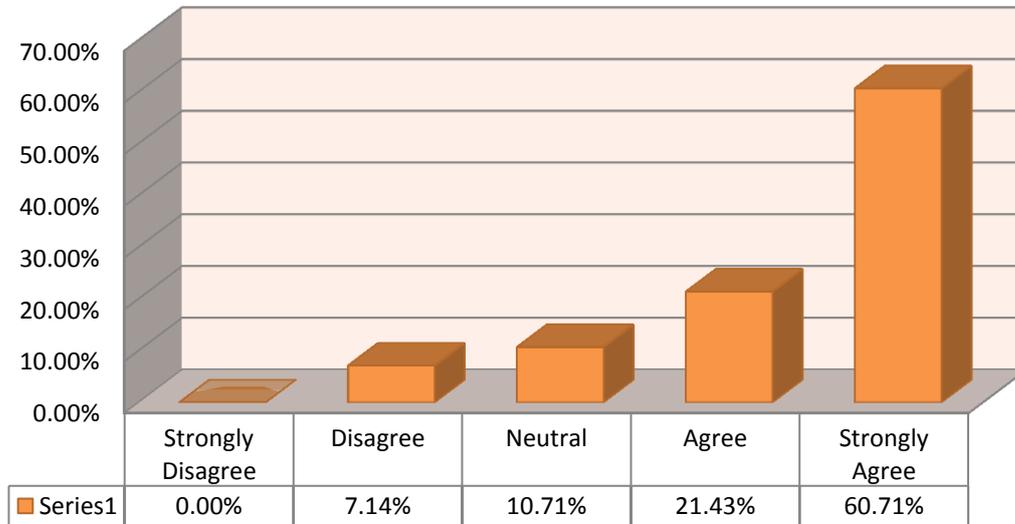
**Figure 4.12 Motivation due to broader environmental conditions: “Our organisation is exactly what this community needed”**

Figure 4.13 shows that approximately three quarters of the respondents feel that their job is important to the success of the organisation.



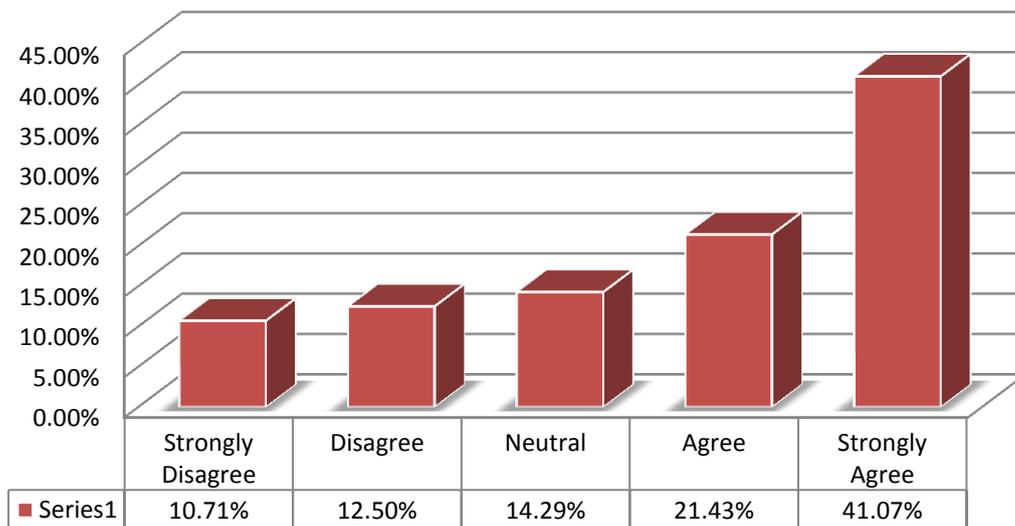
**Figure 4.13 Motivation due to job characteristics: “My job is important to the success of the organisation”**

Figure 4.14 reveals that more than eighty percent (82%) of the respondents are willing to help customers and co-workers.



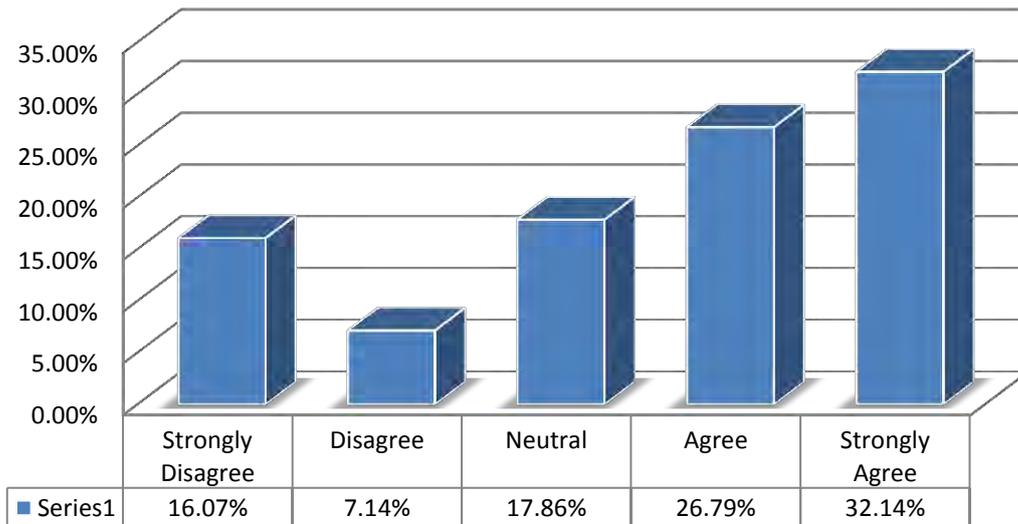
**Figure 4.14 Motivation due to employee characteristic: “I am always willing to assist customers and co-workers”**

Figure 4.15 exhibits that more than sixty percent (62%) of the respondents understand what is expected from their jobs. Almost one quarter (23%) of the respondents do not understand what is expected from them in their jobs.



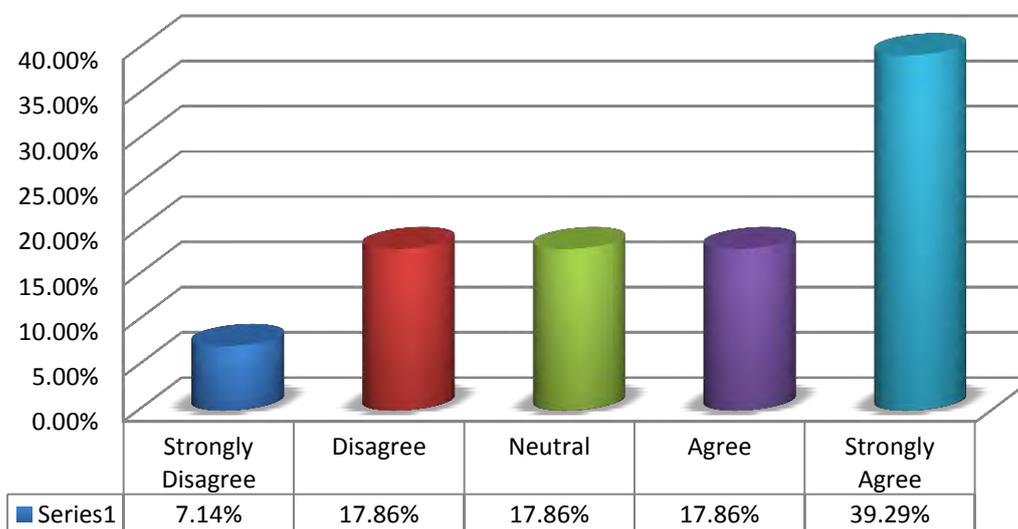
**Figure 4.15 Motivation due to job characteristic: “I understand clearly what is expected from me in my job”**

Figure 4.16 depicts that even though the majority of the respondents (59%) feel that their work environment is very pleasant there exists approximately a quarter (23%) of the respondents that feel that their work environment is unpleasant.



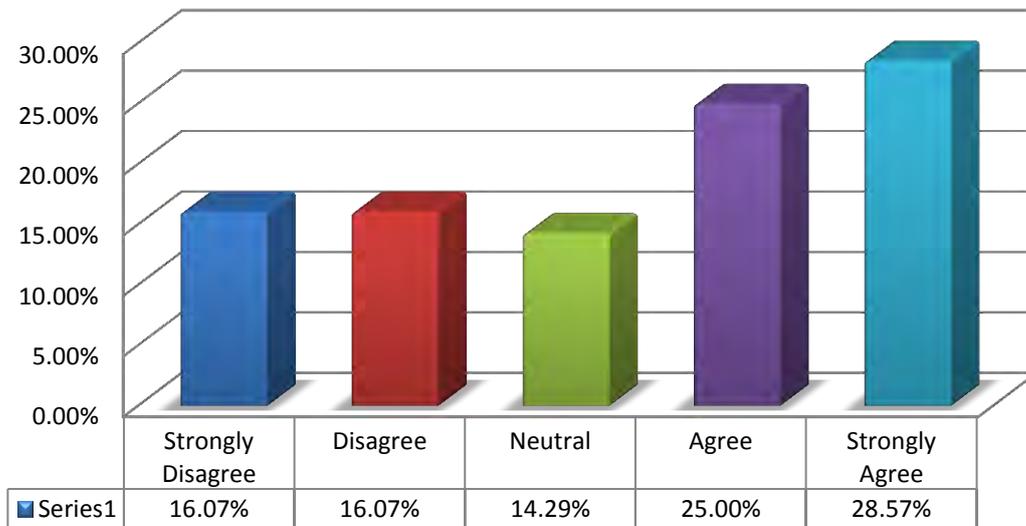
**Figure 4.16 Motivation due to management Practices: “My work environment is very pleasant”**

Figure 4.17 discloses that more than half the respondents agree that their job is very interesting and challenging. A significant minority (25%) feel that their job is not interesting and challenging. A shortcoming with this question is that the answer can potentially be ambiguous due to the two statements in the question.



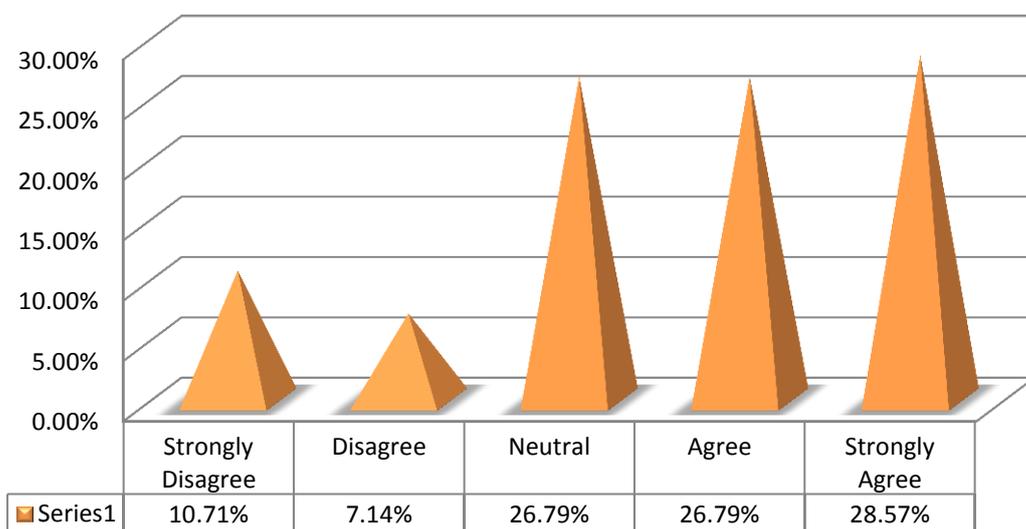
**Figure 4.17 Motivation due to job characteristic: “My job is very interesting and challenging”**

Figure 4.18 show that most respondents (53%) believe that management is concerned about their well-being, however there is a significant number of respondents (32%) who disagree.



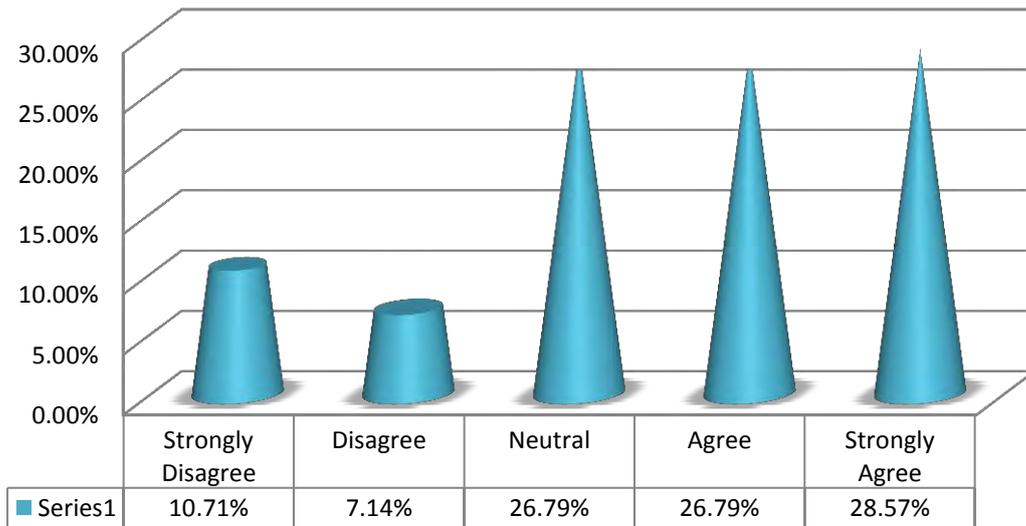
**Figure 4.18 Motivation due to management practices: “Management is very concerned about my well-being”**

Figure 4.19 discloses that a strong majority of respondents (55%) believe that management has no favourites in the organisation. A considerable number of respondents (26.79%) remain neutral.



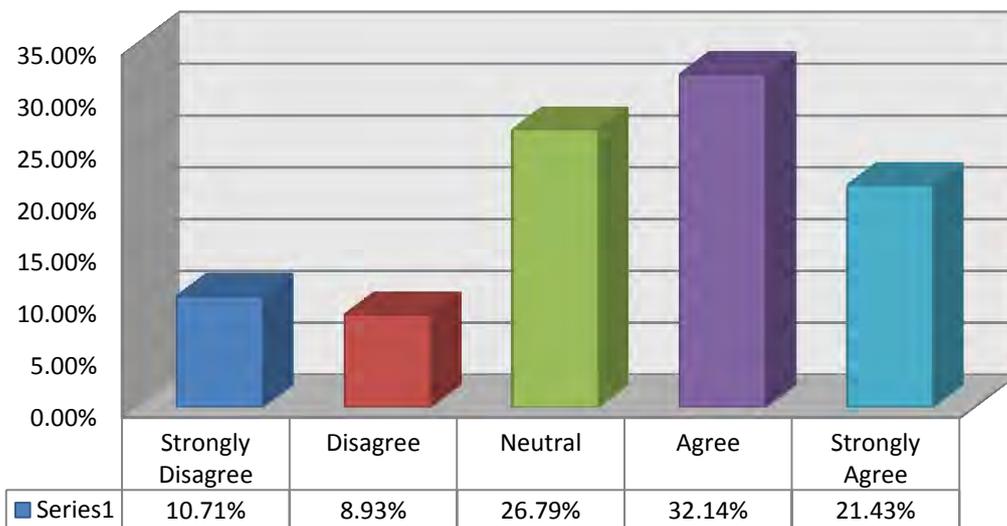
**Figure 4.19 Motivation due to management practices: “There are no favourites in the organisation”**

Figure 4.20 divulges that more than half the respondents (55%) will request assistance from managers with their personal problems. A considerable number of respondents (26.79%) remain neutral.



