



UNIVERSITY OF KWAZULU-NATAL

**Examining emotional intelligence and self-efficacy to business management
at a state-owned entity in South Africa**

By

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DECLARATION

I, Philani Emmanuel Ndimande declare that;

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Signed: 

Date: 10 July 2023

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ABSTRACT

The recent past has been challenging for the state-owned company because of mismanagement and abuse of leadership power. The devastating effects of weakening leadership, in critical business processes have resulted in a breach of business processes and the contravention of the Public Finance Management Act (PFMA). The organisation has also suffered a devastating loss of critical skills due to the impact of COVID-19. All these issues are largely linked with the emotions of individuals, the calibre of leaders in this organisation and the overall approach to business management. The contemporary environment requires leaders that are able to work with others, lead and be prepared to be led, and ensure collaboration amongst stakeholders. This requires emotional intelligence and positive self-efficacy. It is necessary to examine the contribution of Emotional Intelligence and Self-efficacy in managing the state-owned entity.

The study used a quantitative research approach to examine the relationships between variables. A census method of sampling was employed, and the entire population (n = 130) of management was studied through the distribution of the questionnaire made up of four tests; demographical questionnaire, GEIQ adopted questionnaire, GSE adopted questionnaire and BMT self-created questionnaire. Reliability, validity, and ethics were considered.

The study findings revealed that demographics such as race, age, gender, and education had no statistical significance on EI and SE at this organisation. The correlation analysis revealed that there is correlation and statistical significance between the managers' EI, SE, and business management in organisation.

Recommendations from the study are such that all management levels and divisions, or departments of the organisation should be studied, and probability sampling should be considered to comprehensively study the variable. The methodology should be mixed-method approach gain full insight of managers' emotions. The organisations can improve performance by giving continuous support to employees, this will create confidence in their capabilities and create a positive work environment. The emotional transitions in the organisation caused by COVID-19 and the repositioning strategy requires an effective change management process and transparency to be driven by top management. This study contributed to the sustainability of SOEs under the era of ethical leadership.

Keywords: Business Management, Central Corridor, Emotional Intelligent, Self-Efficacy, State-owned entity

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ABBREVIATIONS AND ACRONYMS

4IR	4th Industrial Revolution
EI	Emotional Intelligence
FRR	Freight Rail Report
GEIT	Goleman Emotional Intelligence Theory
PFMA	Public Finance Management Act
SE	Self-Efficacy
GSE	General Self-efficacy
SET	Self-Efficacy Theory
SOEs	State-Owned Entities
TFR	Transnet Freight Rail
TIR	Transnet Integrated Report
BM	Business Management
BMT	Business Management Test
SPSS	Statistical Package for the Social Sciences

Chapter 1: Introduction of the Study

1.1 Introduction

The introduction chapter to this study highlights key points to achieving the research aims. It briefly touches on the problem statement, then derives study aims, questions, objectives and highlights the study methodology and contribution of this study. This study addresses the nature and importance of Emotional Intelligence and Self Efficacy on business management and focuses primarily on the management level of Transnet. The contribution of EI and SE variables were investigated to understand their current impact on the business and by what means they can be used to positively influence business processes for improved organisational performance.

1.2 Background of the study

The corporate world is evolving more rapidly, technology, globalisation, competition, and the rise of Asian business superpowers, have drastically re-organised the corporate atmosphere. To deal with such a complex and dynamic environment, organisations need the correct systematic tools, technologies, and the people to match the same advancement in the business environment (Farida & Setiawan, 2022). According to Abun, Nicolas, Apollo, Magallanes and Encarnacion (2021), companies cannot gain a competitive edge and results without individual work performance. This is a concern for managers, however, there is no single solution to improving company performance and individual performance. Performance encompasses many factors such as the work environment, pay and benefits, EI, and SE. If these factors are in place the general expectation can be that employees will perform better which then results in the overall better performance for the company (Abun et al., 2021).

There is a huge emotional burden placed on the shoulders of managers including a vital role of bringing in and managing investments that are critical to the organisation. SOEs have lost their competitiveness due to a mixed economic issue both micro and macro factors, the performance of the SOEs in terms of monetary margins fell dramatically since 2015. This reflected the general economic slump as South African exports volumes dropped and the prices for metals and coal hit record low. In these conditions, SOEs saw their revenues decline because the anticipated demand which did not occur, and they also had to write down some assets (Makgetla, 2020). In a changing environment, both the organisation and employees should be

agile and adapt to these changes (Anand & Suriya, 2010). Belschak and Hortog (2010) suggest that businesses should enable and encourage employees to react and embrace changes by engaging in key initiatives. Consequently, businesses should rely on future and action-driven initiatives in enhancement of the business operations (Choeni, 2017). According to Packer, Bindl, and Strauss (2010) in this ever-changing environment and with the various pressures, it is presumed that leaders' EI and SE are vital in enabling proactive behaviour in the work environment and influence organisational performance.

Transnet is not exempt from the issues impacting SOEs, this forced the organisation to implement a turnaround strategy to reposition the Transnet. The organisation aims to harness new market opportunities by ensuring that operations are geared up for the exploration and the service of these opportunities. According to Transnet CEO, Portia Derby, Transnet through leveraging partnerships will get equity investment, modern technologies, skills, and the operational intelligence that will support the restructuring of Transnet in the short to medium term. The partnerships will be segment based, through these partnerships Transnet will be able to reposition loss-making business whilst investing capital in areas that support the renewal and growth strategy (Transnet, 2022: 38). The revamp of the organisation is dependent on ethical leadership and its new strategy which plans to strengthen controls to root-out corruption and ensure the sustainability of the organisation.

1.3 Rationale and problem statement

Conducting business on a global competitive scale provides opportunities to scale operations, which then result in greater revenue for the organisation and more employment opportunities for South Africans. In a radically transforming world, leaders face tremendous pressure to provide effective results, drive cost-saving strategies, and manage a diversified workforce. The dynamics and the importance of daily demands may cause some hindrances to be on par or above on the future development as a leader (Stiftung, 2022).

The organisation has been challenged by corrupt leadership which resulted in mismanagement of the organisation's monies and the governance processes (CHRO, 2020). These breaches resulted in awarding of unlawful contracts and irregular expenditure and amongst these is the famous 1064 locomotive procurement contract valued at R54,4 billion. This has developed concerns on the calibre of leaders elected to lead this organisation and their conscience in the

development of South Africa. The organisation does not only need to be self-sustainable but must also play a fundamental role in the developmental mandate of this country (Transnet, 2021).

Transnet Group Chief Executive (2022) issued the following statement: “*The past two years have been marked by substantial structural transformations*”. As the COVID-19 pandemic spread, it had a profound effect on every sphere of our lives: personal, social, and professional. Commercial uncertainty brought by the lockdown restrictions and the productivity issues that resulted from the era of state capture, which was characterised by widespread of capital misallocation and the significant weakening of top leadership in the SOEs. One can draw a simple summary, that Transnet has been impacted by issues related to EI and SE, especially in the era of COVID-19 and weakening leadership in the SOEs. Havenga, cited in Foure (2023) talks about skills shortage which was created by the organisation through the issuing of severance packages and the toxic work environment which has seen several critical skills leaving the organisation. This skills shortage issue created a gap and those that are remain in the organisation might be in doubt of their capabilities into filling in these critical positions as in most instances proper handover has not happened. As consequence, SE of managers must be assessed and this can also result into pressure which also result to the need to evaluate EI of managers.

In the words of Abun et al. (2021), organisations cannot operate successfully without individual work performance. The success of the organisation is linked to its people and individuals are mostly driven by emotions and beliefs which assist them in dealing with the business world dynamics. The SOE’s of South Africa have seen leadership collapse, organisational climate changes, Covid-19 and the rise of technology through the fourth industrial era which has resulted in the breach of information and hacking of the organisation’s systems. All these issues impact individuals’ emotions and their belief in executing their daily activities and have resulted in doubts when it comes to decision-making and effectively managing the organisation. The above issues have resulted in a huge gap between businesses and the communities with the recent incidences showing high economic sabotage, and South Africa’s first major looting spree and protest impacting the country’s major economic hub (Durban & Johannesburg) are consequence of the leadership collapse and weakening elements of EI and SE in the leadership sphere of South Africa. This leadership crisis has impacted one of the key wings of government, the SOEs (Vhumbunu, 2021).

1.4 The purpose and aim of the study.

The study aimed to collect factual evidence on how the EI and SE of managers impact the overall management of the SOE. The overall aim is to examine if EI and SE influences business management of the organisation. Furthermore, the study aims to determine if there are significant differences on EI and SE based on the demographics of the managers.

1.5 Research questions

- a) Are there significant differences in the EI levels of managers based on age, race, gender, and education?
- b) Are there significant differences in the SE levels of managers based on age, race, gender, and education?
- c) What is the contribution of EI on managers' ability to adequately manage the business at Transnet?
- d) What is the impact on business management in relation to managers with higher SE versus those with lower SE?

1.6 Research objectives

- a) Determine whether there are significant differences in the EI levels of managers based on age, race, gender, and education.
- b) Determine whether there are significant differences in the SE levels of managers based on age, race, gender, and education.
- c) Determine the contribution of EI on managers' ability to adequately manage the business at Transnet.
- d) Correlate business management in relation to managers with higher SE versus those with lower SE.

1.7 Research methodology

This study employed the "Research Onion" established by Saunders, Thornhill, and Lewis (2019). The research philosophy used is positivism since the focus of the researcher was to generate research questions that can be tested and evaluated against recognised knowledge of this world. This philosophy is used in the quantitative methodology. The study was conducted

using a quantitative method of analysis. It applied the deductive research approach because the researcher had to provide answers to the questions set out in this research. This approach often tests the validity of the hypothesis or theory and is often used for quantitative method. The study applied a descriptive research design in finding answers regarding the contribution of EI and SE of managers on business management at the SOE (Sekaran & Bougie, 2018).

This study used a quantitative methodology to be able to collect appropriate data to answer the research questions. The researcher used cross-sectional designs as the questionnaires focused on one organisation and the data collection was within a precise short period of time (once-off). In this study, the data collection method was questionnaires which comprised of four (4) critical sections that were designed to capture and assist with finding answers to the research questions and meet the research objectives. This study distributed n=130 questionnaires to managers (level D – F) using the census method. The data was analysed using SPSS.

1.8 Contribution of the study

This study will contribute to the sustainability of SOEs in the era of ethical leadership and in understanding the management capabilities required at the organisation to effectively achieve its objectives through demonstrating the current state of EI and SE of the current managers who are also most likely to lead the organisation in the future. The revelation of the result led to the recommendation which can be implemented as an effective measure of management attributes and to resolve the current crisis of weakening leadership in the SOEs. The organisation will be able to identify the leadership gap resulting from the EI and SE of managers post the state capture and COVID-19 pandemic era which has impacted people's emotions and the organisational climate. This study focused on the South African context, and while it only focused on a small population, it provided a glimpse of the challenges or successes experienced by South African leaders related to EI and SE in business management. Theoretically this study's findings will contribute to the body of knowledge through furnishing a concise explanation of EI and SE in managing SOEs. Furthermore, it will add value to scholarly research by creating a blueprint that builds the foundation for clarifying the relationship between EI, SE, and management of South African SOEs in turning around the leadership crisis and in managing for effective organisational performance.

1.9 Limitations

The study timelines were short, as a result, the population size was small (the study was limited to one division and one corridor, management level D-F). Given the size of this organisation a much larger sample and probability sampling would be preferred. Generalisation of the result should be approached with caution when being applied to the entire organisational group or other SOEs. Moreover, South Africa has several cultures which may have an impact on the interpretation of the variables.

1.10 Chapter Summary

Chapter 1 provided the Introduction and an overview of the study. It briefly addressed the nature and importance of EI and SE in business management and focused primarily on the management level of the organisation. The chapter revealed that the contribution of these variables was investigated to understand their current impact on the business and by what means they can be used to positively influence business processes for improved organisational performance. The study of EI and SE in managing the SOE was introduced in this chapter and the background was discussed through the identification of state capture issues, weakening leadership, skills shortage, technological impact, and the COVID-19 effects. Through this discussion, the problem was identified and the need to study EI and SE was identified as all these contemporary issues played an influential role in emotions and beliefs. This led to the development of the questions, objectives, and the research methodology to meet the study objectives. The contribution of the study was articulated, and delimitations were identified. This chapter lays a concrete foundation for the following chapters.

Chapter 2: This chapter presents the theoretical framework of the study through the articulation of Goleman's EI theory and the SE theory. It presents literature supporting this study and its objectives and detailed the work done by other researchers on a similar topic. This chapter is a detailed blueprint of this study with past findings which will be used to discuss the findings and support the results of this study.

Chapter 3: This chapter outlines the research methodology used "Research Onion" established by Saunders (2016). It encompasses the reason for the investigation; it details the research approach and design and the reasons for consideration. It details the quantitative approach, the population which resulted in the sample size and how the participants were identified and

approached for this study. The tools used to analyse data and the processing and storing of data are also explained in this chapter. It is the foundation and enabler of Chapter 4.

Chapter 4: This chapter presents the results of the study through the collected data from respondents. It comprises of the demographical data, Pearson descriptive statistical analysis of the constructs, correlations. The inferential statistical analysis in relation to EI and SE in managing a SOE. It seeks to fulfil all four objectives identified for this study and gives a scientific illustration of these objectives. All this was achieved using SPSS as analytical system. This chapter also discusses the result using the analysis and past research findings to support these results.

Chapter 5: This is the concluding chapter which summarises the findings and link them back to the aims of this study and draw out a conclusion based on the overall work of this project. It also includes delimitations and things that future studies must consider which could not be considered at the time of the study. Based on the findings of this study recommendations are presented for consideration by the organisation under study or related organisations and future scholars wishing to investigate a similar problem or the organisation.

Chapter 2: Literature review

2.1 Introduction

The facilities and services that are essential to the country's economy are provided by SOEs. This comprises of the production of power, the provision of water, the management of freight, the transportation of commuters, and telecommunications. Due to their poor accountability and ineffective management, the majority of SOEs have been linked to state capture, financial mismanagement, and significant governance failures rather than being at the vanguard of economic and social development (IMF, 2020). This chapter reviews EI, SE, management, Transnet ethical leadership and strategy, and capabilities of managers in relation to business management. All constructs are further discussed through historical links and concepts relating to this study for a full comprehension of this study.

According to Lee (2018), public servants are faced with a huge emotional responsibility as a result EI is a critical aspect for managers in the public sector. Managers with high EI and SE often bring a positive mindset, are more driven, calm, most importantly are loyal to their profession and the organisation (Miao, Humphrey, & Qian, 2017). According to Jelaca, Bjokic, Berber, Aleksic, Slavic, and Maric (2022), EI foundations assist organisations to effectively implement the strategy whilst working on organisational culture that promotes trust and openness to internal and external relationships and inspires individuals to be innovative in the organisation. According to Arfara and Samanta (2016) EI is a critical component that invokes better capabilities for meeting organisational goals and objectives, brings improved collaboration between teams, and creates trust. The key purpose of this chapter is to validate the objectives and propositions expressed for the research and review the accrued understanding of the matters under review. It also aims to be the foundation and develop discussion points of the findings which will be presented and thoroughly discussed in Chapter 4.

2.2 Emotional Intelligence

Below EI is discussed in great details and looking into the historical development of this variable linking it with the Goleman EI theory and reviewing past studies related to EI and this study.

2.2.1 Emotions versus EI

Prinz (2005) asserts that the common denial of the idea of emotions stems from the denial that emotions are feelings. Some of these academics contend that while emotions do contain some aspects of feelings, they also have other components, such as cognitions. In support of William James' hypothesis that emotions are bodily perceptions structured changes, he offered a new theory of feelings. However, these perceptions can occur involuntarily, in which case emotions are not felt and as a result, are not feelings. When emotion perceptions are aware, they are then considered to be feelings. Only until an emotion is conscious and perceptible can it be felt.

Although the terms are sometimes used interchangeably, emotions and feelings are two distinct but related phenomena. Sensations in the body are the source of emotions. Thoughts are the source of feelings, which are impacted by emotions (Allyn, 2022). She states that while tales might dilute feelings, we have made up in our heads based on previous occurrences or worries for the future (stories that aren't necessarily true of the situation) emotions are the raw facts, a reaction to the present reality. It is easier to connect to the truth of our current experience rather than to stories built of false ideas when we listen to our physical emotions, which are guided by our sensory perception. We may make the best decisions for us by acting from our truth.

Cele (2017) contends that emotions shape behaviour through outward manifestations like joy, contempt, wrath, and happiness, which in turn change how people interact with their environment. A lack of consideration for emotions in research can restrict society's capacity for learning, and leaders may not be aware of the importance of emotions in making both easy and tough decisions. The notion that "emotions are bound up with people's experiences of power and powerlessness" was made famous by Hargreaves (2001:1072). This remark implies that leaders' reactions depend on their prior knowledge and their participation in decision-making, which is influenced by their position of strength or weakness.

It's important to distinguish between emotions and EI whilst looking at the EI aspects. Emotions are formed in our surroundings as a result of events and information conversely, EI is a skill of knowing, understanding, and being able to use feelings, moods, and emotions in an appropriate way as it requires awareness and expertise. EI is knowing how to control our emotions and feelings and using this knowledge to control our actions. Decision-making, problem-solving,

self-management, and displaying leadership are all influenced by EI (Faltas, 2017).

2.2.2 The development of EI and Goleman's EI framework

Any type of change comes with emotional pressure which is why emotional intelligence matters so much in our current landscape. It has become extremely important to practice EI and create EI-related skills in the workplace (Salerno, 2020). He continued to argue the importance of EI in the workplace using Goleman's theory and presenting the graphical illustration below:

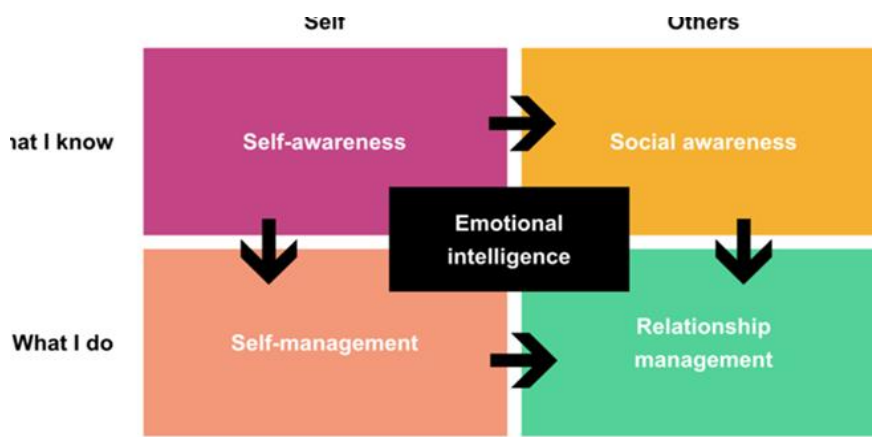


Figure 2.1: Goleman outlines EI in four quadrants

Source: Adopted from Goleman (1995)

According to Goleman (1995), EI has to do with one's ability to see, understand and control their own emotions whilst being able to recognise and impact the emotions of others. The EI variables to be studied are based on Goleman's theory:

The first quadrant is self-awareness which recognises the importance and ability of an individuals to be self-aware and understand their impact on others and recognise their own strengths and weaknesses. The second quadrant is self-management, the ability to control oneself and be able to manage emotions and reactions towards others and events. According to Salerno (2020), a simple recognition of an emotion pulls one back to the present moment and allows one to process it for what it is. The third quadrant is social awareness, after self-awareness leaders need to be aware of others around them and must demonstrate empathy. This creates the power of collaboration, openness, and trust. The fourth and final quadrant is relationship management which is an important skill and element to keeping good relations with your team, other teams, and customers. This also emphasises the importance of

negotiation and conflict management as we know that perspectives will differ from time to time. Salerno concluded that by using this framework, a bond can be created amongst teams, and emotions and empathy can help organisations build together with their people.

The four primary skills area that collectively describe the domains of EI are revealed by the four-branch model created by Mayer and Salovey (1997). These include perception, integration, understanding, and management, each described below:

The foundation of EI is the accurate recognition of emotions through the face and tone of others. This ability to identify emotions through non-verbal and facial expressions of others is known as emotional perception. Integration is the capacity for emotions to allow the stimulation of the cognitive system and promote thinking. According to them, understanding is the ability to decipher emotional meanings from the emotional cues and behaviours of others. The term "management" refers to the control and regulation of one's own and other people's emotions. Emotional control and regulation are crucial skills for maintaining relationships and social outlooks. The most fundamental emotions are universal and reveal the different and common theories about relationships. According to the study's findings of Meyer et al., 2016, there are differences between individuals' capacities for processing emotional information and connecting it to cognition.

This four-branch model is illustrated in Figure 2.1, which depicts the four branches and related stages in this model.

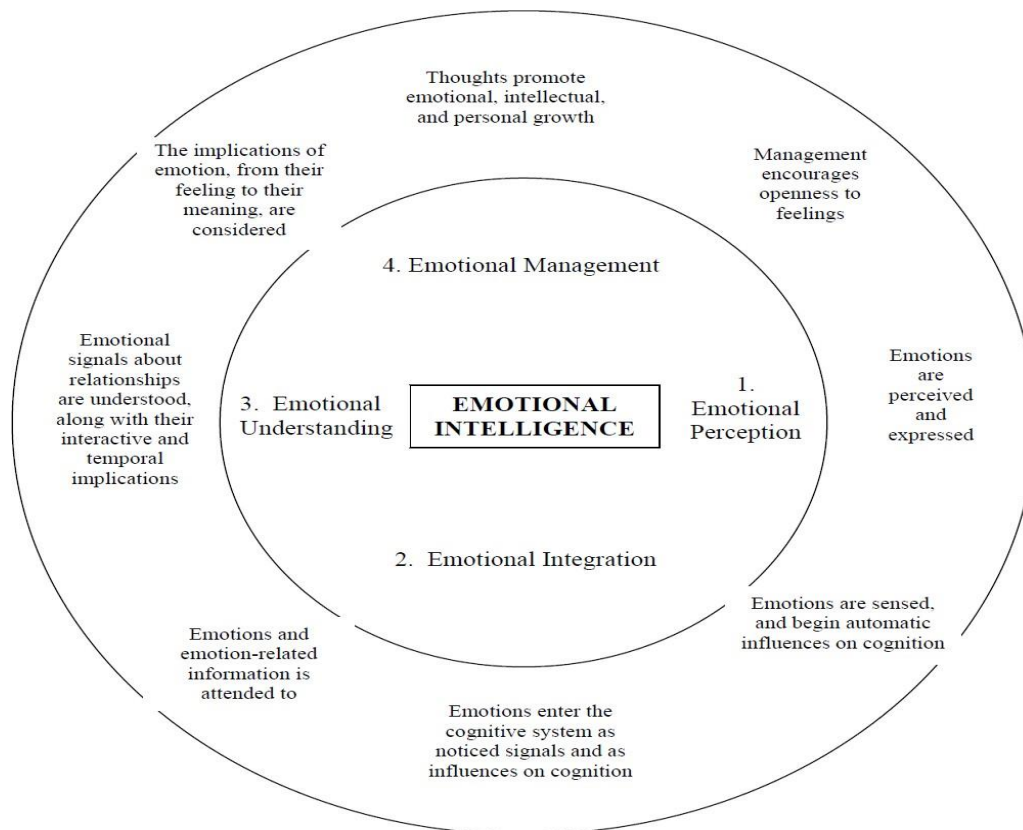


Figure 2.2: Four-branch model of EI by Mayer and Salovey

Source: Stys and Brown (2004)

2.2.3 Mayer and Salovey’s measure of EI

Their measure was based on four-branch model. This scale was made of twelve subscales that measured EI, assessments done using this scale signalled that EI is a stand-alone intelligence that encompasses three (3) subfactors: emotional perception, emotional understanding, and emotional management. It was revealed that the Multifactor Emotional Intelligence Scale (MEIS) was a limited measure for the branch of EI as it only addressed integrating emotions (Mayer and Salovey, 1997). There was also another limitation with the early development of MEIS like the lack of a scale to measure the unique qualities of individuals, the test was too long; it had 402 items and failed to provide compelling evidence of integration of the four branches.

