



**The effect of emotional intelligence in enhancing job
satisfaction for quantity surveyors in South Africa**

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A dissertation submitted in fulfilment of the requirements for the degree of
Master of Business Administration

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November 2023

DECLARATION

I Nishani Harinarain declare that:

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ACKNOWLEDGEMENTS

I would like to acknowledge the assistance and support of my supervisor Prof Bibi Chummun.

I am grateful for all the love and support I have received from my family.

DEDICATIONS

This work is dedicated to my daughters Sahashra and Alayka Harinarain.

You can accomplish anything you set your mind to.

ABSTRACT

Emotional intelligence is crucial for quantity surveyors due to the nature of their work and the demands of the construction industry. In an industry that demands collaboration, effective communication, and managing multiple stakeholders, emotional intelligence empowers quantity surveyors to navigate challenges with resilience, empathy, and professionalism. For quantity surveyors, emotional intelligence can substantially enhance job satisfaction by improving interpersonal relationships. Job satisfaction can increase productivity and efficiency in their work, as they put in extra effort to meet project goals and deadlines.

This research delved into the intricate dynamics of quantity surveyors' views of emotional intelligence and job satisfaction. Employing a positivist, quantitative approach and utilising a close-ended questionnaire, the study aimed to unravel the nuanced relationships between emotional intelligence and job satisfaction.

The investigation unfolded through a meticulous research design that involved purposive sampling. Fifty-one questionnaires were distributed and thirty-two were returned, resulting in a 63% response rate. The data was coded and transcribed onto SPSS v29. This study was confined to the Durban area. Statistical techniques, including descriptive and inferential statistics, independent sample t-tests, Pearson product-moment correlation, regression analysis, and moderation analysis, were employed to rigorously scrutinise the multifaceted aspects of emotional intelligence and job satisfaction.

The findings of this study underscore the increasing importance of emotional intelligence in the workplace. The research reveals that individuals with high emotional intelligence possess a profound understanding of their emotions and those of others, a crucial factor for maximising productivity and ensuring job satisfaction.

The dissertation findings underscore the need for further exploration and consideration of additional moderating factors to enhance the understanding of the intricate dynamics in the relationship between emotional intelligence and job satisfaction. Future research endeavours should incorporate qualitative studies to delve deeper into the subjective experiences and perceptions of individuals.

Keywords: construction industry, emotional intelligence, job satisfaction, quantity surveyors

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CHAPTER 1: INTRODUCTION

1.1 Introduction

Quantity surveyors have an important role to play in the construction industry. As one of the many stakeholders on a construction project, positioned among various stakeholders involved in a construction project, their significance lies in their adept comprehension and high emotional intelligence. This proficiency is crucial for effectively interpreting and responding to signals emanating from the diverse stakeholders with whom they engage. Emotionally intelligent people are regarded as being successful, perform better, and exercising control over their emotions. However, it's essential to note that the contentment and dedication of individuals in their jobs may only sometimes align with their level of commitment and performance. This study seeks to explore the correlation between emotional intelligence and job satisfaction among quantity surveyors in the construction industry of Durban. This chapter delves into the study's background and problem statement, presenting the research questions, objectives, and methodology. The chapter concludes by discussing the outline of the dissertation.

1.2 Background to the study

A quantity surveyor (QS) is a professional in the construction industry who specialises in managing and controlling the financial aspects of construction projects. Their primary role is to ensure that construction projects are executed efficiently within budget while adhering to quality standards and legal regulations (Association of South African Quantity Surveyors, 2023).

Quantity Surveyors work closely with various stakeholders in the construction industry, including architects, engineers, contractors, clients, and regulatory authorities. Their expertise is essential for maintaining construction projects' financial health, and ensuring they are delivered on time, within budget, and to the desired quality standards (Royal Institution of Chartered Surveyors, 2023). Due to their critical role, quantity surveyors require strong analytical skills, attention to detail, communication abilities, and a good understanding of construction technology and processes (South African Council for the Quantity Surveying Profession).

Emotional intelligence (EI) is crucial for quantity surveyors due to the nature of their work and the demands of the construction industry. In an industry that demands collaboration, effective communication, and managing multiple stakeholders, emotional intelligence empowers quantity surveyors to navigate challenges with resilience, empathy, and professionalism (Acheampong *et al.*, 2021; Kukah, *et al.*, 2021). According to Harish *et al.* (2019:11), emotional intelligence refers to “*the ability to recognise, understand, manage, and effectively use one’s own emotions and the emotions of others.*” It plays a significant role in various professional and personal life aspects, including job satisfaction. For quantity surveyors in South Africa, emotional intelligence can substantially enhance job satisfaction by improving interpersonal relationships. Quantity surveyors work a lot in teams and having high emotional intelligence allows them to communicate effectively, understand others’ perspectives, and build positive relationships (Oke, *et al.*, 2017). Emotional intelligence helps employees express their ideas clearly and empathetically, which fosters better understanding and cooperation among team members. Emotional intelligence can also assist employees in terms of stress management, conflict resolution, leadership skills, remaining flexible, open-minded, and willingness to embrace change (Kukah, *et al.*, 2021; Oke, *et al.*, 2017; Zhang & Fan, 2013).

In terms of job satisfaction when quantity surveyors are satisfied with their jobs, they are likely to be more motivated and engaged (Oke, *et al.*, 2017). This can lead to increased productivity and efficiency in their work, as they are more likely to put in extra effort to meet project goals and deadlines. Satisfied quantity surveyors are more likely to have a positive reputation within their organisation and the industry because satisfaction also encourages individuals to invest in their personal and professional growth (Montenegro, *et al.*, 2021). This can lead to greater opportunities for career advancement, including promotions, increased responsibilities, greater job loyalty and leadership roles. Quantity surveyors who are content with their positions are less likely to seek new job opportunities actively, helping organisations retain employees and reduce turnover (Kukah, *et al.*, 2021).

1.3 Problem statement

Emotional intelligence and job satisfaction interact in complex ways, and individual differences play a significant role. Emotional intelligence can influence job satisfaction, as individuals with higher emotional intelligence tend to navigate workplace relationships more effectively, address challenges adeptly, and derive greater meaning from their professional

endeavours. Conversely, job satisfaction can also influence emotional intelligence, as happier individuals might be more motivated to learn and develop their emotional skills (Oke, et al., 2017; Sunindijo & Maghrebi, 2020). Understanding the relationship between emotional intelligence and job satisfaction from the quantity surveyor's perspective is important, especially given the limited research in this area. The human factor plays a large role in the field of construction therefore it is essential to ensure that quantity surveyors are aware of the various competencies required to express emotions so that they can handle interpersonal relationships emphatically and judiciously and ultimately achieve job satisfaction.

1.4 Aim

This study aims to understand how emotional intelligence can enhance job satisfaction for quantity surveyors in the construction industry.

1.5 Objectives

The objectives of this study were to:

1. Determine how quantity surveyors rate their level of emotional intelligence and job satisfaction through the utilisation of established measurement scales.
2. Examine statistical variances between emotional intelligence and job satisfaction in terms of age, gender, years of experience, job grading and qualifications.
3. Evaluate the statistical correlation between emotional intelligence and job satisfaction.
4. Explore the influences of demographic variables on the relationship between emotional intelligence and job satisfaction.

1.6 Research Questions

1. How do quantity surveyors rate their level of emotional intelligence and job satisfaction?
2. What are the variances between emotional intelligence and job satisfaction in terms of age, gender, years of experience, job grading and qualifications?
3. What is the correlation between emotional intelligence and job satisfaction among quantity surveyors?
4. How do demographic factors as moderators affect the relationship between emotional intelligence and job satisfaction?

1.7 Research Design

1.7.1 Research Paradigms

There are various paradigms such as interpretivism, critical realism, postmodernism, pragmatism, feminism, etc. (Creswell, 2014), however, the paradigm that was most appropriate for this research is positivism. Positivism focuses “*strictly on scientific methods to yield pure data and facts uninfluenced by human interpretation and bias.*” (Saunders, Lewis & Thornhill, 2019: 144).

1.7.2 Research Methods

The three common approaches to undertaking research are qualitative (understanding people’s beliefs, behaviour and experiences), quantitative (emphasis is placed on gathering numerical data to explain a particular phenomenon), and mixed methods (Saunders, Lewis & Thornhill, 2019). The quantitative method was selected because it gathers data in a numerical form that can be categorised, ranked or ordered to make comparisons (Creswell, 2014). Quantitative research also allows for the comparison of variables which is what is required in this research.

1.7.3 Data Collection Methods

Owing to their unintrusive characteristics and the flexibility to be answered at one’s convenience, questionnaires were chosen as the primary method for collecting data. Questionnaires were emailed and hand-delivered to collect primary data because of their ease of completion and the fact that more respondents could be reached in a shorter time. Emailed surveys are also beneficial because they are time-effective and inexpensive. The questionnaire consisted of three sections: section A consisted of questions regarding the participant’s background/demographic information, section B consisted of questions relating to emotional intelligence which was based on the well-established WLEIS scale and Section C consisted of questions relating to job satisfaction which was based on the Minnesota Satisfaction Questionnaire (MSQ).

1.7.4 Data Collection Procedures

Purposive sampling, which is a non-probability sampling technique (Saunders, *et. al.*, 2019) was used to collect the necessary data for this study. Purposive sampling was used because the target population was small and clearly defined. It is also a cost-effective technique and requires less time in coordination.

The target population for the study consisted of registered quantity surveyors operating in Durban, KwaZulu-Natal, South Africa. The quantity surveyors were selected from the Association of South African Quantity Surveyors (ASAQS) website. The ASAQS lists sixty-eight quantity surveying firms in KwaZulu-Natal of which 54 are based in Durban. Using an online sample calculator, the sample size was determined to be fifty-one, with a confidence level of 95% and a 5% margin of error.

1.7.5 Data analysis

The thirty-two completed questionnaires were received, coded, and captured onto Statistical Package for the Social Sciences (SPSS) v29. The researcher cross-checked the answers that were captured to prevent any errors from being recorded during the data analysis. The Cronbach's alpha fell within the acceptable ranges for internal consistency. Independent sample t-tests were conducted to assess the demographic variables, age, gender, employment duration, job grading, and qualifications on emotional intelligence and job satisfaction. The Pearson product-moment correlation was employed to assess the association between emotional intelligence (as the independent variable) and job satisfaction (as the dependent variable). Additionally, regression analysis was performed with job satisfaction, JS_intrinsic, JS_extrinsic as dependent variables and emotional subscales as independent variables. Finally, the moderation analysis explored the nuanced influences of various moderating variables between EI and JS. Five essential moderators were investigated: gender, age, employment duration, job grading, and qualifications.

1.7.6 Reliability and Validity

Validity looks at how true and believable the research is and if what is being evaluated is what was initially set out by the research to be studied. Reliability deals with the replicability, consistency, and dependability of the data obtained from a study (Saunders, et. al., 2019).

To ensure reliability and validity a pilot study was conducted before the distribution of the final questionnaire to ascertain whether the questionnaire was properly structured and to establish the amount of time needed for the completion of the questionnaire. Content validity was assured by verifying that the instrument adequately covered all relevant content. Additionally, two well-established and tested scales were incorporated.

The reliability of this study was assessed using the Cronbach Alpha test (Pallant, 2016). According to Pallant (2010), this method is often used to test the internal reliability of responses from the questionnaire survey. Cronbach's alpha gauges the extent to which scale components measure the same attribute, indicating the average correlation among all components. A higher coefficient, closer to one, signifies greater reliability (Pallant, 2016). An acceptable reliability score exceeding 0.7 was deemed satisfactory (Heale & Twycross, 2015). Both an overall internal reliability test and specific reliability tests for the two constructs—emotional intelligence and job satisfaction were conducted.

1.7.7 Research Ethics

Research ethics is important to ensure that human participants are protected and to ensure that the research that is being conducted does not place the individuals or groups at any risk. Ethical clearance was obtained from the University of KwaZulu-Natal Research Ethics Committee before data collection. To ensure that the participants are protected, they will be required to complete an informed consent form. The participants were informed that their participation was voluntary and that they could withdraw from the study without any consequences. Most importantly, they were informed that the information they provide will be confidential.

1.8 Rationale of the study

Quantity surveyors play an important role in the construction industry; however, they are getting disenchanted due to the lack of recognition, stress, and burnout being experienced in the industry. For QS firms to remain competitive and sustainable they require a dynamic workforce. A novel way to achieve this is by improving the emotional intelligence of their workforce. Previous research in the education sector (Latif, Majoka and Khan, 2017), commerce (Elias and George, 2012) and the healthcare sector (Prezerakos, 2018) has shown that there is a relationship between emotional intelligence and job satisfaction. The investigation in this study will be able to determine if the outcome in the construction industry will be the same as the other sectors, by understanding how QSs perceive the relationship of job satisfaction and emotional intelligence, or if any inconsistencies exist in the construction industry.

1.9 Expected managerial implications

Employees in today's fast-paced technologically driven world, need to be resilient and able to cope with the added pressures and stress that they encounter daily. Managers can reduce staff turnover, stress, and burnout, by assisting their employees. This can be achieved by providing employees with training on how to improve their emotional intelligence to cope with these negative situations. This in turn will improve their confidence and performance thereby enhancing their job satisfaction. When quantity surveyors are satisfied with their jobs, they are likely to be more motivated and engaged which will lead to increased productivity and efficiency.

1.10 Limitations of the Study

This research is confined to quantity surveyors within the greater Durban area of KwaZulu-Natal and does not encompass the entirety of the construction industry. Consequently, the study's findings cannot be extrapolated to other provinces or the construction industry as a whole.

1.11 Outline of the dissertation

Chapter 1 discussed the relevant research questions and objectives as well as provided a brief overview of the literature review and research strategy used in this study.

Chapter 2 elaborates on the role of the quantity surveyor as well as emotional intelligence and job satisfaction. This chapter defines emotional intelligence and job satisfaction. It also discusses how the various models of each have been refined and adjusted over time. The theories and levels of measurement are also discussed.

Chapter 3 sets the scope of this study by establishing the formal roadmap of the way this research will be carried out. It discusses the research method, sampling, and research instrument that was used to capture the data required to meet the objectives of this study. Chapter three explains how the data was analysed to represent this investigation's relevant and significant findings.

Chapter 4 of this dissertation is concerned with the interpretations of the findings from this study. Chapter 4 will position the data collected from the questionnaire in a manner to show the relevant statistics which will be able to allow the researcher to review the research questions and objectives previously set out in this study and determine whether this research was successful in meeting those objectives and answering the original research questions.

Chapter 5 is the closing chapter of this dissertation and the most significant as it ties up the entire study. This chapter will review the objectives of the study that were initially set out and provide a summarised response to each of the objectives in terms of the findings of this study. This chapter will conclude by providing recommendations.

1.12 Chapter Summary

This chapter described the research being undertaken through an understanding of the literature, the problem statement, the aims, objectives and the research questions. It also presented the rationale for the research as well as the research methodology. The study limitations and dissertation outline were also discussed.

Chapter two will elaborate on the role of the quantity surveyor as well as the theories and models of emotional intelligence and job satisfaction.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter commences by examining the foundational principles surrounding the construct of emotional intelligence. Over time, various models of emotional intelligence have been developed and subsequently refined to cater to diverse individuals. Within the scope of this research, pertinent models shall be expounded upon. Furthermore, the chapter delves into an exploration of the conceptual underpinnings and theoretical frameworks associated with job satisfaction. In tandem with this exploration, an explanation of the factors of job satisfaction is provided. Subsequently, the chapter proceeds to discuss the intricacies of emotional intelligence as they pertain to the domain of the construction industry. This contextualisation is crucial in enabling the reader to garner a comprehensive grasp of the significance of emotional intelligence and job satisfaction in explaining the complexities inherent in its adoption within this industry.