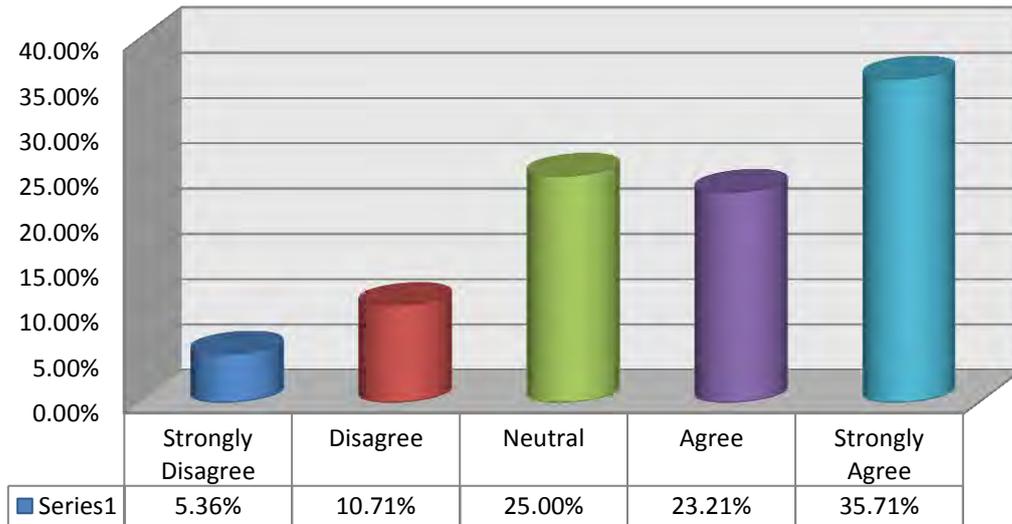
**Figure 4.20 Motivation due to management practices: “I always ask managers to assist with personal problems”**

Figure 4.21 displays that more than half the respondents promulgate there is potential for growth within the organisation. Approximately twenty percent of the respondents disagree.



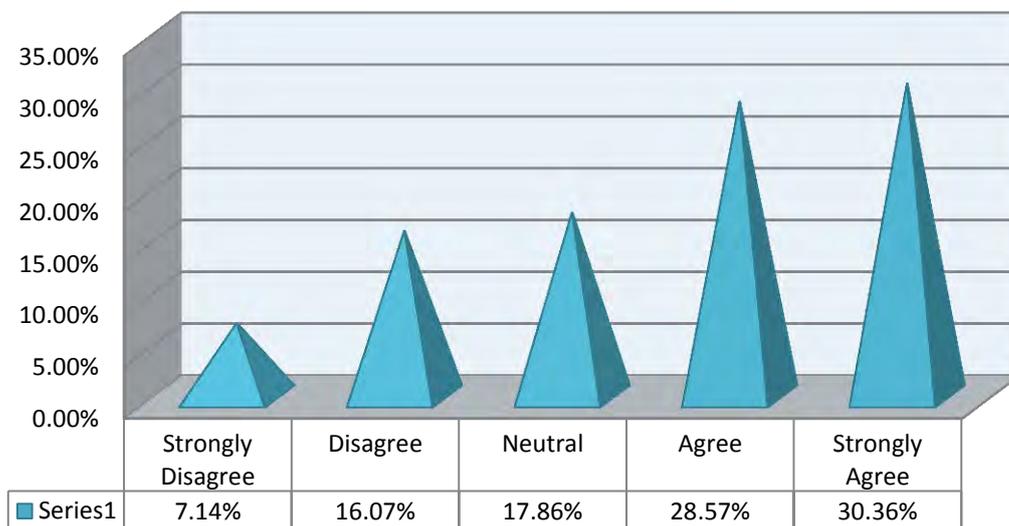
**Figure 4.21 Motivation due to job characteristic: “I can easily grow within the organisation”**

Figure 4.22 features that more than half the respondents (59%) believe that there is teamwork within the organisation. One quarter of the employees remain neutral regarding teamwork.



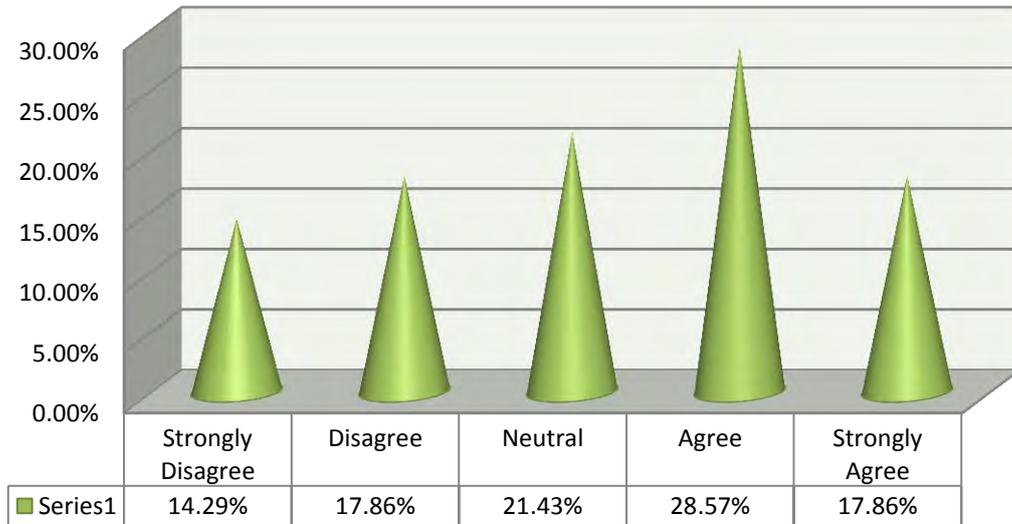
**Figure 4.22 Motivation due to job characteristic: “Employees work as a team to ensure that the job gets done”**

Figure 4.23 reveals that almost sixty percent of the respondents (59%) feel that their job is secure in the organisation. Almost one quarter (23%) respondents disagree that their job is secure in the organisation.



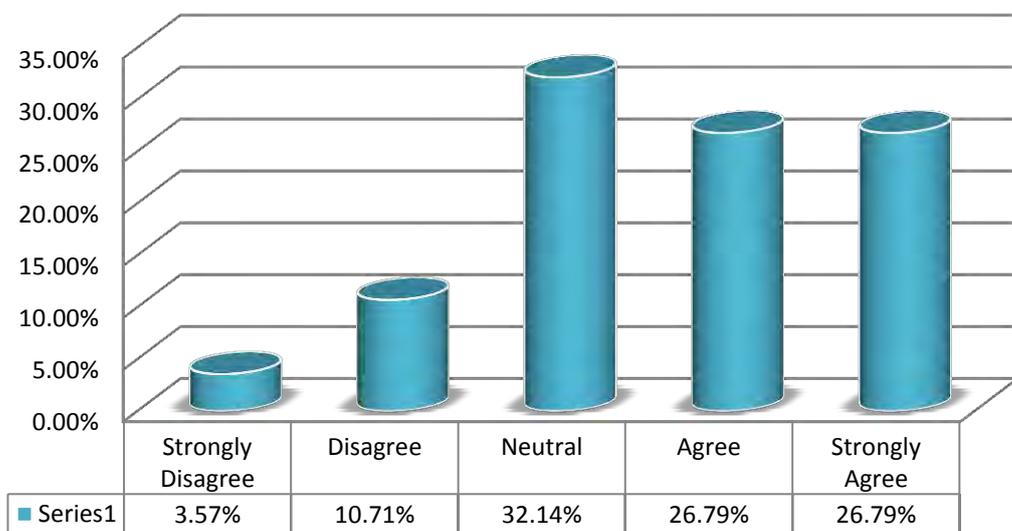
**Figure 4.23 Motivation due to job characteristic: “My job is secure here at Apex Asphalt”**

Figure 4.24 divulges that less than half of the respondents (46%) feel that their salary is market related and fair whereas more than one quarter of the respondents disagree with the statement.



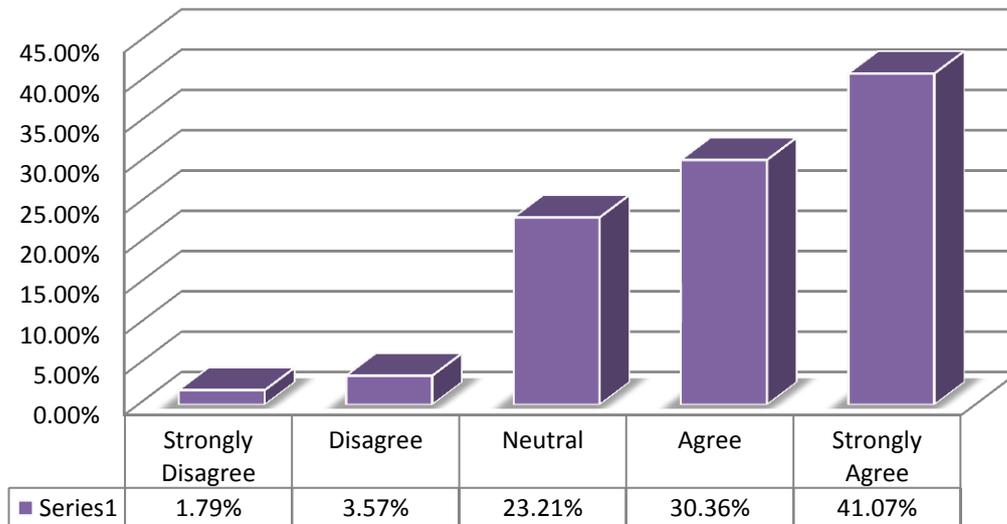
**Figure 4.24 Motivation due to job characteristic: “My salary is market related and fair”**

Figure 4.25 reveal that a significant number of respondents (32.14%) remain neutral regarding studying and educating oneself however more than half (53%) of the respondents agree that they will continue to study and educate themselves.



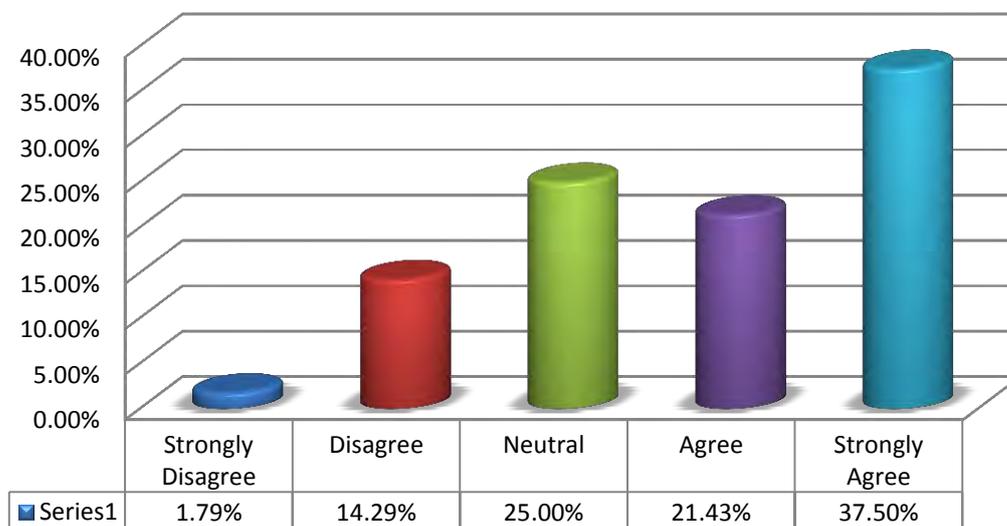
**Figure 4.25 Motivation due to employee characteristics: “I am going to continue to study and educate myself”**

Figure 4.26 show that more than seventy percent of the respondents (71%) have a strong desire to achieve all their goals in life. A significant number of the respondents (23.21%) remain neutral.



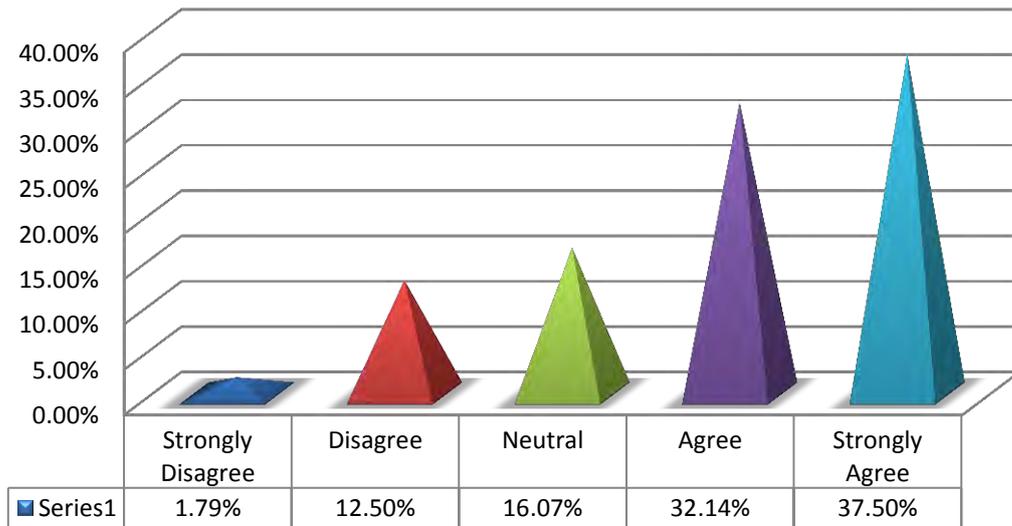
**Figure 4.26 Motivation due to employee characteristics: “I have a strong desire to achieve all my goals in life”**

Figure 4.27 conveys that almost sixty percent of respondents (59%) are ever willing to confront their problem. One quarter of the respondents remain neutral on this question.