Due to the limitation of MEIS, they decided to redesign the measure of EI to Mayer-Salovey-

Caruso Emotional Intelligence Test (MSCEIT). The MSCEIT is the most widely used and supported test of EI. More than 1,500 scholarly articles have mentioned it. It examines the ability aspects of recognizing emotions, facilitating cognition, comprehending emotions, and controlling emotions using a four-branch approach to ability EI. These scales correspond to the broad constructs that are present in many measures of EI, and they are as follows: facilitating thought = strategically using emotions, perceiving emotions = perceiving emotions in oneself and others, understanding emotions = understanding emotions, and managing emotions = regulating emotions in oneself and others. However, using this test is pricey and extensively marketed. The test is lengthy (141 items) and takes between 30 and 45 minutes to finish (O'Connor, Hill, Kaya, & Martin, 2019).

In the late 1990s, came the development of the Schutte Self-Report Emotional Intelligence Test (SSEIT) which was developed based on the four branches theory and test. Schutte et al. (1998) developed a questionnaire with thirty-three (33) items which extended the three categories from Mayer and Salovey into four categories namely, flexible planning, creative thinking, redirected attention and motivation. Aniemeka, Ebenezer, and Bede (2020), developed a survey that was used to validate the SSEIT and sampled Nigerian secondary school adolescents. The sample was made up of 200 participants 118 males and 82 females. The study found that there was a positive internal reliability and a valid scale of EI. The measure proved to be gender sensitive as there were differences in the score of males and females (Aniemeka et al., 2020). According to Aneimeka et al. (2020), the SSEIT was found to be an acceptable psychometric property for the Nigerian population to measure EI.

2.2.4 Bar-On's model of emotional intelligence

The construct of emotional-social intelligence, which combines emotional and social intelligence, has a close link between the two variables (Bar-On, 2007). A mixed model of EI is defined by Bar-On as a system of interrelated behavior that results from social and emotional skills. He contends that these abilities have an impact on behavior and performance as non-cognitive talents, competencies, and abilities that affect a person's ability to successfully manage stresses and demands in their environment. Bar-On's model of EI consists of five scales: self-perception, self-expression, interpersonal, decision-making, and stress management (Faltes, 2017).

According to Davis and Wigelsworth (2018), Bar-On's study revealed that emotional and social intelligence are integrated by intrapersonal and interpersonal elements, skills, and architects in the integration of effective human behaviour. Individual management of emotions is critical in the management and control of personal, social, and climate variations in a flexible and realistic setting which results in decisions made in a favour of the individual.

2.2.4.1 Bar-On's measure of EI

The Bar-On Emotional Quotient Inventory (EQ-i) is a self-report measure developed for people at the age of 16 and above. This test was developed to measure emotional and social behaviour to gauge emotional and social intelligence (Meshkat & Nejati, 2017). According to Bar-On (2002), the measure was designed to measure success in dealing with environmental demands and pressures, the measure is not designed to understand personality traits of cognitive abilities. The EQ-i comprises 133 items which are used to understand emotional quotient (EQ) and correlate to the five (5) main components of the Bar-On model namely, intrapersonal EQ, interpersonal EQ, Adaptability EQ, stress management EQ and general mood EQ (Bar-On, 2002). When EQ-i was compared to MSCEIT, it was found that there is very little correlation between the two (2) tests. However, there was a significant correlation with the SSEIT (Brackett and Mayer, 2003).

It is important to not only look at the history of EI but to also understand how to measure it. According to O'Connor et al., (2019) EI comprises of two measures namely performance tests and self-report questionnaires and this is further made up by 5 differences between performance and self-report measures. The performance tests measure the actual EI and self-report measures the perceived EI. Both these measures are critical indicators of how an individual will adapt to life's difficulties (Ciarrochi, Forgas, & Mayer, 2001). According to O'Connor, Nguyen, and Anglim (2017), performance measures normally require more time compared to self-report measures, this is because the self-report measures enable the summation of EI level vis-à-vis performance measure which normally requires a detailed observation before the determination of EI. Self-reporting measures have been seen to be complex as most people do not have a determined understanding of their EI. When it comes to self-reporting measures people can misrepresent their responses to be seen as better than their actual self. This can be eliminated by using scales where the respondent can measure the misrepresentation in their responses (Boyatzis, 2018). Performance measures are less related to personality whereas self-report

measures are based on well-established personal traits (O'Connor et al., 2017).

2.2.5 Goleman's measure of EI

According to Iliev (2022), several measurement tools have been developed based on Goleman's EI model. They have been a development of the Emotional Competency Inventory (ECI), The Emotional Intelligence Appraisal (EIA), and the Work Profile Questionnaire-emotional intelligence version (WPQ-ei) all developed based on Goleman's EI theory and model. The development of the ECI measure was based on Goleman's EI competencies and was used to measure competencies for managers, executives, and leaders (Stys and Brown, 2004). The ECI is based on the four components of Goleman's model: self-awareness, social awareness, self-management, and social skills, it measures 20 competencies that cater for behavioural indicators of EI for managers, direct report, and peer ratings. The measurement is based on each participant being requested to rate or describe their behaviour on a scale of 1 to 7 and these are then converted to the rating for competencies. Bradberry and Greaves (2009) developed EIA to establish not just a convenient but effective measure for EI. This measure used 28 items to measure the four components of Goleman's EI model and the measure could be completed in 7 minutes on average. There was a further development by Goleman who then established the WPQ-ei test as a self-report measure on seven elements of the Goleman model of EI. This was designed to measure effective work performance with 84 items for each of the seven elements namely, innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills (Iloiv, 2022).

There is not a one accepted approach to review EI. Regarding the significance, constituents, and measurement of EI, many academics and researchers support various tests, and these tests are based on performance or self-reporting EI test (Iliev, 2022). Below table illustrate the most common EI test that have been developed over time:

Table 2.1: An overview of typical emotional intelligence tests

Measure	Theorist/s	Type of measure	brief explanation
MSCEIT	Mayer, Salovey and Caruso	Performance based	Each branch of EI is evaluated based on certain tasks.

EQ-i	Bar-On	Self-report	A total of 133 self-report questions overall IQ as well as each of the five Bar-On model components.
ECI	Goleman	Self-report	A multi-rater tool that assigns scores to a number of behavioural EI characteristics.
EIA	Goleman	Self-report	A seven-minute test designed to evaluate the precision of Goleman's four-part EI model.
WPQ-ei	Goleman	Self-report	Seven of Goleman's skills that are deemed to be the most crucial for efficient work performance are measured.
Levels of Emotional Awareness Scale (LEAS)	Other	Self-report	Evaluates one's awareness of their own and other people's emotional states.
SSEIT	Salovey and Mayer	Self-report	The original Salovey and Mayer EI scale consists of 33 items.

Source: Brackett and Mayer (2003)

2.2.6 Advantages and disadvantages of self-reporting and performance EI test

According to Boyatzis (2018) users of EI tests should weigh all the benefits and drawbacks of the various kinds of EI tests before making a choice. Self-report surveys have the drawback that people are not always accurate evaluators of their emotional aptitudes and propensities. Self-report, trait-based measurements also have the drawback of being easy to fake. Through providing thoughtful, socially acceptable answers to questions, participants might easily come off as having high EI. However, this only becomes a problem when the test takers think that important people such a boss or employer would have access to their findings. There is minimal doubt regarding the usefulness and predictive validity of self-report measures of EI, notwithstanding the statistical uniqueness of these measures (Miao et al., 2017).

Performance tests, ability-based metrics have the benefit of being unfalsifiable. Test participants are instructed to provide the response they feel is accurate. Another benefit is that they are frequently more interesting exams. Instead of only scoring in line with questions as in trait-based assessments, test-takers are required to solve puzzles, rate emotions and pictures, and score difficulties relating to emotions (O'Connor et al., 2019). However, ability-based measurements often have several fundamental issues. First, many intelligence and personality theorists doubt the mere existence of EI and claim it is nothing more than intellect. High relationships between ability EI and IQ provide credence to this notion, despite evidence to the contrary from several sources (MacCann, Graves, & Cox, 2014). Additionally, the popular tests for ability and EI frequently have subpar psychometric qualities in terms of validity and reliability. Measures of ability and EI do not always accurately predict results, despite their theoretical promise.

2.2.7 Relationship between demographics and EI

Teachers were studied for EI and work values based on personal traits (Dios, 2020). There were no significant findings in terms of sex, civil status, educational achievement, or length of service for both EI and work values. According to Matthews (2012), her study found that there was no discernible relationship between race, gender, age, and EI. Gender, an intrinsic trait, influences male and female emotions in terms of hormonal balance. Females are thought to be more emotional than males. Previous research that investigated gender EI correlations yielded mixed results. Gunkel, Schlagel, & Engle (2013), discovered no considerable influence between gender and EI. Arbabisarjou, Zare, Ghoreishinia, and Shahrakipour (2016) performed a descriptive-analytical study with 120 nursing and midwifery students to assess EI and the influence of demographic characteristics (age, gender, and marital status) on EI. The data revealed that age, gender, and marital status had no significant relationship with EI.

Shipley, Jackson, and Segrest. (2010), made recommended that further studies are to be conducted to test the correlation between EI and demographics. However, there are studies that found contrary results to the ones discussed above which found a positive relationship, the study was done by sampling 873 participants on EI and demographics. The result was that EI peaked for participants aged 35-44 and declined in subsequent ages.

2.2.8 Relationship between EI and leadership

Amanawa (2022) draws a contrast between managers with high EI and those with low EI. He states that those managers with high EI are often successful, have better health, and bring good

balance and energy to the team. Whereas those with low EI are often frustrated, and disappointed, have a high dependency on the team, and have a high task failure rate. Managers with high EI have a positive effect on employees which then results in higher job satisfaction and better work-life balance management (Kabagabe & Kriek, 2021). According to Strumpfer and Mlonzi (2001), job satisfaction can be defined as an emotional state of mind which does not just arise from the nature of the job but includes expectations, beliefs, and quality of the relationship between employees and leaders when a task/s is performed.

Research on the "relationship between EI competencies and leadership styles in 54 projects in Thailand" was done by Sunindijo et al. in 2007. The EI competency paradigm from Goleman was used to design this study. According to the study, managers who showed high levels of EI were those who had adopted leadership behaviours like setting a good example for others to follow. On the contrary, low levels of EI scores had a positive relationship with negative leadership behaviours which prevented their proactivity. Leaders that show negative leadership behaviours are prone to be emotionally abusive as a result negatively impacting employees to confidently voice their issues or innovate in the organisation (Rafferty and Restubog, 2011). Griffin, Parker, and Mason (2010) stated that leaders have the most crucial role in motivating employees to perform tasks proactively. Their study showed that leaders possess influential aspects that can drive employees' proactivity through conducting concise and clear visions for the company. Kim, Daniel, Cable, and Jie (2009) study revealed that work performance is influenced by emotional competence as a result of employees' positive behaviour toward their leaders. This study seconded and confirmed the theory that emotional competencies have a positive relationship with work performance and positive employees' behaviour. This was cemented by Sonnentag and Spychala (2012) in their study which revealed that leadership had a positive relationship to positive work behaviour, specifically if the leader has good leadership skills and a profound sense of EI.

2.2.9 Changes in EI and leadership resulting from the COVID-19 pandemic.

COVID-19 pandemic resulted in a lot of changes in the workplace which required managers' emotions to have significantly impacted and the need to demonstrate high EI as leaders (Daryanani, 2021). Jalaca et al. (2022), concluded as follows from their research on "Impact of Managers' Emotional Competencies on Organisational Performance" that post-COVID-19 pandemic managers will likely deal with more complex unstructured and stressful business matters which will result in new behaviours that will require higher levels of EI to better

manoeuvre their impact whilst maintaining high organisational performance. According to Dhooper, Sinag, Bandrana, and Suhag (2020), The COVID-19 pandemic has reorganised the economic and social layout around the globe. This has resulted in the criticality of employees to adapt to the volatile change in the organisational climate by creating employee capabilities in dealing with these changes. Since the breakout of the pandemic, processes have also changed and there is now a high emphasis on technological systems and the adoption of remote working. Their paper studied how the pandemic has influenced psychological elements such as EI in the field of academia. According to their study, EI had a limited influence on the relationship between employee performance and organisational resilience (Dhooper et al., 2020).

According to Brown (2014), employers often look at several factors in their recruitment process including intelligence, personality, experience, and perceived competence. These are seen as important attributes and often support the recruitment decision of the organisation. However, in today's organisational landscape, there are rapid changes in the environment that demand someone with greater EI and cognitive thinking, this has resulted in instruments of cognitive thinking and emotional instruments being of greater need in the socially volatile economy. According to Craven, Lui, Mysore, and Wilson (2020), the COVID-19 era needs leaders with a greater sense of EI, through a leader's capacity to comprehend employees' emotional situation and well-being as it enhances the relationship between the employer and the employees. When there is a positive relationship between the employer and the employees there is a display of positive emotions and a high drive in achieving the common goal as the team, which then results in the organisation achieving better results. This does not only result in better company results but also allows for a conducive working environment.

Brown and Nwagbara (2021), conclude by stating that it is clear now why the need for EI and transformational leadership in actively manoeuvring the issues presented by the COVID-19 pandemic for a better business environment and societal well-being. They also emphasised the importance of reinvented leadership style which aims at putting less significance in just achieving the organisational targets but places emphasis on empathic leadership, as in the current business landscape customer behaviour has also changed, which now requires a change in thinking in business operationalisation, leadership, and business management. This era has brought high dependence on EI and transformational leadership in the transactional business world (Brown & Nwagbara, 2021).

One can define the COVID-19 pandemic as the most recent test of leadership style, a test of character and a test of the strategy used by business leaders for organisations globally (Sahu, 2020). The pandemic has ushered in an increasingly competitive business environment as result leaders have had to employ several leadership styles and strategies that will help their organisation prosper post the era of the pandemic (Fraillon, Meinek, & Strietholt., 2020; Craven, Liu, MySore, and Wilson, (2020). According to Fraillon et al. (2020), their paper was aimed at making more clearer the importance of leaders who are leading from the heart, in the post COVID-19 era, EI and transformational leadership are at key elements that will assist leaders to navigate the challenges created by the COVID-19 pandemic.

The past two years have been difficult and testing for all organisations around the world, systems, personalities, processes, and strategies were put to an intense test during the COVID-19 pandemic era. According to Kramer and Kramer (2020), the pandemic had forced implications for individuals, some had to learn to work from home which was something they were not used to doing and, technology literacy had to increase, this era forced individuals to be technologically savvy. Though the impact of the COVID-19 pandemic is noted, the long-term consequences of the changes brought by it are still not clear. The new normal in the organisations has come with the interestingly intensified learning process for employees and employers, these lessons are critical as the organisations continue to usher into the post COVID-19 pandemic era.

2.3 Self-efficacy

SE is discussed in great details with the studying of its historical development and linking it with the Bandura's SE theory and reviewing past studies related to EI and the study objectives.

2.3.1 SE Background

Numerous psychological researchers have examined how human behaviour affects oneself. James was one of the pioneering psychologists who investigated "self-esteem" and discovered that it had to do with how one felt about themselves and their own contributions to society (Lewandowski, 2005). Psychologists like Pavlov and Skinner made strides between the 1920s to 1940s in response to the ideology of self-lost significance. However, the later psychological theory discredited the ideology of "self" in institutions.

Only in the 1950s was the idea of “self” considered as Abraham Maslow identified “self” as a motivational process where people were inspired by unsatisfied needs. According to him, the desire to self-actualise, is to realise one's potential, capacities, and talents increases motivation (Pajares, 2002). As one starts meeting the basic need which are lower on the hierarchy, then new needs arise pushing the individual to desire needs higher on the hierarchy. Between the 1960s and 1970s, there was a new enthusiasm for studying self-belief and self-constructs. However, several students were demotivated by the gap between theory and as a result, research on self-esteem found inconclusive results or unsettling results through this the enthusiasm of self-construct declined. Owing to technological improvement and the rise of computers, the great cognitive revolution began in the 1970s and 1980s. Psychologists were able to concentrate more on problem-solving, schema construction, and data processing during this time.

SE is understood as one's belief in effectively performing a set of task/s. According to Bandura (1994), SE can be defined as people's belief regarding their ability to carry out a specific task. SE can either be positive/high or negative/low, normally, people with positive SE are likely to succeed with resilience and will persevere to see the task through or completed. People with negative SE are prone to failure or are more resistant to attempting a new or challenging task. According to Vermeiren, Duchatelet, and Gijbels (2022), high SE advances greater capacity building and development and resilience through encouraging task motivation, hardworking, commitment, and endurance when one is faced with hardship. The managers' behavioural traits have an impact on the company's ability to successfully meet set objectives as managers are decision-makers. They further stated that there are several factors influencing the behaviour of managers and the prominent factor is SE as it affects not only managers but also individuals within the organisation. They concluded by stating that SE is a key for organisations in ensuring the necessary drive to the organisation's strategic objectives and in the provision of the right managerial skills and abilities to match the effort required to succeed and meet set objectives/targets.

Confidence is developed by past experiences; a person has more confidence in taking on a new challenge if they have been successful in that area before, this then builds SE and encourages a person to keep on taking up new challenges. On the contrary, those that have experienced failure often have self-doubts which undermines their SE and create reluctance in taking on

new challenges in the workplace (Abun et al, 2021). Employees' emotional feedback and job performance can be predicted by SE. Environmental variables, personality traits, and leadership qualities are among the criteria used to quantify SE. An employee SE will be greatly lowered by environmental power distance; however, employee SE would be raised by successfully completing tasks (Zhenjing, Chupradit, Ku, Nassani, & Haffer, 2022). First, SE can increase employees' job happiness, increase their level of loyalty to the organization, lessen their level of job burnout, and prevent them from considering quitting. It can accurately forecast how much commitment, involvement, and activity will be shown at work. When under stress, an employee's decision to manage with stress will directly depend on how strong their sense of SE is. Finally, SE is a reliable indicator of an employees' performance since it may anticipate how well workers will do on the job (Lin, Dongul, Uygan, Ozturk, Huy, & Tuan, 2022). According to Schouteten et al., (2017), said through affecting SE, transformational leadership may enhance employee performance. The ability of inclusive leadership to forgive mistakes made by staff members, treat everyone equitably, and boost self-confidence can also result to improved SE levels in the organisation.

Bandura asserts that the locus of control emphasises ideas about acts and consequences regardless of whether activities are controlled internally or externally. People who have an internal locus of control typically think that their own activities will affect the result. On the other hand, those who have an external locus of control think that other forces, including luck, affect the result. However, a high internal locus of control does not necessarily translate into a strong sense of SE as it is possible to feel unqualified to carry out a task. The value of SE lies in its capacity to improve employee performance as employees put in more effort, become more resolute, and learn how to deal with task-related difficulties (Lin et al., 2022). Similarly, self-sufficient staff should be able to perform successfully when difficult circumstances arise during an employee-customer interaction. According to Ahmed, Chaojun, Hongjuan, and Mahmood (2022), "Confidence in one's capacities to establish and implement the course of actions desired to generate specified accomplishments" this defines the term "SE".

The higher one's level of SE, the more likely one is to engage in and maintain work-oriented activity. Positively growing SE pathways are related with higher degrees of mastery, vocal persuasion, and indirect experiences. According to Bandura, motivational reasoning, persuasion that is encouraging, success models, and prior task comprehension may all have an impact on one's sense of SE (Chughtia, Syed, Naseer, & Chinchilla, 2022). Individuals who

often doubt their capabilities, avoid difficult tasks, have little inspiration, and lack the full commitment to their goals can be categorised as possessing a low or weak SE (Naldrett, 2006). In a study on teachers' SE done by Klassen and Chiu (2010), it was discovered that older instructors had weaker SE, which the researcher theorised as being impacted by student and peer understanding of declining competence because of labeled views about aging. Furthermore, they discovered that the psychosocial work environment setting has an influence on poor SE based on age changes in ambition of beliefs in addition to age alone. In a related study, Wolters and Daugherty (2007), discovered that instructors in higher grades reported lower levels of SE than those in lower classes. This negative link was highlighted by a comparison of the ages of teachers in lower and higher grades.

A study by Van Dam, Oreg, and Schyns (2008), revealed that employees with high SE are more change-oriented, these employees are less resistant to organisational change and are flexible when it comes to role changes. McCabe, Moller, Karantzas, Von Treuer, Davison, and O'Connor (2015), in their study, revealed that a positive work environment and organisational culture enhances SE, the relationship between trust and support was found to be positively linked with SE. They affirmed that a positive work environment fosters a sense of belonging in employees, through this employees' achievements are rewarded which makes them confident to perform much better. They recommended that organisations could improve performance by giving continuous support to employees, this will create confidence in their capabilities and create a positive work environment.

2.3.2 Measure of Self-efficacy

General Self-Efficacy Scale (GSE) has a composition of ten (10) items designed to examine an individual's belief in the accomplishment of difficult and new tasks. Each of the ten (10) items focuses on the success factor and the ability to be successful. The GSE is made up of statements encompassed by a four (4) point rating scale (Schwarzer, Scholz, Guitierrez-Dona, & Sud, 2002).

2.3.3 Relationship between demographics and SE

Matthews (2012), in her study found that there was no significant correlation between SE and age. This is in line with Bandura's belief that age does not correlate with SE due to that there are various trails through life and individuals can change how they effectively manage their

lives. She further found no correlation between race, gender, and SE. Vera, Salanova, and Martin del Rio (2011) discovered no significant relationship between years of teaching and teacher SE, particularly in teaching. Odanga, Raburu, and Alok (2015), investigated the effect of gender on teachers' SE in Kisumu County, Kenya. In co-educational and boys' schools, gender had no statistically significant influence on instructors' SE. Alhumaid and Said (2023), also found no significant difference between demographics such as age, gender, length of service, educational attainment, and type of disability with the SE levels of educators. When Penrose, Perry, and Bell (2007), investigated SE of teachers it found no correlation with gender, age, and teaching experience. This study suggested that SE was unaffected by gender, age, or teaching experience.

2.3.4 Effect of SE on leadership

A leader's empowering leadership is prone to increasing workers' SE, which can boost workers' job performance. As a result, empowering leadership is likely to have a favourable indirect effect on job role performance in addition to its good affect on supporters' SE (Chughtig et al., 2023). According to Bandura, SE refers to a person's confidence in his or her capacity to perform a given activity efficiently or to regulate one's surroundings. According to this viewpoint, empowerment is an allowing method rather than a delegation process, which is the sole single criterion for empowering workforces. As a result, empowered workers believe they can do their tasks competently, which influences their job motivation and drive. Bandura proposed that positive emotional support, urgings of inspiration, positive influence, examples of performance, and the experience of comprehending a task might increase people's SE (Ahmed et al., 2022). Previous research has found that specific empowering behaviours of leaders, such as SE, team efficacy, creative SE, and career SE, are positively connected with employees' SE. This increased supporter SE may trigger an increase in their work task performance. Previous research has established that SE has strong and positive correlations with subsequent performance metrics encompassing task performance.

Msweli (2017) discovered a statistically significant association between transformational leadership and SE in her research that included 141 participants from the uMhlatuzi municipality. Yukl (2013) provides support for the above finding, which stated that transformational leaders influence followers by raising critical awareness of the importance of the task's outcome and inspiring workers to put the needs of the team and the organisation

ahead of their own. This demonstrates how organisational leaders have an impact on employees' confidence in their ability to carry out their responsibilities.