2.2 Emotional Intelligence (EI)

Emotional intelligence (EI) has been a concept garnering much interest across varying fields of study as a construct for perceiving and understanding one's own emotions and those of others. Emotional intelligence is defined by Salovey and Mayer (1990: 3) as *“the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.”*

The word “emotion” is a generic term that is used in the field of psychology, philosophy and various other fields which refers to the notion of “conscious experience”. Salovey and Mayer (1990) were the first to develop and conceptualise emotional intelligence. Their direction was based on an individual's understanding of the social environment. The mindset behind this was that they believed emotions were critical for being able to make analytical decisions. EI describes the psycho-physiological expressions, biological reactions, and mental states in a human being (Salovey & Mayer, 1997). Salovey and Mayer (1990) went on to suggest the use of emotions in motivating and moderating adaptive behaviours as well as being a means for mental well-being and positivity. Barling et al. (2000) and Kailola (2020) also described EI as

understanding one's own emotions (self-awareness), the effective management of said emotions, emotional self-control (delayed gratification), understanding others' emotions (empathy), and managing relationships (social skills). Thus, EI has significant value especially in the construction sector and quantity surveying (QS) profession.

2.3 Emotional Intelligence & Intelligence Quotient

According to Cortrus, Stanciu, and Bulborea (2012), to be successful employers need to acknowledge that emotional intelligence has an importance as great as developing cognitive skills. Intelligence quotient aims to measure the general cognitive ability of an individual (Oomen, 2014). The intelligence quotient refers to a score that is obtained when one undertakes several standardised tests that are designed to assess human intelligence. The scores of these tests are estimates of intelligence, such as knowledge, vocabulary, expressive language, and memory skills, and are by no means absolute in their function (Oomen, 2014).

Emotional intelligence tests focus on perceived emotions, using emotions to facilitate thought, understanding emotions and managing emotions (Mayer, Roberts & Barsade, 2008). The promotion of principles of emotional intelligence is widely advocated because of its ability to test the emotional responsiveness of an individual. Mayer *et al.*, (2008) further add that a person who responds emotionally to important issues will attend to the more crucial aspects of his or her life. This is also supported by the notion that emotions prioritise thinking for many, but not all. When contrasted, a person who is constantly frustrated, say, by the errors of his/her colleague in the workplace may not attend to broader issues that are important (Mayer, *et al.*, 2008). Moreover, particular emotions can stimulate specific types of cognitive processes. For instance, positive emotions are conducive to enhanced creativity in certain aspects of everyday work-life (Mayer, Roberts & Barsade, 2008). There are several different tests that exist in standard formats some of which are discussed in section 2.4, but the ultimate goal is the same.

To further understand EI the following section discusses the EI models and measurements so that insight can be gained on the various EI constructs, assessment tools, and its significance.

2.4 Different models and measurements of emotional intelligence

Since the introduction of emotional intelligence, it has been the subject of much empirical work. Consequently, emotional intelligence models have been categorised as either ability-based (first introduced by Salovey and Mayer in 1990), mixed model (introduced by Daniel Goleman in 1995) or trait models (introduced by Reuven Bar-On in 1997). Based on the definitions and ideologies regarding EI, many measurement scales and tests have been developed to assess an individual's emotional intelligence. These usually take the form of questionnaires having a scale or rating system (trait EI) or performance-based measures (ability EI) (Harms and Credé, 2010).

2.4.1 *The Performance-Based Ability Model of Emotional Intelligence*

Figure 2.1 illustrates the four-branch hierarchical ability model introduced by Salovey and Mayer in 1990. The initial branch of this model encompasses the perception, appraisal, and expression of emotion, capturing an individual's skill in recognising others' facial expressions, feelings, and body language (Drigas and Papoutsis, 2019). Described as the least complex skill within the model, this branch, according to Mayer, Salovey, and Caruso (2004), specifically involves nonverbal expression and perception of emotions. The branch dedicated to the emotional facilitation of thinking emphasises the ability to utilise emotions in aiding the thinking and planning processes (Kanesan and Fauzan, 2019). The third branch, focusing on understanding emotions and employing emotional knowledge, pertains to the capacity to label and comprehend intricate feelings within relationships (Mayer et al., 2004). Notably, positive moods, such as happiness, can enhance creativity, while negative moods, like depression, may contribute to errors. Finally, reflective regulation of emotions refers to the modification of emotions allowing for its proper management (Kanesan and Fauzan, 2019).

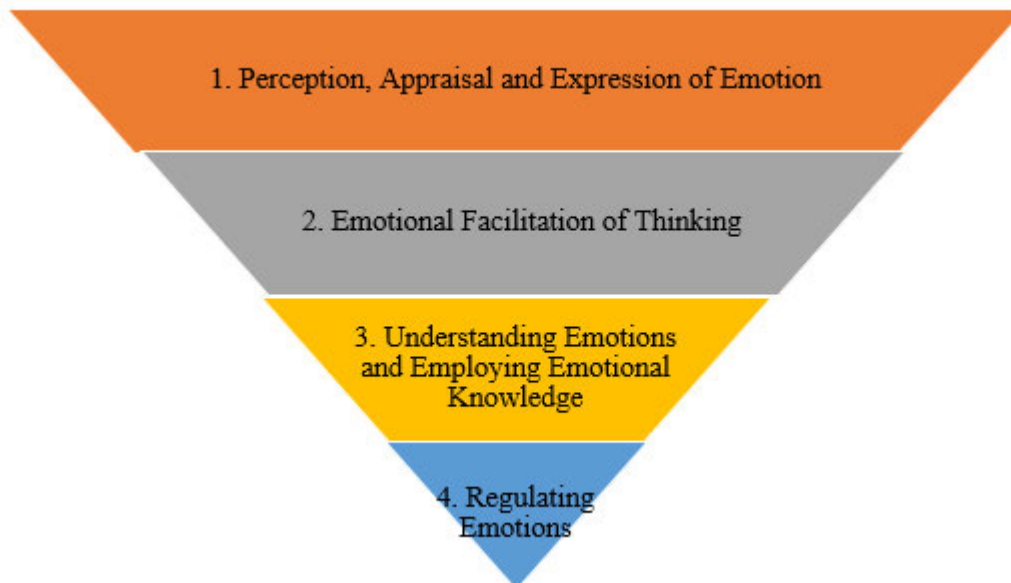


Figure 2.1. Four Branch Hierarchical Ability Model (Salovey & Mayer, 1997)

Various measures within the ability-based model of emotional intelligence (EI) include assessments like the Mayer-Salovey-Caruso Emotional Intelligence Test and the Wong and Law Emotional Intelligence Scale (Nguyen et al., 2019). Among these, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is one of the most commonly used measures (Bru-Luna et al., 2021). This test encompasses dimensions related to EI, such as the perception, understanding, regulation, and utilisation of emotions (O'Connor et al., 2019).

The Wong Emotional Intelligence Scale (WEIS) is a self-report, scale-based EI measure (Wong, 2004). It involves the four dimensions associated with EI, namely the evaluation and expression of one's own emotions, assessment and recognition of others' emotions, regulation of self-emotions, and the effective use of emotions to improve performance (similar to MSCEIT). WEIS consists of two sections.

2.4.2 Mixed Model of Emotional Intelligence

Daniel Goleman's interpretation of emotional intelligence is divided into two categories, personal competence and social competence as depicted in Figure 2.2. Goleman's performance model is regarded as a mixed EI model accounting for social behaviour, traits, and competencies linked to emotions (Krén and Séllei, 2021). Personal competencies refer to an individual's capacity to comprehend and regulate their "own self," specifically, understanding mental moods and processes that do not impede rational thinking (Kunnanatt, 2008). Self-

awareness involves the individual's capability to analyse and assess their emotions and feelings in real time within a given situation or environment. Self-management is linked to the individual's aptitude to utilise self-awareness and adjust to evolving environments, emphasizing the importance of effective self-control, conscientiousness, and professional behaviour in this domain (Drigas and Papoutsis, 2019).

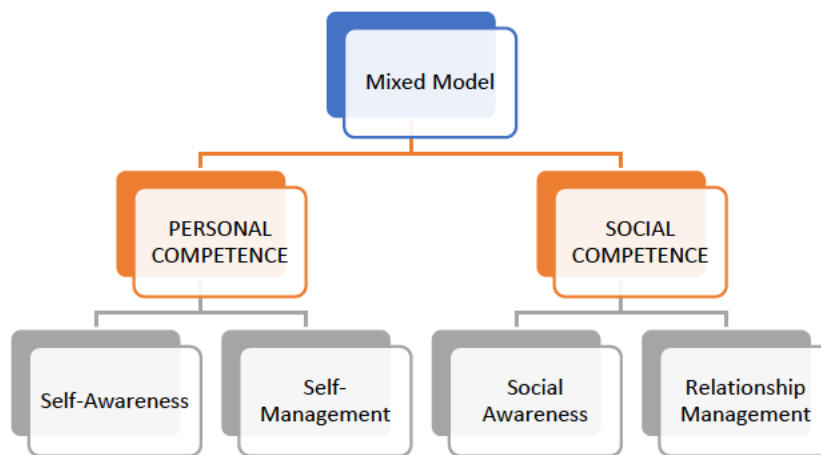


Figure 2.2. Goleman's Mixed Model of Emotional Intelligence (Goleman, Boyatzis and McKee, 2002)

As Kunnanatt (2008) defined, social competencies encompass an individual's capability to understand and engage with others, utilising traits such as empathy and interpersonal skills to achieve socially beneficial outcomes. Social awareness involves perceiving and responding appropriately to the emotions of others, including demonstrating empathy and understanding, reflecting a service-oriented mindset. Relationship management focuses on an individual's use of interpersonal skills to foster positive changes and outcomes in others (Drigas and Papoutsis, 2019).

2.4.3 Bar-On's Mixed Model of Emotional Intelligence

Reuven Bar-On (1997) developed the mixed model of emotional intelligence which characterised emotional intelligence “as an array of non-cognitive capabilities, competencies and skills that affect an individual’s ability to succeed in dealing with the demands and pressures” of a working environment. According to Bar-On’s mixed model of emotional intelligence, “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and

express ourselves, understand others and relate with them, and cope with daily demands” (Bar-On, 2006: 6).

As depicted in Figure 2.3, Bar-On’s model is split into five competencies. Interpersonal capacity involves being self-aware and understanding one's emotions while expressing feelings. Interpersonal skills are linked to the capability to recognise, understand, and value the emotions of others. Adaptability entails objectively acknowledging one's feelings and accurately assessing the current situation. Stress management is the capacity to handle stress and regulate emotions in various work-related situations effectively. General moods define one's ability to maintain a positive outlook and enjoy interactions with oneself and others while still expressing and experiencing optimism. (Bar-On, *et al.*, 2000; Mishra, 2021; Tehranipour and Bagheri Masoudzade, 2023).

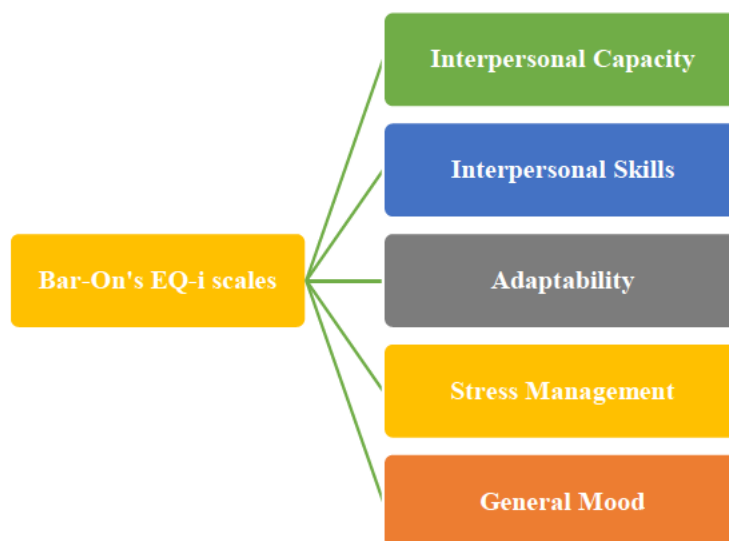


Figure 2.3. Bar-On's EQ-i scales (Bar-On, 2006: 20)

2.5 Criticisms of Emotional Intelligence

Although some advocate the role and powerful influence that emotional intelligence has, there are some who still hold strong judgments against its overly obsessed popularity.

Barrett (2017) challenges two assumptions often accepted to support emotional intelligence. Firstly, she questions the accuracy of detecting other people's emotions, emphasizing that faces

and bodies lack consistent communication of specific emotions. Secondly, Barrett challenges the notion that external events automatically trigger emotions and can be controlled through rationality. She notes that the human brain does not have separate processes for emotion and cognition, asserting that one cannot inherently control the other. While the brain may automatically interpret someone's movements in context, the understanding remains a subjective guess rather than a definitive assessment (Barrett, 2017).

Other researchers such as Ernst (2017) also criticise emotional intelligence based on some of the negative aspects that it can contribute to in workplace.

Ernst (2017) highlights several critiques of emotional intelligence in the workplace:

- Individuals with high emotional intelligence may be prone to compromising actions, as their awareness of others' feelings can lead to suboptimal decision-making influenced by their own emotions.
- Emotional intelligence can potentially lead to intentional or unintentional manipulation of others, leveraging emotions to exert pressure and influence specific behaviours.

The discussion so far looked at EI in terms of models, measurements and criticisms. The following section will focus on job satisfaction in terms of its understanding, models and factors affecting job satisfaction. Generally, employees with higher EI levels are more likely to have higher job satisfaction.

2.6 Job satisfaction

Job satisfaction (JS) pertains to the psychological, physiological, and environmental circumstances that appease an individual in performing their work-related tasks (Aziri, 2011; Saputra and Mahaputra, 2022). It can be a positive, emotionally self-reported condition rooted in the assessment of tasks, activities, and workplace experiences by an individual in the professional working environment (Jameel et al., 2020). Various facets like challenging/stimulating work environments, equal incentives, favourable working conditions, boosting employee self-esteem, management support, fair salaries, and opportunistic promotions can factor into the concept of JS as well (Jameel et al., 2020). Comparisons, reactions, and achievement of desired outcomes may also indicate the level of satisfaction and

emotional attachment an individual may have for their work (Jorfi et al., 2011). Essentially job satisfaction is an overall assessment of whether or not an employee enjoys what they do.

2.7 Job Satisfaction Theories

Theories is the organisation of knowledge around which a particular field is built. Various theories on JS have been proposed in the literature. Newstrom, 2007 discussed the evolution of JS theories from as early as 1943 to 1992. For the purposes of this study only the most well-known JS theories will be discussed.

2.7.1 Maslow's theory of motivation/satisfaction

Maslow's theory of motivation as developed by Abraham Maslow in 1943, proposed five basic needs that are essential to optimise human existence (McCleskey and Ruddell, 2020; Noltemeyer et al., 2012). Different levels of relevance or importance are assigned to these needs creating Maslow's hierarchy (McCleskey and Ruddell, 2020; Munyaradzi et al, 2016; Trivedi and Mehta, 2019). A diagrammatic representation of Maslow's hierarchy of human needs is presented in Figure 2.4.

