

# Emotional Intelligence, Job Satisfaction and Organisational Performance in the Malaysian Public Administration

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**Abstract:** *In the public sector, organisational performance is key to delivering quality services to its stakeholders. Nevertheless, the public service in Malaysia is seen to be less competitive as it only ranks 24<sup>th</sup> in the World Competitiveness Report in 2017, has worsened from its 12<sup>th</sup> position in 2014. This study aims to examine the link between emotional intelligence, job satisfaction and organisational performance in the public administration using survey data obtained from 365 administrative and diplomatic officers. The Partial Least Square method is employed to study the link. The findings indicate that emotional intelligence has a positive direct effect on job satisfaction, and similarly, job satisfaction has a positive direct effect on organisational performance. Nevertheless, contrary to the claims of scholars, the study finds no evidence of any significant relationship on the indirect effect of emotional intelligence on organisational performance through the mediating effect of job satisfaction. This further intensifies the need to ensure the job satisfaction of the administrative and diplomatic officers of the public sector is given due attention to move organisational performance forward.*

**Keywords:** Emotional intelligence; job satisfactions; organisational performance; public administration

**JEL Classification:** H11, J24, M12

*Article Received: 5 July 2018; Article Accepted: 2 May 2019*

## 1. Introduction

In 2017, The World Competitiveness Report (WCR) ranked Malaysia at the 24<sup>th</sup> position from the 12<sup>th</sup> position in 2014 among 60 countries; a twofold drop within three years. The report highlights government efficiency as a critical factor and productivity of public administrators as one of the leading indicators. The drop in ranking implicates the performance of public organisations as an issue while Malaysia strives to compete for productivity and efficiency on a global scale. Furthermore, the Public Complaints Bureau

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(PCB) recorded 966 complaints on Malaysian ministries within two months alone in 2017. The highest proportion of complaints went for unsatisfactory quality of service at 22.35%, and failure of enforcement, which accounted for 20.8%.

The Eleventh Malaysian Plan (2016-2020) focused on human capital performance while stressing a disjoint between elements of knowledge, skills and attitude which directly emphasised a risk of Malaysia not fulfilling its vision of attaining a first-world talent base. As such, public administrators are expected to be emotionally intelligent to influence the performance of non-task behaviour of the public administrators (Hwa & Amin, 2016). Emotional intelligence (EI) has been proven to be an important factor at the workplace and a critical component for effective leadership and team performance (Kerr, Gavin, Heaton & Boyle, 2006; Mittal & Sindhu, 2012; McCleskey, 2014). This article studies the effect of EI on organisational performance (OP).

According to the Malaysian Productivity Report 2016/2017, numerous efforts have sought to raise the efficiency and effectiveness of the public sector which are influenced by the human factor – the well-being of employees. The efforts include increasing workers' motivation and skills in addition to transformation in bureaucracy, enhancing management systems and performance measurement coupled with incentive schemes, reorganising jobs and work processes. As job satisfaction has been highlighted as an issue in the public sector, the study attempts to determine the effect of EI on job satisfaction (JS) and the mediating effect of JS between EI and OP. The Administrative and Diplomatic Officers (ADOs) formulate, execute, and assist in implementing policies. Some of these policies form the main ideologies that are eventually implemented at the national level or abroad. The paper is organised into a few sections. The next section reviews the related literature followed by exploring the research methodology for this study before presenting the empirical results. The paper concludes with a discussion of the contribution, limitations and implications to the public sector.

## **2. Literature Review**

### ***2.1 Emotional Intelligence and Job Satisfaction***

Most empirical studies have analysed the relationship between EI and JS. However, Bar-On (1997) and Abraham (2000) found EI to have a positive effect on JS. Self-management contributes to psychological well-being (Baumann, Kaschel & Kuhl, 2005), health-promoting behaviours (Fuhrmann & Kuhl, 1998), employee socialisation (Ashford & Black, 1996), and high job performance (Porath & Bateman, 2006). Self-management includes the

ability to remain calm despite a provocative or conflicting situation while keeping defensiveness to a minimum and having a strong orientation towards motivation (Wolmarans & Martins, 2001).