SE is a requirement and advantageous for organisations to successfully execute change strategies, and it stems from individuals' experiences and effective communication (Haqq & Natsir, 2019). Researchers emphasise the significance of SE because it improves individuals' engagement in the transformation process. Furthermore, SE is associated with individuals' ideas that they can collectively engage themselves to accomplish change through involvement, collective usage of expertise and abilities, and managing organisational politics (Helfrich, Kohn, Stapleton, Allen, Hammerback, Chan, Parrish, Ryan, Weiner & Harris, 2018). Organizational success is defined as continuous innovation in conjunction with effective leadership (Nasir, Ibrahim, Sarwar, Sarwar, Al-Rahmi, Alturise, Samed Al-dwan, & Uddin, 2022). Furthermore, adaptability is a critical feature that improves the efficacy of persons and innovations, which becomes useful for the efficient achievement of organisational goals (Burui et al., 2016). It is stated that successful change implementation necessitates increased employee enthusiasm, dedication, and SE, which leads to more inventive and creative activities. On the other hand, a higher SE level is required throughout the developmental change process (Haqq, 2023), and it may be reached by providing a motivating, counseling, coaching, and a learning atmosphere (Budhiraja, 2021). Leadership is essential for creating a suitable learning environment for subordinates. Leadership styles shape people's opinions and beliefs, allowing them to embrace change. To improve organizational performance, effective leadership is required (Mircetic, Vukotic, & Cvijanovic, 2019). Adaptive leaders mobilise and encourage their employees to manage difficult and unpredictable tasks. Changes in rules and procedures have been reported to generate negative sentiments such as despair, anxiety, and discomfort in challenging working conditions (Weienfels, Klopp, & Perels, 2022).

2.3.5 Correlation between EI and SE

EI and SE, according to Bandura, may be combined as people's perception of structural realities through the capacity to differentiate between feelings and behaviour based on self-awareness, regulation, and control. Emotions can have an impact on SE, and uncontrolled emotions frequently have a detrimental effect on the cognitive processing of information, which is essential for task performance. As a result, someone who lacks SE and EI is more likely to struggle with daily chores (Gundlach, Martinko, & Douglas, 2003). Most academics agree that

EI is a critical aspect impacting a person's life, career, and learning. According to extant research, EI is positively related to subjective well-being, work satisfaction, job performance, and SE (Alonazi, 2020). Emotions can drive mental channelling of SE, if one cannot control their emotions it results in improper cognitive processing of data that is critical in task performance. This explains why people with low levels of EI and SE frequently fail to complete their everyday duties. This was supported by Ramchunder and Martins' (2014), research on SE, EI, and leadership among South African police officers. According to their study, EI and SE are related. Sarkhosh and Rezaee (2014) discovered a favorable correlation between teachers' EI and SE in a separate study they did on teachers. Rasteger and Memarpour's (2009), study which found a strong correlation between employee SE and EI, provides more evidence for this. Sarkhosh and Rezaee (2014) discovered a favourable correlation between teachers' EI and SE in a separate study they did on teachers.

According to Wu and Parker (2017), employees that possess high SE demonstrated a high ability to spot opportunities at work and have a high probability of success. Lopez-Dominguez, Enache, Sallan, & Simo (2013), their study showed that employees with high SE viewed their roles in a broader spectrum and were more active and involved in several activities. Employees need to develop a certain level of confidence to proactively question the status quo, this requires a high level of SE (Strauss, Griffin, & Refferty, 2009). According to Kim, Kim, & Lee (2015), proactivity at work is linked with a lot of risks, it is therefore, important for individuals to possess a high belief in task achievement and that their actions contribute positively to the company.

Choeni (2017), found that there was a positive relationship between proactive work behaviour and SE, this indicated that employees' self-belief in their capabilities results in proactive work behaviour in the organisation. His research also showed that EI, proactive work behaviour, and SE in the workplace all had a favourable association. According to Matthews (2012), SE and EI are significantly correlated. Although there was no association between individuals' SE and EI depending on age, race, or gender. Hameli & Ordun (2022) conducted a study to examine the link between EI, SE, and organizational commitment. The findings revealed that EI accounted for 57.7% of the variation in SE in the regression analysis.

2.3.7 Proactive work behaviour

Parker and Collins (2010) developed the four characteristics of proactive work behaviour, namely taking charge, individual innovation, problem prevention, and voice:

Taking charge occurs because of employees who are keenly playing a role in improving work performance, work structures, practices, and processes. Employees will volunteer their effort to bring about positive change in the organisation. Taking charge is also known as constructive efforts by employees in implementing financial changes on work performed. Modern companies need employees who are always seeking to challenge the status quo as this brings positive change benefits. The second characteristic of proactive work behaviour is problem prevention resulting from employees seeking to understand problems and coming up with measures to mitigate or eliminate the future occurrence of these problems. It also refers to self-control and actions that prevent problems reoccurrence in the organisation. The third characteristic is individual innovation which happens when employees come up with new ideas and opportunities which will have organisational benefits when actualised. It is based on existing and new opportunities, the establishment of new ideas, and the execution thereof. The fourth and final characteristic, the voice which is the representation of employees' expression of positive tasks that will assist standard procedures of their work environment. This requires employees to challenge the status quo and freely express their opinions even if the majority disagree. The voice is an enabling behaviour that places significance on the expression of positive challenges which seek to improve than just criticise. Furthermore, the voice expresses ideas of change and modifications to the standard procedure, the voice is of significance in organisations as they seek continuous improvement and growth (Parker & Collins, 2010).

According to Frese (2008), traditionally, employees are submissive humans whose behaviour is rigidly following management orders, support, and adherence to environmental factors. Furthermore, employee performance focused more on how well employees achieved the tasks as per job specifications. When the work environment is toxic and politicized, proactive work behaviour, which refers to acts conducted to enhance or produce new possibilities in the workplace is greatly inhibited. Individuals that are proactive rather than passive work hard to attain their objectives (Zheng, Khan, & Hussain, 2020). Several prior research have highlighted several characteristics that are important in influencing proactive work behavior among employees. Previous research, for example, discovered that workers' proactive work behavior is impacted by their own willingness and desire to learn, boosting the institution's prestige

(Somech, 2016). Employee accomplishment and effectiveness are likely to be lower under leaders that do not support proactive work behavior (Srivastava, 2017).

Individuals with a proactive attitude may analyse all potential hazards and opportunities. This personality tends to be steady and is not easily influenced by situational obstacles or environmental changes (Presbitero, 2015). According to Akgunduz, Alkan, and Gok (2018), people with proactive personalities are generally goal-oriented and take the initiative to capitalise on prospective opportunities. As a result, they may influence both themselves and their surroundings. Rather than passively adapting to present surroundings, this proactive work behaviour often entails challenging the status quo by being a self starter to better current circumstances or create new things. It comprises of self-directed and future-oriented acts to alter or better oneself and conditions. Individuals that display this behaviour might go above and beyond the assigned tasks, set goals, and adopt a long-term approach to dispute resolution. According to Andri, Adawiyah, Purnoam, and Sholikhah (2020), proactive work behavior is significantly related to SE. People that exhibit this behavior are more likely to establish a business if they believe they can do it successfully. SE can persuade each employee that they can play a larger and more proactive role, that goes above the typically established technical requirements, resulting in proactive work behavior (Peariasamy, Omar, Rasri, & Alias, 2020).

The correlation analysis performed on Choeni's study (2017) revealed a substantial positive association between leaders' EI and proactive work behaviour. This suggested that leaders' EI affects the ability of employees to engage in proactive work behaviour because EI leaders are more likely to act in ways that support this behaviour. The results of Rahim and Malik (2010), who found that leaders with high EI are likely to exhibit supportive behaviours that inspire proactivity in the workplace, also supported Choeni's findings.

2.4 Business Management

Business management component related to this study are investigated below with links to past studies and farther linking the study to the EI and SE variables in order to meeting the aims of this study.

2.4.1 Leadership styles for effective business management

2.4.1.1 *Transformational leadership*

According to Bass (1997), transformational leaders can raise awareness, boost confidence, and help in motivating people in achieving their goals and organisational objectives. Nurturing and caring are key characteristics linked to transformational leadership, this looks at leaders' capability to show consideration and willingness to assist the followers in the attainment of their goals and to drive them to their optimum potential. Transformational leaders drive empowerment than dependence and encourage employees to perform above their set key performance indicators. Lowe, Kroeck, & Sivasubramaniam (1996), in their study, found that leaders were always exploring ways to improve performance, looking in depth at opportunities, and were more concerned with effectiveness than efficiency.

Craven et al. (2020) state that other scholars such as Bradberry and Greaves (2009), Goleman (1995 and 2006), and Goleman et al. (2002) have argued that EI can be described as the most effective method of identification of transformational leadership and can be used as the framework for developing and sustaining effective leadership skills and competencies. Followers or employees deem those leaders that possess a high sense of EI to be more efficient, transformational, and persuasive (Sivanathan and Fekken, 2020). According to Baba (2021), emotionally observant and transformational leaders are needed in the post-COVID-19 pandemic era which requires organisational leaders to lead with a heart for long-lasting genuine change. Morona and Biolik-Moron (2021) stated that the literature on EI suggests that an individual's ability to manage, monitor and control emotions for oneself and that of others are key competencies of transformational leadership. This is the reason transformational leadership encompasses activities of purposeful mobilisation of followers through adjusting the methods and processes of how they view and understand the world.

In contrast to transactional leadership, which has strong emphasis on achieving corporate goals, transformational leadership promotes win-win outcomes, claim Babalola, Ren, and Ogonnaya (2020). Considering the COVID-19 difficulties, they have found that the transactional leadership style undermines a win-win situation and has a one-dimensional mindset that is centered around the established organisational key performance indicators. According to their research, transactional leadership attitude has contributed to poor job performance, sleeplessness, and stress among employees because of the micromanagement method rather

than the leadership method of management. Moreover, their study found that leaders who employ a bottom-line mentality have aggravated the perspective of competition in the workplace which is aimed at improving employee's performance at work. Leaders that have a strong sense of EI are needed because they are more likely to demonstrate individualised concern, according to Gardner and Stough (2002). Relationships exist between EI and other transformational leadership components including inspiration, thoughtfulness, motivation, and intellectual stimulation. According to Babalola et al. (2020), current research on the relationship between emotional intelligence and transformational leadership shows that leaders must be made aware and warned of their one-dimensionality and attention to the bottom line to successfully navigate the barriers posed by the COVID-19 pandemic challenges for organisations. Organisational leaders need to take into cognisance the implication of 'achieving target mentality' and how it could negatively implicate desperate employees' lives as they desperately try to achieve organisational targets, this could cause harm to the success of the organisation and will not result in a win-win situation for both parties. As argued and deliberated in prior topics of this literature leadership internally is an emotional process through leaders being able to understand their followers' state of emotions, being able to emotionally connect with followers and through that process be able to self-regulate and regulate emotions of their followers. This leadership process results in a win-win situation for all involved and it helps organisations sustain and positively influence the organisational performance and have a committed workforce and be considerate about the well-being of their employees. This is the leadership style and acts required in the post Covid-19 pandemic era.

According to Lowe et al. (1996), transformational leadership encompasses characteristics that are aimed at bettering partnerships and collaboration, developing of employee's capabilities, and provision of support to achieve the company's goals and objectives. These characteristics are deemed critical as it has everything to do with assisting employees in achieving the bigger organisational goals and developing people who are committed to achieving that goal. Sarros et al. (2002), state that the multifactor leadership questionnaire (MLQ) gave a clear understanding and distinction of the development of transactional and transformational leadership. The scale MLQ scale is made of four (4) sub-scale principles that are displayed by a transformational leader which are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

Forty-three (43) managers were given a self-report intelligence scale by Palmer, Walls,

Burgess, and Stough (2001) in their study to evaluate the association between EI and leadership style. The goal of the study was to examine the relationship between EI and leadership style. The study discovered a strong correlation between key transformational leadership paradigm components. More particularly, on components like inspiring motivation and individualised consideration that are associated with the capacity to watch one's emotions and regulate them (De Miranda, 2011). Both the emotional-monitoring ($r = 0.42$; $p 0.01$) and emotional-management ($r = 0.37$; $p 0.05$) scores showed a moderate association. Additionally, there was a correlation between individual consideration and emotional regulation ($r = 0.55$; $p 0.01$; $r = 0.35$).

A comparable investigation on the connection between EI and transformative leadership was carried out by Barling, Slater, Kelloway. (2000). The three (3) components of transformational leadership: idealised influence, inspiring motivation, and individualised consideration were connected, according to their study. In the organisation, leaders that exhibit these qualities at work are viewed as more effective performers (De Miranda, 2011). Bipath (2007) states that in the more modern years, EI has been considered a vital component of effective leadership. Leaders with higher SE must be more effective as they are prone to make a much decent effort in fulfilling their leadership roles and have the drive and perseverance when met with challenges in their roles. Ramchunder and Martins (2014) study supported this assumption of leaders' SE.

2.4.1.2 Ethical leadership

Leadership's influence in supporting pro-organisational, pro-social, and pro-environmental conduct has been thoroughly researched (Lu, Leung, & Koch, 2019). The efficacy and effectiveness of a leader's influence, on the other hand, are dependent on other elements such as followers' talents and attitudes, organisational climate and culture, and other situational circumstances (Mahmood et al., 2019). According to Brown, Trevino, and Harrison (2005), because of moral shortage in the 21st-century leaders, gave rise to the ethical leadership paradigm as scholars started researching more about ethics in the second half of the decade to understand the criticality of ethics in leadership. The history of ethics stems from philosophy theories before their great work there has been very little research done on ethical leadership and the consequences thereof. It has been argued that ethical leadership is similar to authentic and transformational leadership, it is based on selfless motivation through truly caring and

being empathetic to others, as an individual of integrity with ethical decision making and a role model for others (Copeland, 2014).

Employees follow leaders that they trust, it is important that a leader is a trustworthy person and for a leader to develop trust he/she must demonstrate integrity (Veijeren, 2016). Integrity allows leaders to be able to influence, inspire, command, encourage and mobilise employees in achieving the organisational goal. He further state that integrity is a key behaviour that any leader should have to lead effectively. Ethical leadership is shown through the conduct of oneself, actions, and interpersonal relationships (Hassan, 2015). He classifies three (3) key features of ethical leadership which are: being an ethical role model, treating others fairly, and proactively managing ethics in the organisation. Ethical leaders often show integrity and honesty when conducting themselves irrespective of the situation.

Mihelic, Lipicnik, and Tekavcic (2010), ethical leaders are about fairness, taking into consideration the implications of their actions and the social interest of others. Ethical leaders focus on sustainable decision making and the long-term benefits. Leaders are the role model of their followers and demonstrate the foundation of organisational behaviour, which is why the leaders need to practice what they preach through demonstration of adhering to organisational values. They derived a comparison between ethical and unethical leadership characteristics in the organisation, as depicted by the table below:

Table 2.2: Leadership: Moral and Immoral Behaviour

The Ethical Leader	The Unethical Leader
Is humble	Is arrogant and self-serving
Is concerned for the greater good	Excessively promotes self-interest
Is honest and straightforward	Practices deception
Fulfils commitments	Breaches agreements
Strives for fairness	Deals unfairly
Takes responsibility	Shifts blame to others
Shows respect for each individual	Diminishes others' dignity
Encourages and develops others	Neglects follower development
Serves others	Withholds help and support
Shows courage to stand up for what is right	Lacks courage to confront unjust acts

Source: (Zanderer, 1992)

According to Hoogh and Hartog (2008), lack of ethics in leaders can have costly organisational implications hence ethical behaviour is critical for the organisations. Their study revealed that organisations need to take careful consideration when choosing managers who demonstrate integrity, ethics, and selflessness, and non-exploitation of others. They concluded by stating that perceived ethical leadership leads to the belief that upper-level management is more effective and employees are often optimistic about the future of the organisation. According to Kalshoven, Hoogh, and Hartog (2011), through their multidimensional assessment, ethical leaders' backgrounds and values may be better understood. Through the demonstration of notable contributions made by ethical leadership traits to employee satisfaction, commitment, and effectiveness of both the leader and follower, their measurement revealed a positive correlation between leaders' effectiveness and ethical leadership. The seven (7) ethical leadership qualities of fairness, honesty, ethical guidance, people orientation, power sharing, role definition, and concern for sustainability are measured by the Ethical Leadership at Work (ELW) instrument. These traits described the variations in organisational citizenship behaviours, the link between leader and follower effectiveness, and the variances in trust. The power-sharing and fairness variables demonstrated a higher level of organisational citizenship behaviours in followers. According to Wetes' research (2019), ethical leaders must conduct themselves in a way that avoids negative media attention and must operate straightforwardly and openly. The survey also revealed that the constant application of ethical principles and deeds was required of ethical leaders. Ethical leadership should play a pivotal role in the protection of resources in the organisation and the community.

2.4.1.3 Values-based leadership

Values can be best described as what is important to people collectively or individually, they are a stenography due to that they normally draw one word like honesty, compassion, trustworthy, which are considered as values (Turkkahraman, 2014). According to James (2014), values can be both positive or limiting, positive values like trust and friendship can create a connection with others and contribute to building a strong society, and on the contrary, limiting values like bureaucracy and pride can have the opposite effect in the community. Limiting values may assist in meeting the now needs but can prove to be counterproductive eventually.

Values-based leadership is rooted in moral philosophy, ethics, servant, spirituality, and transformational leadership (Copeland, 2014). Jansen Kreamer (2011) established the four principles of values-based leadership: The first principle is self-reflection; a leader must be able to look from within and understand what they stand for and their true purpose as a leader. The second principle is balance, which is the ability to see and understand different perspectives, this means as a leader you must be open-minded and be able to apply the balancing act principle in all situations. The third principle is true self-confidence, through the realisation of a leader's strengths and weaknesses, and the ability to continuously develop. This means that the leader understands that they might be people more gifted than them and must accept this and stay true to themselves. The fourth and final principle is genuine humility, leaders must always remember who they are and keep genuine humility as it keeps the leader rooted in life's perspective as they successfully progress in their career. This also creates the ability of the leader to be empathic towards others and treat all with respect.

Reese (2017), states that the key role of leadership is value creation for others and the key indicator of leadership is influence, this requires that leaders must be able to influence the behaviour and attitude of others. In the organisations, the values must be clearly communicated through actions, in which day-to-day activities are conducted, and through written words. The notion that "action speaks louder than words" is quite significant, however, these actions must be supported by written values to create a powerful combination (Healthfield, 2018). Value-based leadership is derived from time and culture. According to Clarke (2018), values-based leaders are individual which are principled and demonstrate honesty and consistency in their actions, they can inspire others and feel happier assisting others than receiving help from others.

Yang (2011), states that an organisation's culture or climate is derived from the goal it strives to achieve, the values it is guided by, and the habits that fuel and awaken the mission and values through regular actions. To achieve this, all lies on the leadership of the organisation, as a result it is critical that leaders understand and can inspire their people (Uhl-Bien, Russ, & McKelvey, 2007). According to Bishop (2013), leaders are more concerned about the people they work with than just skills and professional competencies. They are keen on understanding what makes the employees tick and what they are enthusiastic about (Browback, 2016). Sen, Kabak, and Yanginlar (2013), states that leaders do not just fill gaps exposed by the competency model,

however, they assist their subordinates to optimise their strengths by challenging them to use this strength to solve problems they have not solved before and to master areas of their strengths. Leaders encourage teamwork over individual tasks, this minimises competition and encourages team support and collaboration (Clayton, 2013).

Clarke (2018), states effective leaders are rooted in themselves and their core purpose. Being a great leader is not about role modelling historic figures, however, leaders must be rooted, and understand the true purpose of a leader and what they stand for. If a leader can demonstrate the above, then they will certainly know what to do in any situation. Values-based leadership has emerged through the issues demonstrated by transformational leaders like lack of integrity, morals, and ethical capacity. She goes on to say that the only genuine leadership style that sets great leaders apart from others is values-based leadership. During organisational changes leaders must rely more on organisational values and organisational values should be the foundation of its existence, its decision making and its core purpose. The organisational value must be so original so that they are easy to reverberate within the teams (Gleeson, 2017). The organisation's guiding philosophy must be based on values-based leadership. Every action that employers and workers perform is guided by the organisational philosophy, which clearly articulates its values and culture (Barret Values Centre, 2018). Daskal (2016), claims that the best way to explain values-based leadership is through clear communication of organisational values that direct the teams on how to conduct themselves to accomplish the organisation's purpose.

2.4.2 Sustainable Development

Organisations have prioritised sustainability because it gives the organisation a long-term potential for growth and development, financial viability, and competitive advantages (Kim and Hall, 2021). Developing a sustainable organisational operation can be a difficult endeavour since it necessitates a wide consensus and the combined efforts of all stakeholders (Jawaad and Zafar, 2020). Top-level managers' roles can be critical among various stakeholders because they have the responsibility to develop suitable strategies, acquire and use necessary resources, and direct employees in the right direction to achieve the long-term goals, objectives, and performance (Iqbal and Ahmad, 2021). Managers, as organizational leaders, should demonstrate sustainability concepts that can engage workers' behavioral intentions toward

environmental conservation to increase long-term performance and competitive advantage (Rubel, Kee, & Rimi, 2021).

Appropriate leadership may teach mutual learning, ethical principles, and norms, as well as encourage voluntary environmental behaviour, which strengthens the organisation's dynamic potential to achieve better financial and societal performance (Liao and Zhang, 2020). Employees, as the companies' frontline soldiers, play an important role in originating and executing leaders' ideas and beliefs, organisational goals, and objectives, and may have a substantial impact on organisational success. Whatever leaders and workers believe and value, they will be unable to implement or attain those goals and targets in the absence of supporting organisational resources and atmosphere. According to Mawdsley (2018), there is also evidence of rising corporate interest and engagement in sustainable development through public-private partnerships, even though the success of such arrangements is dubious. The reliance of public-private partnerships has significantly increased in the SOEs as they look to turn the corner and remain sustainable beyond the foreseeable future.

The theories of economic growth (aid) discussed and elaborated on the need of investing in people as a means of achieving sustainable development in South Africa and to do so with a combination of both human and economic development (Malik & Kugler, 2013). This country's economic growth is influenced by human capital, which must be developed effectively if the changing economy is to provide the required skills to keep up with rapid technological progress. The wage rate, working conditions, and educational system are only a few of the variables that have an impact on the labour market.

2.4.3 Organisational values

Values are critical to comprehend but difficult to describe. Values may be defined as "that which is worth having, doing, and being" since each combination of activities in everyday labour is value driven (Askeland, Espedal, Lovaas, & Sirris, 2020). However, when asked to describe their beliefs or comment on their organisation's ideals, organisational members frequently struggle to respond. If you ask them to identify the values that are essential to them on a personal level, their replies will be highly varied and may not represent the stated core values of their organisation. According to Ofori and Sokro (2010), every organisation has values whether formally or informally, through its policies and practices which indicates the

organisational values. The act of senior leadership is based on their values and their experience, the way the organisation operates, and its values (O'Reilly, Caldwell, Chatman, Lapidz, & Self, 2010). As a result, it is not always just the values that are endorsed by the organisation, as the values of people's lives outside the organisation might differ from those of the organisation.

In research involving 180 managers McAllister and Bigley (2002), looked at how well employers conveyed care for their workers' welfare. Their research revealed that managers who demonstrated care for workers' well-being and emphasised justice showed a positive sense of SE and felt better about their place in the organisation, demonstrating that organisational values affected organisational performance. Kaliprasad (2006), argued that the only way to becoming a high-performing organisation is through a better understanding of the employees, if employees do not feel as part of the company vision, mission, and shared values, this may result in a total collapse of the organisation and crippled management actions. Hyde and Williamson (2000) reaffirmed that the organisation must have clearly articulated values to motivate their teams to drive business outputs and success. Great companies place significant importance on organisational values (Reid, Marshall, & Fynes, 2001).

Transnet has also recently launched its new company values namely: customer service, integrity, respect and care, responsibility, and safety. These values aim to drive top performance through offering great and reliable customer service, reinforce the culture of no corruption by appointing people of great integrity, respect, and care for all who help the organisation achieve its goal, be a responsible partner and driver of South African economy and embed the safety culture in all operations and business doings (Transnet, 2022).

2.4.4 Organisational climate and culture

According to Batsani (2013), in any organisation two distinctive factors determines one's behaviour: Climate and Culture. Every organisation has its own culture which might differ from that of others. The culture is based on the mix of the following: size of the organisation, present and past leadership, rituals, events, and history. This then impacts the individual behaviour within the organisation and forms the basis for how people govern, operate, and perform in the organisation. While organisational climate is the real feel of the organisation, the individuals' common observations and attitudes of the employees. Although the culture of the organisation is broadly based on systems, policies, customs, and traditions; climate is

normally the occurrence created by the new leadership. Climate is purely the focus of how the individuals within the organisation perceive the organisation and its processes.