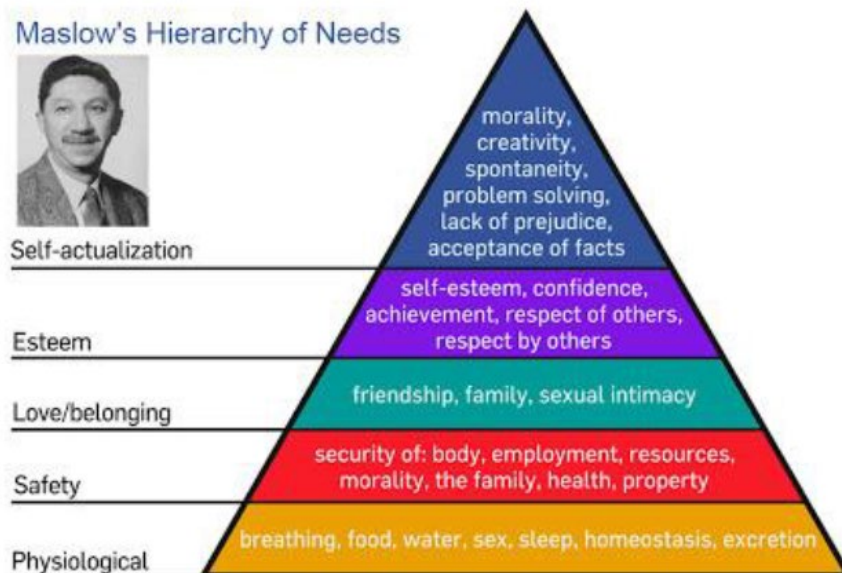


Figure 2.4. Maslow's Hierarchy of Needs (Trivedi and Mehta, 2019)

According to Noltemeyer et al. (2012) the lower order needs include the physiological, safety and love/belonging needs while esteem and self-actualisation form the higher order needs. From Figure 2.4, the physiological needs essentially refer to basic human requirements that sustain human life, like food, water, air, sleep, etc. Safety needs pertain to security, either physically or through employment, which in turn allows for the procurement of resources and belongings that may enable those needs further. Social needs (love/belonging) are also displayed through aspects such as friends and family. The esteem needs then relate to perception (self and others). Finally, the highest order is the self-actualisation needs, which relate to more abstract concepts like morality, creativity and higher thought processes. However, the universal applicability of the model has been shown to be lacking since the basic needs are only sometimes prioritised over the higher order ones (Munyaradzi et al., 2016). Furthermore, the over-simplified model may not necessarily be consistently applicable to everyone, especially in working environments (Trivedi and Mehta, 2019) and cultural backgrounds (McCleskey and Ruddell, 2020).

2.7.2 Achievement theory

Achievement theory (after David McClelland) is based on three basic human needs that motivate people to persevere and succeed, that is, the need for achievement, the need for power, and the need for affiliation (Moore et al., 2010; Thangaswamy and Thiyagaraj, 2017). In terms of an organisation or structure, these needs can be transposed to that context, particularly in terms of organisational human resources (Werdhiastutie et al., 2020). Although the levels of the three needs would vary across individuals based on their background, society, culture, and education; a common thread would be the formation and evolution of needs over time that are, again, dependent on specific individual experiences (Thangaswamy and Thiyagaraj, 2017).

Hence, from an organisational perspective, this idea links to business competition, performance, and success. Thereafter, the need for power looks towards, authority, control, and influence (Moore et al., 2010), can be accredited from the managerial and/or leader perspectives. Finally, the need for affiliation is conceptualised from the relationship perspective including its establishment, maintenance, and restoration (Moore et al., 2010). Ultimately, the theory of achievement through motivation and JS is positively associated with success and enthusiasm (Moore et al., 2010; Thangaswamy and Thiyagaraj, 2017; Werdhiastutie et al., 2020).

2.7.3 Equity theory

Equity theory relates to the perception of fairness and equality in the workplace and social relationships that then enables or motivates individuals to perform their tasks (Al-Zawahreh and Al-Madi, 2012). It is often viewed as an exchange process in which a person assesses, compares, or relates input (effort) to output (results) (Dugguh and Dennis, 2014). As such, it may have a great influence on organisational commitment, satisfaction, and performance (Nguyen and Do, 2020) since individuals may perceive their inputs to be fairly rewarded by the outputs. Since it is the degree to which employees perceive equality (or lack thereof) the input factors are personal and usually include time, effort, hard work, commitment, ability, adaptability, flexibility, tolerance, determination, enthusiasm, sacrifice, trust, colleague support, and skills (Dugguh and Dennis, 2014). Dugguh and Dennis (2014) further state that the output factors may relate to the input-output factors of others too. Examples of output factors include job security, esteem, employee benefits, expenses, recognition, acknowledgement and praise, reputation, responsibilities, sense of achievement and most importantly salary/pay. As such, organisational outcomes may extend to desired employee behaviours, job commitment and satisfaction, work style/ethic, management style, and managerial judgment (Nguyen and Do, 2020).

2.7.4 Goal-setting theory

The goal-setting theory of motivation emphasises the important link between specific objectives and performance (Lunenburg, 2011). The theory (by Edwin Locke) is characterised by pronounced tasks assigned to individuals that enables more efficient performance and achievement of the organisational goals (Thangaswamy and Thiyagaraj, 2017). As such, the orientation towards clarity and purpose significantly reduces misunderstandings, while also motivating employees and improving self-efficiency in performing difficult tasks (Stazyk et al., 2021). In general, goal setting can be linked to employee behaviour modification that aligns with organisational goals through relevant feedback, consideration of task complexity, and the division of goals into smaller components/manageable portions (Gkisani and Galanakis, 2022). In doing so, enhanced organisational performance can be achieved (Lunenburg, 2011; Stazyk et al., 2021; Thangaswamy and Thiyagaraj, 2017) since employees may be inspired and committed to the organisational values of an enterprise (Gkisani and Galanakis, 2022).

Substantiating these points, Lunenburg (2011) highlighted several implications or prerequisites needed for applying goal-setting theory. These include goal specificity, the attainability of

challenging activities/tasks, employee acceptance and commitment, feedback provision/performance evaluation, reasonable deadlines, learning goal orientation, and balancing group goal-setting with individual goal-setting. As such, employee JS can be improved through the goal-setting theory since employees would be able to understand organisational goals through their work roles (Gkisani and Galanakis, 2022; Stazyk et al., 2021; Thangaswamy and Thiyagaraj, 2017).

2.7.5 Herzberg's two-factor theory

The Herzberg two-factor theory conceptualises motivation and JS in one model (Siruri and Cheche, 2021) with the theory often being used to examine JS factors (Thant and Chang, 2021). Herzberg's two-factor theory is sometimes called the motivation-hygiene theory or Herzberg's dual factor theory of 1959 that presents motivation factors (motivators) and hygiene factors and their effect on JS (Alshmemri et al., 2017; Thangaswamy and Thiyagaraj, 2017). In turn, these factors determine employee attitudes toward work and job performance, especially where job enrichment programmes and incentives are put forth (Siruri and Cheche, 2021).

The motivation factors under this theory include advancement (upward movement or promotion within an organisation), work itself (tasks and activities performed), possibility of growth (like advancement that includes training and knowledge enhancement), responsibility (authority and freedom in decision-making), recognition (rewards/praise from quality work), and achievement (specific success in job-related activities). The hygiene factors (termed as such to relate to safe working environments free of health hazards) are interpersonal relationships (working relationships and interactions), salary (compensation increases/decreases), policies and administration (organisational structure and guidelines), supervision (competency levels in doing tasks with or without guidance) and working conditions (state of the facilities and resources available) (Alshmemri et al., 2017; Dugguh and Dennis, 2014).

2.7.6 Job Characteristics Model (JCM)

The Hackman and Oldham Job Characteristics Model (JCM) has been used to understand the philosophy of job designs through its five dimensions of core job characteristics (Johari et al., 2022; Siruri and Cheche, 2021). These include skill variety (for use in versatile applications), task identity (definition and layout of the entire processes and procedures to achieve outcomes), task significance (impact on employees and the external environment), job autonomy (freedom

and discretion in performing the job-related activities), and job feedback (defined information pertaining to the results of the tasks/activities and performance by individuals) (Dugguh and Dennis, 2014; Siruri and Cheche, 2021). The five core job characteristics then influence the three different psychological states of the workers, namely, experienced work meaningfulness (i.e., the work having a satisfactory purpose to everyone), experienced responsibility for work outcome (i.e., the extent to which workers feel responsibility for the outcomes of the work), and knowledge of results of work activities (i.e., employees knowing the degree of success regarding their work) (Blanz, 2017; Johari et al., 2022). As such, the outcomes of this concept include improved JS and work performance since workers have been thoroughly involved in all major activities and understand their role, the purpose of the work, and its beneficial effects, thus allowing them to take pride and satisfaction upon completion (Blanz, 2017; Dugguh and Dennis, 2014; Johari et al., 2022; Siruri and Cheche, 2021).

2.8 Influential factors for job satisfaction

The factors influencing job satisfaction are closely linked to the theories, models, and measurements on the subject. Recalling Herzberg's two-factor theory, JS factors can be divided into hygiene (lower-order) factors like supervision, company policies, work conditions, interpersonal relations, status, salary, and job security, while motivating (higher-order) factors, including achievement, recognition, work itself, responsibility, advancement, and growth (Aziri, 2011). Various psychosocial issues like changing work environments and organisational factors like leadership and job design have also been associated with the extent to which individuals like or dislike their jobs; however, salary, working environment, autonomy, communication, work regulations, promotion, recognition/appreciation, and organisational commitment are still the influencing factors of JS (Saputra and Mahaputra, 2022).

Vuong et al. (2021) have echoed the previous sentiments by stating that the influential factors for JS were (in order of importance) income, colleague relationships, professional work quality, available resources, work autonomy/independence, and training and promotion opportunities. Similarly, Waqas et al. (2014) emphasised reward, recognition, and workplace environment as the most influencing factors for JS. Beyond salaries (compensation packages), promotion opportunities, supervision, nature of work, co-worker relationships, work conditions, job stress and organisational policies and strategies have also been deemed key factors of JS (Pandey and

Asthana, 2017). Job stress in particular has an interesting perspective as deadlines and assigned tasks that are challenging yet capable may motivate individuals but may have an adverse effect on JS if they are impossible or unreasonable (Gkisani and Galanakis, 2022; Stazyk et al., 2021).

Therefore, in order to improve JS, meeting realistic employer/employee demands and providing relevant and applicable training is vital (Yu et al., 2020), especially from the perspective of superiors looking to ensure or improve any business activities and operations. By acknowledging human resources (and by extension employees) as the most important asset in any organisation, business, or enterprise; satisfying their needs would expedite productivity, responsiveness, quality, and recognition service (Ali and Anwar, 2021) through an appropriate and motivating leadership style (Aykut, 2019). Hence, leading, involving and including employees have been shown to factor into JS. However, Waqas et al. (2014) have specifically argued that participation in decision-making has had an insignificant influence on JS. Nonetheless, employee relations with superiors and co-workers are an important factor for JS that is mediated through trust (Bulińska-Stangrecka and Bagińska, 2021).

The determinants of JS can also be analysed from an individual or personal level. Furthermore, internal organisational factors and external environmental factors have also been known to relate to JS (Joanna and Jerzy, 2020; Thant and Chang, 2021). Personal factors like multiple employment changes and diversity of individual professional experiences (i.e., working in different places and doing wide-ranging tasks) have been shown to improve JS when compared to individuals involved in stagnant positions (Joanna and Jerzy, 2020). According to Thant and Chang (2021), personal factors like age, gender, race, education, family income, single-parent status, psychological family ties, working period, work itself, and public service motivation have been identified as important personal factors linked to JS.

Aziri (2011) sees the manager's concern for people, compensation, job design, future opportunities, working conditions, and level of aspiration as determinants of JS. Factors that affect JS according to Valaei and Rezaei (2016) include promotion, payment, co-workers, fringe benefits, supervision, contingent rewards, communication, operating procedures and the nature of the work.

Internal organisational factors have included job security, incentives, fringe benefits, performance-pay contingency, promotion opportunities, professional development, job design,

job responsibility, skill utilisation, task clarity, organisational climate, organisational structure, organisational support, participative management, intergroup conflict, superior-subordinate relationships, and organisational fit (Thant and Chang, 2021). Finally, external environment factors include the normative, demographic, social, political, economic, and technological circumstances, which do have an influence on JS but are less well studied than the previous factor types (Thant and Chang, 2021).

Having discussed the job satisfaction and emotional intelligence constructs, the following sections will look at its application specifically in the construction context.

2.9 Emotional intelligence in the context of the construction industry

The underlying goal of any construction project is its successful implementation. However, construction projects often require complex and in-depth procedures in terms of their design and management processes, which poses a challenge to project success (Jepson et al., 2017; Lawani and Moore, 2021). Moreover, human behaviour and emotional intelligence tend to factor into construction-related aspects be it from managerial, stakeholder, or worker perspectives, further complicating the process (Acheampong et al., 2021; Harish et al., 2019; Pryke et al., 2015; Sunindijo & Maghrebi, 2020; Taofeeq et al., 2020) Thus, effective synergy across all levels of the construction workforce is required for project success; however, emotional intelligence in the construction industry is a mostly unexplored subject (Acheampong et al., 2021; Kukah et al., 2021; Lawani & Moore, 2021; Love et al., 2011; Zhang et al., 2013). According to Kukah et al. (2022), the top countries involved in EI and construction research are the UK, Australia, and the USA, all of which are first world countries. EI levels of construction professionals are also lacking (Harish et al., 2019; Songer et al., 2006) while being significantly affected by factors like experience, family background, knowledge and training, personality, and maturity adding further layers of intricacy.

However, the studies involving EI have generally outlined it as being advantageous. Saini and Soni (2016) listed several benefits of EI in the construction industry including professional success and performance, the interaction of participants to achieve common project goals, interpersonal skill development, employee satisfaction, the effective management of resources, and individual and team performance increases. Leicht et al. (2009) showed EI as a primary trait for success since it is linked to improved individual and team performances. Linking EI to

job performance and project leadership (in terms of workplace success drivers, positive workplace outcomes affecting variables like leadership, stress resistance, work attitude/ethic, job satisfaction, performance, employee creativity, and career achievements) have also been some of the benefits of EI in the construction setting as discussed by Acheampong et al. (2021). However, interpersonal skills and empathy were identified as key factors for improving EI (Harish et al., 2019; Songer et al., 2006), especially among construction executives. Therefore, EI is vital to the overall improvement in the sector since it also improves communication and relationships between clients and team members (Oke et al., 2017).

Various themes relating to EI and construction have therefore emerged from research such as project performance and success (Fareed et al., 2021; Rezvani et al., 2020; Saini and Soni, 2016), leadership and management (Barling et al., 2000; Lawani and Moore, 2021), stress and safety concerns (Alsulami et al. 2021; Jepson et al., 2017), relationships and conflict management (Clarke, 2010; Harish et al., 2019) and enhancing decision making.

- **Project Performance and Success**

Since the underlying goal of any construction project is its successful implementation, construction projects often require complex and in-depth procedures in terms of their design and management processes, which poses a challenge to project success (Jepson et al., 2017; Lawani and Moore, 2021). Moreover, human behaviour and emotional intelligence tend to factor into construction-related aspects be it from managerial, stakeholder, or worker perspectives (Acheampong et al., 2021; Harish et al., 2019; Pryke et al., 2015; Sunindijo & Maghrebi, 2020), further complicating the process. Therefore, effective synergy across all levels of the construction workforce is required for project success (Kukah et al., 2021; Lawani & Moore, 2021; Love et al., 2011; Zhang and Fan, 2013). By selecting construction professionals with higher EI, significant enhancement of operations and project performance can be achieved (Love et al., 2010). EI acts as a catalyst for project success with construction professionals exhibiting higher levels of EI found to manage projects more efficiently (Maqbool et al., 2017).

- **Leadership**

In undertaking any construction-related work, the leadership approach is a vital facilitator towards the achievement of objectives (Doan et al., 2020; Fareed et al., 2021; Khosravi et al.,

2020; Potter et al., 2018). Songer et al. (2006) and Sunindijo et al. (2007) also highlighted the importance of leadership in the EI in the construction setting by finding positive correlations between EI and effective leadership. The biggest challenge within the construction industry was found to be the lack of suitably qualified people. Overall, EI often boosts leadership qualities, which in turn improves performance (Kukah et al., 2022; Maqbool et al., 2017). Professionals with higher EI tend to use open communication, delegation and proactive leadership styles thereby improving an organisation's operations/performance (Sunindijo et al., 2007).