Empirical studies demonstrated that leaders who display good self-management show strong work attitudes and altruistic behaviours (Carmeli, 2003) and due to this, employees share their leaders' positive emotions, resulting in higher JS (Wong & Law, 2002). Güleriyüz et al. (2008) showed self-management has a significant effect on JS. Individuals who self-manage their emotions may be better equipped to deal with intense emotions that may increase stress and exhaustions that reduce JS (Brackett et al., 2010). Employees who practice self-management will be less likely to recall and dwell about disturbing events that occurred at the workplace (Meisler & Vigoda-Gadot, 2010).

Self-awareness (SA) predicts EI, and allows workers to acknowledge their strengths and weaknesses (Goleman, 1998). Several researchers such as Rad, Pishdadian and Khanmohammadi (2014), and Yahyazadeh-Jeloudar and Lotfi-Goodarzi (2012) have established the effects of SA on JS. Past study findings reveal that SA is positively associated with JS (Judge & Bono, 2001; Ealias & George, 2012; Orhan & Dincer, 2012; Wu & Griffin, 2012; Kiani, Iftikhar & Ahmed, 2016). It establishes professional image, confidence and is linked to employees' performance (Khan, Masrek & Nadzar, 2017). Tutuncu and Kucukusta (2007) showed SA promotes JS as it allows an individual to adapt to existing environment leading to satisfaction in completing the given tasks. SA enables employees to assess themselves and understand the skill levels they are at and provides an opportunity to work towards attaining JS. Individuals with SA abilities are able to predict how certain situations will affect their emotions, and allows them take necessary actions to prevent such situations from occurring. Thus, there may be a link between SA and JS of ADOs.

Previous research revealed that SA is critical in ensuring JS (Ghoniem, Elkhoully, Mohsen & Ibrahim, 2011; Psilopanagioti, Anagnostopoulos, Mourtou & Niakas, 2012; Ignat & Clipa, 2012; Ronaghi, Feizi, Farshad; 2013). SA highlighted in a research on professionals in information technology showed its positive influence on JS (Masrek, Osman, Khamis & Paiman, 2014). Similar finding was found in the private and the public higher learning institutions (Hafsa, 2015). JS is highlighted as an important element to influence job performance, physical and psychological health outcomes, and withdrawal cognitions and behaviours (Schleicher, Hansen & Fox, 2011).

Leaders who are socially aware have the ability to perceive and understand emotions. This enables them to recognise the need to empathise with subordinates who are experiencing issues at work. Kellett, Humphrey and Sleeth (2006) discovered that the ability to perceive emotions of others

predicted empathy, which in turn affects relationship between one another and task leadership. Hence, socially aware leaders are able to improve their followers' JS by the show of empathy and that they care about their well-being. Likewise, Wong and Law (2002) state that JS is raised when employees are treated with respect, esteem and affection. They argued that leaders who are socially aware are more likely to display these traits, hence a positive link between SA and JS.

It has been established that JS is worsened by negative emotions in creating an environment of distrust and lack of JS (Dunn & Schweitzer, 2005). Lack of EI and responsiveness is related to greater levels of job dissatisfaction, distrust and disappointment. Relationship management (RM) is directly and positively linked with JS (Christie, Jordan & Troth, 2015). RM considerably influences JS of other team members (Barczak, Lask & Mulki, 2010; Christie, Jordan & Troth, 2015). A positive relationship management among individuals, leaders and subordinates creates a positive environment which enhances JS.

Trivellas, Gerogiannis and Svarna (2013) confirmed that RM has a significant positive impact on employees' satisfaction regarding personal development. Positively influencing and motivating employees to increase the level of JS which affects their personal development at work. A recent research by Bryant and Malone (2015) demonstrated that RM increases employees' JS significantly. Leaders who demonstrate EI have a tendency to efficiently and effectively communicate their vision and passion to their employees and facilitate their job performance by influencing and motivating them, leading to higher JS (Scott-Halsell et al., 2008). Based on these, the below statement is hypothesised:

**Hypothesis 1:** Emotional intelligence has a direct effect on job satisfaction.

## **2.2 Job Satisfaction (JS) and Organisational Performance (OP)**

Empirical evidence shows that JS has a positive significant effect on OP (Chan, Gee & Steiner, 2000; Ellinger et al., 2002; Harter, Schmidt & Hayes, 2002; Zohir, 2007; Chandrasekar, 2011). Early research done by Ostroff (1992) revealed that organisations with satisfied employees have a tendency to be more effective at work compared to organisations with dissatisfied employees. Satisfied employees create positive vibes, overcome obstacles, and indirectly enhance teamwork hence progressing the status of the organisation.