Organisational climate is purely linked to the leadership and management tools of the leader which is founded on the characteristics, skills, values, and activities, and added to the mix of priorities by the leader. Whilst ethical climate is linked to the processes that have ethical content and organisational environment which drives ethical behaviour. The ethical climate takes into consideration doing things right and following the process as is without any deviations from the organisation's policies and procedures. The characteristics of the leader impact on the organisational climate (Sharma & Jain, 2013). Today's business world requires organisational resilience, this is a modern theory that amalgamates applied strategies and contingency theories. Kantur and Say (2015), defined organisational resilience as "the capability of the organisation to benefit from the disruptive conditions and sustain its reputation". To be sustainable in a volatile environment and succeed, organisations should create capacity to manage and prosper in difficult organisational climates (Duchek, 2020). This tells us that for SOEs to succeed and prosper in the post Covid-19 pandemic era and the corruption era they need to create organisational resilience through the development of emotionally aware and confident leaders who will implement sustainable strategies.

2.4.5 Role of managers on business management

A business can be defined as an entity made up of people driving towards a common goal/s and objective/s (Maitrayee, 2021). This makes it critical for the business to have a vision and a mission that applies to all and can be fulfilled by the collective. By virtue, having a business requires leadership, someone that is entrusted with the responsibilities to successfully manage and achieve business results (Amanawa, 2022). Companies develop business process management to ensure their objectives are met whilst adhering to compliance. However, several factors influence business process management like the organisational culture which refers to the shared values and beliefs about the organisation and individual behaviour in business process management (Benraad, Ozkan, Turetken, & Vanderfeerten, 2022).

In general, the workplace is recognised and accepted to be challenging, competitive, and a place where people are expected to perform and accomplish certain goals at an organisational established level. In a recent investigation of more than 7,939 business units across thirty-eight

(38) organisations, they looked at the relationship between business unit happiness and engagement as well as the effects of productivity accidents and staff turnover. According to their research, a successful entrepreneur or leader must have a strong leadership style and be able to control their emotions. Craven et al. (2020), argued that when there is a continuous rapid change in the organisation, for instance, the challenges posed by COVID-19 in organisations resulted in high demand for employees to be cognitive and emotional resources became the key element for leaders to implement and lead change effectively. EI assists managers to be able to understand themselves and the people around them through understanding emotional traits. EI is a huge beneficial factor for everyday work success. Training helps managers develop their interpersonal and intrapersonal skills, this allows managers to have more insight assisting them in developing their teams and creating productive teams in the organisation (Ramchander, 2019).

According to Obiefuna (2014), states that management is the process of planning, leading, organising, and channelling the efforts of employees, using resources to accomplish the organisational goals. Further to this, managers must manage projects, determine, and allocate budget following the needed resources to achieve company objectives. Managers are also deemed as leaders, as they lead teams in the organisation. When it comes to team management or leadership the critical role is to influence teams on goal setting and attainment. Influence tasks related to the business or social functions of the team. There are other views that states leadership requires a deeper understanding of employees and their responsibilities. EI leaders develop focused teams and consider ethical actions. These acts assist leaders to establish an organisational culture that inspires employees to not only attain but exceed organisational goals (Liao & Chuang, 2007). On the contrary, an ill-tempered and cruel leader creates a toxic organisational culture as a result the employees become negative, irresponsible, not opportunity driven, and not interested in the achievement of the organisational goals (Goldman, 2008).

Based on Birken, Lee, Weiner, Chin, and Schaefer (2015), in study which investigate 136 participants in 120 United State health centres, revealed that senior management can positively increase middle management's commitment by ensuring communication with middle management as a strategic imperative. Research on innovation and organisational culture that included 43 studies and a sample of 6341 enterprises found that management in creative organisations frequently emphasises flexibility and outward positioning while also fostering a culture of development. This study also discovered that management should emphasise the

development culture inside their organisations if they want to permit radical innovation. Another study by Engelen et al. (2014), which included 643 participants from Germany and Thailand and examined their organisational cultures, found that flexible organisational cultures are best for achieving entrepreneurial alignment, particularly in nations where multi-layered organisational cultures frequently act as a barrier to such alignment.

Ryan and Tipu (2013) looked at the relationship between leadership and the capacity to innovate while examining the aspects of leadership. This study, which included 548 Pakistani participants, indicated that active leadership had a statistically significant on weakening effect in innovation whereas passive leadership had the opposite effect. When Mokhber, Ismail, and Vakilbashi (2015), researched the relationship between transformative leadership and creativity in the workplace, they found a significant association between the two variables. As individuals progress through the ranks in the organisation it has become increasingly important for them to possess emotional skills, specifically for senior leaders as it allows them to be successful and display effective performance (Carmeli, 2003).

2.5 South African SOE

SOEs have an important role in the economy and society across the world (OECD, 2018b). They symbolize public investment that fosters the growth of businesses and individuals by providing critical infrastructure for electricity, transportation, water, and agriculture. Without the services provided by large South African SOEs such as Eskom, Transnet, PRASA, and Telkom, businesses and individual citizens would face significant costs for essential services; the country would be less appealing to foreign investment; and citizens would have less access to essential public goods. Today, SOEs work in a world of quickly evolving digital technologies, such as artificial intelligence, which may be used for business and socioeconomic growth, possibly delivering major gains. In South Africa, SOEs have traditionally played an important role in the national innovation system, conducting research and development, and developing new technologies, often in collaboration with the higher education sector and public research institutes, and providing technical training and skill development.

Instead of being at the vanguard of economic and social reform, most SOEs have been linked to state capture, financial mismanagement, and serious governance failures as a result of ineffective accountability and inefficiency. Some of the country's largest and most important

SOEs have failed to meet their mandates owing to underperformance and require government bailouts on a regular basis. Government has spent more than R308 billion bailing out and recapitalising SOEs over the last two decades (Chitiga, Henseler, Mabugu, & Maisonnave, 2021). A drop in SOEs productivity has a significant detrimental impact on the rest of the economy. The government would raise its domestic borrowing, stifling private investment and resulting in a drop in GDP and growing unemployment, particularly among the unskilled. Insolvency of leadership at many of South Africa's SOEs has resulted in an unfavourable organisational culture of state financial giveaways or bailouts. This unfavourable culture is the result of economic mismanagement, which is directly related to the current leadership quandary (Mail and Guardian, 2017). According to Moody's (2017), South Africa's SOE rescue culture is pushing the government's fiscal security into perilous and unstable territory. One of the reasons the government continuously bailing out SOEs is because people in positions of strategic leadership are ineffectively leading and managing these organisations. Many SOE boards and institutional CEOs are failing to provide long-term and accountable management.

According to McGregor (2014), for SOEs to succeed, they need to look and explore private and foreign investment even though the government for some SOEs continues to invest profoundly and offer bailouts, this is not a sustainable funding model for SOEs. The funding from the government alone cannot meet the rapid demands of the growing economy and the provision of basic services, as a result, private equity and investments are required. For the government to attract private investment they need to ensure that SOEs operate efficiently, meet their mandate, are controlled by great leaders, and adhere to corporate governance standards.

This study will shine the spotlight on one of the the key SOE, which is Transnet, through reviewing its current standing and its turnaround plans to being a sustainable SOE.

2.5.1 Transnet's contemporary economic climate and consideration

The global outlook impacting on Transnet's economic climate and the current leadership capabilities. Considering the economic report view the world economy continues to experience destabilising economic shocks (World Bank Group, 2022). Post the COVID-19 pandemic, the world is now experiencing another economic dip caused by the Russian Federation's invasion of Ukraine which has drastically impacted commodity markets, global inflation, financial

conditions, and supply chains as a result have drastically slowed down global growth. More specifically, Ukraine war has led to increasing commodity prices and created instability in the energy markets. Additionally, this invasion led to an abrupt and quick rise in the price of agricultural commodities, which caused food insecurity and led to extreme poverty in emerging markets and developing economies (EMDEs). After the Covid-19 pandemic, it was anticipated that global growth would increase by 5.5% because of the lifting of most nations' lockdowns connected to the pandemic, which would have increased demand and filled the vacuum left by COVID-19. On the contrary, the global growth has decelerated by 4.1% in 2022, this is showing that they are continued outbursts of COVID-19, declining fiscal assistance, and ongoing supply bottlenecks which are impacting the world trade and Transnet as South Africa's sole trade enabler (World Bank Group, 2022:3).

The South African national outlook impacting on Transnet's economic climate and the current leadership capabilities. The South African economy, just like the global economy, the growth has decelerated due to recurring power shortages, a high unemployment rate, a lack of infrastructure development, and weakening of private investment. Infrastructure damages to the ports due to the recent floods exacerbated supply chain issues concerning Russia's invasion of Ukraine and the mobility restriction in China created by the outbreak of the COVID-19 (National Treasury, 2022:10-17). There has been a slight improvement in the fiscal position, however, the high public debt still limits public spending more specifically on public investment. The controls put in place to mitigate against and manage the COVID-19 outbreak is expected to progressively support the recovery of the services and tourism sector (National Treasury, 2022). However, there are issues that continue to weigh on South African economic growth such as high inequality, high unemployment, and structural impediments. There are also some economic issues that have come a long way before the outbreak of COVID-19, for instance, the weaker public financial position and slow implementation of reforms aimed at boosting the country's productivity and employment growth. Issues such as increasing government debt and the debt service cost persistently restrict policy and reduce public spending, allowing for gaps in the provision of essential public services and infrastructure to further impact and constrain the stronger potential growth in the South African economy.

Transnet has faced several external factors that have made it difficult to meet its contractual responsibilities. A strike, flooding in KwaZulu-Natal, and the shutdown of a key coal line due to an accident were among the reasons given. However, underneath these circumstances is a

freight corporation that is crippled and hence consistently fails to fulfill its duty optimally. This is due to years of chronic mismanagement and corruption, which are harming the country's overall economic performance (Mathe, 2022). It anticipated that an annualised export loss of R50 billion for iron ore, coal, chrome, ferrochrome, and manganese exporters in 2022, based on delivered tonnages vs contractual rail tonnages. Based on the same criterion, this compares to a deficit of R35 billion in 2021. One of the causes for the losses is that the organisation is severely impacted by high levels of criminality, including rampant theft of copper wire and other assets, as well as the growth of procurement mafias that obstruct local initiatives that do not benefit them.

Transnet turned an R5 billion profits in the 2021/22 financial year, up from a R8 billion loss the previous year, owing to R11 billion in property and asset revaluations, despite an R27 billion underspending record on property and asset maintenance over the last decade (Arnoldi, 2023). Transnet's performance for the financial year ending 31 March 2022 shown resilience and inherent improvement, which coincided with the relaxation of Covid-19 lockdown limitations, which spurred economic recovery, however this progress was hampered by ongoing operational issues. Rising security incidents (cable theft and vandalism of rail and pipeline equipment), an IT security breach with related concerns that significantly impacted port and rail operations, and fires that harmed the port terminals industry were among these challenges (News24, 2022). The severity of these issues in rail operations, along with issues with locomotive availability and adverse weather, resulted in a 5.6% decrease in total rail volumes moved compared to the previous year. Positive improvements in port (5,5%) and pipeline (17,5%) operating volumes continued, resulting in a 1.8% increase in Group revenue to R68,5 billion (2021: R67,3 billion). EBITDA increased by 20,5% to R23,4 billion (2021: R19,5 billion) because of cost reductions.

On 30 September 2022, Transnet's headcount of permanent employees was 45 877. Transnet was not able to meet its employment equity targets in all grades. In terms of race, Transnet had Africans at 79.6%, Whites at 7,7%, Indians at 3.1%, and lastly Coloureds at 9.6% for the period under review, financial year 2021/22. In leadership, management, professionals, and skilled roles the female representation exceeded targets, currently sitting at 36.9% and have a 47.1% representation at Group Exco. Transnet is still struggling to meet its target of employees with disabilities and remained at 2.2% of the overall Transnet headcount (Transnet, 2022:136-137). However, Transnet Freight Rail maintained its employment equity targets with Africans at

87.8% which was an improvement of 2.2% from the previous year. All the other groups were represented by 12.2% of the total Freight Rail headcount. Female employees were represented by 31.74% of the entire headcount, however, showing significant improvement in female employees at the Executive Committee (exco) level who were represented by 50% of the entire exco members. Employees with disabilities achieved only 2.77% of the entire headcount for the year under review (Transnet, 2022:15-16).

Transnet (2022) states that considering the development and economic worth of South Africa's significant Gross Domestic Product (GDP) contributors, who are essential to the country's ability to compete internationally and to the framework for long-term strategic planning. The new strategy for Transnet is centred on renewal and expansion, concentrating on the major GDP contributors who account for more than 80% of Transnet's present value (Transnet, 2022:37). Transnet aims at accessing each segment for growth and the way of expanding and to make a consideration on the needs based on the various segmental value chains that support the South African trade competitiveness in the region. These industries, which provide value for the nation, include transportation, agriculture, mining, and manufacturing. Transportation, including the automobile and container industries, is expected to contribute 12% of GDP, with the industrial sector coming in second at 19%. Mining based on various mined products has a contribution of 7% to the GDP and agriculture is forecasted to contribute 4% to the GDP in the financial year 2022. The undermentioned sectors are considered the most critical for Transnet on the road to recover and revive the South African economy post the COVID-19 pandemic era.

Transnet aims to harness new market opportunities by ensuring that operations are geared up for the exploration and service of these opportunities. According to Transnet CEO Portia Derby, Transnet through leveraging partnerships is to get equity investment, modern technologies, skills, and the operational intelligence that will support the restructuring of Transnet in the short to medium term. The partnerships will be segmented based, through these partnerships Transnet will be able to reposition loss-making business whilst investing capital in areas that support the renewal and growth strategy (Transnet, 2022:38). These partnerships are expected to unlock 52 million tons per annum (mtpa) in the commodity space across key sectors. Transnet plans to restructure its operations using an operational improvement philosophy that will emphasise crucial factors including leadership, expertise, and group-wide partnerships as well as a logistical strategy to get the business involved in a crucial productivity

push (Transnet, 2022). Employees and organisational climate are the key interfaces to service delivery as a result it is crucial to Transnet's performance and transformation of the organisation through renewed management.

2.5.2 Transnet strategy and ethical leadership as key dimensions for sustainability

McGregor (2014), in his publication on "can state owned companies succeed?" argued that only if the boards of SOEs and the government officials involved within these SOEs applied the principles embedded in the Companies Act and the values of corporate governance, the likes of Eskom and Transnet would drastically improve.

Transnet's strategy is aimed at achieving shared stakeholder value through adhering to the five key levers namely: cost optimisation, safety, asset utilisation, customer service and people Governance enhancement at Transnet through the application of king four principle which states that leadership, oversight, and management must be on the premises of an ethical foundation. Good governance strengthens the boards' responsibilities and promotes the culture of good governance throughout the organisation (Transnet, 2022).

Ethical leadership is one of the first and key dimensions for Transnet. According to Transnet (2020), the board has put high emphasis on restoring the integrity of the organisation from the dark cloud of state capture which has hovered around for the past nine (9) years. The lack of ethical leadership in the organisation has resulted in several unlawful activities within the organisation which if not brought to book would have wiped out the organisation and the strength of the nation. To ensure that Transnet is sustainable and has a foreseeable future the Transnet board collaborated with various law enforcement agencies and have also put a stop to all illegal contracts i.e., procurement of 1064 locomotive contract, and is now preparing the company for ethical leadership. As a point of departure, Transnet is undergoing executive management restructuring and a strategic repositioning of the organisation. Transnet has introduced five key strategic pillars namely: customer service, people, asset utilisation, safety, and cost control, all reinforced by ethical leadership (Transnet, 2020).

Transnet's second key dimension is the strategy which speaks to the medium to the long-term sustainability of the organisation. The first point of departure is to stop the current bleeding and strengthen company policies and its people (Transnet, 2020). This will lead the

organisation to the next phases which are repositioning and the growth of Transnet. These will be done through optimising operations, investments, and partnering with the private sector. All these key aspects are to be developed and managed by capable leaders hence a huge emphasis on leadership development in all spheres. The organisation will also be adopting the 4th Industrial Revolution (4IR) to keep abreast with the volatile technological environment. Key to these developments is the development of young leaders and equipping them with the necessary skills and knowledge to ensure Transnet’s foreseeable future.

In line with the business needs Freight Rail has rolled out Rail Business Performance Programme, established purely to bridge the performance gap, and enhance leadership capabilities in responding to the current and future business needs for all corridors (Transnet, 2022). Transnet has stated that the organisational changes came with a lot of emotional disruption which by virtue need to be aligned to this programme for effective application and results from management employees.

2.6 Theoretical framework

2.6.1 Goleman’s Emotional Intelligence Theory (GEIT)

In the mid-90s Goleman developed the GEIT comprising of five key components that contribute to managers’ EI. Goleman describes EI as the ability to comprehend and control one’s emotions and feelings, including those of others (Channell, 2021). He further breaks it down to the following components: Self Awareness, Self-Regulation, Motivation, Empathy, and Social Skills as depicted in the diagram below.

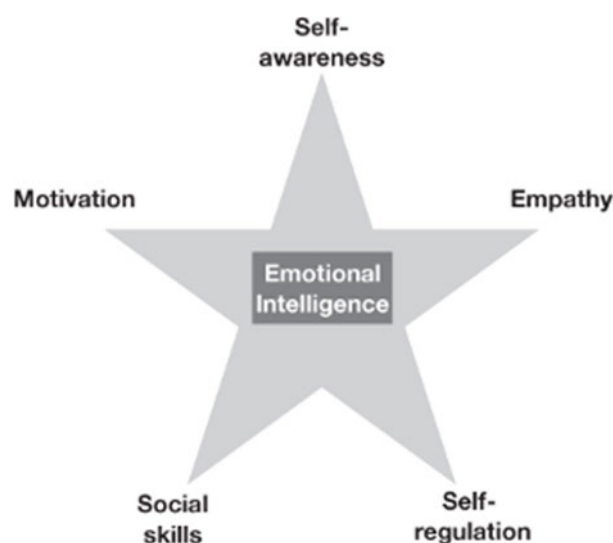


Figure 2.3: The five (5) components of GEIT

Source: Adopted from Goleman (1995)

Self-awareness is the first component of Goleman's theory described as the state and ability to understand oneself, strengths, and weaknesses in dealing with situations and people. This means that as a manager you are cognisant of your ability and aware when you need assistance. According to Engin & Cam (2009), Self-awareness assist with the ability to be cognisant of stress level and prevent burnout, it creates self-discipline, enhances SE, and strengthens positive engagement with others. Self-awareness is a vital component of leadership and has been seen as the cornerstone of transformational leadership (Boyatzis, 2008). According to Caldwell (2010), the key aspect of self-awareness is how leaders apply and react to knowledge about emotions in establishing trust and effective relationships with others.

The second component is self-regulation which is best described by one's ability to self-control and manage emotions and feelings in the best feasible way irrespective of the situation or people. Managers that can control themselves are normally easier to engage and can quickly neutralise situations. At the same time as it is connected to the development of appropriate self-esteem and feelings of SE that promote social adjustment, the attainment of emotional self-regulation permits progress in the acquisition of more autonomy. The emotional educational process is constant and permanent throughout the life cycle, assisting the individual in achieving emotional competences, which helps them to manage their emotions (Fernandez, Fernandez, & Latorre, 2016). Findings from other literature show that other self-elements such as interests, SE, and goals are fundamental to self-regulation.

Goleman described the third component as motivation of enjoyment and not motivation fuelled by money or promotion. This is to be self-motivated and passionate about what you do, which is then motivated by achieving key goals and driving performance. Motivation is the driving force behind our actions and can influence our emotions of enjoyment. Intrinsic motivation is defined as motivation that stems from a sense of fulfillment with one's job (Demircioglu and Chen, 2019). This internal motive is what leads a person's desire to achieve things in the organisation (Gjersoe, 2021). In the hierarchy of human needs, intrinsic motivation encompasses higher level requirements such as self-esteem requirements and self-actualization aspirations.

The fourth component is empathy the ability to comprehend and share sentiments of others. This means that one can listen attentively, understand without judgement, and offer the best solution through shared feelings. Empathy is the leader's action through understanding and sympathising in situations where others need comfort. Normally leaders that possess empathy can recognise all sorts of behavioural changes and apply support where it is needed. They can be a pillar of strength and offer comfort when others are faced with difficulties. This includes empowering others into achieving their tasks and goals (Yukl, 2010). Leaders who deem empathy as a weakness might not understand why business performance is dropping or why certain projects fail as teams feel increasingly disengaged.

Goleman described the final component as social skills, the ability to engage others and build positive relationships. Leaders with good social skills create a good rapport with their teams and achieve the best performance. The learning of social skills is a lifetime phenomenon. Every individual must engage with his or her surroundings. Individuals living together in society must build the proper connections to live healthy lives (Sener, 2021). Social skills, regardless of age, are critical behaviour patterns that positively influence individuals' lives, allowing them to develop positive communication, be successful and happy, whether at school, in the play environment, or in the professional world. Leaders that have not adopted the art of social skills many of their engagement with customers, colleagues, and/or even their teams might not yield positive results due to a rigid single approach.

2.6.2 Self-efficacy Theory (SET)

SET is one's belief in their ability to successfully perform a task (Bandura, 1997). Kanter (2006) describes SE as some form of confidence towards performing specific tasks. SE comprises of three magnitudes: 1. Difficulty level, one thing they can achieve; 2. Strength, capacity whether strong or weak; and generality, 3. the generalised expectation. SET is further described as a manager's sense of ability which influences their motivation, perception, and performance. Individuals are not keen to perform a task in which they expect unfavourable result.

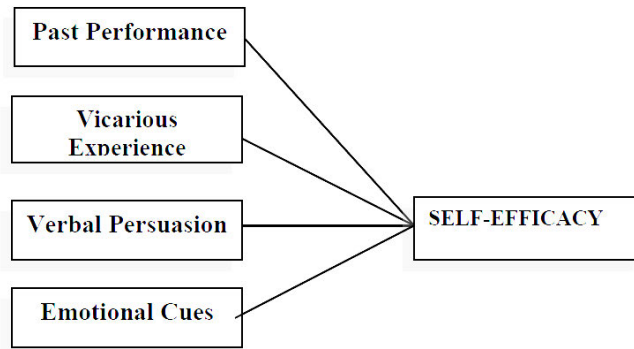


Figure 2.4: SE conceptual process for managers in the workplace

Source: Adopted from Bandura (1997)

The above figure illustrates the four foundations of SE:

The first and most important foundation of SE is past performance. Employees who have a prior record of success on specific tasks are prone to complete a similar task in the future with high confidence (Positive SE) than those with no record or those that have experienced failure (Negative SE). Past performance is a backward-looking component that may successfully provide feedback to organisational behaviours and initiatives based on the success or failure of previous events in an organisation. Some scholars argue that organisations with a history of superior performance have a better chance of improving organisational performance because past successes may have provided organisations with sufficient resources to engage in product innovation and market expansion, as well as encourage managers to emphasise risk-averse behaviour in order to maintain a sustainable competitive advantage (Hu, Zhang, Song, & Liang, 2019).

The second foundation is vicarious experiences which are observing or witnessing other colleagues succeed at specific tasks that positively influence your SE. For instance, if a colleague obtains a certain qualification this will increase your confidence in gaining a qualification. When used successfully, vicarious experiences are an educational strategy that may harness the benefits of learning with and from others. Vicarious experiences, being a key source of SE, may be leveraged to increase learning in a variety of ways. Vicarious experiences may be extremely potent, especially when employees can actively copy the behaviors or actions they watch. The option afforded to the team to evaluate the deeper experience and the consequences, or "pay-off," of individuals being observed is critical to the effectiveness of vicarious experiences (Forbes, 2022). Newly appointed managers and those that are aspiring managers look up to certain leaders in the organisation and are likely to follow their style of

leadership and be eager to achieve what their role model has achieved. This why it's important to have leaders who possess the leadership styles listed above in this literature review.