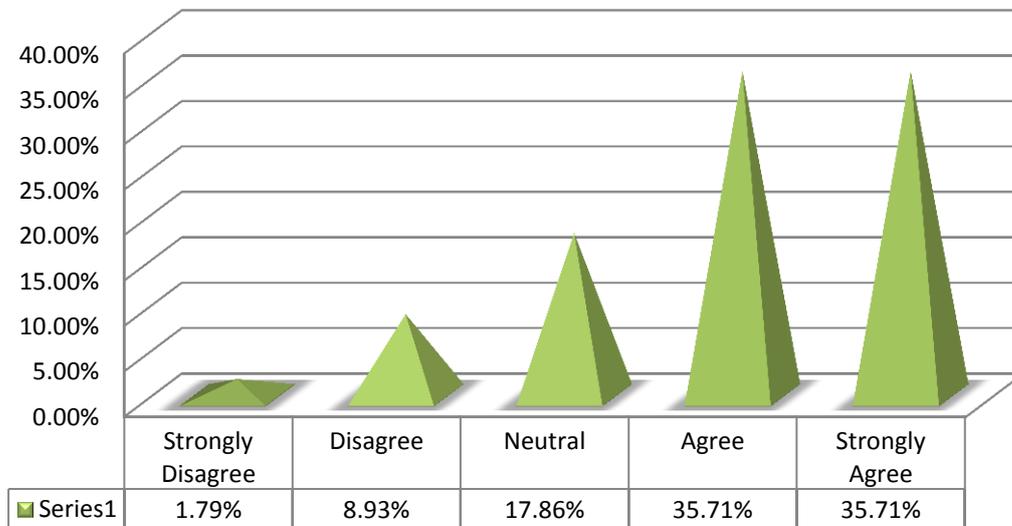
**Figure 4.27 Motivation due to employee characteristics: “I am ever willing to confront my problem”**

Figure 4.28 features that almost seventy percent of the respondents (69%) are always aware of their feelings.



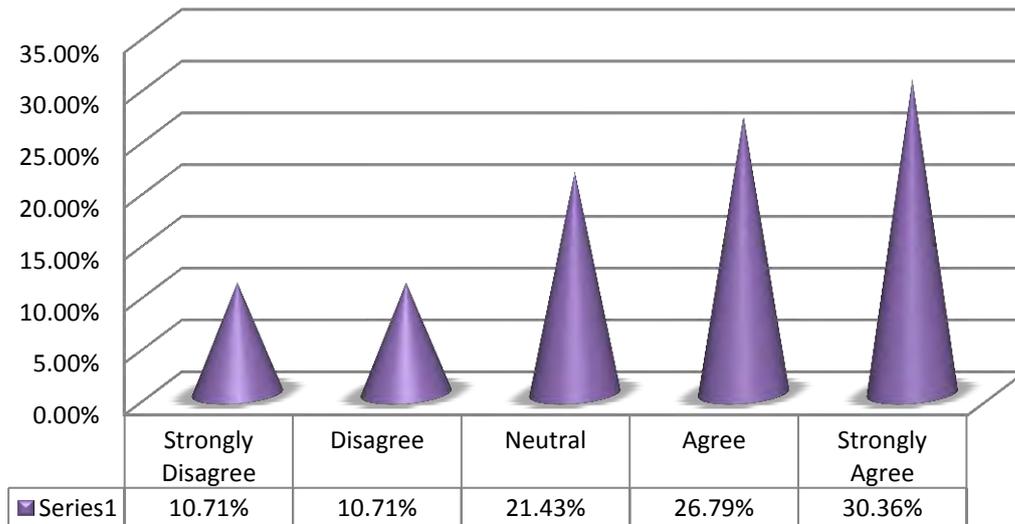
**Figure 4.28 Emotional intelligence due to self-awareness: “I am always aware of my feelings”**

The foreground of Figure 4.29 is that more than seventy percent of respondents (71%) know when customers or co-workers are starting to upset them.



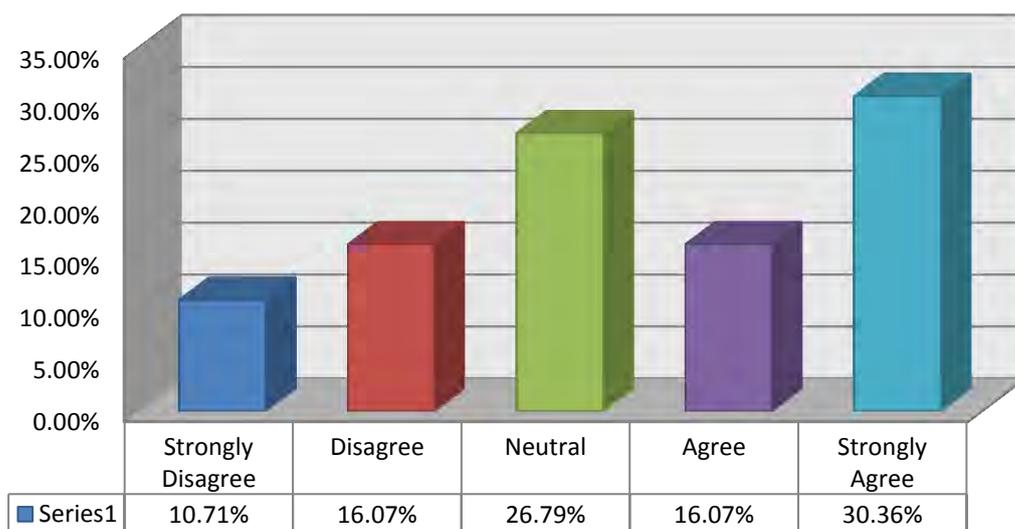
**Figure 4.29 Emotional intelligence due to self-awareness: “I know when customers or my co-workers are starting to upset me”**

Figure 4.30 features that more than half the respondents (57%) can easily control their emotions whereas approximately twenty percent of the respondents (21%) are not able to easily control their feelings.



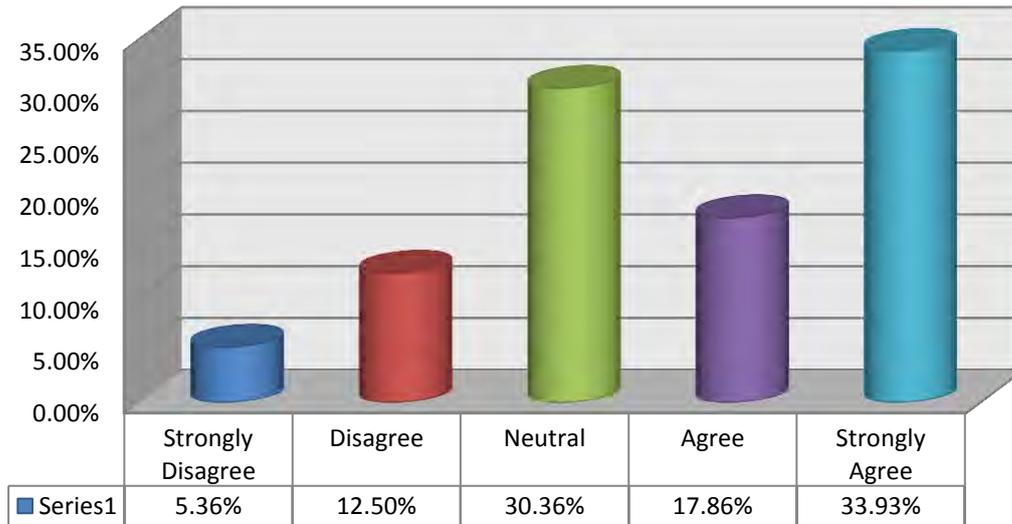
**Figure 4.30 Emotional intelligence due to self-mastery: “I can easily control my feelings”**

Figure 4.31 shows that less than half the respondents (46%) believe that it takes a long time to upset them whereas approximately one quarter of the respondents (27%) believe that they get upset very quickly.



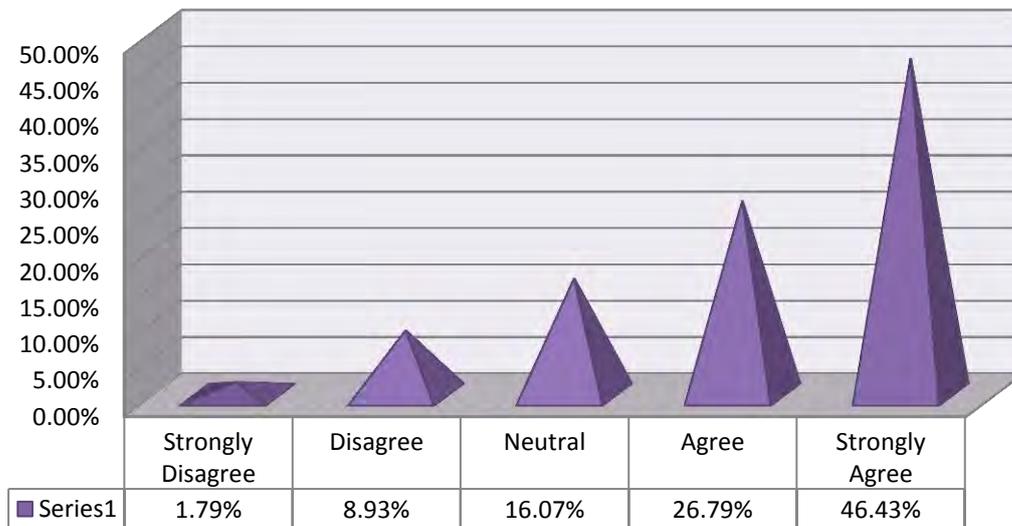
**Figure 4.31 Emotional intelligence due to self-mastery: “It takes a long time to upset me”**

The spotlight of Figure 4.32 is that approximately half the respondents (52%) believe that they can easily understand how others are feeling and a significant number of respondents (30.36%) remain neutral.



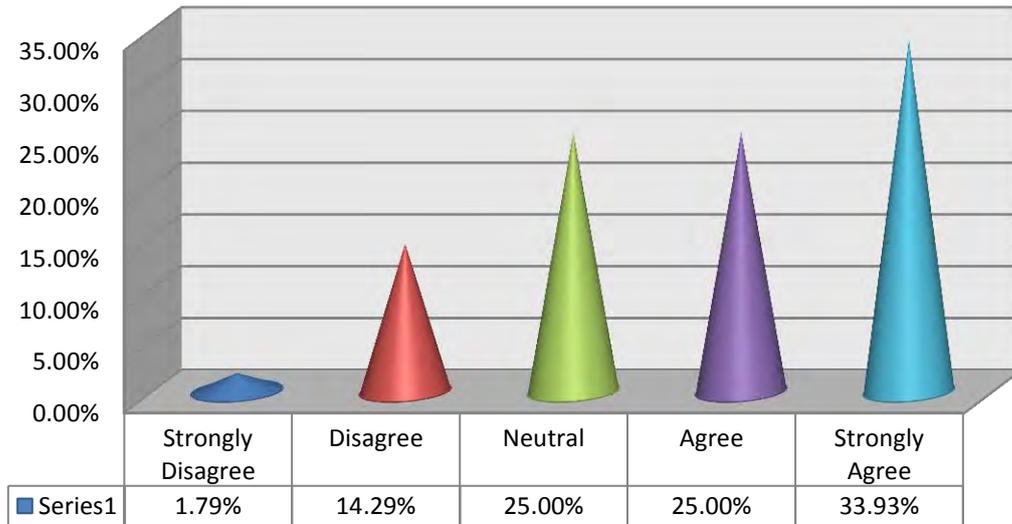
**Figure 4.32 Emotional intelligence due to social awareness: “I can easily understand how others are feeling”**

Figure 4.33 features that almost seventy five percent of the respondents (73%) really feel for customers and co-workers in an unfair situation.



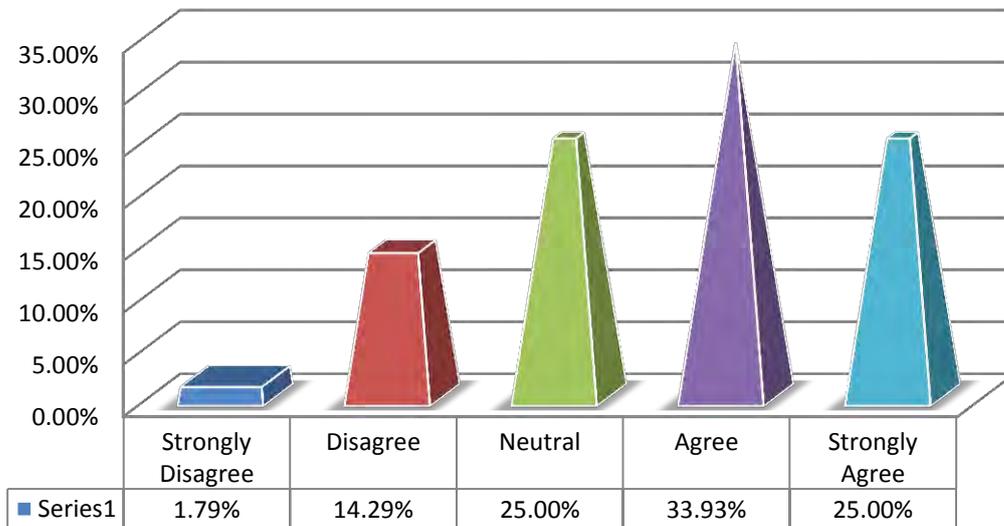
**Figure 4.33 Emotional intelligence due to social awareness: “I really feel for my customers and co-workers in an unfair situation”**

Figure 4.34 displays that more than half the respondents (59%) can easily get a customer or a fellow employee on their side. One quarter of the respondents remain neutral.



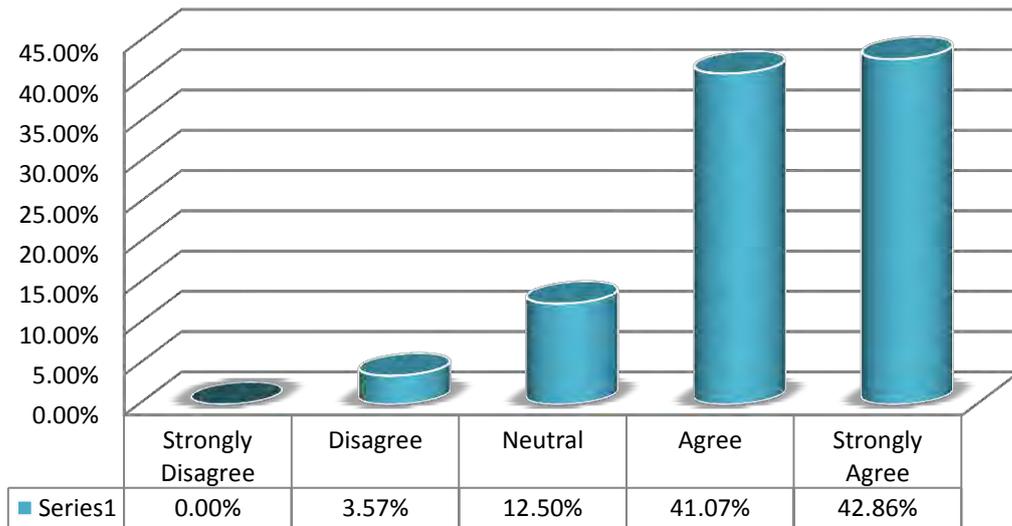
**Figure 4.34 Emotional intelligence due to social skills: “I can very easily get a customer or a fellow employee on my side”**

Figure 4.35 highlights that more than half the respondents (59%) can easily change how people feel about a situation.