- **Stress, Safety and Work Ethic**

People with higher levels of EI have been found to react and adapt to stressful situations in a manner akin to calmness, thereby allowing for effective recovery in the aftermath (Drigas and Papoutsis, 2020; Lea et al., 2019).

Emotional intelligence also enhances the safety behaviours of construction workers by reducing workplace stresses (Alsulami et al., 2021). Hence, reducing or managing stress (stemming from higher EI levels) would also improve safety compliance (Alsulami et al., 2021). Stress tolerances and resilience were also proportional to higher EI levels (Kukah et al., 2022), highlighting how effective EI can be in the construction environment.

- **Conflict resolution**

Overall, conflict is often reduced or efficiently resolved when construction workers have higher levels of EI. This means that the impact of EI levels on interpersonal competence establishes meaningful relationships that facilitate effective conflict management and problem solving (Davis, 2011).

- **Worker relationships**

According to Kukah et al. (2022), reducing project risks and ensuring success are linked to the emotional well-being of the entire workforce or project team. No construction product can be successfully implemented without an organised team functioning towards a shared outcome or goal. Moreover, research regarding EI has shown that it enhances team performance in the construction sector (Leicht et al., 2009; Oke et al., 2017). In addition, high performing teams usually consist of all members having average EI competency levels (Leicht et al., 2009).

Hence, while subordinates may view superiors having higher EI as better leaders (Barling et al., 2000), average EI levels of all members also serve towards improved team cohesion and performance. Positive emotional states of the project team may allow for better project progression and performance (Saini & Soni, 2016), particularly where work environment ambiguity and uncertainty exist. Stakeholders and quantity surveyors in particular who have well-developed EI are also closely associated with project success as they would be able to foresee and solve potential challenges (Love et al., 2011; Montenegro et al., 2021).

- **Enhancing Decision-Making**

EI positively correlates with characteristics such as extraversion, confidence, openness, agreeableness, and conscientiousness (attentiveness/thoroughness) while being inversely proportional to neuroticism (Ordun and Akun, 2016). As such, these attributes generally facilitate better relationships and decision-making styles (Avsec, 2012), which can be beneficial in the work environment.

2.10 Link between emotional intelligence and job satisfaction in quantity surveying

In today's times, organisations are adopting the role of becoming more project-orientated which amplifies the role of construction professionals, their leadership profile and their overall influence on the operational effectiveness of an organisation (Vierimaa, 2013). The potential of emotional intelligence abilities is associated with a range of work related behaviours and it has even been suggested by Clark (2010) that high emotional intelligence and empathy should also enable construction professionals to promote higher levels of motivation in the workplace and amongst other project workers and enhance project performance.

The quantity surveying (QS) profession is an integral part of the construction sector as it relates to financial consulting, cost advice, and contractual documentation for construction projects (Association of South African Quantity Surveyors, 2023). Moreover, quantity surveying shapes communities through infrastructure development and service provision by ensuring economic feasibility within construction (Royal Institution of Chartered Surveyors, 2023).

Qs are involved in complex processes that can often be aided towards success through concepts such as emotional intelligence and job satisfaction. It is generally accepted that EI

and JS are positively correlated i.e., employees with higher EI levels tend to have higher JS (Ealias and George, 2012; Jorfi et al., 2011). Since emotional regulation plays an important role in positively influencing job performance (Nguyen et al., 2019), adequate recognition in this context may also lead to employee satisfaction (Oyewobi et al., 2012). Since a major factor influencing JS is workplace relationships and collaboration (Pandey and Asthana, 2017; Thant and Chang, 2021), a healthy work environment can be further fostered and developed when EI levels of employees are higher (Alheet and Hamdan, 2021; Drigas and Papoutsis, 2019). Quantity surveyors need to convey complex technical information and negotiate contracts, budgets, and timelines. Emotional intelligence enables them to communicate their ideas, concerns, and requirements with clarity, empathy, and sensitivity. They can adapt their communication style to suit different audiences, listen actively, and respond appropriately, which leads to better understanding, cooperation, and successful project outcomes (*ibid*). Therefore, understanding the intrinsic relationship between EI and JS (through factors influencing JS) is important. Quantity surveyors often need to collaborate with clients, contractors, architects, and other stakeholders involved in construction projects.

The concept of project success is the underlying goal of any business, with both EI and JS serving as a competitive edge for them (Elias and George, 2012). Therefore, the link between EI and JS can improve the overall performance of organisations (Ali and Anwar, 2021; Jorfi et al., 2011; Krén and Séllei, 2021). Developing and maintaining positive relationships is crucial for quantity surveyors, as they work closely with various parties throughout a project's lifecycle. Emotional intelligence helps quantity surveyors to establish trust, inspire confidence, and foster harmonious working relationships. By understanding and empathising with the emotions of others, they can navigate complex interpersonal dynamics and promote teamwork, which leads to higher job performance.

However, employees still form the foundation for such performance. As such, employees who are unsatisfied may opt to leave organisations, especially during stressful situations and circumstances. The factors influencing such choices could manifest internally such as job burnout within an organisation or externally such as work-family conflict (Dodanwala and Shrestha, 2021; Drigas and Papoutsis, 2020; Gao et al., 2020). Moreover, employees may have lower EI capabilities resulting in ineffective emotional management that augments stress levels and reduces JS (Dodanwala and Shrestha, 2021; Jorfi et al., 2011). Quantity surveyors encounter a range of problems and obstacles throughout their work, from budgetary issues to

contractual disputes. Emotional intelligence enables them to approach problem-solving with a balanced perspective. They can assess situations objectively, consider multiple viewpoints, and devise creative solutions. Additionally, understanding the emotions and motivations of stakeholders involved in disputes can help quantity surveyors navigate conflicts and find mutually beneficial resolutions (Oke, *et al.*, 2017).

In this regard, both EI and JS were found to positively affect employee engagement (Sudibjo and Sutarji, 2020). Hence, by having an emotional understanding of one's own emotions and that of others and an appreciation of one's working role, individuals may become more invested in their work-related activities, which would further strengthen the relationship between EI and JS (Gong *et al.*, 2020; Sudibjo and Sutarji, 2020). Johari *et al.* (2022) have substantiated these themes stating that task significance, autonomy, and feedback (all factors influencing JS) are all significantly associated with work engagement. Hence, since EI has been previously associated with work engagement, the link between EI and JS is apparent.

Furthermore, construction professionals possessing higher levels of EI tend to display increased levels of job satisfaction, job commitment, trust, empathy and interpersonal skills, thereby promoting all-round cohesion and performance (Harish *et al.*, 2019; Rezvani *et al.*, 2020)

2.11 Chapter Summary

This chapter has considered various aspects of emotional intelligence and how its value is perceived. The various models that have been put forward by researchers have been discussed to show the progressive evolution of emotional intelligence. In a globalised economy, emotional intelligence can offer a solution to help improve efficiency and effectiveness in the workplace and where significant, improve success rates. The chapter also provided an overview of job satisfaction and its theories and factors to understand the relationship between emotional intelligence and job satisfaction. The chapter concluded by discussing the role of a QS and the ways in which emotional intelligence is linked to job performance for quantity surveyors. The following chapter details the methodology that was employed in trying to meet the set objectives in the research report.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter delineates the methodological underpinnings of the research, offering a comprehensive overview of various research philosophies, approaches, methods, strategies, time horizons, and techniques employed in collecting and analysing data for this study. Furthermore, it delves into the discourse on reliability, validity, and research ethics.

3.2 Research Paradigms

A paradigm, as a conceptual lens, reflects a worldview shaped by philosophical assumptions regarding the nature of social reality. These paradigmatic elements play a crucial role in defining the assumptions and beliefs that guide a researcher's perception of a research problem, the investigative approach, and the methods employed to address research questions (Chilisa & Kawulich, 2011:3).

Diverse paradigms exist, including interpretivism (understanding data from a social reality perspective), critical realism (concerns multiple perspectives about a single independent reality), postmodernism, pragmatism (utilising both qualitative and quantitative methods), and feminism (research conducted from a feminist perspective) (Creswell, 2014). However, the paradigm deemed most suitable for this research is positivism. Positivism emphasizes a strict reliance on scientific methods to produce "*pure data and facts uninfluenced by human interpretation and bias*" (Saunders, Lewis & Thornhill, 2019:144).

Positivism contends that the scientific method is the exclusive means to establish the truth and objective reality, drawing on the premise that the methods utilised in natural sciences provide the optimal framework for investigating the social world (Chilisa & Kawulich, 2011). Positivism involves engaging with a perceptible social reality to generate credible data, which, in turn, yield principles and methods applicable to other researchers aiming to replicate similar outcomes (Saunders, Lewis & Thornhill, 2019). As articulated by Kivunja & Kuyini (2017:30), this paradigm relies on deductive logic, hypothesis testing and development, the formulation of operational definitions, and the application of mathematical equations,

calculations, extrapolation, and expressions to draw conclusions. Maintaining an impartial stance is integral to positivism, ensuring that the researcher does not unduly influence findings.

3.3 Research Approach

Two distinct research approaches, namely deductive and inductive, are available for utilisation (Saunders *et al.*, 2019). Inductive research, as described by Ragab & Arisha (2018:5), adopts a more adaptable structure in its inquiry process, prioritising a comprehensive understanding of research phenomena within their contextual milieu.

Contrastingly, the deductive approach, according to Saunders, Lewis & Thornhill (2019), is centred on theory or hypothesis development. This approach demands a methodical methodology to ensure reproducibility, a critical aspect for bolstering the credibility of findings and facilitating the generalisation of results from the selected sample (Ragab & Arisha, 2018; Saunders, Lewis & Thornhill, 2019). In the context of this research, the deductive approach was employed.

3.4 Research Methods

Research commonly adopts three principal approaches: qualitative (focused on understanding people's beliefs, behaviour, and experiences), quantitative (emphasizing the collection of numerical data to elucidate a specific phenomenon), and mixed methods (integrating both quantitative and qualitative data collection techniques and analysis) (Saunders, Lewis & Thornhill, 2019). For the present study, the quantitative method was chosen due to its capacity to collect data in numerical formats that facilitate categorisation, ranking, or ordering for comparative analyses (Creswell, 2014). This aligns with the research's requisite emphasis on variable comparisons.

Quantitative researchers aspire to establish general laws governing behaviour and phenomena across diverse settings and contexts (Creswell, 2014). In quantitative methods, data collection typically employs structured research instruments, yielding results based on larger sample sizes reflective of the concerned population. The research's high reliability allows for replication, with a clearly defined research question seeking objective answers guiding the meticulous design of all study aspects before data collection. Quantitative data, often presented in

numerical formats such as tables, charts, and figures, facilitates the generalisation of concepts, prediction of future research outcomes, and exploration of causal relationships. Researchers commonly employ tools like questionnaires or computer software to collect numerical data (Creswell, 2014).

3.5 Research Strategy

Surveys are commonly utilised due to their perceived authority, ease of explanation, and capacity to enable the collection of substantial data quantities systematically through questionnaires, focusing on individuals' preferences, thoughts, and behaviours (Caparlar & Donmez, 2016; Fowler, 2014; Saunders et al., 2019). This data collection method is particularly suitable for research involving individual people as the unit of analysis, affording the researcher greater control over the research process (Creswell, 2014; Saunders, Lewis, & Thornhill, 2019).

3.6 Time Horizons

Time horizons refer to the temporal framework within which the research is conducted and is categorised as either cross-sectional or longitudinal (Saunders, Lewis & Thornhill, 2019). In the present research study, a cross-sectional time horizon was adopted. This temporal framework examines a specific phenomenon at a particular point in time. It is typically employed when implementing a survey research strategy with a brief data collection timeframe (Saunders, Lewis & Thornhill, 2019). The selection of this time horizon was deemed most appropriate for the research, given its academic nature and the need to complete the study within a constrained period.

3.7 Data Collection Methods

Primary data were gathered through the utilisation of a questionnaire, which is a research instrument comprising a series of questions designed to extract information from respondents. Questionnaires offer a cost-effective, swift, and efficient means of acquiring substantial information from a sizable sample (McLeod, 2018). Distribution of the questionnaires to quantity surveyors in Durban occurred through electronic means, specifically via email, and by

hand delivery. The questionnaire was constructed with a covering letter that provided clear instructions for completion, outlined the research's purpose, and addressed ethical considerations pertaining to confidentiality.

The questionnaire consisted of the following three sections: section A consisted of questions regarding the participant's background/demographic information, section B consisted of questions relating to emotional intelligence and section C consisted of questions relating to job satisfaction.

The questions for section B – emotional intelligence was based on the WLEIS scale (Wong & Law, 2002). This study's measurement of job satisfaction utilised the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss in 1967. The selected instrument was the short form, comprising 20 questions deemed suitable for the research.

Fifty-one surveys were distributed among quantity surveyors in Durban, resulting in the return of 32 completed questionnaires, reflecting a 63% response rate. This was considered adequate to continue the data analysis, as McLaughlin (2007:35) deems a 33% response rate as adequate.

3.8 Data Collection Procedures

Data collection is a systematic process of acquiring and measuring information on variables of interest. This structured approach allows for addressing specific questions and evaluating obtained outcomes (Vuong, 2018).

A sample is a representative portion of a population, and sampling techniques fall into two primary categories: probability and non-probability methods. Probability sampling ensures that each population member has a known chance of being included in the sample (Etikan, Musa & Alkassim, 2015). In contrast, non-probability sampling involves subjective selection methods without the need for randomisation. Probability sampling methods include simple random sampling, systematic sampling, stratified sampling, and cluster sampling, while non-probability sampling includes convenient sampling, purposive sampling, quota sampling, and snowball sampling (Creswell, 2014; Saunders et al., 2019).

For this study, purposive sampling, a non-probability technique (Saunders et al., 2019), was employed to gather essential data. Purposive sampling was chosen due to the small and well-defined target population, its cost-effectiveness, and time efficiency in coordination.

The study focused on registered quantity surveyors operating in Durban, KwaZulu-Natal, South Africa. The quantity surveyors were identified through the Association of South African Quantity Surveyors (ASAQS) website, which lists 68 quantity surveying firms in KwaZulu-Natal, with 54 based in Durban. Using an online sample calculator, the sample size was determined to be 51, with a confidence level of 95% and a 5% margin of error.

The researcher acknowledges the disadvantage associated with the selection of purposive sampling, in that the results documented in the dissertation are only relevant and confined to the quantity surveyors in the KwaZulu-Natal region and therefore cannot be generalised and is not a critical reflection of the total population.

3.8.1 Instrument administration

A pilot questionnaire survey was meticulously designed and circulated among a limited sample of three professionals for review. The pilot test served the crucial purpose of ensuring that the questionnaire accurately reflected the topic, user-friendliness, structural coherence, and the identification of any necessary modifications before broader distribution to research participants. The visual appeal, encompassing tables and font size, was scrutinised to ensure participant comprehension. Furthermore, the pilot study evaluated the questionnaire's length, terminology, and language. Insights gained from the pilot study responses were instrumental in refining the questionnaire. The acquired response from the pilot study helped improve the questionnaire. Once the requested changes were made, the survey was finalised and sent out to the research participants.

A mailing list, comprising email addresses of quantity surveying firms, facilitated the distribution of the finalised questionnaire. The electronic version was dispatched to the sample population via email. A reminder was dispatched to respondents after one week, encouraging completion of the survey if not already done. In a concerted effort to increase the response rate, physical copies of the questionnaires were hand-delivered, with collection scheduled a week later. The survey concluded after three weeks.