Harter et al. (2002) discovered a positive correlation between employee satisfaction, engagement and the OP with the latter measured by productivity, profit, employee turnover rate, incidence of employee

accidents and customer satisfaction. Alternatively, Gould-Williams (2003) suggested that OP will be strengthened when employees act diligently and perform duties beyond expectations, the success of which leads to JS. JS specifically has an effect on OP, although the relationship has not been direct and straightforward, it is still a crucial factor in OP worth to be studied (Bakotić, 2016). Based on the above evidence, it is hypothesised as follows:

**Hypothesis 2:** Job satisfaction has a direct effect on organisational performance.

### ***2.3 Emotional Intelligence (EI), Job Satisfaction (JS) and Organisational Performance (OP)***

The workplace is an environment that includes traits relating to EI, such as control of emotions and perceptions (Cherniss, 2001). According to Carnavale, Gainer and Meltzer (1988), it is common to utilise adjustments, self-management, interpersonal effectiveness, and discussion skills due to disagreements that may exist in a workplace. In improving the performance of the organisations, productivity and effectiveness of the organisations, EI employees are considered invaluable assets (Lam & Kirby, 2002; Carmeli, 2003; Mayer, Caruso, & Salovey, 2012). Although the use of these emotions is unavoidable at the workplace, it is pertinent that employees have the ability to use EI as and when it is required and be effective in producing required results. This is likely to occur if employees are not satisfied with their job.

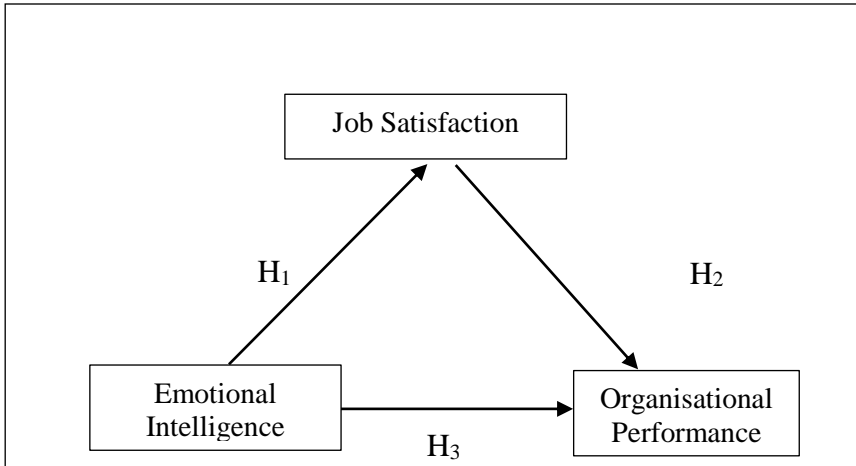
Based on the ability-based theoretical concept of EI, Carmeli (2003) examined the role of EI as a moderator between work-family conflict and JS and between work-family conflict and career commitment. Furthermore, the relationship between EI as an independent variable and KS, organisational commitment, job involvement, organisational cultural behaviour, work outcomes and job performance were explored among senior managers in local government institutions. Findings reported a positive and significant impact of EI to JS ( $\beta = 0.32$ ,  $p < 0.01$ ), highly affective commitment to the organisation ( $\beta = 0.23$ ,  $p < 0.01$ ), high commitment to their career ( $\beta = 0.34$ ,  $p < 0.01$ ), effectively control work-family conflict ( $\beta = -0.31$ ,  $p < 0.01$ ), higher levels of altruistic behaviour ( $\beta = 0.54$ ,  $p < 0.001$ ), withdrawal intentions from the organisation ( $\beta = -0.20$ ,  $p < 0.01$ ) and that managers with higher EI performs the job better than senior managers with low EI ( $\beta = 0.32$ ,  $p < 0.01$ ). In contrast, EI was unrelated to job involvement, and the interactive effect of work-family conflict and continuous commitment. The findings summarise that employees who practice EI tend to be more involved emotionally leading to better JS. Blank (2008) suggested EI competency-based employee recruitment as an effective predictor of successful job