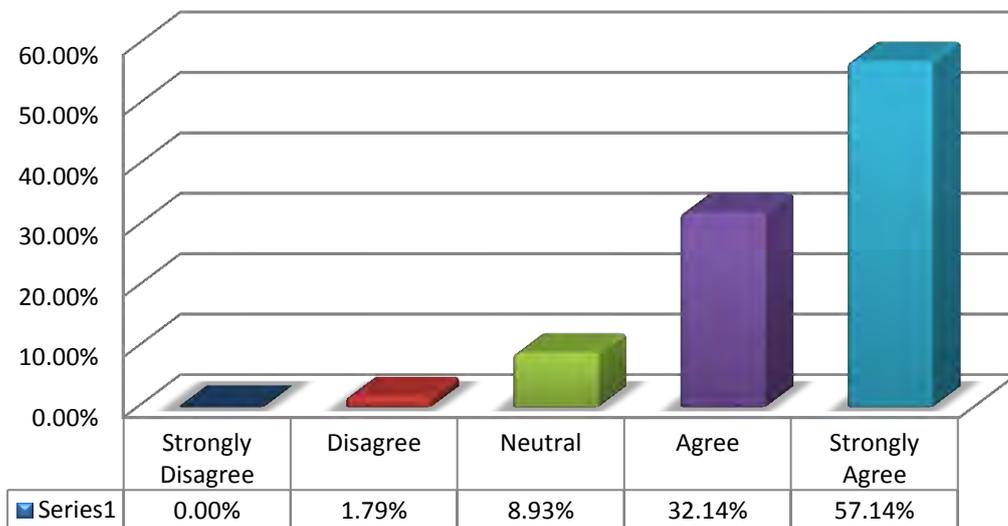
**Figure 4.35 emotional intelligence due to social skills: “I can easily change how people feel about a situation”**

The hallmark of Figure 4.36 is that most respondents (84%) believe in being persistent towards achieving their goal.



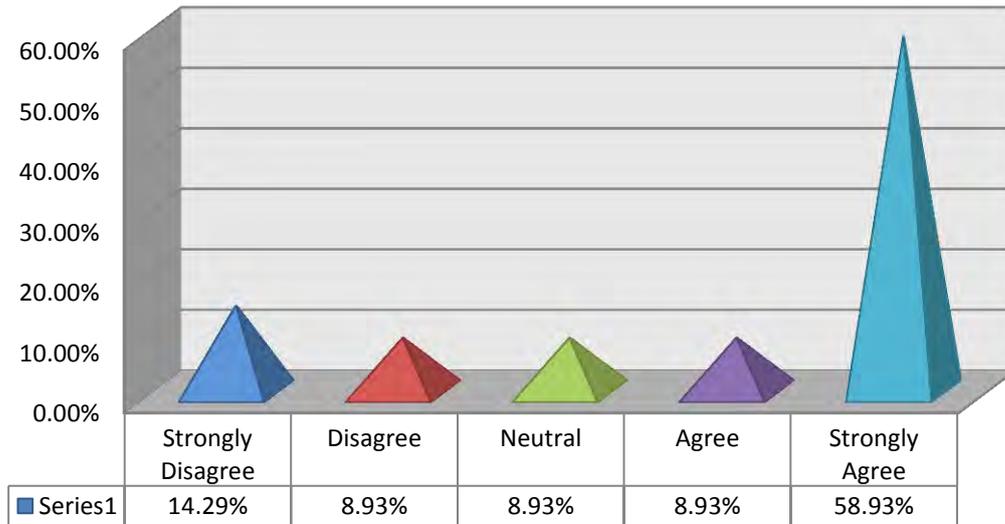
**Figure 4.36 Emotional intelligence due to overall life motivation: “I am persistent in achieving my goal”**

The distinctive feature of Figure 4.37 is that almost ninety percent (89%) of the respondents are willing to do whatever it takes to be successful.



**Figure 4.37 Emotional intelligence due to overall life motivation: “I am willing to do whatever it takes to be successful”**

Figure 4.38 exhibits that most respondents (68%) believe that their organisation is a great company to work for however, almost one quarter (23%) of the respondents disagrees.



**Figure 4.38 Motivation due to management practices: “Apex asphalt is a great company to work for”**

#### **4.5. Factors of motivation and emotional intelligence**

The following section of this chapter encompasses the factors of motivation and emotional intelligence. Here the responses examining the four factors of motivation and the five factors of emotional intelligence are grouped and presented in a graphical format with a synopsis of the main features. These factors are as follows:

##### Factors of motivation

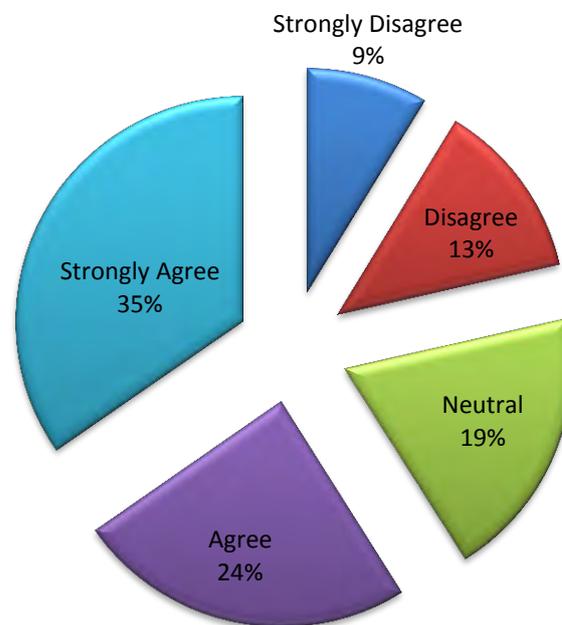
- Job characteristics
- Employee characteristics
- Management practices
- Broader environmental conditions

##### Factors of emotional intelligence

- Self-awareness (understanding one’s own emotions)
- Self-mastery (managing one’s own emotions)
- Social awareness (understanding the emotions of others)
- Social skills (managing emotions in others)
- Motivation in overall life

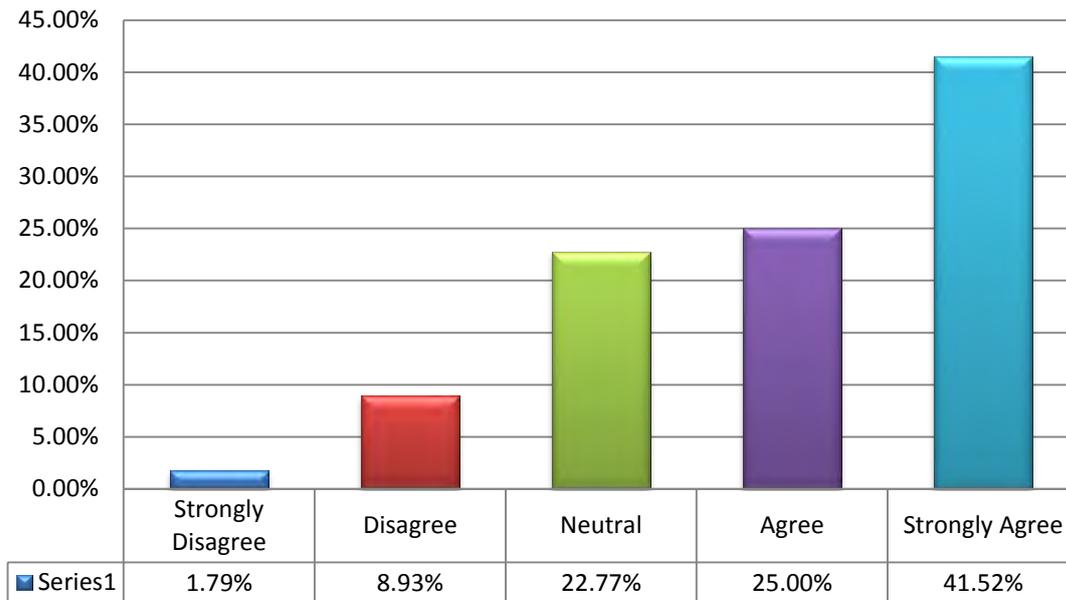
Lastly the aggregate of both emotional intelligence and motivation is revealed with highlights of the core findings.

Figure 4.39 assesses the respondent's motivation due to job characteristics. The results highlight that more than half the respondents (59%) are motivated by job characteristics. 19% of the respondents remain neutral. Almost a quarter of the respondents (22%) are not motivated by job characteristics.



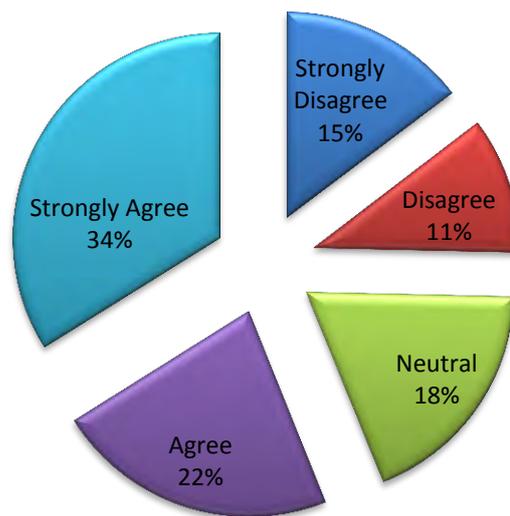
**Figure 4.39 Motivation of respondents due to job characteristics**

Figure 4.40 evaluates the respondent's motivation due to employee characteristics. The results reveal that more than sixty five percent (66%) of the respondents are motivated by employee characteristics.



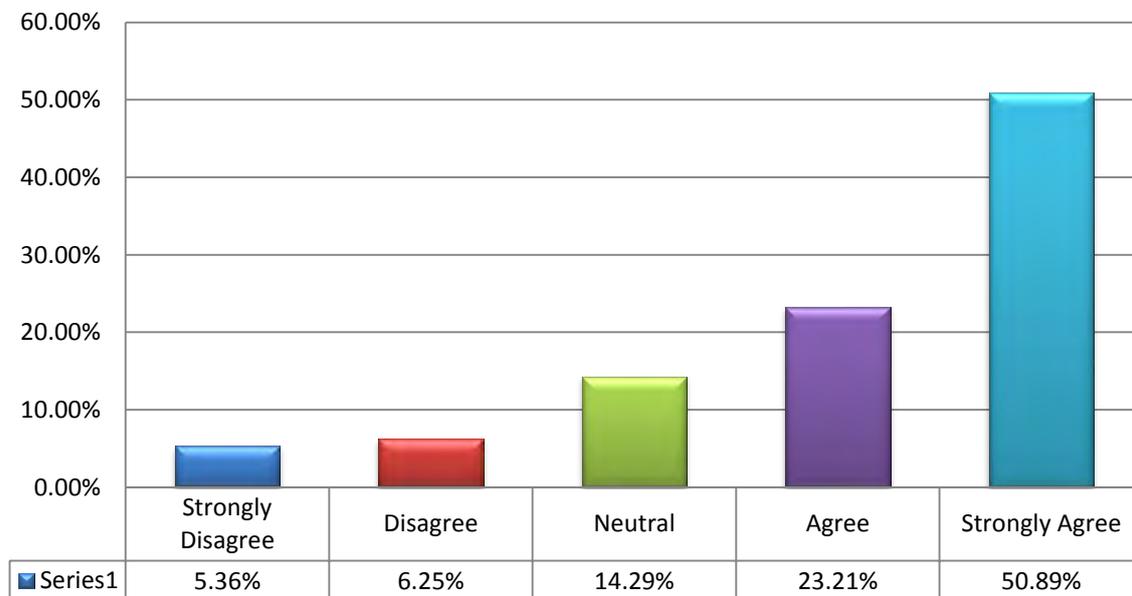
**Figure 4.40 Motivation of respondents due to employee characteristics**

Figure 4.41 measures the respondent's motivation due to management practices. More than sixty five percent (66%) of the respondents are motivated by management practices. 18% of the respondents remain neutral regarding management practices. Just more than one quarter (26%) of the respondents are not motivated by management practices.



**Figure 4.41 Motivation of respondents due to management practices**

Figure 4.42 displays the respondent's motivation due to the broader environmental conditions. Almost seventy five percent (74%) of the respondents agree to being motivated by the broader environmental conditions. A very small number of respondents (11%) are not motivated by the broader environmental conditions.



**Figure 4.42 Motivation of respondents due to broader environmental conditions**

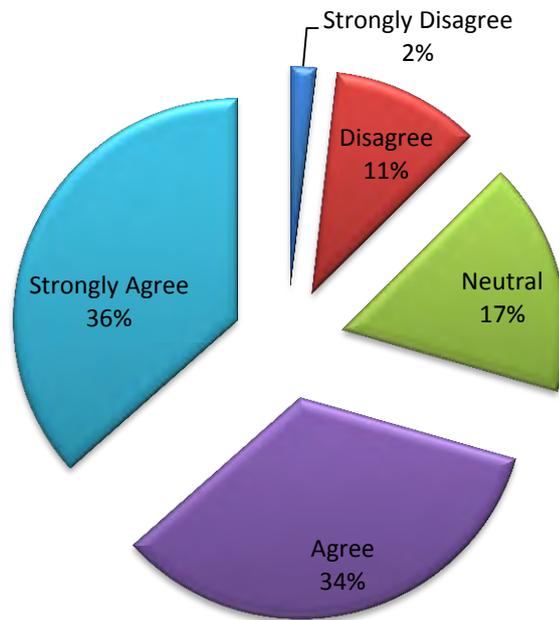
**Table 4.2: The themes that affect employee motivation**

	Job characteristics	Employee characteristics	Management practices	Broader environmental conditions
Motivated	59%	66%	66%	75%
Not motivated	22%	11%	26%	11%
Neutral	19%	23%	18%	14%

Table 4.2 displays the aggregate of the respondent's motivation based on the themes that affect motivation.