The email sent to participants and the hand-delivered questionnaires included a cover letter and consent form. The cover letter detailed the research project's aims, objectives, and significance, provided the researcher's contact information, and assured participants of the confidentiality of the information they were provided with.

3.9 Data Analysis

Following the collection of completed questionnaires, the data underwent preparation for entry. This involved the systematic coding of all information within the questionnaires, wherein numerical assignments were designated to the various responses across all sections. Subsequently, the coded responses were entered into IBM Statistical Package for the Social Sciences (SPSS) version 29 for analysis. To pre-empt any distortion in the results during statistical analysis, the researcher diligently scrutinised the dataset for errors and mistakes. Corrections made in the data file underwent thorough validation by cross-referencing with the original questionnaires to ensure accuracy. According to Pallant (2016), this meticulous error-checking process stands as a critical phase in the data collection procedure. Following the validation process, the researcher proceeded to analyse the data utilising descriptive statistics (mean and standard deviation), correlation analysis, regression analysis and moderation analysis, thereby facilitating the interpretation of the quantitative data.

3.10 Reliability and Validity of Data

Reliability focuses on replication and the consistency of a measure, signifying the extent to which a research instrument consistently produces the same results in the same situation on repeated occasions (Saunders, Lewis, & Thornhill, 2019). A pilot study was conducted to ensure validity before distributing the final questionnaire. Content validity was assured by verifying that the instrument adequately covered all relevant content. Additionally, two well-established and tested scales were incorporated.

The reliability of this study was assessed using the Cronbach Alpha test (Bryman & Bell, 2007:164). Cronbach's alpha gauges the extent to which scale components measure the same attribute, indicating the average correlation among all components. A higher coefficient, closer to 1, signifies greater reliability (Bryman & Bell, 2007:292; Pallant, 2010). An acceptable reliability score exceeding 0.7 was deemed satisfactory (Heale & Twycross, 2015). The

researcher conducted both an overall internal reliability test and specific reliability tests for the two constructs—emotional intelligence and job satisfaction, with results presented in Chapter four.

3.11 Research Ethics

Ethics, according to Saunders, Lewis & Thornhill (2019), pertains to the behavioural standards guiding the researcher's conduct concerning the rights of the study's targeted population. Ensuring the protection of human participants and mitigating risks associated with the research are essential ethical considerations. The researcher adhered to ethical principles, obtaining informed consent from all participants, ensuring no harm befell them, maintaining participant anonymity and confidentiality, and permitting voluntary withdrawal at any point.

In accordance with the University of KwaZulu-Natal's research policy, the researcher obtained ethical clearance from the Human Social Science Research Ethics Committee (HSSREC), as evidenced by the attached ethical clearance certificate in Appendix A.

3.12 Chapter Summary

This chapter laid out the methods and procedures that characterised the framework of this research. Using a positivist, quantitative approach together with a close-ended questionnaire, the researcher was able to develop a research approach to collect data regarding the understanding of emotional intelligence for quantity surveyors. Employing a purposive sampling technique, the researcher approached and enlisted participants, inviting them to complete the questionnaire. Upon the collection of all completed questionnaires, the researcher proceeded to code the responses and transcribe the data onto SPSS version 29. To ensure accuracy during data analysis, the researcher meticulously cross-checked the recorded answers. The data underwent analysis to generate relevant descriptive and inferential statistics, providing support for the study's outlined objectives as presented in chapter four.

CHAPTER 4: ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the findings derived from the statistical analyses conducted on the data acquired through the questionnaire, explaining the findings established based on these results. The process of statistical data analysis involves modelling and transforming data to extract valuable insights and draw conclusions. Four types of analysis were conducted and reported on in this chapter, namely descriptive statistics, correlational analysis, regression analysis, and moderation to explore the interaction between variables.

4.2 Demographic information

Fifty-one surveys were distributed among quantity surveyors in Durban, resulting in the return of 32 completed questionnaires, reflecting a 63% response rate. The demographic details are presented in Table 4.1. Among the respondents, 53% were male, and 50% fell within the age range of 18 to 29. Additionally, 44% of participants were aged between 30 and 49 years. Regarding work experience, 44% of quantity surveyors had been in their current positions for less than 5 years, while 34% reported employment durations between 16 and 20 years. Fifty-six per cent of the respondents were in junior-level positions, 22% in senior management, and 16% were in executive management. In terms of educational qualifications, 50% of respondents held a BSc degree, 20% possessed a Diploma, 19% had a BTech, and 6% held a PhD.

Table 4.1. Demographic Information

		Frequency	Per cent
Gender	Male	17	53,1
	Female	15	46,9
	Total	32	100
Age			
Age	18-29	16	50,0
	30-39	7	21,9
	40-49	7	21,9
	50-59	2	6,3
	Total	32	100
Employment Duration			
Employment Duration	>5 years	14	43,8
	6-10 years	2	6,3
	11-15 years	3	9,4
	16-20 years	11	34,4
	> 26 years	2	6,3
	Total	32	100
Job grading			
Job grading	Junior level	18	56,3
	Middle management	2	6,3
	Senior management	7	21,9
	Executive management	5	15,6
	Total	32	100
Qualification			
Qualification	Diploma	7	21,9
	BTech	6	18,8
	BSc	16	50,0
	MSc	1	3,1
	PhD	2	6,3
	Total	32	100

4.3 Emotional intelligence and job satisfaction through the utilisation of established measurement scales

The first objective of this study was to determine how quantity surveyors rate their level of emotional intelligence and job satisfaction through the utilisation of established measurement scales. The findings for this objective are discussed below.

4.3.1 Emotional Intelligence

The WLEIS scale (Wong & Law, 2002) which comprises 16 items grouped into four subscales, namely, self-emotional appraisal; emotional appraisal of others; use of emotion; and regulation of emotion was used to collect information about the emotional intelligence of quantity surveyors.

To measure the reliability of this scale, Cronbach's alpha was used. Cronbach's alpha ranges from 0 to 1, with 0.7 being regarded as the acceptable internal consistency (Pallant, 2016). Table 4.2 shows the reliability measures for emotional intelligence with the overall Cronbach alpha score for the EI category being 0.85 which falls in the good range (Hair, *et al.*, 2018).

Regarding the self-emotional appraisal subscale (items EI1-EI4), respondents consistently indicated awareness of their emotional state, with mean scores ranging from 5.56 to 6.06. Generally, the respondents always knew "*whether they were happy or not.*" In the emotional appraisal of others subscale (EI5-EI8), respondents leaned towards neutrality and slight agreement, with a mean of 6.03, signifying general sensitivity to others' emotions but uncertainty about their observational skills (mean = 4.78).

In the use of emotion subscale, respondents consistently encouraged themselves to strive for their best (mean = 5.94), with items EI9 to EI12 scoring in the "slightly agree" category, yielding an overall Cronbach's alpha of 0.792. The regulation of emotion subscale (EI13-EI16) demonstrated excellent reliability with a Cronbach's alpha of 0.902. Despite this, respondents tended towards neutrality in their responses, indicating they believed they could control their own emotions slightly better than quickly calming down when angry, as suggested by means ranging from 4.72 to 4.38.

Table 4.2. Demographic Information mean and Cronbach's alpha - EI.

Emotional Intelligence Scale		N = 32, Cronbach's alpha = 0,850		Cronbach's alpha
		Mean	Std. Deviation	
Self-emotional appraisal				
EI1.	I have a good sense of why I feel certain feelings most of the time.	5,56	1,268	0,536
EI2.	I have a good understanding of my own emotions.	6,00	0,672	
EI3.	I understand what I feel.	5,88	0,751	
EI4.	I always know whether I am happy or not.	6,06	0,878	
Emotional appraisal of others				
EI5.	I always know my friends' emotions from their behaviour.	4,81	0,931	0,651
EI6.	I am a good observer of others' emotions.	4,78	1,184	
EI7.	I am sensitive to the feelings and emotions of others.	6,03	0,695	
EI8.	I have a good understanding of the emotions of people around me.	5,03	0,967	
Use of emotion				
EI9.	I always set goals for myself and then try my best to achieve them.	5,78	0,751	0,792
EI10.	I always tell myself I am a competent person.	5,75	0,984	
EI11.	I am a self-motivating person.	5,63	0,751	
EI12.	I would always encourage myself to try my best.	5,94	0,948	
Regulation of emotion				
EI13.	I am able to control my temper so that I can handle difficulties rationally.	4,63	1,540	0,902
EI14.	I am quite capable of controlling my own emotions.	4,72	1,464	
EI15.	I can always calm down quickly when I am very angry.	4,38	1,519	
EI16.	I have good control of my emotions.	4,69	1,120	

4.3.2 Job Satisfaction

The short form Minnesota Satisfaction Questionnaire (MSQ) was used to measure an employee's job satisfaction. The 20 questions were deemed appropriate for this study. The questionnaire encompasses two sub-scales: intrinsic job satisfaction and extrinsic job satisfaction items. Employing a 5-point Likert scale, responses ranged from 1 (strongly dissatisfied) to 5 (strongly satisfied).

The overall Cronbach's alpha for the job satisfaction (JS) category was 0.953, indicating excellent internal consistency of the data (Pallant, 2016). The intrinsic subscale (JS.1-JS.12) demonstrated a Cronbach's alpha of 0.89, with the highest mean at 4.38 ("*the chance to do things for other people*") and the lowest at 3.59 ("*chance to tell people what to do*"). Mean values closer to five suggested a general satisfaction with employment. The Cronbach's alpha for the extrinsic sub-scale (JS.13-JS.20) was 0.95. Respondents expressed overall satisfaction with working conditions (mean=4.16) but leaned towards a more neutral response concerning the "*way their co-workers get along with each other*" (mean=3.69).

Table 4.3. Demographic Information mean and Cronbach's alpha - JS.

Job Satisfaction Scale		N = 32, Cronbach's alpha = 0,953		Cronbach's alpha
		Mean	Std. Deviation	
Intrinsic JS				
JS.1	Being able to keep busy all the time.	4,13	0,71	0,890
JS.2	The chance to work alone on the job.	4,28	0,81	
JS.3	The chance to do different things from time to time.	4,03	0,90	
JS.4	The chance to be "somebody" in the community.	4,19	0,90	
JS.5	Being able to do things that don't go against my conscience.	4,13	0,61	
JS.6	The chance to do things for other people.	4,38	0,49	
JS.7	The chance to tell people what to do.	3,59	1,07	
JS.8	The chance to do something that makes use of my abilities.	4,28	0,85	
JS.9	The freedom to use my own judgment.	3,75	1,08	
JS.10	The chance to try my own methods of doing the job.	3,69	1,15	
JS.11	The praise I get for doing a good job.	4,22	0,91	
JS.12	The feeling of accomplishment I get from the job.	3,84	0,99	
Extrinsic JS				
JS.13	The way my boss handles his/her workers.	3,88	1,16	0,950
JS.14	The competence of my supervisor in making decisions.	4,13	0,79	
JS.15	The way my job provides for steady employment.	3,94	0,95	
JS.16	The way the policies are put into practice.	3,84	0,99	
JS.17	My pay and the amount of work I do.	3,97	1,12	
JS.18	The chances for advancement on this job.	3,97	1,06	
JS.19	The working conditions.	4,16	0,95	
JS.20	The way my co-workers get along with each other.	3,69	0,97	

4.5 Impact of Demographic Variables

This section analysed the impact that the demographic variables had on EI and JS via the use of independent sample t-tests. This analysis was carried out to meet the second objective of the study, to examine and discern statistical variances between EI and JS in terms of age, gender, years of experience, job grading, and qualifications.

4.5.1 Gender

Table 4.4 presents the impact of gender on emotional intelligence (EI) and job satisfaction (JS) through an independent sample t-test. The average means varied from 3.71 to 5.92 across genders. Examining the table reveals that females exhibited higher means in three EI sub-scales (Self-emotional appraisal, Emotional appraisal of others, and Regulation of emotion), while males displayed a higher mean in the sub-scale of use of emotion. This aligns with findings from studies by Fernández-Berrocal, Cabello, Castillo, and Extremera (2012) and Pooja and Kumar (2016), which indicate that women tend to excel in handling emotions. Consistent with Mandell and Pherwani (2003) and Al Noor and Uddin (2011), the results suggest that women generally achieve higher scores in measures of emotional intelligence compared to men. Fernández-Berrocal et al. (2012) propose that this might be attributed to women's enhanced ability to decode nonverbal emotional cues, greater emotional understanding, and heightened sensitivity to others' emotions.

Furthermore, Table 4.4 reveals that females also scored higher on the JS scales. This aligns with findings from studies by Clark (1997), Sloane & Williams (2000), and Perugini and Vladisavljevi (2019), indicating that job satisfaction tends to be higher among women than men. The t-test did not demonstrate any significant difference ($p < 0.05$) in gender concerning EI, but it did indicate significance for JS, as emphasized in Table 4.4.

Table 4.4. Gender-independent sample t-test.

Scale	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significance (2-tailed)
EI_Self	Male	17	5,84	0,552	0,134	-0,366	30,00	0,717
	Female	15	5,92	0,659	0,170	-0,362	27,47	0,720
EI_Others	Male	17	4,97	0,599	0,145	-1,798	30,00	0,082
	Female	15	5,38	0,700	0,181	-1,780	27,78	0,086
EI_Use	Male	17	5,90	0,755	0,183	1,100	30,00	0,280
	Female	15	5,63	0,574	0,148	1,119	29,40	0,272
EI_Regulation	Male	17	4,85	1,064	0,258	-0,125	30,00	0,901
	Female	15	4,89	1,022	0,264	-0,125	29,76	0,901
Emotional_intelligence	Male	17	5,31	0,604	0,146	-0,413	30,00	0,683
	Female	15	5,40	0,592	0,153	-0,413	29,64	0,682
JS_Intrinsic	Male	17	3,79	0,534	0,129	-2,798	30,00	0,009
	Female	15	4,33	0,554	0,143	-2,791	29,19	0,009
JS_Extrinsic	Male	17	3,60	0,745	0,181	-2,666	30,00	0,012
	Female	15	4,34	0,838	0,216	-2,646	28,31	0,013
Job_Satisfaction	Male	17	3,71	0,586	0,142	-2,846	30,00	0,008
	Female	15	4,33	0,650	0,168	-2,827	28,47	0,009

4.5.2 Age

To perform the t-test for age, the four age categories had to be amalgamated into two groups—namely, 18-29 years and 30-59 years—due to limited sample sizes in some categories. As depicted in Table 4.5, the average means for these two age categories range from 3.80 to 5.97. Notably, younger respondents (18-29 years old) demonstrated slightly higher means on two of the EI sub-scales. This contradicts the findings of researchers like Chen, Peng, and Fang (2016), Fariselli, Ghini, and Freedman (2008), and Pooja and Kumar (2016), who assert that emotional intelligence typically increases with age. The conventional belief is that older individuals, given their accumulated experience, heightened awareness, and increased restraint, are generally more adept at emotional control. However, Fariselli, Ghini, and Freedman (2008:9) concluded that while older individuals often exhibit higher emotional quotients (EQ), "there are many young people with higher EQ scores than their older counterparts," a trend echoed in the current research.

Regarding age and job satisfaction, the younger respondents displayed a higher mean in the overall JS scale and the extrinsic scale. However, both age groups scored equally on the JS

intrinsic scale. The t-test did not reveal any significant difference ($p < 0.05$) in age for either EI or JS, except for the EI subscale of regulation of emotions.

Table 4.5. Age-independent sample t-test.