performance to avoid legal risks and add value to the organisation. Marzuki (2012) found a significant positive relationship between EI and fairness and suitability of selection procedures ( $p \leq 0.05$ ). The majority of the research focuses on the environment where outputs can be quantified, but less attention has been given to the service environment (Schumacher, Wheeler, & Carr, 2009). A quantitative study by Kidwell et al. (2011) examined the use of emotions in marketing exchanges by sales professionals to facilitate positive outcomes for their firms, themselves and their customers. The results indicated a complementary relationship between EI and cognitive ability focusing on understanding ( $p \leq 0.05$ ) and managing emotions ( $p \leq 0.05$ ) that positively relate to sales revenue.

Those in the service industry who displayed higher EI have been shown a significantly positive relationship with customer satisfaction (Kernbach & Schutte, 2005; Kim, Cable, Kim & Wang, 2009). Rahim and Malik (2010) explored the influence of demography on the level of EI that leads to better OP among employees in financial institutions in Pakistan. EI was found to be significantly related to OP. Emotionally intelligent employees contribute to a more effective work environment by remaining in a positive mood even in a negative situation. This enables them to deal with challenging situations in a calm manner, hence providing the expected solution and driving the rest of the employees in resolving the existing issue successfully (Subhashini, 2008). Prioritising EI over technical and analytical skills in an organisation ensures optimum performance and competitiveness in the market (Singh, 2007). Individuals with higher EI are capable of managing their emotions to cope with job stress that creates an environment with higher performance and JS (Lopes et al., 2006; Cano & Sams, 2009). Areas strongly influenced by JS include performance management, organisational citizenship behaviour, counterproductive work behaviour, physical and psychological health outcomes, withdrawal cognitions and behaviours (Schleicher, Hansen & Fox, 2011). Due to the impact of JS on these areas it is expected these aspects will result in a positive influence on OP. There is also evidence that EI has a positive significant effect on JS (Rahim & Malik, 2010; Marzuki, 2012). It is thus hypothesised that:

**Hypothesis 3:** Job satisfaction mediates the relationship between emotional intelligence and organisational performance.

Based on the arguments above, the conceptual framework for this study is, as shown in Figure 1.



**Figure 1:** Conceptual Framework

**Source:** Goleman, 1998; Kaplan & Norton, 1992; Zeitz, Johannesson & Ritchie 1997; Brayfield & Rothe, 1951

### 3. Research Methodology

This study employed a questionnaire survey and collected responses from 365 ADOs in Putrajaya, the administrative capital of Malaysia. The questionnaire incorporates three different instruments on EI of Goleman (1988), JS Index of Brayfield and Rother (1951, as in Miller, 1983) and OP of Kaplan and Norton (1992) that support face validity.

The study targeted ADOs who are civil servants “officers”, i.e. those whose job grades require a degree (Grade 41) and above but no higher than Grade 54 (job with grades above 54 is termed senior managers). Thus, all officers at Grades 41 to 54 qualify as potential respondents in this study. Five ministries were selected as a sample of ministries, and at least one key contact person at each ministry was engaged to distribute to and collect the questionnaires from eligible ADOs as direct engagement with respondents was not supported by the ministries. To enhance the confidentiality of responses, the respondents are required to return the questionnaires in the envelope provided with it. As many as 700 sets of questionnaire were distributed, but only 365 valid sets were received, leading to a response rate of 52%. A Likert-type scale was used in the questionnaire for each item ranging from 0 (representing “Don’t know”) to 6 (representing “Consistently”).

A pilot test was subsequently carried out to assess the applicability of the statements to the local context. Table 1 shows the reliability of the scales used. The alpha for the final study shows that the measuring instruments are

all above 0.7 hence reliable in producing consistent results during the research (Crocker & Algina, 1986). The alpha results are comparable with the results obtained from the original work of the previous researchers.

The respondents comprised of 138 males and 227 females. The majority of the respondents (43.6%) had more than five years of work experience indicating they are well-versed with the work culture and the performance expected of them.