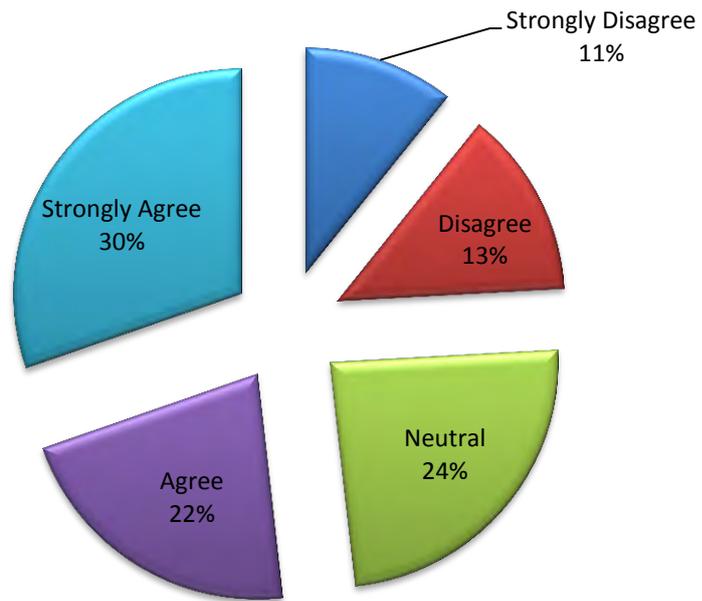
Figure 4.43 assesses the respondent's self-awareness. A strong majority of the respondents (70%) believe that they are aware of their emotions. 17% of the

respondents remain neutral regarding self-awareness. A collective 15% of the respondents believe that they are not aware of their own emotions.



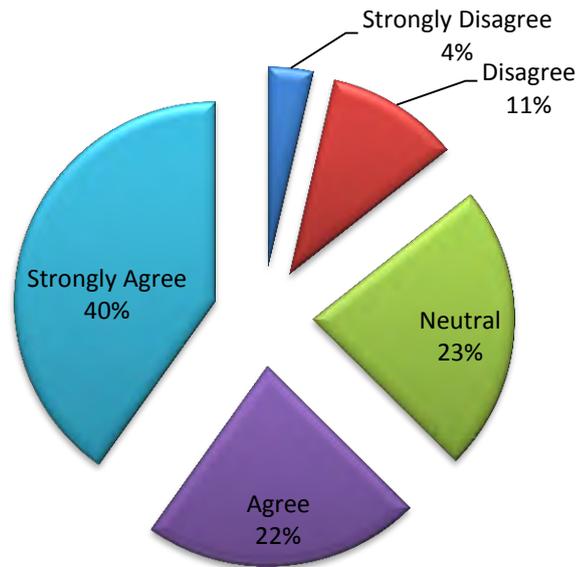
**Figure 4.43 Self-awareness: are the respondents aware of their own emotions?**

Figure 4.44 highlights whether respondents are managing their own emotions. More than half of the respondents (52%) agree that they are managing their own emotions. About a quarter (24%) of the respondents feel that they cannot control their emotions. About a quarter of the respondents (24%) remain neutral.



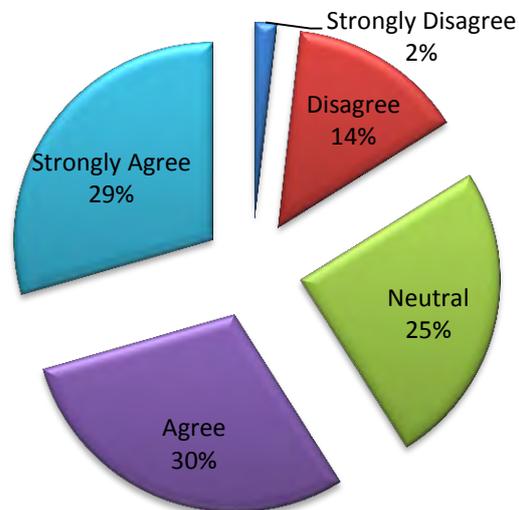
**Figure 4.44 Self-mastery: are the respondents managing of their own emotions?**

Figure 4.45 displays the respondent's awareness to the emotions of others. Results indicate that more than sixty percent of the respondents (62%) are aware of the emotions of others. 23% of respondents remain neutral. Only fifteen percent of the respondents are not aware of the emotions of others.



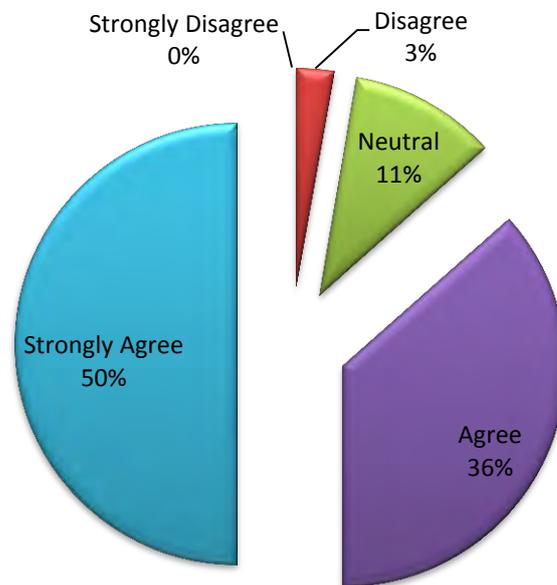
**Figure 4.45 Social awareness: are the respondents aware of the emotions of others?**

Figure 4.46 exhibits the respondent's ability able to manage the emotions of others. Almost sixty percent (59%) of the respondents are able to manage the emotions of others. 25% of the respondents remain neutral. Approximately fifteen percent of the respondents are not able to manage the emotions of others.



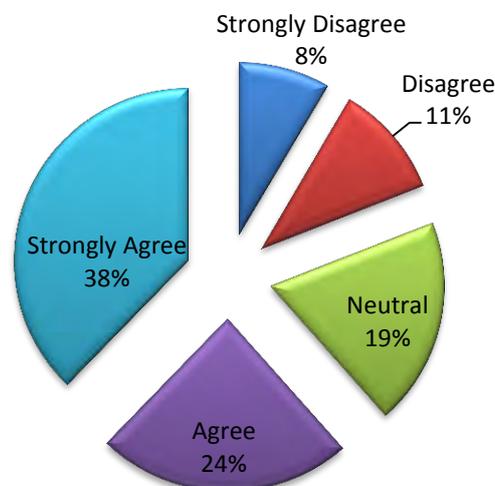
**Figure 4.46 Social skills: are the respondents able to manage the emotions of others?**

Figure 4.47 measures the respondent's motivation in their overall life. Almost ninety percent (86%) of the respondents feel motivated in life. Only three percent of the respondents are not motivated in their overall life.



**Figure 4.47 Motivation in overall life: are the respondents motivated in their overall life?**

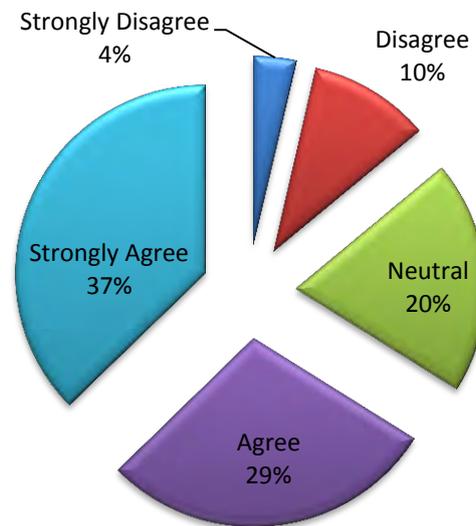
Figure 4.48 displays the aggregate of all employee motivation questions. This is calculated by adding all the responses of the motivation questions which reveal that more than sixty percent (62%) of the respondents are motivated employees. 19% of the respondents remain neutral. Less than twenty percent (19%) of the respondents are not motivated employees.



**Figure**

**4.48 Aggregate of employee motivation**

Figure 4.49 displays the aggregate of all emotional intelligence questions. This is calculated by adding all the responses of the emotional intelligence questions which reveal that more than sixty five percent of employees are emotionally intelligent. Only fifteen percent of the respondents are not emotionally intelligent.



**Figure 4.49 Aggregate of emotional intelligence**

#### **4.6. Levels of emotional intelligence and motivation within various categories**

The following tables (Table 4.3 and Table 4.4) highlight the levels of motivation and emotional intelligence respectively based on the various categories of the survey questionnaire. These categories include:

- Division in organisation (Central, KZN and Both)
- Age (less than 41 years and more than 40 years)
- Gender (male and female)
- Marital status (single and married)
- Marital status and age (married and over 40 years)
- Level in organisation (junior level in organisation and senior level in organisation)
- Number of employees reporting to you (no-one reporting to you and at-least one person reporting to you)
- Level of education (no tertiary education and with tertiary education).

The tables (Table 4.3 and Table 4.4) also specify the quantity of employees in the various categories, their total score and the level of motivation and emotional intelligence. This level of motivation and emotional intelligence is a percentage of the total score and the maximum possible score. These results from these tables shall be discussed in the next chapter.

The mean and standard deviation has also been calculated in order to create a foundation of the various levels of both motivation and emotional intelligence. This foundation will be used as a basis for discussions in the next chapter. The mean plus one and minus one standard deviation creates a band for the levels of motivation and emotional intelligence, again facilitating discussions in the next chapter.

**Table 4.3 Motivation levels of the various categories**

<i>Category</i>	<i>No. of employees</i>	<i>Score (Motivation)</i>	<i>% Motivation</i>
All	56	3748	74%
Central	13	817	70%
KZN	24	1737	80%
Both	19	1194	70%
Less than 41 years	44	2819	71%
More than 41 years	12	929	86%
Male	44	2893	73%
Female	12	855	79%
Single	24	1392	64%
Married	23	1742	84%
Married and over 40 years	10	799	89%
Junior level in organisation	34	2060	67%
Senior level in organisation	22	1688	85%
No-one reporting to you	39	2409	69%
At-least 1 person reporting to you	17	1339	88%
No tertiary education	35	2108	67%
With tertiary education	21	1640	87%
		Total	1304%
		Mean	77%
		Standard deviation	8.45
Mean plus one standard deviation	85.4%		
Mean minus one standard deviation	68.6%		

**Table 4.4 Emotional intelligence levels of the various categories**

<i>Category</i>	<i>No. of Employees</i>	<i>Score (EI)</i>	<i>% EI</i>
All	56	2161	77%
Central	13	449	69%
KZN	24	1005	84%
Both	19	707	74%
Less than 41 years	44	1637	74%
More than 41 years	12	524	87%
Male	44	1671	76%
Female	12	490	82%
Single	24	823	69%
Married	23	1017	88%
Married and over 40 years	10	465	93%
Junior level in organisation	34	1212	71%
Senior level in organisation	22	949	86%
No-one reporting to you	39	1402	72%
At-least 1 person reporting to you	17	759	89%
No tertiary education	35	1200	69%
With tertiary education	21	961	92%
		Total	1353%
		Mean	80%
		Standard deviation	8.57
Mean plus one standard deviation	88.6%		
Mean minus one standard deviation	71.4%		

**Table 4.5 Summary of high and low levels of emotional intelligence and motivation**

	Mean	Std. deviation	High level (Mean plus one deviation)	Low level (Mean minus one deviation)
Emotional intelligence	80%	8.6	88.6%	71.4%
Motivation	77%	8.4	85.4%	68.6%

#### **4.7. Findings based on the correlation analysis of the survey results**

Table 4.6 highlights a dissection of the relationships between emotional intelligence and motivation for the various categories. The number of participants for each category was isolated and tests for normality in each category were conducted. Pearson Correlation Coefficient was calculated for normal data and Spearman Rank Correlation was calculated for data that was not normally distributed. The  $r^2$  (Coefficient of Determination) was also calculated for each category. The following calculations were conducted using Microsoft Excel and SPSS for Windows. This table highlights the strength or weakness of the relationship of emotional intelligence and motivation in the various categories surveyed. The results from this table shall be discussed in the chapter 5.

**Table 4.6 Correlation of emotional intelligence and motivation of the various categories**

Category (EI-Emotional Intelligence) (Mot.–Motivation)	Correlation	$r^2$ (Coefficient of Determination)
Total sample (EI) Total sample (Mot.)	0.732	0.5358
Central (EI) Central (Mot.)	0.685	0.4692
KZN (EI) KZN (Mot.)	0.566	0.3204

Category (EI-Emotional Intelligence) (Mot.–Motivation)	Correlation	r <sup>2</sup> (Coefficient of Determination)
Both (EI) Both (Mot.)	0.793	0.6289
Less than 41 years (EI) Less than 41 years (Mot.)	0.612	0.3745
More than 40 years (EI) More than 40 years (Mot.)	0.817	0.6675
Male (EI) Male (Mot.)	0.673	0.4529
Female (EI) Female (Mot.)	0.841	0.7073
Single (EI) Single (Mot.)	0.411	0.1689
Married (EI) Married (Mot.)	0.771	0.5944
Married and over 40 years (EI) Married and over 40 years (Mot.)	0.714	0.5098
Junior level in organisation (EI) Junior level in organisation (Mot.)	0.556	0.3091
Senior level in organisation (EI) Senior level in organisation (Mot.)	0.696	0.4844
No-one reporting to you (EI) No-one reporting to you (Mot.)	0.587	0.3446
At-least one reporting to you (EI) At-least one reporting to you (Mot.)	0.746	0.5565
No tertiary education (EI) No tertiary education (Mot.)	0.453	0.2052
With tertiary education (EI) With tertiary education (Mot.)	0.724	0.5242

#### **4.8. Summary**

This chapter included a detailed analysis of the statistics based on the responses from the participants in the survey and outlined the participation rate and the demographic data of the respondents. The chapter also highlighted the results of the questionnaire; the results were then used to calculate the level of motivation and emotional intelligence of the participants which was presented in a tabulated format. The chapter ends with a table detailing the correlation of emotional intelligence and motivation of the various categories. This table also presents normality tests and coefficient of determination ( $r^2$ ). The following chapter will examine the research objectives of this study in-conjunction with the statistical analysis from the survey and the literature review.

## CHAPTER FIVE

### Discussion of Results

---

#### 5.1. Introduction

The previous chapter displayed a comprehensive presentation of the data obtained during this survey which is focused on delineating the objectives of this study. All the data obtained will be discussed in conjunction with the literature review to contribute useful information that will provide answers to the questions raised by the objectives of the study. Simply put, this chapter will link data obtained and relevant literature in order to achieve the goals of this study.

This chapter will initially recap the objectives of this study. The larger part of the chapter will involve a scrutiny of the results presented in the previous chapter. This chapter will also describe the relationships that exist between the findings in the survey and the pertinent literature. The chapter will conclude with a summary of the relevant findings.

#### 5.2. Objectives of this study

One of the first research objectives of this study was to identify the factors of employee motivation that is prevalent in the construction industry. These factors of employee motivation are based on Devadass's (2011) theoretical analysis of four thousand six hundred and forty four articles. The findings of this study can be used to accentuate the organisation's strengths and weaknesses. Thereafter discussions on recommendations can be constructed on ameliorating employee motivation.

The next objective was to appraise the levels of both emotional intelligence and motivation of the employees. Here the question asked was, whether employees are

emotionally intelligent and motivated. A comparison of the levels of emotional intelligence and motivation between the various categories will also be discussed. Pertinent factors that affect the levels of emotional intelligence and motivation will be discerned.

The last objective is to identify an interdependence of emotional intelligence and motivation. Statistical analysis was utilised to calculate the correlation that exist between total emotional intelligence and motivation. Further correlations on emotional intelligence and motivation were calculated for the various categories that featured in the survey. In depth discussions on these relationships will be expatiated using apposite literature. These relationships will form the ultimate objective of this study.