Scale	Age	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significance (2-tailed)
EI_Self	18-29	16	5,78	0,790	0,197	-0,887	30,00	0,382
	30-59	16	5,97	0,301	0,075	-0,887	19,27	0,386
EI_Others	18-29	16	5,30	0,714	0,179	1,125	30,00	0,270
	30-59	16	5,03	0,618	0,155	1,125	29,40	0,270
EI_Use	18-29	16	5,61	0,707	0,177	-1,387	30,00	0,176
	30-59	16	5,94	0,629	0,157	-1,387	29,60	0,176
EI_Regulation	18-29	16	5,28	0,957	0,239	2,401	30,00	0,023
	30-59	16	4,46	0,957	0,239	2,401	30,00	0,023
Emotional_intelligence	18-29	16	5,47	0,710	0,177	1,148	30,00	0,260
	30-59	16	5,23	0,432	0,108	1,148	24,76	0,262
JS_Intrinsic	18-29	16	4,04	0,645	0,161	0,000	30,00	1,000
	30-59	16	4,04	0,573	0,143	0,000	29,58	1,000
JS_Extrinsic	18-29	16	4,09	0,795	0,199	0,918	30,00	0,366
	30-59	16	3,80	0,932	0,233	0,918	29,28	0,366
Job_Satisfaction	18-29	16	4,06	0,687	0,172	0,460	30,00	0,649
	30-59	16	3,95	0,697	0,174	0,460	29,99	0,649

4.5.3 Work Experience/Employment duration

Due to the limited number of respondents in specific categories of the employment duration question, it was necessary to consolidate the intervals into two categories (≤ 5 years and > 6 years) to facilitate the t-test. However, the significance (2-tailed) did not emerge on either the EI or JS scales, as all values exceeded 0.05 at a 95% confidence interval. Table 4.6 illustrates that, overall, the means ranged from 3.91 to 6.06. Generally, respondents with more than 6 years of employment displayed higher means in both the EI and JS scales. This aligns with the findings of Pooja and Kumar (2016), who observed similar trends in their study, noting that emotional intelligence tends to increase with work experience, reaching its peak at 16–20 years.

These results suggest that, despite the consolidation of employment duration intervals, there is no statistically significant difference in both emotional intelligence and job satisfaction between individuals with less than or equal to 5 years of employment and those with more than 6 years of experience. The overall means, spanning a considerable range, highlight the diversity in responses among participants in different employment duration categories.

Table 4.6. Employment Duration–independent sample t-test.

Scale	Employment Duration	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significance (2-tailed)
EI_Self	<= 5 years	16	5,69	0,716	0,179	-1,849	30,00	0,074
	> 6 years	16	6,06	0,382	0,095	-1,849	22,90	0,077
EI_Others	<= 5 years	16	5,16	0,638	0,160	-0,065	30,00	0,949
	> 6 years	16	5,17	0,723	0,181	-0,065	29,55	0,949
EI_Use	<= 5 years	16	5,56	0,649	0,162	-1,822	30,00	0,078
	> 6 years	16	5,98	0,661	0,165	-1,822	29,99	0,078
EI_Regulation	<= 5 years	16	5,15	0,942	0,236	1,585	30,00	0,124
	> 6 years	16	4,59	1,062	0,265	1,585	29,58	0,124
Emotional_intelligence	<= 5 years	16	5,37	0,655	0,164	0,129	30,00	0,898
	> 6 years	16	5,34	0,539	0,135	0,129	28,91	0,898
JS_Intrinsic	<= 5 years	16	3,91	0,570	0,142	-1,290	30,00	0,207
	> 6 years	16	4,18	0,617	0,154	-1,290	29,82	0,207
JS_Extrinsic	<= 5 years	16	3,98	0,713	0,178	0,201	30,00	0,842
	> 6 years	16	3,91	1,016	0,254	0,201	26,89	0,842
Job_Satisfaction	<= 5 years	16	3,93	0,604	0,151	-0,563	30,00	0,578
	> 6 years	16	4,07	0,769	0,192	-0,563	28,41	0,578

4.5.4 Management level

The responses to this question were consolidated into two categories: junior level and middle to executive level, to facilitate the independent sample t-test, as detailed in Table 4.7. The means ranged from 3.95 to 6.00. Notably, junior level employees exhibited higher means in the EI subscales of emotional appraisal of others and regulation of emotions. In contrast, middle to executive-level employees had higher means for the EI subscales of self-emotional appraisal and use of emotion. This finding diverges from the results of studies conducted by Pooja and Kumar (2016) and Wharton, Rotolo, and Bird (2000), which suggested that employees' EI levels tend to increase as they progress in management levels.

In the overall context, junior level employees displayed a higher mean for the EI scale. Concerning JS, junior level employees had higher means across all scales, indicating a greater level of job satisfaction compared to their senior counterparts. The only EI subscale that showed significance (2-tailed) at $p < 0.05$ was the regulation of emotions. All other scales were not significant, as all values exceeded 0.05 at a 95% confidence interval.

Table 4.7. Management level –independent sample t-test.

Scale	Management level	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significance (2-tailed)
EI_Self	Junior level	18	5,78	0,742	0,175	-1,049	30,00	0,303
	Middle-Executive management	14	6,00	0,310	0,083	-1,148	23,91	0,262
EI_Others	Junior level	18	5,24	0,694	0,164	0,683	30,00	0,500
	Middle-Executive management	14	5,07	0,654	0,175	0,688	28,84	0,497
EI_Use	Junior level	18	5,76	0,802	0,189	-0,089	30,00	0,930
	Middle-Executive management	14	5,79	0,508	0,136	-0,094	28,98	0,926
EI_Regulation	Junior level	18	5,31	0,905	0,213	3,126	30,00	0,004
	Middle-Executive management	14	4,30	0,911	0,243	3,124	28,01	0,004
Emotional intelligence	Junior level	18	5,50	0,670	0,158	1,592	30,00	0,122
	Middle-Executive management	14	5,17	0,423	0,113	1,683	28,94	0,103
JS_Intrinsic	Junior level	18	4,05	0,606	0,143	0,049	30,00	0,962
	Middle-Executive management	14	4,04	0,615	0,164	0,049	27,90	0,962
JS_Extrinsic	Junior level	18	4,03	0,762	0,180	0,657	30,00	0,516
	Middle-Executive management	14	3,83	0,998	0,267	0,635	23,72	0,531
Job_Satisfaction	Junior level	18	4,04	0,648	0,153	0,357	30,00	0,724
	Middle-Executive management	14	3,95	0,749	0,200	0,350	25,84	0,729

4.5.5 Qualification

The qualification category was streamlined into two groups. Group 1 comprised individuals with technical degrees, encompassing those with Diplomas and BTech degrees, while Group 2 consisted of individuals with either a BSc, MSc, or PhD degree. As illustrated in Table 4.8, the mean values ranged from 3.55 to 6.13. With the exception of the EI-Use subscale, a significant difference was observed between individuals with technical degrees and those with bachelor's degrees and above. Interestingly, Perugini and Vladislavljevi (2019) discovered in their study that higher education levels did not impact emotional intelligence. Conversely, Pooja and Kumar (2016) found that employees with non-technical education backgrounds (MBA, BBA, Law, Humanities, etc.) were more emotionally intelligent than their technical counterparts (MTech, BTech, MCA, BCA). However, this current study contradicts these findings, revealing that, across all EI and JS scales, individuals with technical degrees exhibited higher

mean values. Statistically significant differences were noted for the self-emotional appraisal subscale and the JS scales.

Table 4.8. Qualifications –independent sample t-test.

Scale	Qualifications	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significance (2-tailed)
EI_Self	Technical degree	13	6,13	0,546	0,151	2,156	30,00	0,039
	Bachelor's degree and above	19	5,70	0,575	0,132	2,178	26,82	0,038
EI_Others	Technical degree	13	5,69	0,570	0,158	4,835	30,00	0,000
	Bachelor's degree and above	19	4,80	0,468	0,107	4,656	22,46	0,000
EI_Use	Technical degree	13	6,00	0,540	0,150	1,600	30,00	0,120
	Bachelor's degree and above	19	5,62	0,733	0,168	1,694	29,78	0,101
EI_Regulation	Technical degree	13	5,65	0,805	0,223	4,508	30,00	0,000
	Bachelor's degree and above	19	4,34	0,808	0,185	4,512	26,02	0,000
Emotional_intelligence	Technical degree	13	5,84	0,533	0,148	5,188	30,00	0,000
	Bachelor's degree and above	19	5,02	0,356	0,082	4,816	19,25	0,000
JS_Intrinsic	Technical degree	13	4,43	0,455	0,126	3,542	30,00	0,001
	Bachelor's degree and above	19	3,78	0,547	0,126	3,670	28,74	0,001
JS_Extrinsic	Technical degree	13	4,52	0,540	0,150	3,684	30,00	0,001
	Bachelor's degree and above	19	3,55	0,832	0,191	3,986	29,96	0,000
Job_Satisfaction	Technical degree	13	4,47	0,456	0,126	3,783	30,00	0,001
	Bachelor's degree and above	19	3,69	0,637	0,146	4,028	29,91	0,000

4.6 Correlation

The Pearson product-moment correlation was used to examine the statistical association between the independent variable, emotional intelligence, and the dependent variable, job satisfaction, addressing the third research objective. Pearson correlation values range from -1.00 to +1.00, where a positive value signifies a perfect positive relationship and a negative value indicates a perfect negative relationship (Hair et al., 208; Pallant, 2016). As depicted in

Table 4.9, a robust positive linear correlation was observed between overall emotional intelligence and job satisfaction scales, with a correlation coefficient (r) of 0.670. This suggests that higher emotional intelligence is associated with elevated levels of job satisfaction.

These findings underscore the importance of emotional intelligence in influencing job satisfaction. Notably, specific facets of emotional intelligence, such as self-emotional appraisal, emotional appraisal of others, and emotion regulation, exhibit distinct associations with intrinsic and extrinsic job satisfaction. The observed correlations emphasize the nuanced interplay between emotional intelligence and different dimensions of job satisfaction.

Table 4.9. Pearson correlation matrix for EI and JS

Scale		EI_Self	EI_others	EI_Use	EI_Reg	EI	JS_Intrinsic	JS_Extrinsic	JS
EI_Self	Pearson Correlation	1	,512**	,366*	,352*	,641**	,415*	0,157	0,298
	Sig. (2-tailed)		0,003	0,039	0,048	0,000	0,018	0,392	0,098
EI_Others	Pearson Correlation	,512**	1	0,120	,767**	,845**	,895**	,835**	,894**
	Sig. (2-tailed)	0,003		0,514	0,000	0,000	0,000	0,000	0,000
EI_Use	Pearson Correlation	,366*	0,120	1	0,321	,503**	0,146	-0,157	-0,003
	Sig. (2-tailed)	0,039	0,514		0,073	0,003	0,425	0,389	0,988
EI_Regulation	Pearson Correlation	,352*	,767**	0,321	1	,919**	,630**	,584**	,628**
	Sig. (2-tailed)	0,048	0,000	0,073		0,000	0,000	0,000	0,000
Emotional_intelligence	Pearson Correlation	,641**	,845**	,503**	,919**	1	,728**	,566**	,670**
	Sig. (2-tailed)	0,000	0,000	0,003	0,000		0,000	0,001	0,000
JS_Intrinsic	Pearson Correlation	,415*	,895**	0,146	,630**	,728**	1	,876**	,970**
	Sig. (2-tailed)	0,018	0,000	0,425	0,000	0,000		0,000	0,000
JS_Extrinsic	Pearson Correlation	0,157	,835**	-0,157	,584**	,566**	,876**	1	,967**
	Sig. (2-tailed)	0,392	0,000	0,389	0,000	0,001	0,000		0,000
Job_Satisfaction	Pearson Correlation	0,298	,894**	-0,003	,628**	,670**	,970**	,967**	1
	Sig. (2-tailed)	0,098	0,000	0,988	0,000	0,000	0,000	0,000	

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

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

There were also statistically significant correlations between the scales and the demographic variables: age, employment duration, management level, and qualifications as depicted in Table 4.10. There are weak negative correlations between age and Emotional Intelligence (EI), specifically with EI_Regulation (r = -0.402, p = 0.022) and overall emotional intelligence (r =

-0.231, $p = 0.204$). This suggests that older participants have slightly lower scores in the regulation of emotions and overall emotional intelligence. Weak negative correlations are observed between employment duration and EI_Regulation ($r = -0.396$, $p = 0.025$) and overall Emotional Intelligence ($r = -0.198$, $p = 0.278$). This implies that participants with longer employment duration may exhibit slightly lower scores in emotion regulation and overall emotional intelligence.

Strong negative correlations exist between management level and EI_Regulation ($r = -0.512$, $p = 0.003$) and overall emotional intelligence ($r = -0.305$, $p = 0.090$). This suggests that participants in higher management levels tend to have lower scores in emotion regulation and overall emotional intelligence. Strong negative correlations are observed between qualification and EI_Others ($r = -0.549$, $p = 0.001$) and overall emotional intelligence ($r = -0.616$, $p = 0.000$). This indicates that participants with higher qualifications tend to have lower scores in emotional appraisal of others and overall emotional intelligence.

Like the EI findings, weak to strong negative correlations are observed between age, employment duration, management level, and qualification with various JS scales (JS_Intrinsic, JS_Extrinsic, and Job Satisfaction). Generally, higher scores in these demographic variables are associated with lower job satisfaction. A perfect positive correlation ($r = 1$) is observed between job grading and all the demographic variables, indicating a perfect linear relationship. This may suggest that job grading is highly correlated with the examined demographic factors.

The correlations provide insights into the relationships between demographic variables, emotional intelligence, and job satisfaction. The negative correlations suggest that as certain demographic factors increase, scores in emotional intelligence and job satisfaction tend to decrease. The observed relationships can guide further exploration and understanding of the factors influencing emotional intelligence and job satisfaction in the context of the studied demographics.

Table 4.10. Pearson correlation matrix for gender, age, duration, management level, and qualification

Scale	Pearson Correlation	Age	Employment Duration	Management level	Qualification
EI_Self	Pearson Correlation	0,103	0,188	0,110	-0,245
	Sig. (2-tailed)	0,575	0,303	0,549	0,176
EI_Others	Pearson Correlation	-0,191	-0,171	-0,144	-,549**
	Sig. (2-tailed)	0,294	0,348	0,433	0,001
EI_Use	Pearson Correlation	0,174	0,205	0,045	-0,106
	Sig. (2-tailed)	0,341	0,261	0,806	0,565
EI_Regulation	Pearson Correlation	-,402*	-,396*	-,512**	-,669**
	Sig. (2-tailed)	0,022	0,025	0,003	0,000
Emotional_intelligence	Pearson Correlation	-0,231	-0,198	-0,305	-,616**
	Sig. (2-tailed)	0,204	0,278	0,090	0,000
JS_Intrinsic	Pearson Correlation	-0,079	0,062	-0,073	-,476**
	Sig. (2-tailed)	0,666	0,735	0,692	0,006
JS_Extrinsic	Pearson Correlation	-0,147	-0,193	-0,140	-,514**
	Sig. (2-tailed)	0,421	0,289	0,445	0,003
Job_Satisfaction	Pearson Correlation	-0,116	-0,065	-0,109	-,511**
	Sig. (2-tailed)	0,526	0,724	0,552	0,003
Job_grading	Pearson Correlation	1	1	1	1
	Sig. (2-tailed)				

4.7 Regression Analysis

4.7.1 Regression analysis – EI subscales as independent variable

Table 4.11 depicts the model summary for the regression analysis that was conducted with job satisfaction as the dependent variable and the emotional subscales as the independent variable. The model accounted for a substantial proportion of the variance in job satisfaction, $R^2 = 0.845$, adjusted $R^2 = 0.822$. The standard error of the estimate was 0.28871. This implies that the EI subscales explain 82% of the job satisfaction variance.

Table 4.11. Model summary with job satisfaction as the dependent variable

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,919 ^a	0,845	0,822	0,28871
a. Predictors: (Constant), EI_Regulation, EI_Use, EI_Self, EI_Others				

An ANOVA test was carried out as depicted in Table 12 to see the relationship between the variables. The regression model demonstrated a strong association between the emotional intelligence subscales and job satisfaction, $F(4, 27) = 36.694, p < .001$.

Table 4.12. ANOVA - with job satisfaction as the dependent variable

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12,234	4	3,059	36,694	<,001 ^b
	Residual	2,251	27	0,083		
	Total	14,485	31			

a. Dependent Variable: Job_Satisfaction

b. Predictors: (Constant), EI_Regulation, EI_Use, EI_Self, EI_Others

The coefficients indicate the unique contribution of each emotional intelligence subscale to job satisfaction. The model included a constant term ($B = 0.103, SE = 0.644, p = 0.874$). Collinearity statistics indicated acceptable levels of tolerance (all > 0.2) and VIF (all < 5), suggesting no issues with multicollinearity. Multicollinearity is a statistical phenomenon that occurs when two or more independent variables in a regression model are highly correlated with each other ($r > 0.9$) (Pallant, 2016). The variance inflation factor (VIF) indicates multicollinearity when the values are above 10 (Pallant, 2016). In the context of this regression analysis, the acceptable levels of tolerance (all > 0.2) and VIF (all < 5) indicate that multicollinearity was not a significant issue in the model, as the values suggest a reasonable level of independence among the predictors.

Table 4.13. Regression coefficients with job satisfaction as the dependent variable

Coefficient										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	0,103	0,644		0,160	0,874	-1,218	1,423		
	EI_Self	-0,256	0,112	-0,223	-2,295	0,030	-0,485	-0,027	0,608	1,643
	EI_Others	1,152	0,142	1,131	8,143	0,000	0,862	1,443	0,298	3,352
	EI_Use	-0,005	0,091	-0,005	-0,058	0,954	-0,191	0,180	0,712	1,405
	EI_Regulation	-0,106	0,087	-0,159	-1,222	0,232	-0,283	0,072	0,340	2,944

a. Dependent Variable: Job_Satisfaction

Therefore, the findings suggest that emotional intelligence, specifically the subscales of EI_Self, EI_Others, and EI_Regulation, significantly predicts job satisfaction. However, the subscale EI_Use did not make a significant unique contribution.

4.7.2 Regression analysis – EI subscales as the independent variable and JS intrinsic as the dependent variable

The regression model in Table 4.14 assessing the relationship between emotional intelligence subscales (EI_Regulation, EI_Use, EI_Self, and EI_Others) and intrinsic job satisfaction (JS_Intrinsic) yielded significant results. The model accounted for a substantial proportion of the variance in intrinsic job satisfaction, $R^2 = 0.825$, adjusted $R^2 = 0.799$. The standard error of the estimate was 0.26936. The emotional intelligence sub-scales explained 83% of the variance in intrinsic job satisfaction.

Table 4.14. Model summary with JS intrinsic as the dependent variable

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,908 ^a	0,825	0,799	0,26936

a. Predictors: (Constant), EI_Regulation, EI_Use, EI_Self, EI_Others

The analysis of variance (ANOVA) (Table 4.15) indicated that the emotional intelligence subscales significantly contributed to the prediction of intrinsic job satisfaction, $F(4, 27) = 31.727$, $p < .001$.

Table 4.15. ANOVA - with JS intrinsic as the dependent variable

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9,208	4	2,302	31,727	<,001 ^b
	Residual	1,959	27	0,073		
	Total	11,167	31			
a. Dependent Variable: JS_Intrinsic						
b. Predictors: (Constant), EI_Regulation, EI_Use, EI_Self, EI_Others						

Regression coefficients revealed the unique contributions of each emotional intelligence subscale to intrinsic job satisfaction in Table 4.16. The model included a constant term ($B = -0.395$, $SE = 0.600$, $p = 0.516$). The collinearity statistics indicated acceptable levels of tolerance (all > 0.2) and VIF (all < 5), suggesting no significant issues with multicollinearity. The findings suggest that emotional intelligence, particularly the subscales of EI_Others, significantly predicts intrinsic job satisfaction. However, EI_Self, EI_Use, and EI_Regulation did not make statistically significant unique contributions to intrinsic job satisfaction in this model.

Table 4.16. Regression coefficients with JS extrinsic as the dependent variable

Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-0,395	0,600		-0,658	0,516	-1,627	0,837		
	EI_Self	-0,125	0,104	-0,124	-1,200	0,241	-0,339	0,089	0,608	1,643
	EI_Others	0,995	0,132	1,112	7,536	0,000	0,724	1,266	0,298	3,352
	EI_Use	0,114	0,084	0,129	1,349	0,189	-0,059	0,287	0,712	1,405
	EI_Regulation	-0,128	0,081	-0,220	-1,589	0,124	-0,294	0,037	0,340	2,944
a. Dependent Variable: JS_Intrinsic										

4.7.3 Regression analysis – EI subscales as the independent variable and JS extrinsic as the dependent variable

The regression model in Table 4.17 examining the relationship between emotional intelligence subscales (EI_Regulation, EI_Use, EI_Self, and EI_Others) and extrinsic job satisfaction (JS_Extrinsic) demonstrated significant results. The model accounted for a considerable

proportion of the variance in extrinsic job satisfaction, $R^2 = 0.824$, Adjusted $R^2 = 0.797$. The standard error of the estimate was 0.38893.

Table 4.17. Model summary with JS extrinsic as the dependent variable

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,908 ^a	0,824	0,797	0,38893
a. Predictors: (Constant), EI_Regulation, EI_Use, EI_Self, EI_Others				

The analysis of variance (ANOVA) in Table 4.18 revealed that the emotional intelligence subscales significantly contributed to the prediction of extrinsic job satisfaction, $F(4, 27) = 31.517$, $p < .001$.

Table 4.18. ANOVA - with JS extrinsic as the dependent variable

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19,070	4	4,768	31,517	<,001 ^b
	Residual	4,084	27	0,151		
	Total	23,154	31			
a. Dependent Variable: JS_Extrinsic						
b. Predictors: (Constant), EI_Regulation, EI_Use, EI_Self, EI_Others						

The regression coefficients illustrated in Table 4.19 show the unique contributions of each emotional intelligence subscale to extrinsic job satisfaction. The model included a constant term ($B = 0.849$, $SE = 0.867$, $p = 0.336$). Collinearity statistics indicated acceptable levels of tolerance (all > 0.2) and VIF (all < 5), suggesting no significant issues with multicollinearity.

Therefore, the findings suggest that emotional intelligence, particularly the subscales of EI_Others, significantly predicts extrinsic job satisfaction. However, EI_Self demonstrated a negative relationship, indicating that higher scores on EI_Self were associated with lower extrinsic job satisfaction. The subscales EI_Use and EI_Regulation did not make statistically significant unique contributions in this model.

Table 4.19. Regression coefficients with JS extrinsic as the dependent variable

Coefficients ^a										
Model		Unstandardised Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	0,849	0,867		0,980	0,336	-0,930	2,628		
	EI_Self	-0,453	0,150	-0,312	-3,012	0,006	-0,761	-0,144	0,608	1,643
	EI_Others	1,388	0,191	1,078	7,282	0,000	0,997	1,779	0,298	3,352
	EI_Use	-0,184	0,122	-0,145	-1,509	0,143	-0,434	0,066	0,712	1,405
	EI_Regulation	-0,072	0,117	-0,085	-0,616	0,543	-0,311	0,167	0,340	2,944

a. Dependent Variable: JS_Extrinsic

4.8 Demographic moderation

Objective four aimed to investigate how specific demographic factors moderate the relationship between emotional intelligence and job satisfaction. Employing moderation analysis, the study sought to discern whether demographic variables influenced the interplay between emotional intelligence and job satisfaction. According to Hair (2018), one can “*transform the strength and direction of the X and Y constructs*” when using moderating variables.

4.8.1 Effect on Gender

The moderation analysis investigated the impact of the moderating variable, gender, on the EI and JS relationship in Table 4.20. The overall model was statistically significant, $F(3, 28) = 15.8264$, $p < 0.001$, $R^2 = 0.629$. The multiple correlation coefficient (R) was 0.7931, indicating a substantial relationship between the predictors and job satisfaction. However, none of the individual predictors reached statistical significance. Emotional intelligence (EI) was not a significant predictor of job satisfaction ($b = 0.3853$, $p = 0.3591$), nor was gender ($b = -0.7461$, $p = 0.6101$). The interaction term (Int_1), representing the product of emotional intelligence and gender, was not statistically significant ($b = 0.2431$, $p = 0.3727$). The test of the highest order unconditional interaction revealed a non-significant change in R^2 ($\Delta R^2 = 0.0109$, $F(1, 28) = 0.8208$, $p = 0.3727$), suggesting that the interaction did not significantly improve the prediction of job satisfaction beyond the main effects of emotional intelligence and gender. Therefore, while the overall model was significant, individual predictors (EI and gender) and their interaction terms did not significantly contribute to explaining the variance in job satisfaction.

Table 4.20. Moderation analysis – Gender

Outcome variable: Job Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0,7931	0,629	0,1919	15,8264	3	28	0
Model						
	Coeff	se	t	p	LLCI	ULCI
Constant	1,1194	2,2168	0,5049	0,6176	-3,4217	5,6604
EI	0,3853	0,4132	0,9325	0,3591	-0,4612	1,2319
Gender	-0,7461	1,4465	-0,5158	0,6101	-3,7093	2,2171
Int_1	0,2431	0,2683	0,906	0,3727	-0,3065	0,7927
Product terms key: Int_1: EI x Gender						
Test (s) of highest order unconditional interaction (s):	ΔR^2 - chg	F	df1	df2	p	
X*W	0,0109	0,8208	1	28	0,3727	

4.8.2 Effect of work experience/duration of employment

The overall model showing the duration of employment as a moderator is depicted in Table 4.21. The model significantly predicted job satisfaction, $F(3, 28) = 8.9789$, $p = 0.0003$, $R^2 = 0.4903$. The multiple correlation coefficient (R) was 0.7002, indicating a moderate relationship between the predictors and job satisfaction. The interaction term (Int_1) was not statistically significant ($b = 0.1831$, $p = 0.1563$). The intercept was not statistically significant ($b = 1.601$, $p = 0.3113$). EI ($b = 0.4352$, $p = 0.1408$) and duration of employment ($b = -0.9434$, $p = 0.1679$) did not significantly predict job satisfaction. The test of the highest order unconditional interaction revealed a non-significant change in R^2 ($\Delta R^2 = 0.0386$, $F(1, 28) = 2.1226$, $p = 0.1563$), suggesting that the interaction did not significantly improve the prediction of job satisfaction beyond the main effects of emotional intelligence and duration of employment. Therefore, while the overall model was significant, individual predictors (EI and duration of employment) and their interaction term did not significantly contribute to explaining the variance in job satisfaction.

Table 4.21. Moderation analysis – Duration of employment

Outcome variable: Job Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0,7002	0,4903	0,2637	8,9789	3	28	0,0003
Model						
	Coeff	se	t	p	LLCI	ULCI
Constant	1,601	1,5525	1,0312	0,3113	-1,5793	4,7813
EI	0,4352	0,2871	1,5158	0,1408	-0,1529	1,0234
Duration	-0,9434	0,6664	-1,4157	0,1679	-2,3085	0,4217
Int_1	0,1831	0,1257	1,4569	0,1563	-0,0744	0,4406
Product terms key: Int_1: EI x Duration						
Test (s) of highest order unconditional interaction (s):	ΔR^2 -chng	F	df1	df2	p	
X*W	0,0386	2,1226	1	28	0,1563	

4.8.3 Effect of job grading

Job grading was examined as a moderating variable on JS and EI in Table 4.22. The overall model significantly predicted job satisfaction, $F(3, 28) = 10.1297$, $p = 0.0001$, $R^2 = 0.5205$. The multiple correlation coefficient (R) was 0.7214, indicating a moderate relationship between the predictors and job satisfaction. The intercept was not statistically significant ($b = 1.5946$, $p = 0.3394$). Emotional intelligence did not significantly predict job satisfaction ($b = 0.4175$, $p = 0.1739$). Job grade was not a significant predictor of job satisfaction ($b = -1.3102$, $p = 0.1547$). The interaction between emotional intelligence and job grade was not statistically significant ($b = 0.2651$, $p = 0.1254$). The test of the highest order unconditional interaction revealed a non-significant change in R^2 ($\Delta R^2 = 0.0427$, $F(1, 28) = 2.495$, $p = 0.1254$), suggesting that the interaction did not significantly improve the prediction of job satisfaction beyond the main effects of emotional intelligence and job grade. While the overall model was significant, individual predictors (EI and job grade) and their interaction terms did not significantly contribute to explaining the variance in job satisfaction. The relationship between emotional intelligence and job satisfaction did not differ significantly based on job grade.

Table 4.22. Moderation analysis – Job grading

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0,7214	0,5205	0,2481	10,1297	3	28	0,0001
Model						
	Coeff	se	t	p	LLCI	ULCI
Constant	1,5946	1,6405	0,972	0,3394	-1,766	4,9552
EI	0,4175	0,2992	1,3952	0,1739	-0,1955	1,0304
Job Grade	-1,3102	0,8958	-1,4627	0,1547	-3,1452	0,5247
Int_1	0,2651	0,1678	1,5796	0,1254	-0,0787	0,6089
Product terms key: Int_1: EI x Job Grade						
Test (s) of highest order unconditional interaction (s):						
	ΔR^2 -chng	F	df1	df2	p	
X*W	0,0427	2,495	1	28	0,1254	

4.8.4 Effect of age

Age as a moderator is shown in Table 4.23. The overall model significantly predicted job satisfaction, $F(3, 28) = 9.5075$, $p = 0.0002$, $R^2 = 0.5046$. The multiple correlation coefficient (R) was 0.7104, indicating a moderate relationship between the predictors and job satisfaction. The intercept was not statistically significant ($b = 2.4223$, $p = 0.1835$). EI did not significantly predict job satisfaction ($b = 0.2805$, $p = 0.4007$) while age was marginally significant in predicting job satisfaction ($b = -1.7931$, $p = 0.0961$). The test of the highest order unconditional interaction revealed a marginally significant change in R^2 ($\Delta R^2 = 0.0545$, $F(1, 28) = 3.0832$, $p = 0.09$) suggesting that while emotional intelligence and age did not individually predict job satisfaction, there was a marginally significant interaction effect between emotional intelligence and age, suggesting that the relationship between emotional intelligence and job satisfaction may vary based on age.

Table 4.23. Moderation analysis – Age

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0,7104	0,5046	0,2563	9,5075	3	28	0,0002
Model						
	Coeff	se	t	p	LLCI	ULCI
Constant	2,4223	1,7762	1,3637	0,1835	-1,2163	6,0608
EI	0,2805	0,3287	0,8533	0,4007	-0,3929	0,9538
Age	-1,7931	1,0414	-1,7218	0,0961	-3,9265	0,3402
Int_1	0,3476	0,1979	1,7559	0,09	-0,0579	0,753
Product terms key: Int_1: EI x Age						
Test (s) of highest order unconditional interaction (s):	ΔR^2 -chng	F	df1	df2	p	
X*W	0,0545	3,0832	1	28	0,09	

The moderation analysis revealed significant conditional effects of age on the EI and JS relationship, as shown in Table 4.24. The conditional effect of EI on job satisfaction for younger employees (group 1) was 0.6281 (SE = 0.1822, $t = 3.4477$, $p = 0.0018$, 95% CI [0.2549, 1.0012]). The positive coefficient suggests that higher emotional intelligence is associated with increased job satisfaction. The conditional effect of EI on job satisfaction for group 2 (middle-aged employees) was 0.8018 (SE = 0.1585, $t = 5.0574$, $p < 0.001$, 95% CI [0.4771, 1.1266]), which indicated a stronger positive relationship between EI and JS. Whereas the conditional effect of EI on job satisfaction was 1.3232 (SE = 0.3443, $t = 3.8432$, $p = 0.0006$, 95% CI [0.6179, 2.0284]) for senior employees (group 3) showing that higher emotional intelligence is associated with a substantial increase in job satisfaction.