Verbal persuasion, defined as the process of persuading others that they can succeed in a certain job, is the third foundation. The Pygmalion effect is the method that leaders can use to apply this foundation. The Pygmalion effect is a form of self-fulfilling prophecy whereby expecting or believing something to be true can make it true. Research has shown that when managers have high expectations for their subordinates in successfully performing a task, then the subordinates are likely to achieve the expected performance. Nevertheless, there are other persuasion factors like the leader's relationship with employees, credibility, and influence in the organisation (Khakhai & Taylor, 2022).

Bandura described the final foundation as emotional cues that command SE. An individual who is expecting failure in achieving a task is prone to experience some physiological symptoms like anxiousness, lethargy, headaches. The symptoms will differ from person to person, but should they continue, it may be connected to inferior performance. According to Locke & Latham (2002), when leaders give their staff members demanding goals, it boosts their SE and encourages them to set greater expectations for their own performance. In accordance with other research studies, giving staff complex goals boosts employees' confidence.

2.7 Research gap

Considering the detailed literature review done, it is evident that further research needs to be conducted based on the South African context and targeting the key SOEs like Transnet and Eskom in the context of business leadership through studying EI and SE. although other studies exist it's still important to study the relationship between EI and SE, and business management in SOEs. Most of the studies focus on at least one element of business management, this study was conducted to be more encompassing by covering a broader perspective of business management including strategy and leadership of SOEs. Furthermore, the study seeked to understand the behavioural factors such as emotions and beliefs that contribute to Transnet management and their relationship in making Transnet a success which has not been studied more specifically in the post COVID-19 era. This study will contribute to the sustainability of SOEs in the era of ethical leadership (considering past issues of corruption and state capture),

and it will have a significant improvement and contribution to the body of knowledge on the leadership of SOEs. To increase and further knowledge in the field of modern business and leadership, more studies on the correlation between EI, SE, and the management of SOEs are to be conducted.

2.8 Chapter conclusion

The literature reviewed the overall key aim of the study which was to examine if EI and SE influences business management of the organisation. The first variable reviewed was EI in which it was discovered that emotions are formed in our surroundings as a result of events and information conversely, EI is a skill of knowing, understanding, and being able to use feelings, moods, and emotions in an appropriate way as it requires awareness and expertise (Faltes, 2017). A deep understanding of EI theories was demonstrated through studying the Goleman, Mayer & Salovey and Bar-On's EI theory development. However, this study is underpinned by the Goleman EI theory. The study also reviewed the self-report and performance EI test to determine some key differences between these tests, as it was stated that the self-report test might not give accurate results due to respondent falsifying their response but has a good validity. Whereas the performance test is least likely to be falsified, however doesn't have a good validity. The literature review revealed that EI has a positive relationship with leadership competencies. Scholars like Dios (2020) and Matthews (2012) found no significant differences between EI and demographics. SE is understood as one's belief in effectively performing a set of task/s, literature reviewed stems from Bandura's theory of SE which is the second theory that is underpinning this study. The literature review indicates that SE has a high relationship with leadership competencies. Alhumid and Said (2022) and Penrose et al. (2007), in their studies found no significant differences between SE and demographics of the respondents. SE and EI were also found to have a positive correlation. Furthermore, SE was found to be highly correlated with proactive work behaviour which is a key element to innovation and sustainability in the organisations.

Business management was also studied through the review of the leadership styles which are necessary for introducing change and sustainability in the organisation. The leadership styles are transformational, ethical, and values-based leadership styles responsible for the promotion of change and sustainability. The literature further reviewed the organisational value and those that have been developed by Transnet. Lastly issues impacting the SOEs were characterised as

underperformance, mismanagement, corruption, and weakening leadership in managing sustainable SOEs. Transnet was spotlighted as the organisation which is being studied and its status quo was discussed which indicated slight improvement since the impact of COVID-19, however it was still negatively impacted by challenges such as cable theft, lack of investment, natural disaster and the questionable leadership of the organisation. The literature review revealed that there is a positive correlation between EI, SE and businessment. EI and SE competencies correlate with leadership competencies and this result to the positive impact in the organisation and ensures sustainability.

This literature detailed here will further be used for discussion in exploration of the relationship that existence between EI and SE of managers in managing a SOE in chapter 4 and 5 of this study. The next chapter 3 focuses on the methodology of this study and the instruments used to answer the research questions and fulfil the aims of this study.

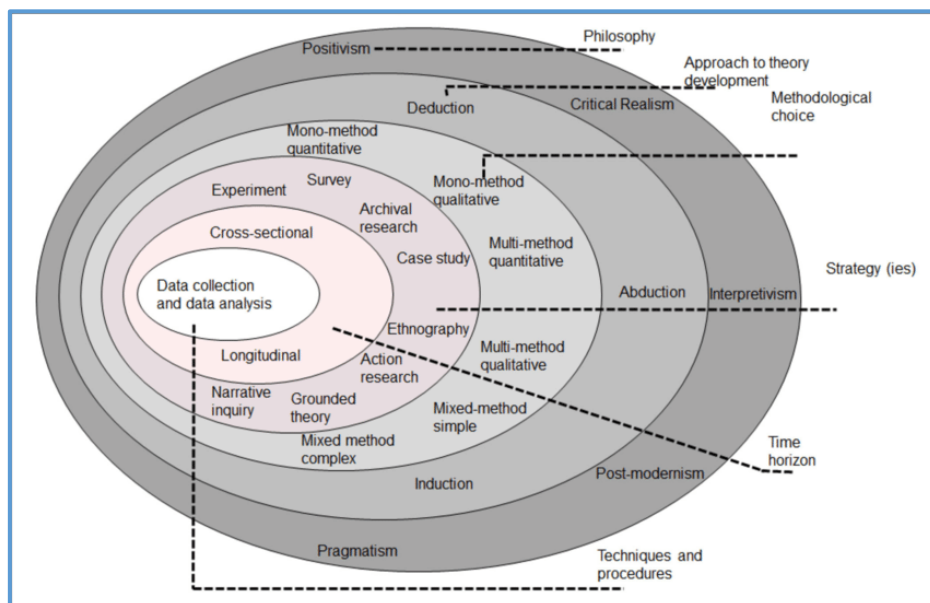
Chapter 3: Research methodology

3.1 Introduction

The previous chapter provided the literature review of the study and justified the purpose of this study. This chapter is a detailed extension of the research methodology highlighted in Chapter 1. It takes into consideration the aims, questions and objectives of the study and outlines the research design, approach, population, sample, data collection and analysis. It further details the adherence to ethical consideration of research projects.

3.2 Research Design

The research design serves as the whole study's plan; and it specifies how data was gathered, analysed, and presented. Since it provides directions for the investigation, the research design serves as the foundation of the entire study's undertaking (Kumar, 2011). This study employed the "Research Onion" established by Saunders et al. (2019) to assist with the design as the methodology of the study is derived from Saunders 6 layers which are research approach, choice, research strategy, time horizon, techniques and procedures. According to Brown (2022), the overall study design will underlie the data collection and analysis procedures since it serves as the foundation for the direction of research activities and data collection. A research design is essentially to the framework or strategy for a study that is used as a guide in data collection and analysis, to understand how EI and SE affect business management at the SOE.



Research onion (Saunders et al., 2019, p. 108).

Figure 3.1: The Research Onion

Saunders et al. (2019) give an overall image that summarises key research methodological considerations in their research onion. The figure above shows visual illustration on how the onion is peeled to assist the researcher with key methodology decisions. Each layer was explained in the subsequent headings of this study.

3.3 Research Approach

The deductive approach was adopted for this study, as it begins with a theory-driven research questions which guided the data collection and analysis, and it tests the validity of the assumptions, and this approach is mainly used in quantitative research. The researcher's ability to acquire information pertinent to the study's aims and research questions was aided by the descriptive research approach.

3.4 Methodological choice

The study employed the quantitative methodology as it analysed the connections between variables. The process of gathering and interpreting numerical data is known as quantitative research. It may be used to discover patterns and averages, to make predictions, to verify causal linkages, and to generalise results to larger groups (Bhandari, 2020). Furthermore, the researcher gets to focus on numerical reasoning and support the findings using quantitative reasoning (Creswell & Creswell, 2018). In line with the research question which seek to find correlation with variables, the quantitative choice is employed to fulfil the aims of the study.

3.5 Research strategy

This study employed the survey strategy after considering the geographic landscape of the participants and for the flexibility that this method offers. Survey research is the collecting of information from a sample of people based on their replies to questions. This form of research provides for a range of approaches for recruiting individuals, collecting data, and utilising various instrumentation methods (Ponto, 2015). Historically, survey research has incorporated huge amounts of population-based data collection. The major goal of this sort of survey study was to swiftly acquire information defining the characteristics of a large sample. The most popular data gathering tools used in survey research are questionnaires and interviews.

3.6 Population and sampling in the study

In research, population does not necessarily refer to people, rather the element/s that are being studied and sample will be the subgroup of these elements. Below the element of this study are defined in relation to both the population and the sample.

3.6.1. The population of the study

According to Sekaran and Bougie (2016), a population is defined as the entire group of people, events, or items that the researcher needs to investigate or that are specified by the objectives of the investigation. Population refers to the whole group that the study will focus on to fulfil its objectives. The study population was (n=130) management (Grade D-F) employees of Transnet (Central Corridor).

3.6.2 Sample

According to Pretorius (1995), he defines a sample as “a selected part or a subset of the population”. A sample is a subgroup of the entire population that is used by the researcher to generate the aims of the study that can be generalised to the entire population (Creswell & Creswell, 2018). Sekaran & Bougie (2019) defines the sample as selected members of the population which then becomes the subset of the population.

3.6.2.1 Sampling procedure

Population units are chosen depending on availability and accessibility (Sekaran & Bougie, 2019). They state that there is no basis for probabilities linked with selecting a sample, therefore the sample is based on great convenience for the study. According to Cantwell (2018), a census considers all elements of the population to measure a single or several characteristics in that population. Using this method, the researcher seeks to collect data linked to the problem under study by covering the entire population, and the method is famously known as the census method (Cantwell, 2018). This study employed census method of sampling, the entire population (n=130) of management employees in the central corridor and support structures of the corridor was studied through the distribution of the questionnaire. The reason for this approach is that the population is small and to get a fair representation on this study, the entire population had to be sampled. The study received n = 82 response which became the true sample size for this study.

3.7 Data collection

The process of selecting contributors and gathering data from them is known as data collection (Sekaran and Bougie, 2019). This study used a questionnaire as the data collection research instrument for collecting data from the participants. Questionnaires have a great advantage as they cover anonymity, and are more practical, quick, and easy to collect data. Moreover, it encompasses all aspects of a topic, reliability, and accuracy, however, there are some disadvantages as the respondent might skip the questions, might be dishonest, and questions can limit one's perspective or opinions (Shaunkat & Iqbal, 2012).

3.8 Research Instrument

3.8.1 There was one questionnaire with four sections administered:

3.8.1.1 Section A: *Demographics*:

This was used to solicit data that assisted with achieving the first and second objectives; to find out if age, race, gender, and education have any real effects on the EI and SE levels of managers.

3.8.1.2 Section B: *Goleman Emotional Intelligent (GEIQ)*:

This section was designed to assess various competencies of EI and designed to assess and assist with leadership development. GIEQ normally contains 50 questions to assess EI and it is based on Goleman's five components: Self-Awareness, Self-Regulation, Self-Motivation, Empathy, and social skills. According to Fadhilah, Tentama, and Nasywa (2020), in their research study titled, "Construct validity and reliability of EI scale", found that the scale meets the reliability and validity requirements, and all aspects and indicators that form adequate EI for all five variables. The researcher partly adopted the scale and used 25 questions from the GEIQ. Other questions were not included for practicality and prevention of repetitive questioning.

3.8.1.3. Section C: *The General Self-Efficacy scale (GSE)*:

GSE is based on whether an individual can be able to accomplish a new or challenging task. It was designed to ascertain individual's success in coping with task performance and their internal acknowledgement of success (Schwarzer et al., 2002).

3.8.1.4 Section D: Questions developed by the researcher related to business management:

This section was used to solicit answers on how well the managers understand their roles, business management, and strategy in the organisation. Furthermore, it was to ascertain if COVID-19 had an impact on the managers' emotions.

3.9 Research Instrument construction

The questionnaire consisted of a Likert scale and open-ended questions. The Likert scale ranged from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The questionnaire consisted of four sections as listed in the above sub-heading.

3.10 Research instrument administration

The study was procedurally done by contacting the organisation under study and providing them with a copy of a letter from the university requesting the organisation to allow managers to participate in this study. Upon receiving the permission, the questionnaires were distributed electronically in the form of a link sent through email, and data was stored remotely. Other participants received physical questionnaires, data was collected and processed manually by the researcher. A total of 130 questionnaires were distributed. The researcher collected the data within two weeks.

3.11 Pilot study

A pilot study was conducted through requesting two managers and two scholars to answer the questionnaire to test the average time it would have taken for an individual to complete the questionnaire and the general flow and completeness of the questionnaire. These managers were not included in the sample and did not come from the targeted area of study.

3.12 Data analysis

This study used Statistical Package for the Social Sciences (SPSS version 28) for descriptive and inferential analysis. The researcher employed descriptive statistics for this study as it described common characteristics in a sample and encompasses mean scores, standard deviation, and variance. Additionally, inferential statistics, the Pearson product-moment

correlation coefficient, and the ANOVA-test were done using this data analysis tools. The correlation analysis briefly explained below:

3.12.1 Inferential statistics

Inferential statistics are sophisticated inference methods that rely on frequencies and probabilities. As a result, knowing inferential statistics may help one make better judgments, create predictions, and in conducting research. It can also protect the researcher against statistics that are exploited and misconstrued, which are all too prevalent. (Pfleger, 2022). This study used inferential statistics to examine the relationship between EI, SE, and Business Management.

3.12.2 The Pearson correlation coefficient

This is used to gauge how closely two variables are connected. Positive correlation is the term used to describe a direct link between two variables. If there is no association, then the opposite is true; this is known as a negative correlation (Leary, 2004). In order to determine if there was a link between variables, this study employed the Pearson product-moment correlation coefficient to correlate the total scores for EI, SE, and Business Management.

3.12.3 ANOVA test

Analysis of variance (ANOVA) is represented as a statistic F, which is the differences of means between groups (Kim, 2016). This normally implies that one variable (independent) causes significant differences to the other variable/s. If the P value is less than .05, the test would have found significant differences between the means of the groups. Demographics were used to determine the difference in levels of EI and SE using the ANOVA test.

3.13 Reliability and validity

The researcher employed Cronbach's alpha statistical test to gauge the reliability of the tests. This assured consistency in the results. The reliability test for dependability, stability, and internal validity is defined as the relationship's cause and effect (Sekaran and Bougie, 2019). The questionnaire's content validity was examined by the University of KwaZulu Natal research committee from the Graduate School of Business. External validity is the capacity of the study to be applied to the outside world (Neuedorf, 2002). This study can be replicated by others and be valuable to other sector leaders, particularly those in the public sector.

3.13.1 Reliability and validity of the GEIQ

When sampling students, GEIQ is renowned for having good internal consistency, with a Cronbach's alpha of 0.88 and a composite reliability of 0.90. The study was conducted using sixty students of Yogyakarta and the EI scale proved to have strong reliability and was recommended for use by other researchers (Fadhilah et al., 2020). A similar study done by Besharat (2007), showed a similar Cronbach's alpha value of 0.88. When convergent validity was tested, the factor from variables to aspects and from aspects to indicators was greater than 0.5. In addition, convergent validity illustrated an Average Variance Extracted (AVE) value of greater than 0.5. The discriminant validity test illustrated that a value of AVE in each aspect is greater than the value of the AVE in other aspects as a result discriminant validity criteria were met. The researcher conducted a retest of the reliability of the scale based on 25 items adopted from the GEIQ test and found a Cronbach's alpha of .908 which is in line with the tests done for previous studies and shows excellent reliability.

3.13.2 Reliability and validity of the GSE:

Based on past research studies GSE has reported consistencies with Cronbach's alpha of between 0.75 & 0.9 (Jerusalem & Schwarzer, 1992). GSE is not only just a reliable measure but also has a strong convergent and discriminant validity (Schwarzer et al., 2002). The researcher conducted a retest of the reliability of the scale based on 12 items adopted from the GSE test and found a Cronbach's alpha of .769 which is in line with the tests done for previous studies and it indicate good reliability.

3.13.3 Reliability of the self-created Business Management test (BMT)

The questionnaire was used to solicit answers on how well the managers understand their roles, business management and the strategy in the organisation. When it was tested for reliability, it found a Cronbach's alpha of .864 which is very good and made the test acceptable for the data collection of the business management variables.

3.14 Ethical consideration

Sekaran and Bougie (2016) state that a researcher creates questionnaires to get information about a potential issue the organisation may be having. Since the researcher had to interact with

individuals to get the data, analyse and make findings for the study, ethical standards had to be observed from the start of the study. The researcher was also compliant with the Protection of Personal Information Act (POPIA).

3.14.1 Right to confidentiality

The researcher informed individuals in terms of confidentiality of the information through a consent form to develop comfort and trust. Additionally, only the promoter and the researcher had access to the data.

3.14.2 Anonymity

When even the researcher is unable to link a respondent's data to that person, anonymity has occurred (Burns & Grove 2001). No names of respondents were linked to the data collected. Data was kept in a secured place in a locking cabinet of the promoter and through an electronic password-protected folder.

3.14.3 Right to privacy

All confidential information obtained from materials provided by the respondents was maintained by the researcher. No identities were associated with the raw data, which was kept safe from unauthorised parties and shared only with the promoter in a password-protected folder. Data/record keeping, and disposal policies were followed in this.

3.10 Chapter summary

This chapter comprehensively detailed and discussed the entire research methodology used for this study. The research design and methods, population, sample and sampling procedure, data collection approach and instrument, data analysis, data quality control, and ethical consideration were discussed at great length to make it easier for the reader to understand the methodology used to get the result after examining the EI and SE of managers on business management at the SOE which was then discussed in detail in the next chapter and concluded in Chapter 5. This chapter also provided detailed steps of the methodology and made it easy for those that may wish to replicate or provide an extension to this study.

Chapter 4 Results / Findings

4.1 Introduction

This chapter presents the results and findings obtained from this study. Based on the research objectives outlined in Chapter 1, the chapter's purpose is to analyse the results of the responses and to present the statistical findings of this study. The computed descriptive statistics are initially given as a summary of the sample's characteristics in relation to the study's variables. Following that, inferential statistical techniques will be used to find the correlation of the dimensions pertinent to this study, namely EI, and SE to business management at the SOE. Subsequently, to this analysis and presentation of results from the study, this chapter will then discuss the findings incorporating the literature to support the results of this study. The results are presented and discussed concurrently for better comprehension.

4.2 Quantitative Analysis

Quantitative methods provide the statistical analysis to answer the research questions detailed in chapter one of this study. This analysis seeks to fulfil the overall aim of this study which is to examine if EI and SE influences business management of the organisation.

4.2.1 Response rate

The questionnaire was distributed to a population of $n = 130$ managers of the central corridor which were made up of both the operational and support function. There were $n = 82$ responses received which indicated a 63% response rate and was found to be acceptable for this study.

4.2.2 Descriptive statistics

According to Bhandari (2020), descriptive statistics provides the researcher with a summary of the data as well as averages and variability measurements. To visualize the data, graphs and tables were used.

4.2.3 Demographic Information and Profile of Respondents

The variables used to calculate the descriptive statistics in this section were as follows: respondents' race, age, gender, educational background, and number of years of management experience. These results were analysed using SPSS based on the input from the respondents. These are explained below:

4.2.3.1 Race of respondents

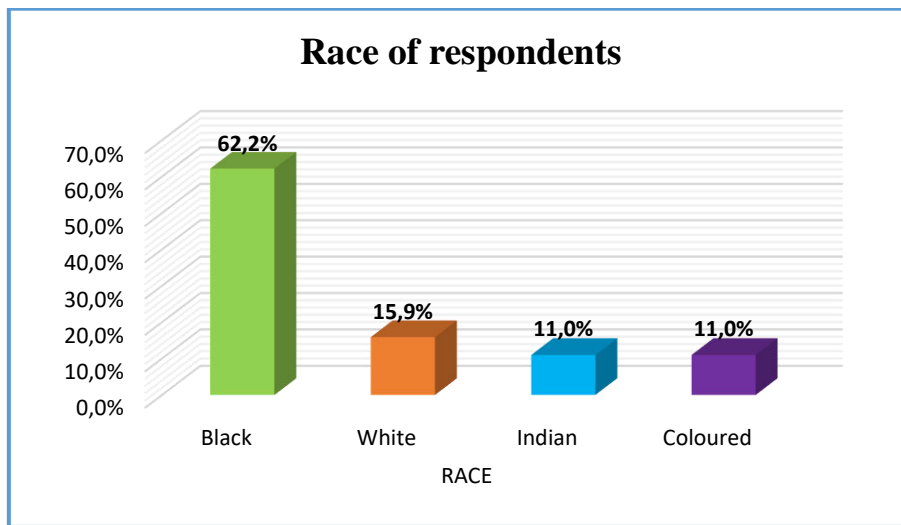


Figure 4.1: Race of respondents analysis

The race statistical analysis shows that 62.2% (n = 51) of the respondents were Black, 15.9% (n = 13) of the respondents were White, 11% (n = 9) of the respondents were Indian, and 11% (n = 9) Coloured respondents. This is related to the employment equity data released by Transnet group which revealed that in 2022, Black people were represented at 79.6%, Whites at 7.7%, Indians at 3.1%, and lastly Coloureds at 9.6% (Transnet, 2022). Transnet is mostly represented by the Black population, and this is also a representation of the South African population where Black people are represented at 80.97% of the population, Coloureds 8.81% of the population, Whites 7.65% of the population, and Indians at 2.57% of the population (Statista, 2023). The results are showing that Transnet management is well within the confines of the employment equity, and it is a representation of the race population of South Africa as well as of the organisation.

4.2.3.2 Gender of respondents

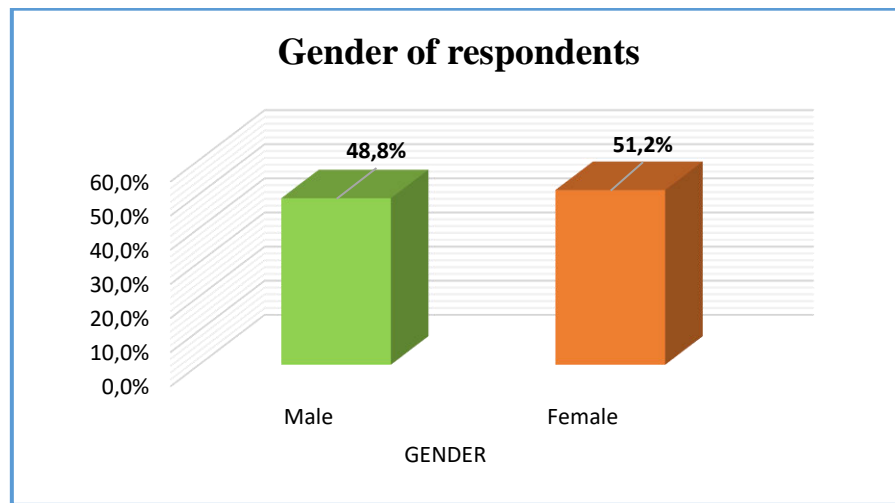


Figure 4.2: Graphical illustration of the gender of respondents

The statistical analysis of gender shows that males comprised of 48.8% (n = 40) of the respondents and females constituted 51.2% (n = 42). This indicates that there are more females in management. However, at Transnet Group females are represented by 36.9% and 47.1% are executive committee (exco) members. This indicates that Transnet is progressive in balancing the numbers in leadership and management positions. Transnet Freight Rail also revealed that females were represented by 50% of exco members further supporting the analysis of this study in terms of gender (Transnet, 2022). According to Statistics SA (2022) females represent 51.1% of the entire South African population and males represent 48.9% of the entire population, this supports the study analysis, meaning that Transnet management is represented in proportion to the South Africa's gender population.