### **5.3. Themes of employee motivation**

The themes of employee motivation that was investigated were the employee's job characteristics, employee's characteristics, broader environmental conditions and management practices. Table 4.2 shows a simplified comparative between these factors of employee motivation.

#### **5.3.1. Job characteristics**

Even-though most respondents (59%) are motivated by the job characteristics, it is the lowest of all motivational factors. Job characteristic is arguably the most important of all factors of employee motivation encompassing the following determinants of motivation:

- advancement in the workplace
- remuneration
- job security
- nature and significance of job
- work climate and work objectivity.

According to Wilton (2011) and Armstrong (2009), intrinsic motivation encompasses psychological needs of the employee which includes advancement in the workplace, job security, nature and significance of job, work climate, and work objectivity. This is also supported in the higher level of Maslow's hierarchy of needs and as well as by Herzberg Two Factor Theory (Jones and George, 2011). According to the work done by Panagiotakopoulos (2013), these intrinsic factors can be satisfied by addressing an individual's psychological needs. It is plausible that there exists a considerable high turnover of employees in this organisation since according to this study almost eighty percent of respondents (78%) are employed by the organisation for a period of less than five years. This high employee turnover could be attributed to the lack of job security and low possibility of being promoted. It is critical for organisations to create jobs that are interesting, challenging and meaningful (Panagiotakopoulos, 2013). Pouring a foundation with concrete is less interesting, less challenging and less meaning-full than pouring a foundation with concrete for a state of the art soccer stadium that is going to be used by many generations to come. Intrinsic motivation that is based on a purposeful job acts as an additive to motivation based strictly on remuneration (Armstrong and Taylor, 2014).

Remuneration and other financial benefits form the basis of extrinsic motivation (Wilton, 2011; Armstrong, 2009). This study highlights that more than half of the respondents (54%) believe that their salary is not market related. This is most likely due to the disparities on market related salaries and the employee's perception that there is social unfairness and injustice when the organisation distributes wealth. Adam's Equity Theory emphasizes that employee motivation is directly related to the perceived equity in the work place (Kreitner and Kinicki, 2010). Most employees believe that their share of income is unjust when compared to their contribution to the organisation (Nel et al. 2012). This can be further fortified with the employee's perception that senior employees or owners are over compensated for their efforts. The employee's perception can be molded by countless factors e.g. the owner uses exclusive jewelry and drives an expensive vehicle.

Another contributing factor to the perceived unfair remuneration is the age of the respondents. According to Shekar et al. (2013) using Levinson's (1986) life stage

model, employee's motivation is driven by monetary incentive during the early stages (20 – 40 years) and diminishing in the middle stages (40 – 54 years) of life. It can be seen from the present study that almost eighty percent of the respondents (79%) are below forty one years old. This means that most respondents are in the early stages of their life cycle and are heavily driven by monetary incentives and due to perceived unfair remuneration, respondents are therefore less motivated.

### **5.3.2. Employee characteristics**

Sixty six percent of respondents are motivated due to employee characteristics as seen in Table 4.2. Employee characteristics comprise of the following determinants of motivation:

- employee's desire to achieve
- the employee's drive to educate oneself
- employee's conflict avoidance
- the employee's experience of outcomes (job satisfaction)

According to Aldefer's ERG theory, the growth need of an individual is based on the intensity of the individual's desire for personal growth (Wehrich et al. 2013). An employee's desire to achieve and to educate oneself is considered personal growth. This is psychological need and is categorized as an intrinsic motivator. More than two thirds of the respondents (79%) are under forty one years old. According to Shekar's (2013) flow of motivation, employees under forty years should be highly motivated to achieve. The results obtained from the respondents (66%) of this study display a good correlation with Shekar's flow of motivation.

More than sixty percent of the respondents (62.5%) did not possess tertiary qualification. The assumption can be made that these respondents are not motivated. This contradicts the results of the respondent's motivation (66% motivated) for personal growth achieved in the survey. There are however many young respondents that matriculated (36% of respondents that matriculated and are under 30 years). According to Shekar (2013) flow of motivation, these respondents

could still have serious personal growth motivation and could in the near future start tertiary education.

### **5.3.3. Management practices**

Table 4.2 show that the respondents are sixty six percent motivated by management practices. Management practice encompasses the following determinants of motivation:

- characteristic of management
- equity in the work place
- leadership
- company image

The characteristic of management involves the employee's perception of the management style that is employed within the organisation. These perceptions are continuously being sculpted based on the daily management decisions on human resource issues (Robbins et al. 2011). Upon examination, the characteristic of management can be seen as a combination of Herzberg's hygiene factors and motivators. Armstrong and Taylor (2014) highlight that the employee's perception of the management is based on Herzberg's motivator factor and is responsible for influencing the level of employee motivation. The organisation's policies are regarded as a reflection of management's character within the organisation e.g. a company policy can provide personal loans to employees in time of extreme personal difficulty. An organisation's policy can be categorised as Herzberg hygiene factor is known to prevent employee dissatisfaction.

This study revealed that only approximately half of the respondents (53%) believe that management is concerned about their well-being. This is probably due to the work in the construction sector being very arduous and in unpleasant conditions. Employees can construe this as a lack of concern from management, however it can be contended that the motivation due to the characteristic of management is

satisfactory considering that sixty percent of the respondents (60.71%) actually work in the construction field.

Equity in the work place is a contemporary issue especially in South Africa. One of the dominant issues on equity is remuneration which was discussed earlier in motivation factors of job characteristics however there exist many soft issues of equity that can impact on employee motivation. Many employees and employers both use the Broad based Black Economic Empowerment as a guide to their organisational structure. There exists much controversy surrounding BBBEE with issues of Fronting and unfair gain by a small minority of blacks. Inequity perceptions can be roused by even more subtle situations e.g. two employees doing a good job, however the manager only compliments one of the employees. According to this study, more than half the respondents (55%) believe that there are no favourites in the organisation. This also emanates that forty five percent of the respondents are in discord with the statement.

Table 5.1 highlights the race distribution in South Africa and Kwa-Zulu Natal.

**Table 5.1 Population statistics comparative**

	South Africa	Kwa-Zulu Natal
Black	80.2%	84.1%
Coloured	8.8%	1.5%
Indian	2.5%	8.5%
White	8.4%	5.1%

*Adapted from Statistics South Africa. Mid year estimates. 2014.*

*<http://www.statssa.gov.za/publications/P0302/P03022014.pdf>*

There are significant and clearly visible disparities between the race distribution within the organisation and the race distribution within South Africa and Kwa-Zulu Natal.

Blacks within the organisation are sixty one percent whereas the national and provincial distribution is approximately eighty percent. Coloureds race distribution do

have some discrepancies over the provincial population, however it is commensurate with the national distribution. The Indian population within the organisation has blatant variation over the both the provincial and national populations. According to the race distribution, the vibe in the organisation could be that the Indians are the favourites. This can result in creating the perception of inequity in the workplace.

Another important characteristic of the organisation is the level of authority distribution over the various race groups. Almost seventy percent of Indians (69%) are in a position of authority as compared to a mere eight percent of Africans (8%) in authority. This situation just compounds issues of inequity in the workplace.

#### **5.3.4. Broader environmental conditions**

According to the results in the survey, the broader environmental condition stimulates motivation in seventy five percent of the respondents. This theme of motivation encircles the employee's feeling of accomplishment that is derived from the gratification of customers and the community at large. Construction of buildings and roads can be inherently seen as building up the community. The result of construction work is very tangible and these structures generally lasts at least a life time. Jones and George (2011) highlight that an employee's outcome of motivated behaviour, is a feeling of accomplishment from improving the lives of other people. Vroom's Expectancy theory also features an employee's valence of outcomes (Armstrong and Taylor, 2014). South Africa is considered a developing economy, therefore the employees from the construction sector can possess a high valence attached to the results of constructing the country and leaving a legacy.

#### **5.4. The levels of emotional intelligence and motivation**

This section will encircle level of emotional intelligence and motivation that exist with all the respondents from the various categories of the survey. The discussion will appraise Table 4.3 (Motivation levels of the various categories) and Table 4.4 (Emotional intelligence levels of the various categories) in conjunction with Table 4.5.

Table 4.5 evaluates the mean and standard deviations based on the levels of motivation and emotional intelligence as seen in Tables 4.3 and 4.4. In order to compare values of emotional intelligence and motivation, a band consisting of a high level and low level has been calculated by adding and subtracting one standard deviation from the mean respectively. This band will be employed for comparing levels of emotional intelligence and motivation.

#### **5.4.1. The levels of emotional intelligence**

From Table 4.4, all the respondents from the survey are seventy seven percent emotionally intelligent. This is very comparable to the mean, therefore it can be assumed that the respondents collectively are considered to possess an average emotional intelligence. According to Goleman (2009) and Gardner (2011), emotional intelligence can be developed with age and life experience. This is re-inforced by Koubova and Buchko's (2013) life cycle of emotional intelligence which accentuates that life experience advances emotional intelligence. The results achieved in this survey feature sixty percent of the respondents (61%) are under thirty years old and eighty percent of the respondents (80%) are under forty one years old. There is a considerably high percentage of young respondents in the survey and the result of an average level (77%) of emotional intelligence contradicts the conventional theory. Singh (2009) on the other hand highlights that there exists discourse on whether emotional intelligence can be developed.

The level of emotional intelligence based on the "age" category yields an eighty seven percent (87%) level of emotional intelligence for respondents over forty one years old and seventy four percent (74%) for respondents under forty one years old. This correlates very well with Goleman's (2009) theory and other conventional theory (Gardner, 2011; Mayer et al. 2004; Koubova and Buchko, 2013) that emotional intelligence can be developed over time.

This study revealed that married respondents have a high level of emotional intelligence (88%) and single respondents have a relatively lower level of emotional intelligence (69%). It is arguable, however, married people have to possess social

awareness and social skills in order to maintain their relationship. Married respondents may also have children which again requires them to possess social awareness and social skills.

An analysis of respondents that are married and over forty years old revealed a staggering emotional intelligence level of ninety three percent (93%). The life cycle of emotional intelligence developed by Koubova and Buchko (2013), highlights that family and relationships are continuously facilitating the development of emotional intelligence throughout the life of the individual. This very high level of emotional intelligence that represents respondents that are over forty years old and married emulates a combination of both Goleman's (2009) theory of emotional intelligence developing over time and Koubova and Buchko (2013) theory of emotional intelligence developing with family and other relationships.

According to this study respondents without tertiary education have an emotional intelligence of sixty nine percent (69%) whereas respondents with tertiary education possessed an emotional intelligence level of ninety two percent (92%). It will be assumed that the respondent's tertiary education may have involved some aspects of psychological training and development facilitating emotional intelligence growth. The observation that respondents with tertiary education are more emotionally intelligent than respondents without tertiary education echoes with Meisler (2014), who advises that emotional intelligence training is found to improve an individual's emotional intelligence.

This study also revealed that the emotional intelligence of respondents (89%) with more than one person reporting to them was considerable higher than the emotional intelligence of respondents (72%) with no-one reporting to them. Koubova and Buchko (2013) emphasised an individual's emotional intelligence is passive during simple tasks and active during tasks that are complicated and demanding. Effective leaders require the distinction of emotional intelligence (Azouzi and Jarboui, 2012; McClesky 2014). Employees that are subjected to a position of authority are compelled to tasks that are out of the usual realm of a monotonous job and this therefore invigorates emotional intelligence which develops due to practice and life experience (Goleman, 2009).

#### **5.4.2. The levels of motivation**

From Table 4.3, seventy four percent of all respondents are found to be motivated. This is very comparable to the mean, therefore it may be assumed that the respondents collectively are considered to possess an average level of motivation.

This study disclosed that respondents from the division of “KZN” were found to be far more motivated than respondents representing “Central” division and “Both” divisions. It was found that respondents from the “Central” division were more involved in repairs and maintenance whereas employees representing “KZN” are involved in new construction work. Since the employees of “KZN” division were constructing mostly new buildings, they may possess a greater feeling of accomplishment than the employees from “Central” division. This is paralleled with Jones and George (2011) motivation due to outcomes of a feeling of accomplishment. The contradiction arises when comparing respondents motivation from “KZN” division to “Both” division. Based on the survey, the employees from “KZN” (80%) division are more motivated than the employees from “Both” (70%) division. The employees represent “KZN” division are mostly the labour force working on the field. Equity theory suggests that these employees will feel that they are unfairly overworked compared to employees from the “Both” division who mostly work in the office. Therefore the respondents from the “KZN” division should be less motivated than the respondents from the “Both” division.

Another contradiction to this finding is that sixty seven percent (67%) of the employees representing “Both” division possess tertiary education whereas eleven percent (11%) of the respondents representing “KZN” possess a tertiary qualification. Based on Alderfer’s growth needs (Armstrong and Taylor, 2014), it would be expected that possessing a tertiary education qualifies an employee to be more motivated than an employee not possessing tertiary education.

Looking at both motivators, the feeling of accomplishment that drives motivation in “KZN” division and the growth needs that drives motivation in “Both division”, it seems that the feeling of accomplishment invigourates a higher level of motivation force.

## **5.5. The impact of emotional intelligence on employee motivation**

Table 4.6 highlights the relationship between emotional intelligence and employee motivation. The total sample from the survey yielded a significant positive correlation between emotional intelligence and employee motivation at 0.732 ( $p < 0.01$ ). Since the  $p$  value is very small ( $p < 0.01$ ), it can be deduced that the correlation is real and not just from random sampling. The co-efficient of determination for the total sample is 0.5358. This means that fifty four percent (53.58%) of the total variation in motivation can be explained by the linear relationship of motivation and emotional intelligence. It must be noted that correlation does not necessarily validate causation.

The predominant proponent of emotional intelligence theory, Goleman (2009), suggests that employees that are emotionally intelligent are very content with their lives and this promotes motivation in life. This theory provides strong support for the correlation ( $r = 0.732$ ,  $p < 0.05$ ) found from the survey. Singh (2009) reinforces support for the correlation between emotional intelligence and motivation by concluding that employees who are emotionally intelligent are more committed and motivated in the work place.

Meisler (2014) highlights that employee’s emotional intelligence positively correlates to job satisfaction. Job satisfaction is one of Hertzberg’s motivator’s that provide employee satisfaction. Job satisfaction is an intrinsic motivator and can also be affiliated to Maslow’s higher level of needs which are psychological in nature. According to Maslow and Hertzberg (Jones and George, 2011), an employee who possesses job satisfaction is motivated. Therefore it can be concluded from Meisler (2014), in-conjunction with Maslow and Hertzberg, that an employee’s emotional intelligence positively correlates to motivation. This supports the significant positive correlation found in this study. Many others (Gardner and Stough, 2002; McClesky,

2014; Azouzi and Jarboui, 2013) fortifies the conclusion above and collectively makes this correlation of emotional intelligence and motivation unassailable.