Table 4.24. Conditional effects

Conditional Effects						
Age	Effect	se	t	p	LLCI	ULCI
1	0,6281	0,1822	3,4477	0,0018	0,2549	1,0012
1,5	0,8018	0,1585	5,0574	0	0,4771	1,1266
3	1,3232	0,3443	3,8432	0,0006	0,6179	2,0284

4.8.5 Effect of qualifications

The overall model significantly predicted job satisfaction when qualifications were used as a moderator with $F(3, 28) = 10.1326$, $p = 0.0001$, $R^2 = 0.5205$ as can be seen in Table 4.25. The multiple correlation coefficient (R) was 0.7215, indicating a moderate relationship between the predictors and job satisfaction. The intercept was not statistically significant ($b = 3.6954$, $p = 0.0815$) and EI did not significantly predict job satisfaction ($b = 0.0813$, $p = 0.8292$). However, qualification was marginally significant as a predictor of job satisfaction ($b = -1.5204$, $p = 0.0642$). The interaction term was marginally significant ($b = 0.2825$, $p = 0.0801$). The test of the highest order unconditional interaction revealed a marginally significant change in R^2 ($\Delta R^2 = 0.0565$, $F(1, 28) = 3.2971$, $p = 0.0801$), suggesting that the interaction may contribute to the prediction of job satisfaction beyond the main effects of emotional intelligence and qualification.

Table 4.25. Moderation analysis – qualification

Outcome variable: Job-Satisfaction (JS)						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
0,7215	0,5205	0,248	10,1326	3	28	0,0001
Model						
	Coeff	se	t	p	LLCI	ULCI
Constant	3,6954	2,0449	1,8071	0,0815	-0,4936	7,8843
EI	0,0813	0,3735	0,2177	0,8292	-0,6838	0,8465
Qualification	-1,5204	0,7891	-1,9267	0,0642	-3,1368	0,0961
Int_1	0,2825	0,1556	1,8158	0,0801	-0,0362	0,6012
Product terms key: Int_1: EI x Qualification						
Test (s) of highest order unconditional interaction (s):	ΔR^2 -chng	F	df1	df2	p	
X*W	0,0565	3,2971	1	28	0,0801	

The conditional effects of qualification on the EI and JS relationship were examined in Table 4.26. The conditional effect of EI on job satisfaction was 0.3638 (SE = 0.2532, $t = 1.4371$, $p = 0.1618$, 95% CI [-0.1548, 0.8824]) for group 1. The conditional effect of EI on job satisfaction was 0.9288 (SE = 0.2417, $t = 3.8421$, $p = 0.0006$, 95% CI [0.4336, 1.424]) for both groups 2 and 3.

The results suggest that the relationship between emotional intelligence and job satisfaction varies based on qualification level, with a stronger positive association observed for individuals with higher qualifications.

Table 4.26. Conditional effects

Conditional Effects						
Qualification	Effect	se	t	p	LLCI	ULCI
1	0,3638	0,2532	1,4371	0,1618	-0,1548	0,8824
2	0,9288	0,2417	3,8421	0,0006	0,4336	1,424
3	0,9288	0,2417	3,8421	0,0006	0,4336	1,424

The researcher noted the difference in the results from the independent t-test for qualifications and the results for when qualifications were used as a moderator. This can be attributed to the fact that independent t-tests focus on comparing means between two groups (technical degree vs. bachelor's degree and above) within each variable (emotional intelligence and job satisfaction) where the moderation analysis explored how the relationship between emotional intelligence and job satisfaction changes at different levels of the moderator (qualifications). While independent t-tests provide valuable insights into mean differences between groups, moderation analysis offers a more comprehensive understanding of how the interplay between variables contributes to the outcome. The differences in results highlight the importance of considering interactions and moderation effects to capture the complexity of relationships in the research. These findings suggest that, while overall differences exist between groups, the moderating effect of qualifications adds a layer of complexity to the relationship between emotional intelligence and job satisfaction.

4.9 Chapter Summary

This chapter presented the empirical findings derived from the study's analysis, explaining the statistical methods applied to scrutinise the questionnaire data. This facilitated the

identification of significant associations or the absence thereof, along with discerning differences among the key demographic factors explored in the research.

The thirty-two completed questionnaires that were received were coded and captured onto SPSS v29. The researcher cross-checked the answers that were captured to prevent any errors from being recorded during the data analysis. The Cronbach's alpha fell within the acceptable ranges for internal consistency.

Independent sample t-tests were conducted to assess the demographic variables, age, gender, employment duration, job grading, and qualifications on emotional intelligence and job satisfaction. The Pearson product-moment correlation was used to examine the statistical connection between the independent variable, emotional intelligence, and the dependent variable, job satisfaction. Additionally, regression analysis was performed with job satisfaction, JS_intrinsic, and JS_extrinsic as dependent variables and the emotional subscales as independent variables. Finally, moderation analysis delved into the nuanced effects of various moderating variables on the relationship between emotional intelligence and job satisfaction. Five key moderators were investigated: gender, age, employment duration, job grading, and qualifications.

Subsequently, chapter five will offer conclusive insights related to each objective, propose recommendations for future research endeavours, and bring the study to its conclusion.

CHAPTER 5: CONCLUSION

5.1 Introduction

This research journey has delved into the intricate dynamics of quantity surveyors views of emotional intelligence and job satisfaction. Employing a positivist, quantitative approach and utilising a close-ended questionnaire, this study aimed to unravel the nuanced relationships between EI and JS and explore the influences of various demographic factors on this intricate interplay.

The investigation unfolded through a meticulous research design that involved purposive sampling, data collection, coding, and transcription onto SPSS v29. A comprehensive array of statistical techniques, including descriptive and inferential statistics, independent sample t-tests, Pearson product-moment correlation, regression analysis, and moderation analysis, was employed to rigorously scrutinise the multifaceted aspects of EI and JS.

Through these analytical tools, the study systematically addressed the various dimensions of emotional intelligence and their impact on job satisfaction, shedding light on the moderating effects of demographic variables such as gender, age, employment duration, job grading, and qualifications.

In this chapter, the synthesis of findings and the overarching implications of this research endeavour come into focus. The culmination of these insights not only contributes to the current understanding of emotional intelligence and job satisfaction but also provides actionable recommendations for organisational management and the professional development of quantity surveyors.

5.2 Literature summary

The literature review highlights the growing significance of emotional intelligence (EI) in organisations, particularly in project-oriented environments within the construction sector. Construction professionals, especially quantity surveyors, are pivotal in influencing organisational operational effectiveness. Emotional intelligence has the potential to enhance work-related behaviours, motivation, and project performance among construction professionals.

Emotional intelligence and job satisfaction (JS) are identified as positively correlated, influencing workplace relationships and collaboration. Emotional intelligence facilitates effective communication, negotiation, and adaptation to diverse stakeholders, contributing to successful project outcomes.

The link between EI and JS is seen as a competitive advantage, enhancing overall organisational performance. Positive relationships are crucial for QS, and emotional intelligence aids in building trust, inspiring confidence, and fostering harmonious working relationships. However, employee satisfaction remains foundational, as unsatisfied employees may leave organisations, influenced by factors such as job burnout and work-family conflict. Emotional intelligence helps QS navigate challenges, approach problem-solving objectively, and understand stakeholder emotions in disputes. The inverse relationship between EI and turnover intention suggests that well-developed EI levels contribute to lower turnover intentions and job satisfaction. The work itself is a significant factor in JS, and the interplay between EI and JS is compounded by psychological empowerment and work engagement.

The positive effects of EI on job satisfaction, commitment, trust, empathy, and interpersonal skills are emphasized among construction professionals. The intricate relationship between EI and JS is evident, with both contributing to increased employee engagement and overall organisational cohesion and performance.

5.3 Summary of methodology

This research adopted a positivist, quantitative approach utilising a close-ended questionnaire to investigate emotional intelligence among quantity surveyors. Employing purposive sampling, participants were enlisted to complete the questionnaire, and the collected responses were coded and transcribed onto SPSS v29. Rigorous cross-checking ensured data accuracy during analysis, which involved generating descriptive and inferential statistics to support the study's objectives.

The thirty-two received and coded questionnaires underwent analysis. Independent sample t-tests assessed demographic variables' impact on EI and JS, while the Pearson product-moment correlation gauged the statistical relationship between EI and JS. Regression analysis explored the dependency of JS and its intrinsic and extrinsic facets on emotional subscales.

Additionally, moderation analysis delved into the nuanced influences of gender, age, employment duration, job grading, and qualifications on the relationship between emotional intelligence and job satisfaction. This comprehensive methodology facilitated a thorough exploration of emotional intelligence within the context of quantity surveyors, offering valuable insights into the interplay between EI and job satisfaction.

5.4 Research objectives and findings

The primary aim of this research was to explore the correlation between emotional intelligence and job satisfaction among quantity surveyors in the construction industry. To address this goal, four research questions and corresponding objectives were formulated. The subsequent analysis of the collected data is presented below to assess the achievement of these objectives.

A comprehensive literature review and the distribution of questionnaires to quantity surveyors located in Durban were used to meet this objective. The emotional intelligence and job satisfaction of quantity surveyors were assessed using the WLEIS and Minnesota Job-Satisfaction scales. The reliability of emotional intelligence was measured with an overall Cronbach alpha score for the emotional intelligence category of 0.85, signifying good reliability. Similarly, the job satisfaction category demonstrated excellent internal consistency with an overall Cronbach's alpha of 0.953. These results indicate that the scales employed in this study were consistent and reliable. It can be concluded that each item significantly contributed to achieving the intended objective.

In terms of the second objective, the t-test did not demonstrate any significant difference ($p < 0.05$) in gender concerning EI, but it did indicate significance for JS. Regarding age and job satisfaction, the younger respondents displayed a higher mean in the overall JS scale and the JS_extrinsic scale. However, both age groups scored equally on the JS intrinsic scale. The t-test did not reveal any significant difference ($p < 0.05$) in age for either EI or JS, except for the emotional intelligence subscale of regulation of emotions.

Despite consolidating employment duration intervals, there is no statistically significant difference in emotional intelligence and job satisfaction between individuals with less than or equal to 5 years of employment and those with more than 6 years of experience. The diverse

overall means, spanning a considerable range, underscore the variability in responses among participants in different employment duration categories.

In the overall context, junior level employees displayed a higher mean for the EI scale. Concerning JS, junior level employees had higher means across all scales, indicating a greater level of job satisfaction compared to their senior counterparts. The only EI subscale that showed significance (2-tailed) at $p < 0.05$ was the regulation of emotions. All other scales were not significant.

Interestingly, this study found that individuals with technical degrees displayed higher mean values across all emotional intelligence and job satisfaction scales. Statistically significant differences were noted for the self-emotional appraisal subscale and the job satisfaction scales.

To address research objective three, the Pearson product-moment correlation was employed to evaluate the statistical relationship between the independent variable emotional intelligence and the dependent variable job satisfaction. A robust positive linear correlation was identified between overall emotional intelligence and job satisfaction scales, reflected in a correlation coefficient (r) of 0.670. This implies that higher emotional intelligence is linked to elevated levels of job satisfaction.

The findings further indicate that emotional intelligence, specifically the subscales of EI_Self, EI_Others, and EI_Regulation, significantly predict job satisfaction. Notably, the subscale EI_Use did not make a significant unique contribution. Additionally, emotional intelligence, particularly the subscales of EI_Others, significantly predicts intrinsic job satisfaction. Similarly, emotional intelligence, particularly the subscales of EI_Others, significantly predicts extrinsic job satisfaction. However, a noteworthy negative relationship was observed for EI_Self, suggesting that higher scores on EI_Self were associated with lower extrinsic job satisfaction.

The moderation analysis explored the nuanced influences of various demographic moderating variables between the EI and JS relationship. Five key moderators were investigated: gender, age, employment duration, job grading, and qualifications.

The relationship between emotional intelligence and job satisfaction did not significantly differ between genders. The analysis involving age as a moderator indicated a marginally significant interaction effect. The strength and direction of the relationship between emotional intelligence and job satisfaction varied across different age levels, suggesting age may play a role in influencing this relationship. Job grading and duration of employment did not significantly moderate the relationship between emotional intelligence and job satisfaction. The relationship between emotional intelligence and job satisfaction appeared to be more pronounced for individuals with higher qualifications.

Each moderator demonstrated unique characteristics in influencing the relationship between emotional intelligence and job satisfaction. The findings highlight the nuanced nature of the relationship, emphasizing that factors such as age and qualifications may add complexity to how emotional intelligence influences job satisfaction. The absence of significant moderation in some cases suggests that the impact of EI on JS is not universally influenced by these demographic and contextual factors. The results underscore the need for further exploration and consideration of additional moderating variables to comprehensively understand the complex dynamics of the relationship between emotional intelligence and job satisfaction.

The moderation analysis contributes valuable insights into how various factors can shape the connection between emotional intelligence and job satisfaction, providing a foundation for future research and practical implications in organisational settings.

5.5 Recommendations

Recommendation 1 - The need for further exploration and consideration of additional moderating factors to enhance our understanding of the intricate dynamics in the relationship between emotional intelligence and job satisfaction.

Recommendation 2 - Initiatives aimed at bolstering emotional intelligence should be incorporated into continuous training programmes for both employees and managers, fostering improved performance, cooperation, commitment, and overall satisfaction with working conditions.

Recommendation 3 - In the recruitment process, implementing aptitude tests for emotional intelligence utilising standardised assessments can be instrumental in ensuring effective job performance, increased job involvement, and heightened commitment and compliance within the workforce.

Recommendation 4 - Organisational management is encouraged to promote an equitable reward system within the organisational structure. This approach aims to enhance workers' job satisfaction, effectiveness in job performance, job involvement, and organisational commitment, thereby ensuring efficient operations.

5.6 Direction for future research

Future research endeavours should incorporate other demographic factors as potential moderators, such as professional registration, area of specialisation, and size of projects.

Qualitative studies should also be conducted to delve deeper into the subjective experiences and perceptions of individuals concerning emotional intelligence and job satisfaction.

5.7 Chapter Summary

In conclusion, the findings of this study underscore the increasing importance of emotional intelligence in the workplace. The research reveals that individuals with high emotional intelligence possess a profound understanding of their own emotions and those of others, a crucial factor for maximising productivity and ensuring job satisfaction.

The study adds valuable insights to the existing literature by elucidating the intricate relationships between emotional intelligence and job satisfaction, particularly how these connections manifest in various demographic characteristics. Emotional intelligence instils optimism and equips individuals with emotional resilience, enabling them to navigate interpersonal conflicts effectively. Emotionally intelligent individuals display flexibility and a willingness to focus on solutions rather than fault-finding, contributing to a positive work environment. The study's comprehensive models emphasize the significance of specific emotional intelligence facets in predicting diverse facets of job satisfaction.

The study's objectives have been successfully met, providing conclusive answers to the research questions posed. Moving forward, acknowledging and fostering emotional intelligence in the workplace stands as a key factor in promoting overall job satisfaction and organisational success.

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Appendix A – Ethical Clearance Certificate



03 October 2023

Nishani Harinarain (981186159)
Grad School of Bus & Leadership
Westville Campus

Dear N Harinarain,

Protocol reference number: HSSREC/00006129/2023

Project title: The effect of emotional intelligence in enhancing job satisfaction for quantity surveyors in South Africa
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 05 September 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 03 October 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

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