4.2.3.3 Highest level of education of respondents

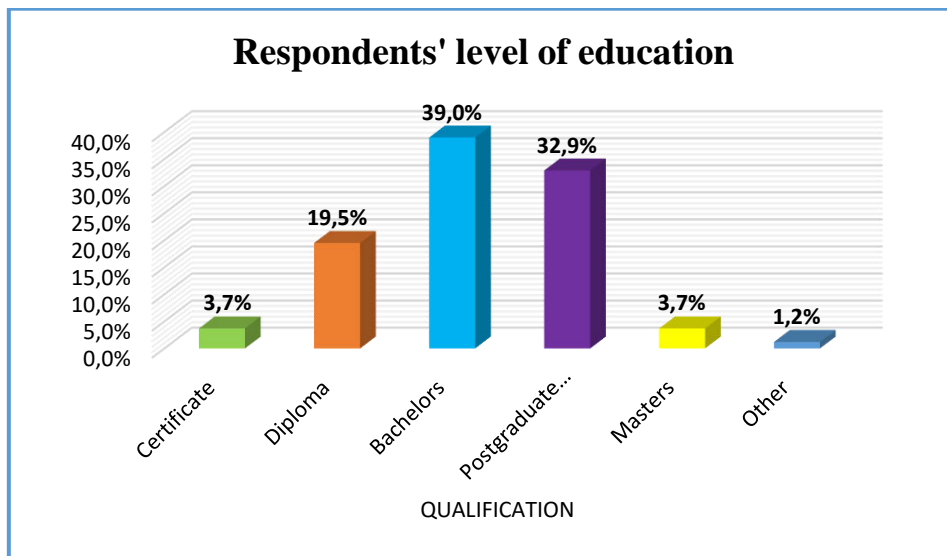


Figure 4.3: Graphical illustration of the highest level of education

The highest level of education analysis revealed that certificate holders were represented by 3.7% (n = 3), Diploma holders were represented by 19.5% (n = 16), Bachelor's holders were represented by 39.0% (n = 32), Postgraduate Diploma/degree holders were represented by 32.9% (n = 27). Master's holders were represented by 3.7% (n = 3) and other forms of highest education which was not defined was represented by 1.2% (n = 1). Most of the management employees hold at least a Bachelor's degree. Based on a recently published report on Recognition of Competence (ROC), Transnet (2022) employees at Level F in the management structure should at least hold a Diploma, whilst Levels E and D of the structure must at least hold a Bachelor's or postgraduate qualification respectively. The result show that 91.4% of the respondents have the minimum requirement to be in management through summing up the percentage representation of Diploma plus Bachelor's degree and Postgraduate diploma/degree. However, the result also indicates that there are few employees with master's and doctorate qualifications. Employees should be encouraged to further their studies to keep abreast with new developments in their field of work at much advance and strategic level like a master's degree.

4.2.3.4 Age of respondents

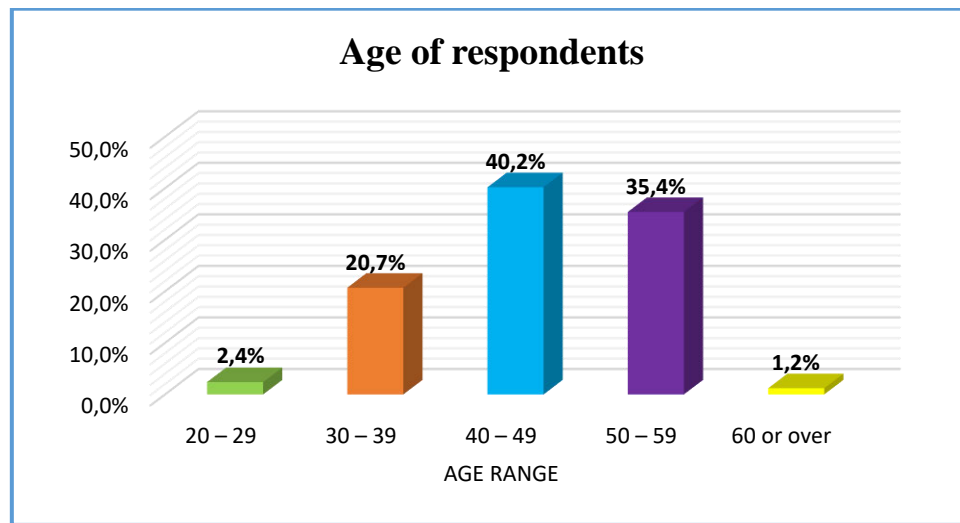


Figure 4.4: Graphical illustration of the age of respondents

The age of management employees analysis revealed that age range 20 – 29 years was represented by 2.4% (n = 2) of the respondents, 30 – 39 years represented by 20.7% (n = 17) of the respondents, 40 – 49 years represented by 40.2% (n = 33) of the respondents, 50 -59 years represented by 35.4% (n = 29) of the respondents and 60 years or over, represented by 1.2% (n = 1) of the respondents. The result revealed that most management employees are above the youth age of under 35 years. This can be linked to the next variable which demonstrates that most of the management employees have over 10 years of management experience. Transnet (2022) and Transnet (2022), both stress and show several initiatives which seek to develop young leaders, these programmes in the foreseeable future should be able to improve the number of youths in leadership or management positions in the organisation.

4.2.3.5 Management experience of the respondents

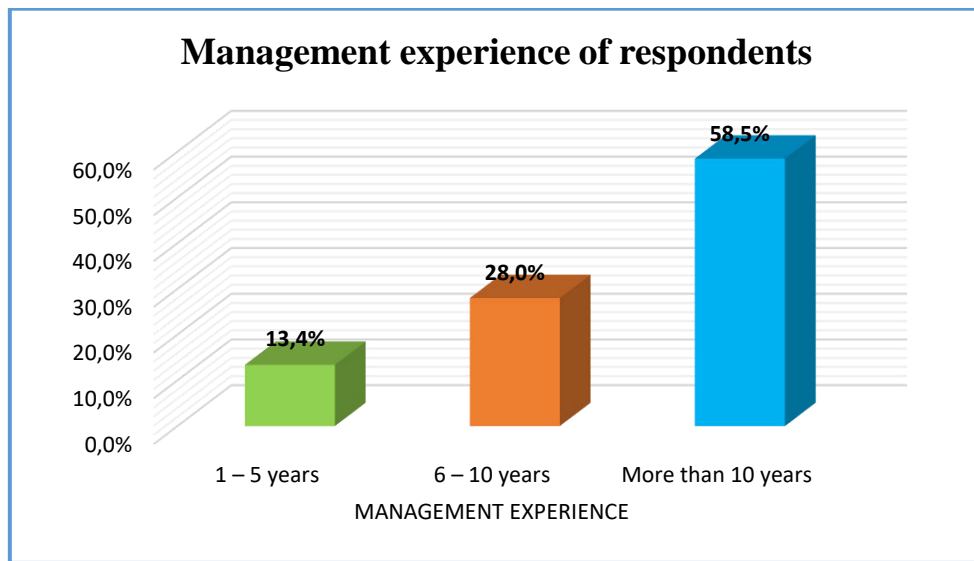


Figure 4.5: Graphical illustration of the management experience of respondents

The number of years in management analysis revealed that range 1 – 5 years of management experience was represented by 13.4% (n = 11) of the respondents, 5 – 10 years of management experience was represented by 28% (n = 23) of the respondents, and more than 10 years management experience was represented by 58.5% (n = 48). The study results indicate that more than 50% of employees in management have more than 10 years experience in management which has some correlation with the age of employees in management. The programmes targeted at youth leadership will accelerate the number of employees with less than 10 years of management experience as Transnet have seen this gap and accelerating the growth of young leaders through targeted programmes.

4.2.4 The EI test

The EI test was based on the theoretical framework of this study and explored the theory developed by Goleman in the mid-90s. Theory comprising of five key elements that contribute to managers' EI. The five elements studied by this test were: Self Awareness, Self-Regulation (managing emotions), Motivation (of oneself), Empathy, and Social Skills. The tables below show the results of each test question and the responses to each question, which then contributed to the five elements as depicted in the summary Table: 4.3. Out of the twenty-five questions presented, five set of questions represented one of the five elements of Goleman.

Table 4.1: Managers' EI Part 1

	Managers' Emotional Intelligence 1					Total			
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Median	Standard Deviation	Variance
	Row N %	Row N %	Row N %	Row N %	Row N %				
1. I realise immediately when I lose my temper.	0.0%	1.2%	4.9%	35.4%	58.5%	4.5%	5.0%	0.7%	0.4%
2. I can 'reframe' bad situations quickly.	2.4%	8.5%	9.8%	43.9%	35.4%	4.0%	4.0%	1.0%	1.0%
3. I am able to always motive myself to do difficult tasks.	0.0%	2.4%	7.3%	40.2%	50.0%	4.4%	4.5%	0.7%	0.5%
4. I am always able to see things from the other person's viewpoint.	0.0%	2.4%	19.5%	45.1%	32.9%	4.1%	4.0%	0.8%	0.6%
5. I am an excellent listener.	1.2%	1.2%	9.8%	43.9%	43.9%	4.3%	4.0%	0.8%	0.6%
6. I know when I am happy.	0.0%	0.0%	0.0%	17.1%	82.9%	4.8%	5.0%	0.4%	0.1%
7. I do not wear my 'heart on my sleeve'.	4.9%	6.1%	24.4%	45.1%	19.5%	3.7%	4.0%	1.0%	1.0%
8. I am usually able to prioritise important activities at work and get on with them.	0.0%	0.0%	7.3%	31.7%	61.0%	4.5%	5.0%	0.6%	0.4%
9. I am excellent at empathising with someone else's problem.	1.2%	1.2%	4.9%	39.0%	53.7%	4.4%	5.0%	0.8%	0.6%
10. I never interrupt other people's conversations.	2.4%	2.4%	30.5%	31.7%	32.9%	3.9%	4.0%	1.0%	1.0%
11. I usually recognise when I am stressed.	0.0%	2.4%	2.4%	29.3%	65.9%	4.6%	5.0%	0.7%	0.4%
12. Others can rarely tell what kind of mood I am in.	3.7%	9.8%	23.2%	40.2%	22.0%	3.7%	4.0%	1.2%	1.4%
13. I always meet deadlines.	0.0%	1.2%	17.1%	34.1%	47.6%	4.3%	4.0%	0.8%	0.6%

Table 4.2: Managers' EI Test Part 2

	Managers' Emotional Intelligence 2					Total			
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Median	Standard Deviation	Variance
	Row N %	Row N %	Row N %	Row N %	Row N %				
14. I can tell if someone is not happy with me.	0.0%	2.4%	19.5%	35.4%	42.7%	4.2%	4.0%	0.8%	0.7%
15. I am good at adapting and mixing with a variety of people.	1.2%	2.4%	6.1%	31.7%	58.5%	4.4%	5.0%	0.8%	0.7%
16. When I am being 'emotional' I am aware of this.	0.0%	2.4%	2.4%	35.4%	59.8%	4.5%	5.0%	0.7%	0.5%
17. I rarely 'fly off the handle' at other people.	0.0%	4.9%	19.5%	47.6%	28.0%	4.0%	4.0%	0.8%	0.7%
18. I never waste time.	1.2%	7.3%	24.4%	41.5%	25.6%	3.8%	4.0%	0.9%	0.9%
19. I can tell if a team of people are not getting along with each other.	0.0%	3.7%	18.3%	46.3%	31.7%	4.1%	4.0%	0.8%	0.7%
20. People are the most interesting thing in life for me.	2.4%	4.9%	11.0%	30.5%	51.2%	4.2%	5.0%	1.0%	1.0%
21. When I feel anxious I usually know the reason (s).	0.0%	1.2%	7.3%	32.9%	58.5%	4.5%	5.0%	0.7%	0.5%
22. Difficult people do not annoy me.	7.3%	13.4%	30.5%	34.1%	14.6%	3.4%	3.0%	1.1%	1.2%
23. I do not beat about the bush.	2.4%	1.2%	18.3%	35.4%	42.7%	4.1%	4.0%	0.9%	0.9%
24. I can usually understand why people are being difficult towards me.	1.2%	8.5%	41.5%	35.4%	13.4%	3.5%	3.0%	0.9%	0.8%
25. I love to meet new people and get to know what makes them 'tick'.	0.0%	4.9%	8.5%	41.5%	45.1%	4.3%	4.0%	0.8%	0.7%

Table 4.3: Summary of Managers' EI test based on Goleman's five elements of EI

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1	4,5	2	4	3	4,4	4	4,1	5	4,3
6	4,8	7	3,7	8	4,5	9	4,4	10	3,9
11	4,6	12	3,7	13	4,3	14	4,2	15	4,4
16	4,5	17	4	18	3,8	19	4,1	20	4,2
21	4,5	22	3,4	23	4,1	24	3,5	25	4,3
	4,58		3,76		4,22		4,06		4,22

Self-awareness in the test was represented by the following questions: #1, #6, #11, #16, #21 all these five questions seek to test the self-awareness element in managers. The analysis revealed a mean = 4.58% with an overall standard deviation = 0,64% and variance = 0,38%, this

indicates that the respondents have a very high self-awareness element of EI. The standard deviation and variance indicate that the values were close to the mean and reveal that most respondents gave similar scores for these test questions. Self-awareness is a vital element not only for EI tests but plays a fundamental role in leadership and in the organisation. According to Caldwell (2010), the key aspect of self-awareness is how leaders apply and react to knowledge about emotions in establishing trust and effective relationships with others.

Managing emotions (self-regulation) in the test it was represented by the following questions: #2, #7, #12, #17, #22 all these five questions seeked to test the managing emotions element in managers. The analysis revealed a mean = 3,76% with an overall standard deviation = 1,02% and variance = 1,06%, this indicates that the respondents agreed to the managing emotions element statements of EI, however, some managers were neutral about their level of managing emotions. The standard deviation and variance indicate that the values were not that close to the mean though still within a good range, but the respondents score was to some extent differentiated. This element is important in leadership development and effective decision-making. Self-management, the ability to control oneself and be able to manage emotions and reactions towards others and events. According to Salerno (2020), a simple recognition of an emotion pulls one back to the present moment and allows one to process it for what it is. He states that self-awareness creates effective management in the organisation.

Motivating oneself (motivation) in the test it was represented by the following questions: #3, #8, #13, #18, #23 all five questions seeked to test the motivating oneself element in managers. The analysis revealed a mean = 4.22% with an overall standard deviation = 0,78% and variance = 0,64%, this indicates that the respondents were highly self-motivated. The standard deviation and variance indicate that the values were close to the mean and reveal that most respondents gave similar scores for these test questions. Self-motivation is critical for managers, if lacking this element subordinates will also not be motivated to meet organisational goals. Motivation is the driving force behind our actions and can influence our emotions of enjoyment. Intrinsic motivation is defined as motivation that stems from a sense of fulfillment with one's job (Akif and Chen, 2019). In the hierarchy of human needs, intrinsic motivation encompasses higher level requirements such as self-esteem requirements and self-actualization aspirations (Gjersoe, 2021).

Empathy in the test was represented by the following questions: #4, #9, #14, #19, and #24 all five questions sought to test the empathy element in managers. The analysis revealed a mean = 4.06% with an overall standard deviation = 0,82% and variance = 0,68%, this indicates that the respondents have high empathy elements of EI, however, a few were neutral about their empathetic character. The standard deviation and variance indicate that the values were not far from the mean, most respondents' scores were the same with a few showing a neutral response to the questions. The current organisational climate calls for empathetic leaders, as people now have a greater need to find the work and life balance. According to Baba (2021), emotionally observant and transformational leaders are needed in the post-COVID-19 pandemic era which requires organisational leaders to lead with a heart (empathy) for long-lasting genuine change. Morona et al. (2021) state that EI suggests that an individual's ability to manage, monitor and control emotions for oneself and that of others are key competencies of transformational leadership which is one of the elements which Transnet aims to drive 'transformational leadership' as it ushers its way to the new operating model (Transnet, 2022).

Social skills in the test were represented by questions: #5, #10, #15, #20, #25 all five questions sought to test the social skills element in managers. The analysis revealed a mean = 4.22% with an overall standard deviation = 0,88% and variance = 0,80%, this indicates that the respondents have high social skills elements of EI. The standard deviation and variance indicate that the values were somewhat close to the mean and reveal that most respondents gave somewhat similar scores for these test questions. Social skills are a critical element for leaders when building rapport with the teams and other stakeholders. With the drive from Transnet to get into partnership this element will play a critical role (Transnet, 2022). Goleman describes the final element as social skills, the ability to engage others and build positive relationships. Leaders with good social skills create a good rapport with their teams and achieve the best performance.

The overall analysis of the test revealed that the respondents possess high EI, though there was uncertainty on the element of self-regulation, most respondents still revealed high EI levels across elements. The neutral responses in some result indicate the drawback in self-reporting test as stated by Boyatzis (2018), self-report surveys have a downside that people are not always accurate evaluators of their emotional aptitudes and propensities. Self-report, trait-based measurements also have the drawback of being easy to fake through providing thoughtful,

socially acceptable answers to questions which result to respondents easily demonstrating elements high EI.

4.2.5 The SE test

The GSE Scale was used to solicit answers on managers' SE levels in the organisation. The twelve items were designed to examine individuals' belief in the accomplishment of difficult and new tasks. Each of the twelve items focuses on the success factor and the ability to be successful (Schwarzer et al., 2002). The data in the table were analysed and interpreted using the SET of managers in the workplace, covering the four foundations of this theory namely, past experience, vicarious experience, verbal persuasion, and emotional cues.

Table 4.4: Self-efficacy test

	Managers' Self-efficacy					Total			
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Median	Standard Deviation	Variance
	Row N %	Row N %	Row N %	Row N %	Row N %				
1. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1.2%	1.2%	4.9%	34.1%	58.5%	4.5%	5.0%	0.8%	0.6%
2. I expect that I will do well on most tasks.	0.0%	0.0%	2.4%	35.4%	62.2%	4.6%	5.0%	0.5%	0.3%
3. When I am positive about a task, I can come up with new ideas.	0.0%	0.0%	3.7%	43.9%	52.4%	4.5%	5.0%	0.6%	0.3%
4. It motivates me to imagine a good outcome to the tasks I take on.	0.0%	0.0%	4.9%	30.5%	64.6%	4.6%	5.0%	0.6%	0.3%
5. When I am faced with a challenge, I give up because I believe I will fail.	68.3%	15.9%	12.2%	2.4%	1.2%	1.5%	1.0%	0.9%	0.8%
6. It is easy for me to stick to my purpose and accomplish my goals.	0.0%	1.2%	11.0%	46.3%	41.5%	4.3%	4.0%	0.7%	0.5%
7. I can usually handle what comes my way.	0.0%	0.0%	4.9%	50.0%	45.1%	4.4%	4.0%	0.6%	0.3%
8. I am motivated by other people's accomplishments.	1.2%	1.2%	6.1%	34.1%	57.3%	4.5%	5.0%	0.8%	0.6%
9. When I am confronted with a problem, I usually find several solutions.	0.0%	2.4%	8.5%	51.2%	37.8%	4.2%	4.0%	0.7%	0.5%
10. I find it difficult to deal with failure.	30.5%	22.0%	24.4%	17.1%	6.1%	2.5%	2.0%	1.3%	1.6%
11. I am confident in every task I take on.	0.0%	4.9%	9.8%	46.3%	39.0%	4.2%	4.0%	0.8%	0.7%
12. I have experienced failure more than success.	50.0%	20.7%	15.9%	7.3%	6.1%	2.0%	1.5%	1.2%	1.5%

Managers were tested on using their past experience in overcoming obstacles, the result indicated a mean = 4,5%, a standard deviation = 0,8% with a variance = 0,6%. This indicates that the respondents had a very high SE. The standard deviation and variance indicate that the values were close to the mean and reveal that most respondents gave similar scores for these test questions. This question was in line with the first foundation of SET which is past experiences or performance and details that those employees who have prior records of success on specific tasks are prone to complete the similar task in the future with high confidence (Positive SE) than those with no record or those that have experienced failure (Negative SE). Managers can positively influence SE through strategic recruitment, delegating challenging projects, career development and coaching, goal setting, and providing leadership, pay and benefits. Some argue that organisations with a history of superior performance have a better chance of improving organisational performance because past successes may have provided the organisations with sufficient resources to engage in product innovation and market expansion, as well as encourage managers to emphasise risk-averse behaviour in order to maintain a sustainable competitive advantage (Hu et. al., 2019). In correlation with the work experience result, most respondents have been within the organisation and experienced the organisation's greatest performance and as consequence this element of SE is likely to remain high as the respondents could still have a high belief that organisation will get better and perform better soon.

Managers were tested through this statement 'I am motivated by others' accomplishment' the analysis indicated a mean = 4,5%, a standard deviation = 0,8% with a variance = 0,6%. this further support the second foundation of SET and indicates that the respondents SE is high based on this element. The second foundation is vicarious experiences which takes place through observing or witnessing other colleagues succeed at specific tasks that positively influences ones' SE. Vicarious experiences may be extremely potent, especially when employees can actively copy the behaviours or actions they watch. The option afforded to the team to evaluate the deeper experience and the consequences, or "pay-off," of individuals being observed is critical to the effectiveness of vicarious experiences (Forbes, 2022). Newly appointed managers and those that are aspiring managers look up to certain leaders in the organisation and are likely to follow their style of leadership and be eager to achieve what their role model has achieved. This foundation indicates that senior leaders are role models and are likely to influence the SE levels of emerging leaders.

Managers were tested on the expectation, that they will do well in most tasks, the result indicated a mean = 4,5% or 4.6% on other related questions (related statements #2 – 4), a standard deviation = 0,6% with a variance = 0,3%. This further support the third foundation of SET and indicates that the respondents scored high on this element of SE. The standard deviation and variance indicate that the values were close to the mean and reveal that most respondents gave similar scores for these test questions. The third foundation, verbal persuasion is a process of convincing individuals that they have the capabilities to succeed in a specific task. The approach for leaders to use this foundation is through the Pygmalion effect. The Pygmalion effect is a type of self-fulfilling prophesy in which believing or your expectations of something to be real, can make it a reality. Research has shown that when managers have high expectations for their subordinates in successfully performing a task, then the subordinates are likely to achieve the expected performance. Nevertheless, there are other persuasion factors like the leader's relationship with employees, credibility, and influence in the organisation (Khakhai & Taylor, 2022).

When managers were tested through this statement 'I have experienced failure more than success' the analysis indicated the mean = 2,0%, a standard deviation = 1,2% with a variance = 1,5%. this further support the fourth foundation of SET and indicates that the respondents have a high SE. The respondents disagree on this statement and other failure-related statements in the questionnaire like #5 and 10 which show a disagreement with failure, indicated that this element is low in managers therefore SE levels are high for these respondents. However, the results were a bit far off from the mean with a high variance between results which could mean that some respondents were neutral on this statement. The fourth foundation is emotional cues which command SE. An individual who is expecting failure in achieving a task is prone to experience some physiological symptoms like anxiousness, lethargy, headaches, etc. Individual symptoms will vary, but if they persist, they can be linked to poor performance. According to Locke and Latham (2002), when managers give their staff members tough targets, this boosts their self-confidence and encourages them to set higher standards for their own performance.

The most crucial components of EI, according to the literature and Bandura, are self-awareness, self-regulation, and social regulation. These components are crucial for the growth of a person's SE. One of the psychological factors that is crucial in promoting SE is EI. Behjat and Chowdhury (2012), noted that leaders with strong EI have a higher chance of succeeding

because they help workers develop high levels of SE through their capacity in self-management and emotional regulation. SE is a reliable indicator of employee performance since it may anticipate how well workers will do on the job (Lin et al., 2022). According to Schouteten et al., (2017), said through affecting SE then transformational leadership may enhance employee performance. In the analysis of EI and SE it can be noted that transformational leadership plays a crucial role on these variables and these variables can be influenced by transformational leadership. The overall respondents indicated that they possess a high level of SE and none of the respondents demonstrated low levels of SE. The results were correlated with those found above on EI test. Other scholars did find a strong correlation between EI and SE like Alonazi (2020) found that EI is positively related to subjective well-being, work satisfaction, job performance, and SE. Ramchunder and Martins' (2014) research on SE, EI, and leadership among South African police officers found similar results. According to this study, EI and SE are related. Sarkhosh and Rezaee (2014) discovered a favourable correlation between teachers' EI and SE in a separate study they did on teachers.

4.2.6 Business management test

This test was used to solicit answers on how well the managers understand their roles, business management and the strategy of the organisation. Furthermore, it was to investigate the repositioning of Transnet and the COVID-19 impact on the managers' emotions.

Table 4.5: Business management at Transnet

Business Management and Processes at Transnet									
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total			
	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Median	Standard Deviation	Variance
1. I understand business processes at Transnet.	0.0%	0.0%	4.9%	42.7%	52.4%	4.5%	5.0%	0.6%	0.4%
2. I understand Transnet strategy, what it seeks to achieve.	3.7%	1.2%	9.8%	39.0%	46.3%	4.2%	4.0%	0.9%	0.9%
3. Transnet offers a conducive working environment for me.	7.3%	3.7%	17.1%	35.4%	36.6%	3.9%	4.0%	1.2%	1.3%
4. My job outputs are in line with the company objectives.	2.4%	7.3%	7.3%	37.8%	45.1%	4.2%	4.0%	1.0%	1.0%
5. Transnet offers necessary leadership tools.	3.7%	6.1%	15.9%	35.4%	39.0%	4.0%	4.0%	1.1%	1.1%
6. Transnet business processes make sense to me.	4.9%	3.7%	13.4%	43.9%	34.1%	4.0%	4.0%	1.0%	1.1%
7. I am confident about Transnet leadership, business management.	7.3%	7.3%	42.7%	34.1%	8.5%	3.3%	3.0%	1.0%	1.0%
8. Transnet's current leadership is ethical.	1.2%	11.0%	56.1%	25.6%	6.1%	3.2%	3.0%	0.8%	0.6%
9. The restructuring and repositioning of Transnet have made me more emotional observant.	3.7%	9.8%	13.4%	42.7%	30.5%	3.9%	4.0%	1.1%	1.2%
10. I find myself having to manage more of my emotions than prior to COVID-19 pandemic.	6.1%	6.1%	18.3%	40.2%	29.3%	3.8%	4.0%	1.1%	1.2%

On this test, statements #1 and 2 the respondents largely agreed with the statement showing an understanding of Transnet’s processes and strategy, with the result showing a mean = 4,5% and 4,2% respectively, a standard deviation = 0,6% and 0,9% respectively with a variance = 0,4% and 0,9% respectively. Respondents also agreed that the organisation offers a conducive work environment and the necessary leadership tools. However, when managers were asked about statements #7 and 8 whether they were confident about and if they think that the current leadership is ethical most of the respondents indicated a mean = 3.2%, standard deviation = 0,8% and variance = 0,6% meaning that most of the respondents were rather unsure or neutral on whether the current leadership is ethical at Transnet. The literature discusses the importance of managers and employees trusting their leaders and believing they are ethical leaders. Employees follow leaders that they trust, it is important that a leader is a trustworthy person and for a leader to develop trust he/she must demonstrate integrity (Veijeren, 2016). Integrity allows leaders to be able to influence, inspire, command, encourage and mobilise employees in achieving the organisational goal. According to Clarke (2018), values-based leaders are individual who are principled and demonstrate honesty and consistency in their actions, they can inspire others and feel happier assisting others than receiving help from others. In business

management of the organisation there is huge need of the effective leadership styles namely: transformational, ethical and values-based leadership styles. The above analysis has indicated the importance of transformational leadership in correlating EI and SE. The result on business management exposes the gap in the organisation in relation to ethical leadership and values-based leadership. The high number of neutral responses indicate that respondents have not experienced the ethical and values-based leadership in this organisation.

When the emotions of managers were tested regarding the repositioning of the organisation and the COVID-19 pandemic, most respondents agreed with the statements this is indicated by the mean = 3,9% and 3,8% respectively, standard deviation = 1,1% on both statements and variance = 1,2% on both statements. This revealed that the respondents are dealing with a lot of emotional challenges and related stress due to the repositioning of the organisation and life post the COVID-19 era. The literature discusses the issues of COVID-19 and the need for leaders with strong EI who are necessary to emphasising managing with a heart and empathy, since they are more likely to show empathic elements to issues. Relationships exist between EI and other transformational leadership components including inspiration, thoughtfulness, motivation, and intellectual stimulation (Babalola et al., 2020). Their current research on the relationship between EI, transformational leadership, and successfully navigating the COVID-19 pandemic challenges indicate the need of business to emphasis that the leaders are made aware of and cautioned against being one-dimensional and bottom-line-focused.

Managers, as organizational leaders, should demonstrate sustainability concepts that can engage workers' behavioural intentions toward environmental conservation to increase long-term performance and competitive advantage (Rubel et al., 2021). To be sustainable in a volatile environment and succeed, organisations should create capacity to handle and prosper in difficult organisational climates (Duchek, 2020). This indicates that for SOEs to succeed and prosper in the post Covid-19 pandemic era and the corruption era they need to create organisational resilience through the development of emotionally aware and confident leaders who will implement sustainable strategies.

4.2.7 Inferential Statistics

Inferential statistics are sophisticated inference methods that rely on frequencies and probabilities. As a result, knowing inferential statistics may help one make better judgments,

create predictions, and assist in conducting research. It can also protect you against statistics that are exploited and misconstrued, which are all too prevalent. (Pfleger, 2022). This study used inferential statistics to fulfil the objective of this study by examining the demographics for significant differences between EI and SE. Furthermore, through examining the correlation between EI, SE, and Business Management.

4.2.8 EI relationship with the demographics

4.2.8.1 EI based on age

Table 4.6: Significant difference between EI and age

ANOVA

1. What is your age?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.197	35	.606	.783	.773
Within Groups	35.583	46	.774		
Total	56.780	81			

Based on the above ANOVA table when the EI level of managers was tested for significant difference against age, the result revealed ($f = .783$; $p = .773$) demonstrating that there were no statistically significant differences between EI levels and age. This means that at Transnet age does not significantly influence managers' EI.

The result of the study was supported by the study done by Penrose et al (2007) which found no correlation between EI and the age of the participants. Palazzeschi (2008) also had the same findings when he conducted a similar study. Matthews (2012) found no significance in the correlation between EI and age. Arbabisarjoul et al. (2016), performed a descriptive-analytical study with 120 nursing and midwifery students to assess EI and the influence on age. The data revealed that age had no significant relationship with EI.

However, there are other scholars that found that there was a significant difference between EI and age of the respondents. The result was that EI peaked for participants aged 35-44 and declined in subsequent ages (Shipley et al., 2010). From their study they made recommended that further studies are to be conducted to test the correlation between EI and age.

4.2.8.2 EI based on race

Table 4.7: Significant difference between EI and race

ANOVA

2. What is your race?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.226	35	1.035	.903	.620
Within Groups	52.750	46	1.147		
Total	88.976	81			

Based on the above ANOVA table when the EI level of respondents was tested for significant difference against race, the result revealed ($f = .903$; $p = .620$) The result indicated that there was no statistically significant differences between EI and race. This means that at Transnet race does not significantly influence managers' EI.

The findings of this study were supported by literature, where Matthews (2012), found there was no significant correlation between EI and race. However, a study done by Zawawi and Tsang (2009), indicated a positive correlation between EI and race. The respondent in the organisation indicated that race does not significantly influence EI, however it should be noted that in terms of race 62.2% of the respondents were Black and the result could be diluted by the imbalance in the race respondents though result can be deemed valid for Transnet who has Black population of 79.6%. This means EI is dominantly influenced by the Black race in this organisation.

4.2.8.3 EI based on gender

Table 4.8: Significant difference between EI and gender

ANOVA

3. What is your gender?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.904	35	.226	.826	.720
Within Groups	12.583	46	.274		
Total	20.488	81			

Based on the above ANOVA table when the EI level of respondents was tested for significant difference against gender, the result revealed ($f = .826$; $p = .720$), this shows that there were no

statistically significant differences between EI levels and the gender of respondents. This means that at Transnet gender does not significantly influence managers' EI.

The findings of the study are supported by literature where Penrose et al. (2007), investigated the EI of teachers, who found no correlation with gender. Their study indicated that gender had no impact on EI. Another study done by Matthews (2012), found there was no significant correlation between EI and gender. Gunkel et al. (2013) and Arbabisarjoul et al. (2016), discovered no considerable influence by gender on EI.

On the other hand, based on the gender of the students, Van Rooy et al. (2005) and Ciarrochi et al. (2001), discovered disparities in EI. In their study, there was a correlation between gender and the emotional-management measures ($r = 0.37$; $p = 0.05$) an EI element.

4.2.8.4 EI based on education

Table 4.9: Significant difference between EI and educational level

ANOVA

4. What is your highest level of education?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.673	35	1.048	1.106	.371
Within Groups	43.583	46	.947		
Total	80.256	81			

Based on the above ANOVA table when the EI level of the respondents was tested for the significant difference against education, the result revealed ($f = 1.048$; $p = .371$) This shows that there were no statistically significant differences between EI levels and education. This means that at Transnet education does not significantly influence managers' EI.

This study's finding of no significant difference in EI and education is supported by a study done by Karthikeyan & Lalwani (2019). The study was conducted on $n=490$ banking sector employees and it found that the graduate and post-graduate participants had no statistically significant differences in terms of EI and education level. There is further literature that supports the results of this study, Mishra and Mohapata (2010), conducted a study on 90 executives and used a T-test to interpret the demographic results. Their study found that the demographic variables, such as gender, qualification, and experience in the overall EI factors

had no significant differences. On qualification (educational level) and gender, there was no significant impact on the EI elements, however, on work experience the study found a significant effect on EI elements, and people with high work experience demonstrated a higher EI.

However, other studies found significant differences between education qualification level and EI level. Anand and UdayaSuriyan (2010), made the following findings that the educational qualification level of the executives had a significant effect on their EI, however, not their leadership practices.

The first objective of this study was to determine whether there are significant differences in the EI levels of managers based on age, race, gender, and education. The above discussed results indicated that at Transnet there are no significant differences in the EI levels of managers based on age, race, gender, and education. The discussion above supports these results, and the analysis of the demographics indicate that the respondents were closely related, race was largely dominated by the Black population, most respondents' age was under the range of 40 – 49 years and most are in possession of a related qualifications which are either Bachelor's or Post-graduate diploma/degree. The close relationship in the sample could have been the reason why no significant differences were found between EI and the demographics of the managers.

4.2.9 SE relationship with the demographics

4.2.9.1 Se based on age

Table 4.10: Significant difference between SE and age

ANOVA

1. What is your age?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.692	15	.713	1.021	.446
Within Groups	46.088	66	.698		
Total	56.780	81			

Based on the above ANOVA table when SE level of respondents was tested for significant difference against age, the result revealed ($f = 1.021$; $p = .446$), this shows that there were no statistically significant differences between SE levels and the age of respondents. This means that at Transnet age does not significantly influence managers' SE.

The finding of this study is supported by that of Matthews (2012), in her study she found no significant correlation between SE and age. This is in line with Bandura’s belief that age does not correlate with SE due to that there are various trails through life and individuals can change how they effectively manage their lives. Alhumaid and Said (2022) found no significant difference between age and SE of educators. When Penrose et al. (2007) investigated SE of teachers it found no correlation on age and SE. The age analysis result revealed that most respondents were above the youth age within the range of 40 – 49 years. The result could be diluted by the similarities between the respondents.

4.2.9.2 SE based on race

Table 4.11: Significant difference between SE and race

ANOVA

2. What is your race?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.548	15	1.303	1.239	.267
Within Groups	69.427	66	1.052		
Total	88.976	81			

Based on the above ANOVA table when the SE level of respondents was tested for significant difference against race, the result revealed ($f = 1.239$; $p = .267$), this revealed that there were no statistically significant differences between SE levels and the race of respondents. This means that at Transnet race does not significantly influence managers’ SE.

This study’s findings on race were corroborated by Felf and Schyns (2002), who reported no positive relationship between SE and race in their study. Furthermore, Matthews (2012), found no significant differences between SE and race of the respondents to her study. The similarities in the race of the respondents and domination of the Black race at 62.2% has a potential to dilute the result in favour of one race, however, the organisation is dominated by the Black race which mean these results were an accurate reflection of the organisation.

In contrast, Buchanan and Selmon (2008) found that African American women showed higher levels of SE than American women. When it comes to race and SE, many studies have produced contradictory findings.

4.2.9.3 SE based on gender

Table 4.12: Significant difference between SE and gender

ANOVA

3. What is your gender?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.925	15	.195	.733	.743
Within Groups	17.563	66	.266		
Total	20.488	81			

Based on the above ANOVA table when the SE level of respondents was tested for significant difference against gender, the result revealed ($f = .733$; $p = .743$), that there were no statistically significant differences between SE levels and gender of respondents. This means that at Transnet education does not significantly influence managers' SE.

Odanga et al., (2015), investigated the effect of gender on teachers' SE in Kisumu County, Kenya. In co-educational and boys' schools, gender had no statistically significant influence on instructors' SE. Alhumaid and Said (2022) found no significant difference between gender and SE of educators. Matthews (2012) found similar result her study, demonstrating that there was no gender-related difference in SE. In a similar vein, Fatima, and Ali (2019), discovered that there were no gender-related variations in the university professors' SE ($p = .459$).

4.2.9.4 SE based on education

Table 4.13: Significant difference between SE and educational level

ANOVA

4. What is your highest level of education?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.616	15	.908	.899	.569
Within Groups	66.640	66	1.010		
Total	80.256	81			

Based on the above ANOVA table when the SE level of respondents was tested for significant difference against education, the result revealed ($f = .899$; $p = .569$), that there were no statistically significant differences between SE levels and level of education. This means that at Transnet education does not significantly influence managers' SE.

This study's finding on SE and educational level is supported by the finding made by Fatima & Ali (2019), when they studied ten private and public universities in Islamabad and had 508 respondents. Their study found that there was no significant difference in qualification ($p=.237$) and self-efficacy of the respondents. Similarly, Alhumaid and Said (2022), found no significant difference between educational attainment, and SE of educators. A study conducted by Shaunkat & Iqbal (2012), also found that there were no significant differences between the level of education and SE of the participants.

The second objective of this was to determine whether there are significant differences in the SE levels of managers based on age, race, gender, and education. The above discussed results indicated that at Transnet there are no significant differences in the SE levels of managers based on age, race, gender, and education. The discussion above supports these results, and the analysis of the demographics indicate that the respondents were closely related, race was largely dominated by the Black population, most respondents age was under 40 – 49 years range and most are in possession of a related qualifications which is either Bachelor's or Post-graduate diploma/degree. The close relationship in the sample could have been the reason why no significant differences were found between SE and the demographics of the managers in this organisation.

4.2.10 Correlation between EI and Business Management (BM)

Table 4.14: Correlation between EI and BM

	EI	BM	COVID-19 IMPACT
EI	1		
BM	.553**	1	
COVID-19 IMPACT	.161	.224*	1

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

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

The Pearson product correlation of EI and BM was found to be moderately positive and statistically significant ($r = .553, p < .001$). This means that an increase in EI behaviour would lead to higher or improved BM by the managers. In addition, COVID-19 impact was studied both on EI and BM. This study found that there was no correlation nor statistically significant between COVID-19 impact and EI, however, Pearson product correlation of COVID-19

impact, and BM was found to be exceptionally low positive and significant ($r = .224$, $p = .043$). This means that COVID-19 impact has somewhat of an effect on BM at Transnet.

In the literature, other studies support the findings of this study. When Mokhber et al. (2015), researched the relationship between transformative leadership and creativity in the workplace, they found a significant association between the two variables. Their study found that leaders require and must possess distinct types of intelligence as this will enable them to be successful in dealing with dynamic business situations. As individuals progress through the ranks in the organisation it has become increasingly important for them to possess emotional skills, specifically for senior leaders as it allows them to be successful and display effective performance. A self-report intelligence scale was given to forty-three (43) managers as part of Palmer et al.'s (2001) study, which examined the link between EI and leadership style. The goal of the study was to determine how much EI is correlated with a certain leadership style. Multiple components of the transformational leadership paradigm were shown to have a substantial association, according to the study. Managers with high EI have a positive effect on employees which then results in higher job satisfaction and better work-life balance management (Kabagebe & Kriek, 2021). EI leaders develop focused teams and consider ethical actions. These acts assist leaders to establish an organisational culture that inspires employees to not only attain but exceed organisational goals (Liao and Chuang, 2007). EI is a huge beneficial factor for everyday work success. Training helps managers develop their interpersonal and intrapersonal skills, this allows managers to have more insight assisting them in developing their teams and creating productive teams in the organisation (Ramchander, 2015). Craven et al. (2020) argued that when there is a continuous rapid change in the organisation, for instance, the challenges posed by COVID-19 in organisations resulted in high demand for employees to be cognitive and emotional resources became the key element for leaders to implement and lead change effectively.

Clarke (2018), states effective leaders are rooted in themselves and their core purpose. Being a great leader is not about role modelling historic figures, however, leaders must be rooted, and understand the true purpose of a leader and for what they stand. If a leader can demonstrate the above, then they will certainly know what to do in any situation. Values-based leadership has emerged through the issues demonstrated by transformational leaders like lack of integrity, morals, and ethical capacity. She goes on to say that the only genuine leadership style that sets great leaders apart from others is values-based leadership. During organisational changes

leaders must rely more on organisational values and these values should be the foundation of its existence, its decision making and its core purpose.

This study further studied the intercorrelation of EI and found that Pearson product correlation of EI and motivating oneself was found to be highly positive and statistically significant ($r = .707, p < .001$). This is supported through a study done by Choeni (2017), which looked at EI and proactive work behaviour which can be linked to motivating oneself, his study, revealed that EI in leaders was significantly positively correlated with proactive work behavior ($r = 0.34; p < 0.01$). This means that as EI increases then proactivity and innovation in the organisation will drastically increase resulting into improving business processes and management of the organisation. These findings are further backed by Rahim and Malik (2010), their study revealed that leaders with high EI are likely to have supportive behaviours that influence proactivity in the work environment.

Jalaca et al. (2022), concluded as follows from their research on the “Impact of Managers’ Emotional Competencies on Organisational Performance” that post COVID-19 pandemic managers will likely deal with more complex unstructured, and stressful business matters which will result in new behaviours that will require higher levels of EI to better manoeuvre their impact whilst maintaining high organisational performance. Dhooper et al. (2021), studied how COVID-19 has influenced psychological elements such as EI in the field of academia. Their research revealed that EI had a limited influence on the relationship between employee performance and organisational resilience (Dhooper et al., 2021).

The third objective of this study was to determine the contribution of EI on managers’ ability to adequately manage the business at Transnet. The result above indicates that there was a correlation and statistically significant between EI and BM at Transnet. The EI levels in the organisation can positively influence the business management and performance in the organisation. The literature and theory underpinning the study gives a clear indication that emotional competencies play a crucial role in leadership and the organisational result (Kabagebe & Kriek, 2021). It further indicated above that the critical leadership style such as transformational, ethical, and values-based leadership are influenced by EI which further influences, better employee rapport, customer rapport, improved business processes and the overall company result.

4.2.11 Correlation between SE and BM

Table 4.15: Correlation between SE and BM

	SE	BM	COVID-19 IMPACT
SE	1		
BM	.509**	1	
COVID-19 IMPACT	.069	.224*	1

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

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

The Pearson product correlation of SE and BM was found to be moderately positive and statistically significant ($r = .509$, $p < .001$). This means that an increase in SE would lead to improved BM by the managers. In addition, COVID-19 impact was studied on SE and BM. This study found that there was no correlation nor statistically significant between COVID-19 impact and SE, meaning there is no relationship that exists between the two variables.

In the literature, supports the findings of this study on SE. A study by Van Dam et al. (2008), revealed that employees with high SE are more change-oriented, these employees are less resistant to organisational change and are flexible when it comes to role changes. One of the variables on business management was on the repositioning strategy and the result proved that Transnet managers are more change resistant and change in their belief has a slight impact on how they manage the business. Hong et al. (2016), conducted research of a similar nature that demonstrated the effect of the “can do” attitude on proactive work behaviour, a crucial element of organisational management, it showed an improvement in SE. Organisations develop business process management to ensure their objectives are met whilst adhering to compliance. However, several factors influence business process management like the organisational culture which refers to the shared values and beliefs about the organisation and individual behaviour in business process management (Benraad et al., 2022). Employees need to develop a certain level of confidence to proactively question the status quo, this requires a high level of SE (Strauss et al., 2009). According to Kim et al. (2015), proactivity at work is linked with a lot of risks, it is therefore, important for individuals to possess a high belief in task achievement and that their actions contribute positively to the organisation.

McCabe et al. (2015), in their study, revealed that a positive work environment and organisational culture enhance SE, the relationship between trust and support was found to be

positively linked with SE. One of the variables on BM was related to ethical leadership and their findings support the correlation revealed by this study. They recommended that organisations could improve performance by giving continuous support to employees, this will create confidence in their capabilities and create a positive work environment. Msweli (2017), on transformational leadership (a component of business management) and SE in a study that sampled 141 participants of uMhlathuzi municipality, found that there was a significant correlation between transformational leadership and SE. Yukl (2013) makes confirmation related to this finding, which stated that transformational leaders influenced followers through the creation of critical awareness of the significance of the outcome of the task and motivating employees to look past their self-interest for the greater good and the benefit of the team and organisation.

Other elements that were studied were the managers' beliefs of their job output and organisational climate, this study found a Pearson product correlation of BM, and job output and organisational climate to be highly positive and statistically significant ($r = .760, p < .001$). The association between organisational environment and role breadth SE was also shown to be positively significant by Choeni (2017) ($r = 0.36; p < 0.01$). This implies that as the organisational climate improves, SE will rise dramatically. Additionally, it was shown that role breadth SE had a positive correlation ($r = 0.43; p = 0.000$) with leaders' EI. Employees' role-based SE would therefore rise when leaders' EI is strong.

The fourth and final objective of this study was to Correlate business management in relation to managers with higher SE versus those with lower SE. This objective was partially met because the GSE test revealed that the respondents have high levels of SE and no respondent demonstrated lower levels of SE. The correlation was only done for those managers with high levels of SE. The result above indicates that high SE has correlation and statistically significant with BM at Transnet. The SE levels in the organisation can positively influence the business management and performance in the organisation. Hameli & Ordun (2022), conducted a study to examine the link between EI, SE, and organizational commitment. The findings revealed that EI accounted for 57.7% of the variation in SE in the regression analysis. This outcome is consistent with Black et al.'s (2019) finding that good EI leads to positive SE. This indicate that EI and SE have correlation hence the correlation result of EI and SE to BM can be closely linked, with respondents indicating high levels of EI then it can be concluded that SE will also be high in these respondents. Leadership is essential for creating a suitable learning

environment for subordinates. Leadership styles shape people's opinions and beliefs, allowing them to embrace change. To improve organisational performance, effective leadership is required (Mircetic et al., 2019). Adaptive leaders mobilise and encourage their employees to handle difficult and unpredictable tasks. Changes in rules and procedures have been reported to generate negative sentiments such as despair, anxiety, and discomfort in challenging working conditions (Weisenfels et al., 2022). It further indicated that the effective leadership style such as transformational, ethical, and values-based leadership are also influenced by SE which further influences, better employee rapport, customer rapport, improved business processes and the overall organisational results.

4.3 Findings

The analytics of this study revealed that most of the respondent in terms of race were Black at 62.2%, gender was almost evenly represented, however there were more female respondents at 51.2%. Most of the respondent are in possession of at least a Bachelor's degree at 39% as the highest level of education. The age was mostly represented by the age range 40 – 49 years at 40.2% and managerial experience of most of the respondents was more than 10 years at 58.5%.

The analytics of the EI test revealed that the respondents have a high EI level since in most elements of EI the mean was above 4, however, self-regulation was found to have a neutral mean, which revealed that a focus on self-regulation could further improve the EI of the respondents. The SE test revealed that the respondents have high SE level since in most elements of the SE test they score a mean of 4.5 except for experience in failure where the mean was 2, further revealing that the respondents have higher level of SE. The business management test revealed that the respondents have great understanding of the organisational strategy, also believed in their job out put and that the organisation offers a conducive work environment by scoring a mean ranging from 3.8 upwards. However, the scores showed neutral response on the organisation's ethical leadership with mean of 3.2.

The first objective of this study was to determine whether there are significant differences in the EI levels of managers based on age, race, gender, and education. The findings from the respondents' results indicated that at Transnet there are no significant differences in the EI levels of manages based on age, race, gender, and education. The second objective of this was to determine whether there are significant differences in the SE levels of managers based on

age, race, gender, and education. The respondents' results indicated that at Transnet there are no significant differences in the SE levels of managers based on age, race, gender, and education.

The third objective of this study was to determine the contribution of EI on managers' ability to adequately manage the business at Transnet. The correlation results indicate there was a correlation and statistically significant between EI and BM at Transnet indicated by ($r = .553$; $p < .001$). The fourth and final objective of this study was to correlate business management in relation to managers with higher SE versus those with lower SE. This objective was partially met because the GSE test revealed that the respondents have high levels of SE and no respondent demonstrated lower levels of SE. The correlation was only done for those managers with high levels of SE. The correlation result indicates that there was correlation and statistically significant between high level of SE and BM at Transnet ($r = .509$; $p < .001$). Overall, there is a significant contribution from EI and SE to business management at the SOE. The study also looked at COVID-19's impact, this revealed that COVID-19 had a positive and statistically significant relationship with business management which was indicated by ($r = .224$; $p < .043$). According to Craven et al. (2020), they argued that there were continuous rapid changes in the organisation due to challenges posed by COVID-19 in organisational management.

4.4 Chapter conclusion

This chapter provided statistical analysis to answer the research questions. The analysis sought to fulfil the overall aim of this study which was to examine if EI and SE influences business management of this organisation. The questionnaire was distributed to a population of $n = 130$ managers and received $n = 82$ responses. Descriptive statistics provided a summary of data as well as averages and variability measurements. The first test was the demographic test, which tested race, gender, educational history, age and number of years in management. The race results revealed that Transnet management is well within the confines of employment equity, and it has a representation of the race population of South Africa as well as of the organisation. The gender result revealed that females and males were represented in proportion to the South African population. The result revealed that 91.4% of the respondents have the minimum educational requirement to be in management when summing up the percentage representation of Diploma plus Bachelor's degree and Postgraduate diploma/degree. The result revealed that

most management employees are above the youth age of under 35 years. This could be linked to the work experience which demonstrates that most of the management employees have over 10 years of management experience.

The EI test was based on the theoretical framework of this study and explored the theory developed by Goleman. The overall analysis of the test revealed that the respondents have high EI, though there was uncertainty on the element of self-regulation. The SE test, data were analysed and interpreted using the SET of managers in the workplace, covering the four foundations of this theory. Overall respondents indicated that they possess a high level of SE and none of the respondents demonstrated low levels of SE. The BM test was used to solicit answers on how well the managers understand their roles, business management and the strategy of the organisation. This revealed that the respondents are aware of their output, and the organisational strategy, however, they were neutral on the ethicality of the organisation and the current leadership.

This study used inferential statistics to fulfil the objective of this study by examining the demographics for significant differences between EI and SE and examining the correlation between EI, SE, and Business Management. The findings from the respondents' results indicated that at Transnet there are no significant differences in the EI levels and the SE levels of managers based on age, race, gender, and education. The correlation results indicate there was a correlation and statistically significant between EI and BM at Transnet. GSE test revealed that the respondents have high levels of SE and no respondent demonstrated lower levels of SE. The correlation was only done for those managers with high levels of SE. The correlation result indicates that there was correlation and statistically significant between high level of SE and BM at Transnet. These findings will be used in the next Chapter 5 to derive some key recommendations and a draw conclusion of this study.

Chapter 5: Conclusion

5.1 Introduction

This chapter serves as the concluding chapter of the entire study. It gives a glimpse of the entire study. Chapter 1 created a foundation for the study by defining the problem, deriving the aims of the which were to collect factual evidence on how the EI and SE of managers impact the overall management of the SOE. The overall aim was to examine if EI and SE influences business management of the organisation. Furthermore, the study aimed for the organisation to determine if there are significant differences on EI and SE based on the demographics of the managers. It derived the questions and objectives coming from the research problem and aims of the study. Chapter 2 the literature review chapter weighed in on the four variables namely: EI, SE, business management, and SOE. This chapter covered past studies undertaken under these variables and investigated how other scholars have contributed in each of these variables and sought to align the study to the theories underpinning this study. Chapter 3 the methodology study, detailed the methodology used to get the study population and get the result to fulfil the overall aims of this study. The methodology was based on the research onion and played a vital role in the development of the test which were used for the data collection which were demographic test, GEIT, GSE test and the business management test. Chapter 4 the results and findings chapter, after administering the various test, n = 82 responses were received and analysed for descriptive analysis which assisted in unpacking the demographics, EI and SE levels of the respondents which were found to be high and unpacked the business management at the organisation. It went on to conduct inference on EI, SE, and demographics and then it correlated the data between EI, SE and business management to fulfil the overall aim which was to examine if EI and SE influences business management at the SOE.

5.2 Findings from literature review

The literature review assisted in unpacking the key variables of the study and reviewing results from other scholars which was then used to support the results of this study. The literature review revealed that EI has a positive relationship with leadership competencies. Scholars like Dios (2020) and Matthews (2012) found no significant differences between EI and demographics. SE is generally understood as one's belief in effectively performing a set of task/s, literature reviewed stems from Bandura's theory of SE which was the second theory underpinning this study. The literature review indicates that SE has a high relationship with leadership competencies. Alhumaid and Said (2022) and Penrose et al. (2007), their studies

found no significant differences between SE and demographics of the respondents. Business management was also studied through the review of the leadership styles which are necessary for introducing change and sustainability in the organisation. The effective leadership styles are transformational, ethical, and values-based leadership styles responsible for the promotion of change and sustainability in organisations. The literature further reviewed the organisational values and those that have been developed by Transnet. Lastly, it reviewed the issues impacting the SOEs which were characterised as underperformance, mismanagement, corruption, and weakening leadership in managing sustainable SOEs. The literature review revealed that there is a positive correlation between EI, SE and businessment. EI and SE competencies positively influence leadership competencies and as consequently there is a positive impact to the organisation and sustainability.

The study sought to understand the current capabilities of the management at Transnet to determine how the influence on their EI and SE levels can positively influence company result and bring about sustainability. The literature review and findings of the study revealed that issues of weakening leadership and underperformance can be changed through influencing the EI and SE levels of managers as it revealed a positive and significant relationship with Business management.

5.3 Key Findings from the study

A highlight of key findings related to the objective of this study which were revealed by the respondents' data and were compiled to fulfil the study aims.

Objective 1:

To determine whether there are significant differences in the EI levels of managers based on age, race, gender, and education.

The findings revealed that there were no statistically significant differences in EI based on managers' age, race, gender, and education. The findings of this study were supported by that of Matthews (2012), Penrose et al. (2007) and Gunkel et al. (2013), which found no significant correlation between EI and the demographics such as age, race, and gender. Karthikeyan & Lalwani (2019) found that the graduate and post-graduate participants had no statistically significant differences in terms of EI and education level. Mishra and Mohapata (2010), found that the demographic variables, such as gender, qualification, and experience in the overall EI

factors had no significant differences. This study's findings revealed that the respondents have high levels of EI.

Objective 2:

To determine whether there are significant differences in the SE levels of managers based on age, race, gender, and education.

The findings revealed that there were no statistically significant differences in SE based on managers' age, race, gender, and education. Matthews (2012) and Penrose et al. (2007) also supported the study findings, found that there was no positive correlation between SE and the demographics such as age, race, and gender. Fatima & Ali (2019) found that there was no significant difference in qualification ($p=.237$) and SE of the respondents. Similarly, Alhumaid and Said (2022) found no significant difference between educational attainment, and SE of educators. This study's findings revealed that the respondents have high levels of SE.

Objective 3:

To determine the contribution of EI on managers' ability to adequately manage the business at Transnet.

The finding of this study revealed that there is a correlation and statistically significant between EI and BM at Transnet. The EI levels in the organisation can positively influence the business management and performance in the organisation. The literature and theory underpinning the study gives a clear indication that emotional competencies play a crucial role in leadership and the organisational result (Kabagebe & Kriek, 2021). EI leaders develop focused team and consider ethical actions. These acts assist leaders to establish an organisational culture that inspires employees to not only attain but exceed organisational goals (Liao and Chuang, 2007). According to Craven et al. (2020) states that when there is a continuous rapid change in the organisation, such as challenges posed by COVID-19, there is high demand for employee's cognitive traits such as EI. This revealed that EI can positively contribute to managers ability to positively influence the organisational performance.

Objective 4:

To correlate business management in relation to managers with higher SE versus those with lower SE.

The findings revealed that this objective was partially met because the GSE test revealed that the respondents have high levels of SE and no respondent demonstrated lower levels of SE. The correlation was only done for those managers with high levels of SE. The result indicates that there is correlation and statistically significant between SE and BM at Transnet. The SE levels in the organisation can positively influence the business management and performance in the organisation. Hameli & Ordun (2022), conducted a study to examine the link between EI, SE, and organizational commitment. The findings revealed that EI accounted for 57.7% of the variation in SE in the regression analysis. This outcome is consistent with Black et al.'s (2019) finding that good EI leads to positive SE. This indicate the EI and SE have correlation hence the correlation result of EI and SE to BM can be closely linked. (Weibenfels et al., 2022) further indicated that the critical leadership style such as transformational, ethical, and values-based leadership styles are also influenced by SE which further influences, better employee rapport, customer rapport, improved business processes and the overall company result.

5.4 Conclusions pertaining to the research objectives

The findings from the respondents' results indicated that at Transnet there are no significant differences in the EI levels of manages based on age, race, gender, and education. This met the the first objective of the study. The respondents' results indicated that at Transnet there are no significant differences in the SE levels of manages based on age, race, gender, and education. The second objective was also met. It can be concluded that at Transnet EI and SE has no significant differences based on demographics such as age, race, gender, and education. The correlation results indicated that there was a correlation and statistically significant between EI and BM at Transnet indicated by ($r = .553$; $p < .001$). The third objective was met, and last objective was partially met because the GSE test revealed that the respondents have high levels of SE and no respondent demonstrated lower levels of SE. The correlation was only done for those managers with high levels of SE. The correlation result indicates that there was correlation and statistically significant between high level of SE and BM at Transnet ($r = .509$; $p < .001$). EI and SE competencies can positively influence the business management at the SOE. All the objectives of this study were adequately studied and supported by literature, which led to the fulfilment of the study's aims to examine the impact of EI and SE on business

management at the SOE. In conclusion demographics showed no significant differences with both the EI and SE levels in the organisation. However, EI and SE have an impact on business management as result changes in these variables can influence the organisational leadership and performance. These cognitive variables can be influenced to get managers or leaders that will improve organisational performance and create effective strategies for the sustainability of the SOE.

5.5 Recommendations

5.5.1 Recommendations pertaining to the research objectives

The following recommendations were based on the main findings of this study, as well as the above conclusions drawn from the research study:

The demographics of the respondents were closely related, race was largely dominated by the Black population, most respondents age was under the range of 40 – 49 years and most are in possession of a related qualifications either Bachelor's or Post-graduate diploma/degree. The close relationship in the sample could dilute the variables to favour the most dominant variable which could be the reason why no significant differences were found between EI, SE, and the demographics of the managers. The study should be applied across all management levels and divisions, or departments of the SOE and probability sampling should be considered in order to increase the sample size and the variation in the variables for better test of significant differences between demographics, EI and SE.

According to Boyatzis (2018) users of EI tests should weigh all the benefits and drawbacks of the various kinds of EI before making a choice of a test. Self-report surveys have the drawback that people are not always accurate evaluators of their emotional aptitudes and propensities. Self-report, trait-based measurements also have the drawback of being easy to fake. By providing thoughtful, socially acceptable answers to questions, participants might easily come off as having high EI. All the tests were based on the self-reporting principle which could have resulted in the respondent giving themselves high scores that resulted in the revelation of high levels in EI and SE. The respondents could have faked the business management test to be seen as having better knowledge about the organisation and having confidence on the current leadership. To adequately study the correlation between EI, SE, and business management the study should consider a mixed method approach which works well in providing insights that

are deep and wider and can employ both questionnaires and structured interviews to get a full analysis of the variables and their impact thereof.

5.5.2 Recommendations to the organisation

To be sustainable in a volatile environment and succeed, organisations should create capacity to handle and prosper in difficult organisational climates (Duchek, 2020). This indicates that for SOEs to succeed and prosper in the post Covid-19 pandemic era and the corruption era they need to create organisational resilience through the development of emotionally aware and confident leaders who will implement sustainable strategies. McCabe et al. (2015), recommended that organisations can improve performance by giving continuous support to employees, this will create confidence in their capabilities and create a positive work environment.

Transnet leadership must visibly drive the three leadership traits to influence levels of EI and SE competencies, these are ethical leadership, values-based leadership, and transformational leadership. This will positively influence organisational result and sustainability of the organisation. When there is a positive emotional relation and belief between the employer and the employees there is a display of high drive in achieving the common goal as the team, this then results in the organisation achieving better results. This does not only result in better organisational results but also allows for a conducive working environment (Craven et al., 2020). The organisation to also focus on youth leadership through accelerated programmes and succession planning. The emotional transitions in the organisation caused by COVID-19 and the repositioning strategy requires proper change management and transparency driven by top management.

5.6 Limitations

The study timelines were short as a result the study had to employ a census sampling as the population size was small (the study was limited to one division and one corridor, management level D-F). Given the size of the South African SOE, a much bigger sample and probability sampling would be preferred. Generalisation of the result should be approached with caution when being applied to the entire organisational group or other SOE. Moreover, South Africa has several cultures which may have an impact on the interpretation of variables.

5.7 Contribution to the Body of Knowledge

This study contributed to the sustainability of SOEs under the era of ethical leadership. The revelation of the result led to the recommendation which can be implemented as an effective measure of management attributes and to resolve the current crisis of weakening leadership in the SOEs. This study focused on the South African context, it provides a glimpse of the challenges or successes experienced by South African leaders related to EI and SE in business management. Theoretical this study's findings contributed to the body of knowledge of leadership by furnishing a concise explanation of EI and SE in managing SOEs. Furthermore, it added value to scholarly research by creating a blueprint that builds the foundation for studying the relationship between EI, SE, and management of South African SOEs in the post COVID-19 pandemic era which have influenced the leadership of the day and organisational performance.

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Appendices

Appendix 1: Consent form

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL For research with human participants

INFORMED CONSENT RESOURCE TEMPLATE

Note to researchers: Notwithstanding the need for scientific and legal accuracy, every effort should be made to produce a consent document that is as linguistically clear and simple as possible, without omitting important details as outlined below. Certified translated versions will be required once the original version is approved.

There are specific circumstances where witnessed verbal consent might be acceptable, and circumstances where individual informed consent may be waived by HSSREC.

Information Sheet and Consent to Participate in Research

Date: April 2023

Dear Sir/Madam

My name is Philani Ndimande, and I am studying towards a Master of Commerce degree specializing in Leadership with Graduate School of Business and Leadership, University of KwaZulu-Natal.

You are being invited to consider participating in a study that involves research on examining emotional intelligence and self-efficacy to business management at a state-owned entity. The aim and purpose of this research is to understand the nature and importance of Emotional Intelligent (EI) and Self-Efficacy (SE) on business management with the focus primarily on management level of Transnet Freight Rail.

We hope that the study will create the following benefits: for the organisation to better understand the behavioural factors that have an impact on management and how these behavioural factors can be best harvested by the organisation to achieve better results and contribution to the leadership development of the entire organisation.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSSREC/00005276/2023).

The participation on this project is voluntary. Participants may refuse to participate or withdraw from this project at any time with no negative consequences. Participants wishing to withdraw may do so through an email directed to the researcher.

There are no cost or incentives for participation on this project.

The researcher will be compliant to the Protection of Personal Information Act (POPIA). The researcher will uphold confidentiality in all private materials ascending from materials gathered from the respondents. Underdone data will be safe guided from unauthorised individuals and will not be shared and no names will be linked to the data. Confidentiality and anonymity of records identifying respondents as participants will be maintained by GSBL, UKZN. In line with the agreement signed with the organisation the data will only be used for the purpose of this project and data will be safely stored for period of five (5) years in line with data/record keeping and disposal procedures.

CONSENT

I the participant have been informed about the study entitled examining emotional intelligence and self-efficacy to business management at a state-owned entity by Philani Ndimande.

I understand the purpose and procedures of the study to be the understanding of the nature and importance of Emotional Intelligent (EI) and Self-Efficacy (SE) on business management with the focus primarily on management level of Transnet Freight Rail.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 0 [REDACTED], [REDACTED] m, [REDACTED].

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Signature of Participant

Date

**Signature of Witness
(Where applicable)**

Date

**Signature of Translator
(Where applicable)**

Date

Appendix 2: Research Instrument

Examining emotional intelligence and self-efficacy to business management at a state-owned entity in South Africa.

Section A:

Specific demographic questions to assist the research with achieving some of the research objectives. Mark 'X' the box that best describes you.

1. What is your race?

- African
- Asian
- Coloured
- White

2. What is your gender?

- Female
- Male

3. What is your highest level of education?

- Certificate
- Diploma
- Bachelors
- Post graduate Diploma/Degree
- Masters
- Doctorate
- Other

4. What is your age?

- Under 19
- 20-29
- 30-39

- 40-49
- 50-59
- 60 or over

5. How long have you been in Management?

- 1 - 5 years
- 6 - 10 years
- More than 10 years

Section B: Title this section e.g.

The following items asks you about your emotions or reactions related to emotions.

There are no right or wrong answers. Please mark 'X' the response that best describes you utilising the Likert scale 1-5 as described below:

- 1= Strongly Disagree (SD)
- 2= Somewhat Disagree (D)
- 3= Neither Agree nor Disagree (N)
- 4= Somewhat Agree (A)
- 5= Strongly Agree (SA)

		SD	D	N	A	SA
1.	I realise immediately when I lose my temper.	1	2	3	4	5
2.	I can 'reframe' bad situations quickly.	1	2	3	4	5
3.	I am able to always motive myself to do difficult tasks.	1	2	3	4	5
4.	I am always able to see things from the other person's viewpoint.	1	2	3	4	5
5.	I am an excellent listener.	1	2	3	4	5
6.	I know when I am happy.	1	2	3	4	5
7.	I do not wear my 'heart on my sleeve'.	1	2	3	4	5
8.	I am usually able to prioritise important activities at work and get on with them.	1	2	3	4	5

9.	I am excellent at empathising with someone else's problem.	1	2	3	4	5
10.	I never interrupt other people's conversations.	1	2	3	4	5
11.	I usually recognise when I am stressed.	1	2	3	4	5
12.	Others can rarely tell what kind of mood I am in.	1	2	3	4	5
13.	I always meet deadlines.	1	2	3	4	5
14.	I can tell if someone is not happy with me.	1	2	3	4	5
15.	I am good at adapting and mixing with a variety of people.	1	2	3	4	5
16.	When I am being 'emotional' I am aware of this.	1	2	3	4	5
17.	I rarely 'fly off the handle' at other people.	1	2	3	4	5
18.	I never waste time.	1	2	3	4	5
19.	I can tell if a team of people are not getting along with each other.	1	2	3	4	5
20.	People are the most interesting thing in life for me.	1	2	3	4	5
21.	When I feel anxious I usually can account for the reason(s).	1	2	3	4	5
22.	Difficult people do not annoy me.	1	2	3	4	5
23.	I do not prevaricate.	1	2	3	4	5
24.	I can usually understand why people are being difficult towards me.	1	2	3	4	5
25.	I love to meet new people and get to know what makes them 'tick'.	1	2	3	4	5

Section C:

The following statements relate attitudes and feelings you might have about you and your performance on a variety of tasks.

1.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1	2	3	4	5
2.	I expect that I will do well on most tasks.	1	2	3	4	5
3.	When I am positive about a task, I can come up with new ideas.	1	2	3	4	5

4.	It motivates me to imagine a good outcome to the tasks I take on.	1	2	3	4	5
5.	When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
6.	It is easy for me to stick to my purpose and accomplish my goals.	1	2	3	4	5
7.	I can usually handle what comes my way.	1	2	3	4	5
8.	I am motivated by other people's accomplishments.	1	2	3	4	5
9.	When I am confronted with a problem, I usually find several solutions.	1	2	3	4	5
10.	I find it difficult to deal with failure.	1	2	3	4	5
11.	I am confident in every task I take on.	1	2	3	4	5
12.	I have experienced failure more than success.	1	2	3	4	5

Section D:

The following statements relate to your understanding of Transnet and its business process.

1.	I understand business processes at Transnet.	1	2	3	4	5
2.	I understand Transnet strategy, what it seeks to achieve.	1	2	3	4	5
3.	Transnet offers a conducive working environment for me.	1	2	3	4	5
4.	My job outputs are in line with the company objectives.	1	2	3	4	5
5.	Transnet offers necessary leadership tools.	1	2	3	4	5
6.	Transnet business processes make sense to me.	1	2	3	4	5
7.	I am confident about Transnet leadership, business management.	1	2	3	4	5
8.	Transnet's current leadership is ethical	1	2	3	4	5
9.	The restructuring and repositioning of Transnet have made me more emotional observant.	1	2	3	4	5
26.	I find myself having to manage more of my emotions than prior to COVID-19 pandemic.	1	2	3	4	5

The end...Thank you

https://docs.google.com/forms/d/e/1FAIpQLSfCAJ2uxG7tQoXSNoN_SzmdxUFbtIrNrDxSnvYqBL8I7kgdmg/viewform?usp=sf_link

Appendix 4: Ethical clearance



21 April 2023

Philani Emmanuel Ndimande (209502054)
Grad School of Bus & Leadership
Westville Campus

Dear PE Ndimande,

Protocol reference number: HSSREC/00005276/2023

Project title: Examining emotional intelligence and self-efficacy to business management at a state-owned entity in South Africa.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 10 February 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has 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.

This approval is valid until 21 April 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 2608350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

Appendix 5: Gatekeeper's letter



13 December 2022

[REDACTED]
[REDACTED]
Pomona, Kempton Park
1619

Email: Philani.Ndimande@transnet.net

Dear Philani Ndimande

Re: Request for permission to conduct research at Transnet SOC Limited

Your email of request for permission to conduct research at Transnet on "Contribution of Emotional Intelligence and Self- efficacy to Business Management at SOE" is acknowledged.

We note the conditions of the study to be for strict academic purposes, that the results of the study will be submitted to Transnet, and the research will be confidential and that anonymity for both respondents and the organisation is guaranteed. Should you or University of KwaZulu-Natal want to publish the study in any other manner than the final assignment, Transnet will be approached for permission to do so.

Based on the above conditions, your request to conduct the research study in Transnet is granted. We are looking forward to the outcome and recommendations of your study and the positive contributions towards performance of rail at Transnet.

Yours sincerely,

[REDACTED]

Mr. Itumeleng Matsheka
Chief of People Management & Learning

Date: 14/12/2022

Transnet SOC Ltd
Registration Number
1990/000000/30

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NS Dlamini (Group Chief Financial Officer)
Executive

Group Company Secretary: Ms S Sipepe

www.transnet.net

This letterhead contains personal information as defined in the Protection of Personal Information Act, No. 4 of 2013 (the "Act"). The signatory consents to the processing of his/ her personal information and is obliged to handle other data subject's information in accordance with the requirements of the Act.

TRANSNET HAS A 'ZERO GIFTS' POLICY. NO EMPLOYEE IS ALLOWED TO ACCEPT GIFTS, FAVOURS OR BENEFITS

Appendix 6: Letter from the editor

EDITORIAL CERTIFICATE

Author: Philani Emmanuel Ndimande

Document title: Examining emotional intelligence and self-efficacy to business management at a state-owned entity in South Africa

Date issued: 04/07/2023

This document certifies that the above manuscript was proofread and edited by Prof Gift Mheta (PhD, Linguistics).

The document was edited for proper English language, grammar, punctuation, spelling and overall style. The editor endeavoured to ensure that the author's intended meaning was not altered during the review. All amendments were tracked with the Microsoft Word "Track Changes" feature. Therefore, the authors had the option to reject or accept each change individually.

Kind regards



Prof Gift Mheta (Cell: [REDACTED])