Koubova and Buchko (2013) brings to life the argument of positive and negative emotional intelligence. The questionnaire in this study was developed to elicit results pertinent to positive emotional intelligence. This raises the question of whether negative emotional intelligence will positively correlate to employee motivation?

Robbins et. al. (2011) challenges the measurement of emotional intelligence and the validity of the questionnaire highlighting that questionnaires have right and wrong answers and respondents tend to choose the right answer. This raises the concern that respondents in this survey may have selected the most appropriate correct answer and challenges the conclusion derived in this survey.

Table 4.6 also highlight the calculated correlation between emotional intelligence and motivation for the various categories investigated in the survey. The age category show a significant correlation difference between under forty one years old ( $r = 0.612$ ,  $p < 0.05$ ) and over forty years old ( $0.817$ ,  $p < 0.05$ ). The discord that exist between emotional intelligence and motivation in the younger respondents could be directly related to the the motivational driving factors of this age category. Sekhar et al. (2013) suggests that young employees are motivated by remuneration. This is probably due to these employees catering for their more basic needs which can be considered as Maslow's lower needs. The driving force of motivation is probably not significantly interdependent on emotional intelligence at this stage in their lives. Therefore it can be concluded that the correlation of emotional intelligence and motivation varies with the age of the employees.

A similar argument using age can be present for the category of the single ( $r = 0.411$ ,  $p < 0.05$ ) and married ( $r = 0.771$ ,  $p < 0.05$ ) respondents. The average categorical age of the married respondents (41.7 years) is considerably higher than the average categorical age of the single respondents (24.5 years). The category of married and over forty ( $r = 0.714$ ,  $p < 0.05$ ) show a slightly lower positive correlation between emotional intelligence and motivation. This completely contradicts the argument that motivation does not correlate with emotional intelligence when employees are young and driven by remuneration.

Another notable category is tertiary education. Respondents with tertiary education ( $r = 0.724$ ,  $p < 0.05$ ) possessed a significantly higher correlation than respondents without tertiary education ( $r = 0.453$ ,  $p < 0.05$ ). The motivation for tertiary education can be attributed to Maslow's higher level of needs. Contentiously this fulfills the employee need for self actualisation.

Remuneration is a determinant of motivation that is an extrinsic motivator. According to Sekhar et al. (2013) life cycle of motivation, the factors that promote motivation in young employees is extrinsic. Could it be that intrinsic and extrinsic motivation affect the correlation between emotional intelligence and motivation?

According to the theory of Maslow, Herzberg and Alderfer (Armstrong and Taylor, 2014), tertiary education is an intrinsic motivator. Shekar et al. divulge that extrinsic motivation is predominant in young employees and this extrinsic motivation diminishes with age creating an inflating need for intrinsic motivation. From the above, it is plausible to deduce that emotional intelligence more significantly correlates to an employee's intrinsic motivation rather than an employee's extrinsic motivation.

## **5.6. Summary**

There are numerous factors that affect an employee's motivation. This ultimately depends on an employee's need at the time. Employee's motivation is primarily extrinsic and diminishes with age. Thereafter the key driver of employee motivation stems from intrinsic motivation which is psychological in nature. It is an employee's intrinsic motivation that strengthens with age. The level of an individual's emotional intelligence develops with life experience and age. There exists both positive emotional intelligence and negative emotional intelligence.

There exists a significant positive correlation between emotional intelligence and motivation. This study reveals that there is a stronger correlation between emotional intelligence and intrinsic motivation. The findings of this study contribute much

discernment into factors that contribute to motivation, emotional intelligence and their correlation which can ultimately facilitate organisational performance.

### **5.7. Limitations of the study**

It is inevitable that a research of this nature will inherently possess some limitations.

- i. The literature suggest that there exist numerous motivational factors however to ensure practicality only significant motivational factors were identified and deployed in this survey.
- ii. The accuracy of the study is limited to the honesty of the participants.
- iii. The possible ambiguity of questions can result in participants having a different understanding of the same question.
- iv. The concentration levels and attitude of the employees towards the survey may also impact on the results.
- v. The study was limited to a sample of sixty participants of the population. It is assumed that the study which is based on the sample is representative of the entire population.
- vi. The survey questionnaires were personally administered which may have created bias due to the presence and interaction with the administrator.

The next chapter will furnish recommendations and conclusions based on this study.

## CHAPTER SIX

### Conclusion and Recommendations

---

#### 6.1. Introduction

The previous chapter provided a vigorous scrutiny of the objectives from this study convening relevant literature and the data obtain during the survey. The primary objective of this study was to appraise the relationship of emotional intelligence and employee motivation. This chapter will discuss the findings from the previous chapter and the implications of the findings to the organisation. Thereafter advice on improvements will be suggested to the organisation. The chapter will then provide recommendations based on the outcomes achieved from this study. Further recommendations will be provided for possible future studies.

#### 6.2. Key findings from the study

This study involved a sample of sixty employees with fifty six actual respondents. A stratified random sampling method was used due to the structure of the organisation. This quantitative study utilised a questionnaire that consisted of biographical questions and questions involving the elements of employee motivation and emotional intelligence. A five point Likert Scale was used to evaluate the employee's responses.

In this study, key factors that affect employee motivation and emotional intelligence were investigated. A literature review was conducted to establish comprehension of past research and theory. This included literature that supplemented and opposed various ideas creating a strong base to conduct this study. The business environment is very competitive and understanding employees is critical to the

sustainability of the organisation. This study focused on employees achieving the following key findings:

- Emotional intelligence has a significant positive correlation to employee motivation at 0.732 ( $p < 0.01$ ).
- Emotional intelligence is more strongly correlated to an employee's intrinsic motivation.
- Employees with tertiary education were found to be more emotionally intelligent than employees without tertiary education.
- Employees with more than one person reporting to them were found to have a higher level of emotional intelligence than employees with no-one reporting to them.
- Married individuals were found to be more emotionally intelligent than single employees.
- The factors of motivation that affect an employee are dynamic and continuously change over the life of the employee.
- The level of emotional intelligence develops over the life experiences of an individual.
- There are several categorical factors that promote an augmented level of emotional intelligence.

### **6.3. Implications for the organisation**

The finding from the study has some very compelling implications for the organisation. There has been vast mechanisation in the construction industry over the last decade however this industry is still largely dependent on the work force. One of the most crucial attributes that invigorate organisational success is a motivated workforce. Apex Asphalt has a considerable number of young employees. It was ascertained in the study that the motivation of young employees is predominantly driven by extrinsic motivation. The preeminent factors driving this motivation are remuneration, bonus, commission and other monetary type incentives. The organisation needs to develop a strategic plan that is primarily

incentivised with money in order to revitalise the motivation of the younger employees.

Even-though these employees are principally driven by extrinsic motivation, intrinsic motivation is also crucial to the success of the organisation. There are many employees within the organisation that are in the latter stages of their working life and are primarily motivated by intrinsic motivation factors. Young employees are also partly driven by intrinsic motivation. One of the key factors of intrinsic motivation that can easily be employed in the construction sector is highlighting the job of construction to be a purposeful job. Adding this feeling of accomplishment to employees does not add any expense for the organisation but will catalyse the growth of employee motivation. The strategic plan of the organisation should include a combination of extrinsic and intrinsic motivation with consideration to the employees and the organisation.

This study showed that emotional intelligence positively correlates to motivation, therefore it is important for the organisation to focus on the increasing the level of emotional intelligence of the employees. It was a finding in this study and concurs with theory that the level of an individual's emotional intelligence develops over time with life experience. Emotionally intelligent individuals possess skills that facilitate managing their emotions and the emotions of others. This promotes more rational and logical thinking within the organisation.

This study also revealed that employees with tertiary education were found to be more emotionally intelligent than employees without tertiary education. The organisation needs to promote tertiary education as this will improve the individual's emotional intelligence. The organisation can effectuate a policy that enables and influences employees to advance their education. The policy can entail bursary schemes, educational loans, study leave, monetary inducement, flexible working hours, graduation ceremonies etc. Tertiary education will also be a boon to the enhancement of employee skills within the organisation. This added proficiency can be exploited as an organisation's competitive advantage. A concomitant effect of enhancing tertiary education to improve emotional intelligence is an augment in employee motivation.

Employees with more than one person reporting to them were found to have a higher level of emotional intelligence than employees with no one reporting to them. The position of authority prompted active emotional intelligence facilitating growth of emotional intelligence. The organisation can adopt a policy that includes an employee development program encompassing succession planning as part of their strategic plan. The first step is to communicate with employees in order to elicit responses about their goals and ambition. The next step is to select a group of employees that will be suitable for the program. The succession plan should include these targeted employees acting in various senior positions within the organisation preferably on a rotational basis. The deployment of acting on a rotational basis allows an opportunity for all these targeted employees to continually get exposure to the higher level of authority and active emotional intelligence. This will expedite the growth of emotional intelligence. There are also some added positive implications for the organisation:

- There is a pool of employees to select from when a senior position becomes available.
- Employees have a better understanding of the organisation's objectives.
- Higher employee retention.
- Caters for the interminable future of the organisation.

Married individuals were also found to be more emotionally intelligent than single employees. The organisation can cautiously promote traditional family values or even being part of a social unit lifestyle. These can be included in both wellness programs and organisation's policies. Wellness programs can foster having a single life-partner, healthy lifestyle and focus on achieving work-life balance. The organisation's policies can encourage a family type lifestyle by considering the following:

- Providing medical aid for family.
- Allowing employees time to phone to check on their children.
- Allowing child sick leave.
- Lucrative maternity and paternity leave.
- Include the entire family when the company has a function.

- Allowing employees time to go to school.

This study investigated the impact of emotional intelligence on employee motivation in the construction industry. The study yielded a significant positive correlation between emotional intelligence and motivation. This connotes that as the emotional intelligence of an employee increases then so does employee motivation. This organisation can increase employee motivation by not only focusing on motivational factors but by facilitating emotional intelligence growth. Some of the emotional intelligence drivers highlighted are tertiary education, position of authority, family and relationships and so on.

The findings also suggest that emotional intelligence seemed to correlate better with employee intrinsic motivation. This implies that emotionally intelligent individuals will possess more intrinsic motivation (Maslow's higher level of needs and Herzberg's motivators). The organisation needs to develop the emotional intelligence of their employees using the drivers of emotional intelligence. This will result in an increase in intrinsic motivation. Organisation's can get a higher level of overall motivation without having the expenses normally associated with extrinsic motivation.

It must be highlighted to the organisation that the relationship investigated in this study is one of correlation. This means that as emotional intelligence increases so does employee motivation. This does not necessarily mean that the relationship is one of causation where emotional intelligence causes an increase in motivation.

#### **6.4. Conclusion**

The South African economy is currently very competitive and the diminishing construction industry makes this sector particularly challenging. Organisations need to always develop competitive advantages to remain sustainable. One of the key resources of an organisation are the employees and the dynamic nature of these employees creates a challenge for employers to continuously motivate these individuals. Arguably the skills and motivation levels of these employees are the most salient resources that provide the organisation an advantage over its

competitors. The organisation needs to continue to appraise this resource and discover unprecedented techniques to engage employee motivation.

The purpose of this study was to discern factors and the relationship of both employee motivation and emotional intelligence in order to provide management with an understanding of these factors. Management can use the results and recommendations from this study for the benefit of the organisation. The findings of this study can assist management to focus on factors that are relevant to their organisation. This more focused effort will save the organisation considerable time and money. The critical revelations emerged from this study can ultimately assist in the development of the organisation's overall sustainable strategic plan.

## **6.5. Recommendations emanating from the study**

Based on the outcomes from this study, the following are recommended:-

- i. The organisation should wield the predominant factors of motivation and emotional intelligence as part of a strategic plan to augment employee motivation.
- ii. The organisation should consider implementation of employee wellness programs, employee succession planning, employee skills development and monetary incentives as a constituent of their policies.
- iii. The organisation needs to continue to establish factors that can at least maintain or improve its position in this competitive environment.
- iv. The organisation should consider the inaugurating policies that promote mentoring programs that initiate active emotional intelligence.
- v. The organisation should consider promulgating extrinsic motivation factors to motivate employees in the early stages of the employee life cycle.
- vi. The organisation should consider promulgating intrinsic motivation factors to motivate employees in the middle and latter stages of the employee life cycle.

## **6.6. Recommendations for future studies**

The following are recommendations that can be used by researchers for future studies.

- i. Investigate the impact of emotional intelligence on intrinsic employee motivation. This is based on a discovery that directly emerges from this study and will provide verification of this finding.
  
- ii. Investigate the impact of emotional intelligence on extrinsic employee motivation.
  
- iii. Establish the impact of emotional intelligence on employee motivation before and after the employee sample is subject to a robust active emotional intelligence program.
  
- iv. Investigate the impact of intelligence quotient on employee motivation.
  
- v. Investigate emotional intelligence of employees considered as emotional labour (employees that communicate directly to customers e.g. over the counter salesperson).

## References

Albers, S., 2013. *Eat Q - Unlock the weight loss power of emotional intelligence*. 1st ed. New York: Harper Collins Publishers.

Ameriks, J., Wranik, T. and Salovey, P., 2009. Emotional Intelligence and Investor Behaviour. *Research foundation of CFA Institute*.

Armstrong, M. and Taylor, S., 2014. *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: Koogan Page limited.

Armstrong, M., 2009. *Armstrong's Handbook of Human Resource Management Practice*. 11th ed. London: Kogan Page Limited.

Ather, S.M., Khan, M.A. and Hoque, N., 2011. Motivation as conceptualised in traditional and islamic management. *Humanomics*, 27(2), pp. 121 - 137.

Azouzi, M.A. and Jarboui, A., 2013. CEO emotional intelligence and board of directors efficiency. *Corporate Governance*, 13(4), pp. 365 - 383.

Bagraim, J., Cunningham, P., Potgieter, T. and Viedge, C., 2007. *Organisational Behaviour: A contemporary South African perspective*. 2nd ed. Pretoria: Van Schaik Publishers.

Baron, E., Benoliel, M., Bourne, M., Bourne, P., Doke, D.D., Hobbs, P., Hua, W., Hunsaker, J., Hunsaker, P.L., Lapin, R., O'Rourke, J.S. and Pincus, A., 2010. *The Book of Management*. 1st ed. London: Dorling Kindersley Limited.

Colquitt, J.A., Lepine, J.A. and Wesson, M.J., 2011. *Organizational Behaviour*. 2nd ed. New york: McGraw Hill/Irwin.

Crumpton, M.A., 2013. Keep the motivation going. *The Bottom Line: Managing Library Finances*, 26(4), pp. 144 - 146.

Devadass, R., 2011. Employees Motivation in Organisations: An integrative literature review. *International Conference on Sociality and Economics Development*, Volume 10, pp. 566 - 570.