**Table 1:** Summary of reliability tests

Construct	No. of Items	Cronbach Alpha ( $\alpha$ )
Emotional intelligence (EI)	26	0.746
Job satisfaction (JS)	8	0.827
Organisational performance (OP)	20	0.737

#### 4. Model Estimation and Results Evaluation

Using SPSS 23.0, data was checked for common method bias as the source of data comes from the same category of respondents. Common method bias was not established, as the total variance for a single factor was less than 50%. Data was non-parametric, hence justified the use of PLS-SEM in the analysis of the data. Smart-PLS version 3.2.6 was used to compute the path model. In evaluating and reporting results, guidelines for using PLS-SEM by Chin (2010) and Hair et al. (2017) were followed. All indicators of EI have an acceptable level of composite reliability (CR) (ranging 0.828 to 0.842); Emotional Self-Awareness, ESA (0.828); Influence, INFL (0.829); Achievement Orientation, AO (0.840); and Empathy, EMP (0.842). The higher the CR, the higher the reliability. OP is within the acceptable level of CR (ranging 0.750 to 0.808); Financial Perspective, FP (0.750); Internal Process, IP (0.765); Stakeholder Perspective, SP (0.808); and Learning and Growth, LG (0.817). Similarly, AVE for JS is 0.515 with CR being 0.841. The full list of the reliability scores are presented in Appendix 1. As for discriminant validity, Table 2 shows all the square root of AVE for constructs OP, JS and EI exceeds the off-diagonal elements in both the corresponding row and column. Hence, this concludes that the results fulfil the Fornell and Larker's requirement for discriminant validity.

**Table 2:** Fornell-Lacker criterion

Organisational performance and job satisfaction					
	FP	IP	JS	LG	SP
FP	<b>0.716</b>	-	-	-	-
IP	0.225	<b>0.743</b>	-	-	-
JS	0.278	0.297	<b>0.717</b>	-	-
LG	0.160	0.272	0.131	<b>0.774</b>	-
SP	0.355	0.165	0.302	0.240	<b>0.720</b>



Emotional intelligence				
	RM	SA	SM	SOCAW
RM	<b>0.748</b>	-	-	-
SA	0.498	<b>0.709</b>	-	-
SM	0.477	0.540	<b>0.723</b>	-
SOCAW	0.567	0.568	0.538	<b>0.725</b>

Notes: FP: Financial perspective, IP: Internal process, JS: Job satisfaction, LG: Learning and growth, SH: Stakeholder perspective. The diagonal bolded values are the square roots of AVE and the values displayed below it are the correlations among the constructs. RM: Relationship management, SA: Self-awareness, SM: Self-management, SOCAW: Social awareness. The diagonal bolded values are the square roots of AVE and the values displayed below it are the correlations among the constructs.

## 5. Structural Model

Table 3 displays the path-coefficients, observed *t*-statistics and significance level for the entire hypothesised paths. In order to assess the significance of the path-coefficients, the bootstrapping procedure was used to generate *t*-samples with 5000 resamples to assess the hypothesis.

First, EI was found to have a positive direct effect on JS with a *t*-value of 2.03 ( $\beta = 0.192$ ,  $p < 0.01$ ) and explains 4% of the variance. JS has a positive direct effect on OP at a *t*-value of 8.82 ( $\beta = 0.510$ ,  $p < 0.01$ ). EI has a positive direct effect on OP at a *t*-value of 3.09 ( $\beta = 0.222$ ,  $p < 0.01$ ). As per Table 3, EI explains only 4% of the variance, and JS explains 4% of the variance in OP, both can be said as reasonably weak (Cohen, 1988). For JS, the exclusion of EI has a small effect ( $f^2 = 0.04$ ), while the exclusion of JS on OP has a large effect ( $f^2 = 0.37$ ). As shown in Table 3, there is sufficient predictive relevance for EI on JS ( $Q^2 = 0.02$ ). As for JS there is sufficient predictive relevance on OP ( $Q^2 = 0.02$ ).

**Table 3:** Structural model – Hypothesis results

Hypothesis	Std Beta	Standard error	<i>t</i> -value	Decision	R <sup>2</sup>	<i>f</i> <sup>2</sup>	Q <sup>2</sup>
EI > JS (H <sub>1</sub> )	0.192	0.095	2.03**	Supported	0.04	0.04	0.02
JS > OP (H <sub>2</sub> )	0.510	0.057	8.82**	Supported	0.04	0.37	0.02

### Bootstrap at 95% Confidence Interval (Bca)

	Std Beta	Lower	Upper	Decision			
EI > JS > OP (H <sub>3</sub> )	-0.012	0.045	0.262	0.79	-0.102	0.078	Not significant

Notes: \*\* - significant at  $p < 0.01$ .

The result for the indirect effect is determined by looking at the bootstrap confidence interval (Hair, 2017). Accordingly, the coefficient should not include a zero between the lower and upper limit of 95% bootstrap confidence interval. As shown in Table 3, JS does not have a statistically significant impact between EI and OP ( $\beta = -0.012$ , 95% Boot CI: [LL = -0.102, UL = 0.078]). The sections below discuss the findings of this research.

### ***5.1 Effect of Emotional Intelligence on Job Satisfaction***

In the public administration settings, when the ADOs have affection for their jobs and feel that they are socially valued, their job satisfaction rises which increases OP. JS consists of psychological factors and is a motivating factor that can be fostered by accomplishing one's work goals or being recognised by others for the efforts made (Chandra & Priyono, 2016). When public administrators succeed in satisfying the requirements of the stakeholders, their self-esteem and confidence in various aspects of the task increase leading to an increase in teamwork (Seery & Corrigan, 2009). JS also results in higher levels of job performance, such as high levels of OP, organisational commitment, positive job attitudes, and reduction in turnover intentions.

As JS indicates that the degree to which a person's needs or expectations are met at work, the satisfaction for ADOs increases when their needs are met, resulting in a higher OP. As there is a significant effect of EI on JS, the ADOs are more conscious of the signals that may disrupt their OP. Therefore, individuals who have the ability to perceive their emotional state well will disallow anger and other negative emotions to interfere in their lives. In order to ensure consistent and productive feedback or constructive input from the stakeholders, the ADOs must ensure they are socially aware and receptive on these feedbacks. The failure of the ADOs in doing so may cause dissatisfaction among the stakeholders hence leading to unwelcome tensions in the relationship between the stakeholders and the government. In addition, emotional self-awareness enables them to adjust their emotions to achieve organisational goals in the workplace. A positive relationship between the ADOs and stakeholders leads to better JS. This, in turn, will reduce absenteeism, leading to achieving individual goals at the workplace, and enhance OP. There may be circumstances for the ADOs where dealing with demanding stakeholders may cause negative reactions such as depression, social phobia and insomnia. In order to face and manage these effects, they must have EI to cope and ensure JS. ADOs with EI have positive attitudes towards their job as JS exists, hence optimal performance. Due to the existence of EI, the ADOs will be optimistic and are able to contain organisational pressures related to work positively, leading to better JS.

This provides them with an opportunity to manage their professional concerns amicably. In light of this, EI will facilitate ADOs to evaluate their existing skills and performance levels. As EI is identified as having a significant positive effect on JS, assessing their EI levels consistently will assist in sustaining their JS. The results in this research support the findings of Kafetsios and Zampetakis (2008) and Ouyang et al. (2015), which state that EI has a significant positive effect on JS.

## **5.2 Effect of Job Satisfaction (JS) on Organisational Performance (OP)**

As shown in Table 3, JS has a positive direct effect on OP ( $\beta = 0.510, p < 0.01$ ). JS plays an important role in ensuring that employees are motivated and are prepared to go beyond the call of duty. In the environment of public administration, JS is a vital element in ensuring that tasks are completed and performed accurately as it has a positive direct effect on OP. Formulation of inaccurate policies may cause a backlash from citizens. JS has been proven to create positive performance hence leading to increase in learning and growth, customer satisfaction, positive financial implication and improvement of internal work process and procedures. As JS weighs more towards internal factors between the employee and the job itself, it creates a desire to increase performance (Miao, Humphrey & Qian, 2016).

The significant positive effect of JS on OP shows that the ADOs are given accountability to completing given tasks, they will ensure that it is done as per the requirements of the organisation. JS is prevalent in an organisation when employees are delegated with responsibilities, hence providing them with autonomy in making decisions and completing tasks leading to an increase in OP.

As the ADO's role is different from other organisations, they are required to have the relevant skills in completing their task. The National Institute of Public Administration (INTAN) was established as the training arm of the Public Service Department as every ADO is important in the delivery of public service. The objective of this training centre is to be a premier learning institution of the public sector and in developing a competent public sector workforce through quality learning. The training given allows ADOs to adhere to the government guidelines while performing their duties. Continuous training provided is important as it allows ADOs to share their experiences with their colleagues in other departments hence, enhancing their learning curve. Should the task be difficult due to unforeseen circumstances, they have an avenue to share and discuss ways in overcoming these issues. This reduces the difficulty of the tasks at hand and creates JS that leads to a positive OP.

ADOs who are satisfied with their job will increase OP by contributing positively and being committed to the tasks at hand. Employees who are highly satisfied with their jobs are happy with the environment they are in, as they believe their jobs have positive aspects such as challenges, variety, flexibility, and good management. This encourages them to be creative and committed to overcoming obstacles in their jobs and create an environment that fosters teamwork, leading to increase in OP.

### 5.3 *The Mediating Effect of JS between EI and OP*

The results of bootstrapping analysis reveal that EI (with dimensions SA, SM, SOCAW and RM) does not have a specific indirect effect on OP through the mediation of JS ( $\beta = 0.012$ , 95% Boot CI: [LL = -0.102, UL = 0.078]). Miao, Humphrey and Qian's (2016) Sobel, Aroian and Goodman tests found a significant relationship between JS and OP at  $p \leq 0.001$ . However, JS of ADOs does not mediate the effect on EI and OP. This result supports previous research where EI does not have any indirect effects on JS (Aghdasi, Kiamanesh & Ebrahim, 2011). The low predictive value ( $R^2 = 0.01$ ) of EI on JS indicates that focusing solely on EI does not have a significant impact on the expected outcomes for JS. The dimensions of EI are not able to predict the effect on OP through JS.

A possible explanation for the above could be found within the Theory of Social Intelligence itself. This theory states the ability to realise and recognise one's feelings and those of others allows one to be aware of SM, SA and knowing others in RM. Following Maslow's Hierarchy of Needs model, one would be motivated to target higher needs when the lower needs have been achieved. A person with EI is equivalent to reaching the stage of self-actualisation

## 6. **Contributions, Limitations and Implications**

Studies on EI and performance were mostly in different industries in the private sector, and not much has been done on the Malaysian government sector. Theoretically, this study contributes by revising previous frameworks on EI, JS and OP and analyses the direct effect of EI on JS, JS on OP, and the indirect effect of EI on OP through the mediating effect of JS. This model is new and has not been previously presented. Further, this framework is associated with established Theories of Social Intelligence, and Hierarchy of Needs. Using ADOs as the target group, the study establishes the significant influence of SA, SM, SOCAW and RM of EI on JS. This study has conducted an analysis in establishing the importance of EI as part of an added dimension in improving OP. This study makes an important contribution as it analyses the effect of EI on OP, hence emphasising EI at workplace. The analysis shows an essential role for EI in policymaking and initiating the way for future researches. Researchers are able to examine further other indicators of EI that may have an effect on OP, and this research can be extended to the public service or different types of organisations. Another contribution of this study is the use of Structural Equation Modelling using Smart-PLS. Not many studies on EI have utilised this method.

This research had its limitation due to being conducted in the public administration of five ministries. Hence, the sample did not include public

administrators from other departments. Despite having a large sample size, the results may not be generalised to all public administrators in Malaysia. Secondly, this is a cross-sectional research compared to a longitudinal study. A longitudinal study may improve the results, as it would enable observation of individuals at work that may produce results differently.

## **7. Conclusion**

This paper examined the direct effects of two key constructs that contribute to organisational performance in the civil service focusing on the Administrative and Diplomatic Officers. The findings imply that the emotional intelligence of ADOs has a positive impact on their job satisfaction. Additionally, the ADOs' job satisfaction creates a conducive environment leading to a positive outcome on organisational performance. The implementation of EI on JS encourages ADOs to have a holistic perspective of their role as a civil servant, an opportunity to appreciate their task and embrace the accountability and responsibility provided to them by the government. Furthermore, an examination showed that JS does not mediate the relationship between EI and OP.

## **Acknowledgement**

An earlier version of this paper was presented at the ICAEP Conference at the University of Malaya on 22 August 2017.

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**Appendices**

**Appendix 1: Construct Validity of Measurement Model**

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

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

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