Emmerling, R.J. and Boyatzis, R.E., 2012. Emotional and Social Intelligence Competencies: Cross Cultural Implications. *Cross Cultural Management*, 19(1), pp. 4 - 18.

Gardner, H., 2011. *Frames of Mind: The theory of multiple intelligences*. 10th ed. New York: Basic Books.

Gardner, L. and Stough, C., 2002. Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and organisation development journal*, 23(2), pp. 68 - 78.

Goleman, D., 2009. *Emotional Intelligence: Why it can matter more than IQ?*. Electronic ed. London: Bloomsbury Publishing Plc.

Goleman, D., 2011. *The Brain and Emotional intelligence - new insights*. 1st ed. Northampton MA: More than sound LLC.

Grobler, P.A., Warnich, S., Carrel, M.R., Elbert, N.F. and Hatfield, R.D., 2011. *Human Resource Management in South Africa*. 4th ed. Hampshire: Cengage Learning.

Hegar, K.W., 2012. *Modern Human Relations at Work*. 11th ed. South Western: Cengage Learning.

Henderson, I., 2011. *Human Resource Management for MBA students*. 1st ed. Broadway, London: Chartered Institute of Personnel and Development.

Hess, J.D. and Bacigalupo, A.C., 2010. The emotionally intelligent leader, the dynamics of knowledge based organisations and the role of EI in organisations. *On the horizon*, 18(3), pp. 222 - 229.

Hess, J.D. and Bacigalupo, A.C., 2011. Enhancing decisions and decision making process through the application of emotional intelligence skills. *Management Decision*, 49(5), pp. 710 - 721.

Hough, J., Arthur, A., Thompson, J.R., Strickland, A.J. and Gamble, J.E., 2011. *Crafting and executing corporate strategy*. 2nd ed. Berkshire: McGraw Hill Education (UK).

Hughes, M. and Terrell, J.B., 2012. *Emotional Intelligence in Action*. 2nd ed. San Francisco: Pfeiffer.

Jones, G. R and George, J. M, 2011. *Contemporary Management: Creating Value in Organisations*. 7th Edition Global ed. New York: McGraw Hill International.

Jordan, P.J. and Troth, A., 2011. Emotional intelligence and leader member exchange: The relationship with employee turnover intentions and job satisfaction. *Leadership and Organization Development Journal*, 32(3), pp. 260 - 280.

Kemp, E., Borders, A.L., and Ricks, J.M., 2013. Sales Manager Support: fostering emotional health in sales people. *European Journal of Marketing*, 47(3/4), pp. 635 - 654.

Kim, T., Yoo J.E.J., Lee, G. and Kim, J., 2012. Emotional Intelligence and Emotional Labour acting strategies. *International Journal of Contemporary Hospitality Management*, 24(7), pp. 1029 - 1046.

Koubova, V. and Buchko, A.A., 2013. Life-work balance: Emotional intelligence as a crucial component of achieving both personal life and work performance. *Management Research Review*, 36(7), pp. 700 - 719.

Kreitner, R. and Kinicki, A., 2010. *Organizational Behaviour*. 9th ed. New York: McGraw Hill / Irwin.

Lam, C.S. and O'Higgins, E.R.E., 2012. Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style. *Leadership and Organization Development Journal*, 33(2), pp. 149 - 174.

Lewis, J.D. and Weigert, A., 1985. Trust as a social reality. *Social Forces*, June. pp. 967-985.

Lindebaum, D. and Cartwright, S., 2011. Leadership effectiveness: the costs and benefits of being emotionally intelligent. *Leadership and Organization Development Journal*, 32(3), pp. 281 - 290.

Lunenburg, F.C., 2011. Expectancy Theory of Motivation: Motivating by Altering expectations. *International Journal of Management, Business and Administration*, 15(1), p. 2.

Lussier, R. and Achua, C., 2013. *Leadership: Theory, Application & Skill Development*. 5th ed. South Western: Cengage Learning.

Lussier, R.L., 2012. *Management Fundamentals*. 5th ed. South-Western: Cengage Learning.

Mahapatro, B. B., 2010. *Human Resource Management*. 1st ed. New Delhi: New Age International Publishers.

Maslow, A., 2014. *Google Books*. [Online]  
Available at: [http://books.google.co.za/books?hl=en&lr=&id=QD5S-uoERRoC&oi=fnd&pg=PA169&dq=maslow%27s+a+theory+of+human+motivation&ots=Q1fDy\\_fr0b&sig=RsLAYK7df1h0hZbKCiuaysc9XOo&redir\\_esc=y#v=onepage&q=maslow's%20a%20theory%20of%20human%20motivation&f=true](http://books.google.co.za/books?hl=en&lr=&id=QD5S-uoERRoC&oi=fnd&pg=PA169&dq=maslow%27s+a+theory+of+human+motivation&ots=Q1fDy_fr0b&sig=RsLAYK7df1h0hZbKCiuaysc9XOo&redir_esc=y#v=onepage&q=maslow's%20a%20theory%20of%20human%20motivation&f=true)  
[Accessed 05 April 2014].

Mayer, J.D. and Salovey, P., 1993. The Intelligence of Emotional Intelligence. *Intelligence*, 17(4), pp. 433 - 442.

Mayer, J.D., Salovey, P. and Caruso, D.R., 2004. Emotional Intelligence: Theory, Findings and Implications. *Psychological Inquiry*, 15(3), pp. 197 - 215.

McCleskey, J., 2014. Emotional Intelligence and Leadership: A review of the progress, controversy and criticism. *International Journal of Organisational Analysis*, 22(1), pp. 76 - 93.

McPheat, S., 2010. *Emotional Intelligence*. s.l.:MTD training and Ventus Publishing ApS.

Meisler, G., 2014. Exploring Emotional intelligence, political skill and job satisfaction. *Employee Relations*, 36(3), pp. 280 - 293.

Merriam, 2014. *Webster*. [Online]  
Available at: <http://www.merriam-webster.com/dictionary/intelligence>  
[Accessed 03 August 2014].

Nel, P.S., Kirsten, M., Swanepoel, B.J., Erasmus, B.J. and Poisat, P., 2012. *South African Employment Relations, Theory and Practice*. seventh edition ed. Pretoria: Van Schaik Publishers.

Nel, P.S., Werner, A., Haasbroek, G.D., Poisat, P., Sono, T. and Schultz, H.B., 2010. *Human Resource Management*. 7 th ed. New York: Oxford University Press.

Oxford, 2014. *Dictionary*. [Online]

Available at: <http://www.oxforddictionaries.com/definition/english/emotion>

[Accessed 03 August 2014].

Panagiotakopoulos, A., 2013. The impact of employee learning on staff motivation in Greek small firms: the employees' perspective. *Development and Learning in Organisations*, 27(2), pp. 13 - 15.

Phillips, J. and Gully, S., 2012. *Organisational Behaviour: Tools for Success*. International ed. South Western: Cengage Learning.

Prowse, A. and Delbridge, R., 2013. "I can't be arsed" A small scale exploration of students' self-reported motivation on entering a course of study and eventual "success". *Education + Training*, 55(7), pp. 654 - 664.

Robbins, S.P., Judge, T.A., Odendaal, A. and Roodt, G., 2011. *Organisational Behaviour*. 7th ed. Cape Town: Pearson Education South Africa.

Rowland, C., 2013. Managing team performance: saying and paying. *International Journal of Organizational Analysis*, 21(1), pp. 38 - 52.

Salovey, P. and Mayer, J.D., 1990. Emotional Intelligence. *Imagination, Cognition and Personality*, Volume 9, pp. 185 - 211.

Salovey, P. and Mayer, J.D., 1993. The Intelligence of Emotional Intelligence. *Intelligence*, Issue 17, pp. 433 - 442.

Sekhar, C., Patwardhan, M. and Singh, R., 2013. A literature review on motivation. *International Network of Business and Management*, 1(1), pp. 471 - 487.

Singh, S.K. , 2009. Leverging Emotional Intelligence for Managing Executive's Job Stress:A Framework. *Indian Journal of Industrial Relations*, 45(2), pp. 255 - 264.

South African Government, 2014. *Department of Labour*. [Online]  
Available at: <http://www.labour.gov.za/DOL/downloads/legislation/acts/employment-equity/Act%20-%20Employment%20Equity.pdf>  
[Accessed 30 March 2014].

Swanepoel, B.J., Erasmus, B.J. and Schenk, H.W., 2010. *South African Human Resource Management*. 4th ed. Cape Town: Juta & Co. LTD.

Wehrich, H., Koontz, H. and Cannice, M., 2013. *Management: A Global, Innovative and Entrepreneurial Perspective*. 14th ed. India: Tata McGraw Hill Education.

Werner, J.M. and DeSimone, R.L., 2012. *Human resource Development*. 6th ed. South Western: Cengage Learning.

Werner, J.M. and DiSimone, R.L., 2009. *Human Resource Developement*. 5th ed. Mason, USA: Cengage Learning.

Wilton, N., 2011. *An Introduction to Human Resource Management*. 1st ed. London: SAGE Publications.

Yang, F., 2011. Work, motivation and personal characteristics: an indepth study of six organisations in Ningbo. *Chinese Management Studies*, 5(3), pp. 272 - 297.

Zaman, A. and Hoque, M.E., 2013. Female role perception, emotional intelligence and interpersonal problem among grade 9 and 10 students from Dhaka, Bangladesh: a comparative study. *Gender and Behaviour*, 11(2), pp. 5455 - 5463.

# Appendix 1

1 Which division do you work?	Central <input type="checkbox"/>	KZN <input type="checkbox"/>	Both <input type="checkbox"/>		
2 Number of years employed?	1 year <input type="checkbox"/>	1-3 year <input type="checkbox"/>	3-5 years <input type="checkbox"/>	5-10 years <input type="checkbox"/>	10-20 years <input type="checkbox"/>
3 Age	Less than 20 <input type="checkbox"/>	20-25 <input type="checkbox"/>	26-30 <input type="checkbox"/>	31-35 <input type="checkbox"/>	36-40 <input type="checkbox"/>
	41-45 <input type="checkbox"/>	46-50 <input type="checkbox"/>	51-55 <input type="checkbox"/>	56-60 <input type="checkbox"/>	61-65 <input type="checkbox"/>
4 Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>			
5 Race	Black <input type="checkbox"/>	White <input type="checkbox"/>	Coloured <input type="checkbox"/>	Indian <input type="checkbox"/>	Other <input type="checkbox"/>
6 Marital Status	Single <input type="checkbox"/>	Married <input type="checkbox"/>	Other <input type="checkbox"/>		
7 Which department?	Construction(Ind) <input type="checkbox"/>	Construction (Res) <input type="checkbox"/>	Asphalting <input type="checkbox"/>	Logistics <input type="checkbox"/>	Sales <input type="checkbox"/>
	Procurement <input type="checkbox"/>	Accounts <input type="checkbox"/>	HR <input type="checkbox"/>	SHERQ <input type="checkbox"/>	Wharehousing <input type="checkbox"/>
8 Level in organisation	Senior manager <input type="checkbox"/>	Manager <input type="checkbox"/>	Supervisor <input type="checkbox"/>	Operator <input type="checkbox"/>	Other <input type="checkbox"/>
9 How many employees reporting to you	None <input type="checkbox"/>	less than 5 <input type="checkbox"/>	5 - 10 <input type="checkbox"/>	11 - 25 <input type="checkbox"/>	More than 25 <input type="checkbox"/>
10 Education	No Matric <input type="checkbox"/>	Matric <input type="checkbox"/>	Diploma (1) <input type="checkbox"/>	Trade <input type="checkbox"/>	Diploma (3) <input type="checkbox"/>
State qualification:	Degree (4 years) <input type="checkbox"/>	Honours <input type="checkbox"/>	Masters <input type="checkbox"/>	Doctorate <input type="checkbox"/>	Other <input type="checkbox"/>
1 Our customers get good value for money and first class service	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
2 Our organisation is exactly what this community needed	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
3 My job is very important to the success of the organisation	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
4 I am always willing to assist customers and co-workers	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
5 I understand clearly what is expected of me in my job	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
6 My work environment is very pleasant	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
7 My job is very interesting and challenging	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
8 Management is very concerned about my well being	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
9 There are no favourites in the organisation	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
10 I always ask managers to assist with personal problems	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
11 I can very easily grow within the organisation	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
12 Employees work as a team to ensure that the job gets done	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
13 My job is secure here at Apex Asphalt	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
14 My salary is market related and very fair.	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
15 I am going to continue to study and educate myself	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
16 I have a strong desire to achieve all my goals in life	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
17 I am ever willing to confront my problems	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
18 I am always aware of my feelings	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
19 I know when customers or my co-workers are starting to upset n	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
20 I can easily control my feelings	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
21 It takes a very long time to upset me	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
22 I can easily understand how others are feeling	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
23 I really feel for my customers and co-workers in an unfair situati	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
24 I can very easy get a customer or fellow employee on my side	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
25 I can easily change how people feel about a situation	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
26 I am very persistent in achieving my goal	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
27 I am willing to do whatever it takes to be successful	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
28 Apex Asphalt is a great company to work for	Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Thank you for completing the questionnaire, your time is highly appreciated					

## Appendix 2

Dear Participant

I am a master's student studying Business Administration at the University of Kwa-Zulu Natal in Durban. The attached questionnaire forms part of my dissertation, which is a requirement of this MBA qualification. By answering this questionnaire, you will form part of a research that shall reside in the University's library.

This questionnaire surrounds "employee motivation" and "emotional intelligence" in the work place and the results of the survey shall be analysed and the findings shall be discussed in the thesis.

This survey is completely voluntary. All information shall be kept strictly confidential, therefore no names are required. Participants are allowed to withdraw at any time for any reason with no consequences. The completed research including findings and recommendations shall be available for all Apex Asphalt employees on request from the employer.

It shall be highly appreciated if you could take a few minutes to complete this survey. Thank you for your participation.

Please answer honestly.

Researcher:	Ridwan Essop
Student Number:	212 561 960
Contact no:	083 657 0271
E Mail:	javed@telkomsa.net
Supervisor:	Dr Muhammad Hoque
Contact no:	031 260 8690 or UKZN GSB
HSSREC Research Office:	Ms Phumelele Ximba
Contact no.	031 260 3587
E Mail:	ximbap@ukzn.ac.za

Participant sign \_\_\_\_\_

## Appendix 3



18 November 2014

Mr Ridwan Essop 212561960  
Graduate School of Business and Leadership  
Westville Campus

Protocol reference number: HSS/1312/014M  
Project title: The impact of imotional intelligence on employee motivation in the construction sector.

Dear Mr Essop

### **Expedited Approval**

In response to your application dated 10 October 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/px

cc Supervisor: Mr Muhammad Hoque  
cc Academic Leader Research: Dr E Munapo  
cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

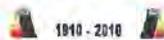
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximhap@ukzn.ac.za](mailto:ximhap@ukzn.ac.za) / [snvmanm@ukzn.ac.za](mailto:snvmanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



1910 - 2010

100